

# Columbus State Community College

HLC ID 1545

---

AQIP: AQIP Pathway Systems Appraisal

Visit Date: Not Set

---

**Dr. David Harrison**  
*President*

**Linnea Stenson**  
*HLC Liaison*

**Christopher Gray**  
*Review Team Chair*

**Mark Felsheim**  
*Team Member*

**Matthew Gotschall**  
*Team Member*

**James O'Donnell**  
*Team Member*

**Sharon Schroepfer**  
*Team Member*

**Steven Simpson**  
*Team Member*

# 1 - Reflective Overview

---

The first section of the System's Appraisal Feedback Report is the Reflective Overview. Here the team provides summary statements that reflect its broad understanding of the institution and the constituents served. This section shows the institution that the team understood the context and priorities of the institution as it completed the review.

In the Reflective Overview, the team considers such factors as:

1. Stage in systems maturity (processes and results).
2. Utilization or deployment of processes.
3. The existence of results, trends and comparative data.
4. The use of results data as feedback.
5. Systematic improvement processes of the activities each AQIP Category covers.

## Instructions for Systems Appraisal Team

During this stage of the Systems Appraisal, provide the team's consensus reflective overview statement, which should be based on the independent reflective overviews written by each team member. The consensus overview statement should communicate the team's understanding of the institution, its mission and the constituents it serves. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

Overall:

Columbus State Community College (CSCC) is an expansive institution with two campuses and various regional learning centers, as well as industry and partner educational sites. The college has over 55 years of history serving students for regional workforce careers and academic transfer. It has a diverse 27,000 plus student body that represent the College's four-county service area, along with students from throughout the United States and 132 countries. The College offers 200 plus Applied Associate degree or certificate options in addition to the Associate of Arts and Associate of Sciences degrees.

CSCC is an active participant in three national community college initiatives Guided Pathways, Achieving the Dream and Right Signals.

Category 1:

Columbus State Community College has made many improvements to "Helping Students Learn" in the past few years. Among those improvements are new assessment processes, redesigned program review process that relies on industry input, and new data systems to ensure student success.

Category 2:

CSCC has used its comprehensive Completion Plan to implement several initiatives designed to

enhance services including the centralization of student services, a new student advocacy office, more systematic student progress monitoring and intervention, and increased grant writing.

Category 3:

CSCC is committed to Valuing Employees through funding the Cornerstone HR system ( for annual appraisals, tracking of completed trainings, certifications, degrees and professional development) and making professional development an institutional priority. CSCC employs over 300 full-time and 1100 adjunct faculty, over 500 full-time and 380 part-time staff and 180 administrators.

Category 4:

Columbus State Community College uses data for effective decision making while promoting three strategic priorities of Student Success and Attainment, Workforce Development, and Civic Engagement. Project managers are assigned and held accountable for progress in each priority area. The College has recently identified a new leadership initiative to promote development and succession planning.

Category 5:

CSCC serves as part of the Ohio state system with state guidelines and requirements that provide the college a framework and accountability structure. Their Strategic Plan ensures that all fiscal, physical, and technological resources align with its budgeting process and strategic initiatives. The Office of Institutional Effectiveness has expanded the collection and dissemination of data, which has resulted in gains for (new) metrics throughout the campus. Additionally, the IT department reorganized into three separate units to better serve their constituents. In addition, the College has expanded grant funding to support overall student success. CSCC has been able to maintain financial accountability above state average while spending 50 percent of its budget on educational endeavors.

Category 6:

CSCC reports that continuous improvement is engrained in the culture of the college and is evident in its daily work and initiatives. The AQIP Steering Committee coordinates the College's continuous improvement processes. Each initiative uses a project management model that includes a designated project leader. Also ensuring oversight on quality improvement are the College Accreditation Liaison Officer and the Faculty Fellow for Accreditation. The College President provides communications and updates in addition to a publicly accessible accreditation homepage on its website. CSCC is committed to continuous quality improvement in the post-AQIP era

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 2 - Strategic Challenges Analysis

---

Strategic Challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning and quality improvement goals. Review teams formulate judgments related to strategic challenges and accreditation issues through careful analysis of the Institutional Overview and through their own feedback provided for each AQIP Pathway Category. These findings offer a framework for future improvement of processes and systems.

### **Instructions for Systems Appraisal Team**

Strategic Challenges may be identified on the Independent Category worksheets as the review progresses. The team chair will work with the team to develop a consensus Strategic Challenges statement based on their independent reviews. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### ***Strategic Challenge: Overall Process Design.***

CSCC identified throughout the portfolio activities undertaken by the College to attain its mission and goals. Yet, the activities did not appear to be developed into an organized, structured, repeatable, and measurable process. A process and the steps within that process focus on a specific outcome. Measurable, direct, target metrics are identified to determine the attainment of the process outcome. From analysis of the results come structured targeted improvements which feed back into the process. It was not clear from the portfolio that CSCC effectively utilized process design. Process description should flow from a brief overview of the process including the process goals, description of the activities and initiatives delivered to achieve the process goal, provide correlating to process metrics/results that measure the goal, and describe improvements based upon analysis of those process results. By developing structured, organized, measurable processes, CSCC can better understand its performance and target improvements to areas of identified deficiency. This increases efficiency and effective distribution of resources.

### ***Strategic Challenge: Assessment of Common Learning Outcomes.***

CSCC has made some progress in assessing institutional (common) learning outcomes (ILOs) since its 2014 systems appraisal. While clear ILOs have been established and the portfolio describes how faculty identify course level goals that align with ILOs, it is not clear that there is a college-wide clear expectation of student performance on the ILOs. Describing and operationalizing broad ILOs is helpful to ensure all stakeholders have a clear understanding of what skills, knowledge, and attitudes CSCC expects of its graduates. Further, it is especially important for faculty to have a shared understanding of these broad goals especially as they are selecting course goals which align with

these broad goals. Not only does the College need a common understanding of the ILOs but there needs to be norming across the institution to ensure there is some level of inter-rater reliability. Without these, CSCC cannot ensure that students have not common learning outcomes and will lack data for federal compliance.

***Strategic Challenge: Program Learning Outcomes and Assessment.***

The portfolio described a well-developed process for Program Learning Outcome assessment. However, the results provided addressed only the benchmarks met/addressed for Arts and Sciences. While the assessment process is relatively new, CSCC will need to provide evidence of outcomes assessment at the time of the Comprehensive Quality Review to be in compliance with Core Component 4B.1 and 4B.2 which read “ The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals” and “The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.”

***Strategic Challenge: Lack of Goals/Metrics/Targets***

As a continuation of the Overall Process Design strategic challenge, CSCC needs to develop process goals that can be measured. The College then needs to set clear targets. The targets allow for an understanding of institutional performance across the College. For example, CSCC’s processes on retention should have a clear goal: CSCC will retain XX% of first-time, full-time students. Inherent in the retention process is a goal (to retain students) and a target (at XX%). Setting a clear target that is directly aligned to the goal allows all areas of the College to understand performance. Other process connections between goals and metrics may be less obvious. For example, for the process for ensuring that academic programs and services are consistent with the institution’s mission the goal may not be as clear and the College may need to articulate the goal. Since CSCC’s vision is, partially, advancing the region’s prosperity, setting a goal in this area that CSCC will ensure academic programs are aligned to fill workforce needs would help provide a clear goal for that process. In this hypothetical example, the metric could be unemployment rate, CSCC graduate placement, or employer satisfaction to name a few. Being intentional about why the College has processes and ensuring those goals align with clear metrics could help prioritize activities and initiatives.

Currently, the portfolio often provided results that did not align with processes described which could be due to a lack of articulated goals in process design. Further, as CSCC develops these metrics, using outcome metrics, in addition to output metrics, can ensure that processes are effective. For example, the process for tutoring is designed to ensure students can academically succeed. An outcome metric could be academic performance for students who have visited tutoring where an output metric would be the number of students who used tutoring. The output, in this example, does not reflect on how well the process worked.

Utilizing outcome metrics that are clearly connected to process goals will inform the College of performance on those goals and allow them to make improvements to the process. The portfolio

currently describes a number of improvements but the improvements do not seem connected to the process goals described.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

### **3 - Accreditation Evidence Screening Summary**

---

Systems Appraisal teams screen the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, HLC has established linkages between various Process and Results questions and the Criteria's Core Components. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation through the comprehensive evaluation that occurs in the eighth year of the cycle, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "strong, clear, and well-presented," "adequate but could be improved," or "unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "met", "met with concerns", or "not met".

The full report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and the Systems Appraisal procedural document. Institutions are encouraged to review this report carefully in order to guide improvement work relative to the Criteria and Core Components.

Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

#### **Instructions for Systems Appraisal Team**

In this section, the team should create summary statements/suggestions for improvement for each of the Criteria for Accreditation.

### **Evidence**

---

#### **Criterion One. Mission**

Columbus State Community College's mission is clear and articulated publicly; it guides the institution's operations. CSCC provided strong and well presented evidence of their commitment to the public good and relationship between their mission and the diversity of their regional stakeholders. Their mission is "To educate and inspire, providing our students with the opportunity to achieve their goals" and is communicated and understood widely through its programming, services, operations and extracurricular offerings. Their mission is appropriate for a comprehensive public community college system.

### **Criterion Two. Integrity: Ethical and Responsible Conduct**

CSCC is generally strong, clear and well presented in this area with only one suggestion for how to enhance its evidence presentation. The College is regulated by the State of Ohio and must meet federal and state standards. Policies and procedures are in place to ensure ethical and responsible behavior by all levels of the College. Policies, procedures and forms are all easily accessible through the website and appropriate handbooks and procedure manuals. Providing more documentation of board deliberations and actions in this area, such as minutes would enhance the evidence presented.

### **Criterion Three . Teaching and Learning: Quality, Resources, and Support**

Columbus State Community College provides evidence that is strong, clear and well presented in this area. The institution shows that its degree programs are appropriate for higher education, that it has sufficient faculty and staff for effective, high-quality programs and student services, and that it provides support for student learning and effective teaching. The College demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning skills are integral to its educational programs. CSCC fulfills the claims it makes for an enriched educational environment.

### **Criterion Four . Teaching and Learning: Evaluation and Improvement**

The institution provides strong evidence in demonstrating its responsibility for the quality of its educational programs, and strong evidence in demonstrating its commitment to educational improvement through ongoing attention to retention, persistence, and completion rates. The institution provides evidence that is adequate but could be improved in demonstrating its commitment to improvement through its ongoing assessment of student learning in the curriculum and the co-curriculum.

### **Criterion Five. Resources, Planning, and Institutional Effectiveness**

CSCC provided evidence to support its resource, planning and institutional effectiveness processes. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. The institution engages in systematic and integrated planning. The institution works systematically to improve its performance.

---

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*



## 4 - Quality of Systems Portfolio

---

In this System Appraisal, peer review teams should acknowledge any work that the institution has begun toward addressing the Criteria for Accreditation and the Core Components. The more focused analysis remains on the AQIP Categories and the institution's evidence related to the Process (P), Results (R), and Improvement (I) questions. In cases where there was HLC follow-up stemming from the institution's previous reaffirmation review, the institution may request closer scrutiny of those items during this Systems Appraisal.

### **Instructions for Systems Appraisal Team**

Because it stands as a reflection of the institution, the Systems Portfolio should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the institution. In this section, the peer review team provides the institution with constructive feedback on the overall quality of the Systems Portfolio, along with suggestions for improving future Systems Portfolio submissions.

### **Evidence**

---

CSCC presented a thorough portfolio that described the Colleges activities and processes well. While AQIP is ending and the format for making an assurance argument will change as well, CSCC has an opportunity to draft an even stronger description of its operations. First, the team noted that different sections of the portfolio appeared to have significantly different writing styles and logic structures. Ensuring a one-voice approach makes it easier for the reader to understand the argument. Further, the College describes many processes that appear explicit, repeatable and provide for periodic evaluation. However, many times the results provided did not seem to align with the processes described. The College may benefit from better evidence so it can share its successes. Finally, the College should be sure to provide responses for all portions of a prompt or standard. If the standard address x, y, and z; sharing the processes for each part (x,y, and z) is important as the reader is providing feedback on the whole and not the individual parts. The responses in the appraisal will provide specific examples of the latter two suggestions.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 5 - AQIP Category Feedback

---

The Systems Appraisal Feedback Report addresses each AQIP Category by identifying strengths and opportunities for improvement. Through detailed comments, which are tied to the institution's Systems Portfolio, the team offers in-depth analysis of the institution's processes, results and improvement efforts. These comments should be straightforward and consultative, and should align to the maturity tables. This allows the team to identify areas for improvement and recommend improvement strategies for the institution to consider.

### I - Helping Students Learn

---

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

#### **Instructions for Systems Appraisal Team**

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Common Learning Outcomes, Program Learning Outcomes, Academic Program Design, Academic Program Quality and Academic Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

### **Evidence**

---

#### **CATEGORY 1: HELPING STUDENTS LEARN**

Category 1 focuses on the design, deployment and effectiveness of teaching-learning processes (and the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

##### **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** 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)

### **Systematic**

CSCC has created eight Institutional Learning Outcomes (ILOs) that reflect their mission and academic offerings. The statement of philosophy on General Education also demonstrates the philosophical alignment between the College's mission and their approach to general education. As the College matures in this area, implementing a periodic evaluation of this process may allow the College to ensure continued growth. Improving the clarity of its process descriptions, and periodically evaluating them, would also help develop this process to an aligned stage of maturity.

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

### **Systematic**

A General Education task force was created with broad campus representation to develop a general education statement and the ILOs in 2012. The process included stakeholders from across the institution, was based on research and best practices, and was contextualized regarding how general education works within all of CSCC's offerings. CSCC also articulates ad-hoc processes used to redevelop and review outcomes in 2014-2015. Greater clarity and further explanation its processes and how the ILO conducts its work and review in determining common outcomes would help advance this stage of maturity.

