Jay Benedict - Fwd: Multi-Site Visit Report

From:	Valeriana Moeller
To:	Michael Snider
Date:	5/4/2010 5:29 PM
Subject:	Fwd: Multi-Site Visit Report
Attachments:	Colombus State.pdf; Valeriana Moeller3.vcf

>>> Tamas Horvath <thorvath@hlcommission.org> 5/4/2010 4:04 PM >>>
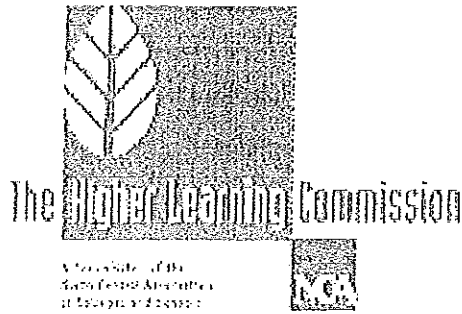Dear President Moeller and Dr. Coleman:

Please find attached a final copy of our Multi-Site Visit report. You
will notice that it is a very abbreviated report, as it is addressing a
specific compliance issue. The reports, typically, combine the three
visits into one report. The overall evaluation at the back is the final
review for the three sites.

Most of the reports will indicate "adequate" for the six areas that are
evaluated. Should you have a "attention needed" marked, we encourage you
to address this area and indicate this in your next Self-Study Report.
Our plan is to include this report in your file and provide the report
for the next team visit.

Should you have any questions, please do not hesitate to contact me.

Mike Kane, Director of Accreditation Operations

Tamas Horvath
Process Assistant, Accreditation Services
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The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools

MULTI-SITE VISIT FORM

(PLEASE TYPE ALL INFORMATION)

Institution:	Columbus State Community College
Site #1:	Dublin; 6190 Shamrock Court, Suite 100, Dublin, OH 43016
Site #2:	Westerville; 7233 Northgate Way, Westerville, OH 43082
Site #3:	Southeast; 4449 Professional Parkway, Groveport, OH 43125
	(please include Site Name, Street, Town, State, Zip Code)

Date Reviewed:	April 7, 2010
Reviewer:	**Barbara A. Bardes, University of Cincinnati**

Streamlined Review Process Report Form
(MACRO Web Application Approval)

**Please complete the these four questions ONLY if you are
reviewing a Streamlined Approval Institution**

Overall Hallmarks:

[ ] Yes [ ] No   The institution has three or more approved degree granting sites?

[ ] Yes   [ ] No   The institution's opening or closing of sites fits its mission?

[ ] Yes   [ ] No   The institution has good standing with the Commission, (e.g., no sanction in he last five years and no significant, existing HLC monitoring that would hamper their off campus capacity)

[ ] Yes   [ ] No   The institution's educational programs are extensions of existing ones?

Instructions: In order to document effective administrative systems for managing multiple sites, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in comments the Institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off campus.1. I

Instructional Oversight. What evidence confirms that the institutions effectively oversees instruction at the site? Consider, in particular, consistency of curricular expectations and policies, timely availability of coursework needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer - check appropriate box: X☒ adequate   ☐ attention needed

Comments: CSCC has a systematic approach to overseeing instruction. All adjuncts are hired by central campus departments which check their credentials and are assigned a mentor faculty member to observe and assist them. Curriculum for courses such as Calculus follow a college-wide syllabus and, in some cases, college-wide testing. Courses are planned across the entire off campus system and a grid of available classes is offered to students each quarter. Faculty are available to students before and after classes at the off campus centers and, of course, via email. All faculty are given an orientation to the college and professional development opportunities are offered to off campus faculty. Each center has a coordinator/director who is present and available to students if they have concerns.

2. Academic Services. What evidence confirms that institution delivers, supports, and manages necessary academic services at the site? Consider, in particular, the level of student access (in person, by computer, by phone etc.) to academic advising/placement, remedial/tutorial services, library materials/services, and attention to student concerns.

