3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.
1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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).

Argument
Response to 3.A.1

Courses and programs are current and require levels of student performance appropriate to the credential awarded.

CSCC offers four degrees: Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), and Associate of Technical Studies (ATS). As indicated in our 2022-2023 catalog ([22-23Catalog.pdf (cscc.edu)](#)), the College offers AA and AS degrees for students who intend to transfer and complete a Bachelor of Arts or Bachelor of Science before entering the workforce. Though the AAS and ATS have transfer opportunities, they are two-year degrees that lead directly into a career field. Certificate programs are also available and provide students with an opportunity to earn career credentials within a discipline or specialty area. With more than 100 areas of study, the College has identified degrees and certificates within eight pathways: Arts, Humanities, and Social Sciences; Biological, Physical, and Mathematical Sciences; Business and Hospitality Services; Computer Science, Information Technology, and Design; Construction and Skilled Trades; Education, Human Services, and Public Safety; Engineering, Manufacturing, and Engineering Technology; Health Sciences.

Career and Technical Program degrees—AAS and ATS—ready students for immediate employment and can typically be completed within 2 years for full-time students. Agreements with partner public and private four-year institutions offer 2+2 and 3+1 and online transfer pathways to baccalaureate degrees in specific areas. The Arts and Sciences degrees—AA and AS—are designed for transfer and application of all college-level coursework to the partner institution bachelor's degree requirements. Completion of the AA and AS degrees ensures completion of the Ohio Transfer 36 (OT36), guaranteeing at least 36 semester hours toward the General Education requirements of all Ohio public college and universities as well as some Ohio private universities.

The College has identified eight Institutional Learning Goals (ILGs) or categories of learning that are central to the Mission of the College—to educate and inspire, providing our students with the opportunity to achieve their goals. The Institutional Learning Outcomes (ILOs) define the expected outcomes of learning for each of these ILGs (Institutional Learning Goals and Outcomes).

Institutional Learning Goals (ILGs) and Outcomes (ILOs):

The college has identified the following eight college-wide learning Goals and Outcomes to be the central focus of Assessment for student learning:

Institutional Learning Goals (ILGs)	Institutional Learning Outcomes (ILOs)
1. Critical Thinking	Apply critical and creative reasoning, including diverse perspectives to address complex problems.
2. Ethical Reasoning	Identify, assess, and develop ethical arguments from a variety of perspectives, and engage in the ethical use of technology and information
3. Quantitative Skills	Demonstrate mathematical and statistical knowledge through solving equations, interpreting graphs, and being able to work with other forms of numeric data.
4. Scientific Literacy	Identify and apply the use of science/scientific methods to advance knowledge in contemporary society.
5. Technological Competence	Utilize knowledge and skills to properly incorporate technology into one's discipline.
6. Communication Competence	Demonstrate the ability to communicate effectively in both written and unwritten forms.
7. Cultural and Social Awareness	Recognize democratic values and civic/community responsibilities associated with a socially, politically, economically, and historically diverse world.
8. Professional and Life Skills	Recognize and/or demonstrate skills and activities that enhance professional values, teamwork, and cooperation.

The terms ILG and ILO are sometimes used interchangeably or referred to as the ILGs/ILOs. Nonetheless, the Institutional Learning Goals identify the broad categories of learning that are common across the college while the Institutional Learning Outcomes specify the measurable expectations for each Institutional Learning Goal. For all degrees offered, course and Program Learning Outcomes (PLOs) are mapped to align with the ILGs/ILOs. Include the new mapping of ILG matrix expected to be released June 2023.[KH1][KH2][AM3][AM4][AM5]

The institution's common categories of learning (ILGs) and their associated expectations of learning (ILOs) reflect the Mission of the College to educate and inspire, providing our students with the opportunity to achieve their goals. Courses, programs, and degrees are aligned to the ILGs/ILOs in order to prepare students to meet the expectations of both four-year institutions and the workplace.

The Arts and Sciences' Program Learning Outcomes were developed by the General Education Task Force (GETF) which included faculty from across the college. These outcomes are also known as the General Education Competencies and identify the skills required for a college level education. While the General Education Competencies serve as the A&S program outcomes, all four divisions must identify how their assessment aligns with these general education competencies.

As stated earlier, the Arts and Sciences Program Learning Outcomes (PLOs) were developed by the GETF, GenEd Task Force, and are maintained and modified by the college-wide ILG committees. This process ensures that these outcomes meet the needs of CSCC students as they must meet the expectations of the workplace and four-year institutions.

BET, HHS, and IST programs have articulated course learning outcomes and Program Learning Outcomes. Consider the program outcomes for the BET AAS in Environmental Science, Safety & Health:

- Collect air, water, soil, and waste samples for routine monitoring as required by regulatory agencies, and for operational control of remediation or treatment systems.
- Conduct field investigations using environmental instrumentation.
- Assist in the operation and maintenance of systems used to control pollution, remediate contaminated materials, or treat water as required by environmental laws.
- Perform duties related to the management, treatment, storage, disposal, and emergency response to spills of hazardous materials and toxic substances in accordance with EPA, OSHA and DOT.
- Collect and compile data necessary for an environmental site assessment.
- Utilize basic concepts of geology, hydrology, chemistry and biology in the investigation of the occurrence, transport and remediation of environmental contaminants.
- Demonstrate a knowledge of solid and hazardous waste management practices, including being able to evaluate hazardous waste data to provide information in the compliance of environmental standards.
- Describe components of risk assessment and toxic substances exposure analysis.
- Identify duties requiring knowledge of safety regulations in the workplace and at construction sites.
- Demonstrate a working knowledge of the regulatory aspects of industrial hygiene.

Consider, also, the program outcomes for the HHS AAS in Nursing:

- Implement safe, patient centered care in the professional role of the registered nurse.
- Utilize nursing judgment supported by best current evidence and quality improvement measures in providing nursing care for patients across the life span.
- Collaborate effectively with patients, family, nursing, and inter-professional team.
- Apply informatics and technology to communicate and manage patient care.

Finally, consider the program outcomes for the IST department:

- Participate in collaborative projects utilizing the Systems Development Life Cycle (SCLS).
- Create project documentation using computer-based applications software.
- Determine project requirements.

- Develop applications using programming languages.
- Create a multiple-page, multiple presentation website.
- Perform operating systems fundamentals for effective file management.
- Identify and apply networking concepts. Identify and apply programming logic concepts.
- Identify and apply relevant social networking applications.
- Demonstrate team project skills using effective technical communication.

The course learning outcomes and Program Learning Outcomes were developed in partnership with their specific advisory committees, external program accrediting bodies, and community workforce representatives. Each advisory committee includes representatives from local industry as well as representatives from 4-year programs where their graduates articulate, academic faculty, staff, and administration; in some cases, the committees incorporate program students or graduates.

Response to 3.A.2

The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

The College's General Education Statement, as listed in 3.A.1, is posted on the College website and in the Catalog. For students, faculty and other internal and external audiences, the ILGs/ILOs are publicly available in the Catalog and are linked on both the College's Vision, Mission and Values web page and Assessment homepage (under: Institutional Learning Goals & Outcomes). The ILGs assessed in each course are articulated to both faculty and students in the primary course syllabi and are also stored for reference on both on the College's Assessment web page and CurricUNET, the College's online curriculum management tool.