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

### **Systematic**

The College uses a mix of measures to share information about the common outcomes. Passive measures include information pushed through the website and the posting of the General Education Statement. Additionally, active measures include the incorporation of this information in assessment and departmental reporting strategies. ILOs are well-known across the institution and made available to students, and include brief statements describing the content. The level of achievement of outcomes is handled at the department or program level. While CSCC is a large institution, there may be an opportunity to work towards operationalizing the goals further or norming levels of achievement across the College. This would ensure that all students, regardless of program or department, meet the College's expectations for ILO performance. It is not clear how these processes are periodically evaluated.

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

### **Systematic**

CSCC has sustained a campus-wide effort to ensure that students in any discipline have adequate opportunity to master all eight of the College's ILOs, and the college continues to include performance on these outcomes as part of annual departmental reporting and assessment practices. It

is not clear how these processes are periodically evaluated. There may be an opportunity to work towards norming levels of achievement to ensure that all students, regardless of program or department, meet the College's expectations for ILO performance.

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

### **Systematic**

CSCC relies on the ILO committee to conduct a review and if needed a revision of curriculum every four years. In this the College includes employer input from advisory boards and reviews both internal and external benchmark data. The committee was formed in 2018. As this process continues to mature, development of procedures to ensure that student, workplace, and societal needs are evaluated will be helpful.

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

### **Systematic**

CSCC describes a number of activities and opportunities available to students and shares an alignment grid that demonstrates alignment between activities and institutional learning outcomes. CSCC offers athletics, 52 clubs, and a number of other co-curricular activities for students, and there is evidence that co-curricular learning occurs through the clubs, institutional effort, and through faculty support. There may be an opportunity for the College to think institutionally about its approach to design of co-curricular opportunities; having an institutional philosophy regarding the need, approach, and delivery of co-curricular activities may help the College to ensure continued growth in these processes.

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

### **Systematic**

CSCC processes allow for individuals and/or departments to assess common learning outcomes at the course level, and uses an annual peer review process to provide oversight on tools, methods, and assessment strategies. Each content area is responsible for the review and updating of its own assessments and tools. The College plans to develop institutional rubrics. However the lack of institution-wide operationalization of the ILOs does not allow the College to ensure outcome attainment. This issue was addressed in the 2014 Systems Appraisal and it appears that CSCC has not made notable progress since that time.

- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

### **Systematic**

CSCC utilizes committees to assess common learning outcomes in order to promote consistency and the dissemination of curricular changes/improvements resulting from this work. However, the lack of institutional operationalization or norming limits the institution's ability to gain data that can be analyzed at the institutional level. The College has committed to creating rubrics for each of the eight ILOs, and completing this work could serve as the means for continued maturity in assessing common learning outcomes.

**1R1** 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)

### **Reacting**

Completion of assessment data is presented. However, the benchmarks set for assessment completion do not necessarily reflect the effectiveness of CSCC's common learning outcome processes. Instead, the CCSSE data referenced in the Internal Benchmarking section is a good example of indirect data that speaks to the quality of the common learning outcomes processes. Here, the College can understand how students feel about general education themes (forming new understandings and reading) compared to other institutions. Aligning these types of metrics to the ILOs would allow the College to have better measures than completion alone. In addition, while the College aggregates data at the institution level it is not possible to ascertain performance on the unit level. Doing so could make the data more meaningful within functional units of the college.

- Comparison of results with internal targets and external benchmarks

### **Systematic**

Completion rates are shared, and the portfolio mentions that some targets are met, but it is not clear how internal targets are set or how the college defines and measures progress on meeting them. Hence, the explanation of how comparisons are used to improve performance is unclear. Including evidence of data used to improve the curriculum could be a way to enhance the compliance and utilization data shared in Table 1.2. The College also states that it uses the CCSSE survey as a benchmarking tool; however the comparative data provided is for only two survey items that are relatively removed from providing general education.

- Interpretation of results and insights gained

### **Systematic**

CSCC reports that many assessments have been completed and most of those have achieved the appropriate level of performance on the goals. The College then references its completion rate in comparison to other institutions. However, the lack of an institutional approach to common learning outcomes (operationalization or norming) makes the data from different courses, departments, and instructors difficult to compare. The insights gained are also somewhat limited due to this. While CSCC presents a comprehensive assessment framework it appears to not include evidence that collected data is being utilized for CQI purposes.

**1I1** Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

CSCC identifies four areas of focus: (1) improving repeatable, systematic processes, (2) assessing co-curricular activities and their impact on student success, (3) creating a faculty led Institutional Learning Goal (ILO) Committee, and (4) incorporating assessment data into initiatives surrounding student success. The College needs to make concerted efforts to ensure that common learning

outcome attainment is broadly understood across the institution and that outcomes data is being collected and analyzed for institutional understanding. While it is clear that CSCC is self-aware and understands some of the issues it has faced in terms of data consistency, collection, and application, it appears that data collection and results supersede planning activities. The College seems well positioned to continue to grow and improve in this area.

## 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** 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)

### **Systematic**

CSCC has a cyclical process of review for curriculum that occurs every four years. The College also uses the Guided Pathways model to ensure that programs and student expectations are in an alignment. Program faculty and Advisory Committees align program learning outcomes with specialized accreditation through guidance from the national bodies. More information about specific processes used to align program learning outcome to mission and to degree level would strengthen this section of the portfolio.

- Determining program outcomes (4.B.4)

### **Reacting**

While the College states that it uses the ILO to adapt program learning outcomes, the actual process used by this committee is unclear. Although the portfolio does cite two programs that utilize external partner input to develop learning outcomes, the portfolio could benefit from a clearly articulated explanation of the campus-wide processes involved in determining, reviewing, and revising its program learning outcomes.

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

### **Aligned**

Program learning outcomes for CTE areas are designed with input from advisory committees, external program accrediting bodies, and community workforce representatives. The committee composition helps to ensure the program learning outcomes remain relevant. The College uses the website, standardized syllabi, and other means including the course catalog to communicate and articulate program learning outcomes to the public.

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

### **Systematic**

The College utilizes its program review process and advisory board input to maintain relevance of its outcomes. Additional information about the processes themselves, how advisory board input is integrated, and further clarification about societal input would help mature this aspect of the portfolio. Developing a more formal tool for evaluation would also prove useful to the College as it continues to mature in this area.

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

### **Reacting**

The College indicates that in certain circumstances there is not a purposeful process followed when designing co-curricular programmatic activities. The development and articulation of a clear process to design, deliver, and align co-curricular activities with the College Mission could help advance this stage of maturity.

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

### **Systematic**

Selection of program learning outcomes assessment tools happens at the program level. CSCC shared a number of different types of tools. However it is unclear how faculty selects and reviews tools and methods. The articulation of a clear, repeatable process would help advance this stage of maturity.

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

### **Aligned**

CSCC has developed a PLO assessment form where programs report on assessments and provide necessary follow ups. The Assessment Handbook and corresponding support materials show a clear and repeatable process of assessment and curricular improvement, and the collection and reporting happen on a periodical basis.

**1R2** 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)

### **Systematic**

High level PLO benchmark attainment has been reported and program benchmark data is compared. This result may be useful in evaluating if PLO assessment is occurring but not as useful in understanding how well students are demonstrating achievement of PLOs. As these processes continue to mature, the addition of longitudinal and trend data that would allow for effective performance management and comparative analysis will be useful.

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

### **Systematic**

High level PLO benchmark attainment has been reported and program benchmark data is compared. This result may be useful in evaluating if PLO assessment is occurring but not as useful in understanding how well students are demonstrating achievement of PLOs. As these processes continue to mature, the addition of longitudinal and trend data that would allow for effective performance management and comparative analysis will be useful.

- Comparison of results with internal targets and external benchmarks

### **Reacting**

CSCC provides a clear example of how it uses external benchmarks in the CCSSE critical thinking indicators. However, as with the common learning outcomes, no identifiable targets or benchmarks seem to exist. In addition the College makes reference to CCSSE metrics and suggests they are connected to CLOs and PLOs but those connections are not made clear to the reader. There is limited discussion of how the College determines and measures progress on internal targets.

- Interpretation of assessment results and insights gained

### **Systematic**

CSCC's interpretation accurately describes the data provided but because the data is only about completion of assessment, there is no meaningful interpretation available. The portfolio does not report longitudinal data to help indicate trends and performance over time.

**1I2** Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

As noted in 1I1, CSCC seems to have awareness of gaps in processes and results and a willingness to address them. The ILO implementation is one that will positively affect both General Education as well as education in the content areas. There is also some clarity provided with specific evidence of how the CCSSE was utilized. Many of CSCC's planned activities center around ILOs. While these activities may strengthen general education at CSCC, there is an opportunity to also focus efforts on the non-transfer program learning outcomes. Specifically, the College could build program learning outcomes specific to each non-transfer degree, operationalize levels of achievement for the program learning outcomes, and assess the level of achievement for program learning outcomes.

## **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** 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)

### **Systematic**

CSCC recognizes differences among its student body through wide differences in academic preparation, and the college offers a number of initiatives implemented to improve student preparation and success in entry-level courses. However there does not yet appear to be an intentional process at CSCC for identifying student stakeholder groups and identifying their particular educational needs. Through continued maturity in this, the College will be in a position to discover patterns where interventions in particular stakeholder groups could increase student success.

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

### **Reacting**

While the College states that it follows specific policies and procedures to determine stakeholder needs, such as in Program Advisory committees identifying workforce partners, an actual process for determining these stakeholders is not clearly described. CSCC may benefit from devising processes that result in a more intentional approach that will capture all stakeholder groups such as educational partners, civic partners, and other populations (parents, alumni, retirees, etc.) that could better help CSCC achieve its mission.

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

### **Systematic**

CSCC describes academic program design as a process that responds to student and workforce needs, and the Math Bootcamps represent an example of programming designed to meet a specific stakeholder group. In its continued maturity, the inclusion of additional groups to identify stakeholder needs might include a presidential advisory committee to respond to local community and civic stakeholders, and student service programming for specific student groups (Latinos Unidos or a program for students with ADHD, for example). By more thoroughly identifying stakeholder groups, CSCC will also be able to identify and describe additional responsive programming to serve those groups.

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

### **Systematic**

CSCC has developed program review procedures based on data with the intent to “foster consistency and comparison.” The program review process owners are the division assessment teams with oversight from the administrators in the particular areas, and the procedures are shared across institutional units as they are captured in the division handbooks. When the College can ensure this process is meeting its intended goals, there is potential for it to serve as a model as it is explicit, repeatable, and periodically evaluated.

- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

## **Aligned**

CSCC has an explicit, repeatable process for reviewing academic programs. The review procedures are communicated to all internal stakeholders, the process requires data and transparency, it follows state and accrediting body expectations, and occurs on a three year cycle. Both the A and S Program Review Handbook and Figure 1.8 clearly demonstrate how programs and courses are reviewed and how proposed changes including elimination are handled during these processes.

**1R3** 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)

## **Systematic**

Summary comparative data on students participating in a math pilot and a longitudinal count of curricular changes was provided. Sharing other data sources that reflect all processes described (program review, for example) may help the reader better understand CSCC's performance. For instance, while there currently may be a link between program review and curriculum changes, the connection is not clear to the reader. It is concerning that many of the data presentations appear to be from a single data collection and do not show performance over time. The College could benefit from adopting a comparative perspective to its data presentations that would allow it to conduct trend analysis and show CQI in the data over time.

- Comparison of results with internal targets and external benchmarks

## **Reacting**

While the College does indicate one possible internal target for its English curriculum and references a few indicators on the NCCBP, overall evidence of the purposeful and strategic use of targets and benchmarks to inform decision-making and evaluate progress on CQI initiatives seems missing. The College could benefit from the adoption of a more robust and sophisticated approach to data collection and presentation. Through being more intentional about developing benchmarks and setting targets CSCC could better understand their performance and progress.

- Interpretation of results and insights gained

## **Reacting**

The College states that its new program review processes are still in the pilot phase. While there currently is only a reference to understanding one aspect of an English initiative, the college will gain more insight as the program review process continues to mature.

**1I3** Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

The primary achievement of this area is in the comprehensive program review process, resulting in nine program reviews to date. This new process positions the College to adopt a holistic and

sophisticated way of evaluating existing and new programs alike. The process also sounds promising for continuation and it appears the College has engaged stakeholders from across the institution to develop an explicit and repeatable process.

#### 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** 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)

##### **Systematic**

The College allows faculty and department leads to determine the preparation that is required by students including prerequisites, placements, etc. The College communicates this information to current students through the website and through standardized syllabi. Additional public information is available through a variety of web-based resources. Periodically evaluating the process effectiveness could help to guide the College's continued efforts in determining academic preparation needed by students, and thereby increasing student success.

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

##### **Aligned**

CSCC has procedures in place to assist and support dual credit and online instruction, and clearly articulates its assessment and course development requirements and processes. The College presents a well-defined dual and concurrent enrollment strategy that aligns rigor and outcomes in both spaces, and ensures all faculty meet minimum qualifications and assumed practices of the Commission. There may be an opportunity to utilize data to ensure academic rigor across locations and modalities; for example, if a common cumulative exam is given, comparison of results by section could reveal patterns. Likewise, inclusion of course-level metrics (success, completion) may be helpful.

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

##### **Systematic**

CSCC awards credit for prior learning through accepting transfer credits from accredited institutions and through international credential evaluation services. The College also awards credit through a number of nationally-recognized tests and services. It is clear that there is a process for evaluating other credit opportunities as well, however the process is not described. CSCC could increase maturity in this area by describing precisely how the College evaluates these credit opportunities, and by periodically evaluating its processes for awarding prior learning credit.