Judgment of reviewer - check appropriate box: XX☒ adequate   ☐ attention needed

Comments: All CSCC off campus sites have public computer labs that can be used to access the library and OhioLink. Books are delivered to the campus from the library. Students have access to advising (posted hours) at each campus, to financial aid advising, and to academic tutoring in math and English (posted hours). The level of student access is very consistent across the three campuses that I visited and very well organized

3. Adequacy of Assessment of Student Performance. What evidence confirms that the institution measures, documents and analyzes student academic performance sufficiently to maintain academic quality at the site? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer - check appropriate box: XX☒ adequate   ☐ attention needed

Comments: CSCC has a well-developed college-wide system titled, "Assessment for Student Learning." All faculty receive the handbook about assessment which explains the system. Assessment is at the department level. Academic disciplines set learning objectives, decide which assessment tools will be used, and then hold annual discussions on the learning outcomes documented. Reports of these discussions and plans for improvement are sent to the division level and then gathered by the college's Center for Assessment. An Instructional Council prepared the executive report annually and submits this to the Provost. The college maintains and is constantly improving an assessment website which makes public the assessment reports at the divisional level. Off campus centers and instructors participate fully in this assessment effort. It is clear that CSCC takes assessment of learning and improvement of teaching very seriously.

4. Student Services. What evidence confirms that the institution delivers, supports, and manages necessary student services at the site? Consider, in particular, the level of access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, job placement services, and attention to student concerns.

Judgment of reviewer - check appropriate box: ☒ adequate   ☐ attention needed

Comments: Students have access to admission, registration, financial aid, etc. in person with the site coordinators or through advising appointments. Testing for entering students is done at each off campus site using the COMPASS system in the computer labs. Some sites offer opportunities for students to meet with representatives of four-year institutions to discuss transfer requirements. The path to transfer could be enhanced for the students and it appears that numerous institutions in the Columbus area would cooperate in that effort.

. Of particular significance is the instant messaging system that an off campus advisor can use to get financial aid information for the student from the main campus advisors. This is a very effective way to serve students in an area of complexity. This system could be expanded for all student questions—library, admissions, career advising—with equally impressive results.

5. Facilities. What evidence confirms that the facilities at the site meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (location, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer - check appropriate box: XX☒ adequate   ☐ attention needed

Comments: All three CSCC sites are in suburban office park settings. The classrooms are clean, well-lit, modern, and very pleasant. All are accessible to persons with disabilities. Textbooks are ordered on the internet and sent to the sites without a shipping charge. One site has a nursing lab and the others have general science labs. Computer labs are large and very well-equipped. Parking is ample at two of the sites but very short at Dublin. Snack machines are available at all. Two improvements might be suggested: first, students could certainly use a little space for "downtime" and collegiality. Classrooms have taken up almost all space. Secondly, all the sites could use a little more "street presence" with better signage and more of an external effort to let the students and neighbors know that CSCC is a first-class place for their education. Signage is currently adequate but understates the opportunities available inside.

6. Marketing and Recruiting Information. What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer - check appropriate box: XX☒ adequate   ☐ attention needed

Comments: The brochures and disciplinary major information sheets correspond perfectly with the courses and curriculum offered at the sites. The college has done an excellent job in creating a well-organized network of off campus sites that evidently meet the students' needs. Enrollment continues to increase at these sites and student express their desire to complete their associate degrees at the off-campus sites. Student satisfaction as expressed in interviews is very good. They enjoy the convenience, the faculty, the smaller campus environment, and the service provided.

SUMMARY RECOMMENDATION

Check one and only one

XX☒   Overall, the pattern of this institution's operations at its extended sites appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.

☐   Overall, the pattern of this institution's operations at its extended sites needs some attention, as detailed in the individual site visit comments, and the institution can be expected to follow up   on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed.

☐   The overall pattern of this institution's operations at its extended sites is inadequate and requires Commission attention. The institution should address the concerns summarized below and document be listed in the institution's Statement of Affiliation Status.

