

Quality Highlights Report-Columbus State Community College-SEPTEMBER 2019

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Accredited in 1973 and located in the state capital of Ohio, Columbus State Community College (CSCC) is the largest community college in the state and among the largest community colleges in the nation. With a 57-year history, the College serves students from all backgrounds and seeks to cultivate an equally diverse workforce. More than 45,000 students over the course of the year attend classes on two campuses and at multiple regional learning centers throughout its four county coverage area. The College vision, mission and values are at the heart of supporting students and the community at large. The College is governed by a nine-member Board of Trustees appointed by the Governor of Ohio for six-year terms.

The College is the region's most affordable option for post-secondary education, with 76% of graduates leaving Columbus State with no student debt. Columbus State offers more than 200 classroom, blended and online course offerings including the Applied Associate degree and certificate options, plus Associate of Arts (AA) and Associate of Sciences (AS) degrees and provides an essential pathway to affordable bachelor's degrees at The Ohio State University and other public and private universities. Additionally, more than 7,000 high school students are served each year through the College Credit Plus (dual credit) program, allowing these students to simultaneously earn both high school and college credit at no cost to them or their families. A commitment to open access draws students from all backgrounds. About 30% of Columbus State students identify as students of color. More than 60% are nontraditional-aged students, enrolling at age 20 or later. Many are the first in their families to attend college and more than a third of financial aid applicants demonstrate the highest levels of financial need. Over 75% enroll part-time and the majority work more than 20 hours per week while also juggling family responsibilities.

The College's outlook on the future of work is focused on partnerships that cross the spectrum of K12 through post-secondary education and re-imagine lifelong learning in conjunction with employer engagement. Columbus State is the convener of the Central Ohio Compact coalition to increase post-secondary credential attainment within the region to 65 percent by 2025. As part of that effort, the College has formed a regional Workforce Advisory Council to envision concrete solutions to better link education outcomes to workforce needs now and into the future.

In 2012, the College was designated an Achieving the Dream (AtD) institution, joining a national network of two-year colleges focused on evidence-based innovation to improve outcomes for first-generation students, students of color, and low-income students. In 2015, the College was recognized as an AtD Leader College, and in 2019 Columbus State was awarded the Leah Meyer Austin Award—the highest honor an AtD college can earn—for its work to narrow achievement gaps and realize significant gains in course completion, retention, and graduation. Awarded annually since 2009, only 18 of the nation's 1,000-plus community colleges have earned this distinguished honor. The College's successes are best illustrated in its graduation results—the May 2019 graduating class was the largest and most diverse in Columbus State's history.

CONTINUOUS QUALITY IMPROVEMENT@ COLUMBUS STATE COMMUNITY COLLEGE

CSCC has been an Academic Quality Improvement Program (AQIP) institution since 2006. In December 2018, CSCC submitted its third Systems Portfolio, the first entered into the HLC Assurance System. As a response to areas identified in its Systems Appraisal Feedback

Report, the following efforts have been developed and implemented to address strategic issues as well as to report on quality highlights from across the College, accomplished since the submission of the Systems Portfolio. It should be noted that, as a result of strategic challenges identified in the Systems Appraisal Feedback Report, all College departments have been advised of the importance of developing internal measures and external benchmarks in each program, project and initiative to support a College-wide effort to ensure measures for success that can result in successful outcomes.

Strategic Challenge #1: Lack of Goals/Metrics/Targets. “As a continuation of the Overall Process Design strategic challenge, CSCC needs to develop process goals that can be measured. The College then needs to set clear targets. The targets allow for an understanding of institutional performance across the College. Currently, the portfolio often provided results that did not align with processes described which could be due to a lack of articulated goals in process design. Further, as CSCC develops these metrics, using outcome metrics, in addition to output metrics, can ensure that processes are effective. Utilizing outcome metrics that are clearly connected to process goals will inform the College of performance on those goals and allow them to make improvements to the process. The portfolio currently describes a number of improvements but the improvements do not seem connected to the process goals described.”

Office of Institutional Effectiveness (OIE) Uses of Achievement Analytics

In the Systems Appraisal Feedback Report, the College was encouraged to apply internal measures/targets to projects and initiatives and, wherever possible, compare its own internal measures/targets with external benchmarks. To that end, the College has continued to improve and enhance its Achievement Analytics System designed for the transparent delivery of data, information, and analysis to Columbus State faculty, staff and administrators in support of learning assessment, decision-making, strategic planning, continuous improvement, and mandatory reporting. Developed and managed by the Office of Institutional Effectiveness (OIE), the Achievement Analytics System team delivers the following services for decision-making and planning needs including:

- Custom reporting (to support special initiatives, projects and media requests)
- Survey development, implementation and analysis
- Participation in the development and testing of operational data sources and data warehousing repositories
- Consulting services on information management and program success
- Support of college staff in the use of web-enabled tools for gathering and discerning college data
- Data related training as necessary
- Development and support of a community of data users.

Additionally, the OIE provides assistance regarding benchmarking that allows the college to compare itself to other institutions on key metrics. It can be used to determine areas of strength within the college and opportunities for improvement. Columbus State belongs to several organizations that support benchmarking, including the National Community College Benchmarking Project, and Achieving the Dream. Additionally, the college participates in national surveys that provide data about our students' experience. These include the Community College Survey on Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory (SSI). The college also submits data to the Integrated Post-Secondary Education system (IPEDS) and annually receives reports comparing Columbus State to a set of similar institutions.

