

Systems Portfolio

Stark State College

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1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1.1 (3.B.1, 3.E.2)

Stark State College's (SSC's) Mission states that SSC “provides quality, high-value associate degrees, certificates, and professional development in diverse, student-centered learning environments. The College is dedicated to lifelong learning; affordable, transferable education; and career success. SSC advances quality of life through access, academic success, stewardship, and business and community partnerships.” SSC faculty members and administration align common learning outcomes to the Mission, educational offerings, and degree levels. Alignment is reviewed as part of the strategic planning process that occurs every three years, the annual academic assessment process, and the annual Academic Program Review (APR) process. [SSC's General Learning Outcomes \(GLOs\)](#) are Effective Communication; Quantitative Literacy; Information Literacy; Critical Thinking; Global and Diversify Awareness; and Civic, Professional, and Ethical Responsibility. GLOs outline the knowledge and skills SSC students should possess upon completion of their generalized and program studies. GLOs are identified for each course on the syllabus and are linked to the course objectives; they are reviewed by faculty on a three-year cycle, aligned with the Strategic Plan, with changes supported by the faculty and administration.

SSC maintains a [General Education Purpose Statement](#) embedded in the Mission and Vision and supported by the Core Values of the Strategic Plan that serves to emphasize our commitment to students, learning, shared responsibility, and the continuous improvement of the education we offer. The GLOs are integral to providing opportunities for lifelong learning and preparing students for successful transfer and competence in the workplace. The Purpose Statement is reviewed as part of the strategic planning cycle.

1P1.2 (3.B.2, 4.B.4)

The GLOs were identified and defined in a collaborative process by department chairs, the Academic Policy and Procedure (AP&P) standing committee, and the Institutional Effectiveness (IEC) standing committee. They were approved by President's Cabinet, where they received input from administrators, faculty, and staff. The GLOs are the foundation of assessment of student learning and provide SSC with the tools to help students achieve their educational and employment goals

We developed [course](#) and [program assessment](#) templates to have a common reporting method that must be completed for all courses and academic programs on a three-year cycle. The assessment criteria are consistent for all departments. The [templates](#) were developed as part of an Action Project (AP) “Development of the Academic Assessment Template.”

1P1.3 (3.B.2, 4.B.1)

The GLOs are identified on each [master](#) syllabus, analyzed by faculty for adoption, and connected with applicable learning objectives and course assignments on the [class](#) syllabus.

Student Learning Outcomes (SLOs), GLOs, and Program Learning Outcomes (PLOs) expand the scope of inquiry from the student to the program level. Through a formal annual assessment process, the courses are assessed, and course content possibly modified to reflect student achievement. Each academic program uses a [course assessment template](#) to list the GLOs and how they are measured in each course; the programs also use a [program assessment template](#) to list each of the PLOs and how they are measured. [SLO templates](#) for each academic program identify the courses in which the GLOs and PLOs are presented, practiced, and mastered for each course.

The GLO, PLO, and [SLO](#) templates are compiled into an annual institutional assessment report. The process begins at the faculty level and progresses through the chain of command, culminating in an [institutional assessment report](#) by the Provost and Chief Academic Officer. The effectiveness of the GLOs in courses and programs are included in each summary assessment report level – department chair, dean, and Provost. The information gained is used to improve student learning and make adjustments. The institutional report is published on the website and on the mystarkstate portal. The GLOs are published on the course syllabi, catalog, Student Handbook, website, and mystarkstate.

1P1.4 (3.B.3, 3.B.5)

Through application of GLOs into each course, SSC provides the students with an opportunity to develop skills necessary to adapt to the changing needs of the environment. Our programs recognize the diversity that surrounds our students in their personal and professional lives and encourage learning throughout the process. SSC has the [General Education Philosophy](#) to reinforce the course objectives, the development of skills in our students, and to reinforce our Mission and Vision.

As part of the APR and SLO processes, all degree programs are required to incorporate the GLOs into curriculum as faculty members, department chairs, and administrators use them to demonstrate that students obtained the required skills upon graduation.

1P1.5 (3.B.4)

Each academic department has an advisory committee of area employers and educational partners with whom they meet twice a year to assess how well the students' knowledge and skills meet the needs of the workforce. Any workforce changes/needs are communicated to faculty members. That feedback is discussed at the department and division level, and any needed changes to the degree/certificate are decided and approved through the department. Changes are presented to the Curriculum Committee (Curriculum) for consideration.

1P1.6 (3.E.1, 4.B.2)

Co-curricular offerings are designed to align with the Mission by supporting educational and career success and quality professional development of our students. Co-curricular goals are aligned through the GLOs, PLOs, and SLOs and as part of the strategic planning process. Faculty, staff, and administration serve as mentors to support student services, clubs, and organizations. SSC promotes a climate of collegiality and respect among students. Students have the opportunity to provide input in decision-making processes through service on entities such as

Cabinet, advisory committees, the Student Government Association, student organizations, and Phi Theta Kappa Honor Society.

The Office of Student Life has a department mission to encourage and support student organizations and activities that complement the educational environment. Programs may require/encourage co-curricular activity such as career and professional meetings, field trips, community engagement, and service-learning. SSC currently has 53 active [Student Clubs and Organizations](#) on campus to support learning within their applicable fields. Many co-curricular activities provide leadership opportunities such as student representation on Cabinet, Student Government Association, Inter-Club Council, Student Affairs committee, grievance and grade appeal committees, advisory committees, and the Student Leadership Academy, a collaboration between SSC and Kent State University – Stark. SSC's Mission to support diverse, student-centered learning environments is supported by organizations such as American Sign Language, Cultural Diversity Coalition, and LGBTS Global.

1P1.7 (4.B.2)

SSC uses a [multi-level approach](#) for assessing student learning that includes initial (entry-level), general education, course-level, and program-level processes. Previous APs developed the templates used for [academic assessment](#), [co-curricular assessment](#), and the APR process. The templates were developed based on best practices and adapted to the culture of SSC. The [template](#) used to assess GLOs was modified in 2013 to better demonstrate the percentage of students who were achieving each general learning outcome and areas for improvements.

Assessment Council (AC) provides leadership and guidance in developing and overseeing curricular assessment, co-curricular assessment, and APRs, examining the outcomes reports for each. Faculty and staff are appointed to AC, and the permanent members are the Director of Research and Planning and the Assessment Coordinator, forming a cross-representation of SSC. AC strengthens the quality of SSC and enhances our accountability by fostering a culture of continuous improvement.

1P1.8 (4.B.1, 4.B.2, 4.B.4)

SSC tracks student learning from the start of their academic experience, after graduation, and as alumni. We engage in assessment of courses and in a concerted multi-year institutional survey effort to collect/assess data from key stakeholder groups. All divisions and departments participate in the outcomes assessment procedures which lead to improvements in programs and services.

Course assessment occurs in a three-year cycle with course assessments occurring each semester. Each course at SSC contributes to a graduate's successful performance in one or more of the GLOs. The purpose of this process is to allow instructors to document how their course(s), instructional strategies/activities, and evaluation methods contribute to students obtaining the learning outcomes expected for each GLO. Instructors follow these steps for [assessing academic courses](#).

Instructors summarize course assessment using SSC's course [GLO assessment/reassessment form](#) and forward the results to their department chair. The chair summarizes the report using

SSC's [assessment summary report](#) and forwards the summary to the respective dean. Chairs are required to complete academic assessment each semester. Deans complete an assessment summary report for the division and forward it to the Provost who prepares a College report. The division reports, College report, and co-curricular reports are posted on the website under [Assessment](#) and mystarkstate.

PLOs are reviewed annually by the respective faculty members. Each program contributes to a graduate's successful performance in the program's PLOs. The purpose of this process is to ensure instructors document how their programs(s), course objectives, and evaluation methods contribute to students obtaining the required skills needed upon graduation. Instructors follow these steps for [assessing academic programs](#).

The PLOs are part of the APR process, conducted in each program over a [three-year cycle period](#). SLOs are assessed to ensure courses linked to programs are meeting the quality and rigor indicated. Measurement of the SLOs and GLOs are conducted by assessing the individual or collection of courses associated with GLOs. For instance, ENG124 College Composition is associated with the GLO related to writing achievement, and ITD122 Computer Applications for Professionals is associated with computer skills.

1R1

Summary

The results for determining if students possess the GLO skills expected upon graduation can be found on the [website](#). Summary results have been provided since 2013, which is when the new rubric was implemented. The majority of students at SSC [demonstrated proficiency](#) in each of our GLOs. As demonstrated through the assessment results, students are obtaining the skills needed to be successful upon graduation.

Comparison

SSC collects and assesses data from key stakeholder groups. SSC uses the results to make improvements in teaching, learning, faculty development, and support services. The [Employer Satisfaction Survey](#), linked to the GLOs, SLOs, and PLOs, is conducted every three years with employers rating SSC on an A-F scale. SSC's internal target is to maintain a B or better rating for each GLO. [As the data demonstrate](#), employers consistently rate SSC with a B in our education and training of students, and the results from our employers align with the assessment goal for the GLOs.

Interpretation

Results from academic assessment and the Employer Satisfaction Survey demonstrate that students are obtaining the GLOs expected upon graduation. While SSC achieved a B or better from employers on written communication, oral communication, and critical thinking, the results showed slight declines over the last several years. Faculty are identifying strategies to improve global and diversity awareness. An AP was developed on writing across the curriculum and a Common Read program was implemented to assist with oral communication and critical thinking skills.

111 (4.B.3)

To address the slight declines, the AP [“Creating a Writing in the Disciplines Committee to Improve Student Writing Outcomes”](#) was developed on writing across the curriculum as a means to assist students with improving their writing skills. The WID Committee, consisting of faculty from different disciplines, recently surveyed SSC faculty to better understand the writing expectations of students and the quality of writing in various courses. The goal is to improve student-writing abilities through continuous practices within writing situations.

A Common Read program was developed to assist students with oral communication, critical thinking skills, and co-curricular activities. Courses that plan to use the book were identified and the first textbook, *The Hard Way on Purpose: Essays and Dispatches From the Rust Belt* by David Giffels, was selected and implemented in 2018-2019; the author was brought to campus in the fall of 2018 as a guest speaker.

Sources

- 2017-Employer-Satisfaction-Report (2)
- Academic_Affairs_Assessment_Report-2017-2018
- Appendix G APR Cycle (11)
- Assessing Academic Courses
- Assessing Academic Programs
- Assessment Level and Instruments
- Assessment Summary Report Template
- Assessment Types
- Assessment Website Link
- Class-Syllabus-Template-SU18
- Employer Satisfaction Survey Comparison Table
- English-SLOs Example
- GeneralEducationPurposeStatement
- GeneralLearningOutcomes
- GLO Proficiency
- Master-Syllabus-Template
- Non-Academic Assessment Reporting Template
- PLO Assessment Template
- SLO Assessment Template with macros
- SSC GENERAL LEARNING OUTCOMES
- Stark_State_College-
Creating_a_Writing_in_the_Disciplines_Committee_to_Improve_Student_Writing_Outcomes_09-07-18 (1)
- Student Clubs and Organizations

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2.1 (3.E.2)

Each program is aligned to the Mission, course offerings, and degree levels. SSC is approved to offer the AA, AS, AAS, AAB, and ATS degrees. Within each program, specific [PLOs](#) are established to ensure students are attaining success upon graduation. SSC establishes PLOs through the program-specific department chairs and faculty members in conjunction with applicable accrediting bodies and advisory committees. The advisory committees play an ongoing role in reviewing and updating curriculum based on employers' needs, industry trends, and changes in employment.

PLOs are also aligned to SSC's six GLOs. The SLOs, which include the GLOs and PLOs, are checked during the three-year assessment cycle for congruency with the goals of each program. To ensure this, faculty and administrators work toward mutually identified PLOs and stated SLOs throughout the program curriculum. PLOs are then reviewed to ensure they are consistent with the institutional mission. Assessments utilized throughout a program are aligned with a PLO and overarching GLO. During APR, faculty members' credentials are reviewed to ensure they are qualified based on academic background, experience, continuing professional development, and credentials. Each program is reviewed to ensure the program is responsive to changes in course content and standards, current technology, and adequate resources to meet the outcomes. This entails faculty reviewing that program changes are consistent with technological and scientific advances, ensuring program content incorporates new developments in the field, ensuring current resources are available in the Digital Library, working with IT staff to ensure availability of appropriate software/hardware components, ensuring currency of courses with transfer institutions, collaborating with professionals in the field to ensure appropriateness of course content and standards, and ensuring that PLOs and GLOs are infused into course curricula.

Faculty align the PLOs to state and national accreditation standards (such as Accreditation Commission for Education in Nursing [ACEN]) or state laws (such as the Dental Practice Act in the Allied Dental Health program). PLOs are updated if accreditation standards change.

1P2.2 (4.B.4)

PLOs are determined by faculty and administrators and include accreditation standards and input from advisory committees. PLOs describe what each academic program intends for its students to know, value, and do when they graduate from the program. Each department develops PLOs for its degree programs and identifies measures for each learning outcome to aid program assessment. The assessment measures include results of common assignments, capstone projects, licensure exams, and certifications. The data gained from program assessment allows SSC to align the program design with PLOs. Each program must have a minimum of three PLOs whose purpose is to determine and communicate to the student the expected outcomes of the degree program recipients.

Staff in offices such as Career Services, Student Life, and the Digital Library work with faculty to determine how their offices can support students in reaching the desired program success and achieve co-curricular outcomes.

1P2.3 (4.B.1)

PLOs are communicated to students as part of the advising process, in capstone courses, and in applicable program handbooks. Faculty and administrators discuss the purpose and content with students during class, advising sessions, and meetings. The level of achievement is described as part of course syllabi and respective program handbooks.

PLOs are assessed as part of [APR](#). Once [APR](#) is completed for the respective degree program, the department chair sends the APR document to the AC Chair who distributes the [APR](#) to committee members for review who then submit their reviews to the AC Chair who discusses the review in a meeting with the department chair. If no clarification is needed, the APR document is approved and sent to the Provost. The Provost collaborates with the respective department chair and dean to establish goals for the program for the next three years in [Appendix I](#); improvements in PLOs are included as part of the three-year process. APR documents are published on mystarkstate for transparency in the process.

1P2.4 (3.B.4)

Students must complete all course and graduation requirements and maintain a minimum grade point average associated with the respective program to be awarded a degree or certificate. Completion of the requirements are verified by the student's advisor, program department chair, and Registrar.

SSC monitors the progress of graduates in the workforce through the Employer Satisfaction survey and the [Alumni Survey](#). The Employer Satisfaction survey is comprised of a majority of key employers of SSC graduates. During the [APR](#) process, programs must review and respond to how successful their program is in meeting the needs of the labor market. Programs must also review their collaboration or articulation with institutions and collaboration/partnerships with industry/business, government and educational institutions, or private agencies and how these collaborations contribute to learning outcomes, academic success (degree or certificate), and career placement. Advisory committees assist in ensuring program outcomes are aligned with workplace and societal needs.

Student learning goals are supported by SSC's scheduling process, providing courses that match employment patterns by offering day, evening, weekend, online, and courses at additional locations, to support student completion in the minimum amount of time possible. SSC utilizes Platinum Analytics software to analyze time, offering, and room utilization. SSC uses a block scheduling approach to ensure students ease in building schedules at appropriate times which allows students to follow program sequences, including pre-/co-requisites. SSC offers students many options to give them the widest choice of course offerings possible in support of individual circumstances.

1P2.5 (3.E.1 and 4.B.2)

Students have the opportunity to take advantage of internship and service learning experiences. Some programs require student involvement in a co-curricular activity as part of the learning process, or students can choose to become an active member of a club/organization to enhance their educational and professional development experience. Students can also utilize the Career Services office to assist them with internship opportunities. Co-curricular development goals are

aligned with course objectives and PLOs through a variety of mechanisms including student organizations, student government, and program-related activities such as required observation hours, practicums, internships, clinical experiences, and program related service-learning projects. The designing and aligning of PLOs with the co-curricular activities are completed in collaboration with the program specific coordinator, the Coordinator of Student Life, and faculty members.

The Office of Student Life has a mission to encourage and support organizations and activities that enhance the educational environment. Individual programs may require or encourage co-curricular activity participation such as career and professional meetings, field trips, community engagement, and service learning. Forty-three student organizations are directly associated with academic programs (i.e. Association for Medical Laboratory Technicians [AMLT]), communications (Communication Club), honorary (Phi Theta Kappa International Honor Society), or special interest organizations. See the [Student Clubs and Organization document](#) for a list of co-curricular clubs and organizations.

1P2.6 (4.B.2)

Processes such as research papers, tests, group projects, service learning projects, and capstone activities commonly provide comprehensive student assessment. SSC provides an assessment library to help its faculty and staff assess and evaluate academic programs and academic support services.

Faculty select formative and summative assessments for courses. Formative assessments (course examinations, lab evaluations) are used at various points in the program. Summative assessments (capstone projects, examinations) provide feedback to students and faculty.

Individual instructors who teach courses within the program assess courses on a three-year rolling [timeline](#). Assessments matched with the GLOs report whether students have met the standard 70% or higher measurement on each assessment. Instructors assess their courses and forward their assessment to the department chair, who then completes a department assessment report and utilizes the course assessments for the APR.

1P2.7 (4.B.1, 4.B.2, and 4.B.4)

Program-level assessment occurs throughout the program in which students are enrolled based on the achievement of specific SLOs identified for each program and PLOs that use similar methods as those applied to the assessment of GLOs to quantitatively measure student achievement at a standard of 70% or higher for each.

When assessing each program, department chairs utilize the [APR template](#), which requires each chair to review the previous [APR](#) cycle and identify strengths, areas of improvement, opportunities, threats, and progress to date. Chairs review statistical data to consider changes – such as enrollment; new creation of majors; and withdraw, retention, and graduation rates – and how these changes contribute to a program’s three-year trends. Chairs identify recommended program changes they expect would have a positive effect on students’ outcomes and strategies their program implements in attracting a diverse population of students. The completed APR is reviewed by the respective dean prior to submission to AC, who evaluates the report and

forwards it to the Provost. The Provost, dean, and chair discuss the strengths, weaknesses, opportunities, and threats facing the program. Based on the [APR](#) process, programs may be inactivated, revised, or maintained. The Provost, dean, and chair agree upon the [three-year goals for the program](#), which are assessed on an annual basis to ensure goals are being met, and goals must include recruitment and retention strategies. All departments follow a course/program assessment plan to ensure learning outcomes have been achieved.

Assessments are linked to each program's mission, with faculty members involved in defining expected outcomes for the program and whether outcomes are achieved. Student performance on professional credentialing examinations, when appropriate, are used as one measure of program success. Faculty regularly review the effectiveness of the assessment process, including student performance in courses, labs and clinical experiences, and alumni performance in the workplace.

1R2

Summary

PLOs and SLOs are dependent on each program/major/certificate and are maintained within each department. An example of an excerpt from the [Respiratory Care program's APR PLO](#) assessment is provided. Through the APR form, the standard data throughout each department are course withdraw rate (seat count), employment and graduation rates, enrollment by major, retention, and [transfer rates](#).

External Accrediting Bodies such as the Accreditation Council for Business Schools and Programs (ACBSP) and the Accreditation Board for Engineering and Technology (ABET) review and verify the learning outcomes and teaching, learning, and student success of the Business and Information Technology Division and Engineering Division. Additionally, health programs have standardized tests which students must pass. All programs with accreditation standards for minimum acceptable licensure/certification pass rates met requirements in [2017-2018](#).

From the spring 2014-spring 2018 timespan, [the average seat count](#) on day 1 of each semester has decreased by approximately 1 student. The withdrawal rate has also decreased each semester, but the first day student head count has remained rather consistent (15-17 total students), showing an overall improvement of 9.6% in withdrawal rates from the time period between spring 2014 and spring 2018.

To ensure that PLOs are being met and that students are attaining academic/career success upon completion, a graduate status survey is sent to SSC graduates each year. The [2015-2017 3 Year In-Field Employment Rate Summary Report](#) for SSC graduates was collected and can be accessed on mystarkstate.

Comparison

SSC utilizes a [Strategic Measures Dashboard](#) to track both [internal and external benchmark data](#). Every program met the external benchmark for licensure/certification pass rates.

Students employed post-graduation in their field of study/major improved 3% according to respondents of the latest Graduate Employment Survey for 2014-2016 when compared with the 2013-2015 summary report. Graduation rates and the number of students meeting licensing and certification requirements meet or exceed state and national averages. When comparing the APR reports collected during this cycle, the programs are experiencing an average upward trend in credentialing and graduation rates.

Interpretation

APR reports demonstrate that program enrollment has declined at the same rate as the College, but graduation rates have increased. These data will be discussed in more detail in Category Two. Data from the reports have resulted in the inactivation of 56 certificates and degree programs and the development of 32 new programs and/or majors. Revisions to technical courses to ensure students obtain the PLOs included modification of pre-requisites/co-requisites, addition of tutoring hours, modification of assignments, and updating of PLOs.

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Programs are on a continuous three-year cycle of assessment and review, and adjustments are made as needed based on results. Assessment has been integrated into SSC's culture and is required of all degree programs and courses.

To emphasize the importance of assessment, course and APR training is provided during each semester start-up week and is available for individuals and departments on an as needed basis. Deans and chairs continue to put assessment as an agenda item for divisional, departmental, and advisory committee meetings. Chairs also meet with their faculty to ensure validity and accuracy of the data reported. The Provost includes the topic as an agenda item in meetings with the deans and meetings with the department chairs.

AC changes made over the last three years include revising the review process to ensure deans review APR reports prior to being submitted to the AC, updating the process for programs that have APR reports due but are being inactivated, and development of a formal process for selection of AC members.

In order to improve on assessment, quantitative data will continue to be generated and compared to SSC, Ohio, and national trends. Training in assessment for department chairs, faculty, and adjuncts will continue. Analysis and evaluation of data for future planning of programs/majors/certificates will occur on an ongoing basis. Departments will continue to be required to develop three-year goals, with each year including recruitment and retention strategies, and programs will be assessed on their enrollment, retention, and ability of students to achieve the learning outcomes.

Sources

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- Academic_Program_Review_TEMPLATE
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- Spring-2017-Alumni-Survey-Summary-Final-Report
- Strategic Measures Dashboard
- Strategic Measures Dashboard Definitions
- Student Clubs and Organizations
- Summer 2014-Spring 2018 Average Seat Count 1st to Last Day Summary 9-25-18(2)
- Tracking Transfer ODHE Stark State College of Technology

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3.1 (1.C.1, 1.C.2)

SSC identifies key stakeholder groups as students, alumni, local employers, accrediting agencies, university partners, and the community. SSC systematically conducts surveys on these stakeholder groups to assess their educational needs, and based on the information from those

surveys, advisory committee feedback, and other pertinent data, faculty develop new curriculum to meet stakeholders' needs. SSC has a rigorous process for proposing and reviewing curriculum proposals for course and program design.

Faculty, department chairs, and administrators bring forth suggestions for new programs/courses as needed. Administrators analyze the course/program content to assure that it is aligned with SSC's Mission and Vision. New programs are evaluated based on employment needs in the region. Current programs are revised based on feedback from advisory committees, university partners, employers of graduates, and program/division accreditation standards.

Course/program developers conduct market analysis to determine the need for a new program/course that involves collaboration with advisory committees, surveys of the college/community, review of programs offered at neighboring institutions, articulation agreements, and an analysis of employment opportunities based on local information from The Employment Source, OhioMeansJobs.com, Career Coach, and the Occupational Outlook Handbook. In reviewing industry-recognized certificates, Education-to-Go (Ed2Go), JEROnline, and ProTrain, LLC are used to assist with identifying industry standard certificates. One-year certificates are evaluated according to the requirements laid out in the Department of Education's Gainful Employment regulations. Course/program developers analyze resources such as faculty, space, equipment, supplies for new and existing programs, and employment data. Supporting documents regarding the above information are required when bringing forth proposals to [Curriculum Committee](#) to develop new courses/programs, revise existing courses/programs, and inactivate existing courses/programs.

Course/program developers create complete curricula. These proposals are discussed by AAC and submitted to the Curriculum, which ensures that the proposals meet the stated needs, policy and curriculum requirements prior to approval. After approval by the Curriculum, the Provost submits new programs and programs with significant course revisions to ODHE for approval.

Department chairs and administrators investigate potential collaborations and articulations with other institutions to maximize transfer possibilities among educational institutions in the area. The Provost reviews articulation agreements expiring in the next year with the deans to ensure the agreements are updated. Changes in curriculum that impact articulation agreements are discussed by the Curriculum, charging the corresponding department chair with updating the transfer pathway guide.

The Provost must submit complete curriculum to ODHE for acceptance, including course consideration as a Transfer Assurance Guide (TAG), Ohio Transfer Module (OTM), Career-Technical Credit Transfer (CT2) course, or Military Transfer Assurance Guide (MTAG).

1P3.2 (1.C.1, 1.C.2)

In accordance with SSC's Mission, we acknowledge, respect, expect, and value diversity among students, staff, and faculty. The Office of Student Diversity provides services and support for students of various ethnic and cultural backgrounds to enhance each student's campus experience. The Office of Military Services provides services to veterans and service members. The Disability Support Services (DSS) Office provides services to students who have been

diagnosed with a physical or mental disability. TRIO Support Services provides services to students who are first generational and/or living in poverty. Each office is designed to serve as a resource and support center for students based on their needs, and they serve an integral component in the recruitment of students from diverse backgrounds to more accurately reflect the demographics of the larger college community. The offices provide services designed to assist students in matriculation and persistence throughout their college careers and promote cultural awareness across the College. Upon application, students are referred to the respective office by enrollment representatives. Staff members in the respective office contact students and make arrangements for them to start receiving services. Staff members maintain a caseload and provide support to assist with retention and completion.

1P3.3 (1.C.1, 1.C.2)

SSC follows a process that includes feedback from various stakeholders to ensure that programs and courses are up-to-date and meeting the needs of all stakeholders.

- The various program advisory committees recommend changes to curriculum to ensure it is relevant and meets the current demands of industry.
- External accreditation agencies also play integral roles in ensuring the effectiveness of many of SSC's programs. Program accrediting agencies, division accrediting agencies, ODHE, and HLC provide SSC with feedback that assists with ensuring that courses and programs are up-to-date and effective.
- As new or revised curriculum is submitted to the Curriculum, advisory committee meeting minutes, accreditation requirements, and other evidence must be provided to substantiate the proposed change to ensure stakeholder needs are met.
- Department chairs maintain records that track how many graduates pass certification or licensure requirements, which helps gauge the effectiveness of the curriculum in preparing students.
- SSC completes an APR for each program offered to promote student-centered educational excellence by academic programs through self-examination and self-improvement.
- SSC assures non-credit courses and programs are kept up-to-date by consulting with advisory committees and working closely with the local workforce development boards and local employers.

1P3.4

SSC maintains an [APR](#) process on a continuous three-year cycle to review and evaluate academic programs for viability or obsolescence in support of the teaching and learning environment, institutional effectiveness, and accountability. Program review helps the institution respond to learning goals, student career needs, and realities of employment. AC and the Provost established a three-year cycle timeline in [Appendix I](#) for APR. Each semester, department chairs create APR reports for their programs that are due that semester. The reports are shared with the respective deans prior to submission to AC. During the APR process, department chairs must review and respond to how successful their program is in meeting the needs of the labor market. EMSI Career Coach software assists with this process. Once AC reviews the APR reports, they are sent to the Provost for final review. Programs are retired or revised as needed based on enrollment, advisory committee feedback, and current market needs.

SSC also uses various surveys and studies to assess how it meets the needs of its diverse stakeholders, including the following:

- The [Employer Satisfaction Survey](#) surveys employers who hired multiple graduates over the preceding two years and were registered on the College Central Network (CCN). Survey content, form, and methodology are reviewed in conjunction with Career Services.
- The [Five-year Alumni Survey](#) is administered as part of a concerted multi-year institutional survey effort to collect and assess data from key stakeholder groups, including current students, alumni, employers, employees, and the Stark County community.
- Career Services uses graduate surveys and the [Graduate Status Report](#) to gather student information post-graduation regarding employment within their major as well as students pursuing their bachelor's degrees.

