

Delaware Campus Site Visit

Response to Questions



Submitted by
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Table of Contents

Provide a brief overview statement about the campus and about the institution’s general approach to instruction and programs at the campus.....	1
What future growth do you anticipate (e.g. In the next six months, three years, 10-20 years) for this campus?	3
How do you assure that facilities at the campus meet the needs of students, faculty, and the programs and courses offered? How do you ensure that the facilities at the campus will continue to meet the needs of students and the curriculum?	4
Classrooms and Labs.....	5
Information Technology Services	5
Tutoring/Small Group Study Rooms	6
Testing Center.....	6
Student Services Center.....	7
Bookstore.....	7
Physical Plant	7
Food Services	8
Learning Center Commons Open Lab	8
Learning Center Library Services	8
How do you assure that promotion, marketing, and enrollment for your campus stay in balance with your actual resources and technical capabilities?	10
What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications are accurate?.....	11
What is the process through which you assess and adjust, as necessary, funding and staffing for the campus?	11
How does the institution effectively oversee faculty, staff and instruction on the campus?.....	12
What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the campus?.....	13
What demonstrates the institution supports and evaluates personnel at the campus? Consider the process in place for selecting, training and orienting faculty at the campus.	14
What evidence demonstrates that the institution provides access to and effectively delivers, supports, and manages necessary academic and student services at the campus?.....	15
Other Student Services	16
What evidence demonstrates that the institution effectively assesses and improves student learning at the campus? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.....	19

Assessment of General Education Goals	20
Assessment and Validation of Credit Education.....	21
Assessment of Non-credit Education.....	21
Communication and Evidence of Continuous Improvement in Student Learning	21
What evidence demonstrates that the institution effectively evaluates and improves the quality of the educational offerings at the campus?	21
How are the methods and results of assessment and evaluation at the campus comparable to those at the main campus or other locations? If there are differences, why are these differences appropriate? .	23
How do you encourage and ensure continuous improvement at the campus?	24

1. Provide a brief overview statement about the campus and about the institution's general approach to instruction and programs at the campus.

Columbus State's strategy is to grow the Delaware Campus in stride with demand. The Delaware Campus is designed to meet the needs of its community and to add to and complement what is available through the Columbus Campus, Off-campus sites, and distance learning.

The first building on the campus is designed to accommodate the number of classrooms and labs needed for an enrollment big enough to sustain the campus, along with spaces for advising and student services, library, bookstore, testing center, tutoring, and food services cafe. Moeller Hall teaching spaces include 22 classrooms, four computer classrooms, two science labs, two seminar rooms and one "super HD" videoconferencing room. The Student Services Center, Learning Center, Testing Center, Tutoring/Group Study rooms and student lounges provide additional space supporting student learning and engagement. Columbus State had the opportunity to build the campus to a LEED-certification standard and to use green technologies in creating landscaping, driveways, and parking areas.

Decisions to offer programs and courses follow the same process for the Delaware Campus and Columbus Campus. Columbus State Community College's credit offerings are divided between the Arts and Sciences Division, with curriculum that meets the needs of students who intend to complete associate of arts or associate of science degrees or to transfer to four-year institutions, and the Career and Technical Division, with two-year programs that lead students to employment or prepare them to complete four-year degrees. Assessments inform curricular development in the two divisions. Curricular updates include the development or revision of courses, degree programs, and certificates. A proposal for a new course to be offered at either the Columbus Campus or the Delaware Campus includes a rationale and an explanation of how the need was determined. It also includes information about learning objectives, units of instruction, textbooks, assignments, and methods for evaluation of student learning. The information included in the proposal informs discussion in curriculum committees. Program and course development also is influenced by state requirements in the form of Transfer Assurance Guidelines, the State of Ohio Transfer Module, and current articulation agreements with higher learning institutions.

Prior to the creation of a new academic program, the department faculty and chairperson must complete a market study to gauge the need for the program based on industry and community demand and the existence of similar programs in close proximity. The [market study](#), proposed curriculum, and estimations of potential enrollment must be approved by the college and the

Ohio Board of Regents. A second study is currently underway to understand what changes in the community are taking place that may have an impact on the Delaware Campus programs.

Based on the overall academic plan, the primary goal for course offerings is to allow students to complete the Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science in Business Management, or the Associate of Applied Science in Computer Information Technology degrees, or a certificate program in Computer Information Technology. All five of these programs are available at the Delaware Campus and were chosen for four reasons:

1. They offer the core general education courses for all degrees.
2. These programs offer high-enrollment courses at the Columbus Campus and the Dublin and Westerville sites and through distance learning.
3. A review of economic development plans of Delaware County indicated that offering a degree program in Computer Information Technology and a Database Specialist certificate address local community and workforce needs.
4. Certificates and degrees offered online expand course options available to anyone on the Delaware Campus. College administrators will monitor enrollment and community demand and will expand offerings as needed.

The Delaware Campus course schedule contains sequences of courses offered at the same time of day from quarter to quarter. For example, if Math 148 were offered at 9 a.m. in Autumn Quarter, Math 150 would be offered at 9 a.m. during Winter Quarter. This allows students to plan schedules for multiple quarters at a time. The schedule also contains videoconferencing and distance-learning course options. The assumption is that Delaware Campus students will engage in distance-learning opportunities at the same rate as Columbus Campus students. Sections of core courses are offered at morning, afternoon, and evening times.

The Delaware Campus also provides noncredit college preparatory courses in English for non-native speakers.