Long-term effective leadership measures and outcomes-myPLAN

In 2018, improvements in tracking and measuring outcomes around *leadership* and *managing people* at Columbus State have been made systematic with the use of an electronic

performance management process using a Cornerstone HRIS module internally branded “myPLAN”. Foundational to the implementation of myPLAN, this system relies on a management by objective approach that seeks to align the daily tasks of employees with College priorities the daily tasks of employees with College priorities the daily tasks of employees with College priorities. As outlined below, the competency model outlines six behavioral expectations for supervisors and managers related to both *managing people* and *leadership*. The highest myPLAN employee evaluation rating is 4.0, the annual average ratings for College supervisors and managers during the first three review cycles are presented below.

	2016	2017	2018
Managing People Average Rating	3.29	3.31	3.38
Leadership Average Rating	3.56	3.37	3.46
Manager pool #	228	241	239

The Office of Student Engagement and Leadership

The Office of Student Engagement and Leadership is purposed to serve and create a community of partners working together for co-curricular student success. Through intentional collaboration, it provides engagement opportunities focused on connection, community and care for the college community. To achieve this goal, the Student Engagement and Leadership team collects a combination of student feedback, attendance tracking and development of co-curricular paths through the CougarConnect platform to assess and evaluate co-curricular engagement. Through the above strategies, the team will then designate three-five engagement initiatives based on institutional objectives and learning outcomes to determine student success metrics (GPA, retention and completion).

Faculty Credentials Criteria

In order to adhere to a proper faculty credentialing process to ensure consistency in the method by which the College maintains its quality control regarding the hiring of instructors, especially in the College Credit Plus (Dual Credit) program, the Human Resources Department partnered with the Accreditation Liaison Officer, the Academic Deans, Chairs and ultimately, the Senior Vice President of Academic Affairs to develop guidelines regarding the College’s Faculty Credential Requirement and Tested Experience rules. As a result of these stakeholders’ recognition that the established guidelines needed to align with the HLC March 2016 revision to guidelines determining qualified faculty through its criteria and assumed practices, the charge of the team was two-fold. First, there needed to be a search of College records to determine if there were any anomalies regarding credentials and that transcripts exist in each of the faculty-member’s record to ensure proper alignment to the criteria. Through the work of the Human Resources Department, anomalies were reported to the appropriate Academic Dean and any missing transcripts were requested and submitted. Second, a document detailing faculty credential requirements and tested experience rules was written and disseminated across the academic departments so that there would be consistency. Each of these goals was met and, through this process, a common understanding of the importance of following College procedures and HLC and ODDHE requirements met the project’s expectations.

Open Educational Resources (OER) initiative

Rolled out in Spring ’19, OER courses were developed in numerous academic disciplines. While the goal was to be beneficial to students, where textbook costs will be driven down to zero, the eventual outcome of this initiative is to create entire “Z-Degrees” (or zero cost degrees). In the interim, faculty are developing individual course content of equal quality and rigor to the current

textbook content so as to ensure each course provides students with the opportunity of receiving quality course content at little or no cost to them. The initiative is led by the library and its staff and is supported by the Distance Education and Instructional Services (DEIS) department, as well as Faculty Fellows for OER whose primary tasks as Fellows include teaching OER workshops and communicating with the Academic departments on campus in order to ensure the departments are aware of the benefits of OER. Initially, it was planned to develop five OER to be introduced to students for the Autumn '19 semester, but there has been great interest from the faculty volunteering to create these materials, and as an outcome of cohort 1 (of 3 cohorts), 14 OER have been made available to students for the Autumn '19 semester, more than double the original estimate. There are also 29 OER currently under development. Additional outcomes to this initiative to measure success will include measuring the *number* of students using OER, the *percentage* of student population using OER, the *number* of faculty using OER, student success metrics, and of course, reported the overall cost savings to students who will no longer require an expensive textbook to complete their studies in these courses. These numbers will be measured over the course of each semester to provide reportable statistics as the initiative continues. Milestones are updated monthly and the first round of internal measures will be reported to the College after the close of the Autumn '19 semester.

Promotion Review Process

In order to recognize and reward growth in a position, increased competency and efficiency in completion of daily operations, and willingness to take on additional responsibilities, functions, and duties needed by the College, a structured Promotion Review Process has been developed and is currently being piloted. Senior staff will have accomplished more holistic training and will be empowered to take action on students' behalf. Some data elements that will be tracked to monitor service to students include:

- Percentage of students served at the customer service desk that were assisted with multiple aspects (financial aid, records, registration, advising, residency) of the student experience during a single encounter
 - Student Central satisfaction survey data
 - Student Central specific questions on the Noel Levitz survey
 - Data from outreach campaigns will be specific to the individual campaign with each campaign tracked
- Encourage, recognize, and reward professional development and continuous growth
 - Provide a "step-up" opportunity for high performing staff members, resulting in a more transparent career trajectory and greater ability to retain talent
 - Provide compensation for employees who take on additional responsibilities, functions, and duties.