1P3.5 (4.A.1)

SSC determines the need to discontinue programs and courses through the APR process, which includes enrollment data and a SWOT analysis of the program. Programs are retired based on low enrollment, advisory committee feedback, and current market needs. In the event that SSC should decide to inactivate an educational program or certificate, SSC will “teach out” currently enrolled students. Students who have not completed their programs are advised by faculty regarding suitable options including transfer to comparable programs. SSC offers the courses required for graduation to continuously enrolled program students at the time of inactivation until those students have been provided an opportunity to complete their degrees.

A formal process is used to oversee course changes/additions, and retirement of courses, curriculum, and programs/certificates. In addition to communication during the [curriculum process](#), all actions taken by the Curriculum are communicated to stakeholders via minutes sent by email and posted on mystarkstate.

1R3

Summary

SSC inactivated 56 programs and certificates and developed 32 new programs and/or majors.

The [2017 Employer Satisfaction Survey](#) was administered to a sample of 38 employers with a 50% response rate. The overwhelming reason why graduates were hired by employers was their focused technical education (74%). All respondents reported that SSC graduates are prepared and performing at the level they expected (100%), graduates were willing to accept or pursue further education and training to their satisfaction (61%), and that they would employ additional SSC graduates without hesitation (95%). Respondents rated the overall quality of technical education received by SSC graduates very highly (3.61, A-).

Employers rated SSC graduates with an A- in the ability to apply knowledge to work. Employers rated SSC graduates with a B+ in the following education and training competencies:

teamwork/interpersonal skills; professionalism/attire, demeanor; and equipment and tool operation skills.

Employers rated SSC graduates with an A- in the following areas regarding work habits: willingness to learn; respect/cooperation with management; respect/cooperation with peers; behavior exhibiting a positive attitude; honesty/ethics; adaptability; attendance habits/punctuality; and safety consciousness.

According to 2017 results from the [Five-year Alumni Survey](#), satisfaction with and opinion of SSC was very positive among graduates. Eighty-nine percent of respondents strongly agreed/agreed that they are satisfied with SSC in general, and 94% were very satisfied/satisfied with the quality of instruction in their programs. In the "Opinion of the College," 92% of the respondents strongly agreed that the College offered high quality academic programs. Perhaps most impressive was the reported income mobility of students, with 72% reporting SSC prepared them "Very Well" for their current occupations. Eighty-one percent of the respondents are currently employed.

Comparison

The [Graduate Status Reports](#) administered each year to the most recent graduates show some positive trends. As the total degrees awarded have remained steady over the last three years despite enrollment declines – 1239 in [2017](#), 1189 in [2016](#), and 1206 in [2015](#), those employed in their major have also remained consistent based on enrollment declines – 361 in [2017](#), 371 in 2016, and 388 in 2015. The number of students continuing their education has risen over the last three years, from 318 in 2015 to 321 in 2016 to 336 in 2017. These numbers support that SSC is offering programs that meet stakeholder's needs.

Interpretation

SSC also analyzes [transfer cohort data](#) to determine the percentage of transfers and how best to serve those students. Transfer remains as an area of importance.

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The lowest-rated competency from the Employer Satisfaction Survey was critical thinking/problem solving, creativity at 2.59 (B-). Critical thinking is an area of improvement tied to our assessment and APR processes and one of our GLOs. Faculty are consistently building critical thinking skills into individual courses to reinforce this learning objective. Critical thinking is also tied to program/technical courses by linking GLOs to course learning outcomes. We created the Common Read program to advance the critical thinking skills of students and create conversation on campus.

Another recommendation from the Employer Satisfaction Survey was to evaluate the written communication GLO across program curricula beyond College Composition requirements. An Action Project was developed to support writing in the disciplines (WID). The WID subcommittee surveyed SSC faculty to better understand the writing expectations and quality of writing of students in various courses. Several introductory level science courses have already implemented journaling as a means to improve written communication skills.

Career Services continues to network with local employers to create and offer hands-on internship opportunities for SSC students. These internships are posted on the CCN website and are also distributed to the applicable divisions weekly.

Academic Affairs is reviewing enrollment in all short-term certificates with plans to inactivate certificates that have had limited enrollment in the last two years. New certificates that meet the current needs of employers and the workforce will be determined and developed, where applicable.

Academic Affairs reviewed all articulation agreements to ensure that curriculum pathways were current. Information was added to Curriculum forms to require the department chair to update the respective transfer pathway based on curriculum changes in the degree program. In addition, SSC is in the process of developing a dual admission application with the University of Akron (UA) for all SSC students. Students will have the ability to be admitted to both institutions to ensure a streamlined transfer to UA. Dual admission students will also be provided use of UA's library, fitness center, health services, transportation services, attendance at athletic events, and enrollment in UA clubs and organizations. The dual admission agreement was signed in fall 2018.

Sources

- 2012-2014 FTFTDS Cohorts Transfer Rates Summary 9-25-18
- 2015AnnualGraduateStatusReport
- 2016AnnualGraduateStatusReport
- 20172018 ENG SSC PROGRAM LEARNING OUTCOMES
- 2017AnnualGraduateStatusReport
- 2017-Employer-Satisfaction-Report (2)
- Academic_Program_Review_TEMPLATE
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- Assessment Levels and Instruments
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- Biology_2018_APR_FINAL
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- EFDA_Academic_Program_Review_032618 - with edits
- English-SLOs Example
- F18 - EA letter to update 9-27-18
- Medical Assisting APR 2013-2016 (2)
- Reinsel Appendix I
- Respiratory Care APR 2013-2015
- Respiratory Care Fall 2016 APR excerpt
- Spring-2017-Alumni-Survey-Summary-Final-Report

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4.1 (4.A.4)

SSC works with faculty, department chairs, deans, accrediting bodies, and ODHE to determine the preparation required of students for the programs and courses offered. IR&P provides analytics to help determine which pre-requisite classes will impact student success. SSC follows the ACT methodology for pre-requisite courses by applying ACT's rule of 50 percent of students

achieving a B or higher. Faculty members map the courses in the pathways based on course learning outcomes and competencies. Master syllabi define course objectives and pre- and co-requisites, and identify GLOs assessed in the course.

New students work with enrollment representatives and Career Services to discuss career interests, placement scores, and program of study. Returning students are encouraged to meet with faculty advisors who assist students in planning and progressing through a program. Degree Works is a software package that SSC uses to help students stay on their pathways, referred to as MAP (My Academic Plan).

All programs follow clear course sequences based on advice from advisory committees and data that reflects student success in the various courses. The course delivery systems are consistent throughout all SSC locations, College Credit Plus (dual enrollment - CCP), consortia agreements, contractual agreements, and online modalities. Required pre-requisites are based on the determined skill level required for the next class. Advising pathways are maintained for each degree, one-year certificate, and career enhancement certificate and are available on the website and in academic divisions. The pathways map out the specific courses, the recommended sequence, and the pre-/co-requisite requirements for each course. MAP allows the students to see all of the courses required for their major, identifies the academic advisor, and links the student directly to the course catalog. MAP also compares the student's individual test scores to SSC requirements to show the applicable pre-requisite remedial courses. MAP allows the student to see the level of progress in the program, denotes completed courses and those still needed, and provides a GPA calculator. MAP also offers a "What If" scenario so students who are considering changing their major can see what coursework is needed and if any completed coursework can be applied to the new major.

ODHE's Credit Transfer initiative is designed to help students customize their educational pathway. Ohio Transfer Module (OTM) and Transfer Assurance Guide (TAG) approved courses are general education courses that are guaranteed to transfer from one Ohio public institutions to another and be applied toward one's degree or program requirements. Career-Technical Credit Transfer [CTAG or (CT)²] approved courses are technical courses completed at high schools or adult career technical centers that are guaranteed to transfer to Ohio public institutions. ODHE reviews submitted syllabi to ensure our courses meet the expected rigor and learning outcomes. SSC's master syllabus denotes if the course is OTM, TAG, or CTAG approved.

1P4.2 (3.A.1, 3.A.3., 4.A.4.)

SSC provides a mix of learning options, including courses which are hybrid and fully online and that take advantage of new technologies to engage and provide secure access to students. Following the SSC eLearning policy, the implementation and offering of degrees and courses online support the College's strategic goals of increasing student access and enhancing student success. Online courses are also being offered to students in CCP programs locally and in surrounding counties. The application of the [Quality Matters© Rubric](#) to online courses ensures that the course goals, objectives, and rigor are the same across all modalities. The rubric used to evaluate a Quality Matters on-line course has eight general standards: 1) Course Overview and Introduction; 2) Learning Objectives, 3) Assessment and Measurement, 4) Instructional Materials, 5) Course Activities and Learner Interaction, 6) Course Technology, 7) Learner

Support, and 8) Accessibility and Usability. Unique to the Quality Matters Rubric is the concept of alignment which occurs when critical course components - Learning Objectives, Assessment and Measurement, Instructional Materials, Course Activities and Learner Interaction, and Course Technology - work together to ensure students achieve desired learning outcome.

SSC developed a modality which provides for flexible learning options. We have implemented the use of Blackboard Collaborate™ to bring several locations together at the same time using one instructor. Collaborate is a simple, convenient, and reliable online collaborative learning solution that brings students together in the same virtual room which ensures that students at all campus are receiving consistent quality instruction.

SSC offers CCP classes that are taught face-to-face at the local high schools as well as online. The instructor responsible for teaching the class must have the same education and certification requirements as the faculty teaching the class at the College. Department Chairs review instructor transcripts upon application to ensure the credentials meet ODHE and HLC standards. Furthermore, the instructor is required to meet the same learning objectives outlined on the master syllabus. SSC is also required to provide the same academic support services to all CCP students that is available to the traditional SSC student. CCP students are required to complete a mandatory information meeting conducted through an online webinar that informs them of these services. SSC full-time faculty ensure rigor is being maintained in all courses, including CCP, through classroom observations, review of syllabi and assessments, communicating faculty expectations, assigning mentors, and Faculty Orientation.

1P4.3 (4.A.2., 4.A.3.)

SSC abides by the [ODHE Articulation and Transfer Policy](#). The transfer of credits from one Ohio public college or university to another has now been guaranteed with the development of the Credit Transfer initiative for students with acceptable academic records. Students may take advantage of the OTM, which guarantees the transfer of a minimum of 36-40 semester credit hours of specified courses in English, mathematics, arts and humanities, social sciences, and natural and physical sciences from SSC to any Ohio public institutions and vice versa. TAGs and CTAGs, discussed previously, also guarantee transfer of credit. Newly developed [Military Transfer Assurance Guides \(MTAGs\)](#) provide a statewide guarantee that certain types of military training, experience, and/or coursework align to existing college and university courses and will be awarded appropriate credit. Information about credit transfer is available on the SSC website, which directs users to ODHE's Course Reporting System that provides up-to-date information about which courses are OTM, TAG, and CTAG approved.

SSC offers credit for prior learning through the Alternative Credit Program™ (ACP) which provides a pool of online courses that SSC will accept towards a student's degree. The College's [Transfer and Articulation](#) and [Residency](#) policies permit the acceptance of up to 40 credits. A national program of the American Council of Education (ACE), supported by a generous grant from the Bill & Melinda Gates Foundation, the ACP is designed to help adults finish what they started – a two- or four-year degree, or a post-secondary certificate.

Prior Learning Assessment (PLA) – part of the Transfer and Articulation policy and crafted by the Academic Policies and Procedures (AP&P) Standing Committee – establishes guidelines for

how SSC accepts credit for prior learning. To help students earn postsecondary certificates and degrees, SSC advances and promotes the awarding of credit to students for prior learning based on transparent, consistent, and rigorous statewide standards. Assessing the prior learning of students recognizes that college-level learning is acquired through means in addition to credit course enrollment. PLA is a comprehensive phrase used to reference the evaluation methods to measure prior learning experience. PLA extends the articulation and transfer policy to current professional licensure or certification; completion of formal training/certificate; portfolio; divisional proficiency/challenge exam; personal interview; or CLEP/AP up to the maximum established credit hours. PLA is evaluation of learning acquired outside of the College and is documented as "CR" credit. The PLA Coordinator maintains the [tracking of all PLA credit](#) at the College; to date, close to 400 students have received PLA credit since tracking began in the fall of 2016.

The PLA Coordinator served on the ODHE statewide panel charged with developing a common assessment rubric for the PLA Portfolio option, and currently students can submit portfolios through the Academy One system linked with OhioMeansJobs, enabling more prospective students the ability to pursue credit for prior learning. To seek credit for a specific course, a student first discusses any prior learning credit possibility with the department chair over the course. If the student decides to pursue composing a [PLA Portfolio](#), the student then meets with the PLA Coordinator to discuss the approach, [review the rubric](#), and utilize the [handbook](#) as a template. The student writes a narrative explaining how each course objective is met through prior learning or experience, and the student includes specific evidence to showcase the connection between the prior experience and the requirements of the course. Once the student pays the Cashier for the fee and the portfolio is submitted and complete, a faculty expert or department chair assesses the student's portfolio submission using the ODHE Rubric for Portfolio-Based Assessment. The rubric assesses the student's portfolio using the following categories: sources of learning, demonstration of learning, evidence of learning, mastering knowledge and skills, reflection on learning, and presentation. The assessor submits a copy of the rubric with the [Request for Prior Learning form](#) to the PLA Coordinator who records the information and submits the information to the Registrar for processing. The form with the rubric is then added to the student's academic record.

Credit-by-exam is another option used for students to possibly earn prior learning credit. The credit for prior learning portion of the website includes a [list of the possible test out courses](#). A student meets first with the department chair over the course to initiate the credit-by-exam process. Once the course is determined, the student completes the request for prior learning form, pays the fee and arranges a time to take the test. The chair/faculty expert grades the test and submits the form and results to the PLA Coordinator for processing and tracking. The Registrar transcripts the credit and adds the information to the student's academic record.

Students present AP, CLEP, and Advanced standing credit to admissions upon registering for the College. Gateway Enrollment Specialists complete and send the PLA request forms to the PLA Coordinator, who after tracking the credit, sends the information to the Registrar for processing.

1P4.4 (4.A.5.)

External accreditation agencies play integral roles in ensuring the effectiveness of many of

SSC's programs. Program/division agencies, ODHE, and HLC provide SSC with feedback to ensure that courses and programs are up-to-date and effective. Departments seeking program accreditations consider multiple factors including the future labor market demand, faculty and administrative support, student benefits when graduating from an accredited program, and the cost associated with the accreditation process. Implementation and maintenance of specialized accreditation are the responsibility of the faculty within the individual programs, with support from academic and College leadership.

Accreditations by professional organizations attest to the quality of an academic program. Specific programs within the Business and Information Technologies Division are approved by the Association of Collegiate Business Schools and Programs (ACBSP). Specific programs in the Engineering Technology Division are accredited by the Accreditation Board of Engineering and Technology, and Council on Approved Student Education National Court Reporters Association (NCRA). Programs in the Health and Human Services Division are accredited by the Commission on Dental Accreditation, the Association of Nutrition and Foodservice Professionals, the Department of Safety/Division of EMS, the Commission on the Accreditation of Health Informatics and Information Management Education, the Commission on Accreditation of Allied Health Education Programs, the National Accrediting Agency for Clinical Laboratory Services, the Accreditation Commission for Education in Nursing, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, and the Commission on Accreditation for Respiratory Care. Education programs in the Arts and Sciences Division are approved by the Ohio Department of Education (ODE). Some programs are also approved by state agencies to ensure they meet state mandated standards, which include the Ohio Police Officer Training Academy program, Fire Science, and nursing.

1P4.5 (3.A.2., 4.A.6.)

SSC uses various methods to determine the level of outcomes achieved by our graduates. Through PLOs, department chairs maintain records that track how many program graduates pass certification or licensure requirements, which helps the College gauge the effectiveness of the curriculum in preparing students for these exams. Academic advisory committees help departments develop and review the PLOs for each program. Department Chairs report the graduate achievement using PLOs in biannual advisory committee meetings.

Another tool used to assess the level of outcomes attained by our graduates is the [Employer Satisfaction Survey](#). This survey, administered every three years, is conducted on employers that have hired graduates in the past two years regarding their opinion of SSC graduates in the workplace.

The Career Services Office uses graduate surveys and the [Graduate Status Report](#) to gather student information post-graduation. The Graduate Status Report surveys the current year graduates to determine their employment status, employment is in their major field of study, to have employment, and to gain contact information regarding graduate employers. The report is summarized by Career Services and academic affairs; it is then forwarded to department chairs, Admissions Office, marketing, Academic Affairs, and the College community.

The [Five-Year Alumni Survey](#) measures students' satisfaction with their respective programs as well as long-term career outcomes. This survey instrument focuses on transfer outcomes as well as educational experiences and employment outcomes; five-year alumni were chosen to allow for enough time to pass that respondents could reflect on their experiences at SSC in light of employment and educational outcomes.

1P4.6

SSC utilizes multiple methods to evaluate and ensure rigor within all programs, modalities, and locations. Each of the tools/methods/instruments described are selected through a shared governance process. The process includes faculty and staff working with administration on the selection and development of the instrument, development of contracts and surveys, and development of partnerships.

Program advisory committees advise in the development and operation of the instructional program within a specific occupation or family of occupations. The committee assists by making recommendations in planning, developing, and establishing requirements for new programs or for evaluating and revising existing programs. The advisory committee provides an important link between SSC and the communities in which we serve.

The purpose of the APR process is to review, analyze, and assess the content, currency, direction, and quality of the program in relation to student outcomes. This review of all programs must facilitate program improvement in a meaningful, efficient, and timely way. The intent of the APR process is to promote student-centered educational excellence by academic programs through self-examination and self-improvement. APR follows a three-year cycle and is required of all programs.

Articulation agreements provide written contracts to facilitate student transfer to a high degree from institution to institution with over thirty local institutions. SSC actively seeks additional articulation agreements with four-year colleges and universities.

Career Services provide career services, career investigation, interviewing training, and various ongoing services designed to assist students in locating appropriate positions. Each year Career Services reports how many of our graduates and certificate completers are employed using the Graduate/Certificate Completer Status Survey, along with their average entry-level salaries.

CCP involves outreach into high schools for college credit.

The environmental scan provides detailed, up-to-date data about programs and degrees that will most benefit students in the community and assesses environmental demographics, trends, and professional opportunities.

Various activities provide hands-on applied education through collaboration with local employers such as clinicals, practicums, and internships.

Partnerships/Linkages provide various partnerships such as with industrial apprentices: The Timken Company; First Energy; and Toyota TTEN, Honda PACT, Caterpillar Lift Truck (CAT), and GM ASEP.

PLA provides students opportunities to apply for prior learning credit through credit-by-exam, PLA Portfolio, CLEP, AP, IB, Advanced Standing, bypass pre-requisites, and professional certification.

Quality Matters provides the opportunity for online course modalities to be peer-reviewed and verified through Quality Matters' robust, objective, and expert input.

SSC abides by the ODHE Articulation and Transfer Policy. SSC's OTM/TAG/CTAG Course Coordinator works with faculty to identify eligible courses and submit applicable course information to ODHE. Courses are then reviewed by a panel of faculty with expertise in the content to ensure that rigor and expected learning outcomes are met before being approved for guarantee of transfer. Although many MTAGs are aligned with the OTM, TAGs, and CTAGs, the College does evaluate other military training, experience, and coursework for potential alignment with SSC courses.

1R4

Summary

To measure the results of the quality of our academic programs, SSC considers the success of our graduates and the demand for the degree among employers. Success of a graduate can come by securing a job in their chosen field, being promoted within a job, gaining certification, and/or by successfully achieving a higher level of education. SSC annually tracks the graduates in the Graduate Employment Analysis to determine if the graduate is working in their field of study or pursuing higher education goals. SSC also surveys local employers every three years to determine how the graduates are performing on the job. Finally, when certification is required, the departments annually track the success of their respective graduates.

SSC has one of the highest compliance rates in Ohio regarding the number of courses ODHE approved for transfer. As of fall 2018, our compliance is as follows:

1. [OTM](#) – 92 courses approved. 20 of 92 have essential learning outcomes that must be met. All 20 are approved = 100% compliance.
2. [TAG](#) – 99/104 eligible TAGs are approved = 95% compliance.
3. CTAG – 53/63 eligible CTAGs are approved = 84% compliance.
4. MTAG – ODHE aligns MTAGs with approved TAGs and CTAGs. Once SSC TAGs and CTAGs are approved, the aligning MTAG is automatically assigned.

The 2018 Key Performance Indicators (KPIs) relating to Licensure/Certification Pass Rate results show that 100% percentage of College programs meet program-level accreditation standards for minimum acceptable licensure/certification pass rates (includes EMS - 3 programs, Emergency Fire Services, Health Info Mgmt., Med. Asst., Nursing, Occupational Therapy,

Respiratory Therapy). The benchmark rate uses accreditation standards, and the 2018 benchmark is 100%.

Comparison

The 2018 KPI that measures the rate at which graduates obtain employment related to degrees earned or pursue further education, show that our graduates employed in their field or continuing their education has been consistently above the benchmark of 80%; the results showed 83% in 2014, 80% in 2015, 80% in 2016, and 80% in 2017. The benchmark rate is the five-year SSC average in-field employment and pursuing further education rate for graduates.

The KPI relating to employer satisfaction rate which measures the percentage of employers that indicated graduates are prepared and performing at the level expected has been very high at 94% in 2014 and 100% in 2017. The Employer Satisfaction Survey is conducted every three years.

The eStarkState Department analyzes the success rates of courses offered in a [web-based course compared to a traditional face-to-face classroom](#) and by location to verify the integrity of the online classes. The results include all courses offered in various modalities by semester. The pass rates of the completely online W3 courses and the location classes do not have as high of pass rates as the traditional lecture/lab style courses; however, they are within 5-10%. Pass rates are an indicator that the student has mastered the course objectives and these objectives are created to ensure quality programs. While SSC requires students to complete an orientation prior to enrolling in an online course, students don't always understand the time required in an online class.

The College has over [30 articulation agreements](#) with four-year colleges and universities. There are new agreements added every year. This statistic also exemplifies the quality programs that we offer by demonstrating how the quality of our courses are supported by universities.

Interpretation

SSC also collects [data comparing CCP students to the College's core student to verify that students](#) in the CCP modality are gaining a quality education and achieving the course outcomes through successful completion of the course. The results indicate that CCP students are more successful than the College's non-CCP student. This may be due, in part, to the CCP students having a structured day at school, ODHE requirements for high school students to participate, and fewer responsibilities than adult students.

[Three-year transfer rates](#) are based on initial cohort-major and transferring to a four-year institution within 150% time (3 years). Rates are not calculated for majors with less than 10 first-time, full-time, degree-seeking students (FTFTDS) enrolled in the initial cohort term. The most recent transfer cohort data available is from the 2012-2014 cohorts. Transfer is an area where SSC continues to improve.

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While the majority of the students are successful in their courses, the College is always making strides to increase this success rate. Starting in fall of 2015, the College began to follow the Universal Design for Learning (UDL). UDL encompasses a set of principles used in curriculum

design, which supports creating learning modules to provide equal opportunities for the majority of students to learn. It focuses on the what, how, and why of learning and provides multiple means of students to learn. The use of UDL is particularly important in addressing the learning needs of students with disabilities - those who present obvious learning issues and student who choose not to disclose their learning challenges.

SSC has developed, and the Board of Trustees approved, [three College Completion Plans](#). The most recent plan is for academic years [2018-2020](#). Retention and completion strategies in the plan include a revision to the advising model, advancing student engagement through student clubs and organizations, advancing the early alert process by adding Starfish software, implementing a First-Year Experience committee and process, improving withdrawal rates in courses with high withdrawals and grades of D and F, adding open education resources to courses, and developing co-requisite remediation for College Composition and Statistics.

The College moved to a new Learning Management System (LMS) in summer of 2017. The new LMS – Blackboard Ultra - offers a new option to faculty titled the Retention Center. The Retention Center provides an easy way for instructors to discover which students in their course are at risk. Based on preconfigured rules set within the LMS, students' engagement and participation are visually displayed, quickly alerting instructors to potential risk. From the Retention Center, instructors can communicate with struggling students and help them take immediate action for improvement, which will help to improve the student success rates for online learners.

SSC is consistently pursuing additional articulation agreements to provide pathways for our students to continue their educational goals. The results show a positive trend in increasing agreements; however, SSC wants to streamline this process. The Provost and Chief Academic Officer created a committee charged with reviewing existing articulation agreements and determine those that do not have a developed pathway, working with the Marketing Department to develop a means for the developed pathways to be visible to students on our external website.

Sources

- 15-13-03 Credit Residency Requirement
- 15-13-25 Transfer and Articulation Policy
- 2012-2014 FTFTDS Cohorts Transfer Rates Summary 9-25-18
- 2017AnnualGraduateStatusReport
- 2017-Employer-Satisfaction-Report (2)
- College Completion Plan 2014-16
- College Completion Plan 2016-18
- College Completion Plan 2018-20
- F 14-Sp 18 CCP v. Non CCP Course Persistence Summary 9-21-18
- F 14-Sp 18 Course Persistence by Modality and Location Summary 9-24-18
- Listing-of-Test-Out-Courses-Jan-2018
- Military Transfer Policy Website Link
- OTM_approved_course

- [PLA Handbook](#)
- [PLA REVISED MASTER RUBRIC 11.20.16](#)
- [PLA Tracking Form](#)
- [PLO Assessment Template](#)
- [QMHERubricSixthEdition](#)
- [Request for Award of Prior Learning Credit Form](#)
- [Spring-2017-Alumni-Survey-Summary-Final-Report](#)
- [TAG_approved_course_search_results](#)
- [Transfer Agreements Website Link](#)
- [Transfer Policy Website Link](#)

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5.1 (2.D., 2.E.1, 2.E.3)

SSC provides guidelines for the conduct of research involving human subjects through the [Institutional Review Board](#) (IRB). [IRB's](#) purpose is to assure compliance with federal regulations that require research oversight functions to ensure that respect, protection from harm, and fairness are parts of the research protocol. Any research involving human subjects must be reviewed and approved by [IRB](#).

The establishment of the IRB is in compliance with federal regulations and administered through IR&P, which oversees its obligations with respect to human subjects. According to guidelines for

the conduct of research involving human subjects, researchers must submit a research proposal to the IRB; the proposal must [contain three parts](#) and be approved by the IRB prior to initiation of research.

[SSC's copyright policy](#) assists the faculty, administration, staff, and students in understanding/complying with the Copyright Act of 1976 (Title 17, United States Code) and the Digital Millennium Copyright Act of 1998. While some areas of the copyright law are clear, some portions remain open to legal and judicial interpretation, so guidelines are periodically updated and reviewed by the Ohio Attorney General's (AG's) Office.

1P5.2 (2.E.2, 2.E.3)

SSC supports an environment of honesty in learning. If a student is caught cheating, plagiarizing, or furnishing false information to instructors/other staff, the student will be subject to disciplinary action. The [Honesty in Learning Policy](#) is located in the [Student Handbook](#) and P&P. SSC enforces the [procedure](#) for any student who [violates](#) the Policy.

The Testing Center offers both computer-based and pencil-and-paper testing for specific courses in a controlled environment. The computer-based tests are placed in Blackboard under a secure browser only allowing students to take the test in the Testing Center, which prevents any unethical web browsing for answers. Students can be monitored while taking a pencil-and-paper test. Students must provide a photo ID to verify identity to take a test. If a student is caught cheating, the staff will confiscate the test and material involved in the cheating, and the student has to discuss the situation with the instructor. A report is recorded in the incident database and attached to the test. The instructor decides to proceed with an [honesty in learning violation](#) report regarding the incident.

It is the responsibility of students who are enrolled in online courses to obtain a proctor to administer tests if they do not have access to an SSC facility. Information about finding an appropriate proctor can be found on Blackboard. According to the [P&P](#), the test proctor administers the test in a quiet and secure environment, ensures testing instructions are followed, and sends the original to the instructor. Students are allowed access to the test only when the test is administered.

