

AQIP Systems Portfolio 2013



OWENS COMMUNITY COLLEGE 2013
SYSTEMS PORTFOLIO CONTRIBUTORS

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TABLE OF CONTENTS

| | | | |
|--|----|---|-----|
| Systems Portfolio Contributors | i | | |
| Institutional Overview | 2 | | |
| CATEGORY 1 | | | |
| Helping Students Learn | | | |
| Processes | 5 | | |
| Results | 21 | | |
| Improvement | 29 | | |
| CATEGORY 2 | | | |
| Accomplishing Other Distinctive Objectives | | | |
| Processes | 31 | | |
| Results | 35 | | |
| Improvement | 37 | | |
| CATEGORY 3 | | | |
| Understanding Students' and Other Stakeholders' Needs | | | |
| Processes | 39 | | |
| Results | 44 | | |
| Improvement | 48 | | |
| CATEGORY 4 | | | |
| Valuing People | | | |
| Processes | 51 | | |
| Results | 57 | | |
| Improvement | 60 | | |
| CATEGORY 5 | | | |
| Leading and Communicating | | | |
| Processes | 61 | | |
| Results | 67 | | |
| Improvement | 69 | | |
| | | CATEGORY 6 | |
| | | Supporting Institutional Operations | |
| | | Processes | 71 |
| | | Results | 75 |
| | | Improvement | 75 |
| | | CATEGORY 7 | |
| | | Measuring Effectiveness | |
| | | Processes | 83 |
| | | Results | 92 |
| | | Improvement | 94 |
| | | CATEGORY 8 | |
| | | Planning Continuous Improvement | |
| | | Processes | 96 |
| | | Results | 109 |
| | | Improvement | 114 |
| | | CATEGORY 9 | |
| | | Building Collaborative Relationships | |
| | | Processes | 117 |
| | | Results | 121 |
| | | Improvement | 122 |
| | | Appendices | 123 |

THE INSTITUTIONAL OVERVIEW

At Owens Community College (“Owens” or “The College”), students are future-minded; they value their education for the purpose that it gives their lives and for the prosperity that it brings to their families and communities. Students are very reflective of the communities that the College serves. A quick look at the student portrait reveals the majority of students attend the Toledo-area Campus, reside in Lucas County, are in good academic standing, in their mid-20’s and taking part-time classes. The gender distribution is about half male and half female and reported ethnicities are white, 72 percent; black, 14 percent; and Hispanic, 6 percent.

Owens was founded on a mission of success. **“We believe in serving our students and our communities. Your success is our mission;”** which guides the 421 staff, 201 full-time faculty and 775 adjunct faculty in delivering quality education and efficiently operating the College. An important impact of the College is the Owens Experience that can be described as learning through service, which touches the lives of students, faculty, staff and other stakeholders who make a connection with the College. By the numbers, the Board of Trustees has awarded 32,723 associate degrees since 1967. Such an impact positively affects the quality of life for students and communities. The College’s socio-economic study highlights that the accumulation of Owens graduates’ skills, which are active in the workforce, increases every year, which not only translates into higher earnings for graduates but also contributes millions of dollars into local economies.

The Owens Foundation feasibility study resolved that “the College serves as a strong regional asset, providing affordable access to quality technical, workforce development and transfer programs.” As of Fall Semester 2012, the College serves 9,715 term full-time equivalent (FTE) students taking classes on

the Toledo-area Campus in Wood County, the Findlay-area Campus in Hancock County, and in Lucas County at the Learning Center at The Source in downtown Toledo and the Learning Center at Arrowhead Park in Maumee. The eOwens distance learning program has a robust presence of 1,921.70 term FTE, and the College is approved to offer up to 100 percent of its total degree programs through distance education. Currently, eOwens is authorized in eighteen states, and the majority of on-line, out-of-state students are from Michigan.