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

### **Systematic**

Department Chairs are responsible for identifying when specialized accreditation is necessary for an academic program. The College currently holds 30 specialized accreditations and appears to have adequate resources in place to support them. However is not clear if there is an institutional philosophy or guide that the chairs follow in making these determinations or if the process itself is periodically evaluated. Additional information about how specialized accreditations are selected could be helpful.

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

### **Systematic**

The College maintains clear minimum academic requirements for each degree in the Catalog, and uses a mix of internal direct measure assessments and external licensure/certification assessments to assess outcomes. Faculty work with program leadership to develop responses to the analysis of these assessments as a part of the College's assessment work.

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

### **Systematic**

CSCC uses job placement, program completion rates, faculty observations and evaluations, and student evaluation of faculty teaching to ensure rigor. The portfolio describes how the standing committees of the College are used to identify needs and recommend tools, methods, and instruments; however it is not clear if this is part of a repeatable process or done in ad hoc manner.

**1R4** 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)

### **Aligned**

CSCC presents data that is relevant to the identified success points. In most cases the data presented shows trends over time and allows the reader to understand progress. When available, data is presented over time with side-by-side comparisons to national norms and external benchmarks.

- Comparison of results with internal targets and external benchmarks

### **Aligned**

CSCC reports data from the repeated employer satisfaction survey, employment rates, transfer rates, completion, licensure rates, and certification rates. Most data are presented in longitudinal form which allows the College to understand its performance trends, and good performance levels are reported. In addition, data is presented in comparison to national averages and external benchmarks. The college's maturity in this section could be enhanced through description of how the College sets and measures its internal targets and improvement processes.

- Interpretation of results and insights gained

### **Systematic**

CSCC makes meaning from data to inform institutional actions. The emphasis and revision of the program review process is an example of their use of CQI. The college could advance its maturity in this area by providing a more robust interpretation of the results.

**1I4** Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

CSCC is implementing guided pathways to increase student success in transfer and workforce placement. It is not clear if there is a connection between the desire to increase these metrics and current performance or whether the guided pathways initiative is separate. The College could benefit by helping the reader better understand how the analysis of the presented data led to the process improvements and in doing so closing the CQI loop.

## 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** 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)

### **Systematic**

CSCC has contractualized academic freedom as part of the bargaining agreement, and all research goes through the college's IRB. However the portfolio does not describe how CSCC ensures these processes are working, and describing these processes would help the reader better understand them.

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

### **Systematic**

CSCC sets ethical learning standards through the Student Handbook and resolves concerns through a student code of conduct process. The College clearly states student conduct expectations, and uses a variety of supplemental services through the library, the website, and other areas to educate and support student on these practices. However it is not clear how these processes are periodically evaluated.

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

### **Systematic**

The College provides a number of professional development trainings to ensure strong methodological approaches, and includes orientation regarding ethical practices outlined in the

bargaining agreement. Additionally, the bargaining agreement outlines appropriate faculty behavior and the College has processes in place to address poor performance in this area. The systems portfolio does not describe how the College monitors, or evaluates, these areas and processes.

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

### **Reacting**

The College uses software to track violations of academic integrity. However evidence of a clear and repeatable process is not evident. The portfolio also does not describe how the process is evaluated.

**1R5** 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)

### **Systematic**

The data provided gives some evidence about student adherence to ethical practices, and the portfolio reports student violations of academic integrity, participation at library instruction sessions, and IRB results. The data are presented longitudinally. It is less clear how the College measures and ensures issues of faculty expression.

- Comparison of results with internal targets and external benchmarks

### **Reacting**

College does not specifically discuss or share the use of benchmarks or internal targets in this section of the portfolio.

- Interpretation of results and insights gained

### **Reacting**

While detailed descriptions of the results are shared, it is not clear that interpretations or insights are included in the portfolio.

**1I5** Based on 1R6, what process improvements have been implemented or will be implemented in the next one to three years?

The College continues to make improvements in a variety of areas through the new program review process, through implementing additional explicit and repeatable processes based on the success of the program review revision. Additionally, in fostering a culture of ethical practice the College has been able to target certain student ethical issues directly with training and education rather than through escalating punitive measures. CSCC has also identified the need for a systematic approach to graduate surveys. Connecting these new initiatives to results from other processes may allow the reader to better understand how the College is using CQI to improve its performance.

## **CATEGORY SUMMARY**

The College has recently implemented an overhauled Program Review process that follows good CQI practices and could serve as a model to establish assessment processes that create a common focus and understanding across the institution. The College has processes in place to ensure academic integrity and ethical practices. At times CSCC seems to confuse the use of targets and benchmarks, and the application of each within a CQI framework, and at times struggles to provide data and information that show evidence of described processes. Working to improve the sophistication of the data reporting and utilization could be an area of improvement for the College.

## **CATEGORY STRATEGIC ISSUES**

1. Improve data visualization, reporting: i.e. include an N, define the recording period/semester/term etc., use longitudinal data; trend analysis, definition of targets and use of benchmarks, and data analysis.
2. Assessment. CSCC has yet to operationalize or norm understanding of common learning outcomes. This issue was identified in the 2014 Appraisal.
3. Connecting processes to results. Often times the results presented are not connected to the processes described.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## II - Meeting Student and Other Key Stakeholder Needs

---

Focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Current and Prospective Student Needs, Retention, Persistence and Completion, Key Stakeholder Needs, Complaint Processes, and Building Collaborations and Partnerships.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 2: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Category 2 focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

#### 2.1: CURRENT AND PROSPECTIVE STUDENT NEED

Current and Prospective Student Need focuses on determining, understanding and meeting the 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** 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)

#### **Systematic:**

CSCC uses placement tests, software analytics, and an early alert system to identify and track students and their academic support needs. The College lists activities in which it engages but does not make clear how these activities fit into an identifiable process or how they are assessed for



effectiveness.

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

**Aligned:**

The Student Success Council are process owners for student success and provides recommendations on academic support services. CSCC provides a variety of academic support services including early alert, advising, disability support, and tutoring. The Student Success Council monitors performance data ensuring the academic support services meet expected goals.

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

**Systematic:**

The bargaining agreement requires faculty to hold office hours each week. The portfolio does not describe how those office hours are communicated to students. There is no discussion of part-time faculty office hours.

- 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)

**Systematic:**

CSCC provides tutoring services, specialized advising programs, disability services, testing services, and library and research support to address learning support needs. Early alert is used to flag student who may need learning support. The portfolio does not make it clear how the College determines learning support needs.

- Determining new student groups to target for educational offerings and services

**Systematic:**

There is a brief description in the portfolio of the use of surveys, study of national surveys and industry input to determine new student groups but it is unclear how comprehensive or integrated this system is. No examples of new groups that have been identified using these processes were noted.

- Meeting changing student needs

**Systematic:**

While it clear that the College collects and uses data to inform decisions, as evidenced by the addition of the one-stop shop (Student Central), it is not clear from the portfolio what process is used. Process descriptions typically describe the process owner, purpose of process, frequency of process, and data that supports evaluation so the process owner can determine if the process is effective. An example of this is the College's Student Success Council where the committee serves as the process owner which was created to review success data to guide the College's efforts. This description allowed the reader to better understand the process in addition to activities and initiatives that may be part of the process.

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

**Systematic:**

CSCC appears to be aware of different subgroups of students and offers an array of support services tailored to these groups. While input is sought from application information and self-disclosure to identify subgroups and different offices supply support needs, it is unclear the process that unifies these activities.

- Deploying non-academic support services to help students be successful (3.D.2)

**Systematic:**

CSCC deploys a variety of non-academic services to meet student needs. To improve in maturity, the College may want to provide a more detailed description of the process, such as a timeline for when data is collected, analyzed, and dispersed to departments. There is no discussion of the use of co-curricular or extra-curricular activities to help ensure student success. In addition, it would be helpful for the reader to know how this information is used for planning and budgeting.

- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

**Systematic:**

The College uses hiring process to ensure staff are qualified. Training is conducted internally, and employee evaluations are used to identify additional training and support needs. Beyond brief statements in the portfolio, little information is provided as to specific processes.

- Communicating the availability of non-academic support services (3.D.2)

**Systematic:**

Columbus State provides information on the availability of support services through its website, syllabi, campus posting, etc. There is no discussion of any process to monitor how well these services are doing or what more could be done to ensure students are aware.

- Selecting the tools, methods and instruments to assess student needs

**Systematic:**

The College selects tools and instruments based on its membership in NCCBP and AtD. Additionally, other internal departments along with the Department of Student Academic Success select assessments based on industry trends. More information on the specific processes these departments use could improve maturity.

- Assessing the degree to which student needs are met

**Systematic:**

CSCC uses a combination of indicators such as national surveys, internal student satisfaction surveys, and focus groups to assess the degree to which student needs are met. The College recently

implemented a new program for Student Affairs staff to help with assessment of student needs. While CSCC appears to be collecting data, it is unclear the process the College uses to analyze and act on the information collected. Columbus State instituted a new initiative entitled the Student Affairs/Enrollment Management and Student Support Assessment Academy to train student services professionals on assessment and measurement. This initiative has the potential to help move the College's assessment processes in this area to a higher level.

**2R1** 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)

**Systematic:**

The Student Central Satisfaction Survey was presented which only included input from 11 students. The portfolio also included results from the Noel-Levitz survey for 2017 as comparison to a 2014 survey. These summary results do not align with and do not fully address the processes described in 2P1. The portfolio references the College's participation in the Foundations of Excellence process and notes that a change was made based upon knowledge learned from the self-study but no actual data or summary of results related to this effort are provided in the portfolio.

- Comparison of results with internal targets and external benchmarks

**Systematic:**

The portfolio describes the use national surveys such as Noel-Levitz and SENSE to measure student satisfaction and notes that between 2014 and 2017 the College scored higher in 22 items. The link between these gains and the processes described earlier is not clearly articulated, however. There is no discussion of concrete, measurable internal and external benchmarks for this area.

- Interpretation of results and insights gained

**Systematic:**

While the portfolio includes interpretations from internal departmental surveys, this information does not align with information provided in the two Results sections above. To the reader, data appears to be haphazardly presented which makes it difficult to grasp the cohesiveness and comprehensiveness of results linked to processes.

**2I1** Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

CSCC reports it is committed to improving its Student Central and Holistic Student Supports services. The Portfolio lists some improvements but with the possible exception of the Student Innovation Fund it is unclear if these grew out of a comprehensive improvement plan that included measurable goals and/or benchmarks. The portfolio does state that the Student Innovation Fund was established to provide funding to find solutions to low areas in the CCSSE but no detail or examples are provided.

## 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** 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)

### **Aligned:**

In addition to the collection of required State and federal reporting data, the College reports that it has 58 student success strategies in place that are measured for retention, persistence, and completion.

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

### **Systematic:**

While the College provides information on who determines targets for retention, persistence, and completion, it is unknown how they go about doing so. Description of a repeatable process is not evident in the portfolio.

- Analyzing information on student retention, persistence and completion

### **Systematic:**

CSCC's OIE collects and analyzes data on student retention, persistence and completion and shares across the campus. The portfolio does not describe how the College analyzes the data, but CSCC's AtD status indicates that the College is most likely disaggregating data by specific user groups and comparing to benchmarks.

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

### **Systematic:**

CSCC uses the College Completion Plan 2018 as a guide for meeting retention, persistence, and completion targets. In addition, the College recently hired a Director of Completion Programs and assembled a Completion Team to assist with meeting targets. To improve in maturity, CSCC may want to include an explicit description of the process used to make it clear to the College's stakeholders.

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

### **Systematic:**

The College states it uses a variety of tools and methods to assess student retention, persistence, and completion, including Achievement Analytics and other data models. An Institutional Effectiveness team assesses tool and instrument effectiveness and makes recommendations for their use. From

information provided in the portfolio, the actual process used for selection and assessment of effectiveness is unclear.

**2R2** 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)

**Systematic:**

The College cites one example in its summary results, an increase in retention for Black and African-American students from 2013-2016. While this is a positive trend, these results do not fully encompass all the data the College states it collects on student retention, persistence, and completion.

- Comparison of results with internal targets and external benchmarks

**Systematic:**

CSCC provides data showing increases in persistence rates for degree-seeking students, for all new students, and for part-time and full-time students. While this is a positive trend, it is unclear what the College's targets were for these cohort groups as none were provided. The College compares its Fall-Fall persistence rate in 2015 to the national average. Data is for 2013-2015. To improve in maturity, the College is encouraged to include more recent data along with internal targets and external benchmarks.

- Interpretation of results and insights gained

**Reacting:**

The portfolio notes an increase in completion rates but there is no interpretation provided for the results. It is unclear if or how these results were part of a comprehensive improvement plan with measurable goals.

**2I2**Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

CSCC is using the AtD framework to approach its efforts on increasing student retention, persistence and completion. Implementation of guided pathways will guide the College in the upcoming years. In addition, CSCC hired a Director of College Completion and has organized a Completion Team to assist with student retention, persistence, and completion. It is unclear the timeline for Guided Pathways activities or for actions assigned to the Director of College Completion. It is also not known how these improvements align with results, or processes for that matter, presented in 2P2 and 2R2.

**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** 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)

**Systematic:**

CSCC determines the needs of key stakeholder groups in bi-monthly Board meetings, advisory committee meetings, conferences, and in weekly meetings with external community constituencies. The portfolio does not include how the information collected coalesces into a repeatable and known process.

Determining new stakeholders to target for services or partnership

**Systematic:**

The portfolio description appears to address only emerging workforce needs. Identification of new stakeholders is determined by trends CSCC observes in the workforce, through interaction with community members and organizations, and through changes in federal, state, and community priorities. The College works with local industries and employers in effort to align academic programs with regional employment. However, it is unclear the unifying process CSCC engages to determine other new stakeholder groups.