Ethical research instruction is offered in many ways. The Digital Library conducts sessions in classes at faculty request and provides students with one-on-one appointments. The Library uses Collaborate for distance appointments, and librarians are available through text messaging, online chat, email, and phone appointments. Responsible information use is addressed in each Library session. Blackboard includes SafeAssign, a plagiarism detector tool that scans the submission for outside sources and assignments submitted through Blackboard. Faculty utilize the tool for web and face-to-face courses. College Composition courses are required by all associate degree programs, and one curriculum focus addresses research integration, citation formatting, and plagiarism.

1P5.3 (2.E.2, 2.E.3)

SSC has developed/published a [Copyright Policy and Procedure](#), complete with instructions for requesting permission for using copyrighted materials. SSC's librarians are available for

consultation to ensure that faculty and students are adhering to copyright laws. Instructors can either fill out a form on Library webpage requesting a class. SSC provided a workshop for faculty on intellectual property and copyright in 2017 conducted by a member of the AG's Office.

Each semester students evaluate every faculty member in each course taught, administered after the final withdrawal date of the semester. The evaluation includes questions about the quality and effectiveness of instruction. Students can comment in each section of the evaluation: Overall Values, Instructor Preparedness, Instructor Knowledge, Instructor Delivery, Instructor Communication, and Course Evaluation. Online or classes that have computer access provide students with the opportunity to submit evaluations electronically. Results are recorded and reports are delivered to faculty after final grades have been posted. Department chairs and deans receive the numeric results of these evaluations and consider them in the yearly faculty performance evaluation. The Provost receives college-wide data.

Ethical practices of employees are discussed in Category Three.

The P&P includes a [Code of Ethics policy](#) with specific references to teaching and research practices. SSC employees are expected to adhere to the Code of Ethics, and disciplinary actions can be taken if violated according to the [Corrective Action and Disciplinary Policy](#).

To ensure transparency with outside activities, SSC requires employees to complete a [Conflict of Interest](#) form annually that is attached to employees' contracts. Each employee completes and submits it to HR. The form requests information concerning any outside industry/organization with which the employee may interact.

1P5.4

For selecting tools/methods/instruments, SSC follows a shared governance process. Policies are developed by committees composed of faculty, staff, and administrators. SSC relies on a system of shared governance involving systematic discussion and review during the decision-making process. Standing committees are often tasked with research for new tools and methods using national best practices. The proposals from standing committees are reviewed and approved through Presidents' Cabinet and possibly Executive Council (EC). Final approval is granted by the Board of Trustees, and the policies are filed with the state.

1R5

Summary

The IRB received 18 applications from fall of 2014 through fall 2016 regarding research requests on our student population. Of the 18 applications, 15 were approved; the other requests were either incomplete or conditional.

The Provost's Office keeps a record of all Honesty in Learning violations. Upon receiving a violation, the Provost reviews the violation form and forwards it to the Registrar to be scanned into the student's permanent file. After scanning, materials are then returned to the Provost's office for filing.

Comparison

The [results](#) show that Honesty in Learning violations are decreasing. The decline in the number of incidents is due to more faculty covering the topic of cheating in classes, including SSC101, and professional development on the topic.

Interpretation

In response to face-to-face class requests about copyright infringement/plagiarism sessions, the Digital Library developed an [online Copyright and Plagiarism Guide](#) featured on the main library page. As of fall 2018, this guide has been accessed 1668 times since going live fall 2016.

The decline in academic honesty violations provides evidence that educating faculty and students is effective. The Library is discussing adding a poll to the guide to gather student feedback.

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The Copyright policy was updated in 2018 to ensure compliance with the Technology, Education and Copyright Harmonization (TEACH) Act, ownership, compensation, and transfer of ownership.

After attending a Copyright Conference in 2017, the Director of Library Services revised the online guide to clarify best practices in information use. A brief plagiarism/copyright video tutorial is being developed for fall 2018 to be embedded in online classes and shown in face-to-face classes.

SSC is also developing subject-specific research tutorials to be embedded in second-year classes as research skills refreshers. Tutorials are being developed for Dental, Psychology, and Human Services. Each will discuss research techniques, evidence-based articles, and responsible information use.

Sources

- 15-13-26 Honesty in Learning
- 15-13-33 Web 3 Off-Site Test Proctoring
- 15-13-34 General Copyright Guidelines
- 15-14-18 Corrective Action and Discipline Procedure
- 15-14-27 Code of Ethics and Professional Behavior
- 15-15-08 Institutional Review Board
- Academic Honesty Violations
- CONFLICT OF INTEREST QUESTIONNAIRE 2
- Copyright Libguide
- Honesty in Learning Procedure
- Honesty-in-Learning
- IRB Research Proposal Requirements
- IRB Website Link
- IRB-Document
- Student-Handbook

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P1.1 (3.D.1)

SSC maintains an open door policy to ensure that everyone who wants and can benefit from higher education has the opportunity. Identifying students' academic support needs can begin while a student is still in high school. SSC supports and participates in pre-college programs such as College Credit Plus (CCP), Early College High School (ECHS), FAME, and Upward Bound Math/Science. These programs involve working with local high school students to enhance the skills necessary for college-level coursework and help to reduce the number of under-prepared students.

SSC participated in a Great Lakes Akron PASS (Preparing Akron Students for Success) grant during the 2015-2017 academic years that focused on college-readiness benchmarks in math and English for under-prepared and at-risk students. Participating students were identified and recruited by their high school counselors from five Akron Public Schools and met the following criteria: first-generation, students of color, and average GPA. During the first year, all students were enrolled in developmental math and English. Each course included an in-class tutor for support. Students completed the AccuPlacer test as a benchmark for college-readiness in both subjects six times over the course of two years, and they participated in a college knowledge course to explore fields of study, degrees required for the field, and colleges that offered the degree. All students involved in the program earned at least three college credit hours in English or math.

A [comprehensive assessment process](#) identifies under-prepared and at-risk students. This process begins during admission, which includes the computer entrance exam and high school transcripts. To assess academic preparedness, first-time students take the AccuPlacer test or provide ACT/SAT test scores. Transfer students submit their college transcripts for assessment and are required to take placement tests for areas for which they do not show proficiency. The enrollment representative utilizes the results with the student. The initial class schedule is built in accordance with the College policy requiring students to take any developmental coursework in the first semester and subsequent semesters until completion.

The admissions process also allows for students who are undecided to select a major. During the admissions meeting, representatives discuss majors with students, referring undecided students to Career Services to utilize the EMSI Career Coach tool that provides students career and personality assessments in addition to information about income, career outlook, and required education.

Gateway Student Services provides one-on-one assistance for all students to alleviate the stress of admissions and registration processes. Gateway Specialists are available to answer financial

aid, registration, and general process questions to service each student. Specialists provide students with a variety of ways to connect such as face-to-face appointments, phone, online chat, and email interactions.

Success Coaches are assigned according to the student's major. They establish a relationship with students through an intake appointment. To assess non-cognitive success factors that impact academic performance, students are administered the Noel Levitz College Student Inventory during this initial meeting to identify the students' risk factors. Coaches use this information, in addition to the information gathered in the admissions process, to develop a success plan for students that includes both academic and non-academic success strategies and support referrals. Coaches reach out to students throughout their first two semesters to establish a relationship.

To ensure that a student's academic needs are being assessed and monitored, SSC maintains an [Early Alert process](#). The process requires all faculty members to identify students that are not performing satisfactorily through the first three weeks of the course. A letter/email is sent to the students encouraging them to seek assistance and how to find that support; it gives students notice of the opportunity to improve coursework and seek tutoring/guidance, but does not become part of the academic record. In 2015, SSC instituted the mid-term grade policy. The process was created as part of an AP titled "[Transforming Financial Aid to Help Students Reach Academic Success](#)" and requires the faculty member to provide the student with the current grade in all courses. This process is ahead of the withdrawal date so that students can make an informed decision about continuing. The Early Alert and mid-term grade processes enable faculty to identify students that are at-risk in their courses. Faculty are encouraged to refer the student to the various [learning support](#) services offered.

SSC assists students who are under-prepared for the academic programs and courses in a [number of different ways](#).

2P1.2 (3.D.2)

On the website, SSC provides prospective students with a clear picture of the offerings and requirements to meet career goals before they visit campus. Students unsure of a pathway are referred to Career Services. Career Services' relationship is not exclusive to those students who are undecided; all students are encouraged to get involved through a [Career Success Pathway](#) model to connect early and often.

As part of the initial Discover phase, students have access to Career Coach, which supports career exploration and offers an employment outlook and salary information.

Students are required to participate in the three-step onboarding process including New Student Orientation, Jump Start, and the [Student Success course](#) (SSC101). During orientation, students are given information necessary to complete student services processes, where to get help and direction, and information about the communication platforms. Jump Start occurs prior to the start of each semester with programming aimed at supporting students in the successful transition into their first year, designed to bridge the gap between New Student Orientation and SSC101 with just-in-time content. SSC101 is required for students to be taken in their first 16 credit hours.

Underpinning the [onboarding process](#) is the Success Coach. The coaching relationship is designed to support the students through their first year of classes, and Coaches act as a central point for information and referral to other supportive services. Coaches monitor students' academic progress, act as a central point for information, and work to develop a pathway to completion, focusing on academic progress and overcoming personal barriers.

Through onboarding and Success Coaching processes, students who can benefit from additional supportive services are identified. Disability Support Services (DSS) plays a crucial role in ensuring students have the necessary accommodations and support. The DSS team meets individually with all students who identify themselves as needing services to build a class schedule and ensure that accommodations are in place for the first day. The Military Services Office provides veterans, active service members, and their dependents with the resources, support, and direction needed to be successful in academic and career activities. From a [checklist](#) that merges the admission process with the Veterans Administration process, to a veterans' lounge that offers a quiet space to study and relax, the Military Services Office offers comprehensive enrollment and educational support services. Students in need of counseling can receive individual counseling, workshops, outreach services, support groups, and referrals through Counseling Support Services.

There are additional programs aimed at supporting at-risk student populations. The TRIO Student Support Services program is a federally funded project offering support services to qualifying students. The TRIO staff provides education and career planning, advising, tutoring, and educational counseling. The Office of Student Diversity is a resource and support center for students from under-represented groups.

For many SSC students, the college journey begins with developmental coursework. A supportive design of developmental education is crucial to long-term success. Developmental coursework at SSC is designed to offer support in the classroom and with supplemental tutoring. Developmental English is taught as companion studio courses to College Composition, supported by the Writing Center. Two levels of developmental English are linked so students are co-enrolled in College Composition while enrolled in the developmental courses dependent on placement. The ENG024 Writing Workshop course includes Writing Groups – class time set aside for Writing Center Assistants work with students and reinforce the writing process. Developmental math is taught through the emporium model that offers students self-paced courses with tutors embedded directly into the classroom. Tutoring sessions also take place outside of class. Statistics is paired with the co-requisite MTH024 Foundations of Statistics, serving as additional class time and aid for students not placed in Statistics.

College-level courses are also supported through the Writing; Math Learning; Science Learning; and Business, Information Technologies, and Engineering Tutoring Centers; nursing tutoring; and the Digital Library.

2P1.3 (3.C.5)

Per [SSC policy](#), all full-time faculty are required to hold a minimum of 10 office hours per week during the academic semester. Many faculty donate additional time to assist students at one of the learning centers. Every student is assigned to a full-time faculty member as an advisor

teaching within the student's program. Recognizing that SSC needs to take a more active approach to advising, a faculty-led redesign process is underway. A team of cross-divisional faculty members designed a model that includes identifying key student milestones and attaching checkpoints to each. The model includes changes to support and train faculty advisors. A select number of faculty are currently participating in the advising pilot that focuses on advisors creating connections with first-year students. The students participating in the pilot have a hold placed on their account that requires a PIN to be removed from their account, and can only be removed after communication takes place between the advisor and student. After the team analyzes the pilot, the process will be rolled out to all faculty. Faculty are encouraged to meet with their advisees at various points during their academic career. Student inquiry can be handled face-to-face during office hours or can occur via emails or online chats, which are more convenient for the non-traditional working students. Many faculty and staff are also available for students through their role as club advisors.

2P1.4 (3.D.1., 3.D.3, 3.D.4., 3.D.5.)

SSC learning support needs are addressed through both the [Strategic Plan](#) and the [College Completion Plan](#). Supporting students' needs begins with the placement assessment, during which students are offered the opportunity to participate in an Entrance Exam workshop where they participate in sessions to "brush-up" on their math, reading, and English skills and get navigation instructions for Accuplacer and test anxiety.

Tutoring support is built directly into English and math developmental courses. Tutoring is available in nursing; the Math Learning; Science Learning; Writing; and Business, Engineering, and Information Technology Tutoring Centers. They are embedded into the discipline's division with tutoring being offered by full- and part-time faculty and professional tutoring staff. Each Center completes a co-curricular assessment.

Librarians developed research modules embedded in English classes, and library services are offered in a digital format so students have access days, evenings, and weekends through one-on-one, email, and chat support.

Success Coaches offer study, test taking, overcoming test anxiety, and time management skills to complement the academic support received. Additional [Student Success services](#) include TRIO Student Support Services, DSS, Military Services, and the Office of Student Diversity.

2P1.5

Understanding students' and other stakeholders' needs is integral to upholding the Mission, and those needs allow SSC to determine new student groups to target. The [Student and Stakeholder Requirements and Expectations table](#) delineates the range of key student and stakeholder requirements and expectations.

To understand new student groups to target, SSC examines processes, policies, and procedures to determine institutional awareness and responsiveness. Institutional Research and Planning (IR&P) maintains a comprehensive matrix of surveys that serves as the method of gathering information to enhance understanding. Surveys, the implementation of a non-academic assessment, and the monitoring of key success indicators has given us an established method to

gather invaluable stakeholder information. The launching of the [Dashboard](#) in 2013 established an efficient method to share this information.

We make use of stakeholder feedback as a foundation for data-based decision-making. The [Strategic Plan](#) helps align and integrate feedback with institutional operations. From the executive level through specific departments and committees, SSC utilizes this information to establish direction for resources and initiatives that impact student and stakeholder satisfaction.

2P1.6

Responding to changing students' needs is a complex process. From a global level, student needs are identified through the nationally benchmarked [Noel Levitz Student Success Inventory \(SSI\)](#), which assesses both the importance and satisfaction students report, offering insight into students' needs and SSC's success in meeting those needs.

To assess changing students' needs at a service level, [co-curricular assessment](#) is conducted by all support services on a three-year cycle, which allows for a review of student needs from each office's goals.

Further identification of students' needs happens within the shared governance process including advisory committees/boards, AAC, EC, Student Government Association, Student Affairs Committee, and Cabinet.

Informally, data is gathered through student communication with advisors, faculty, and student groups.

2P1.7 (3.D.1)

SSC's primary method of identifying student subgroups is the application process. Seniors can be identified by date of birth or by application type; seniors interested in auditing coursework through the senior benefit are asked to apply as a non-degree seeking guest student. All SSC students are commuters as we do not offer on-campus housing. Online-only and veterans self-identify on the application.

SSC offers various types of support to students in subgroups. We offer the senior benefit that allows those over 60 years of age to audit coursework and have the instructional and general fees waived. There are a variety of free workshops offered on campus that address concerns such as computer bare basics, returning to learning, and testing anxiety, in addition to the various free academic support systems in place.

We have several locations to accommodate students who may not be as close to the Main campus in North Canton, including Akron Perkins and White Pond, Alliance, Barberton, and Downtown Canton. SSC students and employees may ride all SARTA fixed bus routes free with a valid Stark State ID. Students are also able to use their excess financial aid to purchase gas cards in the College Store.

SSC has several [online certificate and degree options](#) that are available to meet the needs of distance learners. Online students must take a "Succeeding Online" orientation that addresses

both the navigation of Blackboard, the College's LMS, and success strategies for online learning. Admissions offers online advising to assist with the application and initial registration process. Virtual support is offered through online tutoring available in the Math Learning, Writing, and Science Learning Centers. The Digital Library offers additional support via chat and Text-a-Librarian, and Coaches are available through a virtual coaching session.

SSC accepts military transcripts and follows the ODHE Military Transfer Assurance Guides (MTAGs) to provide appropriate credit based on certain types of military training, experience, and/or coursework. Through the Military Services Office, veterans can receive assistance applying for their benefits; receive assistance with admissions, financial aid, scholarship opportunities, and career guidance; receive first-year academic advising; and other services. The SSC Massage Therapy Clinic partners with Hands for Heroes to provide free massages to local veterans. SSC also has a Veterans of Stark State student club.

2P1.8 (3.D.2)

The deployment of non-academic support services begins in the three-part, student onboarding process. Representatives from support services take part in New Student Orientation. The availability of support services is reinforced during Jump Start, where staff from all of the academic support services are on hand to connect with students and inform them of the non-academic supports available. During SSC101, support options are reiterated through presentations and assignments such as connecting with their Success Coach. Due to their frequent contact with students, faculty are often first to identify the need for support. Services information is available to the faculty on mystarkstate and website.

SSC instituted Starfish Early Alerts for developmental classes. Starfish is an early warning and student tracking system which allows SSC to take a more holistic approach to student success and enables individual instructors to raise concerns about what they observe, such as missing class. Early Alert no longer becomes an event but a continuous process that allows for an effective identification of at-risk students. In fall 2015, Starfish was piloted in selected developmental math and reading courses. In spring of 2016, it was scaled to all of the selected developmental math and reading courses.

SSC offers a Food Pantry developed and staffed by the Psi Beta psychology honors society, and Goodwill provides professional clothing for interviews.

2P1.9 (3.C.6)

Staff members providing student support services are appropriately qualified, trained, evaluated, and supported in their professional development. HR assists academic support leadership with identifying education and experience that reflect industry standards in each staff position. Job requirements are then fulfilled through the hiring process through the use of committee selection rubrics described in 3P1.

In the Connect 2 Complete Success Coaching program, after referring to National Academic Advising Association information regarding advisor qualifications and reviewing the Council of Advancement of Standards information, the program manager worked with HR to recommend academic and experience requirements. All Coaches have Master's Degrees and extensive

experience in the arena of post-secondary student support and advising. Once Coaches were selected, they participated in Career Coaching Intensive two-day training offered by the National Association of Colleges and Employers. Coaches continue professional development through NACADA webinars and conferences.

2P1.10 (3.D.2)

Communicating availability of support services begins with the onboarding process. The initial phase connects students with the staff with whom they will be working. SSC maintains a standardized syllabus used uniformly for all courses that lists the various academic support services and their locations.

To ensure that students are aware of support, there are digital avenues where the students can get information. All support service information is available in a summary format on the [website](#) and mystarkstate. Students can find hours, locations, and other pertinent information about each service, which is also available in the Student Handbook.

2P1.11

The [Support Services Effectiveness Survey](#) is administered to faculty and students to gauge the usefulness and success of various support services. Each service is independently surveyed and those results are analyzed by IR&P to make improvements. DSS and the Help Desk conduct surveys of the students that have used their services to gauge satisfaction levels. Other support services monitor the level of students participating to determine the demand.

[DSS](#) conducts a survey each semester of the students utilizing their services. The seven-question survey covers the helpfulness of staff, the relationship quality, appointment availability, the academic benefits, and overall student satisfaction with the service.

The [Noel Levitz SSI survey](#) enables SSC to gauge the importance of an item and compare that to the satisfaction level of that item and to the National Community College-Midwestern as a benchmark. Some of the items that are considered strengths include the helpfulness of the Writing Center and the accessibility of online business office functions.

2P1.12

The assessment of the degree to which student needs are met is conducted on two levels. SSC administers the Noel Levitz SSI Survey because with both nationally-normed and locally developed questions, information regarding the effectiveness in meeting students' needs can be assessed. All non-academic support areas complete a [co-curricular assessment](#) report. Each service designs an assessment process that addresses the unique nature of each area and the services that are offered.

2R1

Summary

Of the 42 students who completed the PASS program for English and math, 42 passed College Composition, 30 passed College Composition II, 17 passed General Psychology, 2 passed

College Algebra, 11 passed Introduction to Sociology, 30 passed Statistics, and 4 passed Precalculus.

There are several challenges to SSC that relate to support services via the [Noel Levitz SSI results](#).

The [Help Desk conducts a survey](#) of each person for each request, and the results are summarized monthly. For the academic periods from fall 2014 to fall 2018, the Help Desk has maintained an overall rating of 98+% for complete satisfaction level. The Help Desk assesses customer service feedback biennially from employees through the [Support Services Effectiveness Survey](#). The most recent results also demonstrate a very high level of stakeholder satisfaction and improvement over time.

The Support Services Effectiveness survey is administered annually with services/departments rotated. It supports continuous improvement efforts and covers 16 different support areas. The results of the survey showed a B or higher for all support departments surveyed in 2017 and 2018 and improvement over time for many services. The departments include Academic Records, Advancement, the Call Center, the College Store, eStarkState, Human Resources (HR), the Mailroom (odd years) and Business Affairs, the Digital Library, DSS, Help Desk Services, Information Technology, IR&P, Maintenance/Grounds, Marketing and Communications, and Strategic Grants (even years). Participation is very high; over 330 employees responded in 2017 and almost 250 responded in 2018 (response rate = 28%).

The [DSS Survey](#) exemplifies consistency in student satisfaction with DSS services. The results of the DSS survey have shown students Agree/Strongly Agree (4 out of 5 on scale) in each category.

Comparison

SSC uses the [Midwestern user norms](#) report for benchmarking, and of the seventy items, SSC met or exceeded the benchmark for 64/70, and SSC met or exceeded the benchmark for all institutional commitment items.

Internal comparison data from the Help Desk, DSS, and Support Services Effectiveness surveys demonstrate continued satisfaction in all service areas.

Interpretation

SSC evaluates the quality of and satisfaction with academic, co-curricular, and non-academic support functions through a comprehensive assessment process. Where possible, externally benchmarked surveys provide context for assessments. SSC has sustained the use of many instruments to develop trend data. Faculty and staff are committed to meeting students' needs and to continuous improvement.

While results from the Help Desk, DSS, and Support Services Effectiveness surveys demonstrate continued satisfaction with services and performance above expectations, the assessment cycle ensures continuous review to ensure the needs of faculty, staff, and students are met.

2II

SSC made several improvements in regards to fostering student success. The Student Success Division hosted the first Jump Start program in fall of 2016. With over 400 students in attendance, it focused on helping students learn the five habits of highly successful students and identified key resources to successfully navigate SSC. All students had the opportunity to meet with their deans, department chairs, and faculty and learn more about their programs. The Jump Start program has expanded to multiple days and locations to meet the needs of students before fall and spring semesters begin. Welcome Week began in fall 2016, which is a collaborative effort to welcome students on campus, to increase their knowledge of support services, and to connect with their division and faculty advisors.

The First-Year Experience (FYE) Task Force launched fall 2016 and was designed to create a seamless student experience and provide overall support for all students entering/completing their first year. The FYE Task Force consists of faculty/staff with a focus on new student orientation, advising, welcome and engagement, supplemental instruction, and support of online learners. Much of the onboarding process came from data collected in the [“Strategies to Help Students Understand College Level Expectations”](#) AP. The FYE piloted supplemental instruction offerings in courses that have high DFW rates such as various math and science courses, scheduled to take place 50 minutes after each class meeting and led by an adjunct instructor.

Through targeted teams, Completion by Design (CbD) generated changes in response to identified needs, including Career Coach; Degree Works; mandatory student orientation and Welcome Week; targeted advising of pre-health students; mandatory and enhanced faculty mentoring and advising; improving STEM communication; developmental course redesign in English, reading, and math; boot camps in English, reading, math, and computer concepts; and gateway course contextualization.

CbD grant monies also enabled SSC to develop a committee of faculty and staff from all divisions to create a new advising model, designed to provide mandatory advising at key checkpoints within the student’s academic career. The advising model discusses various ways to advise students such as web-based advising or group advising with a goal of student success through various academic pathways offered.

Sources

- 15-13-09 Early Alert
- 15-13-40 Student Success Seminar Course Policy Only
- 15-14-04 Employee Responsibilities and Duties
- 2018 Spring Satisfaction Survey MASTER
- 2018 Spring Support Services Effectiveness Survey Summary Report
- 2018-Placement-Standards-Rubrics
- Academic Learning Support Services
- Career Success Pathway
- Co-curricular Assessment Report TEMPLATE

- College Completion Plan 2018-20
- DSS Satisfaction Survey Results
- eStarkState Link
- Fall 2017 Noel Levitz SSI Midwestern Colleges
- Fall-2014-Noel-Levitz-SSI-Midwestern-Colleges-Benchmarked-Results(2)
- Fall-2017-Noel-Levitz-SSI-Midwestern-Colleges-Benchmarked-Results
- Help Desk 2018 Support Effectiveness Survey Total Respondents
- Onboarding Process
- SSC_Transforming Financial Aid to Help Students Reach Academic Success
- Stark_State_College-Identifying_Strategies_to_Help_Students_Understand_College_Level_Expectations_02-09-17
- Strategic Measures Dashboard
- StrategicPlan_2017-19
- Student and Stakeholder Requirements and Expectations
- Student help tree both sides new design Spring 2019
- Student Success Referral Network
- Support Services Link
- VETERANS AND MILITARY STUDENTS CHECKLIST 3-15-18

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2.1 (4.C.2, 4.C.4)

The Enrollment Management Committee (EMC) and EC analyze and communicate data on student retention, persistence, and completion through data collection; mandatory reporting; and Ohio benchmark projects. Data are derived from student enrollment, registration, and graduation reports collected and stored in Banner ERP. The primary method SSC uses to aggregate and analyze student retention (fall-to-spring), persistence (fall-to-fall), and completion data are the methodologies defined by ODHE and the Ohio Association of Community Colleges (OACC).

Following ODHE's and OACC's statewide process provides a best practice when determining and comparing student retention, persistence, and completion and supports the process of sharing the data with various departments where it can be used to make process improvements. SSC uses both standard ODHE and IPEDS definitions for data collection and analysis. Reports on retention and persistence are made available on [mystarkstate](#). These reports are utilized as part of the daily administrative planning and review processes. This data is assembled annually and presented on the [Dashboard](#) on [mystarkstate](#).

2P2.2 (4.C.1, 4.C.4)

The determination of targets begins with the strategic planning process. Through college-wide focus groups, information is gathered regarding future focus and goals. Those goals are developed into operational plans through a multifaceted process that utilizes national, state, and local data for reference. SSC accesses national best practice data and information from high performing CbD colleges, the Gates Foundation, Jobs For the Future (JFF), and the Community College Research Center (CCRC). Data from OACC, ODHE, and the Ohio Performance-Based Funding model offer a state-wide picture of retention, persistence, and completion at peer institutions. This information is combined with historic local data to set ambitious but attainable [goals](#).

Goals for new and returning students are established through a two-step process. The goals for new students are developed by the Enrollment Management Division and brought to the EMC for discussion and approval. The goals for returning students are established by Academic Affairs and brought to the EMC for approval. The goals are monitored weekly throughout the semester and are used to analyze strategies implemented to ensure the goals are met.

2P2.3

SSC's [Strategic Plan](#) focuses on student retention, persistence, and completion under the goal of Student Success. The [Dashboard](#) provides transparent progress toward achievement of goals. Retention, persistence, and completion data are summarized in the [goals report](#) and analyzed by the EMC that meets bi-weekly and reviews loss points for students throughout the semester, including drops for non-attendance, non-payment, mid-term administrative withdrawals, student withdrawals, and medical withdrawals. Loss points are compared to the previous year in relation to strategies that were implemented and additional strategies identified. SSC implemented a year-long schedule process several years ago to assist students with advanced planning of their schedules and to support guided pathways. Through analysis of data, we discovered that students who took advantage of the year-long scheduling process but decided to stop-out for a semester were still showing as registered in the course, and thus being reported for non-attendance. The Committee took action to permit the schedule to be viewable by students but not allow them to register for future terms. We are also assessing the ability of students to adjust schedules in the first week of classes and the date for drops for non-payment based on SSC data and practices of other colleges in Ohio.

