



North Central State

COLLEGE

AQIP Systems Portfolio

**Submitted to the Higher Learning Commission
November 1, 2007**

Institutional Overview

01 NC State College is chartered by the Ohio Board of Regents as a state-assisted, not-for-profit, two-year technical college with the authority to grant Associate Degrees and certificates of achievement. The College is governed by a nine member Board of Trustees – three members are appointed by the governor, the remaining six members are local appointments. The official district of the College consists of three primarily rural counties in North Central Ohio: Ashland, Crawford, and Richland Counties; however, the College provides significant workforce training and educational services to outlying counties as well. Currently, the Mansfield Campus houses NC State College and a regional campus of the Ohio State University. Some physical facilities and services are shared by both institutions. Each institution has its own administration, faculty, curriculum, policies, operating procedures, and mission focus.

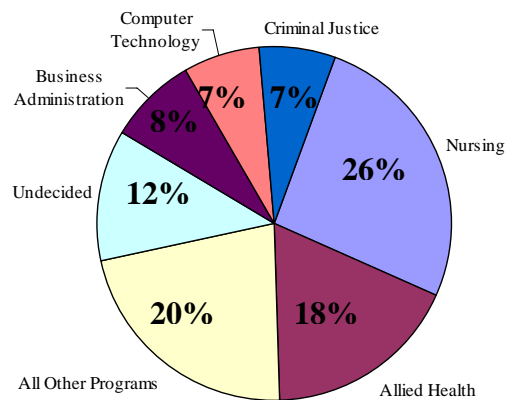
NC State is an open-enrollment institution. The mission of the College is: “To provide quality, responsive, lifelong learning opportunities, including occupational, degree and other educational programs for individuals, business and industry, and the communities we serve.” The College’s vision, as set forth by the Board of Trustees, is to become a model college of the 21st century that promotes a flexible and responsive, learner-centered environment that is committed to meeting community educational and training needs; to revitalizing the learning process; and to a quality faculty and staff building bridges to local communities by actively contributing to the social, economic, educational, and cultural well-being of North Central Ohio. To succeed in attaining the College’s vision and mission, the College strives to meet the following Board approved goals: Maximize Student Access, Guarantee Quality Education, Guide Toward Educational Success, Workforce Development, Resource Development, (Becoming a) Community Resource, and (Encouraging) Community Input. The institution values: Educational Excellence, a Learner-Focus, Community Responsiveness, Diversity, Access, Innovation, and Teamwork.

02 NC State College provides Associate Degree-granting technical education programs, long-term and short-term certificate programs, customized business and industrial training, and professional non-credit, continuing education. A total of 44 different [credit degrees](#) and [certificates](#) are granted on a regular basis. The Division of Technology and Workforce offers both regular credit course work and contract training for local business and industry. Much of the training provided in the Tool and Die Training Center, the Integrated Systems Technology Lab, and the Customized Training Facility is funded through federal, state, and local grant funding.

NC State College offers credit courses, certificates, and degrees in business, engineering and the health sciences. Degrees conferred include: the Associate in Applied Science in 13 programs, the Associate of Applied Business in 6 programs, and the Associate in Technical Studies. [Certificates](#) are awarded in 26 areas. In addition, workforce development programs are available in concert with local industry. Other academic initiatives include participation in the national “Achieving the Dream” initiative, Tech Prep Consortium, the Post-Secondary Enrollment Option for high school students, the College NOW Engineering Academy, the PLATO developmental education laboratory and numerous transfer and articulation agreements with high schools, colleges and universities.

03 Statistics for fall quarter 2007 revealed that the median age of our 3,201 credit-generating student population at NC State is 23 years old and is predominately part-time (64 percent). The student body is 55 percent female and 45 percent male. While the student body is predominantly White (86 percent), the population that is Black (5 percent), Hispanic (1 percent), and Unknown (5 percent) shows some increase over the last couple years. Still, a demographic analysis of the service region reveals that there is much room for improvement as many are first-generation college students or otherwise do not see themselves as destined or prepared for the pursuit of higher education.

Most students enroll at NC State College with the intent of completing an associate degree that will prepare them for immediate entry into the job market. (For the distribution of students by program, please see chart at below.)



Distribution of those students that are program placed and/or seeking an Associate Degree

The majority of NC State College students are of low income. As a result, NC State College joined the “Achieving the Dream” national initiative in 2006 with the goal to improve success for students who have traditionally faced barriers to success, including low-income students. The College’s initial data analysis revealed two primary opportunities for improvement in student success – in developmental education (most NC State students require at least one developmental education course) and in gatekeeper courses. While this is an ongoing initiative, strategies currently used to meet the needs of these students are a variety of student support services such as the Student Success Center (offering basic skills tutoring in math, reading and writing), a Math Lab and Writing Center for students who need short-term assistance with individual class assignments, peer-to-peer tutoring, accommodations for students with special needs, and proactive/intrusive advising processes.

Another key stakeholder group consists of business and industry. The primary requirement of this group is just-in-time, short-term, corporate-specific, state-of-the-art training required to maintain a competitive and profitable workforce in today’s global economy. The College’s James W. Kehoe Advanced Learning Center staff works with business and industry to anticipate and devise ways to meet these specific training and education needs whether in the classroom, in a laboratory, or in an actual workplace setting.

04 North Central State College works collaboratively with area school districts, the colleges and universities to which our students transfer, local businesses and industries and other organizations to provide programs and services that forward the vision and mission of the college and meet the needs of our region and the constituencies we serve.

NC State College involves community representatives in the delivery of services through the activities of program advisory committees. These advisory committees provide input on program content and marketability as well as evaluation activities. The College is receptive and responsive to local community needs that go beyond the classroom, such as participating in a consortium of area stakeholders through the North Central Ohio P-16 Council, the administration of an Advanced Manufacturing Training Grant through the regional Tool and Die Training Center and Integrated Systems Technology Laboratory, the seamless progression of educational acquisition through numerous articulation agreements and the Tech Prep initiative, and matching occupational career paths to potential employers through various career awareness projects and involvement in the development of the Ohio Skills Bank.

NC State works closely with area businesses and industries to offer specialized training programs. Our longstanding partnership with General Motors and the United Auto Workers Local 549 has been a pivotal relationship for both organizations over many years. In response to these and similar needs of local industry, and in collaboration with the Richland County Board of Commissioners and state legislators, the College developed the regional Tool and Die Training Center, the Integrated Systems Technology Lab,

and other training experiences specifically tailored to a company's needs. The College has been able to offer much of the training at little or no cost to the company through federal, state, and local grant support.

Partnerships with other institutions of higher learning ensure that our students have access to a wide array of educational resources. The College maintains and updates articulation agreements with other colleges and universities in order to accommodate institution changes. By providing space for Franklin University, University of Cincinnati, Youngstown State University, Miami University, and Ashland University on our campus, we give students the opportunity to pursue a variety of degrees beyond the associate level without having to leave the area.

05 NC State faculty and staff breakdown:

Regular Faculty: - 71

Status: Full-Time (71) and Permanent Part-Time (2)

Education: Doctorate (3), Juris Doctorate (1), Masters (46), Bachelors (15), Associate (2), Certificate (3), High School (1)

Contract: 12-month (16), 10-month (2), 9-month (53)

Rank: Professor (5), Associate Professor (37), Assistant Professor (14), Instructor (2), Lecturer (2), College NOW Facilitator (2)

Bargaining Unit: None: (exploring organization with American Association of University Professors (AAUP))

Adjunct Faculty: - 155

Status: Adjunct (138), Staff teaching part-time (9) and Post-Secondary (8)

Education: Doctorate (2), MD (1), DVM (1), Juris Doctorate (3), Masters (66), Bachelors (57), Associate (17), OSHP Academy (1), Certificates (4), High School (3)

Bargaining Unit: None:

Staff: - 131

Status: Full-Time: Administration (6), Supervisors (22), Others (99), Part-Time: (4)

Education: Doctorate (4), Masters (24), Bachelors (35), LPN (1), Associates (30), High School (37)

Bargaining Unit: None

06 NC State College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The College was last reaccredited in 1998 and was accepted into the Academic Quality Improvement Program (AQIP) in February 2005. Many of the College's programs maintain accreditation through [various agencies](#).

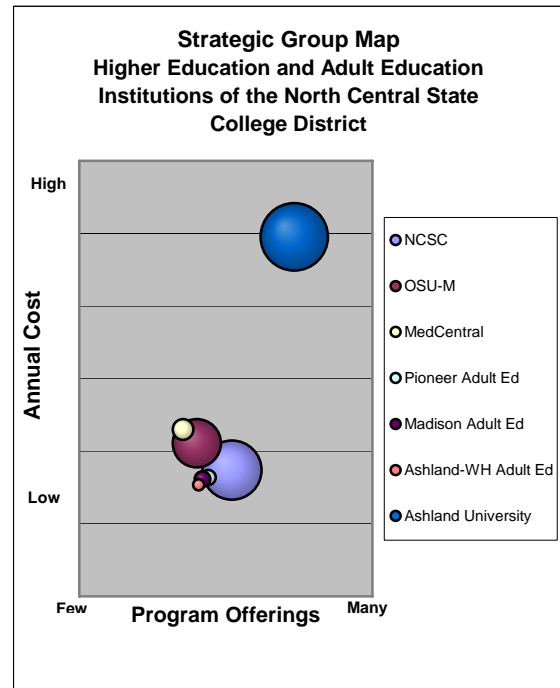
The College adheres to state and federal laws to include the Ohio Revised Code, Federal Student Aid Regulations, Campus Security Act, Family Educational Rights and Privacy Act, Americans with Disabilities Act and the Patriot Act. As a state technical college and a political subdivision of Ohio, NC State is directed by a Board of Trustees whose members are public representatives of Ashland, Crawford, and Richland Counties. For many issues and for funding, NC State College works closely with the Ohio Board of Regents, an oversight body which coordinates higher education in the state. In addition, the Ohio Legislature has had an increasingly active role with mandates to higher education ranging from accountability measures to course transfer recommendations, without much increase or even reliability on state funding support.

NC State College is co-located with The Ohio State University at Mansfield on the Mansfield, Ohio campus where it occupies 89,000 square feet of assignable classroom and office space in three exclusive buildings (Kee Hall, Fallerius Technical Education Center, and the Health Science Center). The College occupies 12,000 square feet of classroom and office space in a shared facility (Bromfield Hall). NC State also occupies 88,000 square feet of laboratory, classroom, and office space in the James W. Kehoe Center for Advanced Learning located in the city of Shelby, Ohio. NC State students enjoy access to a number of shared facilities through the Student Union and Cafeteria (Eisenhower Hall), Physical Activity

and Recreation Services (Campus Recreation Center), a Reference and Resource Library (Bromfield Hall), and Campus Childcare Services (Child Development Center).

The James W. Kehoe Center for Advanced Learning houses the regional Tool and Die Training Center and several other high technology and industrial training laboratories and specialized equipment all procured and operated through the use of private funding.

07 Of the population from the area that is in pursuit of higher education and workforce training, approximately 31% looked to North Central State College to fill their needs and about 20% looked to Ohio State University at Mansfield. The remaining 49% went to other institutions including Ashland University, some other college or university outside the NC State College service district, or one of the three adult education centers. (Please see chart on right.) However, these percentages only represent the 18% of the local workforce pursuing the attainment of an associate degree or higher. With the remaining 82% of the workforce NOT pursuing higher education, it is apparent that the major competition in this area is not a “competing rival” as much as it is a culture that does not value higher education.



08 NC State sees the following situations as opportunities:

- a comparatively low-cost institution of higher education;
- a strong reputation as a workforce development and economic development driver for this region;
- the strong alignment of institutional initiatives;
- replacement of many faculty and staff due to retirement;
- an internal distance learning initiative that is gaining traction;
- Achieving the Dream work that is gaining momentum;
- a growing younger student population;
- a new political administration in Ohio, possibly more supportive of higher education;
- post secondary enrollment options and dual enrollment opportunities;
- ongoing state dialogue about a P-16 approach;
- potential future opportunities to offer transfer degrees;
- new administrative software with opportunities for increased efficiency and better delivery of service;
- open entry (No minimal SAT or ACT admission standard);
- low student to faculty ratio;
- specialization in Developmental Education;
- most classes and programs recognized for articulation to other institutions throughout Ohio;
- highest graduation/success rate among area institutions and like institutions across Ohio;
- broadening partnerships with local businesses and community foundations;
- expanding market through improved developmental education;
- increased collaborations with other institutions of higher education and training;
- increased partnerships with local businesses and industries.

NC State sees the following situations as vulnerabilities:

- poor use of data to drive or support decisions;

- reputation as “job placement leader” may come into question as local companies close their doors;
- quality of analysis of the workforce needs and opportunities in our region and the extent to which our programs meet those needs;
- a steady decrease in new student numbers;
- a shrinking pool of students age 30+ (these tend to be our students most academically successful);
- a relationship between faculty and administration that has been characterized as “adversarial”;
- diminishing state subsidy (funding);
- a lack of legislative support fueling social indifference toward higher education;
- insufficient funding making it difficult to stay on top of technological advances;
- insufficient funding making it difficult to attract and maintain desirable faculty;
- tensions between strategic positioning and personal comfort;
- continued diminishing of State funded support affecting operational capability;
- local business and industry deciding to develop their own employee training programs;
- MedCentral College of Nursing expanding into Allied Health areas;
- legislators enacting legislation that undermines college initiatives;
- legislators enacting legislation to force area institutions into NCState areas of differentiation;
- continued regional economic decline without some state/federal relief action.

Category 1 Helping Students Learn

North Central State College has made significant progress in the establishment and assessment of program level learning outcomes, although the level of maturity in the process is uneven across programs. Core learning outcomes (CLOs) at the institutional level were approved in 2006-07. Some individual CLOs had been assessed in prior years; other CLOs assessments are to be piloted. All program level outcomes and CLOs are documented on the [Student Success Plan](#). In addition, the College is participating in the [Achieving the Dream](#) initiative (also an [AQIP Action Project](#)) with the goal of improving student success in developmental education and gatekeeper courses and improving student persistence.

1C1 North Central State College has six Core Learning Outcomes (CLOs) that every graduate of North Central State College should attain -- skills in Communication, Computation, Computer Literacy, Critical Thinking, Culture and Community, and Career. Program level learning outcomes vary by program, address the "Career" CLO, and are reported via the 5-Column Assessment Report. See the [Student Success Plan](#).

1C2 North Central State College ensures student learning expectations, practices, and development objectives align with the College's mission, vision, and philosophy through the use of a 5-Column Assessment Report template that all programs and academic departments follow. The first column of this template includes the College's mission and goal statements. Each department builds departmental/program outcomes and objectives based on the College's mission and goal statements.

1C3 North Central State College's offers 26 Associate Degree [instructional programs](#) in technology, engineering, health, public service, and business. Degrees awarded are the Associate in Applied Business, Associate in Applied Science, and Associate in Technical Studies. Some of these programs have very strong enrollment such as the Registered Nurse degree and Practical Nurse certificate, and others such as the Engineering programs have low enrollment. The College also offers numerous [certificate programs](#).

Other key programs include the Post Secondary Enrollment Option (PSEO) program, Tech Prep program and the College NOW Academy. [PSEO](#) classes are taught to high school students either on the College campus or on the students' home high school campus. Enrollment in PSEO fluctuates with state funding. The [Tech Prep](#) program consists of partnerships with area technical/vocational high school programs that allow for the transfer of high school classes for college credit in order to provide a seamless path from high school to college to the job market. [College NOW](#), a pilot program in its third year, awards both a high school diploma and a college degree in engineering technology simultaneously. In addition to all of these programs, the College provides [Dual-Credit](#) classes (in collaboration with The Ohio State University – Mansfield) that give students both high school and college credits simultaneously.

The delivery methods used in these programs are as varied as the faculty teaching the classes. Faculty members are given freedom to present material in any fashion they choose provided it promotes student attainment of course learning outcomes. The variety of presentation methods includes the chalkboard, PowerPoint, Blackboard ([online courses](#)) video conferencing, lectures, group work, lab work, clinicals, and practicums.

In 2006-2007, the College took steps to encourage a wider use of technology in the classrooms including technology training sessions for faculty and adjunct as well as additional purchases of technical equipment like Smart classroom accessories including computer, projector, opaque projector, VCR/DVD/CD player, remotes for all of the equipment, etc. Currently each building on campus has at least one Smart classroom. The [Teaching Learning Technology Roundtable](#) (TLTR) is an active group of NC State faculty and staff concerned with the effective use of technology to improve teaching and learning outcomes, addressing issues including the digital divide and the use of BlackBoard for online and hybrid courses. Data indicate that BlackBoard use is increasing. The TLTR has been organized with the guidelines and resources of the national TLT Group.

1C4 The College uses a variety of practices to ensure that students are prepared to live in a diverse world. Part of the [philosophy of our General Education](#) courses is to positively affect the attitudes of our students. These attitudes also fall under the umbrella of one of the College's [Core Learning Outcomes](#), Culture and Community, and are reflected in approximately thirty general education courses from which students select to meet Associate Degree requirements.

Students are given the opportunity to experience diversity in their program specific courses through a variety of settings including: lectures, group discussions, personal experience writing assignments, clinical practice, video, laboratory work, and service learning projects.

Most of the College's courses address more than one learning style – in part a result of past faculty professional development efforts and the increased use of instructional technology. Students are also made aware of their learning styles in the mandatory (for most) First Year Experience courses.

1C5 To create a climate that celebrates intellectual freedom and a respect for intellectual property and diverse opinions, North Central State College provides an open environment for opinions and discussion on all aspects of learning and teaching and promotes committee structures that enhance faculty discussion and policy making. As an example, a retreat for a diverse group of faculty and staff was held in July 2007 by the Dean of Technology and Workforce Development for the Online Distance Learning Project. (One issue identified as needing a formal policy was that of intellectual property.)

A "Statement on Academic Freedom" can be found in the *Faculty Handbook* (p. E-17, *Faculty Handbook 2007-2008*).

To maintain course quality and consistency in an environment of intellectual freedom, the College utilizes course coordinators to develop and maintain course content and direction via discussion and approval from program faculty and the Curriculum Committee. Course coordinators document course content in the course syllabi which are posted on the College's F: drive. Even though the course content, especially learning outcomes, is consistent, faculty have the freedom to shape the course materials in a way that works for them and their students.

The College celebrates the achievements of individual faculty members by honoring both a fulltime and an adjunct faculty each year at the annual graduation ceremony. The awards are published and the faculty members are rewarded with the necessary funds to attend a professional development activity.

1P1 North Central State College adopted six Core Learning Outcomes (CLOs) in 2006. These were based on a Curriculum Committee project begun in 1998 at the direction of the College President. At that time, a faculty-based ad hoc committee on general education was charged with reviewing the structure, content and learning outcomes of general education at the College. The Committee used several resources for this project including general education definitions promoted by the North Central Association of Schools and Colleges, the General Educators of Ohio, the Community College Humanities Association, and the American Association of Community and Junior Colleges. Eleven general education learning outcomes were established. The following year, the academic divisions of the College mapped the general education learning outcomes in the program curricula. (Learning Outcomes Inventory is available at <http://ncstatecollege.edu/offices/assessment/default.htm> .) In 2006, at the request of the Assessment Committee, the Vice President for Learning proposed the six CLOs, based on the original 11 general education learning outcomes, for institution-wide assessment. These were approved by the Assessment Committee.

Program and department level learning outcomes are established by Department Chairs and Program Directors, working in collaboration with Division Deans and the faculty. Any significant changes in outcomes must be approved by the [Curriculum Committee](#). Input is obtained from the following list; this input is prioritized and modified as needed for each program at the College.

- **Advisory Councils**, as described in the narrative from IP-8, are utilized to glean their expertise in a particular field. They have the current working knowledge of what is needed for graduates to be successful in the current job market.
- **Graduate and employer surveys** provide feedback from former students regarding the effectiveness of their education at the College and from employers regarding the preparedness of graduates and how well they assimilate into the workplace. (The return rate on the surveys is a concern in that a limited number of graduates and employers respond.)
- **Accreditation Standards** play a major role in determining objectives of the courses and programs for those programs that are accredited. Information for accreditation can be found on web sites and published documents of the accrediting body.
- **Licensing Boards** affect learning objectives in the same manner as accrediting bodies i.e. setting certain standards and outcome expectations, especially the successful passage of the licensing examinations
- **Ohio Board of Regents**, the regulatory body for the state for higher education, sets standards and expectations that must be considered when developing learning objectives.
- **High School and Tech Prep** curricula and objectives are also considered by participating programs to determine student learning objectives.

In addition, Core Learning Outcomes are integrated as appropriate at the course level via the course syllabus template and at the program/department level with emphasis on assessment in capstone courses.

1P2 The College's process to design new programs and courses can be initiated by faculty who see an opportunity or need, by program faculty/directors or department chairs based on input from the same sources listed in 1P1, by the Division Deans who have new program development as a job responsibility, or by the College administration. Once approval has been attained through the administrative chain-of-command (faculty, program director, department chair, dean, and possibly vice president for learning), then the new course or program is designed by the appropriate people and submitted to the [Curriculum Committee](#) and, for new programs, to the Ohio Board of Regents for approval.

The College balances the educational market with student needs by following processes similar to those already described above. For instance, the Massage Therapy program will end Fall 2007 because of low enrollment in the program and a dwindling job market among other factors.

1P3 The preparation required for entry into the College's academic programs is based on input from the same sources as listed in 1P1 as well as the history of success or failure of students as revealed by program/department learning outcomes assessment results (5-Column Assessment Reports) and reports to accrediting agencies. Program and department faculty and department chairs are responsible for reviewing the preparation level needed by students. Specific requirements for program entry can be found in the [College Catalog](#).

At the course level, research for the [Achieving the Dream](#) initiative has resulted in recommendations for changes in student placement (COMPASS score cutoffs and course pre-requisites) for developmental education and gatekeeper courses (selected courses with high enrollment and low success rates).

Students in the Directions Program (enrolled in at least one developmental course), Post Secondary Enrollment Option, College NOW, distance learning courses, computer/technology courses, or on academic probation have program-specific or course-specific entry requirements designed to improve student success. These requirements are reviewed by the departments in which the programs/courses reside.

- For high school students entering the PSEO (Post Secondary Enrollment Option) program, the following criteria are used: http://www.ncstatecollege.edu/studentsvcs/admissions/PSEOP_Criteria.htm
- For high school students entering the College NOW program, the following criteria are used: <http://www.college-now.org/how-to-enroll.php>

- For students who wish to participate in the distance learning program, students must be familiar with the following information before beginning classes:
<http://www.ncstatecollege.edu/academics/dl/>
- North Central State College students who wish to take any computer class, or certain Digital Media classes must take a CIS assessment, or the corresponding courses. The cut off scores for the CIS assessment are 24 on the Typing test, and 84% (21/25) on the Windows knowledge test. Those who do not achieve this proficiency are required to take AIT 100 (Introduction to Typing) and/or CIS 190 (Introduction to Windows).
- For students on academic probation, the following policy applies:
<http://www.ncstatecollege.edu/academics/academicprobation.htm>
- For students in the Directions program, the following information applies:
<http://www.ncstatecollege.edu/STUDENTSVCSS/SSC/faqanswers.htm#Directions>

North Central State College uses the following tools for course and program placement.

- **COMPASS/ACT/ASSET Scores:** These scores are used for all students; PSEO eligibility is dependent on placing out of the RDG 116 course; College NOW eligibility is also dependent on the placing out of the RDG 116 course and MTH levels. See Table 1P3a below.
- **NET/HOBET Test:** Certain cutoff scores are required for acceptance into many of the health sciences programs.

Table 1P3a COMPASS Scores and Course Placement

**Standardized Testing
Cutoff Scores**

Placement course	COMPASS	ACT	ASSET B	ASSET C	ASSET D
RDG116	61-79	14-17	13-16	13-16	11-14
ENG101	80 >	18 >	17 >	17 >	15 >
WRT115	0-35	0-13	0-20	0-19	0-20
WRT116	36-80	14-21	21-29	20-29	21-30
ENG101	81 >	22 >	30 >	30 >	31 >
MATH	NU Pre-Algebra	AL Algebra	MT		
MTH100, ACC100	NU 0-40		0-17	NU 0-16	NU 0-17
MTH102	NU 41-60		18-19	NU 17-32	NU 18-32
MTH103	NU 61 > +	AL 0-30	20	No Placement based on Asset	
MTH110	NU 61 >		20		
MTH121	NU 61 > +	AL 31-69	21-22		
MTH119, 130, 141	NU 61 > +	AL 70 >	23-25		

1P4 Expectations regarding student preparation and student learning objectives for all students are communicated through several means. First, the [College Catalog](#) is available to students (in print and on-line) and is updated annually. Included are program admission procedures and curricula. Second, the [Student Success Center](#) (SSC) Staff* meet with all first-time students after the COMPASS assessment is taken to share COMPASS results and information on program requirements, academic demands, and time commitment for the program(s) they have chosen. The advisors review curriculum worksheet(s) for

program(s) of interest, waitlist information for limited enrollment programs, a campus map, and step by step instructions for registration. Program and academic information is also shared when students meet with a Career Counselor or other SSC advisor to discuss a change of major. Third, information is available through course syllabi handed out in every class a student takes and available through deans, program chairs, faculty, and college advisors. (*The Director of Retention Services and the Student Success Center staff meet with the College administration, program directors, department chairs, and other staff to keep current with this information. Changes are discussed at Kee Hall Plus meetings that involve all of the staff in the Student Services departments.)

North Central State College students who are in the [Directions Program](#) or who are on [Academic Probation](#) must periodically meet with an advisor in the Student Success Center. Directions Program students are individuals who have Reading, Writing, or Math developmental requirements. They must meet with advisors until they pass their requirement classes, ENG 101, FYE 161, their appropriate math course, and have a GPA of 2.0 or higher. Academic expectations and progress as well as results/implications of the College Student Inventory (identifying at-risk behaviors) and possible interventions are discussed at the advising sessions.

North Central State College Students who are on Academic Probation meet with an advisor in the Student Success Center on a regular basis. Advisors also contact probation students three times each quarter to check on their academic progress -- to see how the student's quarter is starting and if the student is using his or her "new habits" or goals that the advisor reviewed with them; to see how the student is doing at midterm and remind them of registration for the upcoming quarter; and to see if the student has prepared for finals and is using study techniques that were discussed.

1P5 The College helps students select programs in a number of ways.

First, the students meet with a recruiter in the Admissions office. If the student has an idea for a major, the recruiter reviews the kinds of jobs available in the area and the salaries the student can expect to find. Otherwise the recruiter describes the programs offered. A final step for those students who need additional direction is to set up a meeting with the College's Career Counselor whose office is in the [Student Success Center](#) (SSC).

In addition to the initial explanation of programs, when the students finish the COMPASS assessment, they meet with advisors in the SSC for further advising (see IP4).

Also, most North Central State College students are required to complete an [FYE course](#) (a First Year Experience course that orients students to college and, in particular, North Central State College) in which they take the Discover Career Exploration Program, do a learning styles inventory, and complete a career project. The Discover Program is an inventory of their interests, abilities, and values that connects to possible career fields. The Career Counselor does an in-class presentation for the students and is available to discuss any questions, concerns, or career changes with students. The learning styles inventory can also be used to direct a student's career choices. The career project requires that students research their chosen career to look more completely at job responsibilities, educational requirements, job availability, and salary.

Finally, faculty advising in the various program offerings is available. Students are encouraged to visit faculty advisors to gain more information about the major, academic and time requirements, and the types and numbers of jobs in that field. For students in academic programs who are in regular contact with full-time faculty, faculty advising is successful. For students who are on waiting lists for programs, are planning to transfer to another college, or have no declared major, the faculty advising process falls short. An Advising Team is investigating ways to improve advising as part of the [Achieving the Dream](#) initiative.

1P6 The College evaluates effective teaching and learning through many methods. Program level learning outcomes are assessed and documented using the 5-Column Report and are posted on the [Student Success Plan](#). Program Faculty, Program Directors, and Department Chairs annually review

assessment results and plan/implement improvements where opportunities exist. Core Learning Outcomes (CLOs) are assessed and documented as institutional reports under the direction of the Assessment Committee and the Department of Institutional Research and are posted on the Student Success Plan. The Committee annually reviews the results and recommends professional development activities to address opportunities for improvement.

Assessment of outcomes and strategies for improvements in developmental education and gatekeeper courses are guided by the Developmental Education and Gatekeeper Teams as part of the Achieving the Dream initiative. Reports are posted on the [Achieving the Dream](#) web page. In addition, students complete course evaluations at the end of many of their courses. These results are tabulated and reviewed by the dean, the program chair, and the faculty member who teaches the course and are included in the faculty evaluation process.

There are also Capstone courses in many majors that evaluate a student's readiness to graduate and enter the job market.

1P7 The College strives to build effective course delivery through faculty and staff development. Professional development days occur in the fall and in the spring. For instance, on April 20, 2007 the College invited Dr. Mark Taylor who is a psychotherapist from Arkansas. He spoke on the topic Generation Next comes to college. He laid out the characteristics of this new generation and explained the challenges facing higher education as it meets the needs of these students from a social environment that is more diverse than that of any previous generation.

The [Teaching Learning Technology Roundtable's](#) (TLTR) goal is to promote the effective use of technology to improve teaching and learning outcomes. A sub-committee is working on using technology in the classroom. The TLTR:

- Created [Teaching Learning with Technology \(TLT\) Certificates](#) with grant funding to promote the use of technology to enhance student learning. Certificates are granted to full-time and adjunct faculty who complete the training.
- Sponsored brown bag lunches held several times throughout the quarter for those interested to meet and brainstorm ideas for better uses for technology in the classroom.
- Conducted the first annual Flashlight Survey of students and faculty, Spring 2007. The survey revealed information on the digital divide, BlackBoard use, information literacy, faculty adoption/experience, and online/distance learning. TLTR plans to use the survey results to inform and guide the focus of efforts for the TLTR and sub-committees for the 07-08 academic year including identifying topics for additional data collection. The general Flashlight survey will again be administered in Spring '08, to measure progress and the effects of the efforts of the TLTR.

The College's course delivery decision making process balances student and institutional needs. Decisions about course delivery are driven primarily by two factors -- program requirements and the number of students enrolled in the program. The Deans monitor enrollments carefully each term; sections are added or deleted based on need and sometimes on faculty availability.

While online distance learning appears to be a viable option for meeting student and institutional needs, and the College has increased the number of courses available through distance learning, the college has yet to: formally evaluate the quality of its online distance learning program (ODLP) offerings; systematically identify problems and opportunities in its current approach; structure solutions to current opportunities based well defined processes designed to encourage broad input across disciplines; assess the presence and adequacy of organization policies, practices, and procedures related to ODLP; and analyze the information technology infrastructure that supports the current approach as well as its ability to manage uninterrupted operations with the anticipated growth in the program. The ODLP Initiative under way, under the direction of the Dean of Technology and Workforce Development, utilizes a Total Quality Management approach for responding to these opportunities for the future. A report of stage one of the process will result in an analytical report to the Vice President for Learning and President in mid-August 2007.

1P8 North Central State College uses several mechanisms to ensure the effectiveness of curricula.

Advisory Committees

All of the degree granting programs and a few of the certificate programs at the College draw upon the expertise of their Advisory Committees to ensure the currency of their curricula. The College publishes the list of Advisory Committee members in the College Catalog on an annual basis. According to the Faculty Handbook, 2006- 2007 (Faculty Handbook), page C-1, the Advisory Committees include representatives of the business, industry and labor relevant to each program; students; and representatives of the college. The Faculty Handbook (page C-1) describes the process for selecting committee members and states that the committees should meet at least twice a year. The College encourages program personnel to consider the input from their committee when evaluating and revising their curricula. The College charges the Advisory Committees with increasing the effectiveness of the programs, and thereby the college. The College Catalog lists the membership of the Advisory Committee for each program (<http://www.ncstatecollege.edu/catalog/2006-2007/0607NCSCCatalog-Pg277-282.pdf>).

Program Approval and Accreditation

Many of the programs in the Business and Education division and all of the Health programs (in the Health and Public Service division) have approval and/or accreditation by a body outside of the College. Program approval and accreditation generally demonstrate that a program meets or exceeds the minimum requirements for an effective program as set by the approving or accrediting body. See [Accreditation and Memberships](#).

Curriculum Committee

Much of the responsibility for monitoring curriculum changes at the College lies with the Curriculum Committee. The committee reviews all curriculum changes made during each academic year and directs periodic evaluations of the overall curriculum of the College.

The curriculum revision process begins with presenting the proposed change to the Dean's group for approval. The Curriculum Committee then receives the proposal for discussion and action. "The general philosophy of the committee is to provide support and assistance to faculty members who have perceived a need to alter the content of their curriculum or who have determined that the changes are appropriate as a result of experience, advisory committee recommendation, or other controlling factors. The committee does not make content oriented decisions unless the content of a course represents a deviation from the mission of the college or a duplication of content found in courses that already exist at the college." The Curriculum Committee provides a "primer" for anyone wishing to develop a new course available at the same web site.

The Curriculum Committee takes a proactive approach with its responsibility of directing periodic evaluations of the overall curriculum. This process generally involves a reconsideration of the goals and objectives of general education, of each division, and of each department within those divisions. "The task involves the establishment (or reestablishment) of the educational philosophy and the core areas of knowledge, skills, and attitudes of each division and department. The committee examines all courses in the curriculum as well as the overall structure of the curriculum to make certain that stated goals are being met. If there are goals that are not being met, practical considerations are identified and an action plan is drawn up by the responsible individuals."