Benefits Enrollment Support

A pilot program was initiated in May 2019 for a Talent Acquisition team within Human Resources. The purpose of the team is to provide a strategic approach that values diversity and inclusion through finding, acquiring, assessing, and hiring candidates from a diverse qualified applicant pool to meet the College's goals and mission surrounding student success within an inclusive environment. A benefits enrollment support tool was implemented May 1, 2019. This tool allows the team to measure and report on:

- *Access to better information.* Through the tool, the College benefit team and employees have access to benefit information in one single, industry-leading, enterprise benefits management platform.
- *Better decision support.* Through a suite of decision support tools, College employees have access to the information needed to select benefit plans that are best suited for

their circumstances – improving plan fit and reducing benefit costs. Employees receive confirmation of elections for better management.

- *Ensured access and appropriate termination.* Through the tool's tracking capabilities, we can ensure that each eligible employee enrolls or waives each benefit option. Email reminders are able to be sent, and reports are able to be generated for employees that detail each election including which family members are enrolled.
- *Greater time and money savings and audit prevention.* Previously, the paper process took about 20 minutes to enroll each person or make changes to a person's plan. The benefits program coordinator had to log-in to each carrier's enrollment tool to make a change. The carrier updates and changes went to each vendor separately: COBRA, Delta, MetLife, UHC, and VSP. This created opportunities for errors and missed changes which could negatively impact the employee and the College. The new support tool connects all changes in one place, which are generated by the employee, drastically reducing input time and potential for errors.

Strategic Challenge #2: Assessment of Common Learning Outcomes.

"CSCC has made some progress in assessing institutional (common) learning outcomes (ILOs) since its 2014 systems appraisal. While clear ILOs have been established and the portfolio describes how faculty identify course level goals that align with ILOs, it is not clear that there is a college-wide clear expectation of student performance on the ILOs. Describing and operationalizing broad ILOs is helpful to ensure all stakeholders have a clear understanding of what skills, knowledge, and attitudes CSCC expects of its graduates. Further, it is especially important for faculty to have a shared understanding of these broad goals especially as they are selecting course goals which align with these broad goals. Not only does the College need a common understanding of the ILOs but there needs to be norming across the institution to ensure there is some level of inter-rater reliability. Without these, CSCC cannot ensure that students have not common learning outcomes and will lack data for federal compliance."

Columbus State has taken efforts to improve the robustness of its assessment process beginning shortly after the 2014 Systems Appraisal. Assessment of the Institutional Learning Goals is handled primarily at the level of the academic division, with all three academic divisions (Arts and Sciences, Business and Engineering Technologies, and Health and Human Services) having an Assessment Committee that oversees and guides the work of individual units and departments. In 2012, the General Education Task Force (GETF) created a set of specifically measurable General Education Outcomes. As the new assessment process was implemented, the GETF created Institutional Learning Goals and Outcomes. In this process, the General Education Outcomes became the specific and common measures of the Institutional Learning Goals across the Arts and Sciences.

Columbus State recognizes an opportunity to create more consistent, College-wide expectations for performance on the Institutional Learning Goals. To this end, the three Faculty Fellows for Assessment have decided to use the General Education Outcomes (formerly the Program Outcomes for the AA and AS degree) as the specific operationalizations of the Institutional Learning Goals that form the foundation of a College-wide rubric to be used in all three divisions. To this end, they have renamed these criteria for learning the General Education Competencies. Additionally, the College's three Assessment Faculty Fellows are currently designing sequenced training sessions that will facilitate greater consistency regarding assessment of the Institutional Learning Goals.

Since the College has decided to roll out the General Educational Competencies as the specific College-wide measures of learning, the first training module focuses on assisting faculty to align Course Outcomes, Program Learning Outcomes, and the Institutional Learning Outcomes with

the College's General Education Competencies. This training will help foster a more consistent understanding of how to utilize the General Educational Competencies to create more consistency as the three levels of outcomes that nest within each other are assessed. This training is important because, beginning this year, the Annual Assessment Report Forms for all divisions across the College now catalog the assessment of the General Educational Competencies. Another module focuses on the use of Curriqnet for both curriculum and assessment functions. Since Columbus State has adopted the use of Curriqnet, the College is in the process of piloting an assessment module as a tool to help the alignment of outcomes and the summarization of data within divisions and more broadly, across the College.

The Institutional Learning Goals are reviewed every four years by the Institutional Learning Goal Committee (ILGC) which ensures the currency of the College-wide expectations for learning. The ILGC is composed of Faculty from around the College (Arts and Sciences, Health and Human Services, Business/Engineering/Technology) who are in the process of creating a number of evaluative criteria as well as previously collected assessment data to determine the extent to which the Institutional Learning Goals are serving the needs of the College's stakeholders. This group will follow the process created by the General Education Task Force, who created the General Educational Outcomes in 2012. Institutional Learning Goals will be evaluated according to a number of sources including the AAC&U Strategic Plan for a liberal education, outcomes listed by the Ohio Department of Higher Education's Ohio General Education and Transfer Module guidelines, and other professional organizations (e.g., policy statements from writing organizations in creating a Communication Competence outcome). The Institutional Learning Goal Committee will also receive broad input from faculty at the College regarding any revisions.