Data on student success is shared with faculty, staff, and administration to analyze and set targets for future success. Department chairs receive periodic updates on the number of students enrolled in their programs in comparison to the previous year, used to assist with persistence and retention efforts, marketing to new students, and APR. IR&P provides reports on courses with a

high number of grades of [D and F and high course withdrawal rates](#) to analyze areas of improvements. The data were used to support co-requisite remediation in English and math, need for tutoring in additional subjects, and analysis of the need for pre-requisites. Requiring mid-term grades to be reported by all faculty allows SSC to compare the grades of students at mid-term to those of end-of-term. In courses where grades have reduced significantly for students from mid-term to end-of-term, faculty can use data to adjust dates for large projects and other class-related activities.

SSC also provides information in support of the federal government's Student's Right-to-Know Act, and the information is provided to students on the [Consumer Information webpage](#) that includes information on retention rates; annual degrees and certificates awarded; three-year success rates; employment and future education; transfers out and graduation rates; and licensure, certification, completion, and exam pass rates for corresponding degree programs. The Board receives regular updates on retention, persistence, and completion at their meetings.

2P2.4 (4.C.1)

SSC's approach to meeting student success targets are guided by the [Strategic Plan](#), which guides the [EMP](#) and [College Completion Plan](#). The [Strategic Plan](#) focuses on objectives in the areas of student access and student success. Specific goals for student access include communicate and continue implementation of the EMP and enhance marketing and recruitment strategies. Specific goals for student success include continue to enhance the student life experience and student spaces and improve course/certificate/degree completion, and university transfer rates.

For fall 2018, the Provost, in conjunction with EMC, established an end-of-term retention goal of 3% for students enrolled in spring 2018. A goal was established for first day of the term using trend data to support the [end-of-term goal](#). Each academic department goal aligns college-wide in support of [APR Appendix I](#), [College Completion Plan](#), and [EMP](#).

2P2.5 (4.C.4)

The primary tool SSC uses to collect data on student retention, persistence, and completion is Banner. SSC follows ODHE and OACC definitions and methods for calculating retention, persistence, and completion in support of the state's Performance-Based Funding Model that is standard for all community colleges in Ohio and was developed in partnership with [HCM Strategists](#). Ohio is the only state that is founded in 100% performance-based funding. The [definitions](#) and methods for calculation are also included in data for APRs and ongoing data requests from faculty and staff.

2R2

Summary

As noted on the [historical loss report](#), drops for non-attendance, course withdrawals, college withdrawals, standards of academic progress violations, maximum time frame for financial aid, academic probation, and dismissals have all improved. Drops for non-payment haven't improved. SSC gathered information on drop dates and policies from two-year colleges in Ohio. Based on analysis and data received, we plan to modify our drop dates, developing the

process in 2018 to implement in 2019. Academic Affairs is evaluating data to determine causes for the increase in grades of F to develop student success strategies.

The [Historical Retention and Graduation Rates Summary](#) demonstrates that retention has improved for full-time students but declined for part-time students. SSC struggles with technical students completing a certificate and gaining employment but not returning to complete the associate's degree. SSC has been working with area employers to assist with encouraging students to continue through to completion. While obtaining a certificate may meet the career goal of the student, it is reflected as a loss in persistence and retention for the College. SSC's two-year graduation and full-time three-year graduation rates have improved. SSC also improved the minority student three-year graduation rate.

As noted in the [trend data](#) for students receiving grades of D or F or withdrawing courses, the number of students unsuccessful in their courses has been declining, with an increase in students passing with a grade of A-C. For fall 2014 to fall 2017, the number of students not succeeding declined by 6.6%.

Comparison

SSC showed the most improvement in annual degrees awarded in relation to core enrollment (CCP was not included). From 2013-2016, we improved 52.5% in the number of degrees awarded, the most improved in Ohio among two-year colleges during a time of experiencing an enrollment loss of 32%.

The [historic data](#) for certificates demonstrates improvement in the number awarded; however, the percentage change wasn't calculated because SSC didn't report certificates prior to 2014 because the state didn't require reporting. SSC improved in associate degree completions by 60% from 2007 to 2016 and by 30% from 2011 to 2016. None of the benchmark colleges improved as much as SSC.

OACC, in partnership with CCRC, assessed baseline KPIs for community colleges in Ohio in relation to performance-based funding measures. As noted on the [attached report](#), SSC exceeded the state in number of students earning 6+ credits in the first term, 12+ credits in the first term and year, and was close to state average for students earning 24+ credits in the first year. SSC is below the state average of 30+ credits earned in the first year due to 70% of our students attending part-time.

Interpretation

Drops for non-payment haven't improved. SSC assessed processes and determined an intervention. We gathered information to assess our process on drop dates and policies from two-year colleges in Ohio, noted improvement areas, and plan to modify the process with plans to develop and implement a new process in 2018-2019.

Data demonstrates the number of students receiving a grade of F has increased. AAC is evaluating data to determine causes to develop success strategies. Faculty members were able to use mid-term grade data to compare to end-of-term grades and identify students who were

passing at mid-term but failed the class. As a result, they modified the dates that large assignments are due, gave more exams, and identified course-specific interventions.

SSC developed a marketing campaign to encourage students to complete an associate's degree after earning their certificate; calls are placed to registered students to encourage them to enroll in classes the next semester, and advisors discuss the importance of completing the associate's degree when assessing student certificate applications.

SSC fell below the state average in students passing college-level math in the first year. We implemented co-requisite remediation for Statistics, and data demonstrate success of the new model, which resulted in four times as many students completing the pathway. Students earning grades of D or F or withdrawing from the course were 8% lower in the co-requisite model. Co-requisite remediation is effective at improving pass rates for students in Statistics.

2I2

SSC developed our first College Completion Plan in [2014-2016](#), updated the plan for [2016-2018](#), and developed a new plan for [2018-2020](#). Examples of retention strategies implemented include multiple measures for placement into college-level courses, co-requisite remediation for English and math, part-time guided pathways for students, an Honors Program, and a college-wide process for PLA. Our strategies have positive impacts on persistence, retention, and completion rates. The Math Department is developing co-requisite curriculum for College Algebra. We implemented Jump Start events for new students to ensure they understand what to expect in classes with strategies for being a successful student and the various resources available to assist them.

Scaling Starfish is a planned strategy for 2018-2019. We piloted the program with developmental and general education students. With positive results, SSC plans to scale the model to include all students. We plan to implement a redesign of our advising model, expand our student life experience, and implement tutoring in additional subjects, including nursing.

Sources

- [Appendix-I-Provost-Recommendations-for-Years-123](#)
- [College Completion Plan 2014-16](#)
- [College Completion Plan 2016-18](#)
- [College Completion Plan 2018-20](#)
- [Consumer Information Link](#)
- [EM_PLAN](#)
- [Historical Retention and Graduation Rates Summary 2007-16 cohorts 8-15-18](#)
- [Retention Goals for 2019 100118](#)
- [Sm 14-Sp 18 All Grades DFW Summary 9-21-18](#)
- [SSCC Long Version-final](#)
- [Strategic Measures Dashboard](#)
- [Strategic Measures Dashboard Definitions](#)
- [StrategicPlan_2017-19](#)

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3.1

SSC gathers information and collaborates to determine key stakeholder groups. Institutional Research and Planning (IR&P) administers surveys to employers, employees, graduates, and business and industry to obtain information about stakeholders to determine groups that align with the Mission. IR&P compiles and assesses data supporting the planning/decision-making processes within academic, co-curricular, and administrative areas. The needs of external stakeholder groups are identified through focus groups, surveys, and feedback in meetings. Crucial information is collected from advisory committees/boards for the development and success of programs and for insight into new industry technologies. OACC, ODHE, HLC, and accrediting agencies provide data and input regarding changing program requirements.

Articulation agreements with local institutions help to identify needs. Departments determine key stakeholder groups based on the discipline. Key stakeholders are based on those aligned with degree/certificate programs, non-credit and contract training, and transfer institutions. Registration statistics are analyzed to determine shifting local trends.

2P3.2

SSC sponsors many activities both on campus and throughout the community to determine stakeholder targets. Marketing efforts target a diverse population of potential students. Recruitment activities include Open House; middle and high school visits; business and industry events/visits; and CCP, middle, and high school events. Through the various recruiting forums, SSC attracts students to the broad spectrum of educational opportunities offered at all locations. Our open admission policy, initial academic advising, orientation, and financial-aid availability foster an atmosphere of personal attention and professionalism, demonstrating the high-quality, student-centered environment that is SSC.

2P3.3

The relationship with the student is maintained through multiple opportunities of engagement. Students' pathways toward their academic goals are supported through academic and co-curricular support initiatives. We expanded our electronic relationship with students by utilizing social media and text messaging. Facebook, Twitter, LinkedIn, YouTube Channel, and the online Calendar of Events expanded communication opportunities to further strengthen our relationships with students.

IR&P gathers data concerning changing students' needs which is disseminated through EC to the College. Information is gathered from graduates, enrolled, and prospective students and is a key source for decision-making. IR&P uses surveys to collect information and analyzes retention, persistence, and completion rates. [This link](#) lists the national and SSC developed surveys used in this process.

The changing needs of students are met through academic support, student services and enrollment management, and SSC's communication processes. Academic support includes the Writing, Math Learning, and Science Learning Centers; Open Labs for Biology; and the Tutoring and Testing Centers. Students have academic support through advising, Early Alert process, mid-term grades, Help Desk, My Academic Plan (MAP), and Career Coach. Student service and enrollment management support includes DSS, the Interfaith Campus Ministry, student clubs and organizations, TRIO, FAME, the Student Government Association, Student Life, registration, financial aid, and Veterans' Affairs. SSC's communication processes include @StarkState, RAVE Alert, the Behavioral Assessment Team, Blackboard, news and information monitors, and the website. The APR cycle enables us to review programs through engaging advisory committees/boards – responding to both business/industry and student needs.

2P3.4

IR&P helps to identify [surveys](#) that assess the satisfaction, engagement, and effectiveness to assess key stakeholder needs. The tools utilized are identified through best practices and community college standards. [These surveys](#) are used to assess key stakeholder needs on various cycles.

2P3.5

The key to which key stakeholder needs are met are assessed by EC, AAC, IEC, and Cabinet. Each group utilizes data for short- and long-term planning. The administration of the surveys allows SSC to review student and external stakeholder opinion and satisfaction trend data, using it to improve processes and decision-making. The data are available on mystarkstate for employees to review.

2R3

Summary

The [Employer Satisfaction](#) survey results indicate that employers are satisfied with the quality of SSC graduates (100% performing as expected).

Nearly half of the [Community Awareness](#) survey respondents were aware that SSC's tuition is the most affordable in the area (49.2%) and that SSC offers scholarships to new students (45%).

The [CCSSE benchmarks](#) helps SSC measure the following areas of student engagement: active and collaborative learning (49%), student effort (51.2%), academic challenge (51.3%), student-faculty interaction (48.7%), and support for learners (50%).

Comparison

SSC improved in most categories in the Employer Satisfaction results when compared to the 2014 responses. In the Work Habits section, most of the grades measured rose from a B or B+ to an A- or B+.

The Community Awareness results indicate 71% of respondents believe the affordability/cost of college is one of the most important factors in choosing an institution, and 89.2% perceive SSC as affordable compared to 83.1% in the 2012 results and 83% in the 2007 results.

The CCSSE results indicate 80.6% of the respondents believe SSC provides support needed to succeed compared to 74.9% of the cohort. For student-faculty interactions measures, 28% of SSC students, compared to 33.5% of the cohort, responded often or very often on whether students talked about career plans with an instructor or advisor.

Interpretation

Based on the conclusions reached from the Employer Satisfaction, SSC will assess student usage and marketing of the mock interviews offered by Career Services and increase the number of internship opportunities available to students.

The Community Awareness survey results align with the Strategic Objective 5D for Goal 5 Student Access, which states that SSC will maintain affordable tuition in response to the needs of current and prospective students.

The CCSSE survey helps to measure Goal 6 Student Success of SSC's Strategic Plan. SSC continues to improve the advising process through the advising pilot, Career Services, and utilization of Success Coaches.

2I3

The Gateway Center opened in spring 2016 to enable students to efficiently proceed through admissions and registration processes. As a “one-stop” center, students are able to meet with admissions, registration, and financial aid in one location.

The College Central Network (CCN) is offered through Career Services to all students and alumni to aid in aligning job skills with the needs of employers as they seek employment.

In spring 2017, the Student Game room opened in order to provide students with space to relax and rejuvenate.

Sources

- 2017-CCSSE-Benchmarks-Percentile-Ranks
- 2017-Employer-Satisfaction-Report (2)
- 2017-Stark-Community-Awareness-full-report
- CCSSE-2017-SSC-Key-Findings-Report
- Institutional Surveys Administration Matrix 4-5-18
- National and SSC Surveys
- Stakeholder Needs Assessment Surveys

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4.1

Students who believe they have been unfairly treated by SSC and/or an employee may submit a complaint. SSC takes measures to shield identities of those involved. The [Student Handbook](#) defines the complaint process for anti-harassment, academic, non-academic discrimination, and grade appeals and provides a direct link to SSC [Policies and Procedures Manual](#) (P&P) for complaint, grievance, and academic appeals. The P&P is located on mystarkstate and website.

The [Student Complaint\(s\) Policy](#) describes distinct procedures for discrimination, academic, and non-academic student complaints. The policy isolates the complaint type with instructions on how, where, and when to file; the appeal process; and method of decision notification.

SSC established a [Grievance Procedure](#) for other key stakeholders to ensure fairness and consistency in employee relations and to resolve misunderstandings. The procedure applies to all employees, and the procedures for informal resolution, formal complaints not concerning discrimination, and formal complaints concerning discrimination are defined in the Policy.

Students can also file [final grade appeals](#). The final grade appeal process takes place after resolution wasn't achieved through the student meeting with the instructor, department chair, and dean. A committee is formed to hear the final grade appeal, consisting of two students and three faculty members from a different department than that where the course is housed.

Complaints are tracked by each academic division, the Provost's Office, and the President's Office. A [standard template](#) is used to document the complaints, which is compiled for review of trends.

Yearly education of Title IX is enforced through mandatory training of all faculty and staff and required, but not mandated, for all SSC students in compliance with the Title IX Statute. This training is tracked, maintained, and collected through the Title IX Coordinator and Deputy Coordinator.

The [Master Syllabus](#) defines a list of policies, including but not limited to complaints, grievances, and appeals, referring students to the P&P located on mystarkstate.

2P4.2

Any community member may request to speak during the Public Comment Section of the Board Agenda. Anyone who wishes to address the Board makes a written request to the President's Office prior to the beginning of the meeting.

Complaints from community members are typically sent to the President's Office; Vice-President of Advancement, Marketing, and Stark State College Foundation; or HR Director.

HR established an internal complaint process designed to ensure a consistent method of addressing, documenting, and investigating employee concerns. This process is utilized if informal methods are unsuccessful or not deemed to be appropriate based on the concern. Employees complete an Internal Complaint form which will provide the individual an opportunity to express concerns in their own words. Respondents also provide a statement in response to the issues of concern. HR may seek additional statements from witnesses that have relevant information to consider.

2P4.3

Complaint trends are analyzed to update policies and procedures, develop new policies, and improve departmental practices. For example, the Provost charged the Nursing Department to assess the reasons for an above average number of grade appeals. The Department assessed the

situation, defined areas for improvement, and implemented the changes. As a result, grade appeals for nursing improved.

2P4.4

The Provost communicates the outcome of academic complaints and grade appeals to students; policy defines the timeframe within which decisions must be communicated. The respective vice-president communicates decisions related to non-academic complaints per the timeline in the policy. Results of Title IX complaints are communicated to students by the Title IX Director.

Community complaints are assessed by the respective office, possible options to resolve the complaint identified, and a response to the stakeholder is provided.

2P4.5

The P&P, Student Handbook, College Catalog, and forms for the respective policies are the tools most often used to evaluate student complaints and determine appropriate resolution. Policy in need of revision is referred to the corresponding standing committee. For example, a policy was recently added on use of [service animals](#) to address a need for services to students based on a complaint reported. SSC's standing committees include Academic Policies and Procedures (AP&P), Curriculum Committee, Human Resources Committee (HR), IEC, and Student Affairs Committee.

2R4

Summary

All academic [student complaints](#) are housed in the Provost's office. Since May 2009, 141 formal student complaints have been received and resolved. The majority of complaints related to students being dropped for non-attendance and filing a complaint to be readmitted, waiving permission to take the first year experience course, dismissal from health programs, and grade appeals. Student issues are resolved when possible.

HR tracks the [Employee Relations cases](#) annually. The increase in 2015-2016 was due to 8 of the 21 complaints being filed by the same employee, who separated from the College in 2016.

While informal complaints from external stakeholders have been received, there haven't been any formal complaints since the last CQR visit.

Comparison

Given the nature of our student complaint process, SSC doesn't have a quality mechanism to establish external benchmarks. We do establish internal targets with a goal of improving the number of students filing grade appeals and additional formal complaints. We have reduced the number of formal complaints from students who were reported for non-attendance, those who requested to have the first-year experience course waived, and those filing grade appeals in nursing. We have also improved our reporting processes for documentation of student complaints.

Interpretation

Receiving formal complaints from students who were reported for non-attendance prior to release of financial aid resulted in the Provost discussing the topic with the EMC. EMC decided to develop a marketing campaign around non-attendance in the first weeks of the semester in relation to financial aid disbursement. No formal complaints in relation to non-attendance have been filed since the campaign began.

In 2015 and 2016, there was an increase in the number of grade appeals from nursing students. The Provost requested the Dean of Health and Public Services research the problem. The complaints seemed to be occurring because faculty who taught the first-year nursing students were not enforcing academic standards as expected, which meant faculty teaching the second-year students were receiving grade appeals for upholding standards. The Provost charged the Dean of Health and Public Services and the Department Chair of Nursing with conducting professional development training of the faculty. Based on the training, the number of grade appeals declined.

Several students were submitting formal requests to have SSC101 waived due to number of transfer credits and prior attendance at the College. The policy was referred to AP&P for review; the policy was revised to waive the course for students who transferred 24 or more credits.

2I4

While SSC always had a policy addressing inappropriate behavior of students, the policy wasn't as thorough as a Student Code of Conduct policy at other Ohio community colleges. The Provost requested that AP&P gather policies from other community colleges in Ohio to assist with developing a Student Code of Conduct. In 2017, the Student Code of Conduct policy was passed by Cabinet and the Board.

Based on the recommendation of the AG's Office, AP&P intends to review the Student Complaint Policy, Procedure, and form. The procedure is detailed with many steps, which can present challenges in the complaint process. Additional policies are also being reviewed in relation to stakeholder complaints and areas of improvement identified.

Sources

- 15-13-27 Final Grade Appeal
- 15-14-07 Grievance Procedure 10-21-16 (002)
- 15-17-12 Service Animal
- 15-19-08 Student Complaint(s)
- COMBINED HLC student complaint logs 2009-18 dedact
- HR Cases Annually - Category 2
- Listing-of-Test-Out-Courses-Jan-2018
- Master-Syllabus-Template
- POLICIES-PROCEDURES
- Student-Handbook

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5.1

Collaborative partnerships with stakeholders are identified, built, and maintained through a variety of activities. Establishing regular communication with external stakeholders, including meetings, advisory committees/board, and surveys, gives SSC the opportunity to utilize feedback to improve/expand services. Key stakeholder groups are identified based on their alignment with academic programs, enrollment outreach efforts, corporate and continuing education needs, and civic and philanthropic alignment with the Mission. We strive to meet their expectations through encouraging a culture of high quality customer service using [these activities](#).

We build relationships with external stakeholders including businesses, industries, colleges and universities, and nonprofit agencies. Labor market data and information is incorporated in APRs, curriculum development, and advisory committee meetings. Academic Outreach visits local CCP schools and meets with the schools' administration to establish relationships. Department chairs and/or coordinators work directly with CCP faculty and counselors to ensure course requirements and student needs are met, including regular classroom observations. Yearly professional development is offered to all CCP faculty. Frequent communication with CCP faculty helps ensure that expectations are met, course rigor is maintained, and a positive relationship is fostered.

2P5.2

Maintaining internal stakeholder relationships includes open-door policies within the chain-of-command, internal surveys, monthly faculty/staff meetings, combined social events, and shared governance. To help maintain our internal stakeholder relationships, SSC pursues [these activities](#).

SSC and Career Services partner with employers to find internship and employment opportunities for students. SSC students and employers benefit by having a talent pool to help staffing needs. Community organizations partner with SSC to extend services they are able to provide to their clients. Career Services recruits students, connects students with employers, and connects employers with faculty and students.

EC and the Board serve on various philanthropic and civic associations; active engagement supports community needs and serves as a source of information to support SSC's Mission and Strategic Plan. SSC conducts environmental scans and monitors demographic/economic indicators used to assist with development of goals.

Stakeholder groups' needs are analyzed by the respective College committee, who identifies strategies to meet stakeholder needs. Recent projects to support relationships include creating a spreadsheet to track and follow-up on the corporate and continuing education needs of business/industry and developing a review process for articulation agreements. Both projects provide SSC with a method to track partnerships and ensure needs are met. Faculty members collaborate to revise and develop new courses, certificates, and programs to meet student needs based on recommendations from advisory committees. The needs of local businesses, licensing/certifying agencies, labor market data, and other higher education institutions assist SSC with identifying new programs or revisions to existing programs.

DSS has numerous partnerships and contacts them on an as-needed basis. Much work is done with area high schools, other area colleges, Worker's Compensation, BVR/BSVI, and community mental health agencies.

Many academic programs build partnerships by establishing new practicum placement sites. Human Services and Justice Studies faculty continue to work with established practicum sites each semester. With the addition of the Akron locations, SSC is building relationships in Summit County as we reach out to social service agencies for practicum placements, and we hold a recognition event each semester to thank those agencies.

SSC works closely with employer partners to help build a talent pipeline with SSC students. SSC established employer partnership programs to help employers connect and recruit SSC and high school students in a CCP pathway titled [Learn to Earn](#), which aligns with high school graduation requirements and allows a student to take enough courses at SSC to prepare for an industry-recognized credential exam.

2P5.3

SSC conducts an [Employer Satisfaction Survey](#) to determine satisfaction with the preparation and performance of recent graduates. Career Services uses CCN to track partnership effectiveness; it acts as a database for contacting employers. Academic Outreach tracks partnerships through our CCP Memorandum of Understanding process. Academic Outreach meets with CCP partners and discusses ways to streamline and collaborate.

SSC tracks results in areas such as CCN usage by employers, students, and alumni; Employer Partnership Program involvement; Employer Advisory Council membership and feedback; site visits to employer partners; career fair participation; total contracts developed for training with companies versus total workforce-related visits per semester; and non-credit continuing education course offerings and enrollment. SSC tracks educational partnerships through the number of articulation agreements established with four-year partners; the number of high school partners utilizing CCP; and the number of high school students enrolled in CCP courses.

2P5.4

SSC administers [surveys](#) to determine the satisfaction of employers, students, and other stakeholders. The survey results are analyzed by IR and presented to AAC, IEC, and EC. AAC and EC utilize this information for determining short- and long-range planning. This information is also presented to the SSC community and is readily available on the portal. Co-curricular assessment is used to assist service operations with areas of improvement.

2R5

Summary

SSC ensures the needs of partnerships through guidance generated from boards, committees, advisory councils, surveys, community agencies, and accrediting bodies. Meeting minutes provide evidence of our relationships and the outcomes that are generated based on Goal 2 of the [Strategic Plan](#). Multiple surveys present feedback from the community, College, and alumni, such as the [Graduate Employment Survey](#), [Community Awareness Survey](#), [Employer Satisfaction survey](#), and [Five-Year Graduate Survey](#). Program accreditation reports offer ongoing review of relationships with accrediting bodies.

In one year, 5,142 jobs were posted on CCN through 6,355 employer accounts; 4,416 students established accounts to pursue these jobs, and 5,748 alumni established accounts in search of employment opportunities.

At least one Career Fair is held each semester, and within the last two semesters, 18 employers attended the Business and IT Fair, and 27 employers attended the Engineering Technology Fair.

Comparison

The [Employer Satisfaction Survey](#) has shown consistent results since 2008 that employers are satisfied with the quality of SSC graduates. Employers have ranged from 94% - 97% in their assessment of students performing as expected. Assessment of students' technical skills range from 3.30/B+ to a 3.61/A-. Graduates' work habits have always been rated above average with a range of B to A-.

SSC offers non-credit, continuing education courses for employees looking to improve education/training in specific areas. Last year, 1067 students enrolled in 148 non-credit classes and 30 contracts were developed to train the employees.

Interpretation

The Employer Satisfaction results support the contention that SSC produces quality graduates and these students fulfilled employer needs and expectations. Ratings of graduates' work habits improved across all measures compared to 2014. SSC achieved our goal of improving in the ratings of graduates' work habits from 2014 to 2017.

SSC established a goal to increase customized training contracts to 35 in 2019 with business and industry.

2I5

Information obtained from the Employer Satisfaction survey and advisory committee meetings identify areas for improvement and student success initiatives. Recent improvements have included revision of course content and lab activities to ensure currency of content, addition of capstone courses and service-learning projects, and emphasis on the importance of "soft skills."

Career Services has been strengthening the use of CCN for employers and students. Career Services plans to establish more formal partnerships with military community partners who are interested in hiring veterans. SSC is developing a recruitment plan targeting veterans and will be visiting local reserve units, Ohio National Guard units, and other military installations.

Sources

- 2017AnnualGraduateStatusReport
- 2017-Employer-Satisfaction-Report (2)
- 2017-Spring-Support-Services-Effectiveness-Survey-Summary-Report
- 2017-Stark-Community-Awareness-full-report
- BLANK EVALUATION FORM
- Building Collaborative Partnerships Survey List
- Co-curricular Assessment Report TEMPLATE
- Customer Service Activities
- Learn to Earn Link
- Spring-2017-Alumni-Survey-Summary-Final-Report
- Stakeholder Activities
- StrategicPlan_2017-19

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1.1 (3.C.6)

"People" continues to be included as one of SSC's values in the [Strategic Plan](#), with the strategic goal to foster a culture of integrity and valuing people.

Human Resources (HR), hiring supervisors, and other college stakeholders recruit employees. SSC advertises for positions on the website, job posting websites, professional membership websites, and limited print media. Policies, procedures, job descriptions, and [hiring processes](#) ensure that employees possess the credentials, skills, and values required for employment. In addition, SSC follows the requirements from accrediting agencies.

The responsibility for the selection and the appointment of the President rests with the Board. The selection/appointment of the chief administrators of the five organizational divisions rests with the President. The recruitment/screening of all other administrative and professional employees rests with the HR Department and the chief administrator of the area involved who submits a recommendation to the President. All appointments are made in conformance with policies and procedures by the Board. [Policy no.15-14-02](#) addresses Recruitment and Selection. Below is an overview of the processes that ensure the College has sufficient numbers of faculty to carry out classroom/non-classroom activities/programs and staff to provide support services. Processes described are based on [four categories of positions](#). The hiring process for these positions begins with the approval of the position through EC. EC discusses and evaluates requests in relation to the Mission, Strategic Plan, and budget availability.

Hiring managers submit a personnel request through SSC's applicant tracking system. Specific screening questions are asked to ensure candidates meet the minimum requirements. If the candidate answers a posting specific question with an answer that is marked disqualifying, the candidate is sent an email indicating the candidate will not be considered further. All applicants must submit [these materials](#). The applicant digitally signs their application with certification information verifying accuracy of submitted materials.

Once the requisition is created, the hiring supervisor moves it to the approval queue that sends it to the dean/director. The dean/director reviews the requisition for accuracy, and it moves on to the vice president/Provost for review and approval. HR performs one final check to ensure the appropriate credentials, skills, and values required are incorporated in the requisition in accordance with the job description.

After the approval process, the position is posted to SSC's website. HR conducts advertising to ensure a qualified diverse applicant pool. HR utilizes Job Target for advertising purposes which offers analytical information to track the outcomes/measures of advertising efforts.

For all full-time faculty, staff positions, and most part-time staff positions, the hiring supervisor forms a [screening committee](#). Once the hiring supervisor selects the members of the committee, the first meeting is scheduled. The hiring supervisor gives an overview of the position and discusses the [key competencies \(Lominger\)](#) needed for the position; the committee works to create the Candidate Resume Rating form ([CRRF](#)) used for each applicant. The CRRF aligns with the posting and is used to determine the selection for interviews. The committee also develops/submits interview questions for review by HR, who schedules interviews.