Discontinuation of Programs and Courses

The College has a prescribed process to review the instructional programs. The process looks at several aspects of the program, including the congruency between the mission, values and goals of the program and the college; the quality of instruction; and whether a need for graduates exists in the job market. It is uncertain the extent to which the process has been used. Most of the decisions to discontinue programs have been made based on low enrollment despite significant advertising and recruiting campaigns.

The usual mechanism for the discontinuation of a specific course involves a department approaching the Curriculum Committee and requesting that the course be removed from the College Catalog, most often

due to a change in a program’s curriculum. Courses with low enrollment might remain in the College Catalog but be offered with less frequency than the College originally planned.

Assessment Committee

The Assessment Committee assists the academic programs of the College to assess the learning outcomes of their students. The committee serves in an advisory capacity for program administrators and faculty as they develop and implement their assessment plans, coordinates the assessment of general education learning outcomes, documents and communicates assessment processes and results, and advocates for the inclusion of assessment activities in the College’s budgeting process. The Assessment Committee meeting minutes dating back to October 2002 are available at the Committee’s web site.

The Ohio Board of Regents requires all public campuses to develop and file “Student Success Plans” to identify and measure learning outcomes. The College identified six core outcomes in which graduates should demonstrate competence: critical thinking, communication, computer literacy, computational proficiency, culture and community, and career competencies (see [Student Success Plan](#)). The Assessment Committee commissioned internal teams to examine each core learning outcome. The Teams developed measurable objectives and recommended assessment measures and methods. The College has measured some of and has plans to measure others of these outcomes. (Included are Writing Across the Curriculum (WAC) and Speech Across the Curriculum (SpAC) components in all degree and certificate program capstone courses. Faculty teaching these courses can access the grading rubrics for both initiatives on the committee’s web page.)

State Licensure, Certification, & Credentialing

Some of the degree programs and two of the certificate programs prepare their graduates to take tests administered by an outside body for licensure, certification, or other credentialing.

Licensure / Certification Testing

	Degree or Certificate	Licensure or Certification
Business & Education Programs	Accounting	Certified Public Accountant
	Early Childhood Education	Child Development Associate Credential Ohio Pre-kindergarten Associate Teaching License
Health & Public Service Programs	Associate Degree Nursing	NCLEX-RN (national exam for state licensure)
	Massage Therapy†	State Licensure Exam National Certification Board Exam
	Physical Therapy Assistant	Licensure exam
	Practical Nursing Program†	NCLEX-PN (national exam for state licensure)
	Radiological Science	The American Registry of Radiologic Technologists (national certification). The Ohio Department of Health (state licensure)
	Respiratory Care	National Board for Respiratory Care exam (Registered Respiratory Therapist) Respiratory Care license (state licensure)

(Based on information provided in program descriptions in College Catalog 2006- 2007, pp. 143- 152)

†Certificate program

Achieving the Dream

Achieving the Dream is an ongoing national initiative to help more community college students succeed (earn degrees, earn certificates or transfer to other institutions to continue their studies). The initiative is particularly concerned about student groups that have faced the most significant barriers to success, including low income students and students of color. Achieving the Dream focuses on understanding and

making better use of data. Central to this work is being open and forthright about current performance; setting measurable goals that consider outcomes of all students; and making lasting, institutional change to achieve them. This work includes disaggregating student achievement data - breaking it down by race, age and other demographic characteristics - to better understand and begin to close performance gaps.

North Central State College has chosen to focus its work primarily in two areas: improving student success in developmental courses and improving student success in gatekeeper courses, with the long-term goal of significantly improving student persistence term to term and year to year.

Achieving the Dream maintains the objective of increasing student success by identifying institutional performance gaps and establishing a culture of inquiry and evidence to drive change. This initiative strives to facilitate and develop an analysis of the college's performance with respect to student outcomes by using data to guide decisions.

The initiative employed several student outcome indicators to measure student success. In addition, the College identified several "gatekeeper" courses, defined as high-enrollment, high failure courses that generally serve as prerequisites to higher level courses. Early data showed three distinct groups of students who face the greatest risk of failure: male; African-American students; and students between 23 and 29 years of age.

The North Central State College Strategic Initiatives for 2007- 2008 focus on continuing with planning to improve student persistence including helping students to succeed in developmental and college-level gatekeeper courses and paying special attention to those students in the underserved populations. The College has implemented several strategies to improve success in developmental courses and has planned strategies for gatekeeper courses. (The Strategic Initiatives are available at <http://www.ncstatecollege.edu/aqip/where%20we%20are.htm> .)

Employment & Graduate Surveys

The College collects information from Employer and Graduates surveys on an annual basis. For more information, see section 3P1.

1P9 The College determines student needs for learning support through a number of means including classroom observation, faculty consultation, and faculty referral to resources in the [Student Success Center](#).

- Results of course evaluations that are completed by students are reviewed by faculty, department chairs and deans.
- The [Academic Alert](#) system is an early intervention system that an instructor can use to communicate concerns regarding deficiencies of student progress such as poor attendance, poor homework, or other issues. A copy of the alert is sent to the student, faculty member, and the Student Success Center for follow up and often results in the student getting some specific tutoring offered through the Student Success Center and the Office of Specialized Support Services.
- For the Midterm Deficiency process, faculty are prompted in the fifth week of the quarter to identify those students making unsatisfactory progress in a course via the information management system. Students with deficiency receive a letter suggesting that they contact their instructor for advice or seek assistance, in the Student Success Center. Tutoring services are often offered.
- The Student Success Center (SSC) and the First Year Experience (FYE) courses create opportunities for personal contact and support for students. Examples include the Library Scavenger Hunt, which allows students to find for themselves the services and information offered by the library.
- Student Success Center advisors meet with students to discuss the results on the College Student Inventory (CSI). Areas addressed include student emotional and academic issues. Six free personal counseling sessions may be offered to students who have identified needs.

The College determines faculty needs for learning support through the faculty evaluation process (the Faculty Renewal/Resignation/Grievance policy, available at <http://www.ncstatecollege.edu/offices/hr/policies.htm>) and through weekly to monthly departmental and divisional meetings.

The [Teaching Learning Technology Roundtable](#) (TLTR) is a group of NC State faculty and staff concerned with the effective use of technology to improve teaching and learning outcomes. The TLTR has been organized with the guidelines and resources of the national TLT Group. TLTR conducted the first annual "Flashlight" survey of students and faculty in 2006-07 to identify strengths and areas for improvement.

The Bromfield Library collaborates with the faculty of North Central State College to support learning via the NC State Library Committee, the book and periodicals acquisition processes, and the acquisitions function of the library director.

- The NCSC Library Committee meets to determine needs relative to learning support. This committee can be called to meet by either North Central State administrators, faculty, or the Bromfield Library director. Also the library director attends/addresses departmental meeting at the request of the Vice President for Learning. Informal discussions between the library director and faculty routinely take place via email messages and chance meetings in the library and halls.
- Every fall, NCSC faculty use their book acquisition budget to choose book titles that they want added to Bromfield Library collection to support the courses they teach. Also the library director encourages them to make suggestions for reference and circulating titles on an ongoing basis year around out of the Shared Campus book acquisition budget line.
- The Bromfield Library director consults with the faculty every spring before renewing the periodicals, to determine which journals should be kept in print, which journals are available full-text (PDF format - image) via electronic databases and therefore do not need to be purchased in print, and which journals are no longer needed due to termination of education programs on campus.
- The library director, who is also the acquisition librarian, considers publisher catalogs, review sources, and information attained from vendor/publishers at conferences to seek newly published resources to support learning on the North Central State College campus.
- The library conducts exit surveys once a year to ascertain that we are meeting students' needs and how we can change to meet them better.

In addition, the Bromfield Library is involved in student learning and development. The reference/Instructional provide library skills instruction via group and one-on-one sessions with students. They librarians also meet with individual faculty to exchange ideas about how the librarians can utilize Bromfield Library's active learning classroom to support students.

1P10 Several co-curricular goals are aligned with curricular learning objectives. The Arts and Lecture Committee works to plan and provide musical, lecture, and personal care experiences for students, faculty and staff (Culture and Community learning outcome). For instance, for Cinco de Mayo, several bands played during the lunch hour and in the evening and a speaker shared the Spanish culture of Panama with the campus. Several campus organizations support the curriculum of specific programs, such as the Paralegal Club and the [Student Nurses Association](#). Leadership opportunities are available through the Phi Theta Kappa organization, the Student Leadership Institute and the Student Government Board that addresses student issues on the campus. The local Beta Theta Eta chapter of Phi Theta Kappa conducts many community service projects. Information is available at <http://www.ncstatecollege.edu/CAMPUSLIFE/default.htm> .

1P11 The College determines the process for student assessment at the program and institutional level primarily through the Assessment Committee. The Curriculum Committee also makes suggestions on

how to monitor student success in a course. In addition, program faculty, program directors, deans and department chairs, and advisory councils are responsible for monitoring both student success and course effectiveness and conforming to assessment requirements of accrediting organizations.

Computer Information Systems (CIS) and College NOW are both using a problem based learning approach, which allows them to evaluate student understanding of the principles and techniques being taught in the courses.

1P12 The College evaluates the preparedness of students who complete programs, degrees, and certificates through multiple means. One is by assessing Core Learning Outcomes (CLOs) annually on a rotating schedule as students approach graduation. Another is through the annual assessment of program-level student learning outcomes, reported via the 5-Column report. These often include licensure/certification results, results from employer and graduate surveys, and results from capstone course assessments. Both program level outcomes and CLOs and their levels of attainment are posted on the [Student Success Plan](#).

1P13 See 1P12. In addition, the College regularly analyzes information from graduate surveys to see if students are employed in the field of their training and to collect data on the salaries the students are making. The College also is collecting data on student success in developmental courses and gatekeeper courses through the [Achieving the Dream](#) Initiative. See 1R1.

1R1 The results for Core Learning Outcomes and specific program learning outcomes are posted on the [Student Success Plan](#).

Some examples of results from program level learning outcomes assessment were:

- The Accounting Department focused on oral and written communication using the speech across the curriculum rubric and the writing across the curriculum rubric. More data was needed, but indications were that these students had the necessary oral and written communication skills. Employers rated accounting graduates as above average in oral and written communication but lower than average in financial, governmental, and managerial accounting principles (average rating was 60%).
- The Business Administration Department looked at core understanding of business principles and found significant variance between students of fulltime faculty and those of adjunct instructors. Assessment results were that:
 - 50% of students could recognize and assess their personal decision making model.
 - Less than 50% of business students met the core computer skill competencies.
 - Continued failures to meet the benchmark for well-developed analytical skills in mathematics and core business foundations coursework exist.
 - 91% of the students reached the benchmark in oral and written communication.
- The Criminal Justice Department looked at student understanding of core criminal justice foundations and found that 37% of the students do understand. Criminal justice students were also able to communicate orally and in writing with 90% of students achieving success in this area. 100% of students in the capstone class received an “above average” rating from their superiors. The department also continued to see success in student achievement in the various courses that are part of the assessment process.
- The Developmental Education Department found that 70-80% of FYE students understood the terminology of college and the North Central State Campus. 68% of students in reading classes increased in grade level following instruction. Only 40% of students increased in grammar knowledge following instruction in writing classes. 81% of Students were able to write essays with a composite score of 74%. The English 101 pass rates for developmental students are 40-55% while non-developmental students pass at 76%.
- The Early Childhood Education and Educational Assisting programs have procedures in place for assessing student success, but no results.
- The Electronics and Electrical Engineering, Industrial Engineering, and Mechanical engineering programs have criteria and procedures in place but no results.

- The Peace Officer Academy has criteria and procedures in place but no results.
- Note: While many of the Health Sciences programs have been reporting assessment results to accrediting agencies for some time, their use of the 5-Column format for College reports is relatively new.

The College has assessed Critical Thinking and Communication Core Learning Outcomes.

- The College Assessment of Academic Proficiency (CAAP) Critical Thinking test was administered to graduates to assess the Critical Thinking Core Learning Outcome. In 2004-2005, ninety-six students took the CAAP test with almost one third of them being from the nursing/respiratory field due to the high enrollment in Health Sciences programs. The CAAP score range is 40-80 and the national average for two-year colleges is 61. Students from the accounting/business, mechanical engineering, computer information systems, and nursing/respiratory all scored above the average for two-year colleges, and the digital media and paralegal students were barely below with scores of 59.
- The College also has data from the Community College Survey of Student Engagement (CCSSE). The results put the College slightly below the mean for critical thinking when compared to other community colleges and the entire CCSSE 2006 cohort. The College's results vary in the area of communication. It is above the norm for number of papers written, preparing drafts, making class presentations, working on projects and working with other students on projects. However, the College is below the norm in using e-mail, discussing grades with an instructor, and talking about career plans with an instructor or advisor. In the area of computer literacy, the College is above average in using the internet but below average in using computing and information technology. Students do report above average use of computers in academic work. The College is below average in cultural and civic awareness. Finally, the score for career competencies is also below average.
- During 2005-06, the Writing Across the Curriculum rubric was used in 5 capstone courses to uniformly measure the quality of students' capstone essays. The Assessment Committee established a goal of 80 for average WAC scores. Based on results gathered thus far (five academic programs comprising 89 students), the average composite score is 91.5. The strongest areas tended to be in word use (e.g. writing uses important terms in the discipline appropriately). The weakest areas tended to be the portion of organization/development dealing with citing of sources and integrating quotations. While overall scores are positive, they only represent a small portion of all NC State programs and are not sufficient to draw institution-wide conclusions.

Achieving the Dream also yielded results on student success. The data collected states that 42% of students who failed gatekeeper courses, including the First Year Experience course FYE 101 required of most students, leave the College and do not return. Results of data gathered also suggest that developmental reading and writing students do not pass Eng 101 at the same rate as non-developmental students. (See data for students in gatekeeper courses at <http://www.ncstatecollege.edu/atd/PDFs/data/gate.pdf> .)

1R2 Evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders is tracked, presented, or documented by the following: departmental self-assessment to include 5-column assessment reports, college articulation agreements, Ohio Board of Regents Transfer Assurance Guides (TAG), graduate skill surveys, employer skills surveys, external agency/board examinations, graduation rate tracking (internal and Ohio Board of Regents).

Departmental Self-Assessment

Student acquisition of knowledge and skills is assessed and recorded within each academic department's 5-column assessment reports, posted on the [Student Success Plan](#). Highlights from these reports are included in 1R1. Beyond these academic department assessments, two other learning-centered departments provide evidence of knowledge and skill acquisition of students attending NC State College - [College-NOW](#) and [Tech-Prep](#). College-NOW is a dual enrollment program of high school students enrolled in engineering associate degree programs. Tech-Prep is a career track program preparing

students to enter college after high school with maximum preparation to include credit for high school work thus allowing students to graduate from college earlier.

College-NOW's first cohort of students graduated in 2006. This cohort included 12 students of which 9 students successfully completed the program through graduation. These 9 simultaneously graduated with an associate degree. All 12 students graduated high school and all 12 were successfully admitted to their first college/university choice to complete their bachelor degree. All students completing the College-NOW program received a minimum of 1 ½ years of college credits upon entrance to their receiving college/university. Three students received junior-year status. Employers also evaluated the knowledge and skills of students during internships and post-graduation employment. Five graduates received related employment offers within 6 months of graduation. During the program, 3 high school juniors were granted internships, including extensions. Qualitative findings presented some potential improvement areas to include: 1) student readiness was lower than desired, 2) the assessment instruments used inappropriate comparison groups (e.g., comparisons for college-level work had been made to high school groups rather than college-level groups).

Tech Prep results were also substantially qualitative in nature. Observations included the following: 1) student lack of readiness for college level work, 2) out-dated articulation agreements used by the schools/students resulting in wasteful planning and ill-preparedness of students, and 3) limited collaboration between post-secondary and college faculty/staff.

Articulation Agreements

Historically, NC State College has actively solicited articulation agreements to insure student transferability to baccalaureate degree granting institutions. These agreements demonstrated the belief of each accepting college/university that students had successfully acquired knowledge and skills in articulated curriculum areas. The list includes 34 different colleges and universities accepting NC State College credits. This list has remained stable for the past two years due to a new focus on utilizing the Ohio Board of Regents TAG program.

TAG (Transfer Assurance Guides)

As a result of the State of Ohio legislative mandates, the Ohio Board of Regents continuously develops TAGs to aid in the transferability of college credits throughout the State. According to the Ohio Board of Regents website, "the goal of a TAG is to recognize comparable, compatible and equivalent courses at or above the 70% standard of equivalency adopted by the Articulation and Transfer Advisory Council." Ohio Board of Regents TAG (Transfer Agreement Guide) Status for NC State Courses documents that NC State College has received approval for 19 courses and has been denied approval for 19 courses. Of the 19 denials, 12 courses have been resubmitted or are awaiting other changes that may allow for their eventual approval.

Graduate Skill Surveys

NC State College graduates are annually surveyed as to their overall educational experience and specific skill attainment. Graduate Survey – Graduate Perception of Education and Skill Attainment by Year (all graduates). Results demonstrate overall student satisfaction to be 4.32 in 2005/2006, 4.25 in 2004/2005, and 4.34 in 2003/2004 (5 = best). Table 1R2-III (below) displays similar findings for specific skills including knowledge of theory, practical applications, math capabilities, written communication skills, problem solving skills, decision making skills, and computer skills. This same data is tracked by department. In addition, the survey of graduates is conducted to see how many are employed. For 2005/2006 several degree/certificate programs reported 0% employment, and many of these are being eliminated. The top degrees/certificates with 100% employment are Broadcast Journalism, Business Information Support Services, Accounting Clerk Certificate, Financial Management, Drafting and Design, Electronic Engineering, Tool and Die, Community Health Worker Certificate, Massage Therapy, Radiologic Sciences, Therapeutic Recreation.

Table 1R2-III: Graduate Survey – Graduate Perception of Education and Skill Attainment by Year (All graduates).
Scale: 5 = Best, 0 = worst.

Academic Year (graduates)	Rating of education received	Overall satisfaction with preparedness	Knowledge of Theory	Practical Applications	Math Capabilities	Written Com Skills	Oral Com Skills	Problem Solving Skills	Collaborative Skills	Decision Making Skills	Computer Skills
05-06 (284)	4.32	4.23	4.25	4.29	4.27	4.20	4.24	4.32	4.22	4.22	4.30
04-05 (132)	4.03	4.25	3.74	4.27	3.89	4.10	4.41	4.32	4.10	4.29	4.12
03-04 (158)	4.15	4.34	3.99	4.35	3.87	4.25	4.42	4.32	4.29	4.32	4.03

Employer Skills Surveys

Employers of recent graduates are surveyed annually as to their perception of education and skill attainment by graduates employed by their organizations. Table 1R2-V: Employer Skills Survey – Employer Perception of Education and Skill Attainment by Year (all programs and all graduates) summarizes responses for 2003 through 2006 graduates. This survey asks the same questions identified in the Student Skills Survey. Beyond these general skill questions that apply to all students, employers are also asked to evaluate graduates on job-specific skills. Every program includes program-specific questions that allow the evaluation of specific skill attainment. For example, the Human Services Program asks employers to evaluate the following: counseling skills, awareness of disabilities, interpersonal skills of relationship building/trust, leadership skills/group dynamics and facilitation, ability to work objectively with people with special needs, administrative skills for appropriate documentation, confidentiality with client relationships, and awareness of human services system/programs and services. Program specific results are very similar to the general results shared in Table 1R2-V. It is noteworthy that, while all ratings were acceptable, the 2006 employer perceptions improved in all general categories when compared to the 2004 results while response rate declined.

Table 1R2-V: Employer Skills Survey – Employer Perception of Education and Skill Attainment by Year (all programs and all graduates) Scale: 5 = Best, 0 = worst

Academic Year (graduates)	# of Employer Responses	% of Employers Responding	Knowledge of Theory	Practical Applications	Math Capabilities	Written Com Skills	Oral Com Skills	Problem Solving Skills	Collaborative Skills	Decision Making Skills	Computer Skills
05-06	52	40%	4.84	4.86	4.83	4.80	4.82	4.83	4.88	4.80	4.90
04-05	45	61.4%	4.23	4.27	4.09	4.13	4.16	4.5	4.46	4.16	4.28
03-04	61	69.22%	3.85	4.19	4.14	4.00	4.22	4.12	4.55	3.90	4.23

External Agency/Board Examinations

Graduates from Physical Therapy Assisting, Practical Nursing, Registered Nursing, Radiological Sciences, Respiratory Care, Paralegal, and Police Academy programs take external exams that validate learning acquisition of knowledge and skills. Table 1R2-VI: Physical Therapy Assisting and Nursing State Board Pass Rates, provides three-year historical rates for Physical Therapy Assisting, Practical Nursing, and Registered Nursing programs. In the last reporting year, all three programs have increased rates to a level that exceeds State of Ohio averages.

In addition to these State reported pass rates, Respiratory Therapy experienced a 100% pass rate on the National Board for Respiratory Care entry exam for the 2005, 2006 and 2007 graduating classes. For the

graduating class of 2007, all graduates passed the Entry Level Examination on their first attempt. (The overall national pass rate is 60.45%. The class' average raw test score was a 120% of the national average.) This exam is taken after graduation but within one year of degree completion. Radiological Sciences exceeded the national pass rate on their professional exams with an 88% pass rate versus an 84% national average (2004 information).

Two non-health programs also provide students the opportunity to take external standardized tests to measure learning and skill development. Criminal Justice students completing the Ohio Peace Officers Academy are required to take Ohio Peace Officer Training State Certification exam. NC State College has two academies each year that complete the exam. The College's programs have ranked in the top 5 percent of all academies within the State of Ohio. Academy I has a 100% pass-rate for three consecutive years (2004 – 2006). Academy II has had one student fail the exam in 2006 (90% pass rate) and 2005 (73% pass rate) but had a 100% pass rate in 2004. Paralegal students complete the NALA (National Association of Legal Assistants) national exam. In 2006 2 of 5 students successfully passed the exam (40% pass rate). No students passed this exam in 2004 or 2005. Although the exam pass rates are lower than the national average, the program is proud that 3 of the 135 CLAs (those that pass the NALA exam) are graduates of NC State College's Paralegal program.

Table 1R2-VI: Physical Therapy Assisting and Nursing State Board Pass Rates

Program - Year	NC State Pass Rate	Statewide Pass Rate	NC State Ranking
PTA – 2006	81%	78%	5 th of 12
PTA – 2005	75%	82%	8 th of 11
PTA – 2004	75%	67%	6 th of 13
Practical Nursing - 2005	95%	93%	8 th of 18
Practical Nursing - 2004	96%	95%	7 th of 16
Practical Nursing - 2003	87%	93%	13 th of 15
Registered Nursing – 2005	99%	90%*	1 st of 29*
Registered Nursing – 2004	95%	89%	4 th of 29*
Registered Nursing – 2003	95%	90%	6 th of 29*
*Associate degree granting			

Graduation Rate Tracking

A renewed focus on data-driven decision making at NC State College has allowed analysis to begin in graduation success rates both here at the College as well as success for students transferring to other colleges and universities. Although the data and results are in their infancy, sample results are displayed in Table 1R2-VII: 3-Year Success Measures for Full-time Students and Table 1R2-VIII: Certificate and Degrees Awarded by Academic Year. A telling result that can be extrapolated from Table 1R2-VIII is that while enrollments were increasing at the college, total degrees awarded did not increase between 2003 and 2005. For students who did not graduate, this may be evidence that skills were not attained – an area of concern for the College and an area of focus (student persistence) for the Achieving the Dream initiative.

Table 1R2-VII: 3-Year Success Measures for Full-time Students

FT PT	yr num	Cohort first year students	% graduate	% students persisted at the same institution and did not graduate	% students transferred and did not persist	% persisted or graduate	graduate	students persisted at the same institution and did not graduate	students transferred and did not persist
full time	1998	177	19%	22%	6%	47%	33	39	11
full time	1999	230	15%	33%	6%	54%	34	77	13
full time	2000	160	23%	29%	6%	58%	36	47	10
full time	2001	207	19%	29%	9%	57%	39	59	19
full time	2002	201	17%	28%	8%	53%	35	56	16

Table 1R2-VIII: Certificate and Degrees Awarded by Academic Year

	2003 Awards	2004 Awards	2005 Awards
Less than 1 year award	162	105	120
Associate Degree	363	342	359

1R3 North Central State College has many processes associated with helping students learn including assessment and placement of incoming students through the Student Success Center, and efforts to effectively use technology to improve teaching and learning, the work of the Teaching Learning Technology Roundtable (TLTR) at the College.

New North Central State College students, with certain limited exceptions, take the COMPASS test to assess students' abilities in reading, writing, and math. Approximately 2/3 of students are placed in developmental education. Efforts to improve the success of these students has been an area of focus for the Achieving the Dream initiative (See 1P3, 6 and 8.).

North Central State College students may also take a CIS (Computer Information Systems) Assessment. The CIS Assessment determines if students need to take AIT 100 (Basic Typing), and/or CIS 190 (Intro. to Windows) before taking any Computer class, or certain Digital Media classes. The results below show the number of students tested with CIS Assessment, and the pass/fail statistics.

Year	# Students Tested with CIS Assessment	% Passing
2004	633	62
2005	544	59
2006	546	44

TLTR's BlackBoard report indicated that BlackBoard use is increasing at the College. (See report at <http://www.ncstatecollege.edu/IT/factechweb/BB%20STATS%20-%20thru%20F06.pdf> .)

The TLTR launched the first annual "Flashlight" survey to collect data on the effectiveness of technology utilization. Separate surveys were used for students and faculty. In brief, the surveys indicated that technology is having a generally positive impact on the teaching/learning experience at the college, but there are several areas that need attention if the full potential is to be reached. Three quarters (76.1%) of NC State faculty respondents rated their experiences utilizing technology as either very beneficial or beneficial. Likewise, 67.8% of students identified a particular technology that had enhanced their learning experiences. In particular, Blackboard and online classes were identified as learning enhancing technologies. However, almost one quarter (23.6%) also identified a particular technology that hindered their learning experiences. Also, the Digital Divide is an issue for a consistent part of the student population, which the faculty recognizes is having an impact on academic performance of that population. Needs from the student perspective are consistency of technology (and in particular Blackboard) usage, more online classes, and more resources. Needs from the faculty perspective centered on more infrastructure/equipment in the classrooms and more training. This information will be utilized to guide and direct the TLTR and its sub-committees' efforts over the coming academic year to address and implement solutions for issues and replicate success in technology utilization.

1R4 Physical Therapy, Nursing, Respiratory Care, Radiologic Technology and Criminal Justice programs licensure/certification board pass rates are compared to other organizations. See 1R2.

1I1 North Central State College uses results to improve processes and systems for helping students learn. These improvements are summarized by reviewing actions taken within academic programs (5-column assessment reports), the College-NOW and Tech-Prep programs, the Achieving the Dream initiative and the Student Success Center.

Academic Program Improvements

Improvements resulting from the program level outcomes assessment process (5-Column reports) include course enhancements, curriculum realignment, new-course development, and supplemental program development. The following is a summary of improvements made by selected programs as a result of their ongoing assessment efforts.

Accounting – Result: student weakness with financial statements. **Improvement:** increase coverage in ACC 111 & ACC 112; acknowledge need to increase graduate survey responses.

Business Management – Result: lower than desired success rates in BUS 121. **Improvement:** restructuring curriculum with pre-requisites and curriculum realignment with goal of higher student success.

Computer Information Systems – Result: lower than desired success rates with initial classroom projects. **Improvement:** focus in early classes on clarity and comprehension; insertion of deadlines on all projects; and addition of requirement of more student-instructor interaction

Criminal Justice – Result: met program outcomes. **Improvement:** increasing assessment rigor to challenge program to achieve higher results (prior goals achieved).

Digital Media Technology – Result: inconsistent collection of data and poor graduate responses to graduate surveys. **Improvement:** increase focus on improving data collection by closer coordination with departmental faculty; improve assessment instruments for clarity and validity; increase concerted effort in tracking graduates.

Early Childhood Education – Result: State of Ohio requirement changed. **Improvement:** modify course content; insure adjuncts are informed; highlight continued/new requirements to students; improved student portfolios through earlier and increased communication.

Massage Therapy – Result: feedback indicates that State board testing is increasing the number of questions related to muscles (up to 35%). **Improvement:** program will increase emphasis on muscle knowledge within selected courses.

Paralegal – Results: post-tests reveal deficiencies related to course objectives; NALA pass rates lower than desired. **Improvement:** changes being made in selected courses; curriculum alignment to insure coverage of NALA related topics (2006 pass rates reveal success).

Physical Therapy Assisting – Result: continual focus on improving student critical thinking; State Board pass rates lower than desired. **Improvement:** revise thresholds for new FSBPT data system, revise employer survey to include question related to math proficiency.

Practical Nursing: Result: lower than desired State Board pass rates. **Improvement:** revise course content to aid in improving pass rates (recent pass rates demonstrate success).

Radiological Sciences – Result: higher than desired student drop-out rate. **Improvement:** research and consider admissions requirements to insure success.

Registered Nursing – Results: meeting objectives. **Improvement:** continuously adjust curriculum to insure continual compliance with changes in licensure exams.

College-NOW Academy

[College-NOW](#), although in its infancy, is making improvements based on qualitative data and is building a quantitative foundation as well. Improvements for College-NOW include: 1) consideration for increasing student eligibility requirements (e.g., higher grade point averages and overall readiness), 2) moving toward insuring credentialed faculty are used in all college-level work, and 3) altering assessment comparisons. Assessment comparisons have been found to be too low. Assessment comparisons will now be made to students completing English 201 and Math 143, both of which are college level courses.

Tech-Prep

[Tech-Prep](#) has made significant improvements based on qualitative information. Improvements made include: 1) increasing the interaction between the high school/vocational school faculty and college faculty, 2) updating articulation agreements every year rather than biannually, 3) continually improving alignment between high school/vocational school coursework and college course work, 4) integrating real-world problem-based lessons into high school/vocational school and college courses (research and development grant), and 5) improving success of articulating students by requiring that instructors sign-off on skills attained as a second quality measure.

[Achieving the Dream \(AtD\) Improvements](#)

The Developmental Education Team was established as part of the AtD initiative. The Team researched the problems students in the at-risk categories faced and suggested and implemented changes. Changes included: Math placement was made mandatory based on COMPASS scores instead of the self-placement previously used. The decision was made to require an intensive First Year Experience class for every student testing into developmental mathematics, reading or writing, and to expand the Directions advising program to include all of these students. Developmental math classes were converted from lecture courses to lecture/lab courses with in-class tutors available during lab hours. Several sections of Math 100 and Math 102 were offered in a lab utilizing PLATO software, which allowed for self-paced instruction and individualized tutoring. The Developmental Education team also looked at Reading 115, which is the lowest remedial class offered and found that it rarely had enough students to run, so it was converted from a 3-credit, 3 contact hour course to a 1-credit, 2-contact hour lab course taken concurrently with RDG116. Changes were also made to the developmental writing classes. Several sections of the lowest level writing class, Writing 115, as well as the Writing 116 were offered in the PLATO lab where students could work at their own pace with grammar while working on writing assignments with the assistance of the instructor. A standard protocol was developed to trigger mandatory, one-on-one tutoring in developmental writing classes. Protocols for triggering the Early Alert process were created for each developmental course so that students would consistently be informed if satisfactory progress was not being made. A tutor training program for developmental reading, writing, and mathematics tutors was implemented. The final change was to run a one-day workshop for instructors of the First Year Experience courses for the purpose of developing more uniform presentation methods. The three- credit, FYE 161, was also tweaked with a new text whose author was the presenter at the FYE workshop.

A Gatekeeper Team was established to look at why students struggle with certain gatekeeper courses. Work began Fall, 2006, so there are no improvements to report at this time.

112 Targets for improvement at North Central State College are based on the strategic initiatives (available at <http://ncstatecollege.edu/aqip/where%20we%20are.htm>) established by the President and

Board of Trustees and managed by the Planning Advisory Council. Teams that work on the initiatives and projects that arise from the strategic initiatives help set the targets for improvement. The strategic initiatives that impact student learning and development are: Achieving the Dream, Implementation of Core Learning Outcomes and Enhancement of Health Care Education.

Achieving the Dream

Under the guidance of the Achieving the Dream Core Team, the College gathered data on the following cohorts of first-time degree or certificate-seeking full-time and part-time students: Fall 2002, Fall 2003, Fall 2004, Fall 2005, and Fall 2006. (The College qualified to participate in the national initiative because over 40% of students received Federal financial aid -- 47% in 2002, 44% in 2003, 41% in 2004, 40% in 2005, and 42% in 2006.). Through data analysis and research via focus groups, three major priorities were identified to improve student success. The first priority was to improve student success in developmental education since only 68% of students pass their developmental classes. Of the 32% who do not pass, 47% never take another class at the college. The second priority was to improve student success in gatekeeper classes. Of those who fail a gatekeeper course, 42% leave the college, including 47% who do not pass the one-credit First Year Experience class FYE 101. The third priority was to increase student persistence rates.

A. A newly created gatekeeper team includes faculty members from the following areas: business, criminal justice, computer information systems, biology, English, and accounting. The team identified Gatekeeper classes with high failure rates to be improved during the second year of the study. These classes include BUS 121 – Business Management, ACC111 – Accounting I, CIS 110 – Program Logic, CRJ 145 – Constitutional Law, BIO 145 – Human Anatomy, BIO 121 – Basic Anatomy, and ENG 101 – Basic Composition

B. Other methods to increase student persistence rates include mapping the financial aid process because students in focus groups complained that the process was confusing and difficult. Other suggestions include more work with advising and curriculum and instruction options. The Director of Retention Services is working with her staff to increase student contact using face to face meetings with students (encouraged also by the First Year Experience courses and instructors) as well as contacts made by phone to welcome students to campus and answer questions or to ask about academic matters if a student receives an Academic alert. The President has commissioned an internal team to identify the role of the faculty in advising and to research advising models in order to find the best fit for the college.