Meeting the changing needs of key stakeholders

**Systematic:**

CSCC's participation in the Central Ohio Compact and community organizations in addition to Workforce Advisory Councils and feedback from external partners help the College monitor the changing needs of key stakeholders. However, listing activities is not a process. To improve in maturity, CSCC is encouraged to include information on repeatable processes it uses to meet stakeholder's changing needs.

Selecting the tools, methods and instruments to assess key stakeholder needs

**Reacting:**

The portfolio mentions the use of the College's mission, vision and values to help guide the selection of tools but there is no description of the actual selection of tools, methods and other instruments to determine stakeholder needs. It is unclear to the reader, however, how the College's values are used as tools for assessing key stakeholder needs.

Assessing the degree to which key stakeholder needs are met

**Reacting:**

The College gathers informal feedback through its many contacts with external stakeholders but a mechanism to assess how well those needs are met is not described in the portfolio. The portfolio provides a brief description of its communication with local economic development groups and notes it has increased the number of high school students earning college credit while in high school but it is unclear if or how these are tied to key stakeholder needs that were determined through a

comprehensive process.

**2R3** 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)

**Systematic:**

The portfolio presents information on developing work-based learning opportunities for high school students per the Central Ohio Compact. Although these activities and results are promising, they do not fully convey results for processes described in 2P3. Results tied to clear goals and/or benchmarks for this area are not presented.

- Comparison of results with internal targets and external benchmarks

**Reacting:**

The portfolio describes how the grants office has increased its grants but it is unclear how this is connected to the processes listed earlier or to determining the emerging needs of key stakeholders.

- Interpretation of results and insights gained

**Reacting:**

The portfolio lists the results of dual credit enrollment increases. It is unclear, however, how this is connected to concrete goals and/or a comprehensive improvement plan for this area.

**2I3**Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Several actions have been identified that are supportive of stakeholders and their ever-changing needs. However, it is unclear how they came about due to the results presented in 2R3. The College created the position of Dean of Partnerships and Programs, created a CCP office, and renamed Workforce Development to Workforce Innovation. The new Dean of Partnerships and Programs could serve as the process owner for how CSCC meets external stakeholders' needs as the College matures in this area.

## 2.4: COMPLAINT PROCESSES

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

**2P4**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

**Aligned:**

CSCC follows a formalized and articulated process for collecting student complaints. The Student Advocacy office assists students with processing complaints. Once a complaint is received by the President's or Vice-President's office, it is routed to a Complaint Representative based on the nature of the complaint and an advocate is assigned. The Office of Equity and Compliance investigates complaints of discrimination and harassment of a protected class. Actions are kept on file and monitored for progress. Complaint reports are tracked and reviewed by the President each December.

- Collecting complaint information from other key stakeholders

**Aligned:**

External stakeholders file complaints directly to departments or administrators and they are handled on a case-by-case basis. Employees can file complaints online through the College's website. The employee's supervisor along with an HR Business Partner handle individual complaints. Faculty follow a complaint process per their bargaining agreement.

- Learning from complaint information and determining actions

**Systematic:**

The College tracks complaint information in human resources and tracks cases using software. The portfolio also describes improvements based on feedback garnered from complaints. A more intentional process to review complaint information, including student complaints, could allow the College to understand themes or trends.

- Communicating actions to students and other key stakeholders

**Aligned:**

Complaint Representatives update students and supervisors on complaint progress. The Student Advocacy Office and, if necessary, the Office of Equity and Compliance follow up with students within two days of a complaint being filed. HR Business Partners communicate with non-student stakeholders on complaint progress.

- Selecting the tools, methods and instruments to evaluate complaint resolution

**Systematic:**

Maxient software is the primary tool CSCC uses to assess complaints from key stakeholders. In addition, as employees transition away from the College, and if a complaint was filed, they have opportunity to discuss insights and provide feedback. It is unclear from the portfolio the process HR and Student Advocacy used to select Maxient or how this tool is assessed for effectiveness.

**2R4**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)

### **Aligned:**

CSCC generates a spreadsheet of each complaint noting stakeholder information, nature of complaint, actions taken, and resolution. Response rate is 100% within two business days with complaint resolution usually taking place within one month of complaint being filed.

- Comparison of results with internal targets and external benchmarks

### **Reacting:**

In 2016-17, CSCC adopted all five practices for preventing and responding to sexual violence recommended by the Changing Campus Culture initiative. From the portfolio, it is unclear the external benchmarks for other types of complaints. There is also no mention of internal targets.

- Interpretation of results and insights gained

### **Systematic:**

CSCC analyzed its data and found student complaint trends in four key areas. The Student Advocacy Office, established in 2015, instituted a student complaint and resolution process. The number of student complaints has increased from 51 to 93. The College reports that this is due to the new process for addressing and resolving student complaints but no detail is provided. The Office of Equity and Compliance noted incidents of stalking and intimate partner violence. A grant was obtained that addressed these concerns through year-long, College-wide stalking and IPV campaigns.

**2I4** Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

CSCC has made many changes to the complaint process in recent years including establishing a Student Advocacy Office and identifying software to track complaints. Maxient software was implemented to improve tracking and record keeping. The College developed the Student Advocacy Office to assist students with complaints and to ensure timely resolution. The College has Complaint Representatives within each Vice-President's office to manage and report on employee and other stakeholder complaints. While the examples presented may be good practices, the connection between and among these initiatives and results and is not clearly articulated. It is unclear if this was part of a comprehensive improvement plan for this area.

## **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** 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)

**Systematic:**

CSCC selects partners for collaboration primarily through state initiatives and workforce needs. To improve maturity, the College may want to include more description of an actual process aligned with the core value of Partnerships.

- Building and maintaining relationships with partners

**Systematic:**

The portfolio lists activities of ongoing communications in which the College engages to build and maintain relationships with its partners. However, there was no information describing an actual process that coordinates all these activities and supports institutional goals or strategic initiatives.

- Selecting the tools, methods and instruments to assess partnership effectiveness

**Systematic:**

CSCC shares various metrics to measure partnerships including membership on committees, attendance at College events, and metrics for College processes. However, it is not clear from the portfolio how these metrics assist the College in determining how well it is meeting the needs of key partners. For example, degrees awarded for careers program is listed as a metric but how that demonstrates that partner's needs are met is not evident.

- Evaluating the degree to which collaborations and partnerships are effective

**Systematic:**

CSCC collects data on CCP students and their attainment of college credit, progress of students enrolled in developmental courses, student success in gateway courses, and persistence of students from Fall to Spring and Fall to Fall. In addition, data is collected on transfer students who complete BA/BS degrees. The College tracks job placement as well as success in completing initiatives with community partners. To improve maturity, CSCC may want to include information on who analyzes the data and how the information is used to address college goals.

**2R5** 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)

**Systematic:**

The portfolio provides results from the Central Ohio Compact, primarily citing participation and attendance rates. In a later section, many more results are shared including number of partners, dual credit enrollment, degree completion and many others. While many data points are presented, it is not clear that there was an intentional effort to define metrics which would measure success on partnerships. It is also unclear how this relates to the processes described earlier.

- Comparison of results with internal targets and external benchmarks

**Systematic:**

CSCC has increased its partnerships with high school districts, netting increased enrollment. Further, success rates of CCP students are improving. CSCC benchmarks its student success rates in developmental education courses, degree completion, and transfer with other two-year colleges. However, the portfolio does not include stated internal targets or external benchmarks, so the progress CSCC is making in these areas in relation to alignment of processes with results is unclear.

- Interpretation of results and insights gained

**Systematic:**

The College cites an increased number of degree certificates awarded with more being developed based on industry need. In addition, the portfolio provides data on success rates of developmental education courses to degree bearing courses. While the information is useful, it does not fully align with processes described in 2P5 or with summary results in 2R5.

**2I5** Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

While many activities and improvements are noted in this area, there is no description of a comprehensive improvement process that ties all of these activities together. It is unclear whether improvements are the result of a purposeful improvement plan or random, anecdotal results.

**CATEGORY SUMMARY**

The College is engaging in notable activities to meet key stakeholder needs and is encouraged to continue those activities. However, there is misalignment between processes and results for most of this category. It may be beneficial to the College to develop and articulate specific processes in an effort to better coordinate activities and communication, so stakeholders relate their actions to institutional goals and strategies. The complaint process is well developed and accessible to all students and external stakeholders. Examining the effectiveness of partnerships with some direct measures and making interpretations based on the results may help the College determine quality partnerships it desires.

**CATEGORY STRATEGIC ISSUES**

◇

**Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## III - Valuing Employees

---

Explores the institution's commitment to the hiring, development, and evaluation of faculty, staff and administrators.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Hiring, Evaluation and Recognition and Development.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 3: VALUING EMPLOYEES

Category 3 explores the institution's commitment to the hiring, development and evaluation of faculty, staff and administrators.

#### 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** 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)

### Aligned

CSCC utilizes a holistic approach to HR business processes that reflect industry best practices through a combination of software/technology, training of managers and search committees, documentation and on-boarding processes. Policy 3.02B directs the new position creation process. Documents supporting the processes include an interview guide, a resume review guide, and hiring guide.

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

### **Aligned**

Credentialing standards are based on the HLC Assumed practices and State guidelines. HR periodically audits applications and files for completeness and compliance. The processes include identifying and acknowledging equivalent experience via threshold descriptions. Instructors teaching in the CCP program adhere to the same set of standards as regular faculty.

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

### **Aligned**

CSCC reviews current and projected future trends in instructional needs to establish faculty numbers and needs. The process includes study of current and future course needs informed by full-time enrollment, and the number of full-time faculty and adjunct faculty members in the discipline. The process is monitored by the Senior VPAA and the faculty union.

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

### **Aligned**

Each spring department managers confirm current staff positions and review continued needs. New position requests must be associated with CSCC strategic priorities. New position requests are authorized based on prioritization, and when budget allows. The 2017 IPEDS reports CSCC employs slightly more full-time equivalent staff than peer colleges.

- Tracking outcomes/measures utilizing appropriate tools

### **Aligned**

CSCC utilizes Cornerstone ATS and Colleague HR modules to collect and measure outcomes and to provide consistency in processes throughout the institution in a mostly online and automated system. The processes involved are documented and explicit.

**3R1** 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)

### **Systematic**

In 2018, CSCC administered employee on-boarding and employee satisfaction surveys jointly designed with peer Ohio community colleges. Data from 2018 included over 95% response rates with increased levels of satisfaction compared to three years ago. While CSCC shared the survey instruments, there were no resulting data documents or analysis documents in the data file for 3.1,

nor were there stated plans to administer the survey on a repeatable basis. The college could continue to develop its stage of maturity by periodically repeating the process, monitoring results, and incorporating process improvements over time.

- Comparison of results with internal targets and external benchmarks

### **Systematic**

CSCC compares a Great Colleges to Work For survey from 2018 to those of the 2012 survey, showing growth in employee satisfaction. In addition, documents provided show the institution's 2016 action plans in response to the weak results from 2012, indicating success in process improvement. The College also measured results against a peer institution. However, the portfolio does not include well defined goals. There is no information on specific targets or benchmarks they are working toward.

- Interpretation of results and insights gained

### **Aligned**

CSCC acknowledges opportunities for improvement in getting employees more fully engaged and forming opinions vs expressing a neutral opinion. To this end, a routinized orientation check-in with employees at certain junctures of time on the job has been deployed to explore how additional progress might be created. Human and technological resources have been allocated for this opportunity.

**3I1** Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Columbus State Community College has revised the ATS hiring system and expanded their background check procedure. CSCC reports additional planned process improvements of employee on-boarding using the College's LMS, employee development in soft skills via newly acquired Skillsoft software and revising the faculty and adjunct instructor orientation. CSCC is encouraged to add time frames for the deployment and completion of these improvements.

## **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** 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

### **Aligned**

Columbus State Community College describes its goal-based work performance MyPLAN system for the college President, Cabinet members, non-faculty staff, adjunct faculty, and tenure-track faculty. Handbooks, forms and procedures have been developed for added consistency. CSCC uses a form of merit pay via HR utilization of the annual evaluation for the purpose of awarding performance

bonuses for those employees who have met or exceeded their work goals.

- Soliciting input from and communicating expectations to faculty, staff and administrators

### **Systematic**

The portfolio states input is solicited from and expectations are communicated via the MyPLAN program and the faculty appraisal process. To improve in maturity, the College may want to include details regarding adjunct faculty members.

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

### **Systematic**

Non-faculty, non-bargaining unit employees conduct a self-review of their performance online via the MyPLAN system. In addition to measuring performance against a set of core competencies, performance is rated regarding the individual's job duties, the individual's goals, service to the college, and professional development. Managers additionally are evaluated in the categories of managing people, and leadership. Results are generated and forwarded to the employee's supervisor in preparation of their annual evaluation. The portfolio did not include information on faculty.

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

### **Systematic**

CSCC has established policies for evaluation of administrative, faculty and non-faculty employees and conducts evaluations based on these timelines. All faculty have their work evaluated via College Policy 5-19; staff and administrators have their work evaluated via College Policy 3-03. However, there is no information in the portfolio on how the processes are evaluated for effectiveness.

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

### **Aligned**

CSCC utilizes various methodologies to recognize, promote and encourage employees. Documents included in the portfolio describe recognition and retention awards including Staff Employee of the Month, Continuous Quality Improvement, Distinguished Teaching, Distinguished Full Professor, Women's Herstory Leadership Celebration, Student Employee of the year, and various Service Awards. Salary and benefit comparisons are regularly completed through study of national databases and peers, and plan adjustments incorporated as needed to be competitive and to recruit and retain employees.

- Promoting employee satisfaction and engagement

### **Systematic**

CSCC encourages participation of employees in local and state committees as means of providing professional engagement and satisfaction. The College has initiated CougarPaw Kudos, an electronic

recognition system that relies on peer to peer acknowledgement of behavior that demonstrates any of the college's core competencies from MyPLAN. The college could continue to develop its stage of maturity by systematically monitoring results and incorporating process improvements over time.