The Screening Committee conducts interviews and completes [interview assessments](#) submitted to HR for numerical compilation. The form contains categories related to the position requirements and competencies. Each category is weighted by level of importance to the position. The HR Generalist working on the position is present during all meetings and interviews to ensure fair and ethical hiring practices. A majority of the positions require candidates go through a second interview with the hiring supervisor, dean/director, and/or EC member.

Once an individual is identified to fill the position, a [background check](#) is initiated that verifies [this information](#). The HR Generalist reviews the background check results. If any discrepancies/concerns arise, the Generalist forwards the background check to the HR Director for review and/or approval.

Once the candidate is approved to be hired, an employment offer is prepared based upon the candidate's education and experience. Two members of HR must complete a compensation offer and compare their calculations to create a consensus on the final offer that is sent to the HR Director for review. Once the HR Director reviews the offer, it is forwarded to the VP of Business and Finance for approval. Once the offer is approved, the HR Generalist/hiring manager extends the offer.

If the offer is declined by the candidate, HR discusses the next steps with the hiring supervisor. If the offer is accepted by the candidate, the candidate is asked to complete a pre-employment urine drug screening within three business days, a start date is discussed/finalized, and new hire paperwork is completed.

The hiring supervisor manages temporary positions, which are based upon current need of the department and accrediting agency guidelines. The hiring supervisor submits a personnel request through SSC's applicant tracking system. The requisition is routed for approval to the dean/director and HR. Once a thorough review is completed and the requisition is approved at all levels, HR posts the requisition to SSC's website. All applicants must submit the same application materials and electronic signature as the strategic staffing positions.

The hiring supervisor reviews all applicants and determines whom to interview, the supervisor schedules and manages interviews - individually or as a committee.

Once the hiring supervisor has selected a candidate(s) for the position, the background check, employment offer, start date, and new hire paperwork portions are completed. The new hire works with the hiring supervisor regarding the delegation of job duties.

Part-time faculty positions include positions such as Adjunct Instructor and Assistant Clinical Instructor, and the creation, approval, accuracy, advertising, review, and interview processes are the same as the strategic staffing approved and temporary positions. After the background check is completed, the hiring supervisor makes the offer based upon the [adjunct pay scale and taxonomy](#). The hiring supervisor works with HR to finalize the new hire's paperwork and contract information.

New employees meet individually with their supervisor and with HR to discuss specific duties and the institution's history, Mission, and Values. HR conducts a two-part orientation for new employees. A brief orientation is conducted during the first week of employment to review necessary documentation, conduct a brief tour, and answer any questions the new employee may have. Within two weeks of employment, the new employee is expected to complete an online new employee orientation where the Strategic Plan, Mission, Vision, statistics about SSC, the organizational structure, policies and procedures, safety and security, responsibilities/duties, and code of ethics are discussed. Employees are provided links to required training: FERPA, Title IX, and state of Ohio Ethics Law training. At least every three months, New Hire Orientation is continued with a face-to-face meeting with new employees that includes activities to familiarize them with the physical campus, HR team, and services provided.

New faculty participate in an [academic orientation and classroom management professional development session](#) offered in August and January every year. SSC firmly believes in peer-to-peer mentoring; many departments have full-time members that serve as mentors who orient employees to the institution.

Mission and Value statements are posted throughout SSC, on employee business cards, and on the website to orient all stakeholders to SSC's culture and goals. Ongoing orientation occurs through various professional development and training opportunities such as JOLT (Joining Others in Learning and Teaching), Focus Day, Faculty/Staff Retreat, Staff Professional Development, and the Faculty/Staff Best Practices Series.

3P1.2 (3.C.1, 3.C.2)

Leadership for each area ensures that the specific credentials, skills, and values for faculty, staff, and administrators are noted in each job description and requisition they approve. [All instructors are appropriately credentialed](#), including those in CCP, contractual, and consortia programs. SSC follows the credentialing guidelines of HLC and ODHE. HR utilizes this information to verify that the individuals selected for hire meet the requirements outlined. Accreditation organizations (i.e. ABET, ACEN, and ACBSP) specify standards that programs must follow as part of the accreditation process. SSC is committed to hiring faculty, staff, and administrators that will assure fulfillment of the Strategic Plan, Mission, and Vision.

HR requires that original transcripts be on file for each employee hired. In July 2014, HR completed degree verification for new hires which allows HR to verify that the new hire's degree is from an accredited institution as per the Council for Higher Education Accreditation (CHEA). HR verifies that the institution is/was accredited during the time the person's degree was conferred. HR also checks for special accreditations for specific degrees. HR utilizes a third-party background check provider to verify the highest educational degree obtained.

3P1.3 (3.C.1) and 3P1.4

SSC utilizes EC to review staffing needs. EC discusses the work processes and activities that contribute to organizational productivity and changes that need to be made in support of those areas. EC reviews various data such as enrollment, budget, seat count, accreditation requirements, and percentage ratio of full-time to part-time to make staffing decisions.

Department chairs and/or program coordinators continually evaluate needs and follow the processes described above to hire adjunct faculty and additional support to ensure classroom and student needs are met.

3P1.5

SSC conducts a New Hire Orientation Survey of employees who attend the face-to-face session. At this time, employees can submit feedback on the online orientation as well as feedback on the face-to-face session. Results from these surveys are reported in 3R1. HR tracks [these metrics](#) on a monthly basis for each fiscal year.

HR metrics give insight into the successful hiring for staff, faculty, and administrators. This data gives insight into ensuring that SSC has sufficient numbers of faculty and staff as referenced in 3P1.3 and 3P1.4. Results for [HR Metrics](#) are attached and referenced in 3R1.

3R1

Summary

SSC reviews the New Hire Orientation presentations quarterly to ensure our information is the most up-to-date. We have identified portions of the New Hire Orientation that have been placed online for the new employee to independently receive and complete, enabling the employee to receive pertinent information in a more timely fashion.

[New Hire Orientation](#) attendees are asked to evaluate the information they receive as new employees. The response rate of those surveyed is 92%. The chart references the average score for each category. The [feedback table](#) reflects the opinions of participants in the online new hire orientation that took place in 2016/2017 school year. [Ratings](#) were from 0-5 with zero being the lowest possible score and five being the highest possible score.

A compensation and benefits study was conducted in 2015. HR utilized two different outside compensation and benefits consultants to review our market competitiveness within higher education and private industry. The results of the review indicated that our benefits were a strength and our compensation was competitive. Market-based pay was implemented across faculty and staff. SSC utilizes CUPA surveys, CompAnalyst data, and OACC compensation surveys to ensure our market ranges remain competitive. HR gathers internal data through voluntary [exit interviews](#) which allows HR to work with leadership to address any [areas of concern](#) brought forth by [exiting employees](#).

Comparison

HR maintains [metrics](#) on overall turnover, voluntary turnover, time to fill, and cost to fill positions to determine efficiencies in our hiring processes. The metrics are compared to external benchmarks such as College and University Professional Association for Human Resources (CUPA), Ohio Association of Community Colleges (OACC), and Society for Human Resources Management (SHRM). The information is proprietary and cannot be published.

Additionally, HR participates in SSC's ongoing [co-curricular assessment process](#).

Interpretation

HR developed a hybrid new employee orientation that consists of an online component and a face-to-face component and continues to meet with new employees to ensure their individual questions are answered confidentially. This hybrid approach allows new employees to receive important information much earlier in the onboarding process. The approach aids in avoiding the information overload that often takes place in new hire orientations.

HR reviewed the list of recommendations made by the hiring focus group. The hiring process has been a subject of concern by employees reflected in surveys and exit interviews and is an area that HR continues to focus on by benchmarking best practices with peer institutions and private industry. HR will continue to work to improve the processes by fostering more effective communication with screening committee members and candidates. The applicant tracking system is in continual review, and more time is being spent with the PeopleAdmin administrators to focus on technical upgrades. HR will continue to focus on reducing the time it takes to fill a position. HR has begun the process of incorporating [competencies](#) and has discussions with leadership regarding succession planning.

3I1

In spring 2014, two [focus groups](#) were created to assess the hiring process/practices at SSC and make recommendations for improvement to EC.

One group of participants represented various departments, and individuals participating in this focus group previously served as a screening committee member. The other group of participants represented supervisors from divisions. Both focus groups were charged with identifying dysfunctions and inefficiencies within the hiring process at SSC and engaged in reviewing SSC's practices within higher education and private industry. Both groups met weekly between March and May of 2014 and created independent lists of suggestions that were presented to the President.

The lists included realistic/implementable suggestions that created change in the hiring process and included incorporating position-identified competencies into the interview process, improving the effectiveness of the [CRRF](#) with weighted criteria, and reviewing the need for second interviews.

In 2017, the focus was placed on developing a [talent management philosophy](#), a talent management framework and succession planning for SSC's leadership team. HR engaged a third party talent management consultant to develop a talent management framework that would support HR initiatives to attract, develop, and retain the talent SSC needs to be successful. The goal with succession planning is to better understand the strengths and development needs for enhancing future leadership readiness. Leadership competencies were developed and utilized to conduct 360-degree evaluations for the President, EC, [deans](#), and directors. The [360 evaluations](#) were used for development purposes only. SSC used Harrison Assessments in the hiring process for the Provost and deans to ensure individuals selected for academic leadership roles have the competencies necessary to be successful.

In 2018, SSC plans to implement a revised performance improvement plan process and review the performance management process to ensure colleagues have the opportunity to improve their skills if their performance is not meeting expectations. HR plans on revising the exit interview procedure to get insight from those leaving, thus using this data to analyze any trends that develop.

A pilot online orientation was developed/launched in 2016 to allow new employees to go through the New Hire Orientation on a self-paced basis. Previously, HR would wait to hold orientation until we had a minimum of four new hires and then schedule orientation based upon the schedule of the President, which meant new hires were waiting months to receive the necessary information needed.

HR has reduced the average time it takes to fill a position to 102 days for 2016/2017 fiscal year. HR's goal continues to be an average time to fill a position of 90 days which we are able to meet on the majority of our openings. Due to the availability of talent in some of our fields, we struggle to fill some positions.

HR recognized that the current background screening provider contributed to the extended length of time to fill a position. HR completed [a case study](#) that researched 15 different background-screening providers. The results identified Talentwise and CertifiedBackground.com (CastleBranch) as companies with best practices. The cost to switch was not possible, so we were able to work with our current provider (True Screen) to upgrade the services we receive and communicate the expectation that they will work to reduce the number of days it takes to have the background screenings completed. Our current average turnaround is 4-5 days.

Sources

- 15-14-02 Recruitment and Selection
- Adjunct Taxonomy and Contract Information
- Application-Form-for-Professional-Development
- Background Check Information
- Background Screening Project Overview and Rubric
- Blank Online New Hire Orientation Assessment
- Co-Curricular Assessment Report Human Resources 2015-18
- Competency Model for Dean - ED 360 Survey Final
- Competency Model for EC 360 Survey Final Dec 2017
- Exit Interview Matrix 2015-16
- Exit Interview Process
- Exit Interview.2.2016 Template
- Faculty Credential Link
- Hiring Process Focus groups
- HR Metrics
- HR Tracking Metrics
- Lominger Standard 67 Competencies
- New Hire Orientation Feedback

- New Hire Orientation Numerical Feedback
- Orientation Agenda Fall 2018
- Position Categories
- Required and Optional Application Materials
- Sample Candidate Resume Rating Dept Chair Nursing
- Sample Interview Assessment Form Dept Chair Nursing 2017
- Screening Committee Composition
- StrategicPlan_2017-19
- TM Framework
- TM Philosophy
- Visio-Hiring Process Flow

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2.1

[Policy No.15-14-06](#) states that an annual performance evaluation will be conducted and is outlined by employee classification. The process includes three components: an evaluation of the

accomplishments for the current year, identification of areas for improvement, and establishment of objectives for the upcoming year.

HR sends an email to all supervisory personnel regarding the completion timing of performance evaluations for full-time faculty and staff. Supervisors can request an extension for extenuating circumstances. Supervisors complete evaluations and review with faculty. Employees write a response to the appraisal, which is attached to the review. Both parties sign the review, and the supervisor provides a copy to the employee before submitting the original to HR.

The evaluations undergo an HR review. HR discusses any performance concerns with supervisors to determine if there is a need for a performance improvement plan. Once reviewed, the evaluations are filed in the employee's personnel file. [Evaluation forms](#) for all employees are maintained on mystarkstate.

Adjunct faculty are regularly observed and evaluated by department chairs/coordinators. Evaluations are discussed with adjunct faculty and filed with the chair.

Student evaluations of instruction are discussed in 1P5.3 and reviewed as part of the instructor's performance review.

3P2.2

Input is solicited via comment boxes on campus, requests for input at Building Relationships Integrating Divisions and Generating Excellence (BRIDGE) activities, department meetings, division meetings, College updates, and standing committee meetings.

Expectations regarding performance are communicated via supervisors; supervisors communicate their expectations to the employees they supervise. We also communicate expectations through orientations, faculty handbooks, P&P, Strategic Plan, College Update meetings, @StarkState newsletters, and mystarkstate.

3P2.3

Employee training is aligned with annual performance evaluations and encourages goal setting to achieve best practices and professional development. Management and teaching practices are monitored by classroom observations to identify strengths and areas of improvement. Non-instructional programs and services are evaluated through employee performance and departmental performance through the [Support Services Effectiveness Survey](#). This yearly survey allows departments to assess their performance in consistent categories.

3P2.4 (3.C.3)

An annual evaluation is made of all staff and full-time faculty. The Board evaluates the President, and the President evaluates EC members. All other staff and full-time faculty are evaluated by their immediate supervisor. The evaluation process includes three components: an evaluation of the accomplishments of the current contract year, identification of areas for improvement where appropriate, and establishment of mutually acceptable objectives for the upcoming year.

All employees are expected to familiarize themselves with and follow the P&P. The [P&P outlines](#) employee responsibilities and duties, the evaluation process, and the code of ethics and professional behavior expectations.

3P2.5

The [Distinguished Faculty Award](#), [Distinguished Staff Award](#), and [Adjunct in Excellence Award](#) are presented at the Employee Recognition Dinner. Years of Service certificates (five-year increments) are also given to employees. SSC covers the cost of the dinner for employees receiving an award/certificate. In 2014, SSC established the [Quality Initiative Award](#), born from an AP to acknowledge employees who have made outstanding contributions in initiatives that promote continuous quality improvement. In 2018, the Board established [Board of Trustees Strategic Excellence Awards](#) to acknowledge employees who consistently exceed expectations in performance and advance the Mission. All criteria are based on the Objectives for the Strategic Plan and [these competencies](#) adapted from [Lominger](#).

Recognition of employees also occurs in College updates, newsletters, announcements in mystarkstate, and marketing minutes. The Board recognizes employee performance through the Salary Administration Program. Benefits are provided upon hire to eligible employees with an annual open enrollment opportunity every fall. SSC is a member of the Stark County School's Council of Governments to offer benefits at a lower cost to employees than it would be able to as a standalone employer. SSC's overall benefit package includes [these components](#). During each contract discussion, the FA Personnel Concerns subcommittee chair, FA President, and CSA President meet with the VP of Business and Finance and Provost to discuss the details of the contracts and faculty/staff concerns.

Benefits are reviewed periodically through CompAnalyst data, the OACC compensations surveys, CUPA survey results, and consultants to ensure our plans are competitive. HR leads the review and the results are shared with EC. HR conducts an ongoing comprehensive review of compensation with market-driven benchmarks for all positions every three years. The last review of benefits and compensation was completed in 2015 through a compensation consultant and Hylant, a benefits consultant.

SSC expanded the instructional fee benefits for part-time faculty/staff under a pilot program effective fall 2018. The program removes the six semester hour limit for part-time faculty and staff, removes the maximum cumulative credit hours for part-time staff, and allows part-time faculty members and their families to take classes during a current or following semester. SSC will evaluate the pilot program after one year. To track and monitor this program, [these steps](#) are in place.

3P2.6

SSC gauges employee satisfaction and engagement through its campus-wide surveys, the Chronicle's Great Colleges to Work For Survey, and focus groups to engage employees and promote their satisfaction. Focus groups are used by various committees to obtain feedback on many institutional practices. We offer opportunities for employees to engage in the College and take on leadership roles, from hiring committees to the standing committees of the Cabinet and the Cabinet meetings. The Faculty/Staff Retreats and on-campus BRIDGE professional

development activities also promote employee satisfaction through professional development opportunities and engagement for all who want to participate.

At the Employee Recognition Dinner, HR presents service, teaching, and staff awards, and employees have an opportunity to interact with colleagues outside of the job environment. HR provides awards for service in five-year increments. The Distinguished Teacher, Distinguished Staff, and Adjunct Excellence awards are also celebrated during this event. Colleagues and students have the opportunity to nominate individuals for these awards based on pre-set criteria. The nominations are reviewed by a committee of peers based on the criteria for the award. This committee notifies HR whom they selected for the award. The Board of Trustee's Strategic Excellence awards are selected through a nomination process as well; nominations are reviewed by a subcommittee of the Board. All employees are invited to attend the recognition dinner and those honored have their meal provided by SSC.

Beginning in 2016, the first Administrative Professionals day was held to recognize all administrative professionals (admins). The event brings together the admins and their direct supervisors to recognize their support. Lunch is served and small gifts are given to each admin. Each admin receives carnations to display in their work area. The President and a guest speaker offer inspiration. The positive responses turned this event into an ongoing one. The admin recognition event now occurs annually, organized by the President's Office and HR.

To support high-quality faculty, SSC uses the ranks of instructor, assistant professor, associate professor, and full professor. The [rank process was developed by the FA](#), and the FA Academic Concerns Committee reviews the process on a continuous basis. The Advancement in Rank (AIR) Committee consists of one faculty member from each division elected by their respective division; the chair of the previous year's AIR Committee; one academic dean appointed by the Provost on a rotating basis; the President, Vice President, or appointed representative from FA; the AIR Mentorship Committee Chair or appointed committee member as a nonvoting member; and one HR representative as a nonvoting member. FA established a mentoring committee in 2016 to help rank applicants through the process, and in 2018, a member of the mentoring committee joined the AIR committee. The rank is awarded by the Provost and President and confirmed by the Board upon the recommendation of the AIR Committee, taking into account the degrees attained, professional license, experience, number of years employed, and responsibility of administrative duties. Faculty not receiving rank can appeal to the Provost.

3P2.7

Every three years, SSC administers the Great Colleges to Work For survey. All surveys are aligned with Systems Portfolio Categories and the Strategic Plan. Internal surveys are used so we can collect information to advance SSC, and each survey is aligned with the AQIP Principles and the Strategic Plan. Other surveys – specifically CUPA and the OACC Comparison surveys – are chosen because of the ability to identify benchmarks and obtain external comparison data. EC and HR determine which data sources to pursue.

3R2

Summary

The [Great Colleges to Work For survey](#) is administered on a three-year cycle to all employees, and SSC has participated in the survey in 2012, 2015, and 2018. The response rate for the 2018 survey was 46.3%, up from the 31.8% response rate in 2015.

[HR tracks the number of faculty](#) who have advanced in rank. Each AIR is awarded additional compensation to the employee's base pay. [This table](#) shows the number of candidates who advanced in rank for the past five years with the compensation amount.

Comparison

SSC's goal for employee satisfaction is 80%, and the [Chronicle survey results](#) indicate 72% Job Satisfaction/Support. The 2018 survey results indicate SSC improved in Professional Development and remained equal for Senior Leadership and Fairness. SSC has two areas that warrant attention: Faculty, Administration, & Staff Relations and Communication.

Compared to the national benchmarks, SSC was above average for [Compensation](#), Facilities, and Shared Governance. SSC was below peer institutions in Job Satisfaction, Pride, Communication, Professional Development, Senior Leadership, Collaboration, and Fairness.

Internal comparison data shows the number of faculty applying for and earning AIR has fluctuated over the past several years with an overall decline due to the number of faculty eligible for advancement.

Interpretation

The declining number of employees who advanced in rank is partially because of the overall decrease in full-time faculty due to retirement or relocation. AIR continues to be sought after by faculty with the support of administration, FA, and HR.

The response rate for the 2018 Chronicle survey was 46.3%, which was an improvement over the 2015 response rate of 31.8%. EC is evaluating the reasons for the decline in employee satisfaction and other measures and developing plans for improvement.

3I2

HR has begun to develop a new performance management process aligned with its talent management framework. SSC's performance management will support professional development and provide the opportunity for dialogue around recognition and feedback. The process will enable leadership to evaluate and measure individual performance by [these components](#).

This project will follow a phased approach—starting with Administrative/Professional roles in 2018 and then establishing a timeline for subsequent applications.

Recent concerns about the AIR process lead to a deeper assessment of each step. This assessment resulted in changes to ensure fair and equitable treatment, including the process by which candidates are to meet with members of the AIR Mentoring Committee for guidance; the

composition of the AIR Mentoring Committee; and the requirement of the AIR Mentoring Committee Chair to sit on the AIR Committee as a non-voting member.

Sources

- 15-14-06 Evaluation of Personnel (No Policy)
- 2017-Employer-Satisfaction-Report (2)
- 2018 Benefit Satisfaction Report
- 2018 Distinguished Staff Award Guidelines
- 2018 Overall Full Data Stark State College
- 2018 Spring Support Services Effectiveness Survey Summary Report
- Adjunct Instructor Excellence in Teaching Criteria
- Advancement-in-Rank-Checklist
- Advancement-in-Rank-Operating-Guidelines
- Advancement-in-Rank-Process
- AIR Candidates
- AIR Summary 2014-18
- Benefits Package
- DTA Criteria and Procedures
- Institutional Surveys Administration Matrix 4-5-18
- Instructional Fees PT Process
- Lominger Competencies
- Lominger Standard 67 Competencies
- Nomination form for Quality Initiative Award-04-05-2017-updated
- Performance Evaluation Forms
- Performance Management Process Plan
- Recognition Program Summary
- Table of Contents Chapter 14

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3.1 (3.C.4, 5.A.4)

SSC offers its employees multiple professional development opportunities. Building Relationships Integrating Divisions and Generating Excellence (BRIDGE) is a cross-divisional team that develops/conducts internal professional development. Funded and charged by the Cal D. Perkins Act of 2006, the team provides professional development that: “promotes the

integration of coherent and rigorous academic content standards,” “is high-quality, sustained, intensive, and focused on instruction,” “provides the knowledge and skills needed to work with and improve instruction for special populations,” and focuses on education to promote student success.

Three BRIDGE events occur throughout the year. The fall Focus Day brings faculty and staff together where a student success topic is presented. JOLT (Joining Others in Learning and Teaching) is an event for full-time and adjunct faculty that focuses on the classroom. Faculty and Staff Retreat is an off-campus experience focuses on the student’s experience inside and outside of the classroom. The yearly focus is established at a BRIDGE workday where team members reflect on the previous year’s events, review input gathered in post-event surveys, and plan for the next year.

The “[Establishing a Professional Development Program to Enhance Teaching and Learning](#)” AP developed access to online professional development for faculty to promote excellence in the classroom. SSC piloted the program during the summer 2018 semester with two professional development offerings: “Teaching Online” and “Successful Communication Strategies using Collaborate.” Course are developed by faculty. Faculty were surveyed to identify topics of interest: motivation and engagement, accurate student advisement, Blackboard training, and pedagogical strategies. The AP committee members are establishing a council to accept submissions for proposals to create online professional development courses, review submissions, and select those for development, ensuring ongoing oversight. Administration approved development of the council, ensuring sustainability and ownership of the project. The Committee is working to ensure that any professional development courses completed are submitted and tracked through HR for future credit.

The professional development approval process aligns with SSC’s Strategic Plan as exemplified in the [Professional Development Request spreadsheet](#). Each request requires an explanation of how the professional development aligns with SSC's Goals. Employees complete the request spreadsheet and the [Application Form for Professional Development](#) before registering for an opportunity. The Form goes from the employee to the supervisor, who presents the respective dean/executive director with the request. The vice president/Provost reviews requests, considering budget and alignment with Goals before approving/denying.

SSC offers advising, FERPA, CPR, safety, and technology training to employees. eStarkState offers Blackboard training for LMS navigation, teaching online, and designing courses. Employees register for the online training through mystarkstate. Employees also register for face-to-face technology training. HR offers yearly Title IX, Harassment, and Ethics training. SSC utilizes Lawroom to provide this training online, which offers two versions of the training: employee and supervisor versions. The training reviews workplace harassment and Title IX and is tracked through Lawroom. Ohio Ethics training is available to all employees through the Ohio Ethics Commission.

SSC expanded supervisor training focused on various topics to ensure leaders have the knowledge, skills, and abilities to effectively lead in their areas. HR provided Legal topics in Higher Education for deans and department chairs in May 2014 to ensure academic supervisors

are knowledgeable in the areas of performance management, Family Medical Leave Act, Americans with Disabilities Act, Affordable Care Act, Recruiting, and Selection. In April of 2015, HR offered Reasonable Suspicion Training for Employees, utilizing a resource through the College's Employee Assistance Program to educate employees on SSC's Drug Free Workplace policy and information on how to recognize the warning signs of alcohol and/or drug use and intervention. In July of 2016, Dr. Michael Dunphy, a consultant, offered conflict management training for supervisors. The deans participate in an Annual Retreat facilitated by the Director of HR and the Provost to review HR and academic topics.

SSC hosts Best Practices, a series of professional development workshops conducted by faculty and staff. Topics range from student success to classroom behavior to teaching students with autism. They offer faculty and staff professional development and the opportunity to be presenters.

SSC promotes mentoring to enhance skills and productivity and foster networking among employees. SSC supports mentorship opportunities, including development offered by the CSA and FA, AIR mentoring, and departmental/divisional mentoring initiatives. Departments offer ongoing professional development: faculty mentors for adjuncts; adjunct observations/evaluations; new equipment, new textbook, or new lab workshops; and field certification exams.

SSC promotes professional development through its Tuition Assistance Program. Per [Policy 15-14-08](#), full-time faculty and administrative, professional, and support staff may participate in the Tuition Assistance Program after one year of employment. Tuition assistance is provided in recognition that a better-educated employee will assist SSC in fulfilling its Mission to provide quality education and training opportunities to the community.

SSC offers CCP faculty annual professional development - either department-focused or college-wide. CCP faculty are invited to participate in training related to Blackboard, Ethics, Title IX, and technology training to effectively deliver courses. CCP faculty are welcome to participate in college-sponsored professional development activities.

3P3.2 (3.C.4)

Faculty position descriptions outline performance expectations in the areas of teaching and teaching-related activities, professional development and scholarship, and service. Performance reviews mirror those expectations, establish goals for professional growth/development, and reflect on previous year's goals attainment. Through the College, Perkins, and Foundation funds, faculty receive support for ongoing professional development. Faculty follow the professional development request process when requesting attendance at conference opportunities. Tuition assistance provides for further education of employees.

Department chairs/coordinators perform yearly classroom observations to evaluate full- and part-time faculty to ensure consistency across course offerings.

In departments/programs that have accreditation requirements, remaining current in instructional content in the disciplines and/or pedagogical process is set forth and followed per the requirements.

3P3.3 (3.C.6)

Staff training involves in-house training to keep staff up to date on federal/state regulations that affect institutional policies, procedures, and processing. Staff training takes place monthly depending on the time of year. During spring break 2018, staff offered training each day on new initiatives in recruitment, career services, CCP, financial aid, billing, and customer service. Staff are sent to training related to their discipline or area of expertise. The financial aid staff attend state, regional, and US Department of Education training to keep abreast of changes. The Academic Records staff members attend training related to academic concerns and student records. Staff members follow SSC's procedure for professional development approval.

3P3.4

SSC uses various ways to align professional development activities with institutional objectives, initially identified and reviewed in the employees' performance evaluations. Professional development applications request information on the connection between the training and Mission. [Applications](#) are reviewed/approved to ensure alignment with Strategic Objectives. BRIDGE reviews the SSC's needs and chooses topics that support the Mission and Strategic Goals. BRIDGE conducts surveys after each activity to determine future needs.