C. The College communicates these issues through a number of means. First, the President's Office and an AQIP Action Project Team created a monthly Presidential Newsletter entitled "NC State Our College," which is sent electronically and by campus mail to all faculty, staff, and administration to inform them of the current projects, initiatives, plans, proposals, etc. Achieving the Dream information is shared with the College and the broader community through the Achieving the Dream Newsletter. The College also uses links on the shared F drive to communicate these issues to any interested member. Regular updates, President Open Forums, and faculty/staff in-service days are also a means for sharing this information.

Implementation of Core Learning Outcomes

The Assessment Committee oversees the assessment of Core Learning Outcomes (CLOs). SEE 1P8 and 1R2. Targets for improvement are: Increase participation in the assessment of Writing and Speech across the curriculum (Communication CLO), pilot the assessment of Computer Literacy and Culture and Community CLOs in 2007-08, develop and pilot assessment of Computation CLO in 2008-09; increase integration and assessment of CLOs across the curriculum through professional development. Current results and improvement priorities are communicated through professional development activities, the [Assessment](#) web site, the [Student Success Plan](#) web site, e-mail, and through department/division meetings.

Learning Division

The College is piloting an online tutoring service (SMARTHINKING.com) for 2007-08 in an effort to expand and improve tutoring support for students in writing, math, basic sciences, and business courses. The pilot is subsidized by the Ohio Learning Network and will be evaluated by faculty and students at the end of the year.

Enhancement of Health Care Education

This is a new strategic initiative – targets have not yet been set.

Category 2 Accomplishing Other Distinct Objectives

Context for Analysis: For this section, NC State has chosen to solely focus on the topic of noncredit coursework available through the College, commonly known as “workforce development”. NC State falls into the Systemic Approaches category as many processes are in the early stages and until recently there had been little alignment with processes relating to credit-bearing learning.

2C1 This section focuses on workforce development for many reasons. Non-credit students comprised nearly a quarter of total headcount in FY 2006 at 1,379. The category encompasses what the College envisions as its primary “other distinct objective” – economic stimulation and development of the community given the deteriorating socioeconomics of North Central Ohio (see below for further detail). The College, through workforce development, is assuming the role of a “convener” to help the region focus on necessary strategies for economic revival and forge collaborative approaches to community development.

2C2 Workforce development is clearly aligned with the College’s mission, vision and philosophy. The College’s mission reads: “To provide quality, responsive, lifelong learning opportunities, including occupational, degree and other educational programs for individuals, business and industry, and the communities we serve.” Workforce Development is one of seven over-arching goals listed in the College Board of Trustees governance policies with expectations this training be “timely, relevant, responsive, cost effective and contribute to wealth creation and economic development.” Further, it was one of five “strategic initiatives” identified by the President for special focus (and funding) during FY 2008 (see Category 8). Below is a matrix from the College Planning Advisory Council related to this area.

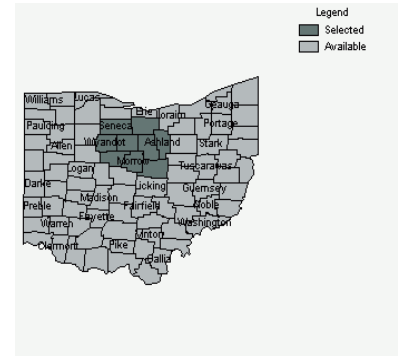
3 – Workforce/Economic Development: NC State will collaborate with economic development and workforce partners within its service area to develop a regional strategic plan aligning workforce/economic development.				
Coordinator: Don Plotts PAC Reporter: Brad McCormack				
Task Number	Person(s) Responsible	Task Statement	Completion Expected	Status
3-07a	Don Plotts Jim Hull	Develop and facilitate a collaboration of healthcare providers and training partners in North Central Ohio to promote regional economic and workforce development.	February 2008	Development Stages
3-07b	Ben Roundtree	Partner with local businesses and local workforce and educational organizations to develop appropriate training and academic curricula.	June 2008	Start in May, 2007
3-07c	Tom Prendergast	Establish access to state-of-the-art labor market information tools.	Ongoing	Start in March, 2007
3-07d	Don Plotts Tom Prendergast	Assist in ensuring career pathways for disadvantaged populations, by using one or more of the following methods: <ol style="list-style-type: none"> 1. Creating bridge programs between developmental and credit-bearing programs (Achieving the Dream) 2. developing internal career pathways leading to certification and college degrees 3. expanding support services 4. integrating academic and vocations educational education 5. integrating administrative structures 6. using college resources more effectively. 	June 2008	Grants will be written

2C3 Historically there has been a divide at the College between credit and non-credit coursework. Until FY 2007 there was no means to apply non-credit coursework from NC State or a local adult career center toward a credit-bearing college program. Records show that 166 students simultaneously took credit and non-credit coursework during FY 2006. Culturally there was little interface between faculty dedicated to workforce development and faculty in credit-bearing programs. Further, the vast majority of workforce development encompassed manufacturing processes, leaving little support to assist incumbent workers in fast-growing fields such as health sciences and information technology.

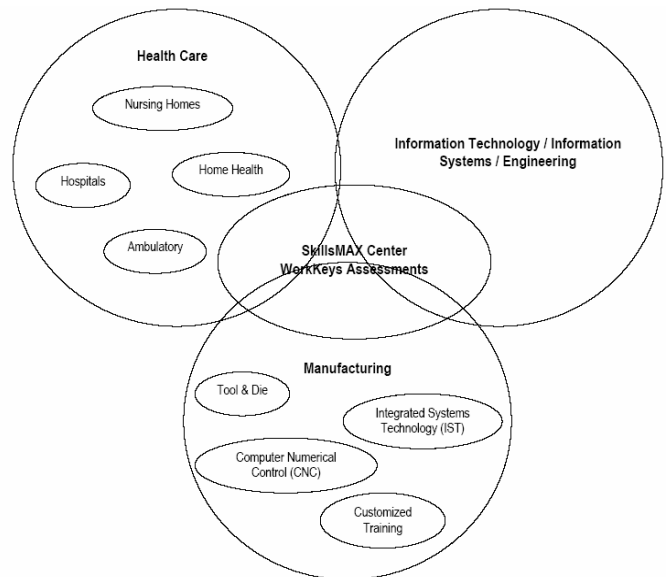
The stature of workforce development was significantly raised during a realignment of the academic division in FY 2007 to better link to academic programming. As a result, the College introduced two new credit-bearing certificates from existing workforce programs in Integrated Systems Technology and Advanced Manufacturing, and allowed transfer equivalency credit for prior noncredit coursework in those programs. It is also establishing articulation agreements with the adult centers to allow their technical coursework to apply toward academic certificates or degrees, including the health sciences field. This alignment has not reached the College's level of satisfaction, but it is achieving progress.

2P1 NC State determines distinct objectives related to workforce development through a regional planning effort that was piloted in the advanced manufacturing arena but now is being expanded to other industries. It is attempting to refine this process through application of a five-step framework borrowed from the Workforce Innovation in Regional Economic Development (WIRED) initiative of the federal Department of Labor. In fact, NC State helped secure a \$250,000 DOL planning grant to initiate comprehensive, sustainable and integrated regional planning over an 18-month period in fall 2007.

1. Identification of the regional economy. Though it sometimes identifies itself with Northeast Ohio, the College more commonly aligns with a 9-county north central region designated by the state as Economic Development Region 6 (ED 6). The College helped secure a \$1.9 million state training grant for advanced manufacturing on behalf of this region in 2005, followed up by a the \$250,000 federal DOL Regional Innovation Grant (RIG) in 2007 from DOL.



2. Convene a leadership group that represents major assets of a region and provides a forum for those leaders to craft a region-wide economic vision and strategy. For the advanced manufacturing grant, the College collaborated with the local Workforce Investment Board, county human services departments, curriculum development teams from private industry, and other key stakeholders to design, help fund, and provide oversight to the project. Likewise, it has assembled a regional executive board to oversee the RIG grant with representatives from county human services, county commissioners, county and state economic development, a sister technical college, and private industry representatives from health care, manufacturing and information technology. The linkage to these efforts will be the Enterprise Ohio Network sites housed at NC State and its sister college in Marion. The network is a statewide quality and productivity improvement resource that partners with companies to profile jobs, assess skill requirements (WorkKeys), screen new hires and deliver training that supports business success.



3. Conduct a regional assessment to fully map the area's assets and perform a SWOT analysis based on those assets. This was done to a limited degree with the advanced manufacturing grant through the concerns of major manufacturers to build a replacement workforce for skilled labor, particular tool and die makers and machinery maintenance experts. NC State expanded on this effort when it received a grant from a local foundation in 2007 to purchase economic modeling software (Strategic Advantage from Economic Modeling Specialists, Inc) to pinpoint industry and occupational trends down to the county level. Its workforce development department has been using this software to identify high-growth, higher-wage industries in the region. Below is an example of data for Richland County from this software.

NAICS I-O Code	Description	2003 Jobs	2006 Jobs	Growth	Growth %	2006 Sales	2006 Competitive Effect	2006 Earnings Per Worker (K)
4A0000	Retail trade	8694	10732	2039	23%	\$511,731	1660	\$22
420000	Wholesale trade	1601	2310	710	44%	\$255,617	574	\$43
230000	Construction	3236	3877	641	20%	\$283,226	158	\$32
621B00	Other ambulatory health care services	635	1023	388	61%	\$79,803	295	\$32
621600	Home health care services	485	719	234	48%	\$26,579	129	\$22
541200	Accounting and bookkeeping services	305	537	232	76%	\$21,602	189	\$21
33211A	All other forging and stamping	232	462	229	99%	\$56,483	226	\$38
622000	Hospitals	2523	2742	219	9%	\$214,346	56	\$43
722000	Food services and drinking places	4831	5023	192	4%	\$185,270	(252)	\$12
321911	Wood windows and door manufacturing	59	248	189	320%	\$29,282	181	\$31

Not only does this track job growth, but through the competitive effect measure it tells how much of regional job growth can be attributed to national trends and how much is due to unique regional factors. Jobs with high competitive effects are growing much faster than the national and industry-specific norms, and vice-versa. As they are highly competitive, they will more likely command higher wages. So a key for workforce investment may be industries with high competitive effects and high earnings per worker. The software then even allows the user to detail those occupations within a specific industry that are driving the growth. This helps provide insight on industries and occupations to target for future growth.

Taking such data a step further, the workforce department is then cross-referencing target industries by NAICS code against a vendor database of regional companies (Harris Selectory). This vendor database contains extensive company contact information and can be sorted in a variety of ways, allowing the College to specifically know which companies/persons to approach when it implements its workforce strategies.

The RIG grant further refines this regional assessment by providing resources to perform enhanced quantitative and qualitative data collection. Grant funds will purchase specialized reporting options from EMSI to truly identify target industries and/or occupations for workforce/economic development. The coalition will then gather qualitative data on relevant labor market problems, current processes and root causes in order to identify priority problems and opportunities to which stakeholders must respond.

4. Develop an economic strategy and corresponding talent development strategy with measurable implementation plan. Based on this quantitative and qualitative data, the coalition will develop strategic goals and action plans to accomplish the goals. These goals and plans will be prioritized and refined into a single, cross-referenced document linked to existing and potential funding sources. The Executive Board will continue to meet monthly to receive follow-up reports on implementation from stakeholders to consider formative adjustments if needed.

5. Identify resources – both to support the region’s plan and invest in the region’s talent and economy – from a wide range of sources including employers, foundations, capital networks, government. The College was able to form partnerships from the \$1.9 million state advanced manufacturing grant to leverage an additional \$3 million for capital, equipment and training needs. This represented 50 partners from industry, labor, government, education and the nonprofit sector. These partners have requested a renewal of this grant to apply to health care and information technology as well as manufacturing. While industries would be asked to pay a higher share of matching costs, the subsidy would still entice them to use the training.

During the advanced manufacturing grant, the College had to turn down some individuals for training because they lacked the basic skills to benefit from it. Consequently, the NC State has formed partnerships to reach highly undereducated and/or disadvantaged populations. These include placement of a high school credit recovery lab on campus, as well as relocation to campus of a basic skills program for new public assistance recipients (See Category 9).

2P2 Historically, NC State has not always done a thorough job of communicating its workforce development objectives to either internal or external audiences. Internally, workforce was a subset of one of six departments in the College’s academic division, and wasn’t even located on the main College campus. Consequently, it has been seen as manufacturing training unrelated to the credit-bearing coursework of the College. Lack of communication between the college’s workforce and admissions office was also an issue leading to confusion from workforce students inquiring about credit classes and vice-versa.

In 2006-07, the College realigned its Academic Division by creating three divisions, including “Technology and Workforce”. This realignment grouped academic programs in engineering and information technology with workforce development and distance learning to foster communication. This has forced greater collaboration among noncredit workforce and credit engineering faculty, as well as facilitating placement of more workforce offerings online such as Integrated Systems Technology. Now other departments such as health sciences are following suit to bridge the credit/noncredit gap, as the Health & Public Service Dean is actively collaborating with the Technology & Workforce Dean on workforce-related projects. The workforce and admissions department have also improved coordination on information relayed to prospective students, and even presented together at employer sites.

Externally there had been similar communication problems, especially given the historical lack of coordination with regional adult career centers that also offer noncredit training. There was occasionally duplication and competition among services, which unfortunately could prove confusing to industries seeking training. This has significantly improved during administration of the advanced manufacturing grant, as NC State actively subcontracted out training to career centers if they had better capacity (geographically or organizationally) to meet the demand. Now communication between NC State and the career centers have improved to the point that both engineering and health programs are now articulating credit from technical coursework at the career centers toward associate degrees.

During administration of the advanced manufacturing grant, the Area WIB Board also placed a consultant on-site at NC State to foster communication amongst industry, labor, training providers, and workforce/economic development. This included quarterly updates on grant deliverables, numerous personal visits and regular stakeholder meetings with region-wide representation. Likewise, it will employ

effective communication techniques during implementation of the RIG grant to ensure that strategic issues are clearly identified, related, and acted upon on a priority basis. For example, decision-making tools such as the nominal group process or even a simple pay-off matrix could help the Executive Board of this project efficiently and effectively process information.

2P3 A key outcome of the planning process through the RIG grant will be identifying how to deliver the training identified as needed. This may require professional development, new equipment/space investments, as well as human resources. Likewise, should these delivery modes involve distance learning (e.g., delivered to the plant site) this may require infrastructure investment as well as faculty training on distance pedagogy.

2P4 Quarterly reporting was a key condition of the advanced manufacturing grant. The project coordinator would track outputs and outcomes. The outcomes required continuous communication with OneStops, employers and training participants. Based on this feedback, adjustments were made such as purchase of new equipment to more effectively deliver the required training. The RIG grant will expand on this effort by determining means to effectively and efficiently track outcomes related to workforce development. One hope is that an online/e-mail survey system can be developed for local employers and/or training graduates to regularly report changes in employment status subsequent to training.

2P5 Outputs tracked during the state training grant included total participants served by category (unemployed, incumbent, youth, etc.), certificates earned, training hours completed and cost per participant. Outcomes included unemployed persons gaining employing (and entry wage) subsequent to training, as well as hourly wage increases for incumbent workers. The RIG grant will likewise establish standard success measures, which may simply be an adoption of the Workforce Investment Act “Common Performance Measures”.

2R1 The following table lists key results from the advanced manufacturing grant from July 2005 to June 2007:

Deliverable	Projected Goal	Attained to Date
Total Participants Served	1900	3,020 participants: 524 Die Technology; 768 Integrated Systems Technology; 1,043 Customized Training; 685 Youth Assessed
Total Certificates Earned	N/A	2735 certificates: 449 Die Technology; 558 IST; 1,043 Custom Training; 685 Youth
Training Hours Completed	N/A	76,684 Total hours of Training & Assessments
Cost per Participant	\$1,743.45	\$628.36 per person to date
Gained Employment	\$10,400	Verified 58 unemployed participants who gained employment at average annual earnings of \$19,801.60
Hourly Wage Increase	N/A	Verified 363 incumbent workers who received an average hourly pay increase of \$.67 which raises their annual per capita income \$1,393.60

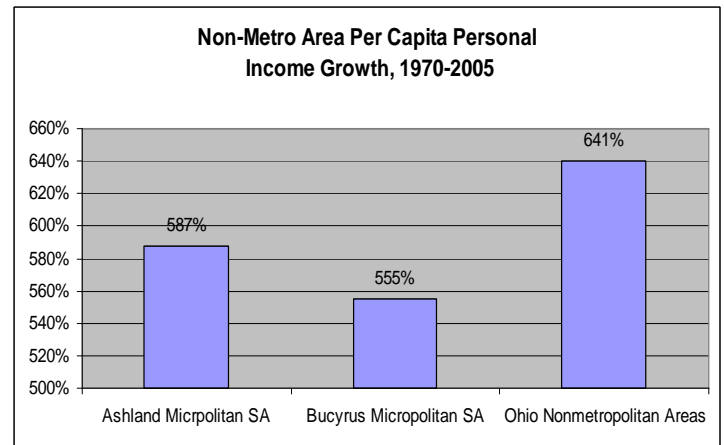
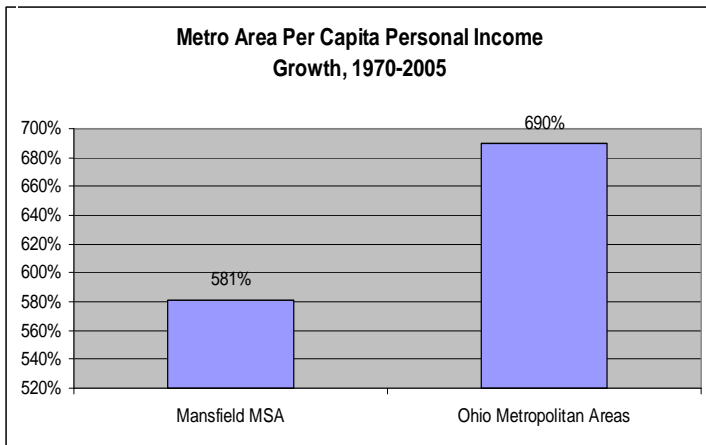
Other key impacts included:

- 2,052 contacts at NC State and area OneStops to express interest in training
- Marketing efforts to 575 industry, labor and community partners
- 328 organizations have taken part in the training and assessments from all nine counties

- Of 611 youth assessed for employment interests/competencies, half were incarcerated

Along with these quantitative results, there have been qualitative outcomes in terms of the five-step outline in 2P1, including:

- Identification of regional economy. For certain purposes, the College has received benefit by aligning itself with a consortium of Northeast Ohio community and technical colleges, such as forming collaborations to apply for major federal Department of Labor workforce grants. But the identification of ED 6 was critical to obtaining the advanced manufacturing grant and RIG grant.
- Convening a leadership group. After decades of parochial approaches to workforce/economic development, a key stakeholder group is coalescing that brings education (College and career center), local Workforce Investment Board, economic development, human services, and county commissioners to the table – especially through the RIG grant.
- Conducting a regional assessment. The College has used a variety of workforce and socioeconomic data sources to inform, inspire and persuade local, state and national stakeholders. For example, it mined data showing the local metropolitan statistical area and an adjoining micropolitan statistical area have the lowest rate of per capita personal income growth among Ohio peers in the past 35 years. This has stirred local stakeholders to the severity of regional economic issues. Other data presentations have achieved funding such as the RIG grant where the College was able to show that the rate of regional mass layoffs over a year significantly outpaced statewide trends. This also helped attract a grant from the American Association of Community College Center for Workforce and Economic Development, which it is leveraging with the RIG grant for planning purposes.



Source: Bureau of Economic Analysis

- Developing an economic strategy and corresponding talent development strategy. This remains an ongoing process that will be driven by the RIG planning grant linked to efforts of work group on talent and workforce commissioned by the Governor for all regions of Ohio.
- Identifying resources to support the region’s plan and investing in the talent economy. The results are mixed. The College has secured funding from both the RIG grant and the American Association of Community Colleges (AACC) to apply toward planning. The \$1.9 million advanced manufacturing grant was a tremendous investment. However, it was one-time funding and now the College is facing a potential shortfall in its workforce development budget unless it either obtains significant private investment from industry or receives an extension of its grant. The local WIB and the College are attempting a compromise by offering a 53% local match for an extension of the grant to also apply to health care and information technology.

2R2 While peer data is limited, it appears the results of NC State's efforts are mixed when compared to those of other institutions. Two areas where NC State lags many other community/technical colleges are availability of robust distance noncredit coursework and limited development in transfer equivalency credit efforts. For example, Northwest State Community College in Archbold, Ohio, has established itself as a state leader in distance coursework offerings, both online and via videoconference and is even providing distance coursework to Mansfield's General Motors plant. Using technology, it provides instruction at the worksite before, during or after the shift. Northwest State also has what appears to be an effective system for converting noncredit students to credit at the time of their initial training.

NC State has made several trips to Northwest State to learn their practices. It is also discussing a partnership with them whereby Northwest will offer distance coursework on polymer technology in NC State's region, and NC State will offer packaged distance course on die technology in Northwest's region. Also, several community and technical colleges have more robust non-credit offerings in areas outside of manufacturing, including many disciplines offered online

However, NC State does appear to be positioning itself well in comparison to some other training providers in terms of fostering collaboration for workforce projects. For example, it has been coordinating training services with the five area adult career centers to avoid duplication/confusion well before the State of Ohio moved all these providers under the same governance structure. Also, few other colleges in Ohio have established articulation agreements with career centers to grant credit for technical coursework toward an academic certificate or degree.

Finally, NC State may be ahead of some peers in its use of data for planning purposes related to workforce. It has become a "power user" of the economic modeling software to the point that it has presented with Economic Modeling Specialists Incorporated (EMSI) at a regional conference. It has also proposed standard reporting features to EMSI based on tables created from raw data from the system. An example of a self-constructed report is shown below, one that was used to show stakeholders the regional growth and earnings potential for occupations by training. The category of long-term on-the-job training presents an excellent argument for expediting traditional apprenticeship-type training through workforce training.

Occupational Forecast by Required Education/Training for Ashland, Crawford and Richland Counties

Required Education/Training	2006 Jobs	2011 Jobs	Change	% Change	Replacement Jobs	% New & Rep.	Median Earnings Per Worker	Average Earnings Per Worker
Short-term on-the-job training	44,308	46,351	2,043	5%	6,828	20%	\$8.84	\$9.79
Moderate-term on-the-job training	26,599	27,521	922	3%	3,182	15%	\$13.20	\$14.16
Long-term on-the-job training ¹	10,364	10,996	632	6%	1,181	17%	\$14.47	\$15.47
Work experience in a related field ²	9,285	9,876	591	6%	965	17%	\$17.78	\$19.95
Postsecondary vocational award	7,204	7,893	690	10%	708	19%	\$12.91	\$13.99
Associate's degree	3,858	4,370	512	13%	374	23%	\$20.39	\$21.28
Bachelor's degree	11,870	12,425	555	5%	1,176	15%	\$22.24	\$24.21

Source: Economic Modeling Specialists, Inc.

¹ Generally skilled trades positions. Training can be expedited through advanced vocational technical education.

² Management positions requiring long-term experience

2R3 There has been no definitive analysis correlating the impact of workforce development outcomes with the strength of the College. However, it appears that internally they are starting to help break down the historical cultural divide between academic and non-credit offerings at NC State. The collaborations that have been formed with external stakeholders around workforce projects have significantly enhanced

its regional relationships (see Category 9 for additional detail) as evidenced by the number of collaborating partners in the advanced manufacturing grant.

211 See 2P1 to see how the College is working to improve systems and processes for workforce development.

212 To improve communication of results and priorities, an application is being made to the Knowledge Works, Inc. to implement a P-16 commercial promoting a coordinated effort to promote all education and adult training. Efforts and results for workforce and economic development are posted on the College web site. The President's newsletter is published monthly to communicate institutionally. The College Deans publish divisional newsletters to promote communication and better understanding of division news and issues.

Category 3 Understanding Students’ and Other Stakeholders’ Needs

Context for Analysis: The College rates itself in the Systematic Approaches category of understanding stakeholder and student needs. There have been various historical sources to capture data on student and stakeholder needs and satisfaction, but it has been challenging to use these sources to support management decisions, However, with involvement in the national Achieving the Dream initiative and AQIP accreditation, the College is improving its processes in this area. Consequently, most of this category will emphasize processes over results reporting and improvements.

3C1 The College does not have a specific method for categorizing students and other stakeholders into key groups, although historically there have been some common groups. Categorizing these groups seems to be dependent upon what a department or area of the College chooses to measure and with what instrument. A quick browse through the various assessments used for these groups indicates a lack of agency pre-planning on assessment and the establishment of key groups. However, in the development of the AQIP Systems Portfolio, and the evaluation process of Achieve the Dream, categories of students and stakeholders began to emerge. There are two main non-college employee groups defined as follows:

- | | |
|---|--|
| <p><u>Students who receive our services:</u></p> <ul style="list-style-type: none"> • Newly Admitted • Returning • Continuing (currently enrolled/attending) • Involved with Developmental Courses • Not Involved with Developmental Courses • Full-Time • Part-Time • Alumni | <p><u>Stakeholders who are partners in the process or end results:</u></p> <ul style="list-style-type: none"> • Parents • Employers • Clinical/Practicum Sites • Economic Development Agencies • Community Leaders • Community Focus Groups • Community Businesses/Agencies • School Districts |
|---|--|

3C2 The College recognizes the following expectations and requirements, based on the College Board of Trustee Goals (Policy No. 1.1):

- Both the student and stakeholder groups have the expectation that the College will produce graduates who are able to be employed and work effectively in jobs in the regional areas served by the College. (Guarantee Quality Education subgoal)
- Students expect to be able to earn a wage sufficient enough to support themselves and their families. (Guarantee Quality Education and Workforce Development subgoals)
- Students who transfer to four-year colleges expect to have gained the knowledge and skills they need in order to be successful at the college to which they transfer.(Guarantee Quality Education subgoal)
- Businesses expect current employees to be trained for current industry needs, often as part of a customized training package delivered by the College. (Workforce Development subgoal)
- All stakeholders expect the College’s services to remain current with long-term employment needs and to be updated or modified as needed. (Guarantee Quality Education and Workforce Development subgoals)
- The community, as a whole, expects the College to provide open access to higher education for its members, including those who arrive with a completed high school degree but with a need for developmental education. (Maximize Student Access and Guide Toward Educational Success subgoals)

3P1 The College has a myriad of methods, both formal and informal, that it uses to assess the changing needs of students. Some of the formal instruments used serve dual functions: assessing student needs and gathering student satisfaction.

Formal Instruments for Both Needs and Satisfaction

What is the instrument?	Who administers the instrument?	Who participates?	Gathers “needs” and satisfaction information on:	When is it administered?
Faculty and/or course evaluations	Academic Dean/chairs	-students and deans/department chairs	-the course, teaching techniques, content, faculty performance	Quarterly/Annually or according to contract status or at the discretion of the Dean
Student Satisfaction Survey	Bromfield Library Staff	-students using library services	-library services and facilities	Annually
Weekend Users Survey	Bromfield Library Staff	-weekend users of Library	-library services and facilities	Annually
National Association Education Young Children Self-Study	Child Development Center Staff	- student/parent users	-services offered through Child Development Center - areas of Relationships, Curriculum, Teaching, Assessment, Health, Community Relationships, Families, and Leadership and Management	Annually
Community College Survey of Student Engagement Summary (CCSSE)	Institutional Advancement	-students with the college; strengths and weaknesses related to core learning outcomes	- areas of weakness or needed improvement within the College	Biennially
Graduate Survey	Institutional Advancement	-alumni with regard to job competencies	-needed changes in course content to prepare students for the workplace	Quarterly
Clinical evaluation and Nursing Course evaluation	Nursing Program Director	-students with clinical faculty, facilities and the nursing course	-needed changes in course content to prepare students for the workplace; needs in clinical sites	Quarterly
Student Activities Survey	Campus Life	-students using services and student activities	-student recreational needs and interests in student organizations	Continually
Customer Service Evaluations	Student Services Division – used for performance evaluations	-prospective and current students using services	- student needs in regards to services	Continually

College Student Inventory (CSI)	First Year Experience Faculty and Student Success Center Staff	-students using Center, taking FYE courses	-student needs for information in the areas of career, relationships, finances, personal counseling, and academic tutoring	Quarterly
New Student Registration Evaluation	Student Success Center	-new students completing the registration process	-student needs in areas of information needed to start classes including use of the website, student portal, location of classes, bookstore, etc.	Quarterly
Survey of Support Services	Vice President, Learning, Support and Retention	-students using support services	-student needs in the areas of student services	Quarterly
Flashlight Assessment	Teaching, Learning, Technology Roundtable (TLTR) and its subcommittees	- faculty and students	- satisfaction of students and faculty regarding their computer skills, student abilities, attitudes, needs regarding computers and technology	Annually
Did Not Enroll Survey	Admissions	- students who expressed an interest in the college but did not enroll	- student satisfaction with admissions process, why did not enroll/ enrollment needs of students	15 days after the new quarter begins
Focus Groups	Achieving the Dream teams	Students from developmental education courses, students from gatekeeper courses	Barriers to success, possible solutions related to advising, pedagogy, course offerings, etc.	As Needed
School Counselor Survey	Admissions	Area high school counselors	Types of students most often referred to NCSC, school perception of NSCS, suggestions	Annual

Besides formally administering surveys or assessments, the following demonstrate how NC State works actively to understand the needs of its students and address them through informal methods. Further examples are available in other categories, especially Category Nine for external stakeholders.

Formal Methods and Tools to Assess Only Needs

What is the instrument?	Who administers the instrument?	Who participates?	Gathers “needs” information on:	When is it administered?
Admissions Needs Assessment	Admissions recruiters – used to focus first enrollment meeting	New students	Student information needs on childcare, housing, financial aid, etc.	Upon matriculation
Distance Learning Evaluation	Distance learning department	Online course students	A Blackboard evaluation tool used in all online distance learning classes to assess whether there are unmet needs with the individual course and its delivery	Began Spring 2007
Health Science programs licensure/credentialing exams	Licensure/credentialing bodies	Graduates	Pass rates of students on state boards are guides to assessing student needs in their curriculum.	Post graduation
Discover	Career Exploration Advisor	FYE students	Interests, abilities, and values of all FYE students to provide guidance in choosing a major and/or career	Quarterly
Parent Interest Survey	Child Development Center Staff	Student/Parent Users of CDC	Health and wellness, personal development, parenting	Summer, Fall, Winter

Informal and Ongoing Processes

1. Individuals in departments research national trends in student needs through journals like NACADA, Journal of Developmental Education, health science journals, disability newsletters and magazines. The President’s office reviews *The Chronicle* and the OATYC journal regularly, sending copies of appropriate articles to various parties.
2. Post Secondary Enrollment Option (PSEO) – The Assistant Vice President for Learning’s direct contact with high school advisors guides high school student needs in off-campus course offerings. A recent grant award increased the offerings at the schools in math and science through Dual Enrollment to fulfill a statewide need in math and science in the high schools.
3. The Coordinator of Specialized Support Services analyzes tutoring requests to guide the number of tutors provided and their hours of availability in the Student Success Center.
4. Health Science Wait List Numbers – The Dean and Department Chairs of the Health Science and Public Services Division analyze these numbers. This has resulted in the search for additional clinical sites as enrollment demand increases in health programs.

5. Registration numbers and patterns -- Analysis of this data by deans and department chairs and viewing of the number of students on course Wait Lists provides input as to future course offerings.
6. The Library Director reviews the Ohio LINK book requests and number of student visits during peak hours in addition to the requests of faculty to guide them in service improvement.
7. Student Services offices study traffic patterns to better accommodate student needs. Saturday hours were recently changed as a result of this process.
8. The Coordinator of Specialized Support Services reviews the type and number of student requests for disability services to provide enough student assistance. As a result, a group of volunteers was just brought into the office in order to provide more availability for test monitoring.
9. Labor Market Information (LMI) – Admissions reviews this national web resource to assess the number of college attendees. The Special Assistant to the President assesses the labor needs of the areas to guide the development of programs to be offered at the Outreach Centers in the surrounding communities of Bucyrus, Willard, and Ashland.
10. High School Guidance Counselors Advisory Board meets twice a year on campus with College admissions personnel to spotlight a major or student service that would be of interest to high school guidance counselors and prospective students, to determine from the counselors what works best for engaging their students, to build agendas for future meetings based on the information the counselors need, and to react to what they determine will best assist their students with enrolling at NC State. The College's admissions personnel administered a mini-survey to get counselors' input. Questions on the survey have included:
 - What is the preferred visit style for the high school? How can we maximize the effectiveness of those visits?
 - Describe the population of student you most often refer to NCSC.
 - What is your perception of NCSC?
 - What are your suggestions for NCSC to build a better relationship with parents?

College Admissions used information from the survey and conversations with the counselors to guide planning for fall and spring high school visits, to create a 'to do list' of items the counselors felt would help the College better serve high school students, to add a parent page to the Admissions page, and to select topics to address at subsequent meetings.

11. The College switchboard tracks requests for programs that the College does not offer, but it is unclear how that data is used.

While there are numerous quantitative and qualitative data sources, the College's larger historical problem has been its lack of effectively using data on stakeholder needs to support management decisions. This difficulty is compounded by the fact that there are so many sources of relevant data gathered, and these are not always effectively compiled together or otherwise communicated to College stakeholders that may find it useful. Through Achieving the Dream and AQIP, the College has improved the process of truly considering data on stakeholder needs when it makes policy decisions. However, these sources are still significantly underutilized and under-communicated. It is the hope that as a new administrative system is implemented and additional resources are provided for the Institutional Research and Grants Office, the analysis and decision process will improve.