- Tracking outcomes/measures utilizing appropriate tools

### **Systematic**

Colleague HR module is used to track and audit compensation and benefits and used for data-driven decision making throughout the College. The portfolio mentions that reports are used for data-driven decisions, although it is not clear what those decisions might have recently been since the tracking outcomes from the identified measures are not described. To develop its stage of maturity CSCC may want to include information on how it evaluates this process for effectiveness.

**3R2** 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)

### **Reacting**

CSCC provides a summary of processes in place that ensure the work of each employee is evaluated fairly. However, the portfolio did not include a summary of results although they are compared and discussed in later sections. The college could continue to develop its stage of maturity by tracking performance over time so that yielded data can lend itself to comparative measures and process improvements that will lead to improved results.

- Comparison of results with internal targets and external benchmarks

### **Systematic**

Using IPEDS data for benchmarking, the College reviews faculty salary, benefits, and retention in relation to peers. Those results are generally favorable but also show that some faculty salaries lag while other salaries are above peers. While employee satisfaction is available for all employee classes, information about non-faculty salary, benefits, and retention is not included. In addition, goals are not explicitly stated so it is unclear the internal targets and external benchmarks for which CSCC is working toward.

- Interpretation of results and insights gained

### **Systematic**

CSCC acknowledges the need to continue to improve on more fully engaging employees in providing feedback on levels of satisfaction. The institution is planning changes in its evaluation processes in response. The portfolio did not provide interpretation of results from other areas mentioned in 3R2, such as faculty salaries and retention.

**3I2** Based on 3R2, what process improvements have been implemented or will be implemented in the



next one to three years?

Columbus State Community College lists several planned improvements based on 3R2, including engaging a consultant to review its compensation and classification system, improving the annual work evaluation process, expanding benefits to part-time employees, and expanding the use of the MyPLAN system to the College's Teamster and Fraternal Order of Police staff. Input by employees throughout the processes is occurring and valued for implementing changes.

### 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** 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)

#### **Systematic**

In support of the institutional goal to develop leaders from all employee groups, the college provides professional development support in the form of HR provided training sessions, the annual in-service day, tuition waivers, and tuition reimbursement. However, it is unclear the process for deciding what topics HR or other departments should focus on or how professional development activities are evaluated for effectiveness.

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

#### **Systematic**

Through faculty appraisals and the College's assessment process, CSCC provides for instructors a variety of professional development opportunities, instructional support, training, and opportunities for leadership. In addition, The College utilizes faculty led PD committees and managerial and peer observations to identify and then provide opportunities for PD in areas of pedagogical or discipline areas. Required licensures and required continuing education units are maintained via assessment practices. The portfolio is unclear on how adjuncts are included in PD committees or training.

- 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)

#### **Systematic**

The college provides thorough training of new hires, in-house retreats that focus on job-related functions, colloquia for staff, and access to a repository for job manuals and other supporting documents. All student support staff participate in the MyPLAN process. To improve in maturity the College may want to include information on how these activities will be evaluated for effectiveness or how they inform decision-making.

- Aligning employee professional development activities with institutional objectives

### **Systematic**

CSCC annually allocates a budget to support faculty professional development, which in turn is deployed through departments and governance. More recently the college created a grant process to deliver professional development support in active and collaborative learning pedagogies. Adding information on aligning non-faculty professional development with budget and institutional objectives may increase the College's maturity level in this category.

- Tracking outcomes/measures utilizing appropriate tools

### **Systematic**

CSCC utilizes their Learning Management Software to track and measure PD activities. This allows employees to register for training sessions and maintain transcripts for employee and manager use. Payments for educational reimbursement are also maintained in addition to educational expenses from conferences and educational offerings. The college could continue to develop its stage of maturity by gathering information directly from participants, such as satisfaction with training events and perception of the effectiveness of the training activities. This information may enable CSCC to optimize the effectiveness of its development offerings.

**3R3** 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)

### **Systematic**

The College cites the 2018 employee satisfaction survey in which over 88% of employees are satisfied or neutral toward support and resources provided for PD activities. This information does not fully align with the data gathered through the LMS or information provided in 3P3. The use of additional tools may aid CSCC in better understanding the needs of employees for professional development.

- Comparison of results with internal targets and external benchmarks

### **Systematic**

CSCC collects data and compares favorably to peers in results from NCCBP and Great Colleges to Work For surveys. Data shows that CSCC provides more support for professional development than most of its peers and has increased its percentile ranking from the 52 percentile in 2015 to the 54 percentile in 2017. CSCC also cites a survey that took place in 2012, with 65% of employees indicating satisfaction with professional development opportunities at CSCC, along with 63% indicating satisfaction with the amount of resources allocated for professional development of employees. The information provided does not align with information in the summary section. In addition, the portfolio does not include internal targets or external benchmarks.

- Interpretation of results and insights gained

## **Systematic**

The College recognizes there is still room for improvement to more fully engage all employees in terms of professional development activities. CSCC indicates that a project is pending that will focus on improving the 2018 employee satisfaction survey results in the category of supervisor-provided resources for professional development. The portfolio does not include interpretation of data from the NCCBP report or for the Great Colleges to Work For survey.

**3I3** Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Implemented improvements include acquisition of SkillSoft software and the recent expansion of staff in HR. Planned improvements include more directly tying staff performance compensation and bonuses to professional development as well as performance, increasing engagement of adjunct faculty, and increasing workshops in active and collaborative pedagogy. In addition, HR is planning on developing a community of support for those pursuing terminal degrees.

## **CATEGORY SUMMARY**

CSCC has developed and extended a number of strengths in Category 3, particularly in processes and results that revolve around hiring and evaluation. CSCC has prioritized several human resource functions over the past several years and made improvements in utilization of technology/software, human interaction and training and comparison surveys and external consultation to establish best practices. The College has low turnover rates and has increased employee satisfaction since 2013 and demonstrates practices that value employee engagement while still seeking to continuously improve to reach all employees. The College has an opportunity to ensure that its practices and data collection accurately reflect all the activities in which it engages. Connecting employee professional development to specific strategic initiatives may provide a greater sense of campus engagement and accountability. Adding planned opportunities for leadership development and career progression may prove to increase employee satisfaction and provide a path for recognition.

## **CATEGORY STRATEGIC ISSUES**

◇

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## IV - Planning and Leading

---

Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Mission and Vision, Strategic Planning, Leadership and Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 4: PLANNING AND LEADING

Category 4 focuses on how the institution achieves its mission and vision through direction setting, goal development, strategic actions, threat mitigation and capitalizing on opportunities.

#### 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** 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)

### Systematic

The mission, vision and values were revised in 2011 using a process that involved various stakeholders and the Board of trustees. While the Board regularly reads existing mission at meetings, additional information about how the College reviews and reaffirms the mission would help advance this stage of maturity. There is no discussion of whether these are regularly reviewed and/or if there

are plans to update soon.

- Ensuring that institutional actions reflect a commitment to its values

### **Aligned**

The College insures that institutional actions reflect the established values through the alignment of initiatives and campus actions to the Strategic Plan. The Strategic plan process last updated in 2014 identified three themes, which are aligned to the mission and values. The Strategic Plan also includes processes of review and improvement that are ongoing, though less clear if updated annually or when additions were last made.

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

### **Systematic**

The Board of Trustees reads the College mission at every meeting in addition to distributed print and electronic versions communicated to internal and external stakeholders. The portfolio does not describe how the mission, vision, and values are communicated to stakeholders other than the board and electronic media.

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

### **Aligned**

CSCC instituted a new academic program review process in 2015-16 to ensure that the programmatic offerings are aligned both with the strategic plan, mission, and associated priorities. This is a repeatable and on-going process. The College also recently completed a College Student Completion Plan to ensure that student support services would be more integrated with the mission.

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

### **Systematic**

The College showed specific examples of resources allocated to achieve priorities identified through the College mission, vision and values, but limited evidence is shown of comprehensive budget processes or priority ratings that ensure both fiscal solvency while investing in these priorities. Additional explanation of the process employed to achieve those results would help advance this stage of maturity and ensure an explicit, repeatable process exists.

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

### **Systematic**

CSCC references a variety of tools including the College Scorecard, regional dashboards, student, employee and parent surveys and a number of state-specific reporting mechanisms to report and measure progress. In addition, the Master Plan is the mechanism through which tools are selected and implemented. Discussion of outcomes or measures would help advance the maturity in this area.

**4R1** 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)

### **Systematic**

CSCC is able to demonstrate the priorities identified in their mission, vision and values through evidence on performance goals and strategies implemented through the College's Strategic Plan. These include, but are not restricted to, evidence of student success initiatives and brand perception surveys. However, these results do not correlate with the instruments described in the previous section.

- Comparison of results with internal targets and external benchmarks

### **Systematic**

The College utilizes the College Scorecard and Central Ohio Compact Regional dashboard to compare performance metrics and shows evidence of the use of internal targets to achieve goals aligned to the Strategic Plan, specifically in the area of remedial math gains and high school student enrollments. External comparisons were shown in areas of Noel Levitz surveys and in direct comparisons to a peer institution.

- Interpretation of results and insights gained

### **Aligned**

The College utilizes data to understand key aspects of their business model. The examples provided highlight the way the College was able to use and understand its data to create interventions that resulted in positive experiences for students. The CPP and retention studies both highlight their success in this area and identified a future emphasis regarding increasing persistence and retention initiatives.

**4I1** Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

The College shared completion of a College Completion Plan and describe use of Master Facilities

and Strategic plans that continue to guide and improve its capacity in implementing mission, vision, and values. The College has shown how data collection and analysis relates to evaluating its three strategic priorities. CSCC shows an ability to select tools and metrics and apply them specifically to evaluate goals. The inclusion of analytics as well as the continued use of the Central Ohio Compact are both examples of planned improvements that will grow capacity improvement in this area.

#### 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** 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)

#### **Aligned**

The College engages in both internal and external processes that engage stakeholders from a diverse group of constituencies. The Strategic Planning Process and other sub-processes engage internal stakeholders in a variety of areas in annual and on-going strategic planning. The College's participation in Statewide and regional summits also gives an annual strategy for engaging with external stakeholders. Inclusive completion plans have been used in 2014, 2016 and 2018.

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

#### **Systematic**

CSCC acknowledges the comprehensive completion model is in progress and will provide opportunity for restructuring of departmental operations. Implementing and documenting these changes will help advance this stage of maturity.

- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

#### **Systematic**

CSCC uses new software to manage projects. Additional detail about the actual process steps and how this EMPO functions would help enhance understanding of the process referenced. Adding information as to how this functions across departments and divisions to optimize effectiveness and efficiency could also help advance this stage of maturity and ensure an explicit, repeatable process exists that ensures the process meets intended process goals.

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

#### **Systematic**

CSCC describes a number of specific circumstances where the College responded to changes in operating resources and need to maximize existing resources. The College has identified some of the key economic and social factors affecting the district and is seeking resources to address these needs. Clarity on when a need is identified and who responds would help advance this state of maturity.

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

### **Systematic**

The College has a process in place that allows for the effective management of strategy development to meet future needs. The College monitors relevant metrics to capture pending changes in the market and educational climate and has structures in place to create appropriate responses to those changes. This includes a mix of operational and financial areas. Describing how the strategic plan and budget are connected would improve maturity in this area.

- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

### **Aligned**

CSCC utilizes internal and external tools for the tracking outcomes and measures. The use of statewide tools allows for benchmarking and intra-college comparisons. Additionally, the College has internal tools to monitor and evaluate progress on implemented projects. The mix of internal and external tools is a comprehensive system of evaluation.

**4R2** 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)

### **Systematic**

The College shares information from the tracking of projects from the '15-'16 school year. The College also shares performance in total grant dollars generated. The College cites its participation in statewide data tracking and the College Scorecard as important to their process above. Including some of the data relative to those points would help demonstrate more maturity in this area.

- Comparison of results with internal targets and external benchmarks

### **Systematic**

The College shared some internal and external measures however they seem disconnected from the



processes, tracking tools, and data points described in the process narrative.

- Interpretation of results and insights gained

### **Systematic**

CSCC states that processes have been improved but specific results are not shared. Examples of how results were interpreted are shared in other sections of this category, but because of the limited level of detail in this section, drawing conclusions about these results was challenging.

**4I2** Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

CSCC highlights two important accomplishments as a result of their planning in this area. The College has adopted a new budget model but has not yet been widely communicated. The College has also implemented a project management framework to aid in ongoing evaluation and success of its initiatives. The connection between these improvements and concrete, measurable goals or targets are not clear.

### **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** 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)

### **Aligned**

The College is organized around the requirements of the State Board of Education. As a public institution, it follows the processes outlined by the State of Ohio. CSCC follows the processes in the governance model and presents an appropriate Board and presidential relationship.

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

### **Systematic**

College Policy 1-08 provides a system of clearly defined roles, training, and areas of responsibility. The College employs regular communication to its Board and has clear autonomy to manage operations. The policy provides a framework within which the Board is apprised of relevant information, including monthly budget review, on an on-going basis. Training is provided to new board members. Periodically evaluating this process would develop maturity in this area. Some institutions do this by measuring employee perceptions of oversight from an employee survey.

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

### **Systematic**

College policy 1-08 details the relationship between the BOT and the College administration. There is a stated and clear delineation between the high-level oversight of the shared governance model and the day-to-day campus operations. Operations are the responsibility and purview of the President and the leadership team while an all-faculty Academic Council and its committees has responsibility over academic services. Periodic evaluation to ensure effectiveness would mature this process.

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

### **Systematic**

CSCC uses its committee structure, meetings with the President, and marketing department updates to help ensure communication. Describing how this process is evaluated could demonstrate higher levels of maturity.