Academic Quality Review (AQR)

The college employs an Academic Quality Review (AQR) process to measure the effectiveness and quality of online and blended learning courses. In July 2017, an AQR rubric was introduced in response to the college's mandate requiring a common structure for all web courses, and based upon established criteria of the Quality Matters Rubric. A comprehensive website was created to track courses in need of review, enter data from course reviewers, and provide results to course designers regarding areas that have met or may need improvement to meet quality standards. The AQR process complements the college's online faculty observation process and the assessment process to assure that online courses offered by CSCC provide students with an excellent learning environment and opportunities that are equal to other course delivery modalities. The AQR is an audit to maintain consistent standards of quality, a professional development forum for sharing best practices among faculty, and a repository of quality measures as a part of the institutional commitment to assessment and learning. In May and June 2019, the website underwent testing and revision to address some of the technical and organizational issues associated with data collection. Once the website was ready in July, faculty leaders in distance education launched the formal AQR process and began to collect completed reviews and conduct new online reviews via the website. The success of this initiative is measured in several ways. Providing data to departments offer opportunities to improve courses, have broader awareness of excellent online course design, engage in continuous quality improvement activities, and systematically align with national standards.

Strategic Challenge #3: Program Learning Outcomes and Assessment.

"The portfolio described a well-developed process for Program Learning Outcome assessment. However, the results provided addressed only the benchmarks met/addressed for Arts and Sciences. While the assessment process is relatively new, CSCC will need to provide evidence of outcomes assessment at

the time of the Comprehensive Quality Review to be in compliance with Core Component 4B.1 and 4B.2 which read “The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals” and “The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.”

An updated assessment process for the Institutional Learning Goals was piloted in 2015-16 for both Career and Technical divisions at the College. The new assessment process required the creation of a four-year plan, submission of reports by an October deadline, and uploading material to a SharePoint site where all reports are housed and are accessible to faculty and staff who work with the Division Assessment committees. As with Arts and Sciences, the use of SharePoint helped to create an assessment workflow that incorporated numerous stakeholders in the review and approval process for both plans and reports. The SharePoint site is currently functioning as a repository for historical assessment data

Following the pilot year in both divisions, the assessment process expanded to include a greater number of courses chosen based on their relevance to specific Institutional Learning Goals (ILGs). Similar to the Arts and Sciences assessment process, individual courses within Business and Engineering Technologies (BET) and Health and Human Services (HHS) were aligned with specific ILGs; individual academic units then set benchmarks for student performance and this performance within courses was judged as either “meeting” or “not meeting” the specified benchmarks. The College acknowledges an opportunity to more fluidly align outcomes, with individual Course Learning Outcomes mapping to Program Learning Outcomes, and the Program Learning Outcomes then aligning with the Institutional Learning Goals. Creating a nested relationship between Course Outcomes, Program Outcomes and ILGs is currently underway and is part of the ongoing piloting of Curriquet.

BET Assessment of Institutional Learning Goals

% of Courses Where ILG Targets Were Met

Institutional Learning Goal	Year		
	2015-16*	2016-17	2017-18
Critical Thinking	100% (7/7)	80% (12/15)	78% (14/18)
Ethical Reasoning	100% (1/1)	50% (1/2)	N/A
Quantitative Skills	100% (2/2)	73% (8/11)	64% (7/11)
Scientific Literacy	100% (3/3)	100% (4/4)	80% (4/5)
Technological Competence	100% (1/1)	100% (12/12)	91% (10/11)
Communication Competence	N/A	100% (10/10)	83% (5/6)
Cultural and Social Awareness	100% (1/1)	100% (1/1)	100% (1/1)
Professional and Life Skills	100% (2/2)	100% (2/2)	100% (3/3)

* indicates this was a pilot year

HHS Assessment of Institutional Learning Goals

% of Courses Where ILG Targets Were Met

Institutional Learning Goal	Year		
	2015-16*	2016-17	2017-18
Critical Thinking	93% (13/14)	92% (12/13)	92% (11/12)

Ethical Reasoning	100% (3/3)	100% (4/4)	100% (5/5)
Quantitative Skills	100% (4/4)	100% (3/3)	100% (2/2)
Scientific Literacy	100% (5/5)	100% (6/6)	100% (5/5)
Technological Competence	100% (5/5)	80% (4/5)	100% (9/9)
Communication Competence	100% (3/3)	100% (2/2)	83% (5/6)
Cultural and Social Awareness	N/A	100% (2/2)	67% (2/3)
Professional and Life Skills	100% (4/4)	100% (14/14)	100% (10/10)

* indicates this was a pilot year

Strategic Challenge #4: Lack of Goals/Metrics/Targets

As a continuation of the Overall Process Design strategic challenge, CSCC needs to develop process goals that can be measured. The College then needs to set clear targets. The targets allow for an understanding of institutional performance across the College. For example, CSCC’s processes on retention should have a clear goal: CSCC will retain XX% of first-time, full-time students. Inherent in the retention process is a goal (to retain students) and a target (at XX%). Setting a clear target that is directly aligned to the goal allows all areas of the College to understand performance. Other process connections between goals and metrics may be less obvious. For example, for the process for ensuring that academic programs and services are consistent with the institution’s mission the goal may not be as clear and the College may need to articulate the goal. Since CSCC’s vision is, partially, advancing the region’s prosperity, setting a goal in this area that CSCC will ensure academic programs are aligned to fill workforce needs would help provide a clear goal for that process. In this hypothetical example, the metric could be unemployment rate, CSCC graduate placement, or employer satisfaction to name a few. Being intentional about why the College has processes and ensuring those goals align with clear metrics could help prioritize activities and initiatives. Currently, the portfolio often provided results that did not align with processes described which could be due to a lack of articulated goals in process design. Further, as CSCC develops these metrics, using outcome metrics, in addition to output metrics, can ensure that processes are effective. For example, the process for tutoring is designed to ensure students can academically succeed. An outcome metric could be academic performance for students who have visited tutoring where an output metric would be the number of students who used tutoring. The output, in this example, does not reflect on how well the process worked. Utilizing outcome metrics that are clearly connected to process goals will inform the College of performance on those goals and allow them to make improvements to the process. The portfolio currently describes a number of improvements but the improvements do not seem connected to the process goals described.