3P2 The College builds relationships with current and prospective students through personal contacts, group activities and events, and media communications that integrate the student into the college culture.

Individual Contact

This is arguably the most important means to build and maintain relationships. There are average 700-1,300 student inquires at the Welcome Desk at the College's "One-Stop" student services center. Generally, recruiters hold an initial meeting with prospective students. Recruiters also visit with prospective students at the high schools, the county Job and Family Services OneStops, and other "feeder" locations, as does the Tech Prep Transition Coordinator.

Advisors in the Student Success Center (SSC) then meet personally with all new, incoming students. They also provide advising on a walk-in basis, and provide intrusive advising for students on academic probation and developmental students. There are more than 10,000 individual contacts each year through the SCC alone. Students also meet individually with financial aid officers on an initial and recurring basis, and families using the Child Development Center for childcare are linked with a primary family support staff at the Center. Finally, as students progress into technical courses they meet with individual faculty advisors in their major.

Group Contact

Key outreach to groups of prospective students includes:

- Student Ambassadors -- These students provide campus tours, participate in campus events, and are involved in calling campaigns to reach current and prospective students.
- Rising Stars and Reality Store – These activities are provided by Tech Prep and designed to build a relationship with middle school children who might be interested in attending college in the future
- Parent's Night – This activity is held at local high schools every Winter Quarter for prospective Post Secondary Enrollment Option students and their parents to learn about the College and what it has to offer.
- President's Day High School Visit-prospective high school juniors and seniors visit the campus.
- College Goal Sunday – This annual event, held each February, provides assistance to students and parents from the surrounding area in completing financial aid paperwork to attend any college.

Key group outreach to maintain relationships with current students includes:

- Student organizations, especially Phi Theta Kappa International – This academic honorary society involves 221 current students and 500 alumni.
- Work Study program- Over 78 students are involved yearly. Through their employment, the students build connections to the College faculty and staff while developing employment skills.
- Career and Transfer Expo – This yearly spring event involves 70-80 community area employers and (primarily) Ohio colleges who convene at the College to talk to NC State students about prospective employment or transfer.
- Scholarship Luncheon – The President and Foundation Board attend this event that recognizes College scholarship recipients, as well as benefactors.
- Child Development Center (CDC) – Coffee breaks, hosted by the CDC the second week of each quarter for student-parents, provide an opportunity to student-parents to connect get together with each other and with family service staff about how they are balancing their work/family/student responsibilities.
- Athletics -- Current students and employees may join/participate in recreational teams or intramural sports.
- Summer Youth Explosion, a summer camp for children entering grades 1-6, is designed to expose area youth to a college environment and foster a relationship with them as future students.

Electronic or Print Media

Admissions/Recruiters use a variety of tools to communicate with prospective students, depending on the student status: Inquiries receive 5 letters and phone calls, used to encourage the student to take the next step in their admissions process. Applicants receive ten forms of communication to instruct them in the admissions process. Other supporting tools include a quarterly newsletter distributed to 136,000 households regionally (*The Leader*), the student handbook (2000 distributed), the college catalog and a twice-yearly guidance counselor newsletter with information for prospective students in the high schools.

Current students receive quarterly e-mail reminders about important dates from the Student Success Center (SSC). O.L.L.I.E. , the On-Line Learning Information Exchange provides for contact with an online advisor. Students experiencing difficulties in class may receive an "academic alert" e-mail from their instructor directing them to meet with an SSC advisor, as well as a follow-up phone call from the SSC. Students in the Directions program (those requiring developmental education courses) also receive phone and e-mail advising via the SSC.

Faculty and students regularly communicate via e-mail, as nearly 40% of students in the 2006 CCSEE survey reported regularly communicating with faculty via e-mail.

More general publications to keep students informed include a weekly campus newsletter distributed in hardcopy and posted on the website (*Newsbriefs*), a CDC newsletter (*Developmentally Speaking*), and information on the college website. The recent hiring of a webmaster and the implementation of a new administrative system will greatly enhance future electronic communication to students,

3P3 Information on how the College identifies the changing needs of other stakeholders is available in Categories One, Two and Nine, as well as Category Four for College employees.

3P4 Building and maintaining relationships with key stakeholders occurs through meetings, social events and community functions, as well as one-on-one interactions. Communications through various forms of media also foster relationships with these groups.

For alumni:

- Alumni Coffee Hour with the President
- Alumni Reception at Rock 'n Ribs
- Distinguished Alumni Award through the Ohio Association of Community Colleges
- Entrepreneurial Hall of Fame (frequently involving/recognizing alumni)
- Holiday greeting cards from the College

For other stakeholders:

- Community events
 - Social events, such as Rock 'n Ribs
 - Chamber of Commerce events
 - College participation in United Way fund raising campaign
 - President participation in
 - Mansfield Richland Area Education Foundation
 - Pioneer Committee Advisory Council
 - Rotary
 - Richland County Board of Developmental Disabilities
 - Tribute to Women In Industry (TWIN) program
 - Tech Prep Advisory Council (State Level)
 - Membership in community functions – many college members are active participants in church, hospital, and other community boards, and local government
- Meetings
 - Meetings with stakeholders and foundation members
 - Regular meetings with community leaders and businesses to keep abreast of current training needs
 - Meetings with members of The Ohio State University - Mansfield staff
 - Memberships by College personnel on advisory/governing boards within the community
 - Community members serving on College advisory boards
- Media Communications
 - *Newsbriefs* – This is a weekly campus newsletter of events and important dates distributed to all campus buildings and posted on the website.
 - *Leader* – Every mailbox in Richland, Ashland, Crawford counties receives this newsletter 3-4 times a year, reaching 136,000 households.
 - News releases to local newspapers
 - Divisional Newsletter -- Division Deans publish quarterly division newsletters distributed to College employees (begun in 2007) to inform them of current happenings within their division.

Information on how the College builds and maintains relationships with key stakeholders is also available in categories Two and Nine, as well as Category Four for College employees.

3P5 Each functional area of the College is responsible for ascertaining the needs of its stakeholders and deciding how to address them through the College's strategic planning process described in Category Eight. There is an annual planning cycle linked to the College budget.

3P6 Complaints are collected through various formal and informal processes. The formal student grievance procedure is published in the Student Handbook which is received by all students in the FYE 101 - Orientation to College or FYE 161 - College Survival Skills courses and is available at the Welcome Center in Byron E. Kee Hall. Students participating in distance learning can access the College resolution policy specific to their needs online at www.ncstatecollege.edu/online. In addition, the College receives formal complaints from students through the following means that are reviewed quarterly by academic deans:

- Student evaluations of faculty/courses
- Grade Appeal Process as indicated in the College catalog
- Academic Course Drop/Add form (students are invited to indicate the reason withdrawing from a courses and add personal comments as necessary)
- Reports filed with Campus Security

The formal grievance procedure for faculty and staff is published on the Human Resources website at www.ncstatecollege.edu/offices/hr/default.htm. In addition, the [Faculty/Staff Congress](#) provides a forum for faculty and staff to express concerns and resolve issues in a collaborative atmosphere.

Many student and stakeholder complaints are handled within individual offices but these are not presented to the College in any summative form. Department rules and procedures evidence the fact that anecdotal complaint information has been formalized and institutionalized through processes that are provided to students and stakeholders through handbooks and other media. Informally, complaints from students and stakeholders are presented and discussed through open Forums with the President, or student interaction with various campus facilities (i.e. Child Development Center, Campus Recreation Center, Campus Activities Board). The College routinely uses the following three step process to analyze and select a course of action when a complaint is initiated:

- Information is gathered and analyzed for validity
- If necessary, corrective action is determined with individuals key to the resolution involved
- If the issue can not be resolved at this level, a committee or work team may be created to help in the resolution process

The College has established the following mechanisms in which resolution of complaints can be communicated with students and stakeholders:

- Stakeholders involved are notified individually via individual meetings, phone conversations, specific meetings, paper memo, etc.
- Reports to various groups such as the Board of Trustees, President's Staff, Faculty/Staff Congress, Kee Hall Plus Meeting (open meeting with members of the Student Services Division)
- Formal reports published on the College intranet (i.e. Campus Quality Survey)
- Presidential Newsletter
- Presidential Open Forums
- Faculty and Staff In-Service Days

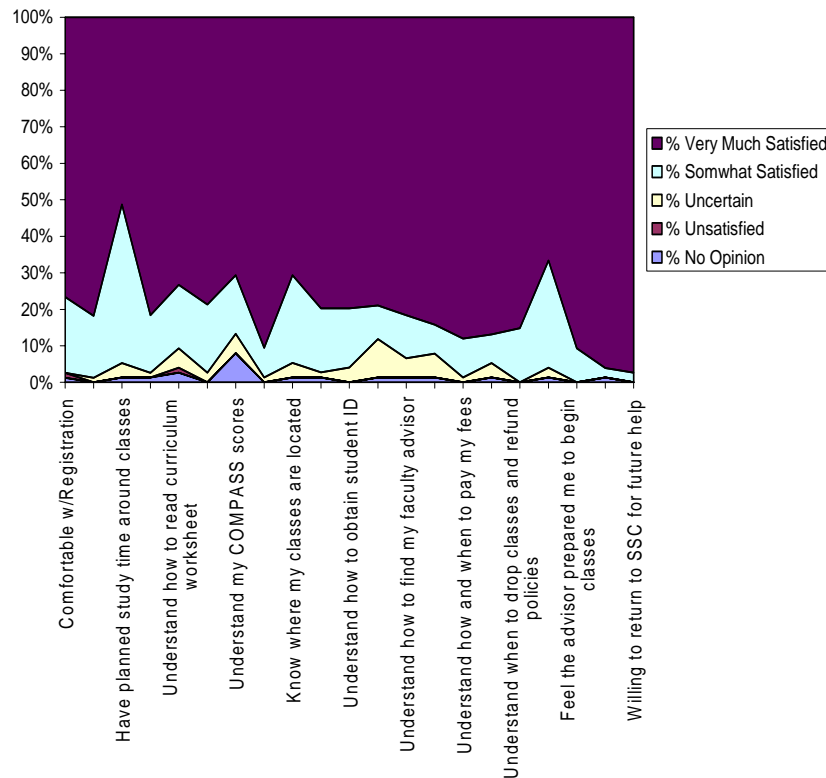
3P7 The way that the college determines student satisfaction is described in 3P1. (See chart in 3P1). Processes for determining other stakeholder satisfaction is addressed in Categories One, Two and Nine,

as well as Category Four. However, as previously noted there is a need to consolidate or summarize these various sources in a more effective manner.

3R1 The following provides links to key results concerning student satisfaction through the various stages of a student's experience with NC State.

New Students: (2007) New Student Registration Evaluation – Data from this source revealed a need to provide further assistance to new students (see graph below). This information resulted in the development of O.L.L.I.E., a new online, continuous orientation newsletter that began in Summer 07 (see 311).

Winter 2007 Registration Evaluation Results



While the above chart only represents one quarter of data, it does set a baseline for tracking in various areas of new student registration. For example, students reported high satisfaction on knowing where classes were located, understanding when and how to pay fees, and understanding withdrawal and refund policies. However, there tends to be more uncertainty or dissatisfaction in areas such as understanding how to read curriculum worksheets, understanding COMPASS scores and understanding how find the assigned faculty advisor.

Current Students: (2006 and 2007) [Achieving the Dream Data Research](#)- The College held focus groups with students who had passed developmental courses and college-level gatekeeper (high enrollment, high-failure) courses to help the College put quantitative data in better context,. Both sets of focus groups asked students what they perceived as barriers to success. Many responses reflected satisfaction issues.

Developmental Course Barriers
<ul style="list-style-type: none"> • Lack of available courses/scheduling • Teachers covering material too quickly • Instructors not communicating at the students' level • Instructors being "non-supportive/non-effective"

Gatekeeper Course Barriers
<ul style="list-style-type: none"> • Content too much, too fast • Relevancy of course content to real life • Access to instructional resources • Textbook costs and usage • Consistency in classroom management and course content

In addition, prior developmental student focus groups were broken into subpopulations identified as performing at lower rates than the overall cohort: males, African Americans and students age 23-29. Unique barriers for male students including: coping with an ineffective advising system, pride, and lack of desire for learning among young male students. Unique barriers for the 23-29 age group included the wait list for many of the health science program. Unique barriers for African American students included: lack of access to computers, lack of money/financial aid, and instructors lacking cultural awareness. All these qualitative responses have helped form strategies developed by the college to improve developmental and gatekeeper course pass rates.

(2006) Community College Survey of Student Engagement (CCSSE) – This national standardized survey was taken by nearly 540 NC State students in spring 2006 to assess various aspects of student engagement. CCSSE groups most of the questions into five main benchmark areas: Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction and Support for Learners. Survey results were compared against all two-year colleges taking the survey (447) and similar size colleges taking the survey (247). Below is a chart summarizing benchmark scores, computed by averaging the Likert scores on survey items that comprise the benchmark.

All Students				
Benchmark	Your College	Comparison Group Statistics		
			Small Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	48.1	Benchmark Score	51.3	50.0
		Score Difference	-3.1	-1.9
Student Effort	48.8	Benchmark Score	51.1	50.0
		Score Difference	-2.3	-1.2
Academic Challenge	49.4	Benchmark Score	50.4	50.0
		Score Difference	-1.0	-0.6
Student-Faculty Interaction	44.6	Benchmark Score	51.5	50.0
		Score Difference	-6.9	-5.4
Support for Learners	46.2	Benchmark Score	52.8	50.0
		Score Difference	-6.6	-3.8
		Number of Colleges	247	447

The chart shows that for questions relating to the first three benchmarks, NC State ranks very near the comparison group averages. However, benchmark scores for Student-Faculty Interaction and Support for

Learners are much less than the comparison groups. Specific topics from these benchmarks with a statistically significant difference below the comparison means included: talked about career plans with an instructor, discussed ideas from your readings or classes with instructors outside of class, encouraging contact among students from difference economic, social, and racial or ethnic background, frequency for academic advising/planning and frequency for career counseling.

In addition to these benchmark areas, NC State student responses were also significantly below the small college mean in these areas: participating in a community-based project as part of a regular course, participating in college-sponsored activities, solving numerical problems, contributing to the welfare of the community, frequency on job placement assistance and frequency on tutoring.

Graduates: (2004-06) Graduate Follow-up Competency Survey – This survey is sent out to all graduates once a year. Data is calculated and formatted into two separate spreadsheet reports: 1) Graduate Follow-up report consisting of employment, continuing education & salary information, and 2) a Graduate Competencies Report, which rates the education received, knowledge of theory, overall satisfaction of preparedness, and various core competencies expected of a graduate. The following chart summarizes the mean responses of individual program averages the past three years. In upcoming years, aggregate results will be calculated on individual student responses as a whole and not an average of an average. Hwoever, individual programs with lower averages tended to have low response rates, lowering the risk of reaching inaccurate conclusions.

	Year Graduated (responses)			
	2003-04 (158)	2004-05 (132)	2005-06 (284)	% Difference
Rating of education received	4.2	4.0	4.0	-3.6%
Overall satisfaction with preparedness	4.3	4.3	4.0	-7.8%
Knowledge of Theory	4.0	3.7	4.3	6.5%
Knowledge of Practical Application	4.4	4.3	4.3	-1.4%
Mathematical Capability	3.9	3.9	4.3	10.3%
Written Communication Skills	4.3	4.1	4.2	-1.2%
Oral Communication Skills	4.4	4.4	4.2	-4.1%
Problem Solving Skills	4.3	4.3	4.3	0.0%
Collaborative Skills	4.3	4.1	4.2	-1.6%
Decision Making Skills	4.3	4.3	4.2	-2.3%
Computer Skills	4.0	4.1	4.3	6.7%
Demonstration of Professional Development	4.0	4.1	4.2	4.8%

The data show slight drops of satisfaction in the general areas of rating education received and overall satisfaction of preparedness. Likewise, most of the core competency areas decreased with the exception of mathematical capability, computer skills and demonstration of professional development.

3R2 Some results for building relationships with other students are found in other sections of the Systems Portfolio, including categories One (Helping Students Learn), 6 (Supporting Institutional Operations), and Nine (Building Collaborative Relationships). Other specific results on enrollment will be tracked through the College’s Strategic Initiative #1 from the strategic plan, Enrollment Development.

3R3 Some satisfaction results for stakeholders other than students have generally been addressed in Categories Two (Accomplishing Other Distinct Objectives), Four (Valuing People) and Nine (Building Collaborative Relationships). For other results, data was not available.

3R4 The results on building relationships with key stakeholders other than students are generally addressed in Categories Two (Accomplishing Other Distinct Objectives), Four (Valuing People) and Nine (Building Collaborative Relationships). For other results, data was not available.

3R5 Comparison results with other institutions are an integral part of the Community College Survey of Student Engagement (CCSSE) survey regarding questions 3R1 through 3R4. The College intends to administer this survey again in Spring 2008 and measure comparative results against the 2006 baseline. Comparative data on organizations outside the education community was not available.

3I1 The College has implemented improvements to current processes for understanding the needs of key student and other stakeholder groups.

O.L.L.I.E., the On-Line Learning Information Exchange, was launched Summer 2007 by the College's Student Success Center (SSC) in an effort to provide ongoing orientation to students by focusing on information and issues that impact student success, including registration information. Students are encouraged to ask questions to be answered in future issues, thus allowing the SSC to better understand student needs. O.L.L.I.E. will be evaluated for its effectiveness in improving new students' registration experience.

The Community College Benefits Regional Job Growth Report by Educational Level predicted growth of Health Services jobs by 21% in the College's 3-county service region between 2005-2010. NC State is working to address this need by seeking approval for a new program for a bioscience program from the Ohio Board of Regents and investigating new programs in occupational therapy and medical technology.

Office of Vice President of Learning Support and Retention co-hosted the first "Meet and Greet" between OSU-Mansfield and NC State College student services areas to begin building a working relationship. The two organizations are working together to plan/host student Welcome Week activities for the fall quarters.

The Child Development Center has attained funding from various sources over recent years to assist low income* student-parents in accessing quality care for their young children. These funds also provide for supportive family services including health and mental health guidance in an effort to remove barriers to student success. (*Approximately 2/3s of NC State's student population qualifies for the federal Pell Grant program.)

An over-arching goal for the College will be to better compile the sometimes disparate data sources into a comprehensive information resource. For example, there are some potential common issues amongst the various data sources cited in 3R1 such as: concerns about academic advisement, achievement of mathematics competencies and cultural awareness.

3I2 The College has not set targets for improvement in the processes reported. Improvement priorities that impact the College's ability to understand students' and other stakeholders' needs will be related to the Strategic Initiatives of the College's strategic plan – a new planning effort by the College (see Category Eight).

Category 4 VALUING PEOPLE

Many changes have impacted the work environment and people of North Central State College including: reorganization of student services into a "One Stop," realignment of the Learning Division (available at http://www.ncstatecollege.edu/offices/president/brdtrustees/ncscorgcharts_July2007.pdf), increased efforts to improve communication (including an [AQIP Action Project](#)), implementation of a strategic planning model, organization of the Faculty and Staff Caucuses, and implementation of the Carver Policy Governance Model by the President and Board of Trustees.

A core group of faculty, dissatisfied with the effectiveness of the Faculty Caucus, is currently working toward organizing a union.

4C1 North Central State College has reorganized with the purpose of strengthening the focus of the College on student learning and development.

- The One Stop was created in 2002 to consolidate all student service areas in a central location for student convenience. These areas include Admissions, Financial Aid, Student Records and the Student Success Center.
- Prior to 2004, the Vice President of Academic and Student Services oversaw both the academic and student services functions. In 2004, the College committed to having one individual responsible for student services (Vice President for Learning Support and Retention) and one for academics (Vice President for Learning).
- In 2004, process mapping was completed in all student service areas to realign services to effectively and efficiently address student needs. This resulted in advising moving to the Student Success Center, Health Science programs wait lists being maintained in Health Sciences, and Admissions focusing on student outreach. Also, the Child Development Center was realigned as a student service versus a business or auxiliary service.
- In January of 2007, a restructuring of the academic areas created the position of Department Chair. Department Chairs oversee the day-to-day operations of their program areas thus allowing the division Deans to focus on academic leadership, long-range planning, goals and objectives for the division, development of programs, etc. The College also moved from four academic divisions to three by re-aligning similar programs.

The President and the President's Staff (Vice President for Learning, Vice President for Business & Administrative Services, Vice President for Learning Support and Retention, Vice President for Institutional Advancement, Special Assistant to the President) meet weekly to discuss the College's major initiatives and issues affecting student learning. The Vice President for Learning meets weekly with Academic Deans and/or Academic Chairs to address academic issues that affect students.

Additionally, the following committees have been established at the College to facilitate the focus on student learning: Achieving the Dream teams, Curriculum Committee, Assessment Committee (Core Outcomes), Ad Hoc Student Advising Committee, and Ad Hoc Student Orientation Committee.

4C2 The key institutional and geographical factors that determine how North Central State College addresses the work environment and job classifications begin with the College's status as a chartered institution by the Ohio Board of Regents as a state-assisted, not-for-profit, two-year technical college with the authority to grant Associates Degrees in Applied Science, Applied Business and Technical Studies, and Certificates of Achievement. The College's official district consists of the three primarily rural counties in north central Ohio -- Ashland, Crawford, and Richland Counties; however, the College provides significant workforce training and educational services to the outlying counties of Holmes, Huron, Knox, Morrow, and Wayne Counties as well.

The state legislature has recently granted the College the right to award transfer degrees. The ramifications for the work environment are not known at this time.

North Central State College's main campus is shared with a regional branch of Ohio State University and is located in Mansfield, Ohio. Some facilities and services are shared by both institutions. NC State's Kehoe Center for Advanced Learning is located in Shelby, Ohio, 6 miles north of the main campus. The Kehoe Center houses the College's Engineering, Digital Media, College-NOW, and Workforce Development programs. Pioneer Career & Technology Center also uses the Kehoe Center for classes and programs.

The city of Mansfield, Richland County and the surrounding area, as well as the state of Ohio, have been affected by the decline of the industrial/manufacturing economy. The State has struggled financially and state funding for higher education has been cut several years in a row. In addition, there is a culture of indifference towards higher education in the surrounding area. (18% of the local workforce is pursuing higher education. 10% of the local population has attained a Bachelors Degree and 5% have attained a graduate degree or higher. These statistics are almost half the national averages for college degrees.) The low proportion of college educated population in the Richland/Mansfield County area and the stringent budget makes it hard to find and retain qualified faculty, particularly part-time adjunct faculty. Yet the College relies heavily on adjunct faculty to reduce personnel costs while being responsive to changing demand and to bring real-life experience to the learning environment. The College's primary competitors for qualified faculty are Ashland University and The Ohio State University - Mansfield.

North Central State College employs 71 full time faculty and about 155 part-time adjunct faculty. For highest degrees held: Sixty-five percent of full time faculty have Masters Degrees, 21% have Bachelors Degrees, 6% have Doctorate Degrees and 8% have Associates Degrees, Certificates, or a high school education. Forty-two percent of part time faculty have a Masters Degree, 36% have a Bachelors Degree, 10% have a Associates Degree, 5% have Doctorate Degrees, and 5% have academy training, certificates or high school education.

4C3 The College has recognized that its workforce is aging and that it will impact workforce needs over the next decade. Overall, 34% of the full-time workforce is age 55 or older. When analyzed further by faculty and non-faculty positions, it appears that recruiting needs in the near future will be more focused on faculty positions.

Total Full-Time Faculty and Staff

Age	% of total full-time employees
39 and under	23%
40 – 54	43%
55 and over	34%

Faculty

Age	% of total full-time employees
39 and under	6%
40 – 54	45%
55 and over	49%

Staff

Age	% of total full-time employees
39 and under	33%
40 – 54	41%
55 and over	26%

Over the past 3 years, the College has averaged four (4) retirements per year:

	2007 (to date)	2006	2005	2004
Faculty	1	2	1	4
Staff	1	2	3	0

Although the College does not conduct formal analysis relative to impending retirements, typically division/department heads receive advanced notice of such events. For the most part, ample time is given by the retiring party allowing for the position to be replaced in a timely manner.

4C4 Currently the training initiatives at North Central State include tuition waiver and tuition remission, college wide professional development days for staff and faculty, and support for specific professional development activities. (Some faculty and staff pursue professional development workshops and conferences outside of that provided directly by the College.)

In the summer 2006, the President of the College moved the responsibility of planning professional development for Faculty and Staff from a committee to the Vice President for Learning. Under the Vice President's planning, the overall college professional development plan is for a 2 day session in the fall for faculty and staff, a 1 day session in the spring for Faculty, and a 1 day session for the fall for Staff. The Fall 2006 speaker covered assessment, and the spring 2007 speaker covered the "Next" generation.

Some other more specific opportunities for professional development include brown bag technology lunches, week-long technology boot camps, IT instructional technology lab classes, the Great Teachers Conference, and Blackboard training for online instructors.

The AQIP Steering Committee has proposed a Valuing People AQIP Action Project to improve and expand professional development for adjunct faculty through workshops and mentoring – an opportunity for improvement at the College.

4P1 Under the direction of the Human Resources Department, job descriptions have been created for all faculty and staff positions. The credentials (education and experience) for each position are identified in the job description and are guided by program and College (Higher Learning Commission) accreditation requirements.

All faculty basically have one job description.

The following are education credential guidelines for faculty positions:

- Current full-time faculty without a Master's degree are not mandated to have their Master's unless otherwise required for their discipline. However, all full-time faculty are encouraged to pursue and obtain their Master's degrees.
- Effective Fall 2006, all full-time faculty hired must have either: 1.) a Master's degree in the discipline; 2.) a Bachelor's degree in the discipline and 18 graduate hours in the discipline; or 3.) a Bachelor's degree in the discipline with appropriate certifications (examples of certifications include CPA for Accounting, PE for Engineering, etc.). Candidates without the above credentials may only be hired in special circumstances and with the consent of the Vice President of Learning and President.
- Effective Fall 2007, all adjunct faculty hired must have either: 1.) a Master's degree in the discipline; 2.) a Bachelor's degree in the discipline and 18 graduate hours in the discipline; or 3.) a Bachelor's degree in the discipline with appropriate certifications (examples of certifications include CPA for Accounting, PE for Engineering, etc.). Candidates without the above credentials may only be hired in special circumstances and with the consent of the Vice President of Learning and President.

Annually during the evaluation process for Administration and Staff employees, the supervisor and supervisee may review the current job description and adjust/revise to account for changes in the position. The job description identifies the required educational credentials, skills and experience required for the position. If changes in the position are significant, the supervisor may contact Human Resources to review the position (grade, etc.). The supervisor may also contact Human Resources at other times if the position responsibilities have changed significantly. The Human Resources office, in conjunction with the supervisor, establishes the qualifications for the position, taking into consideration qualifications of other similarly graded positions.

When vacancies arise, Human Resources personnel will gather a team to determine the specific skills and behaviors desired for the position. Prior to interviewing applicants, Human Resources reviews applicant credentials to ensure minimum qualifications are met. Additionally, every applicant participates in SkillsMax testing. Interview candidates take a test which corresponds to the position applied. For example, administrative staff may be tested on numeric calculations, grammar, etc. while management candidates may complete a questionnaire on behavioral and management styles. Once a final candidate is identified and prior to an employment offer, Human Resources conducts a criminal background check, employment reference check and personal reference check. Upon hire, all employees are required to submit official transcripts to Human Resources to verify education credentials.

4P2 Recruiting and hiring of all faculty and staff is overseen by the Human Resources Office. The following are guidelines for requests to replace positions vacated by resignations, retirements, terminations, and for newly budgeted positions.

1. The Department Supervisor and/or the appropriate Vice President requests the following paperwork from Human Resources: Position Requisition Form – initial step to begin the process of replacing the vacated position or adding a position; Position Review Form – completed by requesting supervisor to determine if position needs to be replaced or created; and the job description for the position.
2. After the forms are completed and signed by the Supervisor and appropriate Vice President, they are returned to Human Resources for signature by the Director of Human Resources and then to the Vice President of Business & Administrative Services. After all required signatures are obtained, the forms are submitted to the President for final approval.
3. Upon approval from the President, the Human Resource Office prepares a draft position posting. The Supervisor reviews the draft before final posting is made. The posting is advertised internally, and/or externally. Positions are posted internally for a minimum five (**5**) business days. External advertising allows a minimum of ten (**10**) business days for applicants to respond before resume review and interview selection begins.
4. The Supervisor and Vice President select a Search Team. Human Resources reviews applications received for qualification eligibility. The appropriate supervisor and/or Vice President and Search Team review applications and candidates are selected for interviews.
5. The Supervisor is responsible for coordination of schedules and submits date(s) and time(s) available for interviews to Human Resources. The available times are submitted to Human Resources no later than five (**5**) business days before the first interview is to begin.
6. The Human Resource Office contacts the selected candidates for interviews. For professional positions (i.e. Deans, Faculty, Professional Staff), the Supervisor or Search Committee member(s) may contact qualified candidates for interviews. Human Resources distributes Employment Applications and Background Check Release forms to the selected candidates.
7. Human Resources provides the Search Team with a copy of the interview candidate's resume, a job description, and a list of acceptable/unacceptable interview questions.
8. Upon request, a Human Resource representative attends the interview.
9. After the interview process is complete, the Search Team meets and evaluates each candidate carefully before making a recommendation for the successful candidate. The recommendation is submitted to Human Resources. Human Resources completes the Position Requisition process, and an appropriate salary is determined by the Vice President for Business & Administrative Services, Director of Human Resources, and the Supervisor of the position. This is subject to the President's approval. Human Resources secures the remaining signatures and final approval from the President.
10. After appropriate background checks are completed satisfactorily and the requisition form approval section is finalized, Human Resources makes arrangements to offer the job to the selected candidate. Professional positions (i.e. Deans, Faculty, and Professional Staff) may be offered by the Vice President. Human Resources contacts all unsuccessful interview candidates in writing or by phone to notify them that the search has been completed. All unsuccessful interview candidates must be notified before the announcement of the successful candidate is made.
11. Upon acceptance from the successful candidate, Human Resources arranges the New Employee Orientation conducted by the Human Resource Office. Human Resources generates a welcome letter and/or letter of intent to the successful candidate. Human Resources prepares the key request, notifies the Information Technology Department for phone and e-mail set-up, and processes the new hire documents.
12. Human Resources and/or the Supervisor introduce the new employee to other faculty and staff members and make arrangements for a tour of the College campus.

Positions are advertised in local and state newspapers, community organizations/agencies, trade publications, *Chronicle of Higher Education*, and various higher education web sites. Recommendations on where to advertise may be made by the employing department. Also, recruitment letters are often sent to program advisory committee members for referrals.

As evidenced by the hiring procedures previously mentioned, the College uses a structured interview process that involves all levels of staff and faculty. The College strives for a cross section of employees to sit on each search

committee. A representative of Human Resources attempts to sit on every search to ensure the appropriateness of questions asked. The search committee chair is responsible for identifying a list of questions that will be asked of all applicants. This allows for a comparison of answers from all applicants.

Human Resources initially conducts a new hire orientation consisting of completing various forms, communication of policies, benefits, etc. Most of the time, the orientation is one-on-one, allowing for a more open dialogue with the new employee. Departmental orientation occurs thereafter and varies from area to area. There is no formal system in place to orient new employees to the College, division, department, etc. Mentoring of new faculty occurs in some divisions but not consistent across the College. It is desired that a more uniform orientation program be created.

The following are guidelines for filling part-time adjunct faculty positions.

1. Class loads are analyzed and adjunct faculty needs are assessed by Deans, Academic (Department) Chairs and/or program faculty.
2. Adjunct candidates are recruited and interviewed by Academic Chair and/or program faculty.
3. Candidate is selected and the completed and signed Adjunct Approval form is forwarded to Human Resources.
4. Human Resources will check criminal background via the Ohio Department of Rehabilitation and Correction, Ohio Attorney General, Mansfield Municipal Court and Richland County Common Pleas Court, etc.
5. Upon successful completion of a criminal background check, Human Resources will mail a new hire packet to the adjunct candidate or provide the Academic Chair with a new hire packet for the candidate. Once the completed packet is returned, Human Resources will notify the Program Director, Academic Chair, Dean and Administrative Assistant for that Division.
6. For adjunct faculty, an on-site orientation is conducted prior to each quarter by the Assistant Vice President of Learning. New adjunct faculty members are required to attend the adjunct faculty orientation prior to their first term teaching. Existing adjunct faculty members may attend as well but are not required. Various faculty and academic policies and procedures are reviewed during the orientation. In the event there are few new adjuncts starting during a particular quarter, a one-on-one orientation may be conducted. The College is currently defining the position of Adjunct Liaison which will be involved with adjunct orientation as well, along with other adjunct related functions. This position will be held by a current adjunct faculty member.

There are various factors that impact employee retention. Benefits at NCSC are generally the most common noted. The College offers a benefit package that is very competitive within the community and surrounding areas. Benefits include medical/dental/vision insurance, sick leave accrual, vacation, state retirement system or alternative retirement plan, tuition remission and tuition reimbursement. As of Fall quarter 2006, the average years of service per faculty member was 11.46 years.

Changes in personnel are mainly addressed by the Hiring Procedure which is identified in 4P2. However, in a few instances, when a termination is foreseeable (retirement, resignation) an internal candidate may be identified as a successor to a position and subsequently appointed to the vacancy. On occasion, an external candidate may be appointed to a vacancy as well because of their expertise in a particular area. One formal succession plan has been identified by the Board of Trustees. This is for the position of President. Should the President unexpectedly leave the College, the Vice President of Business & Administrative Services would assume the responsibilities for the interim. This is reviewed and updated annually.