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

### **Systematic**

CSCC cites the College Completion Model and inclusive process of developing the college mission, vision and values as examples of collaborative processes. However specific details of the ongoing processes employed in this area to achieve high academic standards are less clear.

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

### **Systematic**

The College disseminates institutional goals and priorities through strategic planning and associated annual planning processes. High-level projects, goals, and initiatives are filtered down to appropriate stakeholders through the President's Cabinet and the Vice President structures. Deans and other leaders seek to provide input and involvement from all institutional stakeholders. Describing how this process is periodically evaluated could advance the maturity.

- Developing leaders at all levels within the institution

### **Systematic**

CSCC uses a number of strategies to provide opportunities to emergent leaders and to recognize student leaders. The manager's forum is an example of an initiative undertaken to develop new talent. Additionally, through the CSCC Strategy Forum Team, the College has identified talent development and the need for a more purposeful leadership development strategy as goals for future efforts.

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

### **Systematic**

CSCC utilizes retreats and its strategic planning processes to ensure the institution's ability to act, while emphasizing student success. More detail about this process could help advance this stage of maturity.

- Tracking outcomes/measures utilizing appropriate tools

### **Systematic**

The College lists the tools its uses including various surveys and leadership assessments. More information about how the College utilizes these tools and the goals measured would help advance this stage of maturity.

**4R3** 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)

### **Reacting**

The portfolio lists results from an Employee Satisfaction Survey on the employee interview process and the tracking of student participation in leadership activities. It is unclear how these are connected to the processes mentioned above and/or concrete goals and outcomes for this area.

- Comparison of results with internal targets and external benchmarks

### **Reacting**

Some results are referenced but it unclear how these are connected to internal and external benchmarks for this area

- Interpretation of results and insights gained

### **Reacting**

While the portfolio mentions some changed made based upon survey results it is unclear how these are connected to concrete targets for this area.

**4I3** Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College notes that its new LMS will provide more data on PD offerings and they have updated the Shared Governance section on their website. In addition, other leadership opportunities will be implemented. The connection between these changes and clear, measurable targets for this area is unclear.

#### 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** 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

##### **Systematic**

The College follows the recommendations of the Ohio Ethics Commission and utilizes the IRB Office to manage those standards locally and in the area of research. Further explanation of the communication of these standards beyond the webpage listings would help advance this stage of maturity.

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

##### **Systematic**

The College educates all employees in ethical standards during on-boarding as a part of their orientation. There are annual trainings required of all employees for FERPA and Title XI. Utilization and completion of the annual training is now managed through the LMS. Use if the LMS allows for tracking and could serve as an evaluation of this process. Further description of how CSCC models these behaviors could improve maturity.

- 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.)

##### **Systematic**

CSCC documents an annual audit to evaluate the ethical function of its financial and auxiliary services. The audit evaluates key functional area operations to ensure that the standards are being upheld and realized in practice. These systems are reported on an annual process. Addressing all elements of the prompt could help improve maturity.

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

### **Systematic**

CSCC relies on the website to communicate publicly to a variety of internal and external stakeholders. The College also uses print mail to communicate with prospective students and parents about costs and college policy. It is not clear how the College evaluates this process.

**4R4** 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)

### **Systematic**

The College shares results of HLC accreditation and improvements made to employees completing the annual training. The CPP data highlight the qualifications of high school instructors appear somewhat disconnected from the processes described. This section could advance in maturity through providing data specifically related to the process section, benchmarks and targets sections.

- Comparison of results with internal targets and external benchmarks

### **Systematic**

The College utilizes assessments and comparison data as required by the Ohio Ethics Law. The College has been able to track and compare performance on this against others using the same system. There is limited discussion of how benchmarks and targets are developed and used in planning. Including content that specifically articulates the College's approach to using benchmarks and targets in this area could help advance this stage of maturity.

- Interpretation of results and insights gained

### **Systematic**

Through the tracking of legal requests and training, the College was able to identify a need for increasing the availability of legal support services and automated training. Clarifying relationships between actions taken and results from processes could better demonstrate how the College gains insight from process results.

**4I4** Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

The College has plans to advance its training program to include anti-harassment training and cited revisions to conflict-of-interest and nepotism policies. The connection between improvements and measurable targets is unclear.

### **CATEGORY SUMMARY**

The Ohio system and associated laws give CSCC a framework to follow in the development of their Board and related responsibilities. In addition, they are automating more systems to improve the collection of relevant data and ensure compliance. The lack of a clear plan with measurable internal and external benchmarks prevents this area from moving to a higher level. These may be in place but they are not clearly articulated in the portfolio. For example, the College reports that the number of employees completing the training is increasing but there is no mention of the target goal.

### **CATEGORY STRATEGIC ISSUES**

Continued need to set targets and measures and then align data collected to the processes described.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## V - Knowledge Management and Resource Stewardship

---

Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Knowledge Management, Resource Management and Operational Effectiveness.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

#### 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** 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

**Aligned:** The Office of Institutional Effectiveness gathers and presents data through the College's Achievement Analytics website. This includes the College Scorecard, enrollment reports, various aggregated student success data points, and program review data. Access to data is also provided to registered campus users. The OIE has grown in its human resource, capability, and shows evidence of data collection and dissemination in regular cycles. Key Performance Indicators are available and used at the institutional level however, metrics and evaluative criteria for subprocesses could benefit from this same level of data analysis.

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

**Aligned:** Data that inform action by campus units is determined by the stakeholders, and provided through the Achievement Analytics website. Existing resources and reporting mechanisms are available to staff. The College provides training to help users access available data and reporting capabilities. This process provides evidence that the process has been modified over time in response to the analysis of results, showing tracking of progress on key goals.

- 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

**Aligned:** The OIE Achievement Analytics website and other reporting and collection resources appear available and easily accessed by key stakeholder groups. The College tracks and maintains data on a large number of identified key performance indicators and other institutional metrics. CSCC provides training and resources to assist personnel in acquiring and access relevant information. The system allows for the easy download of data into Excel for analysis and planning.

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

OIE updates data consistently and within an appropriate timeframe. Some data is updated daily and others in accordance with a predetermined and logical reporting cycle. The evidence indicates that these process timelines and data updating cycles are known and followed. OIE is responsible for the timeliness and accuracy of the information provided through its office and request process.

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

**Systematic:** Any employee can access the Achievement Analytics website through the Data Request Process expanding the accessibility of available information. This system allows end users in diverse functional areas to gain access to CSCC data for analysis and measurement. The College could benefit from articulating the outcomes and measures while also showing evidence of evaluation and improvement.

**5R1** 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)

**Systematic:** Growing from a small pilot group, in four years the number of registered campus users of the web database has increased from approximately 30 to approximately 300 employees. The Systems Portfolio describes the proportion of full-time College employees who currently have access to the "basic" Achievement Analytics data as 30%, and those who have "reports" access as 20%. Additional data specifically indicating the efficiency and utility of this system could improve this



portion of the results section.

- Comparison of results with internal targets and external benchmarks

**Reacting:** CSCC cites results in the areas of course success and in student retention. The results do not show a relationship to targets and benchmark for knowledge management metrics.

- Interpretation of results and insights gained

**Systematic:** CSCC reports that employee recognition of the increased visibility of and access to data has made a positive impact on campus operations and decision-making. The College points to accomplishments in the areas of course availability, student engagement, and student diversity. This section could benefit from the articulation of the connections between the changes cited and the data interpretation.

**5I1** Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

The College shares a number of improvements including accessibility of data, increased access to data reporting, and the utilization of data by internal stakeholders. CSCC plans to continue to improve the Achievement Analytics user experience through training and additional availability of standard reporting into the system. While the College gives examples of improvements, the connection from these improvements to the data, internal targets, and external benchmarks are not always obvious. CSCC could benefit from showing a clear linkage from reported data to comparative analysis and the final resulting improvements.

## 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** 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)

**Aligned:** In spite of identified budgetary challenges facing the college, CSCC reports that it manages fiscal, physical, and technological infrastructures efficiently. The College describes common processes in budgeting, allocating, reviewing, and auditing. Policy 9-01F articulates the fiduciary oversight relationship between the Board and the College for non-budgeted expenditures.

- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

**Reacting:** CSCC did not describe the process for setting goals nor are specific goals articulated.

- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

**Systematic:** CSCC follows practices outlined in its Resource Planning Principles. These principles provide a framework through which the College is able to manage the general fund budgets and ensure adequate resources remain available for campus operations. Clarification as to the connection between the described process and institutional goals could help advance this stage of maturity.

- Tracking outcomes/measures utilizing appropriate tools

**Reacting:** The portfolio did not articulate the College's process for tracking outcomes and measures. Later references to an audit process show evidence that this may be occurring but this information is not shared here.

**5R2** 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)

**Systematic:** CSCC shares results from an audit demonstrating compliance with internal control policies. This section of the portfolio could advance in maturity with clear and obvious connections between the results provided and the processes and goals described above. Additional results for processes related to the technological infrastructure and physical plant should be included.

- Comparison of results with internal targets and external benchmarks

**Reacting:** The College shares examples of how it was able to leverage its budget process to support strategic priorities in the area of Education and General Instruction. Specific conversation as to the definition and comparison of performance to targets and benchmarks is less clear. Clearly stating how CSCC uses internal targets and external benchmarks to conduct comparative analysis will help advance this section of the portfolio.

- Interpretation results and insights gained

**Reacting:** CSCC reports on some areas of improvement that occurred however, how the college interpreted the results of their data analysis in conjunction with its defined targets and benchmarks seems missing from the narrative. Clearly articulating the process of analysis that supported the identification of these improvement results would help clarify the College's use of and interpretation of data in this area.

**5I2** Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

The Systems Portfolio reports process improvements in Human Resources processes, IT, and budgeting but it is unclear how those are connected to an improvement plan for this area and clear, measurable internal or external targets.

### 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** 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

**Aligned:** CSCC builds its budgets through an approach that focuses on Mission and goals, enrollment projections, tuition rates, and state allocations. Once built, the budget is allocated through submission of priorities that are identified by the vice presidents as being aligned with the College's strategic goals. Decisions about the resulting allocation of funds are made with input from the Board and other stakeholders. Capital equipment budgeting is built through the Facilities and Technology fee, with a similar process. The current process allows the College to be responsive to maintain support of key strategies during times of fluid resource availability.

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

**Aligned:** The budget and finances are monitored monthly by the Office of the Controller and Resource Planning and Analysis working with appropriate administrators. This is also reviewed monthly by the board. Departments may adjust within their area at any time. Revenue projections are updated as the year progresses and adjustments made as needed. How the College monitors the effectiveness of these financial decisions would help advance this area in maturity.

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

**Systematic:** CSCC conducts an annual audit of its IT infrastructure and closely monitors its bandwidth, hardware needs, and its support responsibilities through the Help Desk. Improvements through the adoption of an ERP, expanded availability of Help Desk resources, and an overall expansion of service coverage continue to support a user-friendly environment. There is no discussion of a comprehensive improvement plan for this area. The description of processes related to reliability assurance is missing.

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

**Systematic:** The College utilizes an assessment system to monitor and respond to building maintenance and campus equipment needs. Safety and security are addressed through resource tracking and the development of security infrastructure, locking systems, and 911 emergency locations. Further information on security practice and the assessment of the reliability of these processes would help advance this stage of maturity.

- Managing risks to ensure operational stability, including emergency preparedness

**Systematic:** A recent risk management initiative assesses risks through identifying, grouping, scoring, and ranking. This system repeats on a two-year cycle. The Board then identifies the risks to be prioritized by the College, and progress in addressing the risks is reported to the Board annually, demonstrating progress based on analysis and coordination among campus stakeholders.

- Tracking outcomes/measures utilizing appropriate tools

**Systematic** IT utilizes ServicePro to address software tickets and other maintenance needs. Similarly, the College uses Globalview Enterprise to monitor classroom technology use. Facilities Management uses technology to track pending work and outcomes and has recently moved to Archibus software for these service processes. Further explanation of the processes using these technologies and the

associated measures would help advance this stage of maturity.

**5R3** 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)

**Systematic:** CSCC reports results for many processes that are explicit and periodically evaluated in this category. The systems portfolio illustrates progress in key areas such as budgeting for Capital Equipment, reducing bad debt significantly, and website development.

- Comparison of results with internal targets and external benchmarks

**Systematic:** CSCC reports on one benchmark item from the CCSSE and shares its entire ASR. Despite stating that external comparisons are occurring, the analysis does not seem to relate to the processes described. Discussion of how the College sets and utilizes internal targets is limited in the narrative. A clear articulation of how the College utilizes internal targets and external benchmarks to conduct comparative analysis would help advance this stage of maturity.

- Interpretation of results and insights gained

**Systematic:** The College's IT service call processes were analyzed and interpretation suggested that staffing levels could be adjusted to more effectively align with need. Additionally, an ADA compliance assessment showed that there were more non-compliant issues than presumed, and interpretation suggested that a different maintenance management system needed to be considered.

**5I3** Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Analysis of available data resulted in a number of improvements including staffing adjustments, a computerized maintenance management system, curricular improvements, and an Enterprise Architecture Plan. The College continues to work to improve its support accessibility and closely monitor its response times.

## **CATEGORY SUMMARY**

The OIE and associated data structures were a strength and a highlight of the category. It is also clear that the College monitors and continues to improve its physical and IT infrastructures through defined processes. One area of continued opportunity is how the College approaches its comparative measurement and analysis for both internal targets and external benchmarks. While its data acquisition and reporting structures are defined, how the College is using this data to conduct analysis and improve performance is not always clear in the narrative. On a basic level, CSCC has structures and monitoring in place to ensure continued resource to support operations while also providing the information needed to support planning and change.

## **CATEGORY STRATEGIC ISSUES**

Category 5 provides the opportunity on its campus to study its more mature processes and results in

this category as a model for less mature processes and results.