Degree-seeking students for the Associate of Applied Business and the Associate of Applied Science degrees will experience courses providing applied knowledge, theory and practical experiences toward a specific occupation. Students seeking an Associate of Arts or an Associate of Science degree will concentrate on general education and have the ability to transfer to four-year colleges and universities. Owens general education courses which include arts and humanities, social and behavioral sciences, English, communication, Science and math have been accepted for statewide transfer. The College has long standing articulations and transfer agreements with four-year colleges and universities. However, for the convenience of Owens students, the College has transfer partnerships with four area universities that have an on-campus presence to assist students in specific concentrations. Another focus is the College’s interdisciplinary studies, which is designed to prepare students to bridge multiple disciplines, think critically and to navigate the job market. Owens is part of a multi-institutional cooperative of Ohio community colleges offering an Associate of Technical Studies degree for adult students to earn credit for prior learning experiences and have the ability to earn an on-line bachelor degree with the support of their home community college. The College’s certificate programs

are integral toward providing students with pathways toward short-term job skill training or with the ability to earn credit that may later be applied to an advanced degree. The College is honored to be part of Ohio College Tech Prep, which provides a direct pathway to Owens for prepared high school students to master their skills and seek high-demand technical careers.

Of note, the faculty and staff of the College are proud to grow initiatives positively impacting student retention and the Owens experience. The Honors Program serves about 200 students who maintain +3.5 grade point average and who are challengingly engaged to expand their learning above and beyond the standard curriculum. The Service Learning and Civic Engagement program has student civic ambassadors who are leaders helping to support their peers and assist with the Owens Harvest Food Pantry and Community Garden that feeds the bodies and minds of students in need.

The College has successfully been awarded grant funds to enhance student support services for at-risk students toward retention and graduation including, Connect 2 Complete, Gateway to College, Upward Bound and TAACCCT Health Professions Pathway (H2P). The College participated in performance-based scholarship research aimed at identifying how performance-based scholarships affect outcomes, such as degree/certificate completion and transfers to four-year colleges or universities. The Owens Foundation invests in students through scholarships and funding for technical equipment to improve hands-on learning.

The College's quality improvement journey began in 2005 with the application to the Academic Quality Improvement Program (AQIP) and instituting college-wide process management training with Dr. Stan Jensen, president and founder of Leadership Enterprises Inc. The College "hit the nail on the head" in 2008 with the adoption of the Shared Leadership

Model, which organized committees, clarified the authority for making decisions and established the council structure for leading the AQIP program, strategic planning and driving continuous quality improvement, respectively through the AQIP Planning Council (APC) and the Quality Council (QC). In 2010, the AQIP Planning Council began updating the strategic plan, "The College of Choice: Strategies for the Future 2014" and reaffirmed that the Mission, Vision and Core Values continue to be viable. In 2011, the Board of Trustees adopted the strategic plan to be implemented through the shared leadership model. Through the years of 2010 to 2012, the shared leadership model has been a guiding light for the College's strategic alignment during periods of short-term and interim presidential leadership, and it has been confirmed as a key strength by President Mike Bower who began his appointment on July 1, 2012, and by the Higher Learning Commission's Quality Checkup Reviewers in 2012.

The 2012 Quality Checkup Visit Report affirms that the College, through its quality journey, has shifted from an emphasis on quality to "the actual practice of continuous quality improvement." Utilizing its quality toolbox, the College has instituted change through its organizational structure and strategies toward student enrollment, retention and assessment. In 2011, the Academic Structure Review action project impacted the academic schools and workforce and community services through chartering the Academic Structure Review as a standing committee of faculty, staff and administrators and through the continuous review of processes to reduce redundancies that do not effectively serve students or support student success. The "forming and storming" stages of development are never easy; however, the collaboration has led toward improved performance and efficiencies. Specifically, the first project improved collaboration and sharing of resources between the Workforce and Community Services and the academic schools. The second project

delineated housing all networking program offerings in the **School of Technology** and the computer-related courses in the **School of Business**. The collaboration also brought to light a common sentiment among the two schools and their advisory committees, as quoted by Dean Ann Theis: "The schools would like to see more business in the technology programs and more technology in the business programs."