4P3 The College strives to maintain a work environment that fosters communication, cooperation, innovation, and organizational learning by providing clear strategic initiatives that are implemented via cross-departmental teams and providing the necessary tools and information access for successful team function. The Strategic Planning Model utilized by the College encompasses a rolling two-year cycle that involves the establishment of strategic initiatives with a clear plan of defined goals and associated tasks. These initiatives are guided by the institutional mission, vision and values. The Planning Advisory Committee oversees the development and monitoring of each initiative plan and recommends the allocation of appropriate resources.

Employees are provided with all necessary tools and information access to ensure the objectives of each strategic initiative are met as well as ensure the needs of all associated stakeholders are considered. Each department

has the responsibility and authority to carry forth the tasks outlined in the strategic plan and are empowered to make the decisions and actions necessary to ensure student success. (Please see Category 9 for further information on planning.)

The College also makes every effort to ensure all employees integrate the highest ethical practices into their responsibilities. The success of this approach hinges on the level of awareness of ethical responsibilities by all College employees. In compliance with an Executive Order from the Governor of Ohio (Section 2(b) of Executive Order #1), the College has a comprehensive ethics training plan in which all full-time and permanent part-time employees participate. The plan is to be monitored and resubmitted to the Governor's Chief Legal Counsel by July 1st of each year with the objective of "ensuring awareness and promote compliance of Ohio's ethics laws." The plan was launched this year via a mass redistribution of all current Ohio ethics law and North Central State College's Ethics Policy (available at <http://ncstatecollege.edu/offices/hr/policies.htm>) information with collection of signed acknowledgement receipts.

North Central State College's Ethics Training Plan consists of:

1. **New Hire Ethics Orientation.** All newly hired employees of the College receive an overview of Ohio's and North Central State College's ethics laws and policies during their employment orientation. The overview is conducted by the Human Resources department and includes an explanation and distribution of the following material:
 - The Ohio Ethics Law Outline
 - Ohio Ethics Law and Related Statutes
 - Ethics is Everybody's Business
 - Executive Order 2007 – 01S - Establishing New Ethics Requirements
 - North Central State College's Ethics Policy
 - Ohio Ethics Law and Related Statutes acknowledgment receipt

Additionally, new hires are required to sign and return an acknowledgement receipt within two weeks of their orientation.

2. **Ohio Ethics Law Review and Update.** The College currently has two faculty and staff in-service professional development days each academic year to foster improved communication and update College associates on the direction and activities affecting North Central State College. The review and/or update of general and specific ethics related topics will be included as an agenda item in these forums as needed and will serve to maintain the emphasis and ensure the awareness of the importance the College places on this issue. These sessions will be structured to include clarification on ethics topics facing the College and allow time for questions and answers related to those topics. For the 2007-2008 academic year, these in-service days are scheduled for:
 - Fall – September 13, 2007
 - Spring – April 25, 2008
3. **Plan review and modification.** In June of each academic year, the current ethics training plan shall be reviewed by the Human Resources department for relevancy and accuracy. This review will be the catalyst for the creation and submission of the coming year's plan to the Governor's Chief Legal Counsel by July 1st.

4P4 The College supports training and development of faculty and staff. Professional development expended in 2004 was \$95,910.41 (\$126,203.06 budgeted), in 2005 was \$111,068.03 (\$139,778.54 budgeted) and in 2006 was \$143,688.43 (\$181,831.83 budgeted). In the past, the consensus has been that there is insufficient funding for professional development. However, the aforementioned figures would seem to indicate professional development funds are not used in their entirety.

The College also conducts professional development days for both faculty and staff. There are combined faculty/staff development days as well as professional development for faculty only and for staff only. Some faculty are required to complete CEUs for licensure. Departments may provide additional funds for continuing education for certification.

Tuition reimbursement for courses taken outside of the College is available to full-time faculty and staff. \$40,000 is available to all participants and is equally distributed based on a maximum amount of credit hours eligible for reimbursement (12 semester, 18 quarter). The following is a breakdown of tuition reimbursement usage over the past 5 years. One drawback of the current reimbursement program is that participants do not know the amount of reimbursement they will receive until calculations are done near the end of the fiscal year.

Participants in Tuition Reimbursement

Academic Year	Participants	% Reimbursed
7/1/05 - 6/30/06	14	70.76%
7/1/04 - 6/30/05	17	57.30%
7/1/03 - 6/30/04	15	71.20%
7/1/02 - 6/30/03	5	59%
7/1/01 - 6/30/02	9	44%

The administration is evaluating changes in the tuition reimbursement policy. Current policy allows full-time faculty and staff to draw a divided sum of money from the general tuition reimbursement fund. Not all of the tuition reimbursement requests can be funded. Current reimbursement policy only provides funds for attending colleges and universities; it does not provide funds for individual non-credit classes even if they would be helpful to the faculty or staff member.

The College also provides tuition remission (waiver) for faculty and staff and their dependents for courses taken at the College. The waiver is 100% of tuition for full-time employees/dependents and is prorated for permanent part-time employee based on their full-time equivalent.

Some other more specific opportunities for professional development include brown bag technology lunches, a week-long technology boot camp, IT instructional technology lab classes, the Great Teachers Conference, and Blackboard training for online instructors. A grant was obtained to provide incentives for Teachers Learning Technology Certification program, which included the boot camp and individual classes. The classes were developed by the college Instructional Technologist.

Some divisions include professional development topics in their divisional meetings including discussions about online classes and workforce development. Some departments also pursue professional development according to their licensure requirements and individual needs.

Professional development between divisions and departments is not consistent. Some faculty and staff may have professional development included in their evaluations, but there is not a standard policy for professional development. Most faculty and staff are responsible for their own professional development. Before summer 2006, there was not a specific goal for campus-wide professional development. Since the move of the planning of the professional development days from the In-service Committee to the Vice President of Learning office, the quality of speakers has improved, and the goals have been more specifically focused. The faculty and staff response to professional development in the past when planned by the In-service Committee had not been very positive, but response has improved after the last professional development session in response to the professional speakers.

An email survey asked faculty and staff if they were members of any professional organizations. Out of the 46 responses, 5 were members in 5 or more professional organizations. Another 5 were members in at least 3-4 professional organizations. Twelve were members in 2 professional organizations, and 14 were in at least 1 professional organization. Thirteen members responded including all of the nursing staff that they need at least 12 hours of continuing education each year to keep their certification. It would seem from the results of the survey that faculty and staff belong to and participate in professional organizations.

On occasion, the College does engage in other on-site training for faculty and staff. Although infrequent, perhaps this could be expanded to include some additional, meaningful topics such as campus safety.

Some professional development opportunities are available for adjunct faculty to participate in, including the TLTR technology boot camp, conducted by the Instructional Technologist. More opportunities could be provided for Adjunct Faculty. Currently only an orientation is provided for Adjunct Faculty before they start teaching. Some

departments mentor their Adjunct Faculty. More professional development and training for Adjunct Faculty would improve their teaching and student experiences in the classroom.

4P5 The overall plan for professional development has evolved based on feedback from other Vice Presidents to the Vice President of Learning. The goals for general college-wide professional development are to strengthen and enhance institutional effectiveness and focus on College strategic initiatives and goals.

4P6 The College uses different evaluation procedures for faculty and staff. For faculty, evaluations are done by the Dean/Chair and by students as follows:

Probationary Faculty. The first three years of employment are considered a probationary period. During this time, the Dean/Chair or his/her designee administers the "Student Evaluation of Instructor" forms in all the faculty member's classes each quarter during the first year probationary evaluation cycle and at least one quarter per cycle for the remaining probationary evaluation cycles. The results are shared with the faculty member in a composite format to be used as necessary for the improvement of his/her teaching. The Divisional Dean/Chair or his/her designee may also administer these forms in other quarters. There is at least one classroom and/or laboratory observation per quarter by the Divisional Dean/Chair for the first probationary evaluation cycle and at least one per cycle for the remaining probationary evaluation cycles. In addition, the Divisional Dean/Chair or the probationary instructor may ask a non-probationary instructor to observe. This non-probationary instructor must be mutually acceptable to the probationary instructor and the Divisional Dean/Chair. Each observation is followed by a written evaluation and a conference between the observer, the Divisional Dean/Chair, and the probationary instructor.

The written evaluation includes space for the probationary instructor's comments and is signed by the observer, the Divisional Dean/Chair, and the probationary instructor, with a copy for each. Methods for teaching improvement are determined as necessary in a cooperative manner and implemented as quickly as possible by the probationary instructor. Methods for teaching improvement are in writing and are signed by the observer, the Divisional Dean/Chair, and the probationary instructor, with a copy for each. Any other comments from the Divisional Dean/Chair regarding the probationary instructor's performance of his/her duties are in writing, include space for the probationary instructor's comments, and are signed by the Divisional Dean/Chair and the probationary instructor, with a copy for each.

Recommendations regarding renewal of a probationary instructor's contract are made by the Divisional Dean/Chair to the Vice President for Learning. Notice of non-renewal of contract must be received by the probationary instructor no later than March 15 preceding the expiration of his/her contract. All probationary contracts are one year in length (either nine or twelve months).

If a new faculty member is first employed under a contract of less than one full academic year, probationary status is not offered until that faculty member is offered a regular academic year faculty appointment, unless waived by the Vice President for Learning.

In case of a probationary instructor who is having problems but shows improvement, the Divisional Dean/Chair may recommend to the Vice President for Learning that the probationary period be extended for one additional year; the same procedures as above then apply for that year. The probationary period shall not last more than four years.

Non-Probationary Faculty. All other years of employment are considered non-probationary. The Dean/Chair or his/her designee administers Student Evaluation of Instructor forms in all the faculty member's classes at least one quarter per evaluation cycle. The results are shared with the faculty member in a composite format to be used as necessary for the improvement of his/her teaching. The Divisional Dean/Chair or his/her designee may also administer these forms in other quarters. During the evaluation cycle immediately preceding the notification date for renewal or non-renewal of the instructor's contract, there is at least one classroom and/or laboratory observation by either the Divisional Dean/Chair or another non-probationary instructor designed by the Divisional Dean/Chair. (Observations may also occur during other evaluation cycles if determined to be necessary by the Divisional Dean/Chair or the Vice President for Learning, or if requested by the non-probationary faculty member). The observed non-probationary instructor, if he/she wishes, may also ask a fellow non-probationary instructor to conduct a classroom observation. Each observing non-probationary instructor must be mutually acceptable to the

observed non-probationary instructor and the Divisional Dean/Chair. Each observation is followed by a written evaluation and a conference between the observer, the Divisional Dean/Chair, and the non-probationary instructor. The written evaluation includes space for the observed non-probationary instructor's comments and must be signed by the observer, the Divisional Dean/Chair, and the observed non-probationary instructor, with a copy for each. Methods for teaching improvement are determined as necessary in a cooperative manner and implemented as quickly as possible by the non-probationary instructor. Methods for teaching improvement are in writing and are signed by the observer, the Divisional Dean/Chair, and the non-probationary instructor, with a copy for each. Any other comments from the Divisional Dean/Chair regarding the non-probationary instructor's performance of his/her duties are in writing, include space for the non-probationary instructor's comments, and are signed by the Divisional Dean/Chair and the non-probationary instructor, with a copy for each.

The non-probationary instructor receives three-year contracts (with possible salary adjustment at the end of each year, as approved by the Board of Trustees).

Any recommendation not to renew a non-probationary instructor's contract is made by the Divisional Dean/Chair to the Vice President for Learning. Clear documentation must be provided showing that the non-probationary instructor has been unsatisfactorily performing his/her duties as stated in the faculty handbook; that he/she has been advised of the situation; that he/she has been given assistance and adequate time to improve; and that he/she has failed or refused to do so. Notice of non-renewal of contract must be received by the non-probationary instructor no later than January 15 of an academic year in which his/her contract is being considered for renewal.

If the Vice President for Learning has sufficient documentation to dismiss a non-probationary instructor but has seen last minute evidence of improvement and would like to give the instructor a final chance, the Vice President may postpone the decision regarding renewal of contract until March 15, The postponement must occur on or before January 15 and with the instructor's knowledge and written acceptance. By March 15, the instructor is notified as to the status of his/her employment. If the instructor's contract is renewed, he/she is on probationary status for one year at which time he/she is either returned to non-probationary status or dismissed.

Although the faculty evaluation process is formal and systematic, it is not followed consistently.

Staff employees are evaluated 30, 60 and 90 days after hire. Thereafter, they are reviewed annually. The current evaluation form only allows for a rating of "satisfactory" or "unsatisfactory." Also, evaluations are not consistently done by all supervisors. Human Resources sends out notices and forms to all supervisors when the evaluations are due. They are not always completed/returned.

4P7 The College does not have well-documented processes for aligning recognition, reward and compensation systems with its primary objectives. However, the College does give awards to outstanding adjunct and full-time faculty members, staff and administration.

North Central State College Employee Recognition Summary

Award	Frequency	Candidate Pool	Nominations	Selection	Presentation
Annual Performance Awards ¹	Annually	All Full-Time Employees	President's Staff	President's Staff	Employee Appreciation Event ²
Outstanding Faculty	Annually	All Full-Time Faculty	All College Employees and Students	Panel of past five recipients (All Faculty)	Commencement
Outstanding Adjunct Faculty	Annually	All Adjunct Faculty	Deans/Department Chairs/Program Directors	VP of Learning	Commencement
Outstanding Staff Member	Annually	All Full-Time Staff (excluding President's Staff)	All College Employees and Students	Panel of past five recipients (All Staff)	Employee Appreciation Event ²
Tribute to Women in	Annually	All Full-Time Women	President's Staff/Deans	President's Staff	Annual TWIN Awards Dinner –

Industry (TWIN)		Employees (1) Faculty & (1) Staff			usually in May
Service Longevity Awards ³	Annually	All Employees	Human Resources Office	Years of Service in 5-year Intervals	Employee Appreciation Event ²
College Personnel Professional Growth Recognition ⁴	Per Occurrence	All Full-Time Employees	Human Resources	Board of Trustees	Upon Achievement of 60% completion and 100% completion

¹ Annual Performance Awards include such awards as: Commitment to Excellence in Service to Students; Commitment to Excellence in Service to the College; Pushing the Envelope, On the Cutting Edge.

² The Annual Employee Appreciation Event is conducted by the Office of the President to Recognize and show his Appreciation for the efforts of all full-time employees of the College over the past year.

³ All Employees both Full-Time and Part-Time are recognized for their years of service to the College at five-year intervals with varying longevity awards presented to the individual at each level as well as placing their name on a plaque displayed in the College signifying the level of service to the College they have attained.

⁴ All Full-Time Employees are awarded a pay increase based on a formula developed as either Faculty or Staff, upon the candidate supplying the Human Resources Office with documentation that they have achieved 60% completion and/or 100% completion of their next higher education level. This recognition policy was adopted under BOT resolution 1991-30 for Professional Growth Recognition. Each award approved by Board of Trustees.

4P8 The College determines key issues related to motivation of faculty, staff and administration through communication channels – [Our College](#) (part of an [AQIP Action Project](#)), e-mails, and surveys; and the usual modes of operation – department and division meetings, college convocations, President’s Forums, breakfasts with the President, Faculty and Staff Caucuses, Mid-level Managers Council, committees’ actions.

In addition, in 2002-03 NC State engaged in an internal environmental scanning project conducted by the Gardner-Shaw group under the auspices of an ad-hoc committee. The project was triggered by the disbanding of the Faculty Assembly in the spring of 2002. Gardner-Shaw collected information through focus groups and a survey and reported their recommendations in May, 2003. A Transition Team was created to address Gardner-Shaw recommendations. The Campus Quality Survey was conducted in 2005 as a follow-up to measure the effects of implemented changes. The College plans another follow-up survey of the internal environment in 2008.

4P9 The College provides for employee health, safety, and well-being by providing medical insurance (provider selected by ad hoc committee), wellness programs (Weight Watchers on campus, programs through the insurance provider), and an Employee Assistance Program. Also, the College addresses campus safety and security periodically at biannual professional development days. The College does not, however, have well-developed processes for evaluating employee health, safety, and well-being.

4P10 See 4P8 and 4R1 for more information on measures of valuing people.

4R1 Results in Valuing People areas include:

[The Gardner Shaw Report](#)

The 2003 report indicates that “frequent change has left some unsure how they can contribute to overall college expectations.” The conclusion of the Gardner-Shaw report indicated that “people at the college genuinely like each other, the college, and their work.” Some of the recommendations in the Gardner-Shaw report included:

- Institute a new Faculty Assembly
- Review institutional recognition and reward systems including compensation
- Establish communication policies and procedures

The Gardner-Shaw Report also states, “Morale is high at the college as a whole,” but indicated a general malaise that if not quickly addressed would have a devastating impact on productivity and quality. The analysis of job satisfaction included 58% of the respondents indicating that they were satisfied or better with their employment at NC State College. Only 10% reported that they were very satisfied, while others reported that they were

somewhat dissatisfied (22%) or not satisfied at all (2%).” In comparison to national norms NC State College is 0.2 points lower for eight summary categories on job satisfaction.

Campus Quality Survey

Satisfaction levels of North Central State College employees were measured in the 2005 Campus Quality Survey. Twenty percent said that they were very satisfied. Forty seven percent said that they were satisfied. The neutral and somewhat dissatisfied categories listed 15% each. Only three percent said they were not satisfied at all. There was improvement in the very satisfied and some what dissatisfied categories when the data on satisfaction was compared to 2003. Very satisfied grew from 10% to 20% while somewhat dissatisfied shrank from 22% to 15%.

The 2005 report included information about the faculty and staff’s sense of being valued. Two items listed in Ten Largest Performance Gaps section of the report that apply to how well faculty and staff feel valued were: “Morale is high at the College as a whole” and “The harder I work, the more recognition I receive.”

Awards

Some awards are presented to staff, and faculty. Longevity awards and awards recognizing outstanding contributions of faculty and staff are presented at the annual Holiday Party by the President of the College. The local chapter of the Phi Theta Kappa honorary society nominates and honors full-time and adjunct faculty every quarter. Staff member of the year candidates are nominated by staff and a final candidate selected by the recipients of the award for the past five years, and awarded at the annual Holiday Party. Adjunct and Full-time Faculty Members of the Year are nominated by adjunct and full time faculty and students, selected by a panel of their peers, and presented at the June graduation ceremonies.

4R2 Results for processes associated with valuing people include a compensation study, a survey on professional development and an AQIP Action Project, “Improving Communication of Official College Business.”

Findings from the communication Action Project included:

- The most effective mode of communication varies by group of institutional members (i.e. email works best for most full-time staff and faculty, U.S. Mail works best for adjunct faculty and other community members; archival on the web works well for all who wish to review past publications).
- Effective communication entails developing the message, evaluating varying levels of sensitivity and relativity, and matching those different types of messages (based on their content) to the appropriate mode of communication for that type (an informative message is fine for the President’s Newsletter while it is not what the college community hopes to hear at an open forum or a face-to-face discussion where a strategic message, an explanatory message, or an emotional message may be more desirable).

A 2007 email survey, on the topic of professional development, was sent to faculty and staff. It produced responses from 46 full-time and part-time faculty, and staff members. The survey revealed that 20 or more people attended 3 or more conferences a year. Ten responded that they attended 2 conferences. Ten indicated that they attended 1 conference. Seven responded that they sometimes attended conferences, and only 4 respondents said that they had not attended any conferences. The survey results imply that most individual faculty and staff find and attend professional development conferences and meetings individually, in addition to College professional development days.

North Central State College contracted with Gortz & Associates, Inc., to do a compensation review for faculty and staff. The following recommendations were suggested:

For Faculty:

- To use 1.33 factor for converting 9-month to 12-month salaries across all disciplines.
- To determine faculty pay based on degree and discipline.
- To increase the base rate of pay for faculty members attaining a Master’s degree by \$2500.
- To initially place of newly-hired faculty using a guideline (versus a formula system) based on criteria including education, experience and market-impact.

For Staff:

- To change job descriptions to a format that includes percentage of time devoted to groups of responsibilities.

- To use a system for analyzing positions and placing them in a relative order of importance, responsibility, and difficulty.
- To modify the salary structure with jobs grouped together that represent similar internal and external worth.
- To make pay adjustments to incumbents' pay based on the new structure.
- To change various titles and exempt status designations for various positions.
- To discontinue awarding educational incentive bonuses as part of base compensation
- To establish an index or factor that will be used as the basis for employee wage increases
- To adjust the pay grade midpoints (and subsequently the minimum and maximum wages) by a percentage amount less than the increase factor.

4R3 The College has no data to report here.

4R4 The College has no comparative data to report here.

4I1 Current processes and systems for valuing people are improved based on data collected.

As a result of the Gardner-Shaw report new [Faculty and Staff Caucuses](#) were developed, including new constitutions. At present the Faculty Caucus does not feel valued and they issued a statement for this report, "In summary, the Faculty Caucus is undervalued as a strategic partner in decision-making resulting in underutilizing the group either through neglect or cursory engagement at best." As a result faculty have explored and are pursuing organization and representation by a national faculty union organization.

The AQIP Steering Committee will be publishing a communication tip sheet based on the findings from the Improving Communication of Official College Business Action Project.

Based on the compensation study, the College has decided to incorporate some market impact by adjusting salaries of Bachelors-degreed faculty by 3.0% in all disciplines but Nursing, Radiology Technology, Physical Therapy Assisting, Respiratory Therapy, Computer Information Systems and Engineering (including Tool & Die, Electronics, Drafting & Design, Integrated Systems Technology). The increase to the faculty in these disciplines and faculty possessing a Master's degree, regardless of discipline, would be 3.5%.

4I2 A few groups within the College have set targets and priorities for improvements. The Board of Trustees and the President, the Planning Advisory Council, the Staff and Faculty Caucuses, the Achieving the Dream Core Team, and the AQIP Steering Committee, among others, have the opportunity to set targets and goals.

The Board, President and Planning Advisory Council have selected five Strategic Initiatives for 2007-08 (available at <http://ncstatecollege.edu/aqip/where%20we%20are.htm>) that, as they are developed, may have implications for the College's workforce.

The AQIP Steering Committee has proposed a Valuing People AQIP Action Project that would provide more professional development for adjunct faculty (available at <http://ncstatecollege.edu/aqip/where%20we%20are.htm>).

Many different communication methods are used to convey those goals to faculty, staff, administration, students and other stakeholders. The NC State Leader newsletter is distributed by mail to every household in the area. The Presidents newsletter, [Our College](#), and open forums have opened up information on targets and priorities from the President's office to the staff and faculty. The Deans have just started a newsletter to provide more information to members of their divisions and the rest of the college. Achieving the Dream, AQIP and the College all have web pages that are used to convey missions and goals to staff, faculty and students. The department of Institutional Advancement provides news releases and arranges media coverage that highlights student success, improvements, and events at North Central State College.

Category 5 Leading and Communicating

North Central State College has been re-inventing and re-aligning itself over the last few years in an effort to become more responsive to the needs of its stakeholders. Efforts have included the Board of Trustees' implementation of the Carver Policy Governance Model, participation in AQIP and the Achieving the Dream initiative, and reorganization of the Learning and Learning Support and Retention divisions of the College with changes in job descriptions for some key personnel.

5C1 North Central State's leadership and communication systems are reflected in its organization structure and are implemented through the following cross-organizational and cross-functional bodies.

Group	Members	Purpose and authority
Board of Trustees	Six locally appointed members and three governor-appointed members	As governing authority of the college, establish goals that represent the community's interests for implementation by the administration.
President's Staff	President, four vice presidents, one special assistant, and one executive administrative assistant	Provide leadership and decision-making authority to the college.
Planning Advisory Council (PAC)	Sixteen representatives: College Division Heads, Deans, the Assessment Committee, the Faculty Caucus, the Adjunct Faculty, the Staff Caucus, the Managers Advisory Council (MAC), one ex-officio member, and chaired by a full-time Faculty member	Identify, implement, and communicate high-level strategic initiatives from stakeholders' input on the community's educational and budgetary needs.
Deans+ Council	Vice President of Learning, Assistant Vice President, and three Deans	Communicate with Vice President of Learning and Faculty on issues affecting education.
Faculty Caucus	Twelve faculty member representatives	Represent full-time and adjunct faculty in matters affecting their functions, responsibilities, and compensation.
Managers Advisory Council	Twenty-one administrators and managers	Initiate and provide input on policies and issues to the President's Staff.
Staff Caucus	Nine staff in the caucus leadership	Provide advice on identified issues of staff concern.
AQIP Steering Committee	Twelve members: President, one vice president, two assistant vice presidents, one dean, four faculty members, and three staff members	Communicate, facilitate, coordinate and monitor the College's AQIP efforts and accomplishments
Achieving the Dream Core Team	Eleven members: President, two vice presidents, one assistant vice president, one dean, four faculty members, and two staff members	Provide leadership and strategies for efforts to ensure student success.
Mansfield Campus Student Government	Co-presidents (representing North Central State College and OSU-Mansfield), co-vice	To enhance the quality of academic and co-curricular campus life for Ohio State Mansfield and North

	presidents, treasurer, secretary, and one representative from each student organization on campus.	Central State College student body by determining and acting on student concerns in an effective way.
Assessment Committee	Eighteen members with administration, faculty, and staff representatives	Provide advice to the College's academic programs and departments in their assessment of student learning outcomes.
Curriculum Committee	Eighteen members: one vice president, one dean, twelve faculty members, and four staff members	Review curriculum changes and direct overall evaluation of the curriculum

Other committees with diverse membership and functions spanning the levels and divisions of the College include the Arts & Lecture Committee (with Ohio State University), Campus Beautification Committee, Distance Learning Team, Shared Services Committee (with Ohio State University), Satisfactory Academic Progress Committee, Library Committee, Refund Committee, Safety Committee, Scholarship Committee, Student Advising Committee, Student Orientation Committee, Teaching Learning Technology Roundtable (TLTR), and the Web Strategy Team.

5C2 Decisions made at the College are data driven and follow the Jim Collins' *Good to Great* leadership paradigm adopted by the President and his senior staff. This helps to ensure that leadership practices are aligned across the College. The paradigm stresses the role of four factors--disciplined people, disciplined thought, disciplined action, and building greatness to last—in moving organizations from good to great. The “disciplined thought” factor is founded in making decisions based on fact, data, and evidence.

The College's focus on lifelong learning is seen in its five strategic initiatives identified in 2007: Enrollment, Achieving the Dream, Workforce Development, Development of Core Outcomes, and Further Development of Health Care Programs. It is also seen in the choice of Developmental Education as one of three AQIP action projects for 2007.

The Board of Trustee evaluates the performance of the President in terms of the alignment demonstrated between the College's accomplishments and the goals and principles delineated by the Board. In addition, the State of Ohio Auditor's Office contracts with an auditing firm to ensure fiscal responsibility with state and shareholder funds.

5C3 The College's defined values--Educational Excellence, Learner-Focus, Community Responsiveness, Diversity, Access, Innovation, and Teamwork—reflect the College's ethics and expectations. These values are also seen in North Central State College's vision and mission statements:

Vision: North Central State College, a model college of the 21st Century, will promote a flexible and responsive, learner-centered environment that is committed to meeting community educational and training needs. By offering progressive educational programs, NC State will revitalize the learning process. We are committed to a quality faculty and staff building bridges to local communities by actively contributing to the social, economic, educational, and cultural well-being of North Central Ohio.

Mission: To provide quality, responsive, lifelong learning opportunities, including occupational, degree and other educational programs for individuals, business and industry, and the community we serve.

Administrators, Faculty, Staff, and Students engage in a variety of community support activities and receive recognition for their commitment through award ceremonies and other celebration events. These activities include

- Rock -n- Ribs Homecoming Event benefits the North Central State College Foundation scholarship fund and requires more than 500 volunteers to host.
- United Way Campaign benefits community organizations and all members of the college community participate in the annual fund drive. The College also provides volunteers to the United Way Day of Caring.
- Beta Theta Eta (North Central State's Phi Theta Kappa chapter) sponsors many community support projects, has achieved consecutive 5-star status, and accumulated over 20 chapter/individual awards of distinction including Most Distinguished Chapter (2004 and 2005), Most Distinguished Chapter Member (2004), Most Distinguished Advisor (2004) and several Leadership Hallmark awards. These awards recognize the chapter's leadership and community service. Chapter members work with many of the nonprofit agencies in the surrounding communities to better the lives of the elderly, homeless, latchkey children, and mentally and physically challenged individuals.
- Project Search is a transition program for high school students with disabilities. The College is a job site that provides mentoring and job training for these students in collaboration with Pioneer Career and Technology Center.
- New Hope Industries benefits children and young people with disabilities. The College sponsors a mentoring program for job training and transition to the workforce.
- We Are IT is a conference for girls on information technology supported by the College.

Administrators, Faculty, Staff, and Students on an individual basis also volunteer and fill leadership positions in community organizations.

The College's commitment to high ethical standards is reflected in policies governing conduct at all levels of the College and made available on its HR Web site:

- [Affirmative Action](#)
- [Complaint Policy](#)
- [Computer and Network Resources Use Policy](#)
- [Conflict of Interest](#)
- [Corrective Action Policy](#)
- [Drug Free Workplace](#)
- [Fraud](#)
- [Grievance Student/Employee/Visitor](#)
- [Nepotism](#)
- [Property Use](#)
- [Requirements of Work and Conduct \(Staff\)](#)
- [Sexual Harassment](#)

Human Resources conduct background and fingerprint checks on employment candidates and provides an Ethics packet (materials from the Ohio Ethics Commission) to all new hires. In addition, the College disseminates to Students and Faculty copies of its [Judicial Code](#) through the Student Handbook and NCSC Web site, and the academic honesty and computer policies are incorporated into course syllabi.

5P1 The leaders of the College set directions that are in alignment with the mission, vision, and values of the College.

The Board of Trustees is highly mindful of the mission of the College and reads the mission statement at the beginning of each meeting. Student success is the focus of strategic planning by the Board of Trustees and Administration. After obtaining input related to Workforce Development from the community, the Board sets goals and gives them to the Administration for implementation.

A new model of strategic planning aimed at engaging everyone in the College and developing strategic initiatives at operational levels was adopted as a result of an AQIP Action Project by the Board and Administration in late 2006. The strategic planning process now involves participation by all members of the College through the Planning Advisory Council (PAC) comprising College Division Heads and representatives from the Quality Improvement Review Board (QIRB), the Assessment Committee, the Faculty Caucus, the Adjunct Faculty, the Staff Caucus, the Managers Advisory Council (MAC), one ex-officio member, and the chair who is a full-time Faculty member. The five strategic initiatives identified by the PAC are Enrollment Development, Achieving the Dream, Workforce/Economic Development, Core Learning Outcomes, and Enhancement of Health Care Education.

The President of North Central State College shares objectives and progress on strategic initiatives with Faculty and Staff through a variety of means. At Fall Convocation, the President highlights matters of importance to the College. The President further conducts forums to update Faculty as needed, and after the Budget meeting, he reviews funding in an open forum for Faculty and Staff. The President also communicates on strategic initiatives through the monthly presidential newsletter, [Our College](#) (the result of an [AQIP Action Project](#)), and through the [Office of the President Web site](#).

The President of North Central College participates in organizations and state committees related to higher education and workforce development. He is actively involved with the Ohio Association of Community Colleges and has represented the OACC on the Ohio Higher Education Leadership Coalition and the Ohio Higher Education Funding Study Council. The President is also a member of four state committees: the Ohio Tech Prep Advisory Council, the Ohio Workforce Education and Training Advisory Council, Ohio Governor's Workforce Policy Board, the Ohio Board of Regents Advisory Committee on the Transfer of Adult Career-Technical Programs and the State Achieving the Dream Policy Group. All of these activities combine to give the President a unique perspective on the role of higher education and workforce development in Ohio and help him position North Central State College to play an important part in the economic recovery and development of the north central Ohio region.

5P2 For information on how the College's leaders guide the College, please see 5C2 and 5P1.

5P3 North Central State College uses teams to provide input into the planning process as well as for implementing strategic initiatives. Three bodies provide regular input to the President on institutional policies and procedures: the Managers Advisory Council, the Faculty Caucus, and the Staff Caucus. For change initiatives, large teams are formed for planning and implementation.

The AQIP Steering Committee and Achieving the Dream Core Team are examples of teams that have been successful in making and carrying out decisions related to change initiatives. In 2005-2006, the AQIP Steering Committee conducted a Data Mining Process to identify three major challenges for the College (Strategic Planning, Better Use of Data, and Better Institutional Communications). Action Projects were launched for each area, resulting in the adoption of a strategic planning model and creation of the Planning Advisory Council to manage the strategic planning process (2006); the Developmental Education project (in collaboration with the

Achieving the Dream initiative) to improve outcomes for under-prepared and under-served students (ongoing); and the Communications project, which is working to improve internal and external communications, including the [Our College](#) President's newsletter (2006).

The Achieving the Dream Core Team has guided efforts to improve student outcomes in developmental education as well as in gatekeeper courses. The Core Team has established teams in each of these areas to determine strategies and evaluate effectiveness.

Ad hoc committees are also used successfully at the College to achieve quick action on long-term objectives. For example, a cross-discipline, AQIP Action Project Team was formed to address the need for better strategic planning as revealed by the Data Mining Process (including a call by Staff and Faculty in 2005 for improved research and planning services). This committee succeeded in recommending a new strategic planning model in 2006 that has subsequently been adopted by the College ([AQIP Action Project – Selecting a Strategic Planning Model](#)).