Date progress report should be due: _____ <u>None needed</u>

Specific concerns that progress report should address:

COLUMBUS STATE COMMUNITY COLLEGE
REPORT FOR A COMMISSION SITE VISIT TO ONE OR MORE
OFF-CAMPUS SITES

INSTRUCTIONAL OVERSIGHT

How does the institution oversee and administer the instruction of educational programs and institutional policy at the sites?

a. Columbus State supports an Office of Off-Campus Programs. The department is lead by the Director of Off-Campus Programs who reports to the Dean of Instructional Services. The Director is responsible to ensure that each site operates within the Policies and Procedures of the College. All non-teaching employees assigned to work at a site are evaluated by the Director of Off-Campus Sites and are held to the same standard of performance as all other employees.

   The Off-Campus Programs Department works with academic departments to deliver coursework at the 10 off-campus sites. Off-campus locations typically offer entry-level coursework that supports degree and certificate programs in a variety of content areas.

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

c. Off-campus sites follow the same academic and academic-support processes, policies and procedures for all aspects of operations as any other part of the college. In addition, off-campus personnel are responsible for completing daily reports that include student issues, course monitoring, faculty issues, and any other operational issues.

What personnel and structure at the main campus or system office provide overall institutional oversight of such instruction and assurance of consistency of similar programs offered at multiple sites?

a. Each academic area that offers content at the off-campus locations is housed on the Columbus Campus. Each academic department is made up of full-time and adjunct faculty and the appropriate support staff and is led by an academic chairperson. Academic departments are housed within two academic divisions based on content. Each department ensures that coursework is consistent at every location. Academic chairpersons and lead faculty collaborate to provide oversight and evaluation for all instruction, regardless of where it occurs.

b. Off-campus personnel at each site also provide support for the overall instruction occurring at each location. Each site has a coordinator, site specialists and additional full- and part-time staff members. Site employees are responsible for overseeing the overall operations and providing the needed academic and student support services.

c. Faculty are selected at the college level based on their level of education, their teaching ability, and their expertise in an area of specialty. Adjunct hiring is done on the campus level by academic supervisors who assess the qualifications of individual instructors. Faculty are often asked to teach at multiple locations, including the Columbus campus, in the same quarter.

d. All curriculum is determined at the department level and is outcome-based. Therefore, all sections have the same framework to guide instruction. The college faculty, in collaboration with academic deans, and the Instructional Services Division (the departments of Curriculum Management and Assessment for Student Learning) review curriculum changes for content, structure, and compliance with the expectations of the Ohio Board of Regents and other accrediting bodies. Figure 1 illustrates the college's curriculum-review process required of all courses, regardless of where they are taught.

Figure 1

College Curriculum Review Process
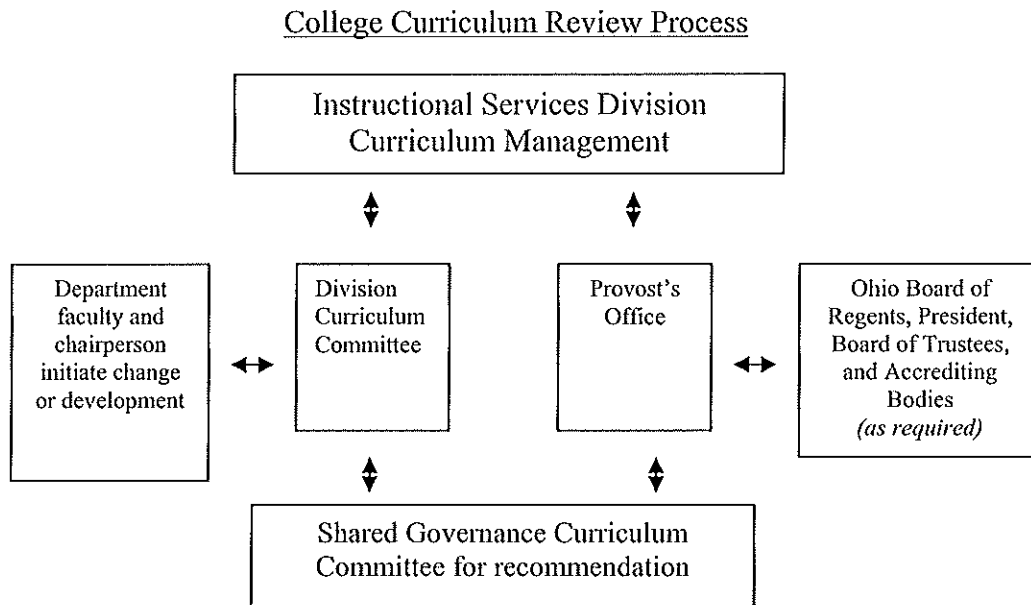
e. Yearly strategic planning is an integral part of the college's practices to ensure it is meeting its mission of teaching and learning. This planning is also embedded in the Academic Quality Improvement Program process for the college's accreditation.