Previously identified as opportunities, the College individually prioritized and comprehensively addressed in three phases: 1) the assessment of students and 2) student retention. The long term approach of assessment has ensured faculty buy-in/engagement, communication, and professional development through the Assessment Academy, implementation of AMS TaskStream software for reporting purposes, establishing structure/processes and reviewing the outcomes for continuous improvement. The summative student evaluation is currently in an active phase of the assessment action project, and the improvement includes a set of core competency questions and transitioning from a manual to an electronic instrument.

The long term approach of student retention included a partnership with Noel-Levitz LLC, which focused on developing a retention model and plan, data collection/analysis, implementing an early alert system, new student orientation, cohorts and improving advising. As an active action project, student retention phase 3 is assessing and measuring the student retention outcomes for making improvements to the retention plan, goals, strategies and actions.

Also supporting helping students learn and student retention, the active student degree audit action project will take a year to complete and will impact advising, academic planning and course selection. In a ripple effect, it will also impact making improvements to scheduling and space utilization.

In closing, the College's ongoing journey elevates continuous quality improvement throughout the organizational structure and institutional culture. The standing councils, APC and QC, include collaboration and representation of the Board of Trustees, Student Government, faculty, staff and administration. In 2013, the College President implemented the HLC Quality Checkup advisory recommendation of assigning the Associate Vice President of Institutional Effectiveness/Liaison to the Higher Learning Commission as a direct report to the President. In addition, the College President developed a risk management team who act in a proactive, advisory capacity in reviewing strategic initiatives from the perspectives of legality, accreditation, and financial aid eligibility, fiscal and other pertinent factors to protect the best interests of the College. The lasting benefit of the College's quality engagement is the collaboration of faculty/administration and staff, which builds trust in processes, systems and in each other.

CATEGORY 1 **HELPING STUDENTS LEARN**

INTRODUCTION

Owens Community College believes that “Helping Students Learning” is a priority and strength for the College. The February 15, 2010, Systems Appraisal Feedback Report outlined 16 strengths, six opportunities and one outstanding opportunity in this category. The opportunities for improvement and the outstanding opportunity for improvement fell within two primary areas of consideration. First, the co-curricular activities such as new student orientation, library services, advising, and tutoring presented opportunities for aligning co-curricular activities with curricular learning objectives and faculty needs. Second, while the College had made major strides on developing a system for the assessment of student learning, programmatic assessments had not demonstrated consistent use of assessment process for program improvement. Further, while general education assessment utilized normed national tests for critical thinking, writing and mathematics, those results were not being utilized effectively for program improvement.

The College has undertaken a number of initiatives to address the opportunities presented in the February 2010 Systems Appraisal Feedback Report. The College has significantly improved advising services on campus through converting from a centralized, part-time model to an intrusive advising model utilizing full time advisers with caseloads based upon degree and certificate programs offered at the institution. Further the College has included specialty advising to support the needs of pre-health students, returning students, and undecided students.

The College has more closely aligned tutoring services with the academic programs by placing tutoring services under the administrative oversight of the academic departments whose programs they serve.

This alignment provides opportunities for faculty input and data collection about utilization rates and topics enabling a strong alignment with programmatic outcomes.

The College has enrolled in the Higher Learning Commission Assessment Academy as a vehicle to improve the assessment of general education. The Assessment Academy team has proposed changes in the general education student learning outcomes improving their measurability. The recent adoption of the revised general education student learning outcomes will afford the College the opportunity to identify direct and indirect measures that better align with the outcomes, thereby producing data that can assist in program improvement.

Additionally, the College has developed a required New Student Orientation (NSO) to provide students with information about the College’s expectations for learning. The improvements in advising coupled with a required NSO have strengthened the College ability to address student learning in a consistent, systematic process. The College’s new employee orientation provides a process for the institution to communicate expectations about student learning, retention, and support in a consistent, systematic process.

PROCESSES

1P1. Designated as a “Strength,” Owens Community College integrates general education core competencies into the curriculum and regularly reviews the competencies. The College’s general education outcomes have existed for many years and are integrated into the general education curriculum, transfer concentrations, and technology area. The College previously utilized Collegiate Assessment of Academic Proficiency (CAAP) as the main measure for general education. Often, the results provided minimal

usable information for program improvement. The use of department-specific instruments provided better information for program improvement, but frustrations over the process of general education assessment still existed.