Communication issues related to change implementation have troubled the College over the past few years. For example, details of restructuring were not worked out well in 2006, and Faculty members did not have adequate opportunity for dialogue causing a sense that their opinions are not valued. Likewise, the Faculty Caucus has indicated its consensus that it is “undervalued as a strategic partner in decision-making.”

5P4 The College is currently working on identifying its key performance indicators as part of the new strategic planning process.

5P5 Communication occurs in various forms—meetings, printed/electronic newsletters, correspondence, email forums, Web sites, and reports. Significant examples of these communications include:

- *Meetings:* Division and department meetings are held on a regular basis throughout the year and provide a good opportunity for the exchange of information and ideas. Fall Convocation Days and Spring Faculty/Staff Professional Days also provide an opportunity for an exchange among divisions and levels. Presidential Forums present information on strategic initiatives by the President, Administrators, and project leaders, but they also provide question-and-answer sessions. The Staff and Faculty Caucuses and the Managers Advisory Committee hold monthly meetings for an exchange of opinions that are then reported in minutes and provided as input to the President and Administrators.
- *Printed/electronic newsletters:* *Newsbrief*, a weekly printed newsletter, updates students on events and matters of concern to them; it is also distributed by email. The President issues [Our College](#) (an AQIP Action Project) in print and electronic form to share with Faculty and Staff information on matters of concern; Staff and Faculty are invited to email questions to be addressed in future issues. Also, project teams such as Achieving the Dream often issue newsletters at regular intervals.
- *Correspondence:* Letters and email messages are common communication vehicles; because of scheduling issues and staff spread among buildings and campuses, email and telephone messages are often used by necessity.
- *Email forums:* Email forums are used for distribution of updates, particularly by committees and project teams. Opinions are often gathered from team/committee members in lieu of meetings.
- *Web sites:* Web sites are used increasingly as a means of updating campus members on matters of concern. For example, the President, departments, and project teams all have Web sites for distributing information.
- *Reports:* Printed and electronic copies of reports are regularly distributed. Some reports represent significant data gathering by the College—for example, the Gardner Shaw Report

on employee satisfaction, motivation, productivity, and retention. Because of the number of Web sites where such reports may be archived, the reports' availability may be not be obvious to all needing the information in these reports--although the search engine for the college Web site is an effective access tool. Some reports archived on an internal file server (F drive) may be even more difficult to access.

- *Projects:* Project teams often undertake extensive qualitative data gathering efforts. This has been particularly true of the [Achieving the Dream](#) initiative which conducted extensive focus group interviews with stakeholders—students, support staff, faculty, community leaders, and administrators. Information is shared via monthly newsletter, email forum, Web site, and project update sessions to keep stakeholders informed. Similarly, the AQIP team has used a range of media to keep Faculty, Staff, and Administrators engaged in the issues and informed of progress. (As part of an AQIP Action Project on communication, the AQIP Communication team conducted a survey on communication preferences, which indicated a need to communicate through a range of media.)

Scheduling and location logistics at North Central State College frequently make face-to-face and directly relevant communication less likely to occur and increase the likelihood of one-direction communication. The lack of face-to-face and two-direction communication contributes to trust issues between the various institutional levels of the College. Many Faculty and Staff members lack sufficient contact with Administrators and have expressed some distrust and dissatisfaction.

5P6 For an understanding of how the College's leaders communicate a shared mission, vision, values and high performance expectation, please see 5C2, 5P1, 5P5 and a description of the strategic planning process in Category 8.

5P7 Leadership is manifest in many forms. At NC State College, as in other community colleges, the Trustees and President set expectations for the practice of leadership at the College.

The Board of Trustees. Leaders themselves in the community, Board Members bring a wealth of experience that informs the Board's approach to guiding the institution. Trustees regularly attend regional and national conferences designed to inform them on contemporary challenges to and issues in post-secondary leadership. The topic of leadership is a regular informational item in the packets received by trustees prior to monthly meetings. Examples of articles shared by the President with Trustees address such topics as state legislative activity, activities of the Ohio Association of Community Colleges (for which the President serves as 2007-08 Chair), various state-wide committees formed by the Ohio Board of Regents to address funding and subsidy issues.

For its own leadership paradigm, the NC State College Board of Trustees adopted the Carver Model of Policy Governance in April 2003. The Policy Governance model as created by Dr. John Carver emphasizes vision and results. The means by which results are achieved are the responsibility of the President, with the assumption that acceptable practices and appropriate use of resources will be employed. Board committees, when established, exist to inform the board, not to advise members of the college staff. The Board addresses values; the President addresses operational matters. The President's effectiveness is measured according to how well defined objectives are achieved.

The President and Senior Staff. On a regular basis, the President involves members of his immediate staff (the Vice President for Learning, the Vice President for Business and Administrative Services, the Vice President for Learning Support and Retention, the Vice President for Institutional Advancement, the Special Assistant to the President, and the Assistant to the President) in discussions on leadership. His expectation is for senior staff to remain well-versed in contemporary literature that informs the practice of leadership. The leadership paradigm referred to frequently in recent discussions is that espoused by Jim Collins in his monograph

Good to Great and the Social Sector. According to Collins, the four stages that help non-profit organizations to move from good to great are: disciplined people, disciplined thought, disciplined action, and building greatness to last. This paradigm is behind the Administration's emphasis on basing decisions based on the best interests of the organization and based on fact, data, and evidence. The Administration seeks to remain mindful that while priorities and objectives change in response to community needs, core values do not change.

Multi-level Leadership. At NCSC, there exists multiple opportunities for peer leadership. Some of these avenues include participation by Faculty and Staff on the Planning Advisory Council, the Faculty Caucus, the Managers Advisory Council, and the Staff Caucus. In addition, Faculty and Staff are encouraged to take leadership roles in college-wide initiatives, such as Achieving the Dream, AQIP Systems Portfolio development, the articulation and assessment of student learning outcomes, and student recruitment.

External venues for the cultivation of leadership include state leadership academies, presentations to state and national assemblies, and active involvement at the state level with counterparts from other Ohio community colleges, e.g., chief academic officers, chief student services officers, and chief business officers. The College maintains membership in several national organizations, such as the American Association of Community Colleges, the American Association of Community College Trustees, the Council for Resource Development, the College University Personnel Association, and the American Council on Education/Office of Women in Higher Education – Ohio Leadership Network.

Faculty and Staff are encouraged to develop leadership skills through their participation in committees and external boards. Their participation is often recognized in their performance reviews. However, their participation on committees and in outside organizations is not updated well, and they may not receive appropriate feedback on their contributions.

Student Leadership. At NCSC, the College chapter of Phi Theta Kappa is a good example of student leadership, and chapter activities are often cited and praised in College publications. Awards received by this chapter during the recent past include: Most Distinguished Chapter (2004 and 2005), Most Distinguished Chapter Member (2004), Most Distinguished Advisor (2004) and several Leadership Hallmark awards. The latter recognizes chapter leadership roles on campus and in the community and how the chapter has promoted the development of leadership skills for members and others on campus and in the community. Recognition such as that received by this chapter and its advisor can only be achieved when student members strive to excel. These acknowledgements remain part of the chapter's rich history and inspire future members to match or surpass such benchmarks.

5P8 The College's succession plan is under the auspices of the Board of Trustees. The policy is:

"CATEGORY: EXECUTIVE LIMITATIONS, EMERGENCY EXECUTIVE SUCCESSION, POLICY NO. 4.9 In order to protect the College and its Board from sudden loss of presidential services, the President will have no fewer than two other executive staff members familiar with Board and Presidential issues and procedures. The President will present to the Board each year at its reorganization meeting in January, a recommended line of interim leadership."

5P9 The College does not regularly collect and analyze measures of leading and communicating. The College has, however, conducted periodic surveys of the College work environment (Gardner-Shaw Survey in 2003, Campus Quality Survey follow-up in 2005) and communication (AQIP Communication Action Project in 2006).

5R1 North Central State College's results for leading and communicating processes and systems are reflected in its response to the two assessments of satisfaction conducted in 2003 and 2005:

- **[Gardner Shaw Report](#)** (Assessing the Heartbeat, a report on focus groups conducted by the Gardner Shaw Group in May 2003): This report followed up on the first employee satisfaction survey conducted by Performance Horizons. The focus groups called attention to leadership and communication issues at the College (as well as performance management and policy management issues). It suggested changes to the strategic planning process and improvements needed in communications.
- **[Campus Quality Survey](#)** (conducted by Performance Horizons in April 2005): This employee survey indicated dissatisfaction related to employee recognition for outstanding job performance, equitable pay, and processes for selecting, orienting, training, empowering, and recognizing employees. Communication was highlighted as a focus area that needs further study. The largest performance gap found through the survey referred directly to communication—problems in having effective lines of communication between departments.

In 2005, Performance Horizons Consulting Group noted significant improvement in the results between 2003 and 2005: "There are performance gap decreases, reflecting an increase in employee satisfaction in all eight categories."

Since 2005, NC State College has continued to work on problems noted in leadership and communications processes and systems. Some of the results of these ongoing efforts include the following:

- **Realignment of the Learning Division:** In 2006, the academic units reporting the vice president of learning were reorganized from seven divisions to three. This realignment was done to strengthen lines of communication, leadership, and support.
- **Strategic Planning Process:** In April 2005, the Board of Trustees set goals that laid the foundation for updating and improving the strategic planning process. In addition, the AQIP Steering Committee, through its [data mining process](#), identified strategic planning as an area in need of improvement and established strategic planning as an action project. A cross-discipline, ad-hoc committee meeting from March-August 2006, selected a model on which to base future strategic planning adapted from one used by Carroll Community College. The strategic planning process, recommended by this committee and adopted by the College, will better identify, prioritize and address the greatest educational needs in our communities based on widespread stakeholder input. Since the annual budget is tied to the plan, it will better ensure that limited resources are meeting the most urgent needs. It also serves as an invaluable tool to communicate NC State priorities – another area of need identified in the [Campus Quality Survey](#). In late 2006, the Planning Advisory Council (PAC) was formed to investigate and recommend a number of strategic initiatives to improve the College's strategic positioning. This council comprises fifteen representatives including College Division heads and representatives from the now-defunct Quality Improvement Review Board (QIRB), the Assessment Committee, the Faculty Caucus, the Adjunct Faculty, the Staff Caucus, the Managers Advisory Council (MAC), one ex-officio member and is chaired by a full-time member of our Faculty. In 2007, the PAC identified five strategic initiatives (available at <http://ncstatecollege.edu/aqip/where%20we%20are.htm>): Enrollment, Achieving the Dream, Workforce Development, Development of Core Outcomes, and Further Development of Health Care programs. The strategic planning process is now highly participative developing leadership and strengthening communication throughout the College community.
- **Compensation Study:** To address Faculty and Staff concerns about compensation equity, the Administration contracted for a study of staff compensation in 2005 that was completed in 2006. The study included reviews of job descriptions and faculty and community surveys. Some of the steps taken to address the problems revealed by the study have been salary adjustments for all faculty and some staff; more competitive starting salary ranges for faculty; identification and creation of premium starting salary for faculty in market impacted disciplines; review and revision of pay grade salary structure for staff; etc.

- **Achieving the Dream Communications:** In 2006, the Achieving the Dream (AtD) Communications Team surveyed internal and external stakeholders in the AtD initiative on their communications preferences and needs. The Team articulated communications problems, developed communications models, and have implemented communications techniques aimed at addressing communications problems and meeting the needs of all stakeholders in the Achieve the Dream initiative. The results of this analysis are being used by other College initiatives to improve communications.

5R2 North Central State does not have current benchmark comparisons with other institutions of higher education. However, the 2005 [Campus Quality Survey](#) (conducted by Performance Horizon) compared the NC State staff's' perceptions of how it should be with that of other colleges and showed the College as trailing slightly the national norms in the area of top management leadership and support. The actions identified in 5R1 have been implemented to address these gaps.

5I1 North Central State College's planned improvements for processes and systems for leading and communicating are reflected in the new strategic planning process and continuing efforts to monitor communications and processes, assess feedback, and make appropriate adjustments.

Strategic Planning Process. The strategic planning process adopted in 2006 includes standards for assessing progress and making adjustments. Among the planning standards included in the process are participation of all employees in the planning process, support of the strategic plan by division and department plans, an assessment of institutional effectiveness, use of assessment results for improvement, and communication of the plan to employees and a celebration of its successes. The process itself includes an evaluation of the planning process every fall by the Planning Advisory Committee and processed by the Institutional Research Department with results included in an Annual Report of the Planning Advisory Council and released every November. In addition, North Central State College's budget process is tied to the strategic plan and the ongoing assessment and updating of the plan.

Communications. In Fall 2006, the President initiated a newsletter to promote improved communication with Faculty and Staff. A survey was distributed in May 2007 to assess the effectiveness of this tool. The divisions of the college have in spring 2007 also instituted newsletters to improve communications. The Faculty/Staff Congress in Spring 2007 requested feedback on the recent reorganization of the College; this feedback was collected to make recommendations on future changes to the academic programs and divisions/departments of the college.

Student Feedback. Student feedback is collected regularly for courses taught at the College. The results of the feedback are used in the performance reviews of Faculty and in determining changes to make to course content and instructional methods.

Other Improvements: Please see improvements documented in 5R1.

5I2 North Central State College recognizes the new (2007) strategic planning process as an important tool for leading and communicating. Built into the planning model is a regular evaluation of the process. The Planning Advisory Council will look for improvement in stakeholders' awareness and participation in the planning process as it conducts successive cycles of evaluation.

Results and improvement priorities are communicated via the media defined in 5P5: meetings, printed/electronic newsletters, correspondence, email forums, web sites, reports, and project update sessions.

Category 6 Supporting Institutional Operations

At North Central State College there exist a variety of institutional support processes that help to provide an environment in which learning can thrive.

6C1 Key student and administrative support service processes include:

Student Support

Admissions, placement testing, financial aid, career exploration, academic advising, registration, student records, orientation services, child care services, disability services, tutoring, writing labs, math lab, library services, student activities, student organizations, and athletics and recreation. Bookstore services and food services are outsourced. Student mental health assessment and counseling is outsourced. Campus housing and residence life is available through a partnership with the Ohio State University Housing Office.

Administrative Support

Controller, accounting, payroll, purchasing, cashier, human resources, information technology and management, institutional research and grants, and facilities management including capital planning, grounds, maintenance, custodial services, receiving, duplicating and security.

Table 6.1 Key Student Support Processes

Key Process	Stakeholder Needs	Key Measures
Enrollment Services (Admissions, Financial Aid, Placement Testing, Career Exploration, Academic Advising, Registration, Orientation, Fee Payment)	<ul style="list-style-type: none"> ▪ Accessibility ▪ On-time delivery ▪ User-friendly 	<ul style="list-style-type: none"> - Application yield rate - Student System Enrollment Report - Financial aid usage - Scholarship usage - Student ratings re: importance and satisfaction
Learning Support (tutoring, mathematics and writing labs, Library, articulation and transfer credit transcripts, learning enrichment events)	<ul style="list-style-type: none"> ▪ Accessibility ▪ In-time delivery ▪ Quality 	<ul style="list-style-type: none"> - Tutoring usage - Writing and mathematics lab utilization - Library utilization - Early Alert data - Developmental course success rates - Student ratings re: importance and satisfaction
Retention Services (child care, disability services, job search assistance, mental health assessment and counseling services, safety and security services)	<ul style="list-style-type: none"> ▪ In-time delivery ▪ Quality 	<ul style="list-style-type: none"> - Term to term and fall to fall persistence rates - Student use statistics - Student ratings re: importance and satisfaction - Annual self-assessments to identify areas of strength/needing improvement (Child Development Center)
Campus Life (student leadership activities, intramural and intercollegiate sports, recreation and wellness activities, student organizations, Student Government, Phi Theta Kappa)	<ul style="list-style-type: none"> ▪ Variety ▪ Availability ▪ Quality ▪ Engagement 	<ul style="list-style-type: none"> - Student ratings re: importance and satisfaction - Participation rates

Table 6.2 Key Administrative Support Processes

Key Process	Stakeholder Needs	Key Measures
Business Services (Controller, Accounting, Payroll, Purchasing, Cashier, Human Resources)	<ul style="list-style-type: none"> ▪ Availability ▪ Integrity ▪ User friendly 	<ul style="list-style-type: none"> - Audit performance - College financial statements - Foundation financial statements - Fund balance - Student loan default rate - Grants compliance
Information Technology (computer and network resources, phone system, employee and student email systems, administrative software system)	<ul style="list-style-type: none"> ▪ Availability ▪ Dependability ▪ Integrated ▪ User-friendly ▪ Secure 	<ul style="list-style-type: none"> - Help Desk work order data - Network usage data - Online registration data - Online application data
Institutional Research and Grants	<ul style="list-style-type: none"> ▪ Accuracy ▪ Timeliness 	<ul style="list-style-type: none"> - Grants funded - Amount of grant funding procured
Facilities Management (Capital Planning, Grounds, Maintenance, Custodial, Receiving, Duplicating Services, Security)	<ul style="list-style-type: none"> ▪ Safe, comfortable learning environment 	<ul style="list-style-type: none"> - Capital funding - Safety statistics -Efficiency Measures reporting

6C2 The processes and systems described in Categories 1 and 2 are created to foster student learning, improve student success, and nurture strong community partnerships that contribute to workforce opportunities and economic development and growth of our region. Student support processes (as described in 6C1) are designed as the foundation for student access and orientation to North Central State College, as well as a framework to help guide students toward success in learning and in meeting academic and personal goals. Administrative support processes provide the infrastructure and technology necessary for an advanced learning environment (both real and virtual) as well as a safe, clean and comfortable learning space for students who study on campus. Sound financial planning and decision-making has kept the college growing and thriving during an era of shrinking state financial support. Administrative and student support processes are designed to help students achieve their goal of educational attainment, and educational attainment is a cornerstone in the plan to rejuvenate economic development and growth in our region.

6P1 North Central State College uses a variety of processes to identify the support service needs of students. Students expect certain basic student supports to be in place prior to enrollment. These services include plant operations and maintenance, security and safety, custodial services, parking, and classroom facilities. In addition, services such as library resources, computer and Internet access and a bookstore presence are expected.

Direct Student Feedback

The primary process used to identify support service needs is obtaining direct student feedback. Feedback is gathered most often by individual student contact. Examples of this include the admissions intake process, the COMPASS assessment process, academic advising, new student welcome calls, the early academic alert and mid-term deficiency process, and the College Student Inventory (CSI) process. The application and enrollment process at the Child Development Center is another good example.

Direct student feedback is also gathered from groups of students via external surveys such as the Community College Survey of Student Engagement and ACT’s Faces of the Future, and internal surveys such as a graduate evaluation of support services, student evaluations of faculty, and surveys designed

to collect student opinion on such things as the cafeteria menu, vending choices, and intramural and extracurricular activities. The College also uses focus groups to collect information from groups of students. A newly formed Student Government acts as a voice to communicate needs and concerns.

Data Analysis

In addition to direct student feedback, the College also uses data analysis to identify student support service needs. Data analysis assists in the identification of financial aid use patterns, scholarship dollar utilization, and significant demographic trends such as first generation college students, students employed full-time, and median age of enrolled students. The College's work in the Achieving the Dream national initiative has led to extensive qualitative and quantitative data analysis, and much of this work has helped to identify support service needs of students.

Internal Dialogue

Internal teams often help to identify student support service needs. College committees and groups such as the Achieving the Dream Core Team, the Assessment Team, President's Staff, Managers Advisory Council, Academic Administrators team, Faculty Caucus and Staff Caucus all have opportunities to provide information regarding the needs of students.

Comparison with Peers and Competitors

Finally, the College identifies support service needs of students through comparisons with peer institutions and with competitors. This is accomplished through faculty and staff involvement in various professional groups and organizations, both at the state and national level. Ohio has the Higher Education Information System (HEI) which provides excellent comparison information on a variety of state priorities for post-secondary education. College participation in the Achieving the Dream initiative and in AQIP offers many opportunities to network with peers and to participate in the national dialogue about promising practices in higher education.

6P2 North Central State College utilizes various methods to identify the administrative support service needs of the faculty, staff, administrators, and other stakeholders. Annual performance evaluations are utilized to help determine individual needs of faculty, staff, and administrators. A campus-wide environmental survey was conducted, in part, to identify administrative support service needs and areas needing improvement. The President regularly holds open forums to better inform faculty, staff, and administrators as to the current climate of higher education and to provide an overview of the state of The College. These open forums often provide an opportunity for individuals to raise questions or concerns and to identify service needs. College employees are surveyed to identify administrative support service needs and have input in the planning of faculty and staff in-service and professional development days. The following are examples of the various ways and channels through which faculty, staff and administrators may communicate service needs:

- Performance evaluations
- Environmental surveys
- Open Forums
- Staff and Faculty In-Service Days
- Faculty and Staff Caucus
- Manager's Advisory Council
- Budget Process
- Hiring Process
- IT Work Request / Help Desk Process
- Division and department meetings
- Individual requests
- Maintenance request process
- Duplicating request process

- Requisition process

6P3 In 2004 North Central State College initiated an organizational restructuring to position itself to more effectively and efficiently manage student and administrative service needs and challenges. The restructuring plan was developed based on key stakeholders' responses to a campus environmental quality survey with additional input coming from Faculty and Staff Caucuses and the Administrative Cabinet. The new organizational structure also addressed the strategic direction of the College's Board of Trustees. The structure divides the College into the four major areas of Resource Development, Academic Program Direction, Student Support, and Operations with each division headed by a Chief Officer. Varying levels of management, accountable to each Chief Officer, are positioned to ensure that day-to-day service needs are being met. The existence of documented policies and processes varies by department and is an area that could be strengthened.

6P4 Each student and administrative support area in the College makes its own decisions regarding the day-to-day operations of the unit without the necessity for approval from higher administrative authorities. Each support area utilizes information and results when deciding how to improve its services. The method taken by each department might depend on the complexity of the situation, the far-reaching impact of the decision, and the personnel and technology available to accomplish the task. Most departments hold regular meeting to discuss potential areas and ideas for improvement.

6P5 – Measures of student and administrative support service processes

NC State College collects and analyzes a wide range of student and administrative support service processes. Often, this information is used to predict staffing needs, improve processes, and/or determine trends. Information is collected by a variety of departments including Admissions, Student Success Center, Student Records office, Student Services, Financial Aid, and Information Technology.

Admissions

Non-Enrolled survey – Administered each quarter to applicants who applied to the college but did not enroll in classes. The survey is used to determine the reasons applicants did not enroll and may identify areas or processes that need improvement.

Student Success Center

New Student Registration Evaluation – Identifies student's comfort level with the registration process. The evaluation helps the Student Success Center identify areas of the process that students feel extremely comfortable with as well as items that could be improved.

Directions Program – The number of active Directions students is tracked to predict staffing needs. Each quarter, after final grades are posted, Directions students who have completed all requirements of the program are "promoted" and become free to register without advisor assistance.

COMPASS / CIS Assessment Results – Results are collected and analyzed to determine the number of students who may require developmental coursework and the number of potential retests. This number also assists in future planning of staffing needs.

Academic Alerts – The number of alerts submitted by faculty is tracked quarterly, generating a report that includes the student's name, the faculty member's name, the course ID number, the assigned Student Success Center advisor's name, and the student's final grade for the course. The information is used to track the student's academic success, the potential need for tutoring by course subject, and which faculty members regularly utilize the service. The purpose of the Academic Alert is to notify students of their current progress in a course and inform them of their options in regards to tutoring, withdrawal, and opportunity to request an incomplete grade.

Student Records Office

Course Drop Form – Used to track reasons for withdrawal from class. This helps identify whether the reason was personal or academic related.

Transfer Credit Turnaround Time – Reports are run on a regular basis to determine the amount of time it takes to complete the transfer credit evaluation process. Follow-up occurs for those transcripts that have not been evaluated in a timely fashion.

Student Services

Graduate Survey – Quarterly survey of all graduates. The survey indicates student satisfaction with the following student services: Admissions, Financial Aid office, Student Success Center, Student Records office, Child Development Center, Student Activities, and Campus Recreation Center.

Community College Survey of Student Engagement Summary (CCSSE) – Standardized survey of NC State students covering areas of: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, Support for Learners. Results benchmarked against peer college averages.

See **Table 6.1** and **Table 6.2** for other key measures of student and administrative support service processes.

6R1 An assortment of methods for identifying and collecting information regarding the support service needs of students have produced a range of results, as described below.

Direct Student Feedback

Information gathered from students has produced results in a variety of support areas and services. Specifically, students indicated there was a need to provide the following services:

- Increase bus and taxi transportation services for Mansfield area students.
- Provide free personal counseling and testing for learning disabilities.
- Provide more family-oriented programming through Campus Life and student activities
- Increase peer and professional tutoring services.
- Provide information and tools to shrink the “digital divide” among students.
- Provide more distance learning / distance support opportunities for students.
- Increase access to online services such as registration, payment, class availability, graduation audit, course grades, and educational records.
- Enhance the number and types of payment options available to student.

II. Data Analysis

Information obtained through data analysis has produced results in a variety of support service processes.

- Achieving the Dream data analysis has established three primary results. They are the need to improve student success in developmental courses, the need to improve student success in “gatekeeper” courses, and the need to improve student persistence (both term to term and year to year).
- Analysis of student age showed that the median age of students has become younger. This result led to conclusion that in-service training on working with “Generation Next” would benefit this population at the college
- Analysis of scholarship utilization led to the conclusion that institutionally-funded scholarships need to provide better access and support to a larger cohort of prospective students.

III. Internal Dialogue

Internal dialogue has produced results in regard to support services for students.

- Extensive process mapping resulted in the need to restructure and realign student support service offices and staff.

- Process mapping showed a need for new student advising responsibilities.
- A need to create a Welcome Center in the Kee Hall One Stop Service Center for students.
- A need to shift responsibility for maintaining wait lists for health science programs to the health science departments, rather than the Admissions Office.

IV. Comparison with Peers and Competitors

Information gained via comparison with peers and competitors has resulted in the need to change a number of student support processes. They are as follows:

- A student email system that provides email service to every enrolled student.
- A student portal that allows students to conduct various transactions such as registration, degree audits, bill payment and college applications via the web.
- An intensive First Year Experience course for all students testing into developmental reading, writing or mathematics.
- To include new student orientation activities in the mandatory First Year Experience courses.
- To provide additional improvements to welcome and support new students and their families on an ongoing basis.

6R2 In regards to financial capacity, the College has shown an increase in its overall budget on an annual basis for over 20 consecutive years. The College has also demonstrated institutional health and viability by being in compliance with Senate Bill 6, an analysis of institutional financial health, on a continual basis.

6R3 The College compares itself to other institutions via the annual [Governor's Performance Report](#). Results are reviewed by the President, President's Staff and Board of Trustees. (See 7P3.)

6I1 Results from direct student feedback, data analysis, internal dialogue and comparison with peers and competitors are all used to begin the dialogue about improving processes and systems for supporting institutional operations. Usually a combination of these methods is used prior to improvement being initiated. The college has made an effort to procure more feedback from students in recent years, particularly as it relates to the Achieving the Dream work that is being done.

A good example of an internal structure that incorporates many different kinds of results to make improvements is the quarterly follow up team. This cross-disciplinary team representing academic, student support, and administrative support services meets quarterly to discuss and take action on institutional operations. The focus is generally in the areas of enrollment services, business services, information and technology, and facilities and grounds. This group uses direct student feedback, data analysis, comparison with sister institutions, and of course internal dialogue to evaluate the effectiveness of the processes utilized in support of the current enrollment period. Process improvement decisions for the next enrollment session are made at this meeting. There is also dialogue about long-term improvements to processes that might require changes in institutional policies or procedures. This type of dialogue typically results in a sub-team being formed to research a particular issue or suggestion and come back to the larger team with a recommendation.

By using the feedback from all of the aforementioned mechanisms, the results are reviewed and processed for effectiveness. As results indicate changes or modifications are needed to operational processes, appropriate stakeholders set forth recommendations for change and implementation. Many of the items indicated above as potential areas for improvement (based on direct student feedback, data analysis, internal dialogue, and/or comparison with peers and competitors) have already been put into place or have become part of the strategic plan and are being implemented in phases. As an example, the College is currently implementing a new administrative system for Finance, Payroll, Human Resources, Student Information and Financial Aid.

612 North Central State College has implemented a formal Strategic Planning process which involves all areas of the College. This process uses the strategic initiatives set forth by the President in conjunction with Board Mission and Goals. From these, specific plans are developed with specific priorities targeted to improve the effectiveness of the College. The planning process requires each plan to have a reporter that monitors and produces a report on the progress. This report is shared with all pertinent stakeholders.

Category 7 Measuring Effectiveness

Context for Analysis: NC State falls into the Systemic Approaches category of measuring effectiveness. The College has historically produced vast sums of disparate data that have not been generally been useful for management decision support. Despite producing all these reports, employee surveys have consistently ranked the College's measurement and analysis capabilities as extremely poor. In 2005, the College initiated several measures to improve the use of data toward effective decision support including: creation of an Institutional Research and Grants Department, involvement in the national Achieving the Dream initiative, and adoption of the AQIP model of accreditation. These are slowly leading to improvement.

7C1 The means of collecting and storing data vary tremendously according to its nature and use. The largest repository is the College administrative system that houses data on student background and academics, financial aid, human resources, finance and limited information on college advancement. Some functional areas maintain spreadsheets and databases not contained within the administrative system due to system limitations, convolution or lack of rights access. Some data is maintained on proprietary government or vendor databases, and some data is in hardcopy reports from external sources which may or may not be accessible online.

- **Student Information.** This includes data gleaned during the recruitment, application, placement test, enrollment/registration, initial/ongoing advisement, grading/transcript and graduation processes. It is the largest category of data on the campus and is stored mostly on the administrative mainframe. Some advisement data such as academic early alert tracking, the Student Behavior Inventory of study habits, results from the Noel-Levitz College Student Inventory, the National Student Clearinghouse and the Community College Survey of Student Engagement (CCSSE) are kept in separate spreadsheets/databases or vendor databases.
- **Financial Aid.** This includes all data used in the determination and tracking of federal, state, college or foundation/scholarship financial aid packages. Significant data on family history, income, student budget, etc. is gleaned during the application process toward more than 100 award sources. The system, housed fully on the mainframe, also provides a record for every session and every type of aid awarded.
- **Finance.** This includes all data related to revenues and expenses, and the proper accounting for those transactions. Data is tracked according to the revenue-generating source and coded on the expense side by fund, function and object code as established in the budgeting and expenditure process. It is stored entirely on the mainframe.
- **Human Resources.** This includes all data related to employee postings, hiring information, payroll, benefits, attendance, leave, evaluations, etc. Data is gleaned during the hiring/severance/promotion processes, from the state retirement systems, from insurance carriers, and from employees as they track attendance, leave and perform managerial evaluations. With the exception of evaluations and other hardcopy employee files, data is largely stored on the mainframe.
- **Advancement and Alumni.** The College Foundation tracks donors and scholarships, and manages it operations on a system (Paradigm) outside of the mainframe. This will be eventually migrated onto the new College administrative system. Data is gleaned from sources such as donations, the investment portfolio, scholarship agreements with donors and students, expense records, event attendance, donor contacts, etc. In addition, the Foundation employs a proprietary database (FoundationSearch) to track patterns of regional giving by private foundations and corporations. Alumni data is tracked largely on spreadsheets unrelated to the system, though this will also be migrated.
- **Workforce and Employer Data.** A large state grant has required the College's workforce department to closely track data related to workforce training. A department administrator collects intake, course completion, and even outcome data by contacting companies and individuals after training. The data is not on the College mainframe. In addition, various surveys of companies employing recent graduates

are kept in disparate spreadsheets in various departments. Finally, the College has invested in online economic modeling and industrial directory databases to assist in its workforce strategic planning.

In terms of the mainframe system, the college maintains a strict access policy only select individuals with proper managerial authority access to select components of the system. Additionally, key staff in various functional areas have access to ad-hoc reporting tools to provide a mechanism to decentralize the ability to obtain and manipulate data for reporting needs without impairing student privacy. Access is likewise restricted on vendor databases with student information, though there is wider access on workforce-related vendor databases.

7C2 Key institutional measures found in the Systems Portfolio include:

Student Data/Learning

- Success rates in developmental courses ¹
- Success rates in “gatekeeper” courses
- Persistence (term to term, fall to fall)
- Success in first college-level course for prior developmental students
- Degree/certificate completion rates
- Transfer rates and outcomes

Student Data/Support and Advisement

- Annual advising and tutoring contacts
- Contacts with new students
- Compiled evaluations of advising sessions
- Early alert course outcomes
- Number of quarters to promotion from Directions program
- New and returning Directions students

Noncredit Workforce/Other Distinct Objectives

- Total participants served, by demographic
- Total certificates earned, by discipline
- Training cost per participant
- Post-training employment gained and wage earned (for unemployed)
- Post-training hourly wage increase (for incumbent workers)

Faculty, Staff and Administrators

- Participation in tuition reimbursement
- Participation in voluntary professional development and professional organizations
- Satisfaction rates in 2003 and 2005 Campus Quality Surveys
- Employee turnover rate
- Adjunct vs. full-time instructors

Academic and other Programs

- Assessment measures according to five core learning outcomes
- Program enrollment by FTE
- Program retention and graduation
- Student-faculty ratio
- Job placement rates in relevant field
- Licensure/certification pass rate

Institutional Operations and Processes

- Funnel yield rates
- Indicators from “Did not enroll” surveys
- Enrollment FTE increases
- Percent of students receiving financial aid
- Tuition discount rate
- Technology costs per student
- Percent of budget dedicated to instruction
- Instructional & General cost per student

Key Comparative Data

- Community College Survey of Student Engagement
- Ohio Board of Regents Annual Performance Report
- Integrated Postsecondary Educational Data System
- ACT's Collegiate Assessment of Academic Proficiency Test
- Noel-Levitz College Student Inventory

Performance in Partner Organizations

- Transfer outcome data from National Student Clearinghouse
- Outcome data on high school students directly transitioning to NC State
- Dual credit enrollment indicators
- Survey of employers hiring recent graduates

7P1 NC State selects data according to a variety of management decision support needs, state/federal reporting requirements, and surveys by outside associations:

- Management information needs. Key staff in various functional areas have been trained and provided access to ad-hoc reporting tools. In addition, managers often submit research requests to programmers in the IT department.
- Required reporting and surveys. NC State's IT staff has archived several queries to its administrative system to expedite the process of meeting state, federal and even survey reporting requests.