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

Departments or Programs, who determine the best methods and their benchmarks, identify the level of achievement of the outcomes. Outcomes-based assessment reports for all academic divisions are on a four-year cycle; thus, each of the four divisions create a 4-year plan where faculty select the ILGs and program outcomes (as applicable) to be assessed over the 4-year period. Then, annual Assessment Plans and Reports that follow the 4-year plan are created and shared. They show the specific courses, assessments used, benchmark data and results, evaluation, and action plan(s) (where applicable) each year. The Program Review reports completed by Career and Technical Programs are on a three-year cycle. Departmental reports are submitted and reviewed by the Division Assessment committee to ascertain whether common learning outcomes were met and to provide useful feedback for the Departmental Assessment committees. The College also offers several annual trainings and professional development

opportunities on Assessment to further educate faculty and staff, including the Academic Onboarding program and the annual Faculty Idea Exchange (FIX) conference.

Response to 3.A.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).

Course offerings for all modalities, locations, consortia and College Credit Plus (CCP), Ohio's Dual Credit program, are maintained using a centralized model where quality and consistency are monitored by respective academic departments and programs. For courses, curricula, and current/new programs—all three progress through an approval and review process beginning at department levels and then moving through the Division- and College-level Curriculum committees and ultimately to the VP of OAA to maintain quality, consistency, and relevance.

Instruction at different locations and across modalities follow college policies and procedures as well as department guidelines. All faculty must meet established credential requirements, participate in course curriculum and assessment review processes, and are regularly observed in their courses in all modalities by their Academic Chairperson and/or course lead/coordinator faculty members. They must include standard syllabus information (Standard Syllabus Statement | Columbus State Community College (cscc.edu)) in their courses and utilize the college's learning management system—Blackboard (Bb)--for every course taught at the college. The Bb courses should include the department's standard course shell, syllabi, course calendars, and grades. All faculty are expected to have posted syllabi before the first day of class. All courses have a primary syllabus which instructors can modify. Departments may have specific guidelines regarding what must be included in the syllabi such as calendars, assignment/grading requirements, participation/attendance policies, and late work policies. Each faculty member's Blackboard course site may also include additional course information like textbook requirements, faculty contact information, homework assignments, pertinent web links, supplemental files, and standardized course materials. All distance learning course sites have complete course content and course assessment information.

Faculty are observed on a regular schedule in a classroom, lab, or virtual classroom setting using an approved form for the purpose of providing feedback on teaching. A first-year adjunct is observed in their first semester and annually in the following years. These evaluations may be completed by coordinators, peers, lead faculty, or chairpersons, and they may be more frequent, as appropriate. (Academic Policies and Practices | Columbus State Community College (cscc.edu))

For full-time tenure-track faculty, observations are completed by their chairperson or members of the Peer Review Team (PRT). The first-year, first-semester observation is completed over the course of two consecutive meetings of the same class. Subsequent observations are accomplished in a single class meeting. Faculty members are observed in the second through fourth years twice per year. Year 5 until reaching the rank of Professor, faculty are observed

once per year, and, after reaching the rank of Professor, faculty are observed as deemed appropriate or upon the faculty member's request. ([Faculty Promotion and Tenure Handbook](#))

Observations providing feedback on classroom instruction is one method of collaborative support. Other ways in which faculty are supported include Faculty Professional Development initiative (FPDi) workshops focused on Active and Collaborative Learning strategies with particular emphasis on DEI, teaching with technology, alternative assessment, and critical thinking; library support (libraries are located on the Columbus and Delaware campuses) and librarian-provided classroom custom instruction sessions for research assignments; and resources at our Beyond Classrooms site regarding classroom planning strategies, teaching effectively in all modalities, and standard course navigation instruction. Further, tutorials on Bb and other online resources are available to faculty. (Beyond Classroom resource page: [Beyond Classrooms | CSCC Digital Education and Instructional Services](#))

The Distance Education and Instructional Services (DEIS) Division manages the college's distance learning program in partnership with all academic departments. DEIS provides instructional designers to work with faculty in new course planning, the planning and development of all distance learning courses, and the creation of digital content used in all modalities of course delivery. DEIS also contains the Faculty Assistance Center (FAC), the Faculty Professional Development (FPDi) initiative, and the Teaching Learning Technology Roundtable (TLTR). The FAC provides staff dedicated to assisting faculty with Blackboard course support and distance learning testing services. FPDi is led by the Dean of DEIS and four faculty fellows, who provide regular workshops for faculty designed to improve the teaching and learning process at the college. In addition, the workshops demonstrate how to leverage technology in all modalities of course delivery. Facilitated by two distance learning faculty fellows, the TLTR consists of the college's team of distance learning lead faculty and staff from multiple departments. The TLTR is committed to managing the College's digital offerings and exploring ways to improve student access, while continuously improving the academic success of the College's digital learners. DEIS also supports the distance learning Academic Quality Review (AQR) program. The AQR process requires all distance learning courses be reviewed every three years by academic department faculty to ensure these courses maintain quality design/navigation/content and academic standards that meet those established by the distance learning lead faculty and faculty fellows and each academic department. The AQR process has also adopted Quality Matters course standards as a part of the review process.

Faculty play a critical role in the planning and implementation of College Credit Plus (CCP) dual credit courses. The College has delegated significant support and resources towards ensuring CCP learning is consistent; the College utilizes CCP Lead Faculty, credentialed CCP Instructors of Course (IOC), credentialed Instructors of Record (IOR), Faculty Fellows, and dedicated staff in the Office of K-12 Partnerships to manage the collaboration with K-12 partners.

CCP Lead Faculty are qualified Columbus State faculty members who collaborate with the Office of K-12 Partnerships, the Academic Department, and the High School Facilitator (HSF) or Volunteer Adjunct (VA) to ensure that all CCP course content and learning is equivalent to that which is offered on any of Columbus State's campuses. Duties of CCP Lead Faculty include

reviewing and recommending approval of credentialed high school instructors; approving course syllabi, policies, and assessments; observing the VAs; 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.

Faculty credentials are maintained consistently across all modalities and locations through hiring expectations that are identical to that of faculty who teach for CSCC at any other location. While academic units within A&S rely upon the guideline that Instructors of Record must have a master's degree in discipline or a master's degree plus 18 graduate level semester hours, several Columbus State programs in HHS or IST or BET also consider "tested experience" as a qualification to teach as allowed by their program accreditation bodies. In the cases involving tested experience, academic units ensure guidelines for tested experience are uniformly applied regardless of location, modality, or age of students in the course. For high school instructors, currently, they apply to teach college courses via Cornerstone. As we move forward with the new ERP Workday, the Cornerstone tool will be sunset on June 30, 2023. A new tool will be created for high school instructor applicants since Workday cannot accommodate this process. For additional information see the CCP Handbook at the following link: [CCP Faculty Handbook](#).

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

In high school classrooms, when CCP courses are taught by an Instructor of Record (IOR) and supported by a High School Facilitator (HSF), Columbus State faculty create the digital course content for instructional delivery. The High School Facilitator (HSF) enhances the learning experience for students in the classroom by assisting with Blackboard navigation, providing active and collaborative extension activities, and promoting timely submission of work. However, the HSFs do not deliver course content. The CSCC Instructors of Record meet with high school facilitators at least one semester prior to implementation of the course and train the facilitators on expectations for the course. CSCC Instructors of Record are responsible for ensuring the academic quality of the learning experience, observing the HSFs, and for delivering the final course grade for all enrolled students.