On August 21-22, 2010, a Higher Learning Commission evaluation team conducted a focus visit. The reviewers suggested the general education outcomes were too specific, especially the math general education outcomes. As a result of the focus visit, the College joined the Higher Learning Commission's Assessment Academy in June 2012 with the explicit goal of revising the College's general education outcomes. As a result of participating in the Assessment Academy during the 2012-2013 academic year, the College reduced the number of general education competencies from six to four. The new general education competencies were reviewed by Provost Council in Spring 2013 and effective in August 2013. The General Education Competencies are as follows.

- Communicate – Students will demonstrate effective communication.
- Access and Interpret Information – Students will be able to demonstrate the ability to access and interpret information.
- Solve Problems – Students will think critically to anticipate, recognize, and solve problems.
- Serve – Students will add value and provide service to their communities.

Core Component 3B. The new general education student learning outcomes are consistent with the College's mission, educational offerings, and associate degree levels. The core competencies focus on intellectual inquiry and the acquisition, application, and integration of broad learning and skills into the educational programs.

Effective Fall 2013, the Student Learning Assessment Committee (SLAC) will work with departments and

programs to integrate the new core competencies. Each department is required to submit an assessment plan that includes the core competencies. SLAC is responsible for assessing the general education program, defined by the Ohio Board of Regents as 36 credit hours within the Associate of Arts or Associate of Science (*Ohio Board of Regents Guidelines and Procedures for Academic Program Review*) and 15 credits within the Associate of Applied Science, Associate of Business, or Associate of Technical Studies. These 15 hours are comprised of three credit hours in English or Speech, three credit hours in Mathematics, three credit hours in Science, three credit hours in Arts and Humanities, and three credit hours in Social and Behavioral Sciences (*Ohio Board of Regents Guidelines and Procedures for Academic Program Review*). The newly approved general education outcomes were developed by a team that included the Associate Vice President of Student Services, the Dean of the School of Public Safety, the Dean of the School of Health Sciences, the Associate Vice President of Institutional Effectiveness, and a faculty member in Food, Nutrition, and Hospitality. The team met with various academic departments and schools throughout the 2012-2013 academic year to gain input concerning the general education competencies. A recommendation for the new competencies was reviewed by SLAC, which includes an administrator and a faculty representative from each of the academic schools, a representative from Institutional Research, and the Associate Vice President of Institutional Effectiveness. SLAC's recommendation was sent to Provost Council for review and discussion. Provost Council approved the draft of the new competencies in Spring 2013.

1P2. Considered a "Strength," program learning objectives are developed and assessed by program-specific faculty with assistance from advisory committees, employers, and accrediting agencies where appropriate. Program-level student learning objectives are the responsibility of faculty. The faculty

review accreditation requirements and they work with stakeholders through advisory committees, creating benchmarks consistent with peer institutions. Additionally, they conduct research to identify necessary changes in existing student learning outcomes or develop student learning outcomes for new programs.

To illustrate the process, two major initiatives for the Information Systems Department (IST) during 2012-2013 were the revisions of both IST100 (Computer Fundamentals) and IST131 (Computer Concepts and Apps). Both of these are required by many of the degrees and majors at the College. Beginning Fall 2011, IST faculty members met with stakeholders, including the deans and chairs of the programs requiring either IST100 or IST131 to determine if these courses were still meeting their needs. The IST faculty team also visited an area community college and researched how other two-year colleges structured courses similar to IST100 and IST131. Changes were shared with the Advisory Committee, who also provided feedback. The IST faculty team shared their recommendations at an IST department meeting. Based on the input, the department revised these two courses, reducing/changing content in both and decreasing IST131 from four to three credit hours. These changes were submitted to the College Curriculum Committee and approved.