The following additional principles continue to guide the development of the course schedule:

- The Delaware schedule includes required general education, Transfer Assurance Guides (TAGS), Career and Technical Assurance Guides (C-TAGS) and developmental education courses.
- The most popular course combinations offered on the Columbus Campus are used to schedule specific courses, number of sections, and times of day for the Delaware Campus.

- Additional related Off-campus and Columbus Campus schedule and enrollment data are used to support decisions about course offerings and course section times on the Delaware Campus.
- An initial planning assumption has been that Delaware Campus learners take advantage of distance learning course offerings at a rate similar to Columbus Campus learners.
- Data from 2010 to 2011 shows classroom size and availability are factors in the overall course schedule.
- The course schedule enables learners to start in any quarter and progress at a reasonable rate toward program and certificate completion.
- The Delaware Campus schedule employs alternative course scheduling to address nontraditional learner needs and to maximize space utilization, e.g. blended and hybrid courses, weekend courses, accelerated delivery courses.

The Delaware Campus academic schedule is designed to make it possible for learners to start in any quarter and take courses toward certificates and degrees. Entry-level high-demand courses that lead to a variety of academic programs offered at Columbus State also are available. The sequencing of all curricular offerings adheres to institutional and external accrediting organizations' standards for academic and operational quality.

2. What future growth do you anticipate (e.g. In the next six months, three years, 10-20 years) for this campus?

Projections for enrollment are based on local demographic data, market studies, and enrollment patterns at the Westerville site (because of its proximity and similar demographics) and at the Columbus Campus. In addition, enrollment data and patterns from the opening autumn quarter were used to guide the winter quarter and spring schedules.

Because actual enrollments often vary from planning assumptions, options have been used to scale up or scale back, depending on enrollment in particular courses and sections. In addition to alternate course schedules, student support services plans include guidelines for adjusting services as necessary in the context of demand. In addition, the college anticipates growth based on future partnerships with high schools for dual enrollment opportunities and with other four-year institutions for transfer opportunities. Tables 1 and 2 provide actual and projected duplicated and unduplicated headcount and credit hours for the first three years of the Delaware Campus.

Table 1: Actual Enrollment for the First Three Quarters of Operations				
Year 1	Summer 2010	Autumn 2011	Winter 2011	Spring 2011
Duplicated Headcount	N/A	1311	1474	1351
Unduplicated Headcount	N/A	803	861	841
Total Credit Hours	N/A	5534	6316	5804

Table 2: Enrollment Projections for the Second and Third Years				
Year 2	Summer 2011	Autumn 2011	Winter 2012	Spring 2012
Duplicated Headcount	1044	2034	2052	1980
Unduplicated Headcount	475	925	933	900
Total Credit Hours	4180	8140	8210	7920
Year 3	Summer 2012	Autumn 2012 (Semester)		Winter 2012 (Semester)
Duplicated Headcount	1044	2106		2200
Unduplicated Headcount	475	957		1000
Total Credit Hours	4180	8424		8800

Research into the need for a second campus to be located in Delaware County began with initial studies in 2002. Columbus State continues to monitor housing and economic development in Delaware and contiguous counties and uses this information to adjust future plans. As it did across the country, the economic downturn of the past three years slowed economic development growth in the Delaware County area. In addition, the current strain on funding for public services has placed even greater emphasis on decreasing the overall cost of education. For these reasons, planning for the growth of the Delaware Campus focuses on collaboration, partnership, and timely and affordable student degree or certificate completion.

Over the next few years the Delaware Campus will focus on increasing the number of high school graduates in the area who are aware of the campus and the role it plays as a bridge to an associate degree or to a bachelor’s degree. In addition, Columbus State will be pursuing partnerships with other area colleges and universities which will likely lead to a significant growth in enrollment. Finally, the college will be pursuing an especially vigorous relationship with local school districts potentially leading to an increase in dual enrollments.

3. How do you assure that facilities at the campus meet the needs of students, faculty, and the programs and courses offered? How do you ensure that the facilities at the campus will continue to meet the needs of students and the curriculum?

Classrooms and Labs

The plan for the Delaware Campus takes into consideration physical classroom facilities, faculty staffing opportunities, and strong academic and fiscal quality standards. The initial academic building on the Delaware Campus houses 27 state-of-the-art classrooms equipped with furniture, whiteboards, overhead LCD projectors, and instructor stations.

The building also houses a computer laboratory and science laboratories for biology, physics, chemistry, and life sciences. According to the Delaware Campus Business Plan, Delaware Campus will add labs that are capable of supporting advanced science courses. In the interim, advanced science courses required for specific programs will continue to be provided at the Columbus Campus.

The instructional infrastructure supports videoconferencing, electronic document sharing, connectivity to the Internet, and distance learning. Five multi-use computer labs support software and hardware requirements for a variety of programs.

Information Technology Services

The college has a central Help Desk that receives all customer calls for break/fix support. The Help Desk maintains hours to provide direct phone support to the college during its operational hours. All customers submitting a Help Desk request are surveyed upon completion of the work order. Those surveys are reviewed weekly and appropriate actions are taken.

Outside normal operational hours the college has support staff in a paid on-duty status with laptops, smart phones and WIFI cards. They respond immediately for issues that can be resolved remotely or within one hour when travel is required to a campus location. There are typically eight people on duty; each is trained to triage and support specific critical campus systems. All IT staff is available to respond should calls to the Help Desk escalate. Several remote monitoring tools are used for automatic system alerts that notify appropriate support staff if trouble is detected on any of a number of core systems.

Information Technology equipment replacement is based on a four-year cycle. This includes servers, PCs and audio visual class room equipment. The equipment is replaced through the college's capital equipment purchasing cycle.