How does the institution assure timely availability of coursework required for the particular degree programs offered at each degree site?

    a. The college is committed to providing the breadth of course options that addresses student demand within a reasonable allocation of personnel and other resources. Day and evening course sections are offered for required degree programs at each degree site. Off-Campus Programs has developed a two-year schedule that includes degree requirements and elective options to guide the development of student quarterly schedules. This ensures that degree-offering sites provide a two-year option for students to complete their degree program. Degree requirements and electives are plotted on a matrix covering a six-quarter period of time. Each quarter, the college sequentially offers courses to satisfy the degree requirements. Day and evening classes are offered to assist students in the scheduling process and for ease of access.

    b. Learners also take advantage of the College's Distance Learning program to supplement their course schedules. This allows learners to have greater flexibility in their schedules leading to quicker course, degree, or certificate completion.

    c. Each degree site has academic or faculty advisors available to assist learners with courses and program selection. Plans of Study for each degree and certificate program are also available to assist learners with critical academic information.

    d. Learners at off-campus sites have access to computers to utilize the DARS (Degree Audit Reporting System). This allows learners to check their progress toward degree and certificate completion.

How does the institution ensure that faculty hired to work at its off-campus sites are appropriately qualified and performing in accordance with institutional expectations?

    a. The college employs a centralized hiring process for all faculty. Faculty are hired with the expectation that they could teach at any of the college's locations or through distance learning. Hiring committees are used for faculty and senior administrative positions. Academic departments are responsible for conducting the hiring process for faculty in their respective areas. Committee members receive training in behavioral interviewing that includes competency-based questions, interviewing techniques, and candidate evaluation. Academic departments are responsible for ensuring that faculty candidates meet the appropriate academic credentials for their areas. All decisions to hire a faculty member are ultimately approved by the provost and president.

    b. Reference and credential checks are conducted by the Human Resources Department and the academic departments.

How does the institution assure that faculty across sites have a consistent understanding of their role and are similarly oriented to it?

    a. The college believes an effective orientation and on-boarding process is crucial to success. New staff and administrators receive a full day of orientation and a six-month structured on-boarding process. New faculty receive a 2½-day orientation and periodic monthly updates throughout the first year. Faculty also are released from the teaching workload (five contact hours) in the first year to work with senior faculty and chairpersons to learn more about teaching and peer expectations. Adjunct Orientation is a four-hour program with such topics as the college's expectations and organizational structure, syllabus preparation, grading, and emergency protocol.

    b. In effort to equip all faculty members with the necessary resources and training, guidance is available for faculty members via training sessions on the proprietary Datatel System, Cougar Web, Blackboard, and faculty-related gatherings such as departmental meetings.

    c. Off-campus staff distribute Faculty Information packets on a quarterly basis to all faculty members teaching at an off-campus location. Most information in the packet is universal to all off-campus locations with additional information specific to a particular off-campus center.