Core Component 3B. The College continues to meet this core competency by focusing on exercising intellectual inquiry and the acquisition, application, and integration of broad learning into the educational programs. Faculty integrates general education into all degree programs and is engaged in collecting evidence of student learning outcomes. The new general education student learning outcomes are consistent with the College's mission, educational offerings, and associate degree levels.

Core Component 4B. The College continues to meet this core competency by demonstrating its commitment to continuous improvement of student learning by explicitly posting required student learning outcomes for each program and general education course in the catalog, in course syllabi, and in appropriate college communication materials. More faculty are actively engaged in collecting data on student learning outcomes and using the data to make decisions for program improvement.

1P3. The 2009 portfolio demonstrated the "Strength" of the College's faculty-driven process that is guided by the University System of Ohio and anchored by a comprehensive assessment process that utilizes internal and external data. The College's primary method for determining new programs is market analysis. For instance, existing programs offered at the Toledo-area Campus may be offered at the Findlay-area Campus, if there is an unmet need.

During the 2010-2011 academic year, the College contracted with Noel-Levitz to conduct a market demand study for both campuses to identify new credit programs of interest to business, industry, and potential students. Ms. Kathryn Karford, a representative from Noel-Levitz, presented the findings to academic program administrators in June 2011. The results can be found at: (https://www.owens.edu/aqip/portfolio13/Owens-APDA-report-June2011_KKarford.pdf)

The Noel-Levitz report assisted the Provost Office, Academic Leadership, and the Findlay Campus Leadership team in a review of all programs offered on the Findlay-area Campus. The review identified low-enrolled programs and sufficiently enrolled programs on the Findlay-area campus. The Findlay Campus Leadership team and the Provost Office identified the following programs and certificates to be offered on the Findlay-area Campus: Dental Assisting

Technology, Commercial Art Technology, Music Business Technology, Automotive Technology, Culinary Arts Technology, and Medical Coding Certificate. The next steps include working with the College's strategic planning process to identify space and resources to begin offering the programs on the Findlay-area Campus.

The academic administrators in each school utilized the information to identify other potential programs for consideration. Based on demand data from Noel-Levitz, faculty and administration within the various schools determined potential programs to explore through a business and industry needs assessment. Faculty and administrators determine whether or not to submit a letter of intent to the Ohio Board of Regents indicating interest in developing a full degree or certificate program.

Two examples illustrate the process. The School of Health, Education and Human Services explored a proposal for a Veterinarian Technician program. After conducting a program-specific needs assessment, the School determined the program was not viable. The School of Business, Information and Health Support Technologies followed the same process in exploring a logistics major. In this case, evidence supported the new program. Toledo serves as a major national hub for intermodal transportation. The School of Business, Information and Health Support Technologies contacted the Human Resource directors of the major distribution centers in Lucas, Wood, and Hancock Counties. After successfully contacting nine of the regional centers and receiving positive interest, faculty began meeting with the HR directors and center managers to discuss curriculum recommendations. Faculty within the School of Business, Information and Health Support Technologies will be assembling an advisory committee to guide the development of this program.

A second method of identifying new programs and courses involves the use of external advisory committees. For example, in Fall 2012, the Medical Imaging Department added a Vascular Sonography major to the Associate of Applied Science. This new program opportunity was identified through the Sonography Advisory Committee. The Department received approval in January 2013 to offer an MRI Technician Associate of Applied Science degree. The need for this new program was identified by the Radiography Advisory Committee.

The College also identifies new programs and courses through faculty involvement. For example, the music faculty in the Fine and Performing Arts Department identified student interest in an Associate of Applied Science Degree in Music Business Technology. An advisory committee was formed and helped conduct a needs assessment that led to a proposal for a new degree program, which was approved by the Ohio Board of Regents.

1P4. Driven by the faculty is a "Strength" and the College's new program planning is processed by the faculty as they address market issues and advisory committee input. Once a new program is identified through market analysis, advisory committee input, or faculty recommendation, the College identifies an existing faculty member to lead a program development process. The design of a new program must adhere to the requirements of the Ohio Board of Regents. The faculty member and/or development team must create curriculum consistent with any OBR requirements for faculty credentials, length of program, course specific outcomes, budget standards, and stakeholder needs as represented by an advisory committee. Approval of new programs is dependent on the College demonstrating a market need indicating industry or sector demand and the lack of an existing program within a 30-mile radius. (See <https://www.ohiohighered.org/academic-program-approval> for more information.)