An IT operational budget is established for the Delaware Campus. The operational categories in that budget mirror those of the IT budget for the Columbus Campus..

Tutoring/Small Group Study Rooms

Six small group study rooms equipped with tables, chairs, and whiteboard provide space for small group work including instructor-assigned projects, tutoring and student-created study groups. Two of the six small group rooms include flat panel displays for ease of collaboration on projects involving PowerPoint or other presentation software.

Testing Center

The Delaware Campus Testing Center supports learning and assessment through the administration and proctoring of academic tests for distance learning courses, exams for students requiring special accommodations due to a disability, make-up exams, mastery testing for Developmental Education courses, placement tests (COMPASS/ESL, Basic English, German, French, and Spanish), community outreach testing and proficiency testing. Table 3 illustrates the test administration distribution.

Staffed by one full-time coordinator and two part-time testing assistants, the Delaware Campus Testing Center serves students during scheduled hours of operation and by appointment. Hours are extended during finals week to accommodate higher demand for testing services.

Test Type	Autumn 2010	Winter 2011
Distance Learning	506	606
Make-Up Exams	33	54
Developmental Math	132	137
Community Outreach	1	0
Disability Services	*included in other categories	20
Basic English	1	5
COMPASS/ESL	90	124
Foreign Language Placement	*not available Autumn 2010	3
ESL	0	4
Proficiency Testing	*not available Autumn 2010	1
Total	805	965

The Delaware Campus Testing Center has 28 workstations. This includes two height-adjustable carrels and four private testing rooms equipped with adaptive software for students registered with Disability Services to receive such accommodations. The testing arena has a proctor station, cameras and windows through which staff in the operations area of the testing center can view students in the arena at all times.

Student Services Center

Located near the front entrance to Moeller Hall, the Student Services Center provides students with a central source for Admissions, Financial Aid, Records and Registration, first quarter academic advising for students in all programs and academic advising beyond the first quarter for transient Associate of Arts and Associate of Science students. Four advisors (one position currently vacant) and one specialist are trained in all aspects of enrollment and advising services. Student Services staff also link students to specialized services such as veterans' services, career counseling, disability services, and residency through MOVI (a desktop videoconferencing software) and in-person appointments.

Services provided by Student Services staff members are supported by MOVI, a document management system, HD videoconferencing, secure scanning, CRM software, live instant chat, VOIP phones, and e-mail, as well as the CSCC website, web-services and student information system.

Staff also utilizes social media such as Facebook and Twitter to provide students another mode of access to alerts and information.

Bookstore

Located in the Learning Center, a Bookstore pickup area is provided to meet the needs of those students who have pre-ordered and pre-paid for their class materials online. Information about required books and materials for any Columbus State class can be found online through the college's [Discovery Exchange bookstore website](#).

The website allows students to search for courses by term and view required and recommended books and materials for individual courses; select new or used materials, based on availability; and complete an order for the selected items. The online order form allows the user to select a delivery location. There is no charge to students for delivery of materials to the Delaware Campus. Students also have access to school supplies including calculators, goggles, pens and pencils through a vending machine.

Physical Plant

The Physical Plant at the Delaware Campus, like the Columbus Campus, is staffed by Physical Plant employees consistent with the standards established by the Association of Physical Plant Administrators (APPA), formerly the Association for Higher Education Facility Officers. The criteria used to establish the standards include square footage, type of facilities, number of classrooms/labs and building capacities. Buildings are cleaned daily by a professional custodial vendor, and service contracts are in place for elevator maintenance, mechanical systems and equipment.

Campus-wide the Physical Plant Department utilizes an on-line work order system that allows faculty, staff, and administrators to submit requests for general maintenance and related work. Every attempt is made to service these requests within 72 hours.

The Delaware Campus has a dedicated budget for physical plant activities sufficient to meet the day-to-day maintenance needs. In addition, the college has an operational plan and schedule for major maintenance projects.

Food Services

When the campus opened, beverages and snacks were made available to students through vending machines located in a space adjacent to the CyberCafe. During Autumn Quarter 2010, [Dan's Deli](#) served the campus community Monday through Thursday from a location in front of Moeller Hall. Dan's Deli returns to campus May 12.

During Winter Quarter 2011, two microwave ovens accessible to students and a refrigerated vending machine with snacks, fruit, sandwiches and soups were added to the vending/Cybercafé area.

Cybercafé will open during Autumn Quarter 2011. The menu is expected to include hot and cold sandwiches, salads, soups, coffees and other soft drinks and blended beverages.

Learning Center Commons Open Lab

The Computer Commons ensures that computer programs related to each class being taught at the Delaware Campus are provided to the students during business hours. Computers are located in the Learning Center commons area to ensure students have access to the equipment, materials, and media required to support their learning experiences.

The Lab Assistants maintain 36 computers for individual student needs in the Learning Center (a mix of Library and Computer Commons area). Staff maintains a clean and operational environment conducive to academic study. In addition the Learning Center staff provides support for wireless access for laptops.

Learning Center Library Services

The Learning Center Library Services provide access to a full spectrum of print and electronic library resources and services to uphold the teaching and learning process. These services and resources link faculty and learners to the equipment, materials, and media required to support their learning experiences.

- A focused print reference collection of resources most frequently consulted for reference and research in the areas support the planned course curricula at the Delaware Campus.
- Students on the Delaware Campus have electronic access to the same research databases and full-text electronic journal articles available to students on the Columbus campuses.
- Professional librarians provide reserve assistance and services, interlibrary loan and circulation services.
- Borrowing services include ordering, pickup and drop-off of CSCC Library and OhioLINK material.
- Qualified professional librarians lead library instruction sessions requested by faculty and tailored to specific classroom assignments.