ACADEMIC SERVICES

How are the services delivered and managed, and quality assurance maintained at the sites?

    a. Academic services for each off-campus site are governed by the college's service model and are carried out by off-campus and Columbus Campus staff and faculty. Learners are informed about academic services by the site staff using a variety of different mediums, including e-mail, postings in common areas at each site, announcements in off-campus classes, and through direct communication with site and Columbus Campus staff. Learners who are in need of academic advising, tutoring, and testing support can work with off-campus staff to schedule the delivery of these services. Off-campus personnel are required to regularly communicate and work with faculty, staff, and advisors from the Columbus Campus to provide timely services to all off-campus learners.

    b. A collaborative workflow model between the Columbus Campus personnel and off-campus site employees manages the delivery of academic services to off-campus learners. The model requires that all off-campus staff stay abreast of basic academic information and have access to appropriate resources to ensure that off-campus learners can continuously receive the support they require. The coordinator of Off Campus Programs is responsible for monitoring and maintaining communication and resource sharing between the off-campus locations and the Columbus Campus. The dean of Instructional Services, and the director and supervisor of Off Campus Programs are

responsible for overseeing and evaluating overall service delivery at off-campus locations.

c. The quality of academic service delivery at all sites is monitored and evaluated regularly. Daily reports from each site are completed by site staff and provide descriptions of service delivery and operational activities. These reports are reviewed by the central administration for Off Campus Programs daily and the dean of Instructional Services if necessary. Each site also regularly solicits and collects student comments concerning the quality of services at each location. A comprehensive quarterly student survey of site services is being developed and is planned for dissemination beginning Autumn Quarter of 2010.

d. The following information reflects some of the regular academic services offered at the larger off-campus locations.

Academic Advising
An Academic Advisor is available at the Dublin, Southeast and Westerville centers during the following schedule:

Dublin Center
Monday ~ 11:00 a.m. – 7:00 p.m.
Southeast Center
Thursday ~ 9:30 a.m. - 5:30 p.m. ~ *Advising for Business & Engineering Majors*
Westerville Center
Monday ~ 10:00 a.m. - 2:00 p.m. & 7:00 p.m. - 9:00 p.m.
Tuesday & Thursday ~ 10 a.m. - 3 p.m.

Placement Testing
The COMPASS Placement Test is offered at the Dublin, and Westerville centers.

Math Tutoring
Off-campus centers offering math tutoring include the Dublin, Westerville and Southeast locations. Faculty are available to provide tutoring services to off-campus learners on a walk-in basis.

Writing Center
Off-campus centers offering tutoring for writing include the Dublin and Westerville locations. Faculty are available to provide writing assistance to off-campus learners on a walk-in basis.

Off-Campus Testing Services
Testing services are available at the Westerville and Dublin centers during the following times:

Westerville Center	Dublin
7233 Northgate Way Room 110 Westerville, OH 43082 287-7022 Hours: Monday 10:00 am - 2:00 pm Tuesday 4:00 pm - 8:00 pm Wednesday 10:00 am - 2:00 pm Thursday 4:00 pm - 8:00 pm Saturday 9:00 am - 1:00 pm	6190 Shamrock Court Suite 100 Dublin, OH 43016 287-7050 Hours: Monday 4:00 pm - 8:00 pm Thursday 10:00 am - 2:00 pm Friday 2:00 pm- 6:00 pm

Describe the reporting and feedback mechanism that addresses concerns or problems by students and faculty at the sites.

a. The dean of Instructional Services and the director and supervisor of the Off Campus Programs Department are responsible for the support, strategic planning, and administrative oversight of each location. There are four full-time coordinators responsible for the functional supervision of the remaining program staff located at the 10 sites. Full- and part-time site specialists are located at each site and are responsible for daily operations. Site specialists provide daily reports of all site activities. These reports are disseminated to the Off Campus Programs administration. Daily reports consist of faculty, staff, and learner activities, questions and concerns. In addition, each site offers a mechanism for providing comments from anyone who visits the location. These are also shared with the Off Campus administration.

How do students at the sites connect with advisors, placement coordinators, and tutors?

a. Off-campus staff are required to maintain up-to-date information and written materials on advising, placement, and tutoring services. Some off-campus locations provide on-site advising and tutoring services provided by faculty on a walk-in basis. Please see the following page for details on these. Each site provides a referral service for learners to access these services from the Columbus Campus if necessary. Referrals can be done by faculty and staff. Site specialists will assist learners with scheduling appointments for these services from the Columbus Campus if desired.