New Academic Affairs Weekly Course Enrollment Analysis Report

The Academic Affairs Weekly Course Enrollment Analysis Report is an excellent example of the practical use of the Achievement Analytics System, begun in Summer ‘19, and emanating from the Office of Academic Affairs. The report represents the course enrollment from the Columbus campus, the Delaware Campus and the Regional Learning Centers. Course enrollment for College Credit Plus (dual credit) is included as a separate section. Designed as a current snapshot of course enrollment, it is used as a tool to assist the divisional deans and department chairs in measuring the levels of enrollment in each course. The Deans and Chairs can also use it to prepare for the upcoming semester. Also, as a communication tool, the report can provide awareness of the course enrollment in the current semester to other areas of the college, thus providing both a reportable measure of internal statistics on enrollment and a means of internal comparison by division, semester after semester.

DREG process improvements

Columbus State realizes financial barriers are real for many students. Historically, requiring full payment of tuition prior to the start of a term resulted in many students being administratively dropped for non-payment when the issue was one of timing rather than ultimate ability to pay. In

Autumn Semester 2014, the final fall term before embarking on process improvements, a total of 6,303 duplicated students were dropped for non-payment of fees in the two administrative de-registration processes. By comparison, a total of 4,830 duplicated students were dropped in Autumn '18 semester and 3,845 students were dropped in Autumn '19 semester, continuing a steady decline in this important metric.

Specific steps taken in recent years to preserve student enrollment fall in three primary categories; 1) introduction of more flexible payment terms including a student initiated deadline extension (Payment Deferral Option), 2) protection of identifiable groups with a documented ability to pay on an extended timeline (e.g. VA recipients, consortium agreement students, sponsored billing students, etc.), and 3) enhanced education and targeted outreach to students prior to the de-registration process to assist in securing a protected status. Additionally, the elimination of late registration and introduction of late-start B-Term courses has supported students in aligning their enrollment and payment in ways congruent with their complex lives. Taken together, these process improvements have reduced stop-outs and lost instructional time due to late re-registration, both of which can be significant impediments to student success.

Autumn Semester 2019 Final 1st Drop for Non-payment of Tuition

DREG #1: 19AUCR				8/22/2019 12:00:01AM				DREG #1: 18AUCR				8/23/2018 12:00:01AM			
Type	Students	Sections	Credits	Type	Students	Sections	Credits	Type	Students	Sections	Credits	Type	Students	Sections	Credits
Students Dropped	3,107	7,381	22,486.50	Students Dropped	4,004	10,093	30,428.00	Students Dropped	4,004	10,093	30,428.00	Students Dropped	4,004	10,093	30,428.00
Protected				Protected				Protected				Protected			
CC+	5,061	8,550	22,551.00	CC+	4,420	7,672	22,786.00	CC+	4,420	7,672	22,786.00	CC+	4,420	7,672	22,786.00
XKTRK	3	8	26.00	XKTRK	19	40	122.00	XKTRK	19	40	122.00	XKTRK	19	40	122.00
VA	196	629	1,930.00	VA	175	584	1,759.50	VA	175	584	1,759.50	VA	175	584	1,759.50
CONS	123	249	856.00	CONS	123	268	839.50	CONS	123	268	839.50	CONS	123	268	839.50
SB	14	34	113.00	SB	21	73	194.00	SB	21	73	194.00	SB	21	73	194.00
FA	1,368	4,579	13,572.50	FA	1,148	3,870	11,471.00	FA	1,148	3,870	11,471.00	FA	1,148	3,870	11,471.00
PPLN	1,342	3,351	10,252.50	PPLN	774	2,027	6,115.00	PPLN	774	2,027	6,115.00	PPLN	774	2,027	6,115.00
PDO	1,435	4,239	13,070.50	PDO	1,846	5,684	17,211.50	PDO	1,846	5,684	17,211.50	PDO	1,846	5,684	17,211.50
PERC	41	126	363.00	PERC	76	235	714.50	PERC	76	235	714.50	PERC	76	235	714.50
TOTAL PROTECTED	9,583	21,765	62,734.50	TOTAL PROTECTED	8,602	20,453	61,213.00	TOTAL PROTECTED	8,602	20,453	61,213.00	TOTAL PROTECTED	8,602	20,453	61,213.00
Current Enrollment	23,652	64,702	194,416.50	Current Enrollment	22,491	62,231	186,617.50	Current Enrollment	22,491	62,231	186,617.50	Current Enrollment	22,491	62,231	186,617.50