Figure 1 is a compilation of library resources and usage at the Columbus and Delaware Campuses between July 2010 and April 2011. Table 4 indicates the number of bibliographic instruction sessions at the Delaware Campus held each month.

Figure 1

Library Learning Center (July 2010-April 2011) - Student Use by Time of Day and Type of Interaction											
TIME	REFERENCE & INSTRUCTION			MOELLER HALL		CSCC	TECHNICAL	Referral to IT Staff		REMOTE	
	Basic Research	Complex Research	Citations/ Writing	Directional Within Moeller	Circulation Services			Campus Info/ Referral-Directional	Equipment - Technology	Phone	Email
7:00 - 9:00 a.m.	17	8	4	41	41	64	120	22	4	0	
9:00 - 10:00 a.m.	25	12	13	52	40	92	156	24	7	3	
10:00 - 11:00 am.	33	14	7	37	46	80	193	28	5	4	
11:00 - 12:00 p.m.	29	22	14	30	53	85	140	19	10	2	
12:00 - 1:00 p.m.	38	16	10	41	80	104	148	20	14	2	
1:00 - 2:00 p.m.	21	9	9	35	59	80	114	28	9	1	
2:00 - 3:00 p.m.	60	10	21	16	36	50	120	7	12	3	
3:00 - 4:00 p.m.	42	8	20	23	21	66	99	5	12	1	
4:00 - 5:00 p.m.	22	12	11	9	25	50	81	5	4	3	
5:00 - 6:00 p.m.	23	10	4	9	22	40	73	2	5	2	
6:00 - 7:00 p.m.	3	1	2	4	7	19	17	0	0	0	
7:00 - 8:00 p.m.	17	0	1	3	2	10	21	5	2	0	
8:00 - 9:00 p.m.	11	2	2	0	0	3	9	0	0	0	
9:00 - 10:00 p.m.	1	1	0	0	2	6	4	0	1	0	
10:00 - 11:00 p.m.	2	1	2	0	1	0	0	0	2	0	
TOTALS	344	126	98	300	435	749	1295	165	87	21	

Table 4: Bibliographic Instruction (BI) Classes Held for Delaware from Fall Quarter 2010 through Spring Quarter 2011

	Sept. 2010	Oct. 2010	Nov. 2010	Dec. 2010	Jan. 2011	Feb. 2011	Mar. 2011	April 2011	Total
# of BIs	3	9	10	0	7	9	1	15	54
# of Students	28	110	82	0	84	115	17	147	583

4. How do you assure that promotion, marketing, and enrollment for your campus stay in balance with your actual resources and technical capabilities?

Promotional, marketing and advertising materials and messages for the Delaware Campus are planned in consultation with the Delaware Campus Dean and with staff and administrators in Academic Affairs and Student Services. This ensures that marketing materials align with the resources of the campus as well as the academic programs and services provided.

1. Columbus State's Institutional Advancement (IA) Department leads the college's overall marketing and communication efforts, as well as the marketing for the Delaware and Columbus Campuses.
2. The Vice President of Institutional Advancement meets frequently with leaders of the Delaware Campus and obtains from them information on all programs, courses and services available to students.
3. This information is provided to IA's marketing and advertising team, which develops promotional materials for the campus, including viewbooks, websites, brochures and flyers, videos, promotional material for special events, and print, billboard, television and radio advertisements.

In addition, IA also surveys students and prospective students to determine awareness of the college and its offerings, what information students need, how they prefer to receive information from the college, and other issues.

For example, recent surveys and focus groups indicate that the vast majority of Columbus State students go to the Columbus State website almost daily, and most would prefer to receive communication by email rather than text message. Many students at Off-campus centers and at the Delaware Campus have also recently indicated that they would prefer not to take classes at the Columbus Campus, primarily for traffic, parking, and other non-academic issues.

Prior to opening the campus, Columbus State commissioned an outside firm to survey area residents about their educational needs and their awareness of Columbus State. The findings of that survey were used to help develop the initial promotional campaign for the campus. Since the campus opened, IA has also conducted a focus group discussion with Delaware Campus students to understand better their informational needs and to ensure that students are being properly and adequately informed about the college's resources, services and technical capabilities. These students again stressed the importance of the college's website as a source for information.

Information from this session was shared with Delaware Campus staff and administrators. A survey of several communities is currently underway. Data from this survey will be used in planning future course offerings. A copy of the survey questionnaire is included in the resource room.

5. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications are accurate?

All college promotional and advertising materials adhere to the same process for copy review and approval. The process of developing promotional, marketing and advertising materials and messages for the Columbus State Delaware Campus includes review by administrators from the Delaware Campus, as well as the college Senior Vice President of Academic Affairs and Vice President of Student Affairs, as appropriate, from the initial concepts to the final approval. Brochures, advertisements and other material are reviewed for accuracy and approved by the Vice President for Institutional Advancement as well as appropriate college or Delaware Campus staff and administrators.

6. What is the process through which you assess and adjust, as necessary, funding and staffing for the campus?

Subsidy from the state of Ohio is paid in arrears on a two-year rolling average. Therefore, the college must allocate funds to support the Delaware Campus until it reaches capacity and is financially self-sustaining. The Board of Trustees made an initial allocation of \$2.5 million in start-up funds for operations at the Delaware Campus, of which \$210,000 was allocated by the Board for marketing. Tuition and fees, state subsidy, and start-up funds will provide the revenues needed to operate the campus in its initial years. Funds will be transferred in from the Delaware Campus Operations start-up account as needed.