How are library and computer services made available to students at the site?

a. Library services can be accessed online from most of the off-campus locations. Dublin, Westerville, Southeast and Bolton locations provide wireless access to the Internet, where virtual library service can be obtained. Site staff at these locations assist learners in accessing the college's library Web site. Computer labs that have access to the Web and virtual library services are available at the remaining off-campus locations with the

exception of the Gahanna site. Learners who attend the Gahanna location must access library services from the Columbus Campus or by visiting one of the other off-campus locations. The Columbus Campus offers a computer commons with 224 computers with Internet access available on a walk-in basis. There also are several smaller computer labs with walk-in hours available on the Columbus Campus for use by off-campus learners if needed.

According to what schedule are these services available (e.g. twenty-four hours a day, weekdays only, etc.) and by what mode (e.g., phone, e-mail, in person, another location or campus, etc.)?

    a.   Computer labs are available during site operation hours at the Southwest at Bolton Field, Dublin, Southeast and Westerville locations. The following is a list of site location and hours the open computer labs are available. Computers are available on a walk-in basis.

Off-Campus Computer Lab Hours ~ Winter Quarter 2010

Bolton Field:	Monday	1:30 - 5:30 p.m.
	Tuesday & Wednesday	1:30 - 10:45 p.m.
	Thursday	1:30 - 5:00 p.m.
	Friday	Closed
	Saturday	8:00 a.m. - 3:00 p.m.
Dublin Center:	Monday	8 a.m. - 10:00 p.m.
	Tuesday & Thursday	8 a.m. - 8 p.m.
	Wednesday	8 a.m. - 5:00 p.m.
	Friday	8 a.m. - 10:00 p.m.
	Saturday	8 a.m. - 3:30 p.m.
	Sunday	1 p.m. - 4:30 p.m.
Westerville Center:	Monday - Friday	8 a.m. - 10:00 p.m.
	Saturday	8 a.m. - 3:30 p.m.
	Sunday	1 p.m. - 4:30 p.m.
Southeast Center:	Monday-Friday	8 a.m.-10 p.m.
	Saturday	8:00 a.m.-4:00 p.m
	Sunday	1:00 p.m.-5:00 p.m.

ASSESSMENT OF STUDENT PERFORMANCE

How does the institution assure that students attending these sites, in particular the site(s) being visited, are learning and meeting the educational objectives of their programs?

    a. The college employees a comprehensive assessment process to ensure that course and program outcomes are relevant and valid. This ensures that curriculum offered at any Columbus State location is appropriate. Faculty in each department are responsible for assessing the learning and overall progress of all students regardless of where a course is taught. Academic departments monitor the success rates of off-campus learners on a quarterly basis. Therefore, courses offered at each off campus location have been assessed and proven to be relevant and valid by the college's institutional assessment process, and the success rate of individual off-campus learners is continuously monitored by faculty and each academic department.

    b. Faculty provide continuous feedback to all students to help students improve their learning strategies and study habits so that they can become more independent, successful learners. The conversations among faculty, students, and other stakeholders are used to continuously improve overall learner success.

How does the institution go about measuring the learning at the sites?

    a. The college measures learning at each site by monitoring the success rates of individual learners in each course taken.

    b. Columbus State discovers how well students are prepared for further education and employment through review of transfer rates, grade point averages, employer follow-up, graduate surveys, and program reviews.

    c. The college collects and measures the following items as evidence of student development and learning on a quarterly basis: graduation rates, course completion rates, student retention rates, GPA performance, progress toward degree or certificate completion, transfer data, and enrollment and scheduling data.

How does it feed back what it learns from assessment at a particular site into strategies to improve teaching and learning at that site? How does it ensure that students attending sites have similar learning to that of students on the main campus?

    a. Academic departments track student success rates at off-campus locations and use this data to improve teaching and learning. The assessment of student success can lead to a variety of interventions depending on the results for this data. These interventions include referral of learners to tutoring and advising, faculty professional development, adjustments to instructional plans, and others.

STUDENT SERVICES

How are the services delivered, managed, and quality assurance maintained at the sites?

a. Site staff are responsible for working directly with off-campus learners and connecting them to student services. Not all sites provide comprehensive student services, but critical services such as advising, tutoring, and academic testing are provided at the larger off-campus locations. Learners who require services that are not available at an off-campus location are referred to the Columbus Campus for assistance. The daily reports submitted by the site staff provide the reporting and feedback concerning student services at off-campus locations.