There is a need to focus on how internal targets and external benchmarks can be used for process improvement and operational planning.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## VI - Quality Overview

---

Focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Quality Improvement Initiatives and Culture of Quality.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### 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** 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

### Systematic

CSCC describes that activities and initiatives are linked to the strategic plan and gives multiple examples, including Achieving the Dream activities, initiating Faculty Fellow roles for improved inclusion of decision making, reorganization of Student Affairs advisors, and development of a comprehensive admissions process. However, the portfolio could be clarified to show how these initiatives were selected nor does it describe the process for selection in general. CSCC may want to include information on how the initiatives were the result of its strategic planning process, thereby linking improvement efforts to data-driven decision making.

- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy

## Forums

### **Systematic**

CSCC has worked to enculturate the process for developing a Systems Portfolio through assigning category leads. The College also cites a number of examples where initiatives have been implemented based off feedback from the HLC accreditation processes. The many initiatives exemplify that CSCC is learning from its accreditation process. To improve maturity, more information is needed on how these activities align with one another, how the activities are selected, and/or how they fit into the College's overall strategic plan.

**6R1** 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.

### **Systematic**

CSCC tracks AQIP action projects (although 2016 data was the latest reported). While the action projects represent outputs of the College's CQI process, it is not clear how the action projects are connected to the process described in this section. The connection between completion of action projects to the linking of initiatives to the Strategic Plan (the process described in the first sentence of 6P1) is not clear. Also, CSCC could benefit from clarifying how the initiatives are working in addition to how many initiatives are completed. One way to speak to the quality of the initiatives could be by measuring employee perceptions through internal surveys.

**6I1** Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Columbus State Community College has deployed several improvements designed to improve quality through the institution. In addition to Achieving the Dream initiatives, the College has implemented a College Readiness Center, Guided Pathways, initiatives aligned with the four institutional strategic initiatives, an Apple iPad initiative and leading the likely transformation of the Ohio AQIP Coalition. Pilot projects have been brought to scale in areas of cost reduction for students, tutoring, advising and completion.

## **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** 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

### **Systematic**

The College uses its Strategic Plan as the framework for developing an infrastructure and providing resources to support a culture of quality. CSCC describes activities such as maintenance of an Accreditation homepage, spring and fall in-service and service days, along with diverse

representation within the AQIP Steering Committee. The efforts demonstrate that the College focuses on CQI and allocates resources as necessary. In addition, the Grants Office ensures funding is available to support projects related to curriculum improvement and workforce development. The activities demonstrate active effort in CQI but an explicit, repeatable process that shares to the campus community could help the College focus its efforts.

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

### **Aligned**

CSCC is committed to continuous quality improvement as evidenced through its projects within the Strategic Plan, AQIP Action Projects, AtD, as well as many more identified college initiatives. Budgeting is aligned with these strategic initiatives. The College celebrates CQI efforts by giving Quality Team Awards to ensure celebrate CQI successes and efforts.

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

### **Systematic**

CSCC reports positive impact of AtD initiatives and the evidenced-based focus of AtD. To increase maturity, CSCC may want to clarify specific lessons learned from engaging in CQI. This includes the processes it has to discuss and analyze data, how the College makes any necessary changes, who is involved in improvement efforts, as well as reflection on its progress.

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

### **Systematic**

CSCC implements many good CQI practices and is well positioned to continue making data-driven decisions as AQIP sunsets. The College has eight individuals certified as AQIP reviewers, with one more scheduled for 2019. As the College matures in their CQI efforts, there may be an opportunity to focus the many CQI activities and initiatives under an explicit process that is known across the institution and is cyclical. The College appears to have pieces in place, but does not fully describe how they all fit together to support CQI throughout the institution. Having a centralized CQI process could allow CSCC to share a vision across the institution for how the College expects to see CSCC utilize CQI, provide ownership of CQI oversight to a person or group of persons, and allow the College to understand how the existing CQI efforts across the campus are working together.

**6R2** 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.

### **Systematic**

CSCC reports results for many initiatives on campus, such as College Credit Plus, tutoring, supplemental instruction, and participation in various student success indicators. However, the results presented do not align with the information or processes described in 6P2. Perhaps, better



clarifications of the processes would assist the reader in understanding the connection to the results presented. The College may want to develop more effective measures of student success beyond participation rates. While the results shared are metrics of the specific initiatives, it is not clear from the Portfolio that CSCC has made the connection between overall CQI initiatives and the process indicators. For instance, the results shared speak to dual credit, tutoring, supplemental instruction, and such, however; the processes described for culture of quality do not speak to any of these particular processes. Describing how and why initiatives are chosen would allow the reader to understand how the College uses CQI efforts overall.

**6I2** Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

CSCC has planned for the successful transition from AQIP to another pathway for accreditation at a local as well as a state level through the Ohio AQIP Coalition. Processes, results and improvements have been integrated into the College to an extent that the culture of quality has a high likelihood of continuing following formal AQIP accreditation discontinuation. CSCC has plans to collect more robust data for improved reporting of student success. For instance, the success, retention, or GPA of students involved in its new orientation process and those who have taken COLS 1100 or COLS 1101 courses as compared to students who were not involved in these efforts. The College will develop and increase opportunities for staff training and development, as well as faculty professional development. Columbus State Community College is also committed to develop better engagement with employers through their Workforce Advisory Council. It is unclear the timeline for these improvements or the goals or benchmarks the College has for stated activities.

### **CATEGORY SUMMARY**

CSCC has the organizational structure and people to support CQI principles throughout the institution. Improving performance and increasing student success is at the center of all initiatives. The College engages in many CQI activities and initiatives. CSCC may benefit from making clear the repeatable processes it uses for improvement, such as how the activities are selected, tracked, and analyzed as they describe their CQI initiatives.

### **CATEGORY STRATEGIC ISSUES**

CSCC lists projects and people involved in improvement efforts but does not fully describe its processes. It remains unclear how all the activities flow into and support one another and how they are assessed for effectiveness.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 1 - Mission

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

---

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

---

Clear

### Evidence

---

1.A.1 Revision of the Mission occurred between 2011-2013 with strategic plans created in 2014 and completion plans completed in 2018. All completed through inclusive processes of multiple stakeholder groups including Board of Trustees.

1.A.2 CSCC's programs are consistent with a community and technical college model seated within a state system of schools. The process initiated in 2015-16 ensures review of academic programs align between the Mission and stakeholders served by the programs. Support services, planning, and the enrollment profile are consistent with a college of this type.

1.A.3 Planning and budgeting processes are structured to support academic programs and in doing so the Mission of the College. Additionally, the planning and budgetary processes allow the College to be responsive to community needs as seen in the Central Ohio Compact and CCP programs. Examples of budget to mission alignment were presented.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

---

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

---

Clear

### Evidence

---

1.B.1 The institution communicates its Mission and values using a mix of print and web media. Additionally, the reading and affirmation of the Mission and Values is a regular part of College meetings including BOT. The College operationalizes these values through its strategic plan also available publicly through the web.

1.B.2 While the last formal revision to the Mission and Vision documents occurred in 2013, the current iteration appropriately defines the scope of public work for CSCC both internally and externally as a member of the local community. Needs of high schools, parents, businesses, adult learners and public peers are considered.

1.B.3 The Mission and Values, specifically the values of Inclusion, Partnership, and Student Success provide a framework through which the College can meet the needs of students and communities. The focus on education and learning and being an employer partner provide an appropriate scope and focus this institution.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

---

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

---

Clear

### Evidence

---

1.C.1 The institution addresses its role in a multicultural society through its Value of Inclusion. As an open access inner-city institution, CSCC has a diverse student body and community. CSCC has initiatives in place to address needs of constituents and goals to shrink identified gaps in success based on ethnicity, gender, socioeconomic and first generation factors. The local philosophy coupled with the institutional notion of being a member of a global community show this commitment.

1.C.2 As stated above, understanding its diverse community and diverse student body reflects in the CSCC approach to operations, community partnership, program development, and curricula. Figure 1.7 shows this process in some detail.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

---

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

---

Clear

### Evidence

---

1.D.1 The College reflects a commitment to being a community resource through its open-access educational position, its Values (Partnership, Stewardship, Leadership), and Vision. These philosophical principles are realized in the program offerings, employer relationships, and participation in the Central Ohio Compact among others.

1.D.2 Academic programs, grants and initiatives like Achieving the Dream, Gateway Project, Central Ohio Compact and investments in high school partnerships are examples given as evidence for demonstrating commitment to the public good and engagement of their external and internal resources to meet allowable capacity. The College's budget and programming process represent the primacy of the educational endeavor within a non-profile state system of schools.

1.D.3 The CSCC Master Plan as a mechanism to engage with external constituents within the confines of what is possible and responsible from a budgetary perspective. The College routinely engages both professional and community advisory panels to provide input about services and needs in the community.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## **2 - Integrity: Ethical and Responsible Conduct**

---

The institution acts with integrity; its conduct is ethical and responsible.

### **2.A - Core Component 2.A**

---

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### **Rating**

---

Clear

#### **Evidence**

---

CSCC implements legal and ethical standards, established appropriate policies and procedures to meet federal and state statutes and guidelines set by Ohio Ethics Commission. Training is held regularly through an office of equity and compliance for new employees and annually for all employees. A new learning management system launched in 2017 tracks completion of training.

#### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## **2.B - Core Component 2.B**

---

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### **Rating**

---

Clear

### **Evidence**

---

The College makes public information on its website and its promotional materials stating the cost, requirements, and other relevant programmatic information. Additionally, the College maintains a webpage with its accreditation information. College policies and handbooks for students and staff are also publically available online.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

---

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

---

Adequate

### Evidence

---

2.C.1 The Board responsibilities are articulated and distinct from the campus leadership. The Board received monthly communication related to the budget and financial performance of the institution. While the policies are in place including additional evidence of specific board deliberation would strengthen the evidentiary argument. References to specific board action that demonstrates the Board seeks to preserve and enhance the institution or BOT meeting minutes demonstrating the deliberations would be helpful.

2.C.2 The Board reviews and participates in high level planning. BOT is also has the responsibility of fiduciary oversight for the institution. Support for this oversight comes in the form of monthly updates and annual meetings. These processes ensure that BOT has adequate input and oversight of processes and planning essential to the preservation of the institution.

2.C.3 The CSCC BOT is appointed by the Governor and serve two year terms with consultation and review from the Senate. The appointment process insulates these members from external pressures. BOT members are required to submit potential conflicts of interest to the State and are subject to oversight from the Ohio Ethics Commission.

2.C.4 The College utilizes a shared governance model in which the President has the clearly delineated responsibility for operational oversight. Additionally, policy and procedures under the shared governance model pass through the Academic Council and the Policy Council involving a



more diverse set of stakeholders directly in policy development and approval.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## **2.D - Core Component 2.D**

---

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### **Rating**

---

Clear

### **Evidence**

---

Article 8 of the Columbus State Education Association Agreement and IRB Standard Operating Procedures provide definition and responsibilities for academic freedom efforts as well as grievance procedures in cases of conflict.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

---

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

---

Clear

### Evidence

---

2.E.1 All research at the College is conducted in accordance with the College's IRB oversight and requirements outlined in the IRB SOP manual. The College also maintains document policy statements in the area of ethical practice for students and staff.

2.E.2 Student research endeavors are supervised through IRB. Additionally, the College supports students with training, library resources, and policy manuals.

2.E.3 The College articulates its policies in the Student Code of Conduct and through the Student Handbook. If a student is accused of academic misconduct, the College utilizes the policies and steps outlined in the Code of Conduct.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 3 - Teaching and Learning: Quality, Resources, and Support

---

The institution provides high quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

---

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Rating

---

Clear

### Evidence

---

**3A1:** The College follows State law in terms of providing comprehensive undergraduate associate degree programming and support for engages multiple public stakeholders in review of initiatives including workforce development, transfer education, quality of life, outreach via distance education, college credit plus (high school dual credit) and lifelong learning.

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 and on individual program homepages.

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.

Program rigor and consistency are monitored by individual academic departments and programs.

The curriculum committee reviews all proposed courses for consistency.

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.

**3A2:** The College sets the ILGs/ILOs, while Departments and Programs set and align Major and Program level goals for degree and certificate programs.

Common learning outcomes have been identified and regularly reviewed by a faculty lead group to monitor institutional learning goals and outcomes which articulates the learning outcomes for associate degree seeking students.

Transfer articulation agreements ensure viability of courses designed for academic transfer and program advisory boards and surveys assist with relevance of workforce curriculum.

Goals are clearly identified for each Program and are readily accessible on the web and through other documents.

**3A3:**The OAA Instructional Success Committee develops and recommends institutional guidelines to ensure the quality of courses and teaching.

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.

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.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

---

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

---

Clear

### Evidence

---

**3B1:** The College has identified eight Institutional Learning Goals/Outcomes (ILGs/ILOs) 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.

For all degrees offered, AA, AS, AAS, and AoTS, course and Program Learning Outcomes (PLOs) are mapped to align with the ILGs/ILOs.

**3B2:** The GenEd Task Force (GETF) created the General Education Statement. Based on this philosophy, the task force created a set of GenEds that identified the common learning outcomes for the College.

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.

From the A&S-specific GenEd Outcomes, the more general ILGs and ILOs were drafted and subsequently approved by Academic Council. An ILG Committee consisting of faculty from all three divisions will systematically review the ILGs/ILOs every four years to ensure their currency to all courses, programs, and degrees.

CSCC's General Education Statement is posted on the College website and in the Catalog.

**3B3:** CurricUNET produces a map identifying the ILGs/ILOs that are assessed in all offered courses, resulting 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.

Program courses are reviewed by the advisory committee for relevancy. The general education goals include a focus on inquiry and critical thinking.

The Departmental Assessment reports can be found on the Division Assessment Sharepoint site.