The Delaware Campus, as part of the college, participates in annual and mid-year budgeting processes. Budgets are monitored and adjusted according to these well-established methods. Delaware Campus Arts and Sciences, Career and Technical Programs, Instructional Services, Student (Enrollment) Services and Administrative budgets are managed by the Executive Dean and the Assistant Director.

Other individual budget lines are provided and managed centrally by administrators from the Columbus Campus, for example the Learning Center budget is part of the larger Information

Services budget for the college. Information Technology, Public Safety, and Facilities Planning are supported in the same way.

7. How does the institution effectively oversee faculty, staff and instruction on the campus?

The Delaware Campus is led by Executive Dean Angelo Frole who reports directly to Dr. David Harrison, president of the Columbus State Community College district. Dean Frole oversees daily operations, provides functional support and guidance for the Delaware Campus, and ensures close collaboration with Columbus Campus academic and other departments. An assistant director, Ms. Patricia Fabrisi, who reports to the Executive Dean, oversees student services operations, and serves as a liaison to other college administrators for all other campus operations.

Delaware Campus administrators are responsible for daily campus operations and collaborate closely with college administrators across divisions to ensure consistent implementation of curriculum, student and business services, and all college policies and procedures.

To maintain academic integrity, Delaware Campus faculty actively engages with their respective discipline peers, and college-wide academic departments including their respective department chairpersons to whom they report. In addition, Delaware Campus faculty actively participates in the college's institutional curriculum review and assessment processes. Participation in committees and other assignments related to tenure and promotion requires the ability to maintain a role that crosses campuses; therefore, Delaware Campus faculty is fully engaged in numerous college committees and projects.

The college and the union that represents the faculty implemented a collaborative model for staffing the Delaware campus. The model follows the same basic principles employed at the Columbus Campus and Off-campus sites. All academic quality standards of faculty credentials and experience are adhered to in this model. Full-time faculty at the Delaware Campus teaches within those disciplines for which they have the appropriate credentials and required experience. The model also allows for full-time faculty to take on leadership roles to support adjunct faculty through mentorship and course administration activities.

For many reasons, including curriculum development, assessment, participation in activities related to tenure and promotion, and relationship-building across the college, faculty assigned to the Delaware Campus require easy access to their peers on the Columbus Campus. Thus

Delaware Campus videoconferencing capabilities and support for inter-campus travel facilitate communication and participation in college-wide meetings, discussions, and events.

Videoconferencing, for example, has been employed for staff meetings, Shared Governance meetings, On-Boarding (part of the college's Human Resources orientation program), committee meetings, and "Lunch and Learn" wellness programs.

Select college-wide support functions are provided and coordinated centrally from the Columbus Campus. Ms. Fabrisi, Assistant Director, works closely with Columbus Campus administrators to ensure that support services operate smoothly and efficiently at the Delaware campus. These college-wide operations include information technology, human resources, physical plant, security and safety, and other business processes. The Columbus Campus supports the Delaware Campus by sharing personnel when necessary to fill gaps created by vacations, leaves, and other circumstances.

Staff at the Delaware campus was trained to be proficient in the following in-person services to students: admission, orientation, testing, advising for financial aid, academic program planning, registration, financial aid disbursement, and fee payment. These services are further enhanced by videoconferencing, document imaging, and other technology designed to link students in real time to processes and specialist support personnel on the Columbus Campus. For individuals needing assistance via telephone, the existing Telephone Information Center serves as the central student service intake point for all Columbus State students regardless of campus.

Delaware Campus staffing levels and position requirements are reviewed each year or as necessary to ensure appropriate service levels.

8. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the campus?

The Delaware Campus employs the following staff and administrators:

- 10 full-time faculty members and sufficient adjunct instructors to support course offerings
- 2 administrators
- 2 administrative support professionals
- 1 full-time librarian coordinator
- 3 part-time librarians
- 2 full-time IT support coordinators
- 6 part-time lab assistants

- 1 part-time science lab assistant
- 1 full-time Testing Center Coordinator
- 2 part-time testing assistants
- 4 full-time student services advisors (one position vacant)
- 1 full-time student services specialist
- 2 part-time office services clerks
- 1 full-time Physical Plant Coordinator
- 1 building services employee
- 1 full-time and 1 part-time groundskeeper
- 1 full-time safety and security coordinator
- 5 full-time safety and security specialists

Staff and faculty are hired according to [Policies and Procedures](#) approved by Columbus State's Board of Trustees.

**9. What demonstrates the institution supports and evaluates personnel at the campus?
Consider the process in place for selecting, training and orienting faculty at the campus.**

Open faculty and staff positions are posted online through the COOL (Career Opportunities On-Line) system. Applicants complete an online application and submit online documentation including cover letters, résumés, curriculum vitae, and letters of reference. Columbus State's Human Resources department supports the process by contacting candidates selected for interviews, providing background checks, and assisting chairpersons and managers with procedural issues involving the hiring process. Hiring managers and supervisors are provided online resources through COOL as well as opportunities for training through the college's Human Capacity Development programs.

The following data items are used for monitoring faculty performance:

- Faculty progress toward promotion and tenure is measured by the comparison of activities of faculty at the Columbus and Delaware campuses as listed in the annual self-appraisal and chair appraisal;
- Comparison of percentage of new faculty progressing through promotion and tenure;
- Faculty and adjunct performance in the classroom as measured by supervisor observations and by students; and
- Faculty and adjunct satisfaction with Columbus Campus connectivity and Delaware Campus support.

Supervisors and staff members meet to establish goals (called a planning guide), review progress (mid-year discussions) and finalize an annual review. Staff and supervisors use the Performance Management System via COOL to document these discussions.