The following information reflects student services offered at off-campus locations:

Advising
As noted above, there is a set Academic Advising schedule for the sites. Specifically for Southwest at Bolton Field, the full-time faculty at that site serves the role as the advisor for academics.

Admissions
The site staff assist learners with filling out the online admissions form. Learners are then referred to the Columbus Campus for further assistance.

Bookstore
The CSCC Bookstore services student textbook needs through an online or phone order process. Textbook and supplies can be ordered online at http://bookstore.cscc.edu or students can place a phone order. Visa, MasterCard, and Discover credit cards are accepted as payment. Students have the option to have their books delivered to the Dublin, Southeast, or Westerville center.

Degree Programs
Students may complete an Associate of Arts degree or the Associate of Applied Science degree in Business Management at the Dublin Center and Westerville Center.

Fee Payment
Students can pay fees (by credit card only) at Dublin, Southeast and Westerville off-campus centers during designated hours. Students can also pay fees online or contact the Telephone Information Center at to pay by phone using a credit card (Visa, MasterCard, or Discover), or pay in person at the main campus Cashier's Office.

Placement Testing
Applicants may take the COMPASS Test at the Dublin and Westerville centers during Testing Center hours.

Math Tutoring
Off-Campus Centers offer math tutoring at several locations during the week.

Registration
Students may register for classes:

- On a walk-in basis or by telephone to one of the off-campus centers.

- By telephone with a main-campus representative.

- By CATS (Computer Automated Touchtone System).

- Online at: http://cscc.edu/cougarweb/instructions.htm.

Off-Campus Testing Services
Testing is available for distance-learning students and students who are enrolled in the Westerville and Dublin off-campus centers for makeup tests and Developmental Education retake tests.

Westerville Center	Dublin
7233 Northgate Way Room 110 Westerville, OH 43082 287-7022 Hours: Monday 10:00 am - 2:00 pm Tuesday 4:00 pm - 8:00 pm Wednesday 10:00 am - 2:00 pm Thursday 4:00 pm - 8:00 pm Saturday 9:00 am - 1:00 pm	6190 Shamrock Court Suite 100 Dublin, OH 43016 287-7050 Hours: Monday 4:00 pm - 8:00 pm Thursday 10:00 am - 2:00 pm Friday 2:00 pm- 6:00 pm

Describe the reporting and feedback mechanism that addresses concerns or problems by students and faculty at the sites.

a. Students services provided or referred at each location are tracked and included in quarterly reports. The data is used to evaluate the need for services or the overall effectiveness of a particular service. Data from these reports have been used to expand key student services at particular sites. The quarterly reports are shared with off-campus personnel and student service offices on the Columbus Campus.

How do students at the sites connect with admissions, registration, business office, student records and financial aid?

a. The site specialists at the off-campus center locations are trained to handle fundamental questions regarding registration. Staff members can register students, add and drop courses, update demographic information, and address some restriction issues. Staff members can accept credit card payments and produce receipts for students. The Off Campus Programs Department maintains a department Blackboard site that contains all

pertinent college policies and procedures. The department sends e-mails with periodic updates as necessary to keep the staff informed so that they can provide students with the most up-to-date and accurate information possible.

b. Students are able to use off-campus computer labs to apply for admissions, financial aid and course information. Staff can provide assistance if the student requests help.

According to what schedule are these services available at the sites (e.g. twenty-four hours a day, weekdays only, etc) and by what mode (e.g., phone, e-mail, in person, another location or campus, etc.)?

a. Services are made available in accordance with classroom schedule and room availability. The modes of information dissemination are electronic, verbal, and visual.