Autumn Semester 2019 Final 2nd Drop for Non-payment of Tuition

DREG #2: 19AUCR				9/10/2019			
Type	Students	Sections	Credits	Type	Students	Sections	Credits
Students Dropped	738	1,633	4,926.50	Students Dropped	738	1,633	4,926.50
Protected				Protected			
CC+	1,875	2,462	7,168.00	CC+	1,875	2,462	7,168.00
XKTRK	0	0	0.00	XKTRK	0	0	0.00
VA	37	93	270.00	VA	37	93	270.00
CONS	31	58	185.00	CONS	31	58	185.00
SB	5	5	16.00	SB	5	5	16.00
FA	363	772	2,319.00	FA	363	772	2,319.00
PPLN	111	140	437.00	PPLN	111	140	437.00
PDO	812	1,888	5,847.00	PDO	812	1,888	5,847.00
PERC	18	49	138.00	PERC	18	49	138.00
TOTAL PROTECTED	3,252	5,467	16,380.00	TOTAL PROTECTED	3,252	5,467	16,380.00

DREG #2: 18AUCR				9/11/2018			
Type	Students	Sections	Credits	Type	Students	Sections	Credits
Students Dropped	826	2,038	6,041.50	Students Dropped	826	2,038	6,041.50
Protected				Protected			
CC+	1,689	2,101	6,124.00	CC+	1,689	2,101	6,124.00
XKTRK	1	1	3.00	XKTRK	1	1	3.00
VA	40	93	278.00	VA	40	93	278.00
CONS	22	41	132.00	CONS	22	41	132.00
SB	5	11	29.00	SB	5	11	29.00
FA	256	618	1,836.00	FA	256	618	1,836.00
PPLN	63	85	248.00	PPLN	63	85	248.00
PDO	1,059	2,664	8,155.50	PDO	1,059	2,664	8,155.50
PERC	19	60	171.00	PERC	19	60	171.00
TOTAL PROTECTED	3,154	5,674	16,976.50	TOTAL PROTECTED	3,154	5,674	16,976.50

Current Enrollment	27,566	72,825	216,935.00	Current Enrollment	26,939	72,117	214,302.50
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Tutoring

The College has collected both outputs and outcomes on tutoring since 2012. The data is always available in the Achievement Analytics System. It is also formally shared with CSCC administration, and the Tutoring Advisory Committee (comprised of all tutoring coordinators at the college) each term. The Tutoring Advisory Committee uses the data, in conjunction with course success and enrollment data, to identify areas of need, prioritize funding, and allocate the college tutoring dollars based on need and usage. Additionally, trend data is used to identify best practices in tutoring modality at the course level. Supplemental Instruction is offered to students in all sections of the co-requisite college level mathematics course and NetTutor is offered to all specifically targeting College Credit Plus and online students. As a result, and in combination with early alert processes, Columbus State has experienced more students attending tutoring despite slight enrollment decreases, while sustaining and increasing course success and retention of those students who participate in tutoring and Supplemental Instruction.

Outcomes Collected for Net Tutor

NetTutor is available to all Columbus State students through Blackboard (students must be in a course). It allows for synchronous and a synchronous tutoring in virtually every course. For English and Math, synchronous tutoring is available 24-7, and is also available in Spanish for Math students. For all other subjects, students can access it synchronously on a schedule or can use it asynchronously with a 24 hour turn-around. In Fall 2019, students will be able to make synchronous appointments with tutors rather than waiting in a queue. All sessions with students are recorded and maintained in a student portfolio, so the student can go back and review content as needed. In addition, transcripts of sessions are available should questions arise. For many students who are unable to attend face-to-face tutoring, this is the only way of getting academic support for course work at the College.

Grades	AU17		SP18		SU18		AU18		SP19	
Success	710	80.8%	594	84.3%	233	76.4%	1232	87.6%	946	83.8%
Withdrawal	37	4.2%	30	4.3%	20	6.6%	32	2.3%	37	3.3%
Total	879		705		305		1406		1129	

Resource Planning & Analysis

CSCC has been intentional in developing and enhancing its approach to budgeting and fiscal management through a number of reported strategies throughout the year that ensure processes are connected to intended goals. The College continually maintains, assesses, and improves its fiscal infrastructure to support operations with an annual operating budget of more than \$144 million serving two campuses and several regional learning centers. The College must prudently manage its annual operating budget by conservatively estimating its revenues and by reserving portions of the capital improvement and capital equipment allocations until such time as the State's economic picture stabilizes. The College's budget allocates resources based on the institution's mission and goals, with a focus on funding educational needs first. The general fund budget, which encompasses a majority of the College's operations, has 53.0% in the FY19 budget allocated to educational instructional expenses. Expenditures for the Educational and General category has ranged from 53.0% in 2019 budget to a high of 53.9% FY18 projected year-end.

The College has focused the last three years on aligning resources with strategic priorities. With revenues budgeted flat from FY'17 to FY'18 the College was still able to reallocate more funds

to Education and General. The results show that the College can continue to fiscally support the operations wherever and however programs are delivered. In order to measure against external benchmarks of other community colleges in Ohio, and using a formula that takes into account expendable net assets, plant debt, total revenues, total operating expenses, total non-operating expenses, and change in total net assets, a composite score ranging between zero and five is established, with five being optimum. The Office of the Controller's team completes a pro forma as to the projected ratings once the audit is complete. Additionally, the impact of potential activities such as debt issues and spending of reserves for strategic purposes is always considered and modeled so that there would be no surprises in any such action having an adverse impact on the composite score. The College compares composite scores to other Ohio Community and Technical Colleges for Fiscal Years 2015, 2016 and 2017 and communicates these for campus access.