The English Department offers at least one grade norming session to all faculty in the department each semester. Grading rubrics for both English Composition I (ENGL 1100) and Composition II (ENGL 2367) are in the Evidence File. English Composition is one of the highest enrolled CCP

courses at the College. For CCP faculty, specifically in English, all are invited to grade norming sessions; in addition, all VAs and HSFs also participate in grade norming during their initial orientation/training. Credentialed IORs conduct "sample grading" for all the major Writing Projects. Thus, before HSFs share the grades and feedback for each Writing Project with their students, the IORs review a sampling of the projects—sometimes all the first Writing Projects—and the grades and instructor feedback. If the credentialed IOR agrees with the grades and feedback, the HSF then releases the information to the students. If not, the IOR has a discussion with the HSF to provide guidance on grading and feedback.

In mathematics, students are graded on both the process to find a solution as well as the final answer. For mathematics and statistics courses that have common exams, a grading guide is provided to all faculty teaching the course which includes point distributions for problems that grade process. These are grading guides. The point distribution is noted, but since there are various ways to solve a problem, instructors are encouraged to consider multiple approaches and use their judgement within these parameters when awarding credit. Examples of the STAT 1350 and MATH 1148 common exams are included in the evidence file. In American Sign Language (ASL), faculty conduct grade norming sessions with all their instructors, including CCP, by watching recordings of students doing ASL and discussing how to grade. They host meetings where all the faculty for a particular course, such as Beginning Interpreting, review a student test, score it individually, and then share the scores and discuss the rationale for each score. They then analyze where they find discrepancies and discuss those key points to build common understanding and consistency.

CCP Faculty Fellows work with the Office of K-12 Partnerships to discuss recommendations on all K-12 College business, including mentorship, PD, planning, and implementation of CCP and high school readiness pathways at high school sites with K-12 partners. In addition, they help resolve questions and issues surrounding quality and support associated with offering College credit courses in high schools. The FFs work with the Academic Council Committee to address issues related to early college credit opportunities. They also collaborate with OAA, Faculty Leads, and Department Chairs on the creation of internal and external facing documents to describe the processes and expectations of College Credit Plus at Columbus State Community College.

The Academic Council College Credit Plus Committee (also recognized as the Dual Enrollment Committee) is charged with reviewing and collaborating on policies and procedures surrounding CCP processes, guidelines, and faculty training. Additionally, this committee works with the Office of K-12 Partnerships and Faculty Fellows to establish best practices for training high school faculty.

Sources
CCP Faculty Handbook.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument
Response to 3.B.1

The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

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

The General Education Outcomes were created in 2013 by the General Education Task Force that was composed of faculty from all three academic divisions. In AY 2014-15, these General Education Outcomes were approved by the faculty-led Academic Council and became the College-wide learning outcomes. In 2015-2016, the Assessment FFs, the OAA Assessment Committee, and the Chairs of the GETF evaluated feedback from faculty and concluded that the Gen Ed Outcomes were only specific to the AA and AS degrees and did not have applicability to Health and Human Services (HHS) and Business, Engineering, Technology (BET). Thus, the OAA Assessment Committee in partnership with the Faculty Fellows created the ILOs, and the

General Education Outcomes became the Program Learning Outcomes for the Arts and Sciences. In 2019, the General Education Outcomes were re-named "General Education Competencies" and implemented autumn term to act as measures for the ILGS/ILOs.

The 2019-20 Outcomes-Based Assessment Handbook was updated in 2020 to include GenEd competencies charted alongside ILGs/ILOs. While there are eight GenEd Competencies, ILG#1: Critical Thinking, which is assessed in all Arts and Sciences courses, is highlighted here:

Institutional Learning Goal (ILG) Categories

1. Critical Thinking

Institutional Learning Outcomes (ILO) -
College Wide Expectations of Learning

STUDENTS WILL BE ABLE TO APPLY CRITICAL AND CREATIVE REASONING, INCLUDING DIVERSE PERSPECTIVES, TO ADDRESS COMPLEX PROBLEMS.

General Education Competencies –
To measure the Institutional Learning Outcomes, students must demonstrate that they are proficient in their ability to...

a. Recognize, define, & analyze a problem.

b. Examine issues by identifying and challenging assumptions and biases, including one's own, and by distinguishing substantiated fact from opinion or misinformation.

c. Apply learned concepts and knowledge to make decisions relevant to problem solving.

d. Develop problem-solving strategies and evaluate their practical and/or ethical implications.

e. Draw logical, well-supported conclusions by testing them against relevant criteria and standards.

f. Adjust conclusions and viewpoints if new information become available.

The following link lists the other seven competencies and provides additional information: Institutional Learning Goals and Outcomes.

To maintain relevance, an ILG Committee was created consisting of faculty from all three divisions that will systematically review the ILGs/ILOs every four years to ensure their currency to all courses, programs, and degrees (3.B.2, 4.B.4). Since that time, a fourth division—IST—has been created, and all four divisions review the ILGs/ILOs every four years.

The A&S program outcomes use the ILOs as PLOs; these are available in the College Catalog, on its Mission, Vision and Values page, and the College's Assessment page. The GenEd Competencies are located on the college website. The College has developed a standard syllabus template that includes all required information and policies (Standard Syllabus Statement | Columbus State Community College (cscc.edu)). Currently, the level of achievement of the outcomes are specified only on the Departmental/Program Assessment Plans and Reports, which can be found on the College's Assessment homepage: Assessment For Student Learning |

[Columbus State Community College (cscc.edu)](http://cscc.edu) PLOs for degree and certificate programs are publicly available via the College's website and in the Catalog.

As stated in the Assessment Handbooks, the College "is committed to an outcomes-based assessment process that is designed to show how the institution is accountable for student learning". The goal is to improve student learning, improve teaching strategies, document success and identify opportunities for improvement, and provide evidence of institutional effectiveness.

Response to 3.B.2

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.

These College-wide learning outcomes are grounded in a philosophy of learning that establishes a foundation for quality education that prepares students for academic success, career preparedness, and civic mindedness. It is articulated in the College's General Education Statement, which reads from the College catalog:

"General education at Columbus State Community College provides students with a well-rounded educational experience that develops critical thinking skills and a broader knowledge of the larger world around them. Through a variety of academic disciplines, students develop and refine intellectual virtues like curiosity, open-mindedness, and analytical judgment. Students also explore ideas, concepts, values, beliefs, social institutions, and cultural experiences that build a basis for civic virtues like public mindedness and an appreciation of the varieties of human existence." ([22-23Catalog.pdf (cscc.edu)](http://cscc.edu), page 18.)

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

There is a process in place for all credit-bearing courses across the College from which department and program faculty along with their Assessment Committees acquired the ability to track and ensure whether plans of study include opportunities for students to achieve all eight of the ILGs/ILOs. Additionally, the curriculum module in CurricUNET produces a map identifying the ILGs/ILOs that are assessed in all offered courses, a process that results in all stakeholders having the ability to identify the ILGs/ILOs across the curriculum. Further, direct data in the Departmental Assessment reports map the ways that every degree program offered by the institution engages students in collecting, analyzing, and communicating information as specified

by the ILGs/ILOs. The Departmental Assessment reports can be found on the Division Assessment Sharepoint site. Examples of recently completed Assessment Reports are the A&S Assessment Division Summary 2020-21, the 21-22 ENGL 2367 Assessment Report, the HTEM 21-22 Report, and the Nursing Assessment Report.