3P3.5

JOLT is an annual workshop that addresses various topics for faculty and staff. Gearing Up (Adjunct Orientation) supports adjunct faculty development and retention. BRIDGE tracks attendance at sessions and conducts surveys after each event to use results in planning future ones. SSC tracks degree attainment, tuition assistance program utilization, professional development grants, and eLearning training participation.

3R3

Summary

The following table present the results for [degree attainment](#), [tuition assistance](#), [additional degree compensation](#), [professional development funds/grants](#), [BRIDGE attendance](#), and [eLearning training](#).

Comparison

In the [Great Colleges to Work For](#) results, SSC's rating for professional development was "good" at 66% rating for 2018, up from 65% in 2015. The 2018 result for Compensation, Benefits, & Work/Life Balance is 74%, down from 77% in 2015 but above the 2018 FAS+ 2 Year (71%). Job Satisfaction/Support in 2018 (71%) is below both the 2015 results (75%) and the FAS+ 2 Year (75%).

Interpretation

The 2018 Chronicle response rate was 46.3%, up from the 2015 31.8% rate. EC is evaluating

reasons for the decline in employee satisfaction and other measures and developing plans for improvement.

3I3

BRIDGE is establishing Professional Learning Communities (PLCs). This project was presented at the 2018 Faculty and Staff Retreat. PLCs are learning communities for faculty and staff to gain new information, reconsidering previous knowledge/beliefs, and build ideas/experiences to address student learning and success topics. Current PLCs include: Connecting with Decentralized Faculty/Staff, DFW Rates in Economics, Students Experiencing Challenges, Community Stakeholders, Diversity, and Teaching.

SSC will continue to support internal and external professional development opportunities for employees and bring national speakers on campus.

Sources

- 15-14-08 Compensation and Related Benefits PP
- 2018 Overall Full Data Stark State College
- Additional Degree Compensation
- Application-Form-for-Professional-Development
- AQIP Action Project_Establishing a Professional Development Program_V1_AnnualUpdate_REVIEWED
- BRIDGE Attendance
- Degree Attainment
- eLearning Training
- Professional Development Grants
- Professional Development Requests Spreadsheet
- Tuition Assistance Program

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1. B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1.1 (1.A.1., 1.D.2., 1.D.3.)

The Mission, Vision, and Values (MVV) are defined/reviewed through the [strategic planning process](#), involving feedback from a broad group of [internal and external stakeholders](#) and approval by the Board. IEC organizes the focus groups to review the Strategic Plan, and members serve as facilitators and recorders for the sessions. For [internal stakeholders](#), IEC groups visited department meetings to [solicit feedback](#). For external stakeholders, [seven community meetings](#) were held at SSC and in Akron during August of 2016. IEC discussion focus group feedback and finalizes the revisions to the Plan to present it to EC, Cabinet, and the Board. The Board discusses and approves the Plan, which is then communicated via email, all-College meetings, and the website. This process supports the institution's inclusive, collaborative culture.

The Board approves the annual operating budget consistent with the [Strategic Plan](#) Objectives at annual Board retreats, where Board members review strategic priorities, success in achieving the goals, and priorities for the next year.

[Stakeholders](#) are active participants in the delivery of the Measures that support the Values, Objectives, and Goals. IR&P oversees the various surveys supporting the Values of Student Success; Business, Education and Community Partnerships; and People. Academic Affairs supports the areas of Academic Excellence and Student Success through maintaining academic rigor in courses and offering high quality student support services.

4P1.2

Measures supporting the Objectives for each Goal/Value statement align with development of institutional actions for an organized approach to decision-making. We align resources and budget allocation with the [Plan](#) through the strategic planning process and development/implementation of the [College Completion Plan](#), [Enrollment Management Plan \(EMP\)](#), division operational plans, and [APR Appendix I](#). The strategic planning process ensures all stakeholders are able to contribute to the actions and values of the institution.

4P1.3 (1.B.1., 1.B.2., 1.B.3)

Leadership communicates shared MVV. The Mission is the foundation of the Strategic Plan that supports the Goals through which SSC enables students the opportunity for affordable, transferable education and career success.

The MVV are communicated via the [Strategic Plan](#) document, copies of which are provided during faculty orientation and posted on the website and mystarkstate. The Mission and Vision statements are on the back of employee business cards and posted in classrooms; conference rooms; recruiting events; the SSC101 textbook; graduation/certificate ceremony booklets; admissions/orientation documents; and marketing materials.

Updates are held at the beginning and middle of the fall/spring semesters where the President presents the institutional direction with the opportunity for questions/feedback. EC meetings promote shared support of the MVV. The *@StarkState* newsletter is emailed to faculty and staff monthly to provide news and information. The Provost holds weekly AAC and monthly

Academic Chairs Council (ACC) meetings to further collaborative efforts. Divisions and departments meet regularly to discuss/disseminate information.

4P1.4 (1.A.2)

Standing committees meet every two weeks during the fall/spring semesters. Members represent each discipline to ensure that courses, student support services, and programs are aligned with the MVV. Course/program assessment data ensure the review of this alignment.

SSC ensures academic programs are consistent with the Mission through a well-established [Curriculum Committee processes](#). The department chair presents [proposals](#) for new programs which are presented to the dean, who then forwards to the Provost. At each level, alignment with Mission is determined/confirmed. [Documentation](#) supporting new programs must be included. New programs are reviewed at ACC and approved by Curriculum, the Provost, and ODHE.

Departments ensure programs are consistent with the Mission through course/program assessment, feedback from advisory committees/university partners, and accrediting agencies. Revisions to existing programs follow the same process as proposals for new programs.

Academic services such as tutoring centers, the ELL Lab, the Testing Center, DSS, Veterans Services, and TRIO offer multiple ways students receive academic assistance aligned with the Mission. Services are assessed by employees through the [student services survey](#). Each student service office also conducts [co-curricular assessment](#).

4P1.5 (1.D.1, 1.A.3)

SSC believes the stewardship of human, fiscal, and physical resources is integral to shared governance. EC reviews needs while utilizing fiscal restraint, responsibility, and available outside resources. The VP for Business and Finance develops the operating budget, involving all departments, to conform to the Strategic Plan. All income/expenditures are reviewed with EC to ensure support of goals/objectives as prescribed by the Board and the President. The operating budget takes into consideration personnel, supplies, professional development, equipment, and other costs necessary to carry out the Mission. The capital budget is developed by the VP for Business and Finance, with EC members, and details how income/expenses are acquired/utilized to support the physical resources taking a review of facilities and capital equipment needs into consideration.

The Board reviews tuition annually to ensure affordability for students. [Scholarships](#) are aligned with the planning/budgeting processes and awarded for various reasons. A student must complete a FAFSA to determine need and submit a scholarship application. All students with a GPA of 3.0, a score of 22 on the ACT, and who register for at least 12 credit hours receive the Presidential Scholarship.

SSC reviews effectiveness of financial aid process changes that support student debt management and fiscal responsibility. The official three-year default rate for 2015 was 26.1%, down from 26.2% in 2014. The [“Transforming Financial Aid”](#) AP created a process where Federal Student Loans are now disbursed in two payments each semester; the payments are based on verification of attendance and midterm grades. Beginning in summer 2015, all

Instructors are required to report a midterm grade for all students, including the last date of attendance for F grades. Students earning an F and failing to attend after the initial Never Attend deadline are administratively withdrawn from that course. Mid-term grades are available to students through [mystarkstate](http://mystarkstate.com).

Student enrollment needs are supported by offering day, evening, weekend, online, and courses at additional locations. Platinum Analytics software analyzes time, offering, and room utilization. SSC uses a block schedule to ensure ease in building schedules. This schedule allows students to follow program sequences, including pre-/co-requisites. Multiple delivery options offer students the widest choice of course offerings.

4P1.6

During the strategic planning process, IR&P administers an environmental scan that is reviewed by IEC and EC. The feedback from internal and external stakeholder focus groups molds edits and improvements to the Plan.

EC and IR&P work to [align the surveys](#) SSC utilizes with the Systems Portfolio. SSC has distributed the [Great Colleges to Work For](#) since 2012 in order to measure employee satisfaction. [Community Awareness](#) and [Socio-Economic Impact surveys](#) are conducted every five years. Every three years, the AQIP Culture and Infrastructure and Employer Satisfaction surveys are distributed. The Support Services Effectiveness survey is administered annually. Each survey addresses aspects of the MVV of the Plan.

Student evaluation of instruction occurs annually. According to [Policy 15-14-06](#), student evaluation of instruction is conducted after at least 80 percent of the course has been completed. All employees are evaluated annually. The Board reviews the performance of the President annually.

The Enrollment Management Committee (EMC) meets twice monthly to discuss enrollment, retention, persistence, and student success. EMC sets semester enrollment and retention goals and ensures projects achieve goals defined on the [EMP](#). EMC consists of the President, Provost/vice-presidents, enrollment management staff, deans, and Marketing Director.

4R1

Summary

In 2017, IR&P performed the [Community Awareness](#) survey in Stark County. The majority of respondents have a favorable opinion of SSC. Nearly half of the respondents were aware that SSC's tuition is the most affordable in the area and that SSC offers scholarships for new students. The highest rated importance were career training programs and transfer options.

The Employer Satisfaction sample is comprised of employers who hired multiple graduates and are registered on CCN. In 2017, the overwhelming reason why graduates were hired was their focused technical education. All respondents reported that SSC graduates are prepared and performing at the level they expected; most reported that they would employ additional SSC graduates without hesitation.

The [2018-20 College Completion Plan](#) documents progress made on projects defined in the [2016-18 College Completion Plan](#). Examples of progress include development of the Gateway Center and an Honors Program, creation of a student recreation area, co-requisite remediation, and measuring above the [enrollment and student success proxy for all performance-based funding](#) for fiscal year 2018. The College Completion Plan addresses the strategic values of Academic Excellence, Student Access, and Student Success.

The [Great Colleges to Work For](#) survey assesses factors related to employee satisfaction, which ties to the Values of People and Fiscal Stability and Stewardship. The overall areas that warranted attention were faculty, administration, and staff relations and communication.

Comparison

The [Community Awareness survey](#) results show the knowledge and favorable perception of SSC continues to rise since the survey was first administered in 2007. The goal is to increase the community's perception of SSC. Prior to opening the current Akron location, SSC conducted a [community awareness survey in Summit](#) County in 2014.

As in 2012, nearly all (95.5%) Stark County respondents had heard of SSC. For Summit County, the numbers were lower with 83% of the respondents having heard of SSC.

In the [Employer Satisfaction Survey](#), a few key trends were apparent. Employers were satisfied with the quality of SSC graduates and their technical skills. Nine out of eleven ratings of graduates' skills and abilities, linked to SSC General Competencies, were above average. Ratings of graduates' work habits improved across all measures compared to 2014. These results support the conclusion that SSC produces quality graduates and students fulfilling employer needs and expectations.

In 2015 and in 2018, employees rated senior leadership and fairness the same in the [Great Colleges to Work For](#) survey. SSC declined on job satisfaction/support; teaching environment; policies, resources, and efficiency; shared governance; pride; supervisors/department chairs; collaboration; respect and appreciation; communication; and faculty, administration, and staff relations. Improvement occurred in professional development; compensation, benefits, work/life balance; and facilities.

SSC established a goal to exceed our state share of instruction (SSI) in relation to other colleges in Ohio. The [College Completion Plan](#) and the [EMP](#) define strategies to being above our proxy. In fiscal year [2017](#), we were below the SSI for total performance, course completions, credit hours completed, associate degrees completed, transfers with 12 or more credit hours, and developmental math success rate. We were above the proxy for the developmental English success rate and certificates completed. In fiscal year [2018](#), we were above on all measures.

Interpretation

The [Community Awareness Survey](#) confirmed that nearly all respondents in Stark County are aware of SSC and the programs that we offer. The [survey for Summit County](#) demonstrated that there is opportunity to increase community awareness of SSC and our programs.

The results of the [Employer Satisfaction Survey](#) illustrate that SSC produces quality graduates who fulfill employer needs and expectations. We'll continue promoting use of mock interviews offered by Career Services given the reported importance of interview results.

SSC was above our SSI proxy and enrollment share proxy for all categories in fiscal year 2018. Since 2012, our full-time enrollment declined by 35% in comparison to a 27% decline by the other Ohio community colleges. Student success improvements assisted with maintaining our SSI during years of enrollment decline. Course completion rates improved from 71% in 2012 to 80% in 2017. Associate degree completion increased by 7% compared to an average decline of 2% by the other colleges. Since 2012, SSC's students transferring to universities with 12+ credit hours declined by 5% compared to the state decline of 23%.

4I1

More Akron external stakeholders will be included in the next strategic planning cycle with two additional board members from Akron serving on the Board.

In 2018, the Board established Board of Trustees Strategic Excellence Awards to acknowledge employees who consistently exceed expectations in performance and advance the Mission. All criteria are based on the Strategic Plan Objectives. The QIA acknowledges employees who have made outstanding contributions that align with the Plan.

We will continue to implement strategies in the EMP and College Completion Plan. SSC is participating in statewide grants on open education resources and promoting student success.

EC is reviewing the changes in employee satisfaction identified in the [Great Colleges to Work For](#) survey and identifying areas for improvement.

Sources

- 15-14-06 Evaluation of Personnel (No Policy)
- 2014-Summit-Community-Awareness-full-report
- 2017-19 Strategic Plan Update Timeline and IEC workplan 12-8-15
- 2017-2019 Strategic Plan Community Focus Group Invitation
- 2017-Employer-Satisfaction-Report (2)
- 2017-Stark-Community-Awareness-full-report
- 2018 Overall Full Data Stark State College
- 2018 Spring Support Services Effectiveness Survey Summary Report
- Appendix-I-Provost-Recommendations-for-Years-123
- CC2100_Undergraduate proposal_public
- Co-curricular Assessment Report TEMPLATE
- College Completion Plan 2016-18
- College Completion Plan 2018-20
- Curriculum Process 05.30.18
- EM_PLAN
- F 16 Employee planning survey results

- F 16 Student planning survey results
- Internal and External Stakeholders
- Program Requirements Link
- Scholarships link
- SEIM-2013-Full-Report
- SSC Institutional Surveys Administration Matrix 4-5-18
- SSC_Transforming Financial Aid to Help Students Reach Academic Success
- SSI Stark State College_17
- SSI StarkState_FY18
- StrategicPlan_2017-19
- Student-Handbook

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2.1 (5.C.3)

Engaging stakeholders is defined/reviewed through the strategic planning process. Our processes incorporate an [environmental scan](#) that identifies external opportunities and threats. The Strategic

Plan is reviewed every three years to affirm the MVV and the Objectives/Measures to achieve them.

IEC manages the strategic planning process, described in 4P1.1 and oversees the surveys that support it.

The [Dashboard](#) tracks [Key Performance Indicator \(KPIs\)](#) that measure performance tied to the Strategic Plan. The Dashboard reflects ODHE KPIs, and benchmark data from OACC and national survey results assessed monthly by the Board. The Systems Appraisal, Culture and Infrastructure Survey, Quality Checkup Visit, and Reaffirmation of Accreditation also help us incorporate internal/external feedback.

In May 2015, SSC hosted HLC on campus for our Strategy Forum. Approximately 200 faculty/staff members participated. The Forum enabled many stakeholders to become involved in quality improvement processes. [Six topics](#) were defined as APs or college projects.

4P2.2 (5.C.2)

SSC's [shared governance structure](#) aligns the MVV with all processes and the Strategic Plan. The shared governance link describes the committee makeup and their charges. Additional committees that align operations with the MVV are FAST (Fiscal Accountability and Stewardship Taskforce), hiring screening committees, and the Diversity and Inclusion Taskforce. The FAST committee is composed of faculty, staff, Budget Director, and VP of Business and Finance; they evaluate spending and the operational budget to make suggestions to EC regarding areas of improvement. Hiring screening committees are charged with assessing candidates. The Diversity and Inclusion Taskforce evaluates data in relation to equity and inclusion in the classroom.

SSC is committed to providing academic programs with adequate resources. The budget process begins with the department chair assessing needs of the program, in consultation with the dean. The chair then meets with the Budget Director and discusses department needs and prepares a budget request. The requests are rolled into a division budget, which is rolled into a college-wide budget proposal. The President and VPs/Provost discuss the budget to ensure that it meets the goals of the Strategic Plan. The Budget Proposal is approved each year by the Board at its May meeting.

4P2.3 (5.B.3)

The strategic planning process supports system-wide continuous improvement, shared governance, and communication as ways to enhance organizational performance. A multi-level review process for operational projects and institutional performance support project planning and oversight. ODHE requires each Ohio college to produce an annual affordability and efficiency report. Textbooks and cost-savings for students, time-to-degree incentives, academic course/program reviews, data-driven advising, and collaborations among institutions are assessed topics. For example, SSC and Clark State Community College recently formed a joint degree program in judicial affairs. Enrollment at both institutions was low, but the program was in demand by local employers. Faculty and administration evaluated the curriculum and developed

a model that provides students the ability to take half of their courses online. Students receive a joint degree upon completion of the program.

Computer Services, the Registrar, the Budget Office, and IR&P provide data support to programs and services. Departments require performance data to satisfy both external requirements and for internal day-to-day operations. Data sources are selected on the basis of reliability and accuracy.

SSC ensures alignment of information and data analyses across organizational levels through shared governance, cross-component committees, and work teams that review data/IT needs/processes. Institutional-level data are well-managed as evidenced by [clean audits](#) and accreditation reports. IR&P supplies divisional/departmental level requests for accreditation data. Banner allows for enhanced self-service for many types of requests, the use of which support a culture of [data-based](#) decision-making.

4P2.4 (5.C.4, 5.C.5)

Comparative data/information are collected, compiled, and disseminated to satisfy internal administrative needs and external requirements. SSC priorities are defined by stakeholders as part of the strategic planning process. EC, in conjunction with Board and Cabinet, reviews priorities on an annual basis.

The external [environmental scanning](#) process provides data on regional demographic and industry trends, and changes to the political and regulatory landscape that may impact SSC. During the last strategic planning process, scans were conducted for Stark and Summit Counties. Demographics, population, educational attainment, and the economy are among the details reviewed. SSC also performs a [Competitor Analysis](#) to review SSC's SSI, local public institutions, local proprietary institutions, and online education to analyze opportunities/possible threats.

Reliability and accessibility are key criteria we use to select data sources. Most data sources are state or federal government agencies; these include ODHE, OACC, US DOE, IPEDS, US Census Bureau, and US Bureau of Labor Statistics. We use survey instruments developed by several nationally-known organizations including Noel-Levitz and CCSSE.

SSC maintains two key strategic benchmarking documents. The Dashboard provides a status update of the KPIs of the Strategic Goals. The Peer-Aspirant List provides a list of institutions matched to SSC on the basis of both institutional and regional socio-economic demographic characteristics. The Peer-Aspirant List is used for the comparative analysis of program offerings and a number of student success outcomes.

Unofficial data reports for the day-to-day operation of programs and support services are standardized and available through ARGOS reports. Ad hoc reports may be generated via self-service through ARGOS, Banner, or by request. The Banner Data Standards Committee works to ensure standardization of data elements in Banner. SSC also publishes student success data on the website and mystarkstate.

4P2.5 (5.C.1, 5.C.4)

SSC understands its capabilities within the environment it operates and takes into account fluctuations in resources from revenue, enrollment, economic factors, and state support. SSC utilizes various surveys and reports such as the [Financial Wellness Report](#) and the Community Awareness Reports for [Stark](#) and [Summit](#) counties to review environmental data. SSC utilizes the data to create/implement strategies to maximize resources and meet future needs. The [College Completion Plan](#) has been developed for three cycles. The Board approves the Completion Plan, which is then submitted to ODHE. The EMP includes enrollment and retention strategies, which may be included in the Completion Plan but have more detailed timelines and internal targets.

SSC continuously monitors organizational performance through the [Dashboard](#), which is updated as new goals and data sources are developed. EC reviews the goals and measures annually. The Dashboard includes annual and term-level data, and offers "real-time" data on enrollment.

Planning reports and data are shared with the College through a variety of committees and work groups on campus including AAC, EMC, EC, Cabinet, and standing committees. Planning data and reports such as Student Success Outcomes are posted to the [website](#) and mystarkstate.

4P2.6

SSC continuously collects relevant data about its current resources and future needs, measures these against national norms, and strives to improve its support services. Administrators select the appropriate surveys and reports to utilize to align operations with SSC's Strategic Plan and planning processes. These measures are separated into strategic and operational procedures.

4R2

Summary

The [Dashboard](#) provides detailed performance information for the Strategic Goals. The Dashboard uses red, yellow, and green buttons to demonstrate progress towards [achievement of goals](#).

The strategies that SSC implemented as a result of the Strategy Forum and reported in the College Completion Plan resulted in improvements in course, certificate, and degree completions and transfer rates [compared to similar sized colleges in Ohio](#).

SSC developed a process requiring all policies/procedures to be reviewed every five years. The Provost/vice-president on the committee ensures the reviews take place. From [fall 2014 to spring 2018](#), 95 policies/procedures were reviewed by the AP&P committee, 28 policies/procedures by the HR committee, and 1860 curriculum transactions were processed by Curriculum. IEC conducted 11 strategic planning focus groups, reviewed APs and drafts of Systems Portfolio answers, and modified 10 policies/procedures. The Student Affairs committee granted funding for 36 student clubs/organizations to travel to professional conferences and reviewed six policies/procedures.

Comparison

SSC's course completion rates improved from 71% in 2012 to 80% in 2017. The average completion rate for the other similar community colleges in the state was 76% in 2012 and 81% in 2017. SSC improved 9% points compared to 5% for the other colleges. Associate degree completion at SSC improved by 7% from 2012 to 2017, whereas the average completion rate for other large size colleges in Ohio declined by 2%. Transfer rates at SSC improved by 5% whereas the transfer rate for other colleges declined by 23%. The strategies we implemented improved course and degree completion and transfer compared to similar-sized colleges in Ohio.

SSC met its [strategic goals](#) and benchmarks as evidenced in the [Dashboard](#). SSC showed improvement in enrollment but didn't meet our goals for student engagement as measured by CCSSE or grant success.

Interpretation

SSC has increased its efficiencies by aligning the College Completion Plan, EMP, division operational plans, Strategy Forum and AQIP processes, and review of policies/procedures. As a result of student success strategies, retention, completion, and transfer rates improved, which resulted in an increase in SSI. As a result of enrollment management strategies, enrollment improved.

SSC didn't achieve our goal for student engagement as measured by [CCSSE](#). We fell below the benchmarks for large colleges for Active and Collaborative Learning and Student-Faculty Interaction. Due to a state requirement to reduce the credit hours in degree programs, some courses were removed from degree programs. As a result, the number of active and collaborative learning projects declined. The divisions are reassessing their courses and identifying areas where new active learning projects can be added. Student-Faculty Interaction declined as the number of students enrolled in online courses increased. While CCSSE doesn't measure engagement in online courses, SSC understands the importance of promoting engagement to students in face-to-face and online courses. Academic Affairs defined strategies to assist with improving student and faculty interaction.

4I2

SSC had a number of strategic initiatives implemented over the last three years, including the College Completion Plan, EMP, Akron/Summit County outreach efforts, opening of the Akron-Perkins location, enhanced university partnerships, and student success initiatives. Student success initiatives included the introduction of multiple measures for placement into college-level courses, development of co-requisite remediation, credit hour reduction in degree programs, and text messaging to students as a means of increasing communication.

SSC began the process for the next Strategic Plan, which will cover years 2020-22. The process will include SWOT feedback from internal/external stakeholders and an environmental scan. Additional policies/procedures will be reviewed in compliance with the five-year cycle. The College Completion Plan for 2020-22 and an updated EMP will be developed. Upon completion of the next Strategic Plan, the Provost, along with each division, will update their operational plans.

Sources

- 15-15-03 Shared Governance and Internal Communication
- 2014-Summit-Community-Awareness-full-report
- 2017-Stark-Community-Awareness-full-report
- Audit Stark_State_College_17-Stark
- CCSSE-2017-SSC-Key-Findings-Report
- College Completion Plan 2018-20
- Consumer Info Link
- Data Categories
- Six Strategy Forum Projects(2)
- SSC Competitor Analysis Fall 2016
- SSCC Long Version-final
- Standing Committee Results 2014-2018
- Strategic Measures Dashboard
- Strategic Measures Dashboard Definitions
- Summary Census Data for Summit and Stark Counties 1999-2014

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3.1 (2.C.4)

EC functions as the implementing and executing body of SSC. The Board gives [final approval of all hiring and contracts](#) based on the recommendations of EC. Cabinet reviews proposed policy considerations submitted by the [standing committees](#) that provide the opportunity for administration, faculty, staff, and students to become involved in the collaborative processes of shared governance. Cabinet makes decisions by a majority vote of all members.

4P3.2 (2.C.3, 5.B.1, 5.B.2)

Chapter 3357 of the Ohio Revised Code delegates and defines the power and authority of Boards of Trustees of Technical Colleges. SSC's P&P defines the responsibilities of and contains the policies related to the Board. [Policy 15-1-01](#) establishes the purpose of the relationship between the Board and the College. Chapters 1 and 11 of the P&P address the Board responsibilities, specifically the composition, officers, district and place of business, meeting, attendance, procedures, and instructional fee waiver. Per Policy 15-11-01, the Board consists of "seven qualified electors residing within Stark County who are not employees of any governmental agency."

The Board is also involved in the strategic planning process as described in 4P1. Each Board member participates in ethics training every year.

4P3.3 (2.C.4)

The shared governance structure establishes Board oversight while delegating the responsibilities to the faculty, staff, and administration. [Policy 15-1-03](#) states the Board's job description and [Policy 15-2-01](#) addresses the delegation of authority to the President."

Program advisory committees/boards review and evaluate program offerings, curriculum, industry trends, and community needs on an annual basis. Recommendations are reviewed/evaluated by the program faculty with the direction of the department chairs. EC, AAC, and ACC meet regularly to participate in combined decision-making and communication. Day-to-day decision-making is executed at division/department levels.

4P3.4

SSC uses many communication systems to ensure clarity at all levels. Each semester begins with "Start-up week" before the semester begins where an all-College update is given from the administration to update employees on changes for the semester, followed by a question/answer session. All divisions meet during this week to update on division-specific issues. Departments meet at least once per month. Minutes of these meetings are available within each division.

Cabinet meets monthly and includes an open forum. Cabinet membership represents each administrative division and includes all standing committee chairs to ensure communication reaches every level of SSC. Standing committees meet on the 2nd and 4th Fridays of the academic year, and each meeting includes an open forum. Employees are welcome to attend any standing committee meeting. Other communication efforts include a mid-semester update with the President and EC and open meetings with the Provost.

SSC strongly promotes open and consistent communication to stakeholders. Minutes of all SSC committees are made available through [mystarkstate](#), and Cabinet and standing committee meeting agendas/minutes are sent to all SSC employees via email prior to each meeting and archived on [mystarkstate](#). The President and Provost send monthly updates communicating events and changes in their newsletter. EC and AAC meet weekly, and the information discussed in these meetings is communicated to the divisions via the deans. ACC meetings are held once a month with the Provost. The deans have weekly staff meetings with department chairs to ensure the information is discussed at the department level and enable feedback from faculty and staff.

4P3.5 (5.B.3)

Proposals for new curriculum or revisions to existing curriculum begin at the department level, where faculty and chairs utilize assessment data, accrediting agencies, and feedback from advisory committees and university partners to determine appropriate course/program requirements. Proposals are submitted to the dean and Provost for review at AAC before submission to the [Curriculum](#), where a rigorous review of all proposed curriculum occurs to ensure high academic standards are upheld. Ongoing academic assessment and feedback from the partners mentioned ensure maintenance of these standards. Another means of ensuring high academic standards is through the ODHE process of reviewing select courses for TAG, OTM, and CTAG approval. Courses submitted to ODHE faculty-lead panels undergo rigorous review to ensure courses meet all state-required learning outcomes. Upon approval, courses are guaranteed to transfer within all public higher education institutions in Ohio. SSC utilizes a TAG/OTM/CTAG Coordinator, who is a liaison with ODHE and works across the institution to ensure all eligible courses are submitted for review.