**3B4:** Faculty on the OAA committees from the Arts and Sciences Division must certify that their curriculum meet Ohio Transfer Module and Transfer Articulation Agreement with four-year public institutions as stated by the Ohio Department of Higher Education.

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.

Transfer articulation agreements ensure viability of courses designed for academic transfer and program advisory boards and surveys assist with relevance of workforce curriculum.

The curriculum mirrors the needs of the local and national workforce as well as the diverse American culture.

**3B5:** 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 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.

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.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

---

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

---

Clear

### Evidence

---

**3C1:** 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.

Annually Contracted Faculty (ACF) and adjunct faculty members in the discipline, and available resources are used to determine how best to fill these vacancies.

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.

The ratio of faculty to student population is appropriate.

State and national benchmarks reflect adequate staffing and improvements on student support for learners and academic challenge.

**3C2:** 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.



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.

Instructors in the College's CCP program are held to the same credentialing requirements. Instructors for dual credit offerings meet State and consortium requirements.

HR regularly audits for compliance.

**3C3:** The College evaluates instructors regularly in accordance with established College Policy 5-19.

The College evaluates staff and administrators regularly in accordance with established College Policy 3-03.

**3C4:** Hiring and onboarding processes have been updated and revised for efficiency and to ensure compliance with HLC Assumed Practices for Faculty Roles and Qualifications.

College policy and procedure ensures that instructors are observed regularly depending on their length of service. 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 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.

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 are maintained.

**3C5:** Per the Faculty Contract (CSEA Agreement), Faculty are required to hold eight office hours per week each semester and be available through email and phone.

**3C6:** College Policy 3.02B for recruiting and hiring employees at the College reflects legal standards and industry best practices to ensure skilled, qualified employees fill positions.

The College's hiring process includes multiple, cross-disciplinary levels of review and background checking (using Truescreen, a background check provider) before being hired.

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.

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.

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.

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.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

---

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

---

Clear

### Evidence

---

**3D1:**CSCC's processes related to identifying underprepared and at-risk students 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.

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.

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.

The College offers a variety of student support services including tutoring and co-curricular activities.

**3D2:**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.

The College currently has tutoring services, specialized advising programs, disability services, testing

services, and library and research support in place to determine and address learning support needs of students and faculty.

**3D3:**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.

**3D4:**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.

The College has invested in its technical infrastructure to provide the support needed by faculty and students and reviews feedback on its technology services to make regular improvements.

Student satisfaction surveys are regularly completed and results available to stakeholders and used in decision making.

**3D5:**Library services and research support include reference librarians, research instruction, research databases, and course- and topic-based research guides.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

---

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

---

Clear

### Evidence

---

**3E1:** 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.

Co-curricular activities are coordinated by faculty and staff and provide opportunities for athletic, cultural and service learning growth tied to academic programming.

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.

**3E2:** The institution's common categories of learning and their associated expectations of learning (ILGs/ILOs) reflect the Mission of the College to educate and offer students the opportunity to achieve their goals.

College-wide learning outcomes are grounded in a philosophy of learning that is articulated in the College's General Education Statement.

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.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 4 - Teaching and Learning: Evaluation and Improvement

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

---

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

---

Clear

### Evidence

---

4.A.1. The faculty members in the Department or Program compile yearly reports and collect data on a pre-determined schedule. Figure 1.8 shows how programs and courses are reviewed and how proposed changes including elimination are handled during these processes.

4.A.2. Policies and procedures are in place and followed for transcript evaluation. Evaluations are conducted on all official transcripts received from regionally accredited colleges and universities, domestic and foreign, after students have applied to CSCC. CSCC awards credit for prior learning through accepting transfer credits from accredited institutions and through international credential evaluation services.

4.A.3. Policies and procedures are in place for the credits it accepts. The College awards credit through a number of nationally-recognized tests and services in order to ensure the quality of the credit. Evaluations are conducted on all official transcripts received from regionally accredited colleges and universities, domestic and foreign, after students have applied to CSCC.

4A.4. Faculty and department leads determine the preparation that is required by students including prerequisites, placements, etc. The College communicates this information to current students through the website and through standardized syllabi. Additional public information is available through a variety of web-based resources.

CSCC has procedures in place to assist and support dual credit and online instruction, and clearly articulates its assessment and course development requirements and processes. The College presents a dual and concurrent enrollment strategy that aligns rigor and outcomes in both spaces, and ensures all faculty meet minimum qualifications and assumed practices of the Commission.

College Credit Plus courses are taught by instructors with credentials consistent with guidelines published within HLC's *Assumed Practices* and the credentialing requirements by ODHE. All courses 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.

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.

4.A.5. Department Chairs are responsible for identifying when specialized accreditation is necessary for an academic program. The College currently holds 30 specialized accreditations and appears to have adequate resources in place to support them.

4.A.6. The College maintains clear minimum academic requirements for each degree in the Catalog, and uses a mix of internal direct measure assessments and external licensure/certification assessments to assess outcomes. Faculty work with program leadership to develop responses to the analysis of these assessments as a part of the College's assessment work. The College collects data on pass rates of graduates on certification and licensure exams to evaluate the success of program graduates. The College follows up with its graduates to determine if they met their educational goals.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

---

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

---

Adequate

### Evidence

---

4.B.1. The College uses a mix of measures to share information about the common outcomes. Passive measures include information pushed through the website and the posting of the General Education Statement. Additionally, active measures include the incorporation of this information in assessment and departmental reporting strategies. 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. PLOs for all degree and certificate programs are publicly available via the College's website and in the Catalog. The level of achievement of outcomes is handled at the department or program level. There does not appear to be a college-wide understanding of level of achievement of the ILOs as no evidence as to how departments and programs collaborate to have a common understanding of how the ILOs are operationalized.

Program learning outcomes for CTE areas are designed with input from advisory committees, external program accrediting bodies, and community workforce representatives. The committee composition helps to ensure the program learning outcomes remain relevant. The College uses the website, standardized syllabi, and other means including the course catalog to communicate and articulate program learning outcomes to the public.

While the level of achievement of the outcomes are specified on the Departmental/Program Assessment Plans and Reports, the actual outcome data for all programs should be presented.

4.B.2. CSCC utilizes committees to assess common learning outcomes in order to promote consistency and the dissemination of curricular changes/improvements resulting from this work.

CSCC has developed a PLO assessment form where programs report on assessments and provide necessary follow ups. The Assessment Handbook and corresponding support materials show a clear and repeatable process of assessment and curricular improvement, and the collection and reporting happen on a periodical basis. Co-curricular activities coordinated by faculty, SEAL, and GDIC are



aligned with ILG's/ILOs to support student's learning experiences yet the College acknowledges they are not yet formally assessed.

4B3: 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 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.

4.B.4. A General Education task force was created with broad campus representation to develop a general education statement and the ILOs in 2012. The process included stakeholders from across the institution, was based on research and best practices, and was contextualized regarding how general education works within all of CSCC's offerings. CSCC also articulates ad-hoc processes used to redevelop and review outcomes in 2014-2015.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

---

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

---

Clear

### Evidence

---

4.C.1. CSCC uses the College Completion Plan 2018 as a guide for meeting retention, persistence, and completion targets. This plan is published in the evidence file. In addition, the College recently hired a Director of Completion Programs and assembled a Completion Team to assist with meeting targets.

4.C.2. In addition to the collection of required State and federal reporting data, the College reports that it has 58 student success strategies in place that are measured for retention, persistence, and completion. The College discloses its retention rates for 2014, 2015, and 2016 cohorts in a document included in the evidence file.

4.C.3. The College has made many improvements related to improving student retention and completion. CSCC is using the AtD framework to approach its efforts on increasing student 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.

4.C.4. The College uses a variety of tools and methods to assess student retention, persistence, and completion, including Achievement Analytics and other data models. An Institutional Effectiveness team assesses tool and instrument effectiveness and makes recommendations for their use. The College compared 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 which will guide its work over the next five years (2018-2023).

**Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## **5 - Resources, Planning, and Institutional Effectiveness**

---

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **5.A - Core Component 5.A**

---

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### **Rating**

---

Clear

### **Evidence**

---

**5.A.1.** CSCC manages fiscal, physical, and technological infrastructures to allow efficient campus operations, describing common processes in budgeting, allocating, reviewing, and auditing. Revenues for the College are based upon reasonable enrollment projections and tuition rates approved by the Board of Trustees.

Over-allocating is avoided through policy 9-01F that allows only the Board authority to allocate funds for expenses not included in the annually approved operational budget. The College established Resource Planning Principles, revised in November 2013, that help guide the preparation of general fund operating budgets

**5.A.2.** Recognizing that there is no assurance that State appropriated funds will be available in the amounts requested or required by the College, CSCC follows practices identified through its Resource Planning Principles. 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.

The College funds capital expenditures primarily through the Facilities and Technology Fee revenue, State capital appropriations, or other sources.

**5.A.3** 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. The College may wish to consider adding evidence of how it approaches the development and articulation of goals.

**5.A.4** The College offers a variety of training sessions in Supervision, Management and other HR issues offered through HR and some individual departments. This provided employees with a variety of ongoing professional development (PD) opportunities. The College also offers PD programming oriented directly to the faculty. There are also opportunities to advance in credentials externally through tuition reimbursement programs.

**5.A.5** The priority-planning phase of the budget planning process starts in October/November of the current fiscal year for the ensuing fiscal year. Activities must align with one of the following strategic objectives: Student Success, Workforce Development, Civic Engagement, Risk Mitigation or Operational Efficiency. The College involves a diverse set of leadership stakeholders in considering and defining funding priorities for the coming year.

**Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

---

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

---

Clear

### Evidence

---

**5.B.1** 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.

Policy/Procedure 5-15 (C) establishes advisory committees for all career and technical programs and other programs as identified by the SVPAA.

**5.B.2.** The College employs regular communication to its Board and has clear autonomy to manage operations. College Policy 1-08 provides a framework within which the Board is appraised of relevant information, including monthly budget review, on an on-going basis. CSCC conducts an annual audit and presents it to the Board who then approves the audits each January. Additional evidence indicating how the BOT is informed on issues related to academic policy and practices would be beneficial. Showing how this information comes before the Board in the form of minutes, reports, or agendas Board could demonstrate this.

**5.B.3** The College established a new Enterprise Project Management Office (EMPO) managed within OIE. 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. CSCC cites the College Completion Model as demonstrative of an inclusive process of developing the college mission, vision, and values.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*



## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

---

Clear

### Evidence

---

**5.C.1.** The College has a process in place that allows for the effective management of resource allocation through relevant metrics and review. In 2018, the Grants Office annual report indicated that it continued to work strategically with College leaders to align funding initiatives for the year with college goals in a variety of areas.

**5.C.2** CSCC is in a process to implement its College Completion Model. This model serves as the College's assessment framework and refocuses departmental operations, processes, infrastructure, and technology on student needs.

**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. The College reviews and updates the plan as needs evolve. Further documentation of Strategic Plan reviews, updates, and modifications would help to illustrate this point. Evidence of additional stakeholder participation in the review and updating process could also be of use.

The 2018 College Completion Plan was developed by groups working on successful projects as well as OACC and AACC pathway teams, members of Academic Council, faculty, staff, and administrators in both the Executive Offices of Academic Affairs and Enrollment Management.

Participation in the Central Ohio Compact's annual summits also provides a mechanism for the inclusion of external but relevant stakeholder input and the sharing of information.

**5.C.4** CSCC has managed its revenue uncertainty by conservative budgeting and careful investment in initiatives. CSCC describes a number of circumstances where the College responded to changes in operating resources in order to maintain capacity.

**5.C.5** CSCC describes a number of circumstances where the College responded to changes in operating resources in order to maintain capacity. A specific example of this was in using its small debt burden to leverage an affordable financing strategy for a new Hospitality Management and Culinary Arts building.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

---

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

---

Clear

### Evidence

---

**5.D.1** 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. This includes links to work aligned with Assessment, Program Review, a comprehensive selection of reports and surveys, and internal data sharing. Data, information, and training are available to a diverse set of internal stakeholders and supported by OIE. The College's Strategic Plan, numerous AQIP projects, AtD, and other initiatives all show evidence of a CQI philosophy in action.

**5.D.2** CSCC reports the positive impact of AtD initiatives and the evidenced-based focus of AtD as a means of learning from its experiences. The College has seen 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.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## Review Dashboard

Number	Title	Rating
1	Reflective Overview	
2	Strategic Challenges Analysis	
3	Accreditation Evidence Screening Summary	
4	Quality of Systems Portfolio	
5	AQIP Category Feedback	
I	Helping Students Learn	
II	Meeting Student and Other Key Stakeholder Needs	
III	Valuing Employees	
IV	Planning and Leading	
V	Knowledge Management and Resource Stewardship	
VI	Quality Overview	
1	Mission	
1.A	Core Component 1.A	Clear
1.B	Core Component 1.B	Clear
1.C	Core Component 1.C	Clear
1.D	Core Component 1.D	Clear
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Clear
2.B	Core Component 2.B	Clear
2.C	Core Component 2.C	Adequate
2.D	Core Component 2.D	Clear
2.E	Core Component 2.E	Clear
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Clear
3.B	Core Component 3.B	Clear
3.C	Core Component 3.C	Clear
3.D	Core Component 3.D	Clear
3.E	Core Component 3.E	Clear
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Clear
4.B	Core Component 4.B	Adequate
4.C	Core Component 4.C	Clear
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Clear

5.B	Core Component 5.B	Clear
5.C	Core Component 5.C	Clear
5.D	Core Component 5.D	Clear

## **Review Summary**

---

### **Conclusion**

---

### **Overall Recommendations**

---

#### **Criteria For Accreditation**

Adequate

#### **Sanctions Recommendation**

Not Set

#### **Pathways Recommendation**

Not Set

*No Interim Monitoring Recommended.*