Program faculty regularly consult with their advisory committees to ensure program learning outcomes remain relevant and aligned with external accrediting bodies and community workforce needs. Changes to PLOs are driven by changes in industry standards, workplace diversity, accreditation or licensure requirements, or as a result of data gathered during program assessment or program review activities. The College's Program Review and planning process also serves to ensure that relevance of Program curricula. An example, labeled as Program Review Report Nursing 2023, is available in the Evidence Folder. Programs such as Nursing and the Social and Human Services (SAHS) meet yearly with advisory boards. Minutes from these advisory board meetings are available in the evidence file. Board members represent the communities and institutions we serve. Collaboration with community partners enables us to provide graduates that are prepared to enter the workforce prepared for the challenges. For example, in the Nursing Advisory Committee July 2021 meeting minutes, there is documentation as to how the College's Nursing Department and the Nursing Advisory Board collaborated to provide a safe and effective learning environment throughout the Pandemic.

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. Columbus State and its faculty are very much involved in transferability issues and discussions across the state of Ohio. Along with administrative representatives on the Ohio Association Transfer Network (OATN) Steering Committee, Columbus State faculty participate on all panels for OT-36 and TAGs organized by the Ohio Department of Higher Education (ODHE). These panels are reviewing course resubmissions over the next three years, as all public colleges and universities need to realign with new learning outcomes and course categories. This essential curriculum work impacts all Associate of Arts and Associate of Science degree programs because half of the required credit hours are included in the transfer model and Ohio Guaranteed Transfer Pathways (OGTPs). (5 evidence documents in the evidence file.)

Expanding upon the benefits offered by the OGTPs, additional partnership work was completed among 14 independent colleges and 11 community colleges, of which Columbus State was included, to enhance transfer opportunities for students who have earned the Associate's degree with the intention of pursuing a baccalaureate in biology, English, or psychology. The 25 institutions who participated in the Ohio Consortium for Transfer Pathways to the Liberal Arts made a commitment to collaborate to ensure consistency in how courses transfer and to strengthen the transfer culture on campuses and between institutions. On December 7, 2022, Columbus State's President participated in the signing ceremony where the Chancellor and the Ohio Department of Higher Education recognized this accomplishment. This document is in PDF form in the Evidence File. New webpages advertising these opportunities to students were implemented by April 28, 2023. Ohio Transfer Pathways to the Liberal Arts | Columbus State Community College (cscc.edu)

Response to 3.B.3

The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

The College Vision statement calls Columbus State Central Ohio's front door to higher education and a leader in advancing our region's prosperity (Vision, Mission & Values | Columbus State Community College (cscc.edu)). The College student body is comprised of students from different backgrounds and life experiences, with more than 130 countries represented. Displayed on the website are data related to student body demographics including gender, race/ethnicity, enrollment status (part-time/full-time), and age range (https://www.cscc.edu/about/fast-facts.shtml). The education and support provided by the college is consistently focused on equity and inclusion. This is reflected in several of the Values of the college, including

- "Student Success: We welcome and engage all students in creating individualized, accessible, and mutually accountable pathways that allow them to pursue their goals";
- "Inclusion: We reflect the demographics of Central Ohio, and we leverage the college's rich diversity for the benefit of our local and global communities"; and
- "Learning: We are a community of teachers and learners who believe that fulfilling lives are grounded in self-awareness and continuous learning."

In 2021, the College invested in the Office of Diversity, Equity, and Inclusion, including a Chief Diversity Officer and Vice President of DEI (Columbus State names executive leader to advance the College's commitment to diversity, equity and inclusion | Columbus State Community College (cscc.edu)). Staffing this office has been an important part of the college commitment to this critical work. With added personal and professional growth opportunities for faculty, staff, and administrators, the College intentionally enables our employees to engage with our diverse community of learners and support their sense of belonging and ultimate success. Development and growth of our Employee Resource Groups (ERGs) is one example of this focused attention to DEI (Employee Resource Groups | Columbus State Community College (cscc.edu)). The process for formation of ERGs is included in the Evidence File.

In addition, the College's Office of Human Resources has instituted a set of competencies which identify skills required to perform at a high level. Inclusive Diversity is one of these competencies. The three behaviors that comprise this competency include educating oneself about current and historical barriers to educational attainment; examining college policies, practices, systems, and culture to identify potential barriers to educational attainment; and fostering a welcoming and inclusive environment conducive to educational and workplace success and feelings of belonging. The website provides resources for employees to learn how to practice this competency. The full list of competencies is available on the website, Competencies | Columbus State Community College (cscc.edu).

Academic Council has an active Diversity, Equity, and Inclusion Committee. As explained on our webpage [Diversity, Equity, & Inclusion | Columbus State Community College (cscc.edu)](): the committee advises on campus-wide strategies for a more welcoming and positive community in the belief that by embracing diversity, the college better achieves and sustains excellence, as well as academic success. The committee takes a broad view of diversity to include the lives, identities, cultures, experiences, and perspectives of the entire campus community. Further, it seeks justice, inclusion, and equity for all individuals of the college; and identifies policies and practices that can help Columbus State establish a more receptive and responsive environment.

Different areas of the college work collaboratively and evaluatively to ensure the education offered by the institution recognizes human and cultural diversity. The college has drafted a working DEI Statement, which reads:

Columbus State Community College strives to foster an equitable environment where everyone is welcomed into our learning and working community. We commit to attracting, nurturing, and retaining a diverse college community as part of our work to change institutional power structures, policies, and practices that create systematic advantages for some and disadvantages for others. As an institution, we will strive to ground ourselves in anti-racist and anti-oppression practices as we confront the legacies of discrimination that continue to oppress and exclude individuals based on diverse and intersectional identities.

In addition to this overarching statement, some academic departments have crafted statements of their own (See Math syllabus for example in the Evidence File and the English Department's example at https://www.cscc.edu/academics/departments/english/). These collective efforts provide students with growth opportunities and lifelong skills to live and work in a multicultural world. One example of an initiative embracing DEI is the Chosen Name Project. Columbus State believes the inclusion of diverse experiences is critical to a successful academic experience. Thus, in Autumn 2020, the college implemented the Chosen Name Project, which supports the collection and use of chosen names, pronouns, and gender identities. This project was highlighted in a Student Success video [Student Success Minute - Chosen Name Project.]() More information is available at the following link: [Chosen Names | Columbus State Community College (cscc.edu)]().

A similar initiative that focuses on professional development for faculty is Faculty Professional Development initiative (FPDi), which has been identified as a top priority for the college. Student success is rooted in Active and Collaborative Learning (ACL) environments where students gather knowledge from both their instructors and fellow learners. The initiative is led by Faculty Fellows and the Dean of Digital Learning & Instructional Support. This initiative focuses on exploring, implementing and evaluating the principles and practices of ACL and concentrates on these major areas of instruction: critical thinking; diversity, equity and inclusion; and leveraging teaching with technology. The initiative is housed in the Center for Teaching and Learning Innovation (CT 339 Cleveland Ave). Registration for FPDi workshops takes place via Cornerstone. When Cornerstone is no longer available after June 30, 2023, the workshops will be

accessible via CougarConnect. An example of the FPDi calendar is available in the Evidence File.

FPDi Diversity Workshop descriptions listed on the site include the following:

Diversity Level 1 is the first module of a three-part series surrounding Diversity, Equity, and Inclusion. This module is designed to take an in-depth look at the makeup of the student body, what experiences students face in the classroom, and how diversity can be embedded in curriculum. Diversity is not separation but a look at the individual and an awareness of people from every walk of life and the intersections of people that create varying identities. Understanding who is in the classroom is the first step in broadening conversations, enhancing lessons, and facilitating growth for students, faculty, staff, the college, and surrounding communities. This and subsequent modules will follow the multicultural excellence theory by Sue and Sue (2003) which includes Awareness (mindfulness), Knowledge (learning), Skills (competencies), and Social Action (activism) within the classroom using Active and Collaborative Learning.