At the departmental level, faculty are routinely observed to ensure high academic standards are met at all locations and modalities, including CCP. All faculty are required to submit syllabi for review to the department prior to the beginning of the semester to ensure course rigor is maintained. [Master](#) and [class](#) syllabi are required of all instructors.

SSC leadership is proactive in pursuing opportunities to strengthen programmatic offerings, student internships, and practicums; engage in leading-edge technologies; support faculty and staff in the same endeavors; develop stackable, industry-recognized and career enhancement certificates to increase completion of degrees; create and articulate transferable degrees; coordinate articulation agreements with local and state-wide institutions; and implement service-learning initiatives. Examples of these opportunities include SSC's involvement with ECHS; CCP options; and involvement in oil and gas and fuel cell/alternative energy initiatives, such as construction of the Fuel Cell Prototyping Center and partnerships with LG Fuel Cell Systems (US) Inc., Lockheed Martin, and Tesla NanoCoatings. These activities are the result of leadership and other stakeholders' involvement in community/regional/state/national organizations and professional development activities.

Other factors positively impacting SSC and students are leadership's commitment to conduct/respond to environmental scanning; the extensive use of advisory committees/boards; shared governance; faculty-led and student-run clubs, organizations, and publications; and the implementation of student representatives on the Student Affairs Committee and Cabinet.

4P3.6 (2.C.1, 2.C.2)

SSC's [Mission](#) statement directly addresses the various needs of our students and the community in which they live. The statement outlines the types of degrees and services we award. We meet the needs of the students by supporting a diverse, student-centered learning environment. The purpose of the Mission is a dedication to life-long learning, affordability, transferable higher education, career success, and advanced quality of life. SSC supports the various aspects of its Mission through its Values, Goals, Objectives, and Measures.

SSC's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its Mission. Leadership knowledge, skills, and best practices are communicated through the President's and Provost's Newsletter, email updates, at BRIDGE events, and Best Practices workshops. Participation in the College updates, committees, and all-College communications is encouraged. Faculty, staff, and administrators engage in policy/procedures through Cabinet and standing committees. IEC involves focus groups with cross-College representation to develop the Strategic Plan.

4P3.7

Leadership abilities are encouraged, developed, and strengthened through internal/external professional development. Tuition waivers and reimbursement encourage faculty and staff to seek professional development opportunities and advanced degrees, while annual performance evaluations provide goal setting to achieve best practices. Faculty AIR, Distinguished Teaching, Adjunct Excellence, Staff Excellence, QIAs, and Board of Trustees Strategic Excellence awards recognize leadership and encourage sharing of best practices in the classroom and with college-wide administration. Membership in professional organizations, paid for by SSC, allows employees to remain current/informed in their professions/positions. Each year, SSC sponsors a faculty or staff member to participate in Leadership Stark County and Leadership Akron. Other external efforts such as The Chair Academy, The Academy for Leadership and Development, and Future Leaders Institute support active participation of faculty, staff, and administrators who strive to advance in their careers. A Student Leadership Academy provides students with valuable skills future employers are seeking.

Faculty/staff members have the opportunity to serve as leaders on FA and CSA committees and APs and Systems Portfolio committees; faculty and staff also have the opportunity to submit their names to elections for Cabinet and standing committees.

SSC has recently begun a succession planning process. The goal of the process is to better understand the strengths and development needs for enhancing future leadership readiness. SSC has developed competencies at the EC, dean, and director levels. The competencies are being used to develop initiatives to prepare employees for potential opportunities as openings develop. EC meets twice a year to review the process.

4P3.8 (2.C.3)

Through Cabinet, the standing committees, AQIP, and shared governance processes, faculty and staff have the opportunity to engage in decision-making, policy-setting, and prime leadership positions. As new policies and decisions are deliberated, SSC's MVV are an integral component of the discussion. All actions are communicated in a timely manner, and minutes of all standing

committee meetings are available on mystarkstate to ensure transparency. EC and HR created a talent management committee focused on succession planning.

4P3.9

SSC employs a variety of evaluations, surveys, and reviews to measure performance for planning and leading. The most significant performance measure is The [Great Colleges to Work For](#), in which SSC has participated since 2012. In 2018, employees rated senior leadership the same as in 2015. Supervisors and department chairs were rated as good both years.

Evaluation of faculty by students is conducted on a semester basis. Student and community awareness surveys are conducted every three years. Full-time faculty members are evaluated annually by department chairs, and part-time faculty are observed and mentored annually by department chairs, coordinators, and/or full-time faculty. Staff members are annually evaluated by their supervisors. The Board reviews the performance of the President annually.

Additional tools that support planning and leading are the Ohio Revised Code, ODHE forms, CCP regulations, AIR forms, and forms used to nominate employees for distinguished employee awards.

4R3

Summary

[AIR](#) is based on the number of faculty members who are eligible to apply and who are recommended for advancement from a committee of their peers. While the number appears to have declined, the decline is based on the reduction in faculty members who are eligible to apply.

Students evaluate faculty using the [evaluation of instruction instrument](#). The survey measures instructor preparedness, knowledge, delivery, communication, and course evaluation. Students evaluate faculty on a scale of 1-5 with 5 being the highest. Faculty consistently measure high in their course evaluations. Since 2014, instructor preparedness ranged from 4.68 – 4.81, knowledge ranged from 4.61 – 4.82, delivery ranged from 4.58 – 4.77, communication ranged from 4.63 – 4.80, and course evaluation ranged from 4.23 – 4.49.

SSC has one of the highest compliance rates in Ohio regarding the number of courses ODHE approved for transfer. Curriculum is revised to ensure compliance with the OTM, TAG, CTAG, and MTAG guides. As of fall 2018, our compliance is [here](#).

Comparison

SSC began using the [Great Colleges to Work For](#) survey in 2012, utilizing the survey results for the benchmark data offered. Of the 247 employees who completed the survey, 72% stated that job satisfaction support was good; 60% stated that the teaching environment was fair to mediocre; 66% stated that professional development was good; and 74% stated that compensation, benefits, and work/life balance were good, 79% rated facilities as very good to excellent; 60% rated policies, resources, and efficiency as well as shared governance as fair to mediocre; and 74% stated that pride in the College was good. 54% stated that faculty, administration, and staff relations warranted attention. 52% stated that communication warranted

attention, 56% stated that collaboration was fair to mediocre; 58% stated that fairness was fair to mediocre; and 61% stated that respect and appreciation were fair to mediocre.

SSC also implemented the [Dashboard](#) in 2013, to show specific measures, benchmarks, goals, previous SSC measurements, and the current SSC percentages.

Interpretation

SSC ensures that we remain compliant with OTM, TAG, and CTAG submissions. Faculty submit material to have our courses approved and serve on the statewide panels that establish the standards to be met for courses to be approved. Faculty members who serve on the panels include their leadership activities when applying for AIR.

The number of policies that have been revised or created demonstrates our commitment to quality improvement, shared governance, leadership, and planning. The number of clubs and organizations approved for travel demonstrates our support for the leadership of our students.

The [Dashboard](#) demonstrates improvement in student success funding and enrollment.

4I3

SSC's implementation of shared governance has led to a number of improvements in planning and leading. The agendas/minutes of standing committees are available on mystarkstate. Revisions to the P&P are distributed from the President's office. For the last three years, the chairs and vice-chairs of each of the standing committees attend a training session to help them understand their role as a chair/vice-chair, Roberts Rules of Order, submitting policy/procedure changes to Cabinet, and the role of the Board in relation to policy approval. Training for the administrative assistants who take minutes at the standing committee meetings was added this year to assist them with understanding their role with attendance and taking and posting minutes on mystarkstate.

The presence and increased activity of the Student Government Association has improved student communication and leadership. There is an increased focus on including student representation on SSC decision-making bodies. Feedback from students is solicited through the use of various student satisfaction and engagement surveys. SSC has implemented several surveys: Employer Satisfaction, Socio-Economic Impact, Community Awareness, and Student Orientation. Surveys and results are available on mystarkstate. Hobson's Radius, SSC's customer relationship management system, is a new means used to communicate with students and to receive their feedback.

In 2018, the AIR committee process was improved. The Provost worked with FA to ensure that representation from the FA was included on the AIR committee. The FA President now serves as a voting member of the committee. If the FA President is applying for AIR, the FA Vice-President serves as the replacement.

In the 2019 succession planning timeline, SSC plans to define metrics and the development of a leadership curriculum to assist with succession planning. We are working to establish a repository of department/division training. SSC hopes to utilize the OACC state-wide leadership

development for employees in 2020, modeled after the Aspen Institute. There are plans to develop new performance evaluation instruments, an updated advisory committee brochure, and an internal Student Success Leadership Institute composed of faculty and staff.

In support of the additional locations in the Akron area, SSC changed its service district to include Summit County. As a result, two Board members are being added to the current composition. One trustee, for a total of three, will be gubernatorial appointees. One trustee, for a total of six, will be appointed by the presidents, or their representatives, of the city and exempted village school district boards of education and of the educational service center governing boards whose territories are included in the SSC district.

Sources

- 15-1-01 Governance Commitment
- 15-1-02 Governing Style
- 15-1-03 Board Job Description
- 15-1-07 Board Members Code of Conduct
- 15-15-03 Shared Governance and Internal Communication
- 15-2-01 Delegation to the President
- 2018 Overall Full Data Stark State College
- Advancement-in-Rank-Process
- AIR Summary 2014-18
- Class-Syllabus-Template-SU18
- Curriculum Process 05.30.18
- Master-Syllabus-Template
- OTM TAG Numbers
- Strategic Measures Dashboard
- StrategicPlan_2017-19
- Student Eval.Form

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4.1

SSC initiated several interventions to ensure legal and ethical practices. We require yearly Title IX and Ethics training; 3P3 addresses the training processes, which is maintained/communicated to employees through HR. Training on reporting in support of the Clery Act takes place for the

respective employees responsible. AP&P, EC, and the Board define characteristics/behaviors of all employees necessary to maintain ethical practices. Clear expectations of these are communicated through [Policy 15-14-27](#).

[Policy 15-15-08](#) addresses the responsibilities/makeup of IRB. Membership of IRB consists of one or more faculty from each division, one external member, and a representative from the IR&P staff. Faculty members elect the chair.

SSC administrators, faculty, and staff attend yearly Legal Symposiums presented by the Ohio AG's Office. Previous topics include Ohio's ethics law, First Amendment issues on campus, Ohio's public records law, employment law, Title IX and Clery Act update, and Sunshine Law.

4P4.2

Professional development initiatives are offered internally and externally to provide ongoing training/education to employees. JOLT, Focus Day, Faculty/Staff Retreat, Faculty Orientation, and Employee Orientation promote teaching and learning and create a climate of collegiality. CPR, safety, and technology training are offered yearly. FERPA, assessment, and advising training are also offered. Employees are upheld to modeling the behavior required in our P&P regarding legal and ethical behavior and state/federal laws.

4P4.3 (2.A.)

College policy requires employees to conduct themselves "in accordance with the Ohio Ethics Law and Related Statues." Ohio Ethics Law includes, but is not limited to, behavior regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personnel information, and contracting. The P&P addresses ethical practices in [15-14-27](#). Policy violations are investigated and addressed through [Policy 15-14-18](#).

An [Ethics and Conflict of Interest Procedure](#) was approved by Cabinet and the Board. A statement of ethics is now provided to each employee at time of hire and part of yearly contracts, requiring the employee signature to verify review of the Ohio Code of Ethics and conflict of interest policies. A conflict of interest questionnaire began accompanying employee contracts in May 2013. Contract packets also include specific memos addressing ethical issues.

The AG's Office and the Ohio Ethics Commission training is mandatory for all employees upon hire. Ethics training for the Board is completed by the AG's Office. SSC implemented a [Whistleblower policy](#), establishing the executive administrator, CSA President, FA President, or HR Director as agents to receive reports of ethical concerns.

IRB helps to ensure that employees who collect data or utilize student information do so in an ethical manner. The IRB committee helps to safeguard human subject data.

4P4.4 (2.B.)

SSC communicates expectations regarding student preparation, learning, and development objectives and the awarding of degrees/credentials to students initially through face-to-face or online advising, printed materials, and policies/procedures. Face-to-face or online advising involves the presentation of curriculum guides, program brochures, MAP to track progress to

degree completion, and the College Catalog. The enrollment representative reviews Accuplacer, ACT, and SAT scores and discusses any required developmental coursework with students. The Office of Financial Aid and Academic Records/Registration assists in answering questions and providing students information.

SSC presents itself clearly and completely to students and the public through the website, media outlets, and program view books made available through the Gateway Center and division offices. The [Consumer Information webpage](#) offers information regarding tuition costs, fees per credit hour, student services, federal copyright, campus safety, student success outcomes, and faculty credentials. The [website](#) lists accreditation relationships and specific program licensure requirements.

To provide students with consistency, curriculum guides and syllabi follow a standardized format. [Master](#) and [course](#) syllabi are presented on the first day of class to convey course-specific expectations. The master syllabus is uniform for all sections of a particular course and states Catalog information for the course, course objectives, and fulfillment of GLOs. The class syllabus is tailored by each instructor for each section and states section-specific information such as instructor contact information, section number, grading criteria, topic outline, and calendar. These two documents can also be posted online through Blackboard for additional access to course information. Online resources include the College Catalog and MAP.

4R4

Summary

SSC conducts policy and procedure reviews through each standing committee on a [5-year cycle](#).

We perform an annual audit by an independent accounting firm. The audit is reviewed by the Ohio state Auditor's Office after the issuance of the report by the independent accounting firm. The Auditor of State (AOS) publishes the financial statements for SSC for the [past several years](#). The audit completed at the end of [June 2017](#) was a clean audit with no qualifications.

The Title IX Coordinator and the Deputy Title IX Coordinator maintain a written record of all witness interviews, evidence gathered, the outcome of the investigation, and any other documents. Investigation records are not maintained in personnel files or student files unless they are part of a formal corrective action. To date, SSC has had approximately 35 Title IX complaints by students. All Title IX complaints are documented on the [student complaint](#) log. Employees have filed 9 Title IX complaints since 2014.

Comparison

The internal target for our financial audit is to have a clean audit with no qualifications. We achieved our goal in 2018. The internal target for Title IX training is 100% of employees trained. We achieved the goal in [2018 with these numbers](#).

Interpretation

SSC has a long history of having clean audits. We establish a goal each year to achieve a quality report in support of operating efficiencies and ethical standards. We require all employees to

complete Title IX training and address all Title IX concerns. We document Title IX complaints from students and employees, analyze them to determine areas of improvement in our processes, and track to see if the improvements resulted in changes.

4I4

In spring 2018, the HR committee presented a [Consensual Relationships](#) policy/procedure to Cabinet. The Student Code of Conduct policy was updated in fall 2018 to ensure students understand expectations of employees and students in relation to the policy.

HR is reviewing new software vendors to use for Title IX training. We want to ensure that the vendor offers a different training each year. One concern brought forward from employees was that the current vendor used the same case studies each year so employees didn't feel like they were receiving new training.

In 2018 SSC also created a new [policy on textbook](#) selection, which supports the Goals of Academic Excellence and Fiscal Stability and Stewardship. It reminds faculty that they are required to follow Ohio Ethics Law Section 102.03 as it relates to textbook selection.

Sources

- 15-13-47 Textbook Selection Policy
- 15-14-04 Employee Responsibilities and Duties
- 15-14-18 Corrective Action and Discipline Procedure
- 15-14-25 Whistleblower Policy
- 15-14-27 Code of Ethics and Professional Behavior
- 15-14-31 Consensual Relationships Policy
- 15-15-08 Institutional Review Board
- Accreditations Link
- Audit Stark_State_College_17-Stark
- Auditor Report Stark_State_College_16-Stark
- Class-Syllabus-Template-SU18
- COMBINED HLC student complaint logs 2009-18 dedact
- CONFLICT OF INTEREST QUESTIONNAIRE 2
- Consumer Info Link
- Master-Syllabus-Template
- Standing Committee Results 2014-2018
- Title IX Training Numbers

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1.1

The [Strategic Plan](#), [College Completion Plan](#), and [EMP](#) guide the selection and distribution of data to measure performance, supporting both instructional/non-instructional processes. The strategic planning process supports system-wide continuous improvement, shared governance, and communication as ways to enhance organizational performance. Strategic planning, institutional effectiveness, and continuous improvement are accomplished through teamwork and collaboration among all members of the campus community. This process ensures broad-based stakeholder input at all levels.

IR&P reports information concerning enrollments, program completions, graduation rates, numbers of faculty and staff, finances, institutional fees, and student financial aid through the Integrated Postsecondary Education System (IPEDS) and the Higher Education Information (HEI) system. Other governmental reports include crime statistics (Clery Act) and federal or state grant supported access programs.

IR&P produces reports and tracks data related to enrollment, retention and graduation rates, retention by class, recruitment by high school, and comparisons to other two-year colleges in the state. Institutional outcomes and enrollments are tracked through the [Dashboard](#).

SSC has a systematic and comprehensive process for [collecting KPIs](#). SSC's planning process involves all stakeholders, including our Board.

5P1.2

Data needs of SSC are determined by external reporting requirements, internal performance results, and institutional goals. Broad categories for data include [these items](#).

5P1.3

IR&P collects, compiles, and disseminates data and information to satisfy both internal needs and external requirements, such as accreditation. EC, in conjunction with Board and Cabinet, determines the priorities. The Strategic Plan provides an outline of the goals, key outcomes, and strategic projects over a multi-year time period. Operational priorities for 2018-19 include increasing enrollment by 2% for fall 2019, improve course completion rates by .6%, promoting the use of PLA, and developing a Talent Management Framework.

IEC conducts an environmental scanning process. The [scan](#) provides data on regional demographic and industry trends and changes to the political and regulatory landscape that may impact the College. The data supports the strategic planning processes.

5P1.4

SSC analyzes data sources based on reliability and accessibility. Most data sources are state or federal government agencies, and these include ODHE, HLC, Ohio Department of Education, US Department of Education, IPEDS, US Census Bureau, and US Bureau of Labor Statistics. We use survey instruments developed by several nationally-known organizations including Noel-Levitz and CCSSE.

SSC maintains two strategic benchmarking documents. The [Dashboard](#) provides SSC with a status update of the KPIs of the Strategic Plan Goals, and the [Peer-Aspirant List](#) provides a list of institutions matched on the basis of institutional and regional socio-economic demographic characteristics and is used for the comparative analysis of program offerings and a number of student success outcomes.

5P1.5

SSC uses ARGOS to run reports out of Banner. The IT Department develops custom ARGOS reports for the College and provides support for numerous other software platforms used by various departments. Other software platforms include Hobson's (Admissions), Elevate (Non-credit and Contract Training), Platinum Analytics (IR&P), and MAP (Academic Affairs and Student Services).

SSC receives institutional outcomes reports from the federal government (IPEDS), ODHE, OACC, and from third party entities such as CCRC and JFF.

[This table](#) identifies the reports used to support planning, process improvement, and decision-making as well as the term when the information is updated.

[This table](#) provides the definitions used for the Dashboard. Each measure is tracked to support performance results and decision-making processes.

5R1

The [Dashboard KPIs](#) indicate the outcome measures for the Strategic Plan. Each measure is benchmarked and up to five years of data are included to allow for the assessment of trends.

Summary

From [fall 2012 to fall 2016 SSI](#), SSC improved the course completion rate and credit attainment for first-time in college students, moving from lagging the sector in almost all measures to meeting or exceeding the sector benchmark in several measures.

Comparison

As noted in 4R2, the [Dashboard](#) provides detailed performance information for all strategic goals.

Interpretation

SSC fell below the [CCSSE benchmark](#) on two measures: Active and Collaborative Learning and Student-Faculty Interaction. Some courses were removed from programs due to a state requirement to reduce the credit hours in degree programs, so the number of active and collaborative learning projects declined. Divisions are reassessing their courses and identifying areas where new active and learning projects can be added. Student-Faculty Interaction declined as the number of students enrolled in online courses increased. SSC understands the importance of promoting engagement to students in face-to-face and online courses. Academic Affairs defined strategies to assist with improving student-faculty interaction.

[HCM Strategists](#) in conjunction with OACC and ODHE annually provide a report with an analysis of the SSI funding distribution. For [2018](#), each Proxy declined from [2017](#), reflective of the enrollment decrease over the preceding three years. Overall performance improved across a number of student success measures, such as Course Completions, where SSC moved from below to above SSI Proxy. From 2017 to 2018, each of the three major components (Completed FTE, Success Points, and Completion Milestones) moved from below to above SSI Proxy/Enrollment Share, indicating performance improved on all funding measures.

Developmental math and English success improved, with English well above both the SSI/Enrollment Proxy. While certificates remained above the SSI Proxy, we received proportionally less funding than 2017.

5I1

Plans to improve enrollment in and completion of certificates are underway. SSC is implementing a new advising model, which will require students to meet with their faculty advisors versus being able to self-advise.

The English and math departments implemented co-requisite remediation, which supports student success and our Strong Start to Finish (SStF) statewide grant. SSC data demonstrates that successful completion of college-level math and English assists with retention and completion.

In support of SStF, SSC plans to implement strategies to close the equity gap. Plans include inviting national speakers to campus to discuss effective strategies inside and outside of the classroom and implementation of Starfish to assist advisors with early intervention.

SSC conducted an audit of our courses and articulation agreements and determined that approximately 200 courses are eligible for higher levels of funding based on Ohio's HEI system. An update of those courses in the system will result in an increase in funding for course completions.

SSC continues to seek grants to support college resources for the Strategic Plan. Recent statewide grants include SStF, Open Education Resources, and Apprenticeships. Implementation of grants will continue over the next few years.

Sources

- 2017-19 Strategic Plan Update Timeline and IEC workplan 12-8-15
- CCSSE-2017-SSC-Key-Findings-Report
- College Completion Plan 2018-20
- Course Completion and Credit Attainment Rates
- Dashboard Comparison Analysis 5P1
- Dashboard Snapshot
- Data Categories
- EM_PLAN
- KPI Collection Process

- SSC Peer-Aspirant List 2017-19
- SSCC Long Version-final
- SSI Stark State College_17
- SSI StarkState_FY18
- Strategic Dashboard Definitions
- Strategic Measures Dashboard
- StrategicPlan_2017-19
- Summary Census Data for Summit and Stark Counties 1999-2014

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2.1 (5.A.1.)

SSC defines and documents all fiscal, physical, and technological infrastructure processes through the P&P, emails, and mystarkstate. The P&P is updated by shared governance committees. Internal departments can document departmental procedures via shared drives and Blackboard. SSC uses technological tools to enhance the distribution of support processes, the most recent addition being texting to students. All processes are communicated by ongoing workshops, training, new employee orientations, and non-academic assessments.

SSC strives to meet the emerging needs of its students, staff, faculty, and community through the upkeep of the current physical infrastructure and new facilities as the need emerges.

A \$9 million health sciences building accommodates the region's growing need for highly skilled health care workers. The W.R. Timken Center for Information Technology houses the information technology and engineering technology majors. The Ralph Regula Wellness and Therapy Center is an educational center for physical therapy assisting and occupational therapy assisting students. The Automotive Technology Center is a 40,000-square-foot facility housing the automotive and transportation technologies.

SSC's new Gateway Center is a one-stop student services center for admissions, financial aid, career services, registration, placement testing, and enrollment operations. The Wind Center supports the police science program. We created labs for surgical assisting and are adding computer labs.

SSC maintains additional locations in Akron, Alliance, Barberton, and Canton to better serve students. Each site offers students the same affordability and quality faculty as main campus. In January 2015 and July 2015 we opened new locations for Canton and Alliance. In spring 2017, we opened Akron White Pond, a temporary location, and in fall 2018, the Akron-Perkins location opened. The Akron locations meet the emerging needs of our students, over 30% of whom come from Summit County. The locations allow for easier access to select SSC programs and the opportunity to build on community partnerships.

Measures are in place to ensure all physical maintenance is addressed. The VP for Business and Finance is responsible for the maintenance of the building(s) and grounds, and he arranges service contracts to care for the mechanical systems not covered in the basic contracts. Upon notification of dangerous conditions, the VP for Business and Finance takes action to have the condition corrected and may stop any activity if there is a clear and present danger. The VP for Business and Finance ensures that SSC is in compliance with all codes for the operation of public buildings. He recommends necessary changes required to meet revisions in the law to the Board.

SSC continuously devotes time and financial resources to the daily maintenance of IT infrastructure and infrastructure upgrades which include Banner, the Luminus Portal, Blackboard, and other hardware/software infrastructure. We image all student information and financial aid documents stored using OnBase and ApplicationXtender as additional security and backup. Data are also backed up off-site at Cleveland State University (CSU). Banner maintains records for the College admissions, registration, academic history, financial aid, space usage, finance, and HR information.

Mystarkstate gives individuals access to information and services and integrates with Banner, so users can access the information needed through a single sign-on. The Luminus Platform functions as the foundation of a unified digital campus through a combination of portal features, enterprise applications, and infrastructure.

ANGEL LMS provided web-based support for teaching and learning. SSC transitioned from ANGEL to Blackboard in summer 2017. The switch provides many of the same services as ANGEL; however, Blackboard is deemed more user-friendly and incorporates Collaborate virtual offices (Voffice) to allow online meetings with face-to-face interactions.

ARGOS is a single, feature-rich, user-friendly, and easily implemented tool that effectively meets reporting needs from simple ad hoc queries to advanced dashboards and data cubes. ARGOS was designed so users can quickly access the information needed and in the formats needed.

MAP is an online student advising process to help students stay on degree/certificate track by showing course options, progress made towards academic goal, and requirements needed for completion. MAP offers additional tools such as a semester planner, GPA calculator, and options to explore different majors.

The Help Desk provides the first line of technical support for the computing community. It provides technical support and answers to technical questions and is available by phone, walk-up counter, email, and online.

Security of the IT system is maintained through software, hardware, and other activities to deny unauthorized access to SSC data. We utilize levels of security authorization for confidentiality and compliance with FERPA regulations. Management of spam, viruses, and backup of confidential student and personnel records ensures the highest level of security.

5P2.2 (5.A.3.)

SSC ensures goal setting alignment across organizational levels through shared governance, cross-component committees, and work teams that regularly review data/IT needs and processes. Several committees meet on a weekly basis including EC, AAC, and division meetings where deans meet with department chairs. Other committees meet twice per month or monthly, such as the Enrollment Management Committee, ACC, Cabinet, and standing committees. Feedback from committees and departments is provided to EC and/or Cabinet, who make decisions regarding goals.

As outlined [here](#), select offices are responsible for data and report management. Unofficial data reports are standardized and available through ARGOS. Ad hoc reports may be generated via ARGOS or Banner. The Banner Data Standards Committee works to ensure standardization of data elements in Banner. SSC also publishes student success data on the website and mystarkstate.

Computer Services, the Registrar, the Budget Office, and the Office of IR&P provide data support to programs and services. Departments require performance data to satisfy both external requirements and day-to-day operations. [Data sources](#) are selected on the basis of reliability and accuracy and in support of operational priorities. Data in Banner are managed through assigned data stewards to ensure the integrity of the data. Each [data steward](#) is responsible for the data in their area.

SSC also ensures the human resources needed to support the Mission. This begins with the hiring, training, and supporting of new and retained employees, as discussed in Category 3.

In order to maintain a productive, service-oriented environment, all employees are expected to meet established standards of performance and conduct. All employees will accept appropriate responsibility assigned to them and cooperate through the timely completion of assigned work or duties as outlined within the job description. Actions that constitute breaches or flagrant violations of the standards defined in [this policy](#) may result in disciplinary action and/or termination of employment.

Specific duties and responsibilities for positions in all occupational categories are delineated by job descriptions of which HR maintains copies. New hiring of administrative, professional, instructional, and technical/paraprofessional staff must meet [minimum requirements](#). All new appointments conform with the Affirmative Action Plan adopted by the Board. The hiring processes described in 3P1 support SSC's resource goals.

5P2.3 (5.A.2.)

SSC believes the stewardship of human, fiscal, physical, and environmental resources is integral to the shared governance model that upholds the [Mission](#) and values the quality of teaching and learning. SSC takes a dynamic approach to serving students and community through fiscal responsibility, sustainability, and strategic planning for change and growth. Additionally, EC reviews the fiscal, human, facility, and technology resource needs while utilizing fiscal restraint and responsibility and outside resources.