Knowledge Management and Resource Stewardship

As a result of several "reacting" comments in the Systems Appraisal Feedback Report regarding this area, the following response was provided by the peer review team; "CSCC did not describe the process for setting goals nor are specific goals articulated." It must be noted that, each year, as part of the Board's evaluation of the President, goals for the following year are established. These goals are cascaded down into the goals of the President's Cabinet and other direct reports, and are also drafted in the context of alignment with the mission. While the goals for the President and his direct reports are established over the summer each year, most other staff reviews and goal setting is done at the end of the calendar year so that goals are further cascaded down throughout the College. Also, various communication forums are used to share information on goals and strategic initiatives, including, but not limited to, Cabinet meetings, the Budget Board Action that is submitted to the Board each May, Faculty and Staff Convocation each Autumn Semester, Spring Semester In-Service, First Wednesday's (a college-wide town hall held each month), President's Friday Conversations, and President's all-college emails.

The Systems Appraisal Feedback Report also received a "reacting" comment in this area that read, "The portfolio did not articulate the College's process for tracking outcomes and measures. Later references to an audit process show evidence that this may be occurring but this information is not shared here." The College is pleased to provide this follow-up response to this comment as follows. Outcomes and measures are tracked using several tools and is a very collaborative effort among every executive office. Monthly financial statements are prepared within Business Services using data from the ERP system, Colleague, and distributed to the Board of Trustees; for months with Board meetings, the financials are a standing agenda item. Each month's financials reports not only the actual results compared to budget and prior year, but also includes enrollment data and projections through the end of the fiscal year based upon the best data and trending available each month. Projections are informed by many discussions with and data obtained from Institutional Effectiveness, Enrollment Services, Academic Affairs, committee/team chairs for various initiatives, and many other sources. RPA works closely with Human Resources and Payroll on an ongoing basis to share knowledge on hiring, vacancies, reclassifications, retirements, adjustments, benefits and other matters that could significantly impact financials or other operations. Tracking outcomes and measures during the first half of the year helps to inform adjustments that are required for the revised budget submitted to the Board in January each year. Since Spring enrollment is not known when the revised budget is approved, the monthly financials are equally important during the last half of the year to ensure that the College operates within its resources. The annual audit is a key tool in tracking outcomes, pulling together data from many sources to prepare the Management Discussion and

Analysis. Both the audit and the revised budget are discussed in detail at the January Board meeting each year.

The Systems Appraisal Feedback Report also received a “reacting” comment in this area that read, “CSCC reports on some areas of improvement that occurred however, how the college interpreted the results of their data analysis in conjunction with its defined targets and benchmarks seems missing from the narrative. Clearly articulating the process of analysis that supported the identification of these improvement results would help clarify the College’s use of and interpretation of data in this area.” In response, it should be clarified that interpreting results from data analysis is a routine part of the operations and informs budget and other financial considerations. As an example, the Director of Institutional Effectiveness presents an annual update to the Board each March. These reports demonstrate the initiatives and interventions that have contributed to student success and the continued areas of focus including co-requisite remediation, holistic student support, needs of adult learners, financial stability and elevating transfer. This data was used as a basis in identifying priorities for the FY20 budget as discussed in the FY20 Budget Board Action. There are many departments and committees that are involved in the indicated student interventions and reporting the associated results, which include Student Success Council, Office of Academic Affairs, Office of Enrollment Management and Student Services, Office of College Completion, project staff for multiple grants, just to name a few.

New Electronic Residency Forms Process

The goal of this initiative was to move from a confusing and lengthy paper process for the Residency Application to an online process which included workflow in the College document management system. Internal measures developed to track the success of the initiative were established including, the reduction of processing times, reducing the cost of printing the paper applications and large envelopes, savings in staff time and resources previously spent on the paper process freeing staff members in Student Central and Enrollment Services Operations to perform other duties in support of CSCC students. Using the new online application, the student completes the application, it is submitted electronically. The student is then able to upload the required documents. The student immediately receives a confirmation which includes next steps and processing times. The student is also directed to CougarWeb to view the status of the application online. The application automatically enters in to the electronic workflow, eliminating the paper mail, scanning, and indexing steps. The new online process is efficient and very effective for both students and staff, including the Residency Officers as well as student-facing staff members answering students' questions. Students are presented with the new process and complete the online application in a matter of minutes. Students are then able to upload the required documents. Management of the process is much improved as the workflow queues can be monitored and it is assured that documents are processed in the order of receipt. The new process is much less confusing and the technology used is more in line with students' expectations regarding doing business with the College. They receive online acknowledgements of the receipt of their information and have online access to learn the status of their application. This reduces barriers to completing the process and reduces barriers to enrolling. Once the student is correctly classified for Residency, the College can accurately determine the student's tuition and not overcharge them due to incorrect information as well as receive Subsidy from the State for an Ohio Resident.