Diversity: Equity Level 2 is the second module in the Diversity, Equity, and Inclusion series. This module will take what has been learned in the Diversity module and add the Equity component. After an understanding of who is in the room a glance into how epistemic resources can be unearthed and shared. When varying cultural norms, values and ways of thought are overlooked in the classroom, student success can decrease. In this module self-reflections on possible implicit inequalities and thematic insights that inform teaching practices. This module will discuss how being an active listener can help enhance learning of how a student's personal reality does not always coincide with their intellectual knowledge. Educators can lessen acculturative stress by learning to become an equitable change agent in students' lives.

Diversity: Inclusion Level 3 is the third module in the Diversity, Equity and Inclusion series. This module will integrate what has been learned in the Diversity and Equity modules and add the Inclusion component. This culminating module will touch on divisive cultural ideologies, ethical demands and requirements, and inclusive strategies that will help students stay and succeed. This module will focus on active and collaborative teaching strategies that will actively facilitate inclusion and a sense of community in the classroom.

More information can be found at Faculty Professional Development (FPDI) | Columbus State Community College (cscc.edu).

Response to 3.B.4

The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

As indicated on the web page (https://www.cscc.edu/employee/our-college/shared-governance/academic-council.shtml), Academic Council supports the academic function at the College. In this capacity, it provides support for academic programming and makes

recommendations on practices, processes, and Policies and Procedures that pertain to curriculum, assessment, and other academic matters. Academic Council is comprised of 14 standing committees that address the academic function of the College: Academic Pathways; Academic Rules and Policies; Assessment; Curriculum; Delaware Campus; Digital Learning; Diversity and Inclusion; Dual Enrollment; Faculty Entry, Training, and Professional Development; Honors; Instructional Success; Promotion and Tenure Process; Service Learning; and Student Support. Up to 12 faculty members serve on each of these 14 standing committees, with the goal of equal representation from both the Division of Arts and Sciences and the Divisions of Health and Human Services and Business, Engineering, and Technologies. Each committee has two Co-Chairs, one representing A&S and one representing Career & Technical divisions.

Faculty work with students to make contributions to scholarship and the discovery of knowledge to the extent appropriate to the program and Mission of the College. In Engineering, students have created research through the NASA Space Grant Consortium. CSCC was awarded a grant from the Louis Stokes Alliances for Minority Participation (LSAMP) initiative, a program that promotes STEM education, through which students are connected with internships and faculty mentors at both CSCC and The Ohio State University (OSU). We also partner with OSU for CSCC students to participate in research and attend conferences while they are attending CSCC. The DOSU (Destination OSU) research program allows students who are preparing to transfer to OSU to participate in paid research the summer semester prior to their autumn enrollment at OSU. This research program offers CSCC students a smooth and successful transition to a four-year institution. Not only does this allow students the opportunity to gain valuable research skills, but it also provides them with a post-doctoral mentor and cross institutional faculty to help with academic and personal transition concerns. Spring 2023, there are four CSCC students enrolled in this program. Since 2018, over 25 students have participated in this impactful program.

Another research opportunity specifically designed for CSCC students is through OSU's Center for Emergent Materials Community College Research Program. As explained in the "CSCC Research Program at OSU Recruitment 2021" slides available in the Evidence File, Columbus State students can apply for a paid research position for this program during their first semester of enrollment at CSCC. Students are matched to research labs based on their intended majors/interests. Columbus State students may participate in the program in either their first or second year at CSCC. Typically, around 2-6 students participate in this program annually.

Also, the most recent Choose Ohio First (COF) Scholars Showcase was held in April 2023 at the Ohio Statehouse for all COF scholarship recipients in the state. The Columbus State Scholars were involved in a student panel and the research poster presentations. One student poster was about CSCC's Modern Manufacturing Work study program strengthening Ohio's industrial sector, and another student group presented on Kinesthetics. Last year, a Future Scientists of Ohio (FSO) Scholar presented at the COF showcase, and her topic was "The effects of mycorrhizal fungi on various aspects of soil." The year before another FSO Scholar presented at the conference about his research in DNA Origami.

Experiential learning is also an effective way to weave paid work into college education. Both the IT Flexible Apprenticeship Program and the Modern Manufacturing Work Study use an earn-and-learn model so that students can participate in paid work experience while earning their degree. Students gain hands-on professional experience, build their network, and earn competitive salaries while they are still in college (Experiential Learning | Columbus State Community College (cscc.edu)). This page includes a video demonstrating the impact of the earn-and-learn programs on our students (Workforce & Transition | Columbus State Community College (cscc.edu)).

Service-Learning and Honors Program opportunities are available as well. The competitive Honors Program gives selected students the opportunity to participate in special projects, to travel, and to earn scholarships. The Program report and review are available in the evidence file. Students accepted to this program also participate in scholarship and creative work[KH6], as explained in the Honors Student Handbook. Also, "S-designated" courses offer students unique service opportunities and are identified on students' transcripts. Faculty may apply for H- and S-designations on their courses to participate in these programs. Service learning is part of the College culture. All students are invited to join college faculty and staff in community service on the annual Day of Service, when we collectively impact our community.

The office of Student Engagement and Inclusion (SEI) also offers unique extra-curricular activities that connect students with meaningful experiences and networks, expand leadership skills, build cultural competency, and serve the community. From identity-based mentorship groups and student-led organizations to civic engagement and paid student leadership positions, SEI offers a range of one-time events as well as longer-term opportunities for commitment. The following link launches to SEI campus events: Campus Events | Columbus State Community College (cscc.edu).

Sources
There are no sources.

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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

5. 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.

6. Instructors are accessible for student inquiry.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

Response to 3.C.1

The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

As written in the formal agreement (2020-2023) between Columbus State Community College and Columbus State Education Association (CSEA), we support the cultivation of an equitable, diverse, and inclusive environment so that all individuals seeking employment with the College and employees who are part of the College family are treated equitably with respect to their race, ethnicity, religion, color, age, sex, national origin, sexual orientation, gender identity or expression, genetic predisposition, neurodiversity, disability, veteran status, or any other protected category under federal, state, and local law.

The College hires all full-time faculty positions by search committee. The committee membership must be diverse, with a focus on ethnic and gender diversity. All search committees are approved by the Human Resources Department. Tenure track position committees consist of an Administrator, two to four tenured faculty members from within the department, two tenured faculty members from outside the department, and one administrator from outside the department. There must be two members who are trained in equity advocacy and there is also a representative from Human Resources, who serves as a non-voting member, trained in equity advocacy. All search committee members are required to complete at least one hour of equity advocacy training.

Annually Contracted Faculty (ACF) are hired through a modified departmental search process consisting of the administrative Chairperson or Dean's designee, up to four tenured faculty members from the department, an employee from outside the department trained in equity advocacy, and a representative from Human Resources trained in equity advocacy, who serves as a non-voting member. All search committee members must complete at least one hour of equity advocacy training at the start of the hiring process.