The following data items are using the college's Performance Management System in the monitoring of performance of staff:

- Key Responsibilities (defined by job description)
- Operational Goals (job-related operational or project goals)
- Competencies (core competencies include Adaptability, Contributing to Team Success, Customer focus, Decision Making, Functional Job Knowledge and Performance, Managing Conflict and Planning and Organizing.)
- Development Goals
- Service Goals

10. What evidence demonstrates that the institution provides access to and effectively delivers, supports, and manages necessary academic and student services at the campus?

The Campus is open from 7:00 a.m. until 11:00 p.m. Monday through Friday, from 8:00 a.m. to 6:00 p.m. Saturday, and from 10:00 a.m. until 4:00 p.m. on Sunday.

Columbus State is committed to ensuring that students who attend the Delaware Campus have easy access to student support services that are available at the Columbus Campus. In addition to enrollment and advising services, a career counselor schedules appointments on campus as needed. Disability Services advisors assist students with intake interviews using MOVI desktop videoconferencing. A Student Services Specialist has served as a liaison with Student Activities and Diversity Programs. Activities this year have included a "Welcome" celebration, Spirit Day, Hispanic/Latino week, World Café, International Week Film Festival, Red Cross blood drives, and food collections for Mid-Ohio Foodbank and Delaware People in Need.

The Delaware Campus created an opportunity to implement new technologies and service-delivery strategies. An integrated student services model was implemented and evaluated that uses cross-trained student services staff connected to staff at the Columbus Campus through videoconferencing and electronic document management.

Students appreciate the opportunity to connect with specialized services such as veterans' representatives, Disability Services advisors and residency specialists using MOVI technology.

The availability of these services ensures that students have easy, cost-effective access to experts.

This integrated services model offers all essential student support services: placement and academic testing, academic advising, English-as-a-Second-Language testing, and disability screening and comprehensive support services.

The introduction of document management allows students to provide to and access documents from advisors working in financial aid, placement, or academic advising from either the Delaware or Columbus campus. The availability of the document management system provides secure transfer of information between campuses and facilitates workflow that increases the speed to process important documents. The document management system also provides tools for tracking the date a document was received.

Students who have enrolled at the Delaware Campus are welcome participants in the college's National Junior College Athletic Association Division II athletic teams, the Phi Theta Kappa honor society, and many other student organizations. Some students choose to participate in clubs and organizations that meet on the Columbus Campus. Other clubs may develop because of an interest at the Delaware Campus.

All student organizations must follow the same procedures outlined in the college's *Handbook for Student Affairs*. Students attending classes at either campus or at one of the college's nine Off-campus sites are governed by the same code of conduct.

Other Student Services

Other student services at the Delaware Campus include:

- New Student Orientation is available online and through videoconferencing with Columbus State's Admissions office.
- Disability Services are available to students beginning with the intake interview and advising appointments with Disability Services advisors. These are completed through MOVI in order to accommodate testing through the Delaware Campus Testing Center.

Columbus State interacts with students through the delivery of support services and through activities related to classroom instruction. Both environments yield insights into changing needs as reflected in the college's [Systems Portfolio](#)

Student Lab Assistance meetings are held bi-weekly that include all staff. In this meeting staff addresses issues or concerns voiced by students. These meetings allow staff to view the

problems as a whole and work together toward resolution. Staff also carries out individual investigations into student issues by listening to the students, determining needs, and then contacting the correct area to see what can be done for the student.

Columbus State IT support services meet the needs of students, faculty and the programs and courses offered by providing the following:

- Audio/Visual Support
- Student Lab Assistance
- Reference Research Assistance
- Reserve Services
- PC hardware support
- Application support (Colleague, Blackboard, MS Office, etc.)
- Video conferencing and digital collaboration support
- Document imaging and management support
- Telephone support

Columbus State IT support services meet the needs of students, faculty and the programs and courses offered by providing services that are available during all hours of operation. Table 4 indicates operational hours on the Delaware Campus.