Core Component 1C. The College administration and faculty understand the relationship between the mission and the diversity of society. As an open-admission, open-access institution, the College demonstrates it meets student needs through varied programs, diverse schedules, and a strong commitment to disability services, advising, and tutoring initiatives on campus.

Core Component 3A. The College's degree programs are appropriate for the associate degree level for which the College is chartered. Through the program approval process determined by the University System of Ohio (USO), the College submits programs for review. Only programs that have been approved by the USO can be delivered by the College.

Core Component 4A. The College continues to meet this core competency by demonstrating program quality through consistent assessment of student learning outcomes, as administered by SLAC, and through biannual program review and evaluation, as administered through the Curriculum Committee. The College requires eligible programs apply for accreditation. All programs have adhered to that standard. A new program in Dental Assisting is preparing for initial accreditation. The Fine and Performing Arts department is working closely with the Provost Office to seek accreditation for all programs.

1P5. The faculty determine pre- and co-requisites and multiple assessment tools are used for student placement. All entering students must participate in the college assessment program (COMPASS/ASSET). Students enrolling in courses that require math or language proficiency must demonstrate academic readiness. COMPASS/ASSET is a skills assessment in reading, language usage, and math. The assessment scores are used for advising and registering students in classes suited to their academic achievement and

skill level in an effort to help ensure academic success. Should the COMPASS/ASSET results indicate that a student needs developmental courses in reading, writing or mathematics, satisfactory completion of developmental coursework is required before a student will be allowed to register for a college-level composition or mathematics course. Placement scores are established by the Ohio Board of Regents. (See <https://www.owens.edu/trustees/procedures/proc3358-11-2-06-scores.pdf> for more information.)

Several health science programs, such as registered nursing, include a selective admissions process. To be evaluated for admission into a selective health program, a student must submit an application to the Records Office by the deadline as communicated to the students in a number of ways. Admission into health programs is competitive, and students cannot begin clinical coursework within the program until they are accepted. Prior to acceptance, students complete general education requirements and electives. The admission requirement ensures students are ready to perform appropriate clinical functions as they begin their advanced health studies.

Proper course sequencing of a degree or certificate is essential for student success at advanced levels of education. This is done through pre-requisites and co-requisites. The Records Office reviews degree and certificate requirements to ensure no hidden pre-requisite or co-requisite courses are inadvertently left off the degree or certificate requirements. There was 56 degree or certificate programs identified as having hidden pre-requisite or co-requisite courses. These were returned to the academic departments for correction. As of March 1, 2013, all previously hidden pre-requisites and co-requisites were modified to provide visibility in the 2013-2014 college catalog.

1P6. The College provides multiple opportunities for prospective and current students to receive information and advice on programs, courses, and student learning outcomes. The main vehicle for communicating program requirements to students is the college catalog. The College utilizes an on-line catalog. Several other strategies for communicating expectations and requirements to students have been recently developed and build on the College's "Strength" in this area. (See <http://catalog.owens.edu/> for more information.)

The College developed a face-to-face and online New Student Orientation (NSO). The college-wide NSO is required for new students, effective Fall 2012. The online version of the New Student Orientation was piloted in Fall 2012 and is currently required for all web students prior to registration. These orientations introduce students to the expectations of the College, including academic performance, the student code of conduct, and general institutional procedures. Students are introduced to program-specific and course-specific outcomes through each required course. The Vice President, Enrollment Management and Student Services is a member of Provost Council to ensure alignment between the expectations of the academic unit and those communicated to students through New Student Orientation.

A number of selective admission programs also require a program orientation either prior to or at the beginning of the semester. During these sessions, the students learn about specific student learning outcomes, upper-level course and degree completion requirements, study skills, test-taking strategies, physical requirements, optional campus services, program handbooks and how to use the Blackboard (Bb) shell on the internet. In the case of business, accounting and information Systems, the orientation is a specific course, BUS 102.