NC State manages quantitative and qualitative data through a variety of means:

- The largest repository is the College administrative system that houses data on student background and academics, financial aid, human resources, finance and limited information on college advancement.
- Most functional areas maintain spreadsheets and databases not contained within the administrative system due to system limitations, convolution or lack of rights access.
- Some data is maintained on proprietary government or vendor databases, such as the Integrated Postsecondary Education Data System (IPEDs) Noel-Levitz College Student Inventory (Category 3) and local workforce projections via CCBenefits, Inc. (Category 2).
- Some data is in hardcopy reports which may or may not be accessible, such as an employee compensation report, employee survey reports of the campus environment, financial statements, etc.

The most common uses for this information include:

- Compliance with triennial IPEDs reporting requirements, quarterly reporting requirements (all areas except advancement) to the state Board of Regents, and surveys by ACT, HLC, Petersens, etc.
- High-level academic decisions in terms of program expansion/retraction, educational policies such as pre-requisites and placement test cutoffs, and means to advise students.
- Day-to-day academic decisions in terms of class section additions/cancellations, and academic tracking such as electronic degree audit and student advisement.
- High-level operational decisions such as monthly financial presentations to the Board of Trustees, annual budget development, major gifts planning and staffing/benefit patterns.
- Day-to-day operational decisions such as purchasing functions, employee attendance/leave, general accounting, financial aid calculation, etc.

7P2 NC State underwent an administrative system migration in 2001 which involved the entire campus. Each functional area of the institution played a role in the identification of system functionality and information requirements, including reporting as well as the definition and establishment of required data capture and structure. The College is taking a similar approach as it implements a new administrative system (Colleague from Datatel, Inc). It is phasing in the system over 18 months, forming implementation teams with each function area to determine the minute specifics of user needs.

7P3 The Board of Regents publishes an annual Governor's Performance Report on institutional outcome measures presenting comparative data (both peer and year-by-year) on virtually every college functional area. Comparative data is also available through the IPEDs Peer Analysis System. Other data tools with comparative information includes the National Student Clearinghouse to track transfer enrollment, the Community College Survey of Student Engagement, the ACT Collegiate Assessment of Academic Proficiency Test, and Campus Financial Accountability Reports from the Regents.

7P4 Specific examples of how the college analyzes and reports performance information includes:

- **Achieving the Dream (Categories 1 and 3).** The IR Department performs analysis first of quantitative data to identify problems and then qualitative data to identify potential drivers. It reports it to select workgroups through reports and presentations, as well as the college community as a whole through summaries. It also analyzes implemented strategies to determine if outcomes are being achieved, and likewise communicates detail results to key stakeholders and summary results to the entire college.
- **Core Learning Outcomes. (Category 1)** The IR Department, in conjunction with workgroups of the Committee, annually analyzes results. These are reported back to the full Committee (composed of academic deans and department chairs), which in turn communicates the results back to all faculty.
- **Program Learning Outcomes (Category 1).** The rubrics are compiled by department chairs, who should assess the results in conjunction with the IR department. Results are then shared with individual department faculty as well as academic division deans.
- **Advanced Training Grant Quarterly Progress Report (Category 2).** During administration of a large 2-year state workforce grant, the College's Workforce Department and grant consultant analyzed several key metrics including jobs gained and/or wage increases. The College expects to receive an extension of this grant and will continue the monitoring. Results are shared quarterly in summary reports.
- **College Student Inventory (Category 3).** The Student Success Center annually calculates the drop-out rate of students who attend the advising session versus those who don't.
- **Gortz & Associates Classification and Compensation Study. (Category 4).** The consultant performed detailed analysis of internal and external data, which was then assessed by various advisory employee groups prior to implementation.
- **Communication Action Project (Category 5).** As an AQIP Action Projection, an internal team of stakeholders gathered extensive data and analysis on how communications are disseminated on campus and preferred means of receiving communications.
- **Enrollment Reports (Category 6).** "Same-day" enrollment reports are initially analyzed by the College's Vice President of Learning Support and Retention. She monitors trends in headcount vs. FTE; enrollment by admissions status (continuing, new, returning student); and enrollment by division and program. She also monitors performance against pre-set targets for each of these categories and e-mails a short narrative on a weekly basis throughout the college community.
- **Planning Advisory Council Analysis Report (Category 8).** Teams charged with developing strategies/tactics related to presidential strategic initiatives each submit a proposal filled with quantitative and qualitative data to justify their funding request, which are then analyzed by the full PAC. Also, PAC "reporters" follow up on funded initiatives with narrative reports on whether outcomes are being achieved. Results are to be communicated in the annual report of the PAC.
- **Tracking System for Major Gifts (Category 9).** The College Foundation analyzes patterns of major gifts and grants both to the college and to other area sources to best determine fundraising strategies. Results are communicated to the College Foundation Board to support strategies.

7P5 The College, through its PAC and IR Department, is in the process of developing 11 “dashboard” indicators of institutional effectiveness. These adapted from the Core Indicators of Effectiveness of the American Association of Community Colleges, as well as surveys of PAC membership. The suggested indicators cover the general areas of student progress, workforce development, transfer preparation, developmental skills, outreach and application to registration yield rate. However, these were still in draft form as of Fall 2007.

7P6 NC State’s information systems network consists of an integrated configuration of servers, both PC-based and mainframe serving two campus locations. This network is made up of a myriad of hardware and software components which work together to ensure information is available and delivered to constituents when needed. In order to ensure the effectiveness of these systems, the College has implemented processes related to four major categories.

- Software Upgrades and Maintenance – NC State uses a two-pronged approach to the upgrade and maintenance of all information systems software. All application software is regularly updated on vendor release with desktop operating software being installed with automatic update service requested. Additionally, the College maintains current enhancement contracts with the software vendors who provide the operating systems and application modules for the entire college network. These contracts ensure that the College remains current on all administrative system and operating software releases, patches and fixes.
- Hardware Upgrades and Maintenance – The College currently follows a four year technology replacement plan for all desktop hardware components. This plan coupled with a hardware-based vendor service partner agreement strategy positions the College to remain current with all hardware requirements of the institution. As a part of the current administrative system replacement review, a complete hardware infrastructure and configuration design has been conducted and is currently being implemented with the rollout of the new Encore system.
- Security/Access Control – NC State has a formal Computer and Network Resource Use policy which details the procedures and policies for access and use of College information and resources. This policy along with established security procedures outlines the user account structures and password requirements for all College systems including the administrative system, e-mail, network access and remote connectivity. In addition to established security procedures, the College has installed first level firewall applications and hardware at the router level to combat unauthorized access.
- System Integrity - The current administrative system incorporates an integrated institutional database and resides on a centrally located mainframe. All business critical hardware is located in secured facilities with environmental controls. NC State has developed and approved a formal disaster recovery plan which outlines all policies and procedures for the backup, storage, rotation and retrieval of institutional data files. These procedures incorporate weekly full volume backups with nightly incremental backups. All policies related to NC State information system disaster recovery and integrity are reviewed and certified as a function of an annual audit process.

7P7 Probably the best measurable indicator of the effectiveness of the College’s system for measurement and analysis rests with a consultant survey completed in 2003 and again in 2005 of various college employee groups. These groups were asked their opinion on whether the institution’s quality of measurement and analysis in terms of decision support was effective.

7R1 The evidence is very mixed that the College has reliable systems for measuring effectiveness.

- System Accessibility – Accessibility has been a problem area. Only certain staff within functional areas have the ability and rights access to run reports from the administrative system. If specialized reports are required, they often need to be handled directly by the IT department because the fields can be very convoluted given database limitations (e.g., only 4 characters to a cell) or even the technical skills of the user to query the system. Accessibility is also a problem because so much data is stored on

spreadsheets and databases not linked to the mainframe. Consequently, these users have their own methodology for defining and capturing data that may not sync with the administrative system.

- System and Process Reliability and Confidentiality -- Largely the data used by the College is protected through the controls outlined in 7P6. However, data reliability has occasionally been a problem simply due to the challenges of querying a non-relational database. For example, a user may have to make multiple “passes” at queries to narrow down to the desired information. However, if a field is overlooked this could easily result in incorrect data. Also, time-sensitive data such as addresses easily becomes outdated and actually results in increased postage costs for the College due to bad addresses. During recent manager meetings, there has been some concern over the processes used to reliably capture employee time, attendance and leave usage. Also, not all managers perform regular employee evaluations, leading to lack of data on employee performance. In terms of student and employee confidentiality, there have been no reported instances of FERPA or other privacy violations.
- Internal Satisfaction Ratings – The 2003 and 2005 consultant study showed that employee groups believe measurement and analysis is a major problem area. In a list of 50 survey categories, measurement and analysis had the sixth lowest negative rating in 2005. This was one of only eight categories that was ranked lower than the national norms for two-year institutions (-.273 on a Likert scale). Currently, there is no satisfaction measurement for timeliness of research requests, accessibility and user-friendliness but there are numerous anecdotal examples. At one point the IT Department produced a myriad of reports whose usage was highly questionable, and when it started discontinuing the reports very few complained. This situation does appear to be improving with the creation of an Institutional Research office that is attempting to centralize the measurement and analysis function. However, this office’s efforts are hampered by lack of human resources and other assigned duties of department personnel.

7R2 The limited results of measuring effectiveness appear to be mixed when compared with peer institutions. NC State is one of the five two-year colleges in Ohio to undertake the Achieving the Dream initiative. Even though it is self-funding the initiative, the KnowledgeWorks Foundation (Ohio coordinator of Achieving the Dream) has told school officials that its measurement efforts appear comparable or even better than colleges receiving grants. At the same time, the College still lacks measurement traits common at other progressive colleges such as universal dashboard indicators, an annual IR calendar or data reports with links, etc. Such efforts remain a goal of the IR department, but it must also split time writing grants and other duties.

7I1 The very deliberate and methodical implementation of a relational administrative system is a major effort to improve processes and systems for measuring effectiveness. As the IT department collaborates with functional teams for other College departments, it is closely reviewing the data and information requirements as well as the policies and procedures surrounding them. A critical step will be documenting these systems. In addition, the College is slowly moving to centralize more functions within its IR/Grants department. The department has recently added a part-time staffer with significant technical skills to eventually take over many of the reporting and querying tasks now handled by IT.

7I2 The College believes one improvement target for measuring effectiveness will be the approval, creation and public posting of a clear and concise set of dashboard indicators in FY 2008. The College would build a longitudinal picture through these indicators, which could even include “triggers” of improvement or concern given the statistical variance between years. The College believes this is the clearest means to broadcast an ongoing set of institutional effectiveness indicators to a wide audience.

Category 8 Planning Continuous Improvement

Context for Analysis: NC State falls into the Systemic Approaches category of planning continuous improvement. In a 2005 employee survey, every campus group (faculty, staff, administrative, department chair) listed improved research and planning services as the top institutional need. Consequently, it chose as its first [Action Project](#) in 2006 the development of an effective yet practical strategic planning model. A cross-discipline team researched and developed a model over several months, resulting in a new strategic planning process implemented in late 2006 for the 2007-08 budget planning cycle. Since this Action Project is currently being implemented, this discussion will focus on processes.

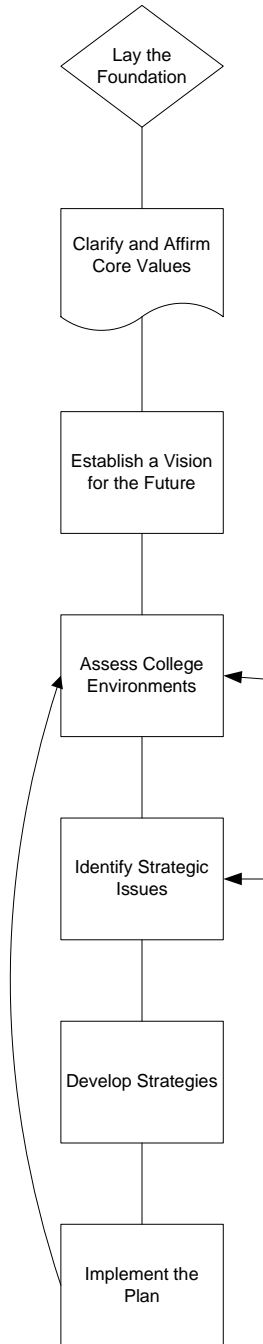
<p>Board of Trustee Vision</p> <ul style="list-style-type: none"> • Maximize Student Access • Guarantee Quality Education • Guide Toward Educational Success • Workforce Development • Resource Development • Community Resource • Community Input
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8C1 NC State’s vision entails implementation of a series of vision statements crafted in 2005 by the College Board of Trustees. These vision statements provide high-level direction to ensure fulfillment of NC State’s mission: “To provide quality, responsive, lifelong learning opportunities, including occupational, degree and other educational programs for individuals, business and industry, and the communities we serve.” The vision statements, which each contain clarifying bullets, will be the primary vehicle for the next 5-10 years from which College administration, faculty and staff build a rolling strategic plan.

8C2 In January 2007, NC State’s President announced five “Strategic Initiatives” to guide operational and budget planning for the 2007-08 fiscal year beginning July 1. Each of these strategies supports one or more of the Board of Trustee vision statements. Strategic initiatives for 2007-08 and major accompanying task statements tied to the general fund budget include:

<p>2007-08 Strategic Initiatives and Major Task Statements</p> <ul style="list-style-type: none"> • Enrollment Development <ul style="list-style-type: none"> ❖ Re-design website to incorporate eMarketing and create an attractive, user-friendly portal with easy navigation. Total cost for webmaster/training and equipment is \$74,201. ❖ Increase quantity, quality and efficiency of distance learning asynchronous programs offered by College. Total personnel and professional development cost is \$50,000. ❖ Addition of full-time faculty member for Early Childhood Education to meet rising student demand and professional accreditation requirements. Total cost is \$49,356. • Achieving the Dream (Persistence) <ul style="list-style-type: none"> ❖ Provide support for additional advising activity such as mandatory quarterly advising for every developmental student. Total cost is \$28,080. ❖ Provision of additional Plato lab staff coverage (evening hours) for developmental math students. Total cost is \$12,672. ❖ English Dept. faculty will provide an aggregate 10 hours tutoring per week for English 101 (gatekeeper course) students. Cost is \$5,760 from Perkins budget. • Workforce and Economic Development <ul style="list-style-type: none"> ❖ Establish access to state-of-the-art labor market information tools (\$3,000) through internal reallocation. • Implement Core Learning Outcomes <ul style="list-style-type: none"> ❖ Implement assessment projects in the following outcomes: culture/community graduate survey (\$3,076); computer literacy assessment (\$3,203) both through internal reallocation. • Enhancement of Health Care Education <ul style="list-style-type: none"> ❖ Meet with feedback groups from numerous regional health care industries to develop collaborative solutions to reduce wait list for health science programs (\$2,500) funded through internal reallocations.

**North Central State
Planning Process**



8P1 The planning process at NC State starts with the College Board of Trustees, who adopted the Carver Policy Governance Model in early 2003 in which a board crafts its values into policies of four types: ends, executive limitations, board-executive linkage and governance process (laying the foundation). Since there is a direct linkage between strategic planning and budgeting, the Board has also established financial planning and budgeting policies. The Board also has an annual planning cycle which completes a re-exploration of “ends” policies and continually improves Board performance (clarify and affirm core values.) In 2005, the Board expanded on its mission by crafting several vision statements with sub-points listing expected ends, or targeted needs to be met (establish vision for the future).

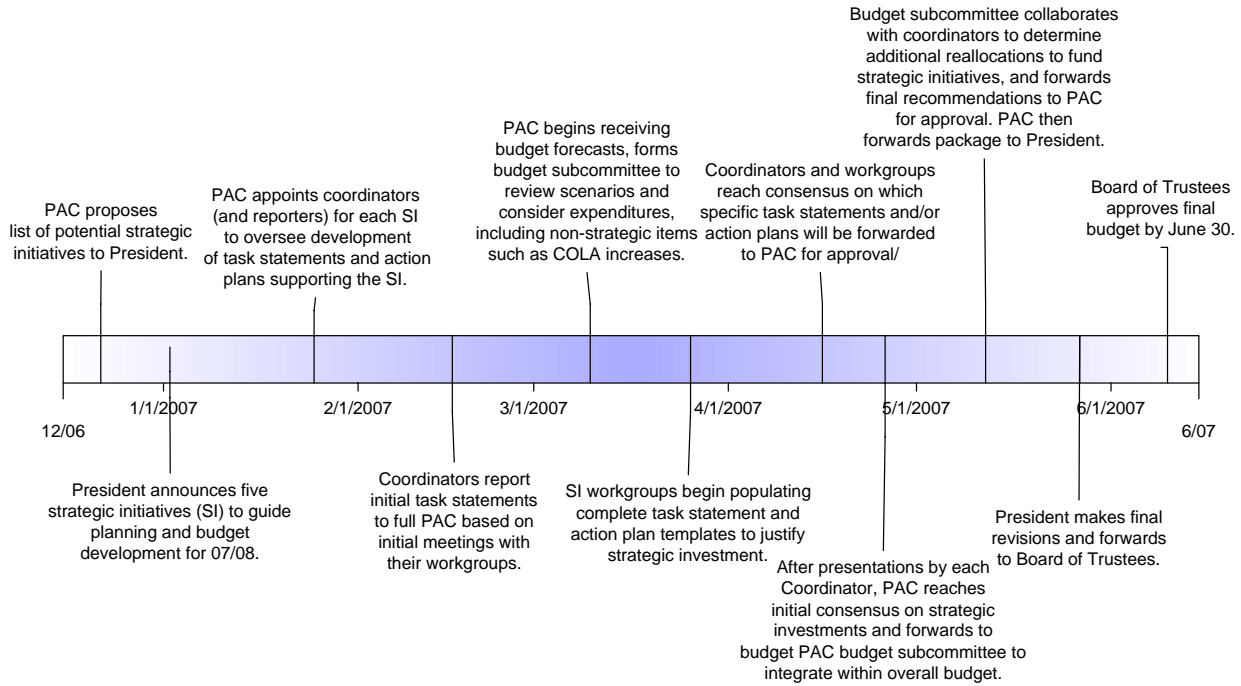
In 2006, College administration implemented a new planning process to implement the Board mandates and better identify, prioritize and address the greatest needs of stakeholders. To mesh with operational and budget planning cycles, strategic planning employs a rolling two-year time frame. Although the planning horizon and discussion context for given topics often extend further than two years, the model delineates specific tasks for completion within the subsequent two fiscal years. The College established a multidisciplinary “Planning Advisory Council” (PAC) to serve as the central planning and budgeting committee.

This process started in January 2007 with the announcement of five high-level “strategic initiatives” by the president that flow from the College vision statements. The PAC had provided a series of potential initiatives to the president, which he took into consideration. The President prepared a one-page fact sheet on each initiative using data to identify the underlying issue and make the case for why it was strategic at this point in time (assess college environments). For example, the President noted several troubling regional economic indicators, such as slow growth in per capita personal income, to help support the need for better alignment of workforce and economic development (identifying strategic issues).

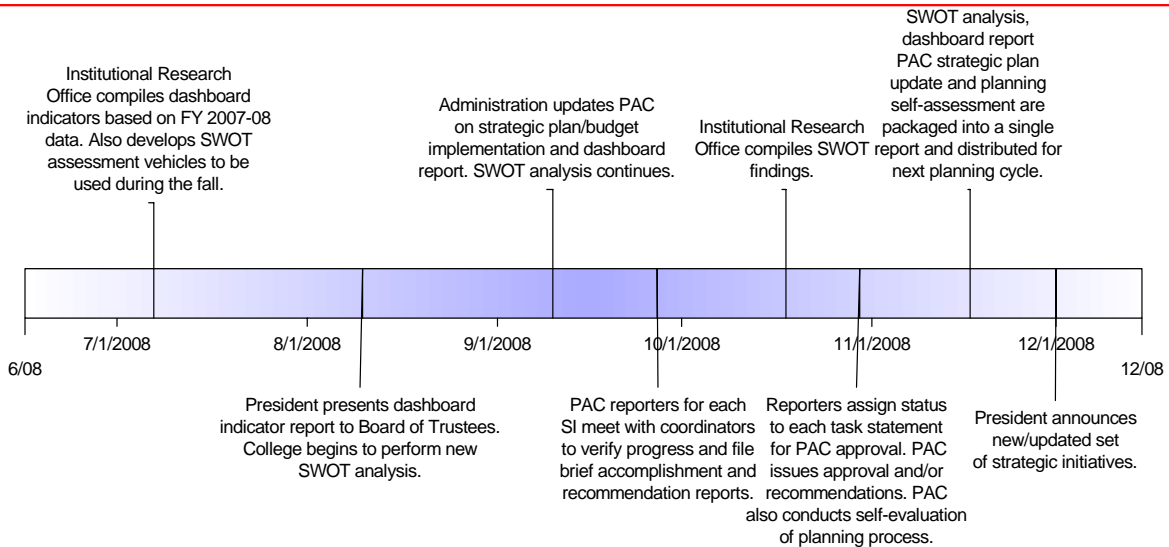
The President then turned the process over to the PAC to flesh out the high-level initiatives through task statements supporting each initiatives, which in turn were supported by one or more action steps. The PAC assigned coordinators from its membership for each initiative, who were responsible for working with College teams to identify the most effective/efficient supports for the initiatives. Working through standardized templates, the workgroups under each coordinator would use varying methods to reach consensus on the best solutions given limited funding (develop strategies). They would forward final recommendations to the full PAC, which was simultaneously working with the College fiscal office to determine budget scenarios so the strategic initiatives could be integrated with issues such as wage increases. The PAC forwarded a comprehensive strategic plan/budget proposal to the President and the Board of Trustees (implement the plan).

The PAC’s work immediately transitions into an evaluation phase during the latter part of the calendar year. PAC reporters assigned to each strategic initiative follow up with the coordinators after a year of implementation. In addition, annual benchmarks related to planning are assessed as part of a dashboard report. This and other information is packaged into a PAC Annual Report that in turn forms the foundation for the next year’s planning cycle.

Planning and Budget Phase



PAC Evaluation Timeline



8P2 Strategies are selected through a series of data-informed steps, as evidenced by the timelines. The College had to “jump-start” the process in 2007 based on data its Institutional Research Office had collected from various internal and external sources. These included: the College student information system, external socioeconomic and labor market databases, student surveys, standardized assessments, and legislative documents that collectively helped form planning assumptions. In future years, a PAC Annual Report will be the primary document for selection of future strategies (see 8P8).

8P3 Coordinators and their work teams collaborate over several months to develop task statements/action plans supporting the presidential strategic initiatives. When establishing this model, the PAC realized the key to effectively developing these details in a limited budget environment would be establishment of uniform template proposal documents with standard criteria. Consequently, the PAC developed a “Quality Improvement Project Commitment Proposal” containing ten criteria elements

Quality Improvement Project Commitment Proposal Elements
<ul style="list-style-type: none"> • Project Title • Project Description • Key Quality Indicators • Project Relevance and Legitimacy • Organizational Impact • Key Processes • Timeline/Milestones • Project Monitoring • Assessment • Project Leader/Contact Person

A person or group with an idea would have to verify that the proposal directly supports at least one strategic initiative and has to align with a coordinator. For example, the PAC directed the College’s Distance Learning Department to collaborate with the Enrollment Development coordinator for its proposal.

The proposals would reflect quality indicators including the nine AQIP categories. They would be expected to provide research supporting the need for the project, resources required, expected outcomes, and monitoring vehicles. The template document provided clear definitions and explanations on proposal elements to avoid confusion.

Collectively, the coordinators received 12 proposals in early 2007 with the majority falling under Enrollment Development, Achieving the Dream and Core Learning Outcomes. These proposals were extremely detail oriented and often went beyond the minimum required criteria, including presentations and attachments. Each coordinator would communicate with person/groups during the formation of the proposals to address questions.

Generally, each person/group with a proposal would present to the coordinator’s internal workgroup, such as the College Achieving the Dream Core Team or the College Assessment Committee. These screening committees would pose questions and comments to help refine the proposal and make it more palatable to the full PAC, especially given budget limitations. For example, the Achieving the Dream Core Team realized the College could not realistically fund each request it received to the level desired. After hearing presentations and providing comment, members of the Core Team employed a “pay-off” matrix to weight the elements of each proposal and reach consensus for funding priorities. In other cases, such as requests for new full-time faculty positions, the College’s Chief Learning Officer screened proposals and collaborated with the Enrollment Development coordinator.

Pay-Off Matrix

	Easy to Accomplish	Difficult to Accomplish
High Impact on the Organization	1	2
Low Impact on the Organization	3	4

Source: Strategic Planning in Higher Education, Robert A. Seiver

Once each workgroup reached consensus on funding priorities for the proposals, each coordinator would develop a comprehensive package for the full PAC based on the Quality Improvement Project Commitment Proposals. For tracking purposes, each strategic initiative, supporting task statements, and sub-supporting action plans were assigned reference numbers. For example, a proposal to fund evening staff coverage for the College Plato lab was assigned under the action plan for “improving curriculum and instruction” (2-07a.2), under the task statement “improve student success in developmental education” (2-07a), under the Achieving the Dream strategic initiative (SI 2).

The coordinators would then present each comprehensive proposal to the full PAC for in essence a second screening. The PAC’s budget subcommittee, working in collaboration with the College fiscal office, would then consider the funding implications of the proposals and consider potential alternatives outside of an increase to the general fund budget. In many cases, the PAC was able to “pare down” a proposal by getting commitments from department managers that certain proposal elements would be funded through internal reallocation of current budgets.

8P4 One of the most difficult challenges in the strategic planning model was aligning planning processes and overall institutional strategies and action plans with varying institutional levels. On one hand, there is a need for wide inclusion. For example, prior to formation of the PAC, the College had a 20-member multidisciplinary budget committee and a five member multidisciplinary committee to screen strategic proposals. While there was wide representation, there were so many people involved that it was difficult for these bodies to make efficient decisions.

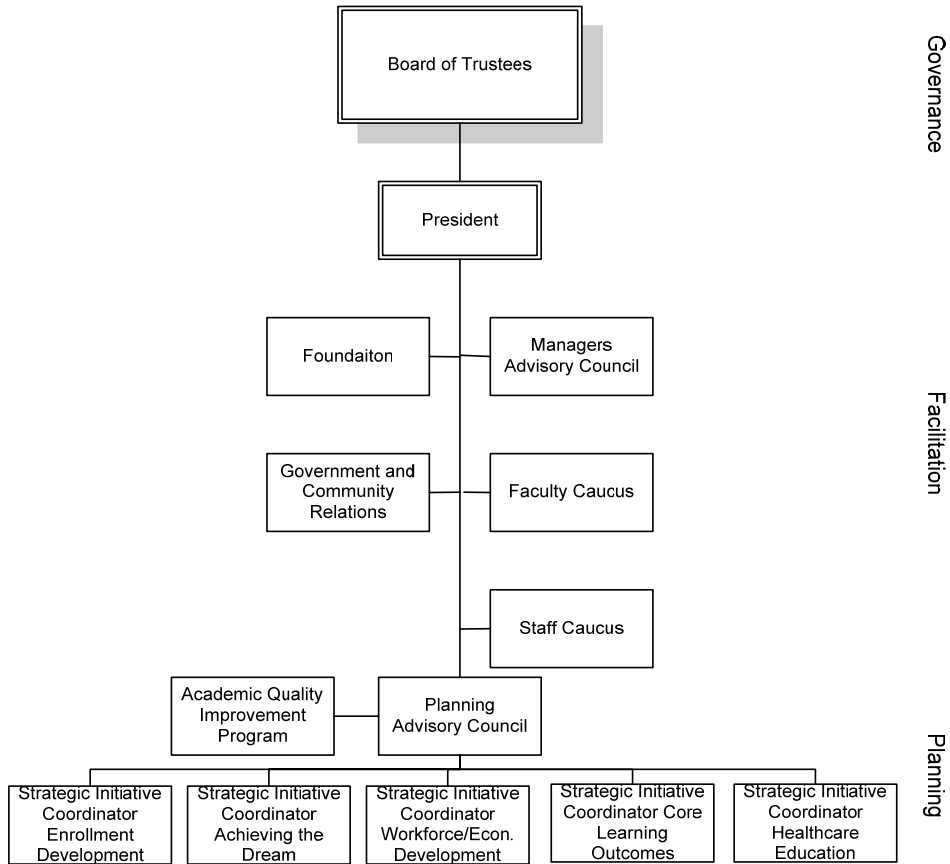
<p style="text-align: center;">Planning Advisory Council Composition</p> <ul style="list-style-type: none">• Chair – Engineering Faculty Member• 4 Division Heads – Student Services, Learning, Business, Institutional Advancement• 1 Early Childhood Education Faculty from Assessment Committee,• 1 Nursing Faculty from Faculty Caucus• 1 Humanities Adjunct Faculty• 4 Middle managers – Student Records, Child Development Center, Academic Affairs• 1 Institutional Research Line Staff from Staff Caucus

The new strategic planning model combined these two committees under the PAC structure. The College chose to have a respected faculty member with an intuitive understanding of strategic planning chair the committee. He has direct access to the President at any point in the planning process.

It also allowed key College committees to appoint members to ensure a wide sense of ownership. Middle management and staff appointments represent a diverse range of academic affairs, student services, and institutional research areas. Further, all three of the College’s academic departments have faculty representation.

The PAC is intended to be a powerful committee able to wade through campus politics and buffer and negotiate conflict among other areas and committees. The PAC directly advises the President on key planning/budgeting matters, with key standing committees playing a facilitative role in the process as they almost all have appointments to the PAC. The following chart illustrates the current planning hierarchy.

Strategic Planning Hierarchy



During this implementation year, the PAC realized that even a smaller committee of 13 members was too large at times to achieve efficient progress. Consequently, in March it appointed a budget subcommittee of six PAC members representing staff, faculty, middle management and the College’s chief fiscal officer. This subcommittee has met continuously through the spring, attempting to remain current on both the ever-changing state funding picture and list of proposals being circulated to the full PAC. This subcommittee has reached consensus on difficult funding decisions, both with strategic initiatives and general operations. Thus far the full PAC and the College administration have felt confident in the progress of this small group.

Ultimately, the key to the success of the PAC and the current planning model will be its ability to remain the primary vehicle for implementing high-level strategic initiatives. The designers of this model realized that situations and crises occur throughout the year, however they warned that diverging from this model risked destroying its integrity.

8P5 NC State has historically not done a thorough job of setting metrics for continuous improvement, and is still very much in the developmental stages. However, it is making progress (see **8P8**).

8P6 NC State accounts for appropriate resource needs to support its strategic planning process through the involvement of its Institutional Research Office, which serves as the functional staff of the PAC.

8P7 The PAC has maintained communication with the NC State community through open forums, in-service days, and the monthly presidential newsletter to employees (See 4P). The Faculty and Staff Caucuses are also asked to make comment and recommendations to various policies and procedures that the College wants/needs to add or amend.

8P8 The area where strategic planning has excelled has been in setting targets and tracking results in various categories of credit student enrollment. For planning purposes, NC State breaks enrollees into three categories:

- Continuing – students who have attended during one or more of the past four quarters
 - New – students who have not attended before
 - Returning – students who are re-enrolled at NC State after stopping out for one year or more
- The College sets quarterly enrollment targets for each group based on various assumptions. During registration periods and through the census day of the following quarterly, the Chief Student Services Officer sends regular reports on the progress of meeting these targets.

The next significant step to measure effectiveness entailed the College’s involvement in the national Achieving the Dream initiative. As part of its year-one strategies NC State established several measurable outcomes: Success rates (C- or better) in developmental math will increase by 4% each year for FY 07, FY 08, and FY 09; Success rates in developmental reading and writing courses will increase by 3% each year for FY 07, FY 08, and FY 09; Developmental students reporting positive advising experiences on CCSSE surveys will increase by 10%; Early Alert referrals for students in developmental courses will increase by at least 8% and students receiving alerts then receiving failing grades (withdrawals are excepted) will decrease by 10%; Developmental students attending Noel-Levitz College Student Inventory advising appointments will persist fall to winter at a rate of at least 10% greater than students taking the CSI but not following up in the appointment; Success rates for developmental students progressing into college-level gatekeeper English or math will increase by 4% for FY 07, FY 08 and FY 09.

Upon completion of the Spring 2007 quarter, the College’s Institutional Research Department will compile these metrics and compare them against baseline data gathered during FY 2006. The College intends to annually collect and benchmark this data, including metrics for Achieving the Dream strategies related to gateway courses being implemented for FY 07-08.

As previously mentioned, the College envisions production of a PAC Annual Report (issued in late fall each year) that will be a compilation of various performance metrics. These include:

- Narrative status reports of strategic plan reporters on the implementation of each strategic initiative from the prior year.
- Status updates on the strategic plan based on findings of the reporter, tracking every strategic initiative, task statement and action plan. Status, as decided by the full PAC, could include: retire/complete; retire/assimilated; on schedule; behind schedule; delete/abandoned; delete/subsumed.