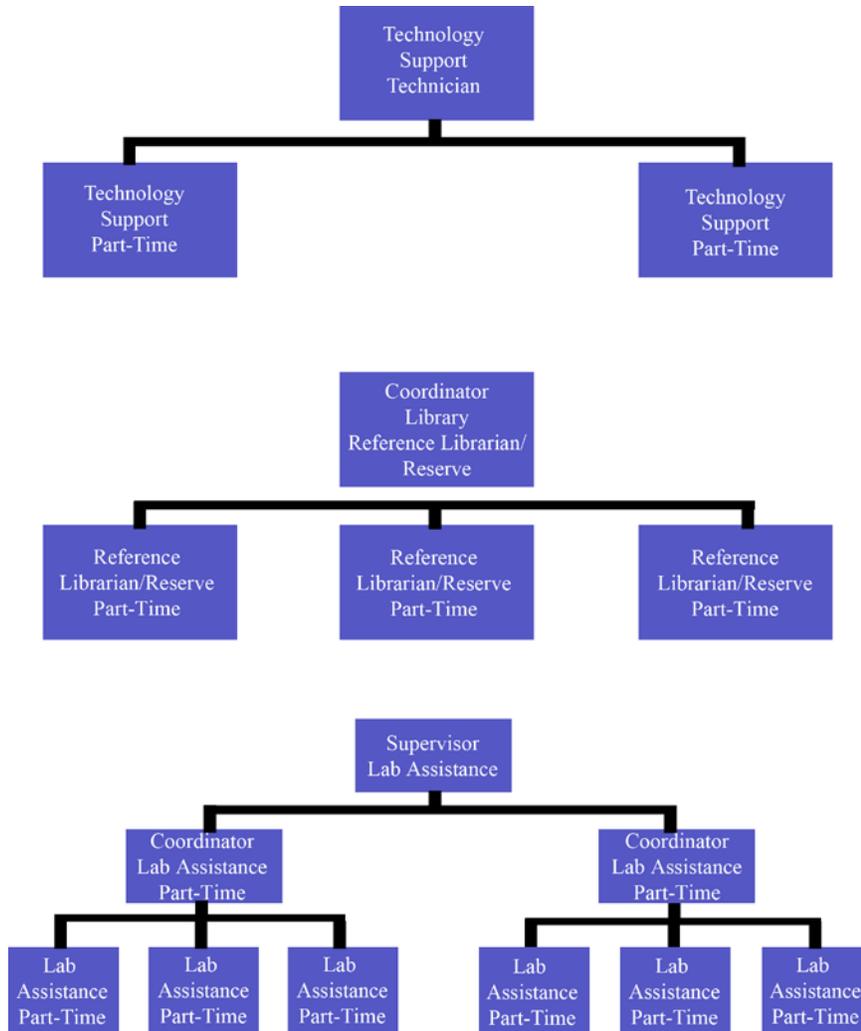
Table 4: Services and Hours of Operation			
Service	Hours of Operation	Total hours/week	Note
Audio/Visual Support	7:00AM – 11:00PM M-F 8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.	96	(Support hrs may vary based on need)
PC Hardware	7:00AM – 11:00PM M-F 8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.	96	(Support hrs may vary based on need)
Student Lab Assistance	7:00AM – 11:00PM M-F 8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.	96	
Audio/Visual Support	7:00AM – 11:00PM M-F 8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.	96	(Support hrs may vary based on need)
Reference/Research/Reserves/Ci	7:00AM – 11:00PM M-F	96	

rculation	8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.		
PC hardware support	7:00AM – 11:00PM M-F 8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.	96	(Support hrs may vary based on need)
Application support (Colleague, Blackboard, MS Office, etc.)	Remote support as with Columbus campus.	96	(Support hrs may vary based on need)
Video conferencing and digital collaboration support	7:00AM – 11:00PM M-F 8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.	96	(Support hrs may vary based on need)
Document imaging and management support	7:00AM – 11:00PM M-F 8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.	96	
Telephone support	Remote support as needed during business hours.	Up to 30	Physical phone installs may be conducted by CTPCS staff.
Other Technology Support	7:00AM – 11:00PM M-F 8:00AM – 6:00PM Sat. 10:00AM – 4:00PM Sun.	96	(Support hrs may vary based on need)

IT Divisional staff support for these services is established. Figure 2, on page 19 represents current staffing details as demonstrated in the Business Plan.

IT user satisfaction data collection is administered through questionnaires, focus groups and other specific data collection tools such as gate count reports, computer sign-in reports, reference desk traffic reports, and other reporting mechanisms required by state and federal governments.

Figure 2



11. What evidence demonstrates that the institution effectively assesses and improves student learning at the campus? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

Columbus State Community College is committed to comprehensive assessment that leads to the continuous improvement of student learning. In 2002, the Columbus State faculty gathered and developed the college’s current comprehensive assessment plan. Since this time, the faculty continues to work towards improving the plan and the overall culture of assessment at the college. Columbus State embraces the principle that the entire college community supports student learning and that assessment of learning outcomes is the core function for establishing sound learning principles. The faculty driven plan includes the continuous assessment of program specific outcomes and general education goals for all learners.

In order to monitor and measure the effectiveness of learning outcomes each academic department is required to conduct annual assessment plans and reports. The assessment report requires that academic departments describe the results of their learning outcomes assessment in relation to the benchmarks listed in the planning phase. Faculty in the academic departments must also list the pedagogical strategies that will be implemented to improve student learning for outcomes that did not meet the established benchmarks. Finally, each department must list their plan for ensuring continuous improvement of student learning for the outcomes that were assessed during that academic year.

The college's assessment for student learning plan provides a framework for continuous improvement of student learning and a commitment to program excellence. Our process provides evidence that

- learning outcomes are observable and are performed by the student;
- curriculum alignment provides the opportunity for students to achieve these outcomes because the curriculum is driven by intended learning outcomes and assessment evidence;
- learning opportunities are consistent and contribute to student learning;
- successful program completion provides students with the requisite skills and abilities described in the general education goals and are clear enough to be understood by our stakeholders; and
- faculty teaching these courses provides students with multiple integrated learning opportunities to assure that students will be able to do outside the classroom (in context) with what they have learned through their learning experiences.

The Columbus State assessment process is ongoing and mission driven. This process includes the assessment of student learning outcomes, course learning outcomes, program outcomes, and general education goals. In addition, the process validates program outcomes.

Assessment of General Education Goals

General Education Goals represent the measurable knowledge and skills that serve as the foundation for success in society and in one's discipline, vocation, and life. These goals are periodically reviewed and updated by faculty in collaboration with staff and administrators. All credit programs are required to assess their learning outcomes related to the college's General Education Goals. Assessment of General Education Goals is conducted by the program faculty and then reviewed by division assessment committees led by faculty. The entire General Education Assessment process can be found in the college's [*Assessment for Student Learning Handbook*](#).

Assessment and Validation of Credit Education

Assessment and validation of learning outcomes in credit courses and programs is conducted by the program faculty and then reviewed by division assessment committees led by faculty. The entire assessment and validation processes can be found in the college's [Assessment for Student Learning Handbook](#).