Latest Grant-Related Activity in its Strategy to Positively Impact Student Success

The following highlight activities from existing grant projects that recognize accomplishments and promote the grant-related work through the College in 2019:

- The Additive Manufacturing Summer Institute—funded by the **National Science Foundation**—hosted 24 students for a full month from June 3-29, 2019. Students worked in teams to address the challenge of creating a plan to colonize Mars using additive manufacturing techniques. This challenge exposed students to College Credit Plus opportunities at Columbus State as well as to career options in modern manufacturing and engineering technology.
- On June 13 and 14, 2019, 48 local high school students visited campus for the Advanced Automation Summer Experience meant to generate interest in the College's Modern Manufacturing and Logistics Engineering Technology Work Study Programs funded by the **National Science Foundation**. Students toured Honda Logistics North America and the Honda plant in Marysville, Ohio. Students experienced automated processes and advanced technology at work in the field. Students also participated in six faculty led hands-on labs covering a variety of engineering topics.
- Columbus State hosted the second Competency-Based Education for Ohio (CBE4OH) statewide conference on June 14, 2019. Colleges and universities were invited to discuss competency-based education and learn how Ohio's institutions implement CBE programs and think differently about student readiness and course development. In 2017, Columbus State made a commitment to implement and advance competency-based education through a two-year innovation grant awarded by the **Ohio Department of Higher Education**. This full-day conference gave Columbus State and Sinclair College (sub-awardee) the chance to disseminate recent competency-based education (CBE) findings while inviting other institutions to share their CBE experiences and best practices in return.
- On June 20 and 21, 2019, 25 local high school students visited campus for the Logistics Engineering Technology Early College experience which generates interest in Columbus State's Logistics Engineering Technology Work Study (LETWS) program. Students learned about logistics engineering through lectures, several hands-on labs hosted by faculty, and a tour of Abercrombie & Fitch's direct-to-consumer distribution center in New Albany, Ohio. LETWS is funded by the **National Science Foundation**.
- More than three dozen high school students from around central Ohio spent July 15-19, 2019 on the Columbus Campus for the 2019 GenCyber Camp. The students learned cybersecurity literacy through hands-on activities, including robot races, drone hacking, and breakout boxes. Funded by the **National Security Agency** and the **National Science Foundation**, the GenCyber program provides grant support for cybersecurity education camps across the country. This is the third year Columbus State was selected to host a GenCyber camp.
- Columbus State's **Modern Manufacturing Work Study** program was highlighted during the 2019 High Impact Technology Exchange Conference (HI-TEC), July 22-25, 2019 in St. Louis. Over the past few years, it has placed over 100 students with about 30 Central Ohio employers.
- The **National Science Foundation's** COMPLETE grant hosted an Ohio Supply Chain Academic Network (OSCAN) meeting on August 12th for school and industry partners around Ohio to convene and discuss gaps between industry need and college graduate education working in Logistics Engineering and Supply Chain fields. This is the second meeting Columbus State has held and this year, it will take place on Ohio State's campus.

- Columbus State has partnered with the Weiler family in 2019 to establish **The Weiler Family Scholars Program** to enable the educational success of 300 financially disadvantaged students from Central Ohio who have the potential, desire and commitment needed to earn a bachelor's degree. Over a 10-year period, and with the Weiler family's support, we will prepare students academically, financially, and personally for a successful college transfer pathway. Acclimating promising students to the community college culture while preparing them for the challenging transition to four-year institution requires early and consistent advising, tutoring, mentoring, financial guidance, and building trusting relationships with fellow students, faculty, and staff. Incentivizing students to complete the program will be the promise of receiving a \$5,000 transfer scholarship to attend the four-year institution of their choice. Fifteen students will be selected this year and will receive the inaugural scholarships for the Spring 2020 semester. Through shared advising, tutoring and peer-mentoring, each student will be assigned an academic advisor who will stay with them throughout their education for all four+ years. Moving forward, 30 students will be selected each year for the scholars program beginning with the Autumn 2020 Cohort.

CONTINUOUS QUALITY IMPROVEMENT@ Columbus State Community College (excerpted from CSCC Document: "MAKING CENTRAL OHIO STRONGER")

To keep pace with the educational needs of today and tomorrow, Columbus State has developed an essential Educational Facilities and Technology Plan designed to meet the educational and training needs of students, employers, and the region. This plan aligns people, processes, and facilities around the student experience and addresses issues on Columbus State's campuses in the City of Columbus and Delaware County as well as its Regional Learning Centers. It is focused on ensuring that students develop the skills they need to be successful in modernized learning environments that mimic the workplace and ignite the student's desire to learn by providing the type and quality of space suited to their academic areas of focus. To develop this plan, Columbus State carried out a comprehensive process of discovery and evaluation.

- A Master Facilities Plan was approved by the Board of Trustees in 2013, providing strategic direction and guiding principles.
- Formal assessments completed in 2017 examined infrastructure needs in College buildings, including HVAC, roofs, elevators, and ADA accessibility.
- Online surveys of employees and students and telephone interviews with College leaders were conducted in 2018 that resulted in feedback from 1,500 people.
- Starting in June of 2019, in-person engagement sessions were held with over 325 administrators, faculty, students, staff, and community partners. These interactive sessions included a leadership strategy session, a College-wide town hall, and 20 smaller workgroup sessions that focused on the facilities improvements needed for effective instruction and student support; for safe, productive, and collaborative working environments; and to identify increased opportunities for students by working strategically with partners at the College's regional locations.

The input over the past year informed the recommendations of this plan, which identifies and prioritizes capital needs with the following key goals in mind:

- Redesign and renovate classrooms, labs, and other educational facilities so students can learn and train in modern environments that mirror the workplace;
- Repair aging and inefficient facilities and address deferred maintenance;
- Relocate key student success resources to align services and maximize accessibility, utility, and convenience for busy students; and

- Ensure the safety of the College community, the integrity of essential service spaces, disability access, and resource availability for all Central Ohioans across College locations.

The right plan for today and tomorrow, it is detailed, cost-effective, and will provide up-to-date educational facilities and technology in a safe and secure setting.