Sample Achieving the Dream SI Task Statement/Action Plan

Task Number	Person(s) Responsible	Task Statement	Completion Expected	Status
2-07a – Improve student success in developmental education				
Coordinator: Peg Moir PAC Reporter: Mark Monnes				
2-07-a.2 Improve curriculum and instruction	Bob Cyders, Math Chair	Provide additional Plato lab coverage for developmental math support	Fall 2007	On schedule

- Dashboard Report. These will entail ongoing performance measures of institutional effectiveness that are annually benchmarked against prior years' performance. These benchmarks will tie to the Board vision statements, with the assumption they will be relevant regardless of the specific strategic initiatives chosen. The PAC will select an initial set of dashboard indicators during Summer 2008.
- Opportunities and Vulnerabilities Audit. To supplement the quantitative data collect, PAC will also perform an annual survey amongst campus stakeholders of external/internal opportunities and threats. These will be weighted through a Likert scale to single out those issues deemed most critical.
- PAC Self-Assessment. This will be an annual survey taken by PAC members ranking the effectiveness of the College's planning procedures against 10 planning standards identified when the model was created. These will also be rated on a Likert scale.

NC State Planning Standards

- Planning is guided by the institutional mission, vision and values.
- Planning is informed by data.
- All employees have the opportunity to participate in planning.
- Budgeting reflects college priorities as identified in the strategic plan.
- Division and department plans support the strategic plan.
- Institutional effectiveness is assessed.
- Assessment results are used for improvement.
- The plan is clearly communicated and successes are celebrated.
- At least one initiative is directly related to student success.
- Planning supports the institutional accreditation process.

8R1-8R4 As previously noted, there are few results to NC State's strategic planning model because it was only implemented for the 07-08 budget year. See context for analysis.

8I1 The College has integrated continuous improvement into strategic planning by employing a significant evaluation piece (See **8P1** and **8P8**) within its planning processes.

8I2 There is no significant data currently available on how the college will specifically set targets for improvement. As the PAC gains baseline data after the first year of implementation of the strategic plan, including the selection of specific dashboard indicators, it will be in a better position to establish improvement targets. Current results, improvement priorities and performance projections will be communicated to the campus community through the PAC Annual Report (See **8P8**).

Category 9 Building Collaborative Relationships

Context for Analysis: NC State falls into the Systemic Approaches category of building collaborative relationships. Historically collaboration has been difficult given the very parochial nature of the state and region. However, the declining economy and shrinking resources are forcing more collaboration, especially in the public/nonprofit sector. NC State has sensed this trend and created a cabinet level position specifically charged with expanding and enhancing College partnerships. Through this and other position, the College is attempting to assume the role of a “convener” to help the region focus on the necessary strategies for economic revival and forge collaborative approaches to community development.

9C1 NC State’s Key Collaborative Relationships Include:

A. Sources of Entering Students

- 115 secondary institutions in Richland, Crawford, Ashland, Wayne, Morrow, Medina, Huron, Marion counties. Main “feeder” high schools for traditional-age freshman include: Mansfield Senior High, Willard High, Ashland High, Ontario High, Clear Fork High, Plymouth High, Galion High, Hillsdale High, Loudonville High, Shelby High, Crestline High and Lexington High.
- North Central Tech Prep Association and five associated joint vocational school districts (career centers)
- One-Stop Centers serving Richland, Ashland, Crawford and Huron counties

B. Organizations that are the destinations of exiting students

The chart to the right shows that despite the higher cost of tuition, most associate degree graduates opt to attend private institutions. One reason is likely the proximity and ease of transferring credits through prior articulation agreements. Franklin University’s extensive online degree program likely contributes to its transfer rate. It is interesting to note that despite sharing a campus with a branch of Ohio State which offers degree completion programs in approximately five areas, it has the fourth lowest transfer rate.

Top Transfer Destinations and Outcomes for NC State Associate Degree Graduates, FY 2001-2006

Transfer Destination	Number Transfers	Attained Degree at this School
Ashland University	32	6
Mount Vernon Nazarene University	32	0
Franklin University	31	0
Ohio State University	30	2
University of Akron	13	4
University of Cincinnati	10	8
University of Toledo	10	6
Devry Columbus	10	0
Bowling Green State University	7	3
Ohio University	7	0

Source: National Student Clearinghouse

Unfortunately, the College does not have an advanced system for tracking placement of graduates by place of work. The following list is based on a survey as academic department chairs where they perceive to be the major clinical placement and/or full-time work destinations of graduates.

- Health Science**
 Nursing and Allied Health includes MedCentral Health System, Samaritan Regional Health System, Fisher Titus Hospital, Mifflin Care Center, Brethren Care Inc., Winchester Terrace Nursing Home Inc, Woodlawn Health Care and Rehabilitation.
- Public Service**
 Human Services includes county departments of Jobs and Family Services, county Children Services agencies, Salvation Army of Ashland and Mansfield, etc. Criminal Justice and Paralegal includes are police departments, sheriff’s departments, municipal and common pleas courts, etc

Business/Accounting/Administrative Information Technology

Accounting includes area county auditor and treasurer’s offices, Whitcomb and Hess, Riester, Lump & Burton CPAs, Inc., Sampsel & Associates. Business Administration includes Therm-O-Disc, Gorman Rupp, Warren Rupp, Inc. AIT includes Spherion Services, Richland Bank, MedCentral Health System, etc.

Early Childhood Education/Educational Assisting

Early Childhood Education includes Head Start Agencies, publicly-funded preschools, private child-care agencies that are state-funded. Educational Assisting includes all area public school districts.

Engineering and Workforce

General Motors, Hi-Stat Manufacturing, Therm-O-Disc, MTD Products, Pepperidge Farm, Inc., PPG Industries, Broschco Fabricated Products, Cole Tool & Die, Covert Manufacturing, etc.

Computer Science and Digital Media

MT Business Technologies, Gorman Rupp, MedCentral Health Systems, Embarq, Time-Warner Cable.

C. Organizations that serve students

There are numerous organizations serving students depending on their unique needs: educational, socioeconomic/transportation, health related and tuition assistance.

Educational Resource Partners

- Follet Higher Education Group, on campus and online bookstore
- Bromfield Library, on-campus library with 50,000 circulation and 300 journal titles
- At least 18 public library branches and community centers with more than 250 public Internet terminals

Socioeconomic/Transportation Resource

- Area county departments of Job and Family Services through cash payments, food stamps, health benefits, basic life skills and job search training
- Richland County Transit Authority, providing three stops a day to campus
- Ocie Hill Community Center, Salvation Amry Dewald Community Center, and numerous nonprofit social services agencies

Tuition Assistance Partners

- North Central State Foundation, endowed scholarship assets of \$915,000
- Richland County Foundation, \$290,000 directed endowment
- Various community and family foundations
- Employers offering tuition reimbursement: Richland County, State of Ohio, Embarq, GM, etc.

Health Care Partners

- New Directions Counseling Center, Center for Individual and Family Services – Short-term personal counseling provided to students free of charge

D. External Agencies and Consortia Partners

NC State has formed affiliations with partners in a variety of missions. Partnerships with an asterisk have been recently formed or recently enhanced.

Economic/Workforce Development

- United Way of Richland County*: NC State led the 2006-07 needs assessment workgroup for workforce development. – the first time this topic was considered for potential funding.
- Bioscience Consortium of Northeast Ohio*: NC State helped launch the formal consortium of educators and industry to meet the workforce needs of regional bioscience companies.
- Future NEO:* NC State helped form this collaboration of Northeast Ohio community colleges and economic development agencies to spur workforce development.
- Ohio Economic Development Region 6 Regional Innovation Grant Partnership*: NC State was a key stakeholder in \$1.9 million project to provide training in advanced manufacturing. Now that the project has ended, it obtained a \$250,000 federal planning grant for regional stakeholders to craft workforce strategies for dislocated workers. See Category 2 for more information.

Education/Student Success

- North Central Ohio P-16 Council*: NC State obtained a planning grant and convened a P-16 Council of leaders across all sectors of the region to improve transition points along the education pipeline.
- Achieving the Dream:* NC State is sharing and receiving data from community colleges across the nation to develop student success strategies.
- ConNext:* NC State partnered with an area career center to open a credit recovery lab on campus for high school dropouts and developmental college students.
- Outreach Centers*: NC State launched satellite centers at high schools in three adjoining counties (Willard, Bucyrus, Ashland-West Holmes) where evening students take general education classes via video conference.
- Dual Credit Partnership: NC State is leading a local coalition to expand dual credit offerings in the high school setting, successfully obtaining \$450,000 in grants to fund student tuition and other activities.

Social Services

- Success Unlimited*: NC State has relocated to campus a highly effective program to provide basic skills remediation and employment preparation to first-time public assistance (TANF) recipients. Six public and private agencies are partner providers.
- Project Search*: NC State and Ohio State have partnered with the Richland NewHope Center to provide a year-long work transition experience on campus for developmentally delayed/disabled young adults.

Accreditation

- The Higher Learning Commission, North Central Association of Colleges and Schools.
- Association of Business Schools and Programs.
- Commission on Accreditation of Allied Health Education Programs.
- Commission on Accreditation in Physical Therapy Education.
- Committee on Accreditation for Respiratory Care.
- Joint Review Committee on Education in Radiological Technology.
- National League for Nursing Accrediting Commission.
- National Association for the Education of Young Children.

9C2 NC State has attempted to link its strategic initiatives for 2007-08 (See Category 8, p #) to these collaborative efforts. Linkages include:

- Enrollment Development Initiative: The partnerships surrounding sources for entering students (including consortia) are the key element to enhancing enrollment at NC State.
- Achieving the Dream (AtD) Initiative: The Connex project, AtD community college networks, Success Unlimited and the P-16 Council are all examples of collaborations supporting student success.

- Workforce and Economic Development: The individual employer relationships, as well as the various workforce/economic development consortia all support this strategic initiative.
- Implementation of Core Learning Outcomes: The partnerships with transfer colleges and universities support this strategic initiative, especially in ensuring transfer of general education courses.
- Enhancement of Health Care Education: The relationship with health care employers, specialized consortia such as the Bioscience Consortium and the various accrediting agencies support this.

9P1 NC State is attempting to assume the role of a “convener” to help the region focus on the necessary strategies for economic revival and forge collaborative approaches to community development. The one policy action that has created the most impact in creating, prioritizing and building relationships with external partners is the creation of a cabinet-level position for community and government relations in 2006. NC State hired the former long-time superintendent of the regional joint vocational school district which covers most of the College service area. This person serves on boards or is otherwise affiliated with more than 20 local and state organizations in an overall attempt to foster a sense of regionalism. Consequently the College has developed strategies impacting all four general partner groups previously referenced, including:

- Housing and helping fund operations for the North Central Ohio Tech Prep Consortium, as well as engaging it in College planning
- Establishing more dual credit coursework in the high school setting
- Partnering with area adult career centers to accept their technical curriculum toward a customized associate degree
- Brokering articulation agreements with numerous 4-year institutions allowing students to complete their Bachelor’s degree
- Collaborating with public education stakeholders on the Ohio Articulation and Transfer Policy of the Ohio Board of Regents
- Establishing business advisory committees for most academic programs, and communicating with area business through surveys and other methods
- Enhancing collaboration with a variety of community agencies to ensure better access to higher education, especially for underserved populations
- Continually engaging key community stakeholders on the needs of benefits of the College Foundation
- Securing appointments to key state, local and national boards

- On-Campus Degree Completion Programs**
- Electromechanical Engineering Technology (Miami University videoconference)
 - Nursing (Ashland University)
 - Social Sciences/Addiction Studies (University of Cincinnati videoconference)
 - Criminal Justice (Youngstown State University video conference)
 - Business Administration (Tiffin University)
 - Technical Education and Training (The Ohio State University)

- Major Board and Association Positions Held by NC State Employees**
- Ohio Governor’s Child Care Advisory Council
 - COMBASE
 - Ohio Board of Nursing
 - Governor’s Workforce Policy Board
 - Ohio Governor’s Subcommittee for PSEO
 - Ohio Workforce, Education and Training Advisory Council
 - Ohio Association of Community Colleges Executive Committee
 - Ohio Association of Student Financial Aid Administrators

9P2 NC State ensures the varying needs of these relationships are being met through a variety of tactical approaches supporting these strategies, many of which are alluded to in 9C1, such as:

- Forming College-Now, a dual credit Tech Prep engineering academy in which students concurrently earn a high school diploma and associate degree while solving real-life problems of area industries. A key element is an agreed-upon allocation of funds between the K-12 sector and NC State.
- Extending this concept of “win-win” financing to dual credit instruction at the high school setting, and setting aside grant funds to pay for graduate tuition toward credentialing of high school teachers.

- Meeting quarterly with a high school guidance counselor advisory board.
- Working with Richland County and area career centers to fund training for 115 nurse assistant students toward certification (now required for nursing degree). This articulated credit shall help meet demand for STNAs, and lower nursing program attrition through the up-front clinical experience.
- Establishing articulation agreements with 4-year institutions allowing students to complete upper-level studies on-campus (or at the satellite centers) through direct or distance instruction.
- Leading a successful legislative effort in 2007 allowing Ohio technical colleges to offer associate degrees specifically designed for transfer to a university or college
- Hosting an annual Career and Transfer Expo with regional universities and employers
- Posting regional job openings submitted by employers online and in campus buildings.
- Offering targeted programs at regional One-Stops such as “how-to” classes for distance education
- Supplying statistics supporting the need for a trained workforce to help the United Way’s needs assessment initiative comprehend the topic’s importance
- Engaging key business leaders through Foundation functions such as an Entrepreneurial Hall of Fame

The P-16 Council experiment is probably the best example of attempting to maintain most of these external relationships through one initiative. The Council brings stakeholders from secondary, post-secondary, philanthropy, business, labor, economic development and local government from the College’s four-county service area. It is intended as a “network of networks” to convene, link, align and coordinate amongst these often disparate local systems.

9P3 The College’s strategies for building and maintaining relationships within the institution are best found in Category 4, Valuing People.

9P4 The College has not historically done a thorough job of measuring and analyzing the impact of its external relationships, especially in terms of outcomes versus outputs. However, it is linking most of its strategic initiatives with enhancement of external partnerships (9C2) and consequently intends to improve such measurements.

9R1 Comprehensive outcomes are still lacking for many elements of partnership. However, following are some key indicators relating to the four general categories of external stakeholders:

A. Sources of entering students

Transition of High School to North Central State College

Year Graduated HS	Cohort First Year College Students in Ohio	High School Academic Preparation		Other High School Experiences		College Outcomes				
		Took at Least a Minimum Core ¹	Took Complete Core ¹	Took AP Test	Took College Courses	Average First Term GPA	Percent Attending Full Time	1st to 2nd Year Persistence Rate - Any Ohio Institution	Percent Transferred to another Ohio institution	Percent Took Remedial Courses
2001	230	41%	4%	2%	1%	2.7	63%	62%	5%	58%
2002	225	44%	7%	0%	2%	2.7	62%	63%	7%	52%
2003	241	42%	7%	1%	0%	2.1	73%	56%	11%	51%
2004	258	44%	8%	0%	1%	2.0	82%	55%	9%	45%
2005	209	40%	9%	0%	1%	2.1	78%	62%	6%	56%
Averages	233	42%	4%	1%	1%	N/A	72%	59%	8%	52%

Source: Ohio Board of Regents

¹ As reported by students taking ACT/SAT (average 58%). Minimum college prep is 4 years of English and 3 years each of math, social studies and science. The complete core is 4 years of English, math, social studies and 3 years of science including biology, chemistry and physics.

Several indicators can be gleaned from the above chart. The first is that enrollment of traditional age freshmen has dramatically fallen. In fact, the FY 2006 Carl D. Perkins Performance Report from the state cited the College for maintaining a traditional-age freshmen enrollment lower than state benchmarks. Even the Tech Prep Consortium reports that only 11% of 300 annually graduating students matriculate to NC State despite having articulation agreements. Of equal importance is the preparation of these directly matriculating students to assume college coursework. Unfortunately, only 42% have taken minimum college prep. Consequently, this cohort has high remediation and lower persistence.

Another major area of outputs and outcomes rests with dual credit coursework:

Post-Secondary Enrollment Options Fall Enrollment Trends									
	F-98	F-99	F-00	F-01	F-02	F-03	F-04**	F-05	F-06
Total College HC	2722	2853	2824	3102	3547	3335	3362	3130	3193
PSEO HC	40	139	191	281	365	286	389	310	316
% of Total HC	1%	5%	7%	9%	10%	9%	12%	10%	10%
HC - PSEO HC	2682	2714	2633	2821	3182	3049	2973	2820	2877

NC State is heavily dependent on dual credit, though this enrollment has flattened given the increasing reluctance of high schools to establish on-site courses and lose that portion of their state funding. However, the College-Now pilot has thrived in part from the revenue-neutral agreement among the educational sectors. The program has graduated 19 the past two years, with four employed locally as engineering technicians and 16 transferring credit to universities. Likewise, eight high schools scheduled revenue-neutral dual credit classes mid-year in 2007 through a grant, while 20 high school math/science teachers received 105 free quarter graduate credit hours in their discipline toward credentialing.

B. Destinations of exiting students

According to the National Student Clearinghouse, 13.6% of the nearly 1,800 students who received associate degrees from NC State between FY 2001-2006 transferred to other institutions. 46 had attained degrees at these schools as of June 2007. Interestingly, the University of Cincinnati – with which NC State has a video-conference degree completion program – has the highest rate of degree completion. (Transfer has not been part of the College's mission.)

Given the vast number of students directly entering (or already in) the workforce, NC State has been able to establish numerous clinical sites including: 100 for human services, 29 for paralegal, 29 for nursing, 29 for physical therapy, 26 for criminal justice, 23 for respiratory therapy and six for radiology. In addition, NC State has gleaned limited employer feedback on its recent graduates:

2005-06 Employer Survey Results

Please rate graduate skills (please check the appropriate box)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Assessed
Graduate demonstrates knowledge of theory	67%	21%	12%	0%	0%	0%
Graduate demonstrates practical applications	67%	23%	10%	0%	0%	0%
Graduate exhibits mathematical capability	65%	23%	10%	2%	0%	0%
Graduate demonstrates written communication skills	60%	29%	12%	0%	0%	0%
Graduate presents effective oral communication skills	63%	25%	12%	0%	0%	0%
Graduate demonstrates problem-solving skills	65%	23%	12%	0%	0%	0%
Graduate is cooperative/collaborative; Team player	73%	19%	8%	0%	0%	0%
Graduate demonstrates decision making skills	65%	19%	15%	0%	0%	0%
Graduate possesses adequate computer skills	79%	19%	2%	0%	0%	0%
Graduate demonstrates professional growth	73%	21%	6%	0%	0%	0%
Totals	68%	22%	10%	0%	0%	0%

The above table, reflecting 52 employers, shows most responses falling into the strongly agree or agree fields. This was a dramatic improvement over the prior two years, where less than 45% of total responses fell within the “strongly agree” category and “disagree” responses were reported both years.

C. Organizations that serve students

According to the 2005-06 audit of the College Foundation, more than \$67,000 in foundation scholarships was awarded compared to only \$46,000 the prior year. However, the audit also states that more than \$366,000 was available in 2005-06 for providing scholarships to students from 30 scholarship sources. This may indicate increased potential for the awarding of even more scholarship funds.

More than 140 unemployed persons received non-credit training since July 2005 through OneStop referrals, and at least 58 gained employment.

An unexpected outcome of the Achieving the Dream strategy to increase usage of the Noel-Levitz College Student Inventory (see Category Six) appears to be an increased rate of referral and usage of personal counseling services. More students were referred for counseling in FY 2007 (105) than any prior year, and more received counseling (54) than any prior year.

D. External agencies and consortia partners. Key initial outcomes of recent collaborative efforts include:

- **United Way:** Despite the recent addition of workforce development as a funding topic, improvement of educational attainment was ranked by an April 2007 community forum as one of the top impact needs.
- **Bioscience Consortium:** Despite losing anticipated earmark funding, the consortium launched Ohio's only rural-based Project Lead the Way biomedical Tech Prep program in Fall 2007 with 14 students.
- **ConNext:** Four students earned their high school diplomas in the pilot year, and 20-25 are expected to start coursework in the campus PLATO lab in Fall 2007
- **Project Success:** Six TANF recipients out of 30 brought to campus for a short pilot of the program later enrolled at NC State.
- **Project Search:** Four disabled students served a full year's internship and “graduated” in spring 2007.
- **Outreach Centers:** In its pilot year, 34 offsite students helped “fill” four class sections in Mansfield through video-conferencing while maintaining an 82% pass rate.
- **P-16 Council:** Based simply on initial media reports and word-of-mouth on the formation of a Council, approximately 150 regional leaders have agreed to serve in some capacity with this effort.

9R2 As part of its efforts for Planning Continuous Improvement (Category 8), the College intends to develop a “dashboard” of key indicators that many contain, where appropriate, comparisons with other organizations. This remains a long-term goal as the College is first prioritizing how to best quantify and measure the value of collaborative partnerships, many of which were recently formed. One key indicator may be the effectiveness of the P-16 Council versus other local P-16 councils in the state.

9I1 Data is limited on how NC State best improves its current processes for building collaborations because it is in the Systemic Approaches category. However, NC State believes the P-16 planning process, including guidance by a paid consultant in forming/maintaining community collaborations, will be an excellent learning experience. It realizes the cornerstone is clear and regular communication among sectors, business, social service, government, education and the community at large.

9I2 Given its lack of experience in actively forming collaborative partnerships, NC State has not advanced to the point of directly measuring student outcomes related to community partnerships. Again, this may be a part of the P-16 planning process, which is setting its first-year planning goal as improving the direct transition of students from high school to college. As NC State takes part in the discussions on improving alignment between the local secondary and post-secondary sector, it is possible that such correlations will be formed.

**Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in North Central State College's
Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The College's Mission and Vision are approved by the Board of Trustees and published on the College's web site. [O1, 8C1, see [College Mission](#)]
- The Board of Trustees reviewed/approved goals (2007) to support the College's Mission. [O1, 5P1, 8C2]
- The College's Student Success Plan is driven by the College's Mission and is published on the College's web site. [1C1, 1C2, 1P1]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The College's Mission, Vision and Values statements address diversity. [See [College Mission](#)]
- Expectations for ethical behavior are based on the College's Mission, Vision and Values. [4P3, 5C3]
- Culture and Community is one of the Core Learning Outcomes included in the College's mission-driven Student Success Plan and diversity is a component of the statement on the Philosophy of General Education. [1C1, 1C4, see [Student Success Plan](#)]
- The Office of Campus Life, a shared service with The Ohio State University – Mansfield, addresses diversity in its Mission statement. [See [Mission Statement](#)]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Strategic initiatives are mission-driven and are the basis for planning and budgeting are at the College. [5P1, 8C1, 8C2]
- The goals of administrative and academic units are derived from the mission-driven strategic planning process. [2C2, 8P3, 8P4]
- Academic programs and departments align student learning outcomes with the College's Mission. [1C2, 1P6, see [Student Success Plan](#)]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The Board of Trustees begins each meeting with a reading of the College's Mission. [5P1]
- The Board of Trustees operates via the Carver Model of Policy Governance and evaluates the President's performance based on the College's accomplishments. [5C2, 5P7]
- The College's leadership and communication systems are reflected in its organizational structure. [5C1, 5P3]
- Multiple modes of communication are used to facilitate governance processes. [5P1, 5P5]

- Faculty, operating through the Curriculum Committee, Assessment Committee and Faculty Caucus, in conjunction with academic administrators, are responsible for curriculum and academic processes. [1P1, 1P2, 1P6, 1P8, see [Faculty Caucus](#)]

Core component 1e. The organization upholds and protects its integrity.

- The College abides by regulations that apply to it. [O1, O6, 1P1, 1P8, 4P3]
- The College's [Safety and Security](#) and [Human Resources](#) web sites provide information related to rights and responsibilities of internal constituencies.
- The College responds to complaints and grievances via formal and informal processes. [3P6]
- The Office of Campus Life, a shared service with The Ohio State University – Mansfield, oversees student organizations on campus, providing policies and guidelines. [See [Student Organization Handbook](#), 1P10]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The President has positioned himself and the College to be aware of the College's history and possible future directions. [See President's Presentations at <http://ncstatecollege.edu/offices/president/video/>, 5P1]
- The College has identified its opportunities and vulnerabilities and will continue to do so annually as part of the strategic planning process. [O8, 8P8]
- The College's Strategic Initiatives, the foundation of the Strategic Plan, were based on environmental scanning results. [8P1, 8P2, see Strategic Initiatives documents available under Action Project #4 at <http://www.ncstatecollege.edu/aqip/where%20we%20are.htm>]
- Internal environmental scanning occurred in 2003 and 2005, and will be repeated in 2008. [4P8, 7R1]
- The College's Strategic Initiatives and Major Task Statements demonstrate attention being paid to emerging factors. [8C2]
- The College's environment is supportive of innovation. [See [Achieving the Dream](#) initiative, [College-NOW Academy](#), [AQIP Action Projects](#) (including the new strategic planning process), [Teaching Learning with Technology certificate programs](#), 4P7]
- The College' strategic planning process identifies those responsible for specific tasks and is supervised by the Planning Advisory Council. [8P4]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The College has demonstrated sound financial planning and decision-making. [2P1, 6C1, 6C2, 6R2]
- The College is currently implementing a new information management system. [6I1]
- The hiring of a Director of Grants and Institutional Research has resulted in increased grant funding at the College.
- The College supports training and development of faculty and staff. [1C3, 4P4]
- The College responds to needs for program growth or downsizing, including addressing health care education needs in the Strategic Initiatives. [1P2, 1P8, 8C2, 9R1]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- As part of the strategic planning process, the Planning Advisory Council will develop performance measures of institutional effectiveness for an annual dashboard report beginning 2008. [7I2, 8P8]
- The College currently recognizes key institutional measures. [7C2]
- Academic programs and departments assess student learning outcomes using a 5-column report. Results are posted on the web. [See [Student Success Plan](#)]
- Some Core Learning Outcomes are currently being assessed; for the remainder, the assessment process is under development. [See [Student Success Plan](#) and Proposed Core Learning Outcomes Assessment Schedule available at <http://ncstatecollege.edu/committees/assessment/default.htm> .]
- The Achieving the Dream initiative is data-driven with the goal to improve student success in developmental education and gatekeeper courses, and to increase student persistence. [1P3, 1P6, 1R1, 1I1, 3R1, 8P8, see [Achieving the Dream research](#)]
- The College has evaluation procedures for faculty and staff. The President's performance is evaluated by the Board of Trustees. [4P6, 5C2, 5P7]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Planning processes start with the strategic initiatives which are based on the College's mission, vision and values. [8C1, 8C2]
- Planning and budgeting processes are linked. [8P4]
- The Planning Advisory Council has broad representation of the College's internal constituents. [8P4]
- Planning processes involve external constituents. [1P1, 2C2, 9C1, 9C2]
- The College's strategic initiatives demonstrate an awareness of the relationships among educational quality, student learning, and the complex world in which the College and students exist. [2P1, 8C2 9C1, 9C2, 9P1, 9P2]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The College publishes expected learning outcomes for the academic programs as well as Core Learning Outcomes for all graduates. [See [Student Success Plan](#), 1C1, 1C2]
- Assessment of program level learning outcomes is performed by program faculty and monitored by the Assessment Committee. [See [Student Success Plan](#), 1C1, 1C2, 1P6]
- Assessment of institution-level Core Learning Outcomes is conducted by the Assessment Committee with the cooperation of faculty. [1P1, 1P6]
- Assessment of outcomes for students in developmental education courses and gatekeeper courses is a focus of the Achieving the Dream initiative. [1P6, see [Achieving the Dream Action Plan](#)]
- Course level learning outcomes and assessment methods are required and documented in the course syllabi. [1C5]
- Faculty, through Assessment and Curriculum Committee membership, Achieving the Dream team membership, Course Coordinator roles, program/department operations, and course assignments, determine learning outcomes, teaching/learning strategies, and assessment methods. [1C5, 1P1, 1P6, 1P8]

Core component 3b. The organization values and supports effective teaching.

- The faculty is qualified to determine learning outcomes, teaching/learning strategies, and assessment methods. [O5, 4C2, 4P1]
- The College evaluates and recognizes effective teaching. [1C5, 1P6, 4P6, 4P7]
- The College supports professional development to improve instructional strategies. [1P7, 4C4, 4P4, see [TLT certificate](#)]
- College employees are members of professional organizations. [4P4]

Core component 3c. The organization creates effective learning environments.

- The College provides an environment to support all learners. [3P1, 3P2, 3P3, 3P6, 4C1]
- Program/institution level assessment results as well as results from the Achieving the Dream initiative inform improvements in curriculum, resources, student services, teaching/learning strategies. [1P6, 1P8]
- Student developmental programs are supported by the Student Success Center and are a focus of the Achieving the Dream initiative. [See [Achieving the Dream Action Plan](#), 1P4, 1P9, 1I1, 1I2]
- Student advising is focused on student learning and student success. [1P3, 1P4, 1P9]
- Institutional measures of processes that enhance student learning are monitored. [7C2]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- Three of five strategic initiatives explicitly or implicitly demonstrate the value of teaching and learning to the College. [8C2]
- Partnerships/collaborations enhance student learning. [2C2, 2R2, 9C1, 9P1, 9P2, 9R1]
- Evaluation of learning resources to enhance teaching/learning is embedded in program/institution level learning outcomes assessment and the Achieving the Dream initiative. [1P6, 1P8, see [Achieving the Dream research](#)]
- The College regularly assesses the effectiveness of student support services. [1P9, 6C1, 6C2, 6P1, 6R1, 1P7, 1P9]
- The College regularly assesses the effectiveness of administrative support services. [1P9, 6C1, 6C2, 6P2, 1P7, 1P9]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The College supports training and development of faculty and staff. [1C3, 4P4, see [Faculty Instructional Technology](#)]
- The College publicly celebrates the achievements of its employees and students. [See [Achieving the Dream newsletters](#), see Dean's list p. 22 of [College Catalog](#), 4P7]
- The quality improvement project proposal process, part of the strategic planning process, requires documentation of research for the project. [8P3]
- The College supports a climate of intellectual freedom and lifelong learning. [O1, 1C5]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- General education is incorporated into all degree programs to prepare students to live in a diverse world. [1C1, 1C4, see pp. 40-43 of [College Catalog](#)]

- There are linkages between curricular and co-curricular activities that support student development. [1P10]
- The College's Core Learning Outcomes have been reviewed and are based on the College's Mission. [1P1, see [Student Success Plan](#)]
- Graduates have achieved the knowledge and skills necessary to function in their professions, including the ability to think critically. [1R1, 1R2, 9R1, see [Student Success Plan](#)]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The College strives to keep courses and programs current, meeting the needs of a diverse workforce. [1P2, 1P7, 1P8, 1R1, 1R2, 1R3, 1I1, 1I2, 2P1, 2R1]
- Curriculum evaluation involves external constituents. [1P8, 2P1]
- The College provides curricular and co-curricular opportunities that promote social responsibility. [1P10, 5P8, see [Student Organization Handbook](#)]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The Office of Campus Life, a shared service with The Ohio State University – Mansfield, oversees student organizations on campus, providing policies and guidelines. [See [Student Organization Handbook](#), 1P10]
- The College endorses a judicial code. [See [Judicial Code](#)]
- All course syllabi include statements on Academic Dishonesty/Plagiarism/Copyright Infringement and Classroom Conduct. [See syllabus template available at <http://ncstatecollege.edu/offices/assessment/default.htm>]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Environmental scanning is part of the College's planning practices. [2P1, 2R1, 3P1, 3R1, 8P1, 8P2, see Strategic Initiatives documents available under Action Project #4 at <http://www.ncstatecollege.edu/aqip/where%20we%20are.htm>]
- The College is responsive to external constituencies. [O4, O6, 2C2, 2R1, 2R2, 2R3, 9C1, 9P2, 9R1]
- The College's commitments are shaped by its mission and capacity to support those commitments. [O1, O2, 1C3, 2C1, 2C2, 8C2, 9C2]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The College's educational programs connect students with external communities. [1P10, 2R3, 3P2, 9C1, 9R1]
- The College's co-curricular activities engage students, staff, administrators and faculty with external communities. [1P10, 3P2, 3P4, 4P4, 5C1, 5P1, 5P7, see [Student Activities](#)]
- The College's structures and processes enable effective connections with its communities. [1P8, 2C2, 2P1, 2R1, 3P1, 3P2, 3P4, 3R1, 3R2, 3R5, 8P1, 8P2, 9C2, 9P1, 9P2, 9R1]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- The College collaborates with other education sectors through the North Central Ohio P-16 Council and other initiatives. [9C1, 9C2, 9P1, 9P2, 9R1]

- The College's transfer policies and practices support the mobility of students. [9C1, 1R2, see [Four-Year Degree Completion Options](#)]
- The College participates in partnerships with shared educational, economic and social goals. [2C2, 2P1, 9C1, 9C2, 9P1, 9P2, 9R1]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- The College involves students and other stakeholders in evaluation of services. [1R2, 1R3, 3P1, 3P3, 3P5, 3R1, 3R2, 6C1, 6P1, 6P2, 6R1, 6I1]
- The College's workforce and economic development activities are valued by the community. [2R1, 2R2, 9C1]
- The College's facilities are available to the community, especially the conference facilities. [See [Special Events and Rental Services](#)]
- The College's co-curricular programs and activities are open to the public. [3P4, see [Campus Recreation Center Non-Credit Classes](#), [Arts and Lecture Series](#), [NC State Calendar of Events](#)]