One strategy to ensure that the overall composition of the college's faculty and staff reflects human diversity as appropriate within the mission is through the Equity Advocate Program, which was initiated under the authority of College President David T. Harrison's Diversity Recruitment Task Force in support of the Board of Trustees' Employment (3-02) and Nondiscrimination (3-43) policies. As noted in the Board of Trustees Committee of the Whole meeting minutes of March 2021, Human Resources partnered with Academic Affairs to include embedded diversity, equity, and inclusion strategic hiring practices in the operation of search

committees and teams. Trained Equity Advocates, who are college employees, are part of each search committee.

Executive College leadership joined this commitment to hiring and promotional practices that foster a campus climate that values diversity and nurtures cultural inclusion, by expanding our collective cultural competency and the capacity of staff and faculty to support the success of every student.

The Equity Advocate Program amplifies the Columbus State Community College commitment to fairness and equal opportunity in hiring and promotion. Working with the Human Resource Department's recruitment manager, staff, hiring manager and hiring committee members, Equity Advocates are tasked with assuring compliance with federal, state and College nondiscrimination laws, regulations, policies and procedures related to the recruitment, screening, interviewing and selection of job candidates through their participation in the hiring process and – when the opportunity presents itself – serving as members of hiring committees.

In 2021, the Columbus State Police Department (CSPD) and Human Resources agreed to collaborate to develop CSPD equitable and transparent recruitment, hiring, and background investigations processes (email evidence, dated March 21?). A proposed CSPD recruitment and hiring process flow chart was created to assist in guiding the collaborative pieces of work. (evidence, email and flow-chart). A TEAMS channel was created to document the collaborative work (TEAMS channel link[KH7] - Police Department - Hiring Process). Collaborative discussions on the CSPD hiring process began June 2021, followed by discussion on disqualification criteria (requesting email evidence on scheduling and disqualification discussion; requesting minutes fro PD team meeting).

An evaluative review of hiring and selection processes for civilian and sworn (i.e., police, security, and communications) was completed by a cross-functional team of Columbus State employees. The team consisted of police department and human resources personnel:

- Police Department
    - Chief Sean Asbury
    - Deputy Chief Steven Schemine
    - Senior Advisor for Diversity, Equity, and Inclusion, Dr. Renée Hill
- Human Resources
    - Associate Vice President of HR Kristen Treadway
    - Director of Employee Experience Nick Hardin
    - HR Information Systems Technical Analyst Keith Kipp

The multi-pronged internal examination first studied existing hiring practices, asking how the interview committees are routinely composed. Next, it appraised interviewing and hiring practices conducted through an "equity" lens. Then, the reviewers examined how open positions are posted. Implementing what was learned from the study resulted in a more inclusive hiring search for police officers and a more diverse candidate pool. In fact, 80% of the 2022 candidates

self-identified as non-White. Further, the search resulted in diverse new hires: two direct hires certified through the state and two hires sent onward to the academy.

Additionally, the review evaluated the civilian, the communication technician, and the security specialist hiring processes.

Response to 3.C.2

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, assessment of student learning, and establishment of academic credentials for instructional staff.

In recent years, Columbus State has experienced some of the same hiring challenges as other academic institutions across the country. To ensure that the college has sufficient numbers and continuity of faculty members to carry both the classroom and non-classroom roles, each fiscal year the hiring process for tenure-track faculty positions begins with a review of campus-level needs. The process begins with a study led by the Office of Academic Affairs of current and future needs including full-time enrollment; number of full-time, Annually Contracted Faculty (ACF), and adjunct faculty members in the discipline; and available resources are used to determine how best to fill these vacancies. Once a consensus is reached regarding faculty positions to be posted, that information is shared with HR to begin the recruitment process. The "Active Faculty List" Excel spreadsheet, which identifies current faculty, hire dates, position, rank, and tenure status, is included in the Evidence file, as is the documentation of ACF positions converted to full-time tenure track (TTF) positions for FY24. As part of this process, the minimum credentials for each course are reviewed and documented annually, as demonstrated in the "Faculty Credential Requirements" master list, as included in the Evidence File. Faculty credentials are available in Human Resources via OnBase.

Response to 3.C.3

All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

Credentialing standards for faculty are derived from two sources: the HLC Assumed Practices https://www.hlcommission.org/Policies/assumed-practices.html and the ODHE Guidelines and Procedures for Program Approval. The College ensures that all faculty meet the criteria cited above through their hiring process as described in the previous section. New hires must submit an original certified transcript to HR for their highest degree earned, and HR regularly audits for compliance. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree.

When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty members teaching general education courses must hold a master's degree in the discipline or a master's degree and a cohesive set of at least 18 semester credit hours of graduate coursework relevant to the discipline. Instructors approved to teach in the College's CCP program are held to the same credentialing requirements. (See 3.A.3 for discussion of credentialing expectations and guidelines.)

Response to 3.C.4

Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The Promotion and Tenure Committee, consisting of 12 faculty members from across the divisions, maintains the promotion and tenure handbook which describes how faculty are evaluated as determined by their rank. The charter describing the purpose of the committee is as follows:

"Purpose: The committee oversees all aspects of the current promotion and tenure process, including the implementation of current policies and procedures, the presentation of workshops, and the creation of yearly timelines. Additionally, the committee responds to evolving administrative, contractual, or technological concerns by drafting revisions to the relevant policies and/or procedures, modifying the process as needed, and updating the Promotion and Tenure Handbook and all relevant informational materials."

Evaluation of faculty is noted in the Promotion and Tenure handbook, located on the Promotion and Tenure website *https://www.cscc.edu/employee/faculty/teaching-professional-development/promotion-tenure.shtml*

According to the CSEA 2020-2023 faculty agreement, full-time tenure track faculty must follow the Faculty Promotion and Tenure Handbook procedures for evaluation; the Annually Contracted Faculty (ACF) must submit an annual self-appraisal, and the Chair will conduct an annual performance appraisal as well (detailed in section 22.08 of the CSEA agreement).

Guidelines for observation of adjunct faculty are explained in section 3.A.3.

Response to 3.C.5

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.

College policy and procedure ensures that instructors are observed regularly depending on their length of service. Annual faculty appraisals are completed each year for tenure track faculty (TTF) and annually contracted faculty (ACF) and include an overview of all instructional, PD,

and service activities, which are reviewed by a peer review team and the department chairperson to ensure instructors are current in their disciplines.

The College offers faculty vast PD opportunities and instructional support focused on pedagogical processes. These include training modules on using features in the College's learning management system (Blackboard), using software applications, and creating instruction for various instructional modalities (online and in person). Different opportunities for professional development for adjunct faculty are available via departments as well as FPDi, and adjuncts are paid at an hourly meeting rate. An example comes from the Mathematics Department. During the pandemic, they altered the format of their annual Mathematics Department Mini Conference. The conference, regularly held a week or two before Spring Break, was changed to a virtual conference, and sessions were held in two of our HyFlex classrooms. Agendas for the 2022 Virtual and 2023 Hybrid Mini Conferences are available in the Evidence File. In 2022, 26 of the 39 total attendees were adjuncts. In 2023, 26 of the 42 total attendees were adjuncts, and 10 (half full-time and half adjunct) of the 42 attended remotely. (See flier in Evidence File.)