Assessment of Non-credit Education

Non-credit courses may be career, informational, or consultative in nature, but not necessarily limited to these categories. These courses may be offered for continuing education units, professional development, personal enrichment, or in anticipation of articulation or transfer into a degree program.

Communication and Evidence of Continuous Improvement in Student Learning

The data obtained through assessment activities will be shared and reviewed at multiple levels across the college including departments, divisions, and campus-wide via the college Assessment Committee. These reviews are designed to provide support for implementation of the assessment model through the sharing of *best practices* and the celebration of documented improvement in student academic achievement. Current results of the [college's assessment process](#) can be accessed under "Reports" from the menu.

12. What evidence demonstrates that the institution effectively evaluates and improves the quality of the educational offerings at the campus?

Columbus State is committed to formation and maintenance of a dynamic curriculum that meets the diverse needs of its learners. This commitment is directed by the needs of students, the community job market, relationships with other institutions, licensing boards, accrediting agencies, and the requirements of the Ohio Board of Regents and the University System of Ohio.

Columbus State Community College engages in a continuous quality improvement process for ensuring that educational offerings are current, relevant, and effective for advancing the educational and career goals of our students. Columbus State Community College's credit offerings are divided between the Arts and Sciences Division, with curriculum that meets the needs of students who intend to complete associate of arts or associate of science degrees or to transfer to four-year institutions, and the Career and Technical Division, with two-year programs that lead students to employment or prepare them to complete four-year degrees.

Assessments inform curricular development in the two divisions. Curricular updates include the development or revision of courses, degree programs, and certificates. A proposal for a new

course to be offered at either the Columbus Campus or the Delaware Campus includes a rationale and an explanation of how the need was determined. It also includes information about learning objectives, units of instruction, textbooks, assignments, and methods for evaluation of student learning. The information included in the proposal informs discussion in curriculum committees. Program and course development also is influenced by state requirements in the form of Transfer Assurance Guidelines, the State of Ohio Transfer Module, and current articulation agreements with higher learning institutions.

Prior to the creation of a new academic program, the department faculty and chairperson must complete a market study to gauge the need for the program based on industry and community demand and the existence of similar programs in close proximity. The market study, proposed curriculum, and estimations of potential enrollment must be approved by the college and the Ohio Board of Regents.

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

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

Career and Technical programs maintain advisory committees composed of members of the local community who work in relevant fields. These committees are involved in the development of new programs as well as the continuous cycle of validating existing programs.

The Arts and Sciences Division focuses the development of its curriculum on the needs of transfer students and those seeking AA or AS degrees. Any new course or program proposal must demonstrate how it fits into transfer programs, including Transfer Assurance Guides, the Ohio Transfer Module, and bilateral agreements with four-year institutions.

Both divisions follow the same basic process to enact curricular change. Curricula are developed and maintained through a process of peer review. All programs annually review their curricula in light of validation and assessment reports and industry trends. Changes and updates are proposed through departmental and division curriculum committees.

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

13. How are the methods and results of assessment and evaluation at the campus comparable to those at the main campus or other locations? If there are differences, why are these differences appropriate?

The methods and results of assessment and evaluation at the Delaware Campus are comparable to all college locations. Administration of instruction is overseen by the academic divisions and departments located on the college's Columbus Campus. Academic chairpersons assign faculty to teach at each location and, in conjunction with Delaware and Off-campus site personnel, provide the necessary support for faculty and for the administration of instruction. The evaluation of faculty and the process for learners to provide feedback on instruction and coursework is conducted at each Columbus State location using the same process that is employed at the college's Columbus Campus.

The Delaware Campus and the Off-campus sites follow the same academic and academic-support processes, policies and procedures for all aspects of operations, assessment and evaluation as any other part of the college. Each academic department is made up of full-time and adjunct faculty and the appropriate support staff and is led by an academic chairperson. Academic departments are housed within two academic divisions based on content. Each department ensures that coursework is consistent at every location. Academic chairpersons and lead faculty collaborate to provide oversight and evaluation for all instruction, regardless of where it occurs. Faculty at each college location engages in assessment and evaluation using the same processes regardless of where they are located.

14. How do you encourage and ensure continuous improvement at the campus?

Columbus State follows the Higher Learning Commission's [AQIP](#) process.

As the campus opened, the college invested in customer service training, *Creating a Culture of Excellence* and *Creating a Culture of Teaching and Learning Excellence* as well as a series of workshops on Emotional Intelligence for all full- and part-time staff. Other training opportunities are available throughout the year.

The Executive Dean and Assistant Director are responsible for the support, strategic planning and administrative oversight of the Delaware Campus. There are five full time and two part-time coordinators responsible for functional supervision of staff at the Delaware Campus.

Faculty meetings, coordinator meetings, staff meetings and quarterly operational meetings provide an exchange of ideas for future planning.

Admissions advisors have maintained long-term relationships with high school counselors and community members in Delaware County. Through relationships with business, industry and educational leaders in Delaware County, the college is able to share pertinent information about programs and services. More importantly, the college learns about emerging needs of the community and what programs and services it can provide to fulfill its role as the community's college.

Institutional Advancement hosted a focus group on the campus and conducted a survey of current students. A World Café, an appreciative inquiry discussion, provided students, staff and faculty an opportunity to share impressions of the campus culture. Faculty and administrators are working with educational institutions within Delaware to gauge the need for new programs based on industry and community demand. The market study, proposed curriculum, and estimates of potential enrollment must be approved by the college and the Ohio Board of Regents.

Community partnerships will assist in the development of programs in traditional workforce, lifelong learning, and basic language classes that meet the specific needs of the Delaware County community.