The College has also introduced a case-load advising model in 2011-2012. Prior to this, advising was centralized in the student services division and handled predominately by part-time advisors who met with walk-in students during office hours. With the development of case-load advising, advisors are assigned a group of students within a specific program. The advisors are housed within the academic schools. Advisors are trained in relationship development and intrusive advising strategies to support student retention. Effective July 1, 2013, the College moved to full-time professional advisors. The College's reliance on full-time advisors provides more student access. Advisors are now able to develop continuing relationships and are in a position to further communicate College expectations and program requirements to students. Faculty involvement in advising remains voluntary and informal.

Core Component 2B. The College continues to meet this core competency by communicating to students and the public with respect to the quality of programs and accreditation standing is appropriate. The primary means for communication is the college catalog and program communication materials. The academic unit is involved with the College's marketing department in preparing any program communication materials. The college catalog is maintained by the Provost Office and is reviewed annually by the academic units and the Records Office prior to release to the public.

1P7. Program selection assistance is available at various stages of a student's time at the College. Students who come to the College and know what programs they wish to study indicate their interest on the application for admission. Many students come to the College and are unsure what they want to study or what career goals or interests they have. This area was determined to be a "Strength," in 2009. The College attempts to assist the undeclared student in several ways.

In Fall 2011, the College introduced case-load advising and added seven full time advisors to the Toledo area campus. One full time advisor was placed in each of the academic schools who in-turn supervised a number of part-time advisors in each School. The full time advisors were responsible for providing professional development to part-time advisors pertaining to the program requirements and the potential job markets served by the programs. As part of the professional development and training, the advisors were to become involved with school advisory committees to learn more about the careers and jobs available within the degree areas. Additionally, that information was to aid advisors in working with students to provide information about job opportunities.

Effective July 1, 2013, the College hired an additional 15 full time academic advisors who are assigned a case load based upon the degree and certificate programs. The purpose of this initiative is to strengthen advising to further enhance career and job information directly linked to degree and certificate programs on campus. In addition to case load advisors who are dedicated to the credit-barring certificates and degrees, a number of full time advisors will be dedicated to special student populations. The College will dedicate one full time advisor to transfer students to work with advising representatives from various four-year colleges and universities that dedicate an advisor to the campus. A full time advisor will be dedicated to the pre-health students to assist the students with completing requirements for admission into various selective health programs, or in the case of students unable to achieve admission to their program of study, review their options of study so they can still graduate. A full time advisor will be dedicated to adult and returning students who may have started college at one time, stopped out, and are now returning. Two full time advisors will be dedicated to students who are undecided or may want assistance with career planning.

Undecided students are an important population for dedicated assistance. Career advisors meet with students to discuss the career planning process, career-decision history, career perceptions, expectations, etc. Some career advisors discuss John Holland's theory and have students complete a pre-assessment. Then career advisors administer an assessment(s) which may include FOCUS, Ohio Career Information System (OCIS), Strong Interest Inventory, etc. and meet with the student to review results. Based on the results, the student then researches occupations that are a good fit. Research tools may include the occupational Outlook Handbook, FOCUS or OCIS that contains career videos and interviews with people in specific careers. With the narrowed list, career advisors focus on the majors the student may need to pursue to reach their chosen career goals. FOCUS has a customization feature that allows the advisors to specifically match careers with the College's current majors.

Core Component 3D. The College continues to meet this core competency by providing support for student learning through a number of initiatives including career advising, tutoring, case-load advising and proper placement into courses and through research support by library services, as noted in 1P8. The College continues to support effective teaching through an annual professional development conference each October, through professional development funding provided to the departments through the budget process, and through the Faculty Professional Development Committee recommendations through the Human Resource Office.

1P8. The College offers a comprehensive developmental approach for underprepared students. COMPASS Condensed Workshop (CCW) is facilitated by the College. Adult Basic and Literacy Education (ABLE) administers