FACILITIES

How does the institution determine what the needs of students, faculty and administration are at a particular site being planned and how does it go about identifying and improving space to meet those needs?

a. For the college to determine the needs of a facility, the administration looks at demographics, long-term viability, local-employer needs, and feedback from the community. When the site is in place, the college gathers feedback from faculty, staff, and students on what resources need to be implemented to run the site effectively. These kinds of resources would include technology, support staff, special needs, parking, materials, and equipment.

b. The college has a budgeting, personnel and capital equipment process it conducts on a yearly basis. Each year, feedback is requested from faculty and staff about the facilities and classroom conditions in order to ensure that the college is meeting the needs of instructors and learners. Requests are prioritized based on need and available funds.

How does it continue to assess whether existing space at the site is adequate for its educational and other needs or whether space may need to be improved or upgraded?

a. The college receives feedback from faculty, students and staff about facilities. Multiple college processes occur yearly to assess the needs for improvement. Assessment on a daily basis is documented through daily reports from staff to coordinators and on to the supervisor.

b. Comparison enrollment figures from quarter to quarter serve as a guide to help determine if the facility size is meeting needs.

c. College personnel talk to community members about offerings and services and receive feedback. The college participates in local community events, such as the Delaware County Fair, Jobs One Stop Fair in Pickaway County, and the Gahanna Street Fair.

How does the institution assure it has dealt with appropriate transportation and parking issues at the sites?

    a. The coordinator passes along parking issues to the supervisor through daily reports. The coordinator of an off-campus location will also contact the Physical Plant and Public Safety offices about any issues that may need to be brought to their attention.

    b. The Gahanna and Southeast site are on area bus lines, but none of the other sites is directly accessible by public transportation.

    c. The college maintains a parking policy that can be accessed on the college's Web site under Public Safety/Parking.

    d. Students are informed to direct any questions about parking, vehicle parking permits, temporary parking permits, handicap parking, or citations to the Campus Police Office.

How do students at the site acquire appropriate textbooks and other materials in a timely fashion either at the site or elsewhere?

    a. The students can access textbooks at the college Discovery Exchange (DX) Bookstore on the Internet. These orders can be delivered to an off-campus location. The deliveries are made by mail, typically within 48 hours.

How does the institution address ADA and other related issues at the sites.

    a. The off-campus locations are equipped with handicap parking spaces, doors on delay to allow wheelchair bound students to enter the centers easily, and wheelchair-accessible bathrooms.

    b. ADA compliant Teaching Stations are available in most instances. Special request can be made by a faculty member or learner.

    c. All students, faculty and staff are directed to contact the Disabilities Services Office to seek assistance. The Disability Services Office makes accommodations.

How does the institution receive and address comments or suggestions from faculty and students about individual facilities?

    a. The sites receive information from comment cards that are placed in a suggestions box placed on the front desk areas at each off-campus center. The coordinators of the off-campus locations check the suggestions boxes daily and respond to comments or direct them to the administrator of the department. These items also are found in the daily report submitted from each site.

b. The college is implementing a student survey that will be conducted quarterly. Faculty and students will have an opportunity to comment on any aspects of the off-campus sites, including the facilities.

MARKETING AND RECRUITMENT

How does the institution confirm that marketing and recruitment information accurately provides sufficient information about individual sites?

a. The Institutional Advancement Office provides information about individual sites through the college Web site, newspaper publications and periodic radio and TV advertisements. To ensure accuracy, Institutional Advancement has staff review materials before they are disseminated. The Off Campus Programs Department works closely with Institutional Advancement to shape any marketing efforts for any of the off campus locations.

How does the institution ensure that students have the appropriately applicable information for the site they are attending?

a. The students have access to appropriate information via a phone call to either TIC or the Off Campus sites, via CSCC's Web site, or by calling the departments on main campus. The college Web site is monitored for accuracy. Each off-campus site has the hours posted with appropriate contact information. The College Catalog, Faculty Handbook, and Student handbook are all updated on a yearly basis.

How does the institution answer questions or address comments from individuals about the information related to the site?

a. The institution provides various inquiry formats for students to use. The students can ask questions or address comments via contacting the Columbus Campus Telephone Information Center (TIC), and TIC directly calls appropriately; students can use college's Web site to e-mail the Off Campus Programs Department directly or use the "Ask a Cougar" function under the Prospective Student icon on the college's home page. The student can also mail a letter to the off-campus sites.