The College's Academic Council includes a faculty-led committee, Faculty Entry Training and Professional Development (FETPD). The FETPD committee is co-chaired by faculty in the Arts & Sciences and faculty in the Career & Technical divisions. The committee addresses faculty new hire training and ongoing professional development for full-time and adjunct faculty. Further, the FETPD reviews current practices, recommends new practices, and works within the guidelines set by Ohio Ethics Laws; they establish guidelines and procedures for professional development fund allocation. Additional information, including application guidelines and forms, can be found on the website, Faculty Entry, Training & Professional Development Committee (FETPD) | Columbus State Community College (cscc.edu). This committee works in concert with FPDi to support the strategic teaching, learning, and professional development needs of faculty across the college. Professional Development for faculty has been identified as a top priority for the college. After years of research, experimentation, and positive results, groups of faculty working on student success initiatives across the curriculum and in all modalities of instruction have come to the same conclusion. Student success is rooted in **Active and Collaborative Learning (ACL)** environments where students gather knowledge from both their instructors and fellow learners.

Through the College assessment process, required licensures and continuing education units (CEUs) are maintained.[TL8][KH9][TL10][KH11]

Response to 3.C.6

Instructors are accessible for student inquiry.

Per the Faculty Contract, Faculty are required to hold eight office hours per week each semester. Six of those eight hours must be regularly scheduled on campus and communicated to the students at the beginning of the semester. The faculty member may use the remaining two hours flexibly in order to respond to students' needs via email, chat rooms, or other existing or

emerging technologies. Office hours should correspond with learning activities and reasonable student access. Any planned amendment to previously posted and scheduled office hours must be agreed upon by the chairperson and the faculty member. On occasion, faculty members may hold their scheduled office hours at an alternate location on campus. The faculty member must post notice of this change in a conspicuous location. This policy is embedded in the College faculty contract (CSEA Agreement, Section 4.04).

Per the CSEA contract, Section 36.04 – Office Hours for each dedicated College Credit Plus class being taught face to face or blended in the high school, faculty may serve two (2) of their scheduled campus office hours online or in an alternate location, such as the high school, as long as the faculty member has prior approval from the Chairperson. The faculty must post notice of the alternate location in a conspicuous location, including the course shell. Full-time faculty teaching College Credit Plus distance learning courses may hold virtual office hours, as referenced in Section 4.04.

Because adjunct faculty are not required to hold office hours and are not paid for office hours, students are directed to other appropriate out-of-class resources such as Lead Faculty, tutoring, or other departmental resources.

Response to 3.C.7

Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

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

These are criteria ensuring that the staff members are qualified, trained, and supported in their professional development:

1. Peer tutors
    a. Credentials--Recommended by faculty, minimum GPA is 2.75, and B or higher in course for which they will be tutoring.
    b. Training—Tutoring Asst. Director offers structured in-person training (approx. 8 hours)
2. Supplemental Instruction Leader
    a. Credentials--Recommended by faculty, minimum GPA is 2.75, and B or higher in course for which they will be tutoring.
    b. Training—Tutoring Asst. Director offers structured in-person training (approx. 8 hours), along with follow-up targeted training based on observations.

3. Learning Support Specialist
    a. Credentials—Associate Degree or Certificate in area in which they will be tutoring, at least 2-years of tutoring experience (this position was created to build a bridge and pathway for Peer Tutors and SI Leaders as they seek 4-year degrees).
    b. Training—Previous training as Peer Tutor or SI Leader along with training from Asst. Director as Professional Tutor, and additional academic department training (as needed)
4. Learning Support Specialist 2
    a. Credentials—Bachelor's or Master's degree in content area along with preferred at least two years of teaching experience. They are vetted through coordinators in each academic department.
    b. College tutoring office trains on technology, process, best practices, and college procedures. Academic department trains on preferred department processes and practices.
5. Academic Advisors
    a. Minimum professional experience is 1-3 years in higher education (admissions, advising, student life, etc.), and minimum education is a Bachelor's degree in a related field (Business, Psychology, Social Work, Education). Training is a combination of advising theory, coaching techniques, program knowledge, technology usage, and could include other specific training if working under certain program areas/faculty/student populations. The College has a NACADA institutional membership to support professional development.
6. Academic Coaches
    a. Coaches...which programs? What credentials?[KH12][KH13]
7. Financial Aid advising in Student Central
    a. Credentials—Specialists...?????[KH14]

Sources
There are no sources.

3.D - Core Component 3.D

The institution provides support for student learning[KH15] and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument
Response to 3.D.1

The institution provides student support services suited to the needs of its student populations.

The processes related to identifying underprepared and at-risk students at the College include, but are not limited to, reflection of historical projects and data to guide current decision making, sharing current data, and strategizing current and future student academic and non-academic needs. (The process used at CSCC is described in the Evidence File). (Process Link 2.1[KH16]) The College is well aware of the latest research regarding the K-12 student "learning loss" attributed to challenges associated with the pandemic. This topic was discussed in detail at the November 2022 Board of Trustees meeting, as noted in the meeting minutes. Acknowledging the impact of learning loss on our incoming new student population, including the Columbus Promise cohorts, the College continues to adapt program and support services. Evidence of how advising and support are being adapted for the second Columbus Promise cohort is documented in the "Columbus Promise 2.0" powerpoint that has been shared with leadership and key stakeholders. Included in this evidence document is an explanation of what's working well, opportunities for improvement, key learnings, critical adjustments, staffing model changes, and next steps. This represents the continuous improvement cycle that is part of college practice.

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. Orientation is offered in person and online to accommodate students, supporting their strong start to college. Transition programs have existed at the college for years but more intensive programing began in 2014. As programs have evolved, options [KH17]have been created based on student populations including: College Credit Plus, recent high school graduates, adult students, and virtual/distance learners. Since 2014 students who have attended transition programs have been retained at a higher rate, completed college-level English and Math in their first year at a higher rate, and have a higher graduation rate compared to their peers who have not completed a program. (The full process is described in the Evidence File.) (Process Link 2.1a)[KH18][TL19]

To determine new student groups for targeted educational offerings and services, the College continuously seeks input from prospective and current students and alumni through the use of surveys, software, and national instruments including CCSSE and Noel-Levitz. In addition, industry feedback, program advisory committees, and review of national and regional best practices help to guide the College's offerings and services. Recently, the College was recognized by Chancellor Randy Gardner and the Ohio Department of Higher Education with the Collegiate Purple Star Award for significant commitment to students and families connected to our nation's military. Veterans [KH20]are one of several populations with unique needs for which the college provides specialized support services.

A wide array of support services[KH21] are publicized on the website Student Services | Columbus State Community College (cscc.edu). These services include Academic Support, Academic Planning, Financial Planning, Tuition Payment Options, Logistical planning, New Student information, Technical Support, Student Personal Support, Essential Needs support, Safety and Conduct, Graduation and Career, Campus Life, and Student Records.

Response to 3.D.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.

The College develops and implements programs to meet the needs of its diverse student body and community. Per College Policy 1-02, the College is "central Ohio's front door to higher education and a leader in advancing Central Ohio's prosperity with a mission to educate and inspire, providing our students with the opportunity to achieve their goals."

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

During AY 2015-2016, faculty from a variety of departments along with administrators from CCP, EMSS, Disability Services, and the Dean of A&S formed the Placement Task Force (PTF) to evaluate placement of students who initially were not deemed "college ready" into college-ready courses. This task force examined alternatives to the Compass placement tests and developed alternatives:

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

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

Since that time, the College made significant adjustments to placement testing options as a result of the pandemic, when students could not test in person. As of Spring Semester 2023, a new Placement Task Force, populated by representatives of many of the same areas as identified in

the 2016 year, has been formed and charged with 1) assessing the impact of implementing placement alternatives including high school transcript and unproctored ALEKS placement tests and 2) recommending next steps for reading, English, and mathematics placement strategies to best support student placement and success. The April 2023 kickoff meeting minutes are included in the evidence file.