SSC strives to maintain among the top three lowest Total Cost/FTE of Ohio public two-year colleges.

Taxpayer costs come to only \$26.1 million, equal to the annual contribution of state government to SSC. In return for their public support, taxpayers are rewarded with an investment benefit-cost ratio of 2.8 (= \$74 million ÷ \$26.1 million), indicating a profitable investment.

In order to ensure all financial resources and records are handled properly, the VP for Business and Finance files all financial reports as required by the Board, AOS, or other agencies as required by law or condition of contracts. There are [three areas of focus](#) in the budget.

The VP for Business and Finance, with assistance from the Director of Budget, is responsible for the coordination of the annual budget. All members of the College are expected to participate in the development of departmental budgets. The department chair works with members of the department, the next level administrator, Provost, or appropriate vice president. [These](#) are the basic steps in the budget cycle.

Department chairs ensure their units do not exceed the approved budget. Chairs notify the dean and Provost or VP of Business and Finance if a situation arises that was not anticipated. The request is reviewed by the President, and funds may be transferred from the contingency fund to the departmental budget.

The Director of Budget conducts monthly reviews of all departmental budgets. A summary report is prepared for the Board. Departments experiencing financial difficulties are reviewed with the department chair and the next level administrator.

Through all of these means, procedures, and aims, SSC has the fiscal resources to support its operations and ensure educational purposes are not adversely affected.

5P2.4

SSC participates in a number of nationally benchmarked [surveys](#) to track outcomes and measures related to performance and infrastructure. The surveys are integrated into SSC strategic planning processes and are linked to Systems Portfolio Categories. Several of these surveys and benchmarking reports are nationally recognized as best practices including CCSSE, Noel Levitz, and the Great Colleges to Work For survey. SSC has participated in each survey over the last three years as part of a systematic and comprehensive survey plan.

5R2

SSC developed a systematic and comprehensive process for collecting performance data. Processes are designed to ensure that each stakeholder category is directly involved in determining targets and identifying processes needing improvement. The culture is such that targets and processes can be identified by any major group without decisions being exclusively top down. The effectiveness of projects can be evaluated through SSC assessment processes and tracking measures.

Summary

SSC strives to use all resources with fiscal responsibility. Here is the [total Cost/FTE ranking](#) across all of Ohio public two-year colleges (36 institutions used for comparison in total) the for most recent years available. SSC also strives to maintain a [fiscal viability composite score](#) of at least 3.9.

SSC's Senate Bill 6 rating has remained stable and above goal despite a decline in enrollment, which indicates that SSC has been able to maintain financial stability.

[Personnel/benefits costs](#) are also maintained as a proportion of the operating budget at or below the three-year SSC average.

Comparison

According to the [Great Colleges to Work For](#) results for the category of Facilities, 79% of employees agreed/strongly agreed with the positive statements comprising the dimension, down from 86% in 2015, but above the Associate Colleges benchmark of 73%. Sixty percent of employees rated Policies, Resources, and Efficiency positively, similar to the rating in 2015 (61%), and below the benchmark of 61%.

The Ohio Department of Education Physical Report states there is no deferred maintenance for SSC. Physical upkeep is at the highest level possible and remains a priority. Our rating exceeds that of other colleges in the state.

SSC also strives to maintain the [lowest annual tuition](#) among local two-year institutions.

Interpretation

Through viewing the results of the Dashboard and Great Colleges to Work For survey, SSC effectively manages fiscal, physical, and technological resources and infrastructure. SSC will continue to hold steadfast in its ability to support its educational programs and operations.

5I2

SSC has a long-term Strategic Plan for both facilities and technology updates, which provides the necessary support for administrative and student support services. SSC uses surveys to document and determine areas for comprehensive improvement. By utilizing the data from The Great Colleges to Work For survey, SSC has improved upon its processes to support organizational operations. Additional areas of improvement include [these items](#).

Sources

- 15-14-27 Code of Ethics and Professional Behavior
- 2018 Overall Full Data Stark State College
- Additional Areas of Improvement
- Areas of Budget Focus
- Budget Cycle Steps
- Data Management by Office
- Data Selection
- Data Stewards
- Fiscal Viability Composite Score
- Institutional Surveys Administration Matrix 4-5-18
- Minimum Hiring Requirements
- Personnel Costs
- StrategicPlan_2017-19
- Total Cost FTE Ranking
- Tuition Comparison

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3.1

The Director of Budget meets with department chairs to plan the next academic year's budget. Each department submits an annual budget request based on immediate and projected needs and goals. The VP for Business and Finance, in conjunction with EC, [develops the annual budget](#). A financially conservative approach is used wherein projected revenues from tuition and state subsidy are lower than enrollment goals to ensure financial stability. The VP for Business and Finance reports the financial standing and budget at Cabinet and Board meetings.

College resources are allocated based on the strategic priorities and needs. The revenue sources are determined by subsidy through SSI or by enrollment estimates for tuition revenue. EC works to ensure strategic planning and budgeting are aligned. The basic steps in the budget cycle are included under 5P2. SSC has strategic plans for facilities and information technology, including disaster preparedness, emergency response, and staffing.

SSC utilizes data for strategy selection and action plan implementation. Committees provide input and incorporate ideas, suggestions, and continuous improvement processes that assess the current and future resource needs. EC reviews all resource needs, utilizing fiscal restraint, responsibility, and available outside resources.

5P3.2 (5.A.5)

The VP for Business and Finance is responsible for the coordination of procedures for the annual budget based on major income sources. The Director of Budget conducts a monthly review of departmental budgets, provides financial analysis, and reviews potential budgetary impacts. Each department supervisor compiles a departmental budget and forwards it to next level administrators. EC reviews the correlated budgets and recommend adjustments. The proposed budget, the goals and priorities of the institution, and the Monthly Budget Report are shared with the Board. SSC continues to work on the five-year projection to present the Fiscal Year budgets to the Board.

SSC and the Board monitor organizational performance through the [Dashboard](#).

5P3.3

The technological infrastructure at SSC provides support for improving organizational operations. Banner is an important tool for storing information relevant to quality improvement initiatives. SSC uses technological tools to enhance the distribution of support processes, the most recent addition being the Mobile App and mobile-friendly SSC website. SSC offers numerous computer software training sessions to keep employees up to date on technology and to train employees.

The IT area is split between administrative and academic functions. Each area has its own computer system and support to meet information technology needs.

SSC adopted standardized equipment and software platforms to reinforce infrastructure integrity. The IT Department requires all equipment and technology purchases to be submitted to the IT Department for sustaining compatibility and ensuring adequate capacity to provide support. The IT staff also responds to end user issues through a Help Desk service, which acts as a monitoring mechanism that alerts the Director to key issues, emerging problems, and service satisfaction with systems and infrastructure. IT creates unique usernames for all students, faculty, and staff, and security passwords must be periodically changed. Access to data is determined based on employee position. SSC uses the RAVE Alert system to notify students, faculty, and staff of emergencies/school closings.

5P3.4

SSC works to create a physical infrastructure that is reliable, secure, and user-friendly. The VP

for Business and Finance is responsible for the maintenance of the building(s) and grounds and recommends the necessary changes that are required to meet revisions in the law to the Board.

Renewal of facilities and improvement projects are planned, organized, and coordinated so as to support the Mission. The Director of Physical Plant and Construction manages day to day maintenance and physical infrastructure. The Facilities Department oversees general and equipment maintenance and ensures the safety of campus operations.

Budgeting for the facilities projects occurs through the budget process. Service areas include maintenance, custodial, grounds, mail, safety, and construction services. Each service area has a maintenance supervisor.

5P3.5

The SSC Security Department maintains the safety and security through a continuous review of policies, procedures, and current trends in crime statistics for all locations, developing emergency plans for each, developed through a college-wide effort. Security and the Facilities Department participate in state-wide and local planning meetings, conferences, first responder training, and training requirements to comply with federal requirements for physical safety and security knowledge.

The [Emergency Response Plan](#) establishes procedures and organizational structure for response to emergencies and guides response personnel and resources during major emergencies. The Plan defines roles, responsibilities, and clear strategies during the initial response and throughout an emergency. The Security Office maintains this plan, which is available to the campus community through mystarkstate and at the Security Office. Emergency information is communicated to employees and students through mystarkstate and website. Communication is enhanced through SSC Text Alerts, email alerts, public address announcements, and orientations. In the event of a pandemic flu situation, a dedicated phone extension and email to the response team was established. Active shooter training is offered each semester.

For a campus evacuation, employees are designated by Security to assist as part of our Evacuation Leader Program. The Coordinator of Emergency Planning and Security trains [evacuation leaders](#) every six months.

The IT staff installed cameras on campus and locations and card readers to control door access.

Legal regulations and requirements are implemented/maintained in science laboratories such as OSHA safety training, hazardous material management, inspections and storage of chemicals and equipment, and emergency procedures for physical safety.

Counseling and intervention services are available for personal or academic concerns through our Student Support Counselor. A Behavioral Assessment Team (BAT) was created to assess potential threats or behavioral risks to the campus to prevent violence and provide a safer campus environment for all. The mission is to provide proactive assistance to students who are exhibiting concerning behaviors and assist employees in recognizing those behaviors. Proactive

actions include behavioral early alert for faculty and staff, withdrawal outreach, and educating faculty on best practices.

5P3.6

SSC utilizes various tools to track information pertaining to resources, financial position and budget, technological and physical infrastructure, and safety and security. SSC continuously benchmarks against other two-year colleges and data are posted on mystarkstate. Benchmarking and planning data are made available to guide future planning and to gauge progress/performance on goals.

SSC manages risk through strategic planning and through shared governance by gaining input from institutional stakeholders. Other activities include retreats with AAC, EC, and the Board, as well as Cabinet meetings. SSC also has ongoing partnerships with community and advisory groups to gain external input.

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, SSC provides information relating to crime statistics and security measures to prospective students, current students, and employees. An [Annual Security Report](#) for each location communicates details regarding warnings and campus safety alerts, notifying stakeholders of situations that may be threatening in nature. An emergency desktop reference guide is distributed to employees for a quick reference of AED locations and evacuation guidelines.

5R3

Summary

Noel-Levitz SSI survey provides results on how students perceive satisfaction with the registration, campus climate, support services, and safety and security. [Results](#) demonstrate that students are satisfied with the facilities and services offered.

Ohio has awarded SSC \$7.4 million over the next two years in HB 529. Our capital allocation is \$2.9 million for the completion of the Akron-Perkins, and \$3.7 million for maintenance projects. The Greater Akron Chamber of Commerce requested community project funding for a CDL campus and SSC was awarded \$350,000 toward the construction of the site. Campbell Community Literacy Workforce and Cultural Center and the Barberton Head Start also provided SSC with funds to support projects.

Comparison

The decline in [days in reserve](#) in 2015 was due to the pay down of bonds, which improved our Fiscal Viability Score. The decline in 2018 was due to using reserves to assist with building Akron-Perkins. SSC has an internal BOT approved benchmark to maintain at least 65 days in reserve.

In the [Support Services Effectiveness Survey](#), employees provide input concerning the quality of nine support office/services: Business Affairs, the Digital Library, Disability Support Services, Help Desk Services, Information Technology, Institutional Research and Planning, Maintenance/

Grounds, Marketing & Communications, and Strategic Grants. Results indicate that all offices generally provide high quality internal customer services (at least a 3.00 score on commonly assessed items).

The Campus Security Department tracks crimes reportable based on the Clery Act as well as crimes that are non-reportable. [Reported offenses](#) have declined since 2014 despite two additional locations in Akron.

Interpretation

SSC follows well-established budget processes to ensure fiscal stability and support of departments in meeting strategic goals. The state-mandated financial rating of the College improved in an era of declining state and national enrollments. The entire community college sector has been under a multi-year state-mandate tuition freeze. Most of the community colleges in the state have experienced declines in ratings and overall financial stability due to the loss of enrollment and the tuition freeze. SSC has embarked on significant capital projects to improve services to students (Gateway Center) and improve access for students (Akron locations). The physical campus continues to be maintained in top condition, with no deferred maintenance, a testament to planning and the dedication of the grounds and maintenance staff. College employees are offered a variety of safety-related professional development and training, and crimes across all locations are declining. Faculty and staff are continually informed on emergency and safety precautions, which results in safe physical campus.

5I3

The installation of cameras and card reader access will continue to progress within the next 2-4 years, contributing to the enhancement of our security measures. Additional areas of improvement include increasing the State Senate Bill 6 rating, relocating the President's Office, and implementing new back-up software to support our disaster recovery site at CSU.

Previous areas of improvement included upgrading the phone system, migration to Blackboard, creating the surgical technology and ophthalmology classroom labs, opening the Akron-Perkins new location, opening the ophthalmology community clinic, and updating our disaster recovery policy and procedure.

Sources

- 15-16-02 Budget Preparation and Control
- 2018-Spring-Support-Services-Effectiveness-Survey-Summary-Report
- Annual Security Report-2018 Main Campus.docx
- Clery Act Reportable and Non
- Days in Reserve
- Duties of an evacuation leader
- Emergency-Response-Plan
- Noel Levitz Facilities Results
- Strategic Measures Dashboard

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1.1 and 6P1.2

Resources used to determine CQI initiatives include the Quality Check-Up and Reaffirmation of Accreditation reports; [Strategic Plan](#); [College Completion Plan](#); [EMP](#); feedback from the [Systems Appraisal](#); the AQIP Culture and Infrastructure Survey; national surveys such as [Noel Levitz](#) and [CCSSE](#); feedback from FA and CSA; and feedback from the Strategy Forum. Information from all sources is analyzed by accreditation leadership: President, Provost, EC, and AQIP Committees. Leadership prioritizes new initiatives based on federal, state, and/or local initiatives and alignment with the Strategic Plan, which is aligned with the Completion Plan and EMP. [This table](#) demonstrates the alignment of CQI initiatives with the Plan, Completion Plan, Portfolio Categories, and Criteria for Accreditation. The alignment ensures that projects support strategic objectives, stay committed to objectives, and maintain focus until completion.

IEC serves as the steering committee for AQIP and oversees the prioritization and alignment of the Plan, Portfolio, and APs. The strategic planning process is described in Category Four.

IEC oversees the process approval of the Portfolio Category questions. The Portfolio Coordinator solicits Category Committee membership from faculty and staff. Each committee contains a representation of employees from across the institution to address the components of each question. The committees compile answers and submit them to the Coordinator who presents them for consideration/clarification to IEC. After approval, answers are compiled into the Portfolio document. The Coordinator presents the draft to the Provost for revisions/additions, maintaining an updated Portfolio. The Provost presents the Portfolio to EC for final approval and submits it to HLC.

For the [AP process](#), once an initiative is identified, the AP Coordinator drafts the project and presents it to IEC for review/approval. Once the project is approved, the Coordinator submits required documentation to HLC's Action Project Network and invites SSC faculty/staff to participate in the project. The Coordinator works with the elected co-chairs to ensure the project stays on task, submits updates to HLC for review, and ensures important updates are communicated to the College. Information about new APs is forwarded from IEC to Cabinet to ensure clear communication.

IEC performs an internal evaluation of an AP the year after completion. The chair/co-chairs of the closed AP completes a [form](#), makes available any documents, and possibly develops a survey to assess the impact the project made. IEC reviews the documents to determine the level of success or if reinvigoration is needed. The results are communicated to the AP Coordinator who evaluates if and/or what further action is needed to ensure the impact of the project is met.

The [AP Review Process](#) illustrates the [evaluation of a project by IEC](#). Successful APs can be nominated to IEC for a QIA. The internal evaluation and QIA are new processes developed by the ["Advancing, Celebrating, and Communicating our Quality Initiative Successes,"](#) AP that was presented at the 2014 HLC Annual Conference and the 2014 Ohio AQIP Coalition meeting.

CQI initiatives that are not formally declared as APs go through a similar review cycle but may not involve the AP Coordinator. Leadership of other CQI initiatives are determined by EC and aligned with the Strategic Plan.

SSC was fortunate to be chosen by HLC to pilot an on-campus Strategy Forum during the spring 2015 semester. This Forum marked the beginning of SSC's 8-year accreditation cycle and helped launch ideas for CQI initiatives. All SSC faculty and staff were invited, and over 170 employees participated on day one, with over 70 participants during days two and three. This vast involvement gave AQIP leadership the opportunity to solicit feedback, prioritize, and determine which CQI initiatives are needed. An immediate AP from the Forum was ["Identifying Strategies to Help Students Understand College Level Expectations."](#) This project was primarily focused on data collection. Key findings were forwarded to the FYE Task Force, who used the findings to develop and implement strategies that will have the greatest impact on student success.

6R1

The processes used to develop CQI initiatives are tailored to the needs of SSC's students and programs. Once SSC determines which CQI initiatives to pursue, the project must demonstrate clear alignment with the Strategic Plan, College Completion Plan, at least one AQIP Category, and Criteria for Accreditation. The Principles of High Performing Institutions are also considered. All CQI projects, whether developing into an AP or not, must demonstrate alignment. The Provost and President have final approval for CQI projects. Smaller initiatives can be approved at the department/division level but must align with the Strategic Plan.

The CQI initiatives listed [in this table](#) represent projects, including APs, that were submitted for the QIA since it started in 2014. SSC strives to make quality a priority and to ensure that all CQI initiatives make an impact. An AP Committee researched, developed, and implemented the Honors Program, which offered its first courses in fall semester of 2016. The PASS Grant initiative operated over the academic years 2015-16 and 2016-17. The PASS Grant initiative has been recognized as a best practice and was selected for presentation at the [2018 HLC Annual Conference](#). Some APs led to changes in Policies/Procedures, including ["Transforming Financial Aid to Help Students Reach Academic Success."](#) Other initiatives have contributed to significant changes in culture such as the Food Pantry.

All APs evaluated by IEC have been determined to be successful and impactful. AP assessment results from the completed project ["Strategies to Help Students Understand College-Level Expectations"](#) is an example of the evaluation of an AP.

In fall 2016, the [AQIP Culture and Infrastructure Survey](#) was administered to all SSC employees, 72 of which participated. Questions inquire about CQI initiatives and processes and were organized into four categories: 1) Role and Structure, 2) People and Culture, 3) Operations, and 4) Results. Participants were asked to respond to each question with the appraisal maturity levels.

The [AQIP Culture and Infrastructure Survey](#) asked respondents to identify [primary and secondary targets](#) for APs. Results for both targets identified a need for APs related to Valuing Employees. Common themes in employee responses include the need for increased professional development opportunities; review of the hiring process; and training and evaluation of employees. Communication was also identified as a concern throughout the 2016 employee responses. Funding for professional development has been maintained at previous levels despite a declining enrollment and subsequent funds. HR evaluated the hiring process and implemented areas of improvement. A new Talent Management Framework is currently being developed and implemented and additional operational projects are being identified by EC.

Based on feedback in the reaffirmation of accreditation report, the Provost modified the assessment instruments used by the department chairs and deans to reflect the percentage of students demonstrating proficiency in each general learning outcome. The college-wide report reflects these changes.

Upon evaluation, the APR process is comprehensive and consistent at the division and Provost levels, but not consistent at the department level. Inconsistencies were identified in assessment data collection and management/communication of results. Recommendations were provided to

AC and changes implemented to include: data collection - forms have been reviewed and updated; consistency - training is provided at the start of each term for the APR process and also at ACC meetings; communication - APR by faculty has been added to the APR checklist; and management - the APR review/submittal process has been modified to ensure review at the departmental/divisional levels prior to submission and after approval.

One example of how changes in assessment practices have impacted quality is the revision of ITD122 Computer Applications for Professionals, which historically had a high DFW rate. Data collected through the process lead to changes in prerequisites to include a reading proficiency, and has made a [dramatic impact on student success](#).

Another example of the impact of co-curricular assessment practices is the Physical Plant Department, which worked with Digital Photography faculty on a class project that supports student learning and co-curricular assessment. Students in the class take photos of campus and describe why photos are positive and areas needing attention. The Student Photographic Assessment project allowed the Physical Plant Department to “see” the campus from students’ perspectives. The photographs reiterated some items identified through surveys, such as parking issues and cafeteria space/flow, but overall, students’ photographs and descriptions were very complementary. The results were presented to EC and the Board.

6I1

The Culture and Infrastructure survey identified the need for professional development opportunities as a concern. The [“Establishing a Professional Development Program to Enhance Teaching and Learning”](#) AP developed an online program for all employees, discussed in 3P3. SSC increased the frequency of internal and external speakers presenting to employees on campus, and the topics are varied in an effort to capture greater audiences.

Feedback from focus groups and surveys will continue to drive initiatives focusing on valuing people and improved communication. The recent Board of Trustees Strategic Excellence Awards are an example of a new initiative with a focus on valuing people, discussed in Category Three.

The [“Mapping College Processes and Deadlines to Ensure Student Success”](#) AP developed a “roadmap” for students regarding key dates and processes they are responsible for each semester, the goal to ensure students have a clear understanding of academic/non-academic responsibilities. Information about key dates and processes are communicated to students through the “The Stark Stater” email. This AP aligns with the goals of the FYE Committee and is expected to help prevent unintentional student withdrawals due to a misunderstanding/miscommunication of processes and deadlines.

The QIA application was modified for spring 2017 to include demonstration of how the nominated initiative aligns with the Strategic Plan, an AQIP category, HLC Criteria for Accreditation, College Completion Plan, and Principles of High Performing Institutions, the purpose to ensure that the alignment is not just identified at the onset of a project, but throughout its duration and implementation.

Sources

- 2018 Overall Full Data Stark State College
- 6R1 Table 6.2 Aligning Action Projects
- Action Project Assessment Form - Strategies to Help Students Understand College Level Expectations
- Action Project Development and Review Cycle
- AQIP Action Project Review Process
- AQIP Culture and Infrastructure Survey Results
- AQIP Project Completion Form
- CCSSE-2017-SSC-Key-Findings-Report
- College Completion Plan 2018-20
- EM_PLAN
- ITD Rates
- Primary and Secondary Targets for Action Projects(2)
- SP Alignment with AQIP Cat HLC Crit and Compl Plan
- SSC PASS Program
- SSC_Advancing Communicating and Celebrating our Quality Initiative Successes
- SSC_Transforming Financial Aid to Help Students Reach Academic Success
- Stark State College - SSI (Midwestern) - 11-2017
- Stark State System Appraisal
- Stark_State_College-
Creating_a_Writing_in_the_Disciplines_Committee_to_Improve_Student_Writing_Outcomes
- Stark_State_College-
Establishing_a_Professional_Development_Program_to_Enhance_Teaching_and_Learning_02-06-18
- Stark_State_College-
Identifying_Strategies_to_Help_Students_Understand_College_Level_Expectations_02-09-17
- Stark_State_College-
Implementing_an_Honors_Program_to_Enhance_the_Educational_Experience_10-28-16
- Stark_State_College-
Mapping_College_Processes_and_Deadlines_to_Ensure_Student_Success_05-15-18
- StrategicPlan_2017-19

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2.1

SSC develops an infrastructure and provides resources to support a culture of quality in multiple ways. The Provost, who serves as the ALO, and two AQIP Coordinators are all peer reviewers who complete annual training and attend the HLC Annual Conference, developing/implementing ideas learned through these experiences to enhance SSC's approach to quality initiatives and accreditation. Quality initiatives, including APs, are determined/prioritized by leadership and must align with the Strategic Plan. Formation requires approval from the President and Provost, and the support of leadership ensures that resources are available for long-term success. An example is the formation of the Honors Program and Oversight Committee, born from an AP and now housed under the Student Success Division.

Collaboration is the focus for development of SSC's Systems Portfolio and Strategic Plan, of which the development processes reflect SSC's commitment to a culture of quality. By

participating in the Portfolio development, faculty/staff gain knowledge about processes, results, and improvements at SSC. The shared governance and collaborative approach for each strategic planning cycle is built into the infrastructure of the institution.

6P2.2 (5.D.1)

SSC utilizes information gathered through Strategy Forums, Systems Portfolio Appraisals, the AQIP Quality and Infrastructure Survey, and surveys and focus groups to ensure continuous quality improvement is making an impact on culture/operations. The information gained is used by the AP Coordinator, IEC, and EC to develop APs and other CQI projects to advance/implement quality initiatives. Involving a broad range of participants in initiatives ensures collaboration. The [evaluation process](#) of closed APs determines the success and its impact. College-wide involvement in development of the Portfolio, Strategic Plan, and shared governance membership ensure participation and communication to support our continuous improvement approach to quality and ensures employees understand the impacts made.

SSC holds two semester updates for all employees to communicate access, retention, persistence, and completion data using the [Dashboard](#). The updates offer engagement opportunities concerning information that impacts the institution. SSC also uses email, *@StarkState* newsletter, mystarkstate portal, *StarkStater*, division/department meetings, FA and CSA meetings, and Cabinet and standing committee meetings to ensure quality improvement is making an evident and understood impact on the culture.

6P2.3 (5.D.2)

The [AP review process](#) is one means of ensuring the institution learns from its experiences. [This lists](#) the recent APs and other quality improvement initiatives demonstrating alignment identified at the onset of a project and monitored throughout the duration. If nominated for the QIA, alignment must be demonstrated again. Keeping this alignment at the forefront of our CQI initiatives ensures that SSC is reflecting and learning from its experiences. All meetings of the IEC, HR, and AP&P standing committees include permanent agenda [AQIP questions](#), embedding continuous quality improvement in the shared governance structure and culture.

6P2.4

The Strategy Forum, conducted on campus during spring 2015, provided employees the opportunity to learn and better understand the role AQIP plays in the quality improvement efforts and offered employees the opportunity to provide input for future quality improvement initiatives. The role of AQIP within our institution is introduced during employee orientation, and with the opportunities to participate in shared governance and AQIP committees, the culture of quality is reinforced. Quality is celebrated at the Employee Recognition Dinner through the QIA, Board of Trustees Strategic Excellence Awards, and Full-time Faculty, Part-time Faculty, and Staff awards.

6R2

SSC is proud to be submitting its third Systems Portfolio. We utilize the peer review feedback as a key source for identifying strengths and opportunities for improvement. SSC now has three active members of HLC's Peer Corp, two of which serve as Coordinators and the other the Provost and ALO. They strive to enhance the culture of quality improvement across the

institution. The Systems Portfolio Coordinator, a permanent member of IEC, ensures broad collaboration in the development of the Portfolio. The AP Coordinator ensures broad collaboration as APs are deployed. The Provost/ALO oversees the accreditation process and works closely with EC on its effective implementation.

[AQIP Culture and Infrastructure Survey results](#) are analyzed by leadership and IEC and drive quality improvement initiatives. Survey results are available to all SSC employees through [mystarkstate](#).

The AQIP questions included on the agenda for AP&P, HR, and IEC standing committees resulted in the following outcomes:

- AP&P reviewed, modified, and created 95 policies based on changes in processes and data-based decision-making.
- HR reviewed, modified, and created 28 policies based on changes in processes and data-based decision-making.
- IEC held 11 strategic planning focus groups, created the QIA; conducted reviews of APs; and reviewed, modified, and created 10 policies based on changes in processes and data-based decision-making.

6I2

The President recently formed an Accreditation Council to assist with accreditation-related matters. The Council is composed of the President; Provost/ALO; both AQIP Coordinators; Dean of Student Success; Dean of Health and Human Services; Director of IR&P; Director of Financial Aid, Registration, and Enrollment Operations; and the Executive Director of Advancement, Marketing, and Foundation. With the recent news from HLC about the impending sunset of AQIP, this Council was charged with researching the Open and Standard Pathways, determining which pathway best fits the MVV of SSC, ensuring a smooth transition to the chosen pathway. SSC has selected the Open Pathway as our pathway of choice.

SSC will continue to update our College Completion Plan and EMP in support of the Strategic Plan. Data are analyzed in conjunction with initiatives to identify areas of improvement. For 2018-2019, SSC has developed [these operational priorities](#).

Sources

- 6R1 Table 6.2 Aligning Action Projects
- AQIP Action Project Review Process
- AQIP Culture and Infrastructure Survey Results
- Operational Priorities for 2018
- Permanent Standing Committee Agenda Questions
- Strategic Measures Dashboard