CSCC continues to support students who do not place into traditional college-level English Composition courses using the Accelerated Learning Program (ALP) course (adapted from Community College of Baltimore County) for those who are near-ready in English course skills. If students score close to college-ready, they are placed in the higher-level course and simultaneously enrolled in this remedial, wrap-around support course.

The Mathematics Department has also responded by creating new ways to help students become college ready faster and/or allow flexibility in the placement process via math pathway coursework. They have been successfully running an enhanced paced version of developmental Mathematics, MATH 1099, at full scale. Further, the quantitative literacy and contextual courses that have been created and designed to prepare students for their respective programs of study are helping students with initial success as well as progress. Examples of contextual courses include: MATH 1024 Mathematics of Measurement (for Skilled Trades certificates), MATH 1025 Quantitative Literacy (for students enrolled in programs not requiring College Algebra), MATH 1101 Math for Construction Sciences (for students in Skilled Trades degree and other AAS programs), MATH 1103 Math for Hospitality and Culinary Arts, MATH 1104 Math Concepts for Business, and MATH 1109 Math for Emergency Services (for Fire Science students). These courses support students pursuing certain certificate and AAS programs, in particular, by contextualizing the mathematics to the respective program/credential subject. For more details regarding math courses, and the programs to which they apply, visit this site Math at Columbus State.

Columbus State, in partnership with City of Columbus, Columbus City Schools (CCS), and I Know I Can (IKIC), has offered the 2022, 2023, and 2024 graduates of CCS "The Columbus Promise", which is two years of free tuition plus $500 per semester scholarship and support. Using best practices as guide, the College is addressing financial barriers while offering wraparound student support including dedicated academic advisors, career counselors, social and wellness opportunities, and essential needs supports. The New Students page for Columbus Promise Scholars is designed to guide new students through a successful transition to college, New Students | Columbus State Community College (cscc.edu). From this site students can find the CP New Student Checklist to help them in this process. Also, to ensure students start strong, the College has implemented a 2-week pre-term COLS 1101 College Success Skills class. This course, which is part of the course of study for almost every academic program, is designed to meet the needs of the CP cohort. Due to positive results with the initial cohort in Autumn 2022, the number of sections will be scaled for the Autumn 2023 cohort, allowing more students to register early, earn an early credit, and start their college transition more smoothly and successfully.

Though accurate placement and early opportunities to develop "college knowledge" provide a strong foundation, students need ongoing academic support as they first engage in a rigorous

curriculum. The standard syllabus statements provided to students address skills they need to master, resources available to help them find success, and the Student Handbook documenting students' rights and responsibilities. A few of the many services highlighted include the Writing Center, online and in-person tutoring, Accessibility (formerly Disability) Services, technical support, and Library services. The library has a dynamic website (https://library.cscc.edu/home) and has become an even more vibrant hub for students since the coordination of tutoring services has been centralized in this building. Tutoring support and services are well publicized on the college website (https://www.cscc.edu/services/tutoring.shtml) as well as across departments. The impact of tutoring, and supplemental instruction[KH22] in particular, have been noted in the student success course data; thus, tutoring continues to be a priority as a student academic support strategy.

Response to 3.D.3

The institution provides academic advising suited to its offerings and the needs of its students[TL23][JG24][TL25][LM26][KH27].

(Document how advising works, from matriculation to graduation)
[KH28]
To identify, understand, and meet the changing needs of students, the College collects and analyzes input from prospective students, current students, and alumni. This data is analyzed and used to implement changes on a continuous basis. One example of the College's responsiveness to changing student needs includes the creation of a one-stop service area called Student Central.

Student Central is a one-stop student service center that was implemented in the autumn of 2016. The Center provides a holistic approach to student service, offering in-person assistance with financial aid, records, and registration. More recently, in Academic Year 2023, Advising Central was also established to provide centrally located advising services that enhance the student experience and increase accessibility. Students have benefitted by having a variety of services and modalities to choose from that are consistent, transparent, and equitable, having to "only tell their story once" by use of shared notes/systems across advising areas on the Columbus and Delaware Campuses and the Regional Learning Centers. In addition to Advising Central, advising services across all campuses offer consistent service hours so students can proactively plan. Likewise, Advising and Career Services continue to plan more proactive outreach across advising areas.

The First Year Experience course, COLS 1100, connects advising with course work. The students in COLS 1100, a degree requirement and promoted as a first-semester course, are expected to make an appointment with an advisor during the term to help them map their academic plan. Students are taught how to run their Degree Audit in COLS 1100 so they can continue to map their progress and seek advising help as they need it.

Student subgroups with distinctive needs are identified through the use of application information and self-disclosure. Each office serving these specific populations pulls existing data

before the beginning of each semester with the help of the OIE. This information allows the College and specific offices to identify, monitor, and provide support to these specific populations. Students may self-identify as part of a group with distinctive needs. Table 2.1 [KH29]provides a sample of services to support these subgroups.

The College offers an extensive array of non-academic support services to assist students in being successful. These include the Student Engagement and Inclusion (formerly the Student Engagement and Leadership) Office, the Office of Student Advocacy, and Generation One Trailblazers. These programs are established and the continued need for them evaluated using student surveys such as the Noel-Levitz, CCSSE and College-administered surveys. These survey results are compiled and analyzed by the OIE and shared with corresponding departments and services. In addition, areas of challenge are presented to the appropriate areas of the college by the OIE for problem solving.

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

Response to 3.D.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 and museum collections, as appropriate to the institution's offerings).

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

The College's Accessibility Services department provides student advocacy, testing accommodations, assistive technology, alternate media, sign language interpreting, captioning

services, note-taking accommodations, and resources on disability issues. Testing Services offered by the College include placement testing, department testing, classroom makeup exams, distance learning testing, and disability services testing. Library services and research support include reference librarians, research instruction, research databases, and course- and topic-based research guides.

The College uses Blackboard[TL30] as its LMS. In May 2018, the College updated to the cloud-based version of Blackboard to provide students using laptops, tablets, phones or computers better access to their online course materials, College website pages, and information in a user-friendly format.

The College uses an Early Alert system which prompts faculty to enter alerts regarding student attendance, participation, and academic status in the class. The system also allows the faculty to offer kudos to encourage students. Alerts trigger responses from Retention Specialists who reach out to students who are flagged.

Scientific laboratories, clinical practice sites, and performance spaces are provided for faculty and students to meet instructional requirements. In partnership, the College recently opened Mitchell Hall in Autumn 2019. Though it was closed during the pandemic, this new building which offers a bakery/cafe, sit-down dining restaurant, and incredible learning spaces as well as community classes, has reopened and offers an exceptional experience for Culinary Arts and Hospitality students.

The Library continues to serve as a critical academic support to faculty and students. In collaboration with faculty and DEIS, the Library has an OER librarian who supports orientation, training, and development for OERs. Students gain access and save money when their courses use OERs. The library staff are also an invaluable resource. They offer workshops to help students including those in dual enrollment courses, collaborate with various departments, support strategic work, and provide a welcoming venue for any member of the campus community in need of support.

Sources
There are no sources.

3.S - Criterion 3 - Summary
Steering Committee member to summarize
The institution provides quality education, wherever and however its offerings are delivered. [TL31]

Summary
There is no argument.

Sources
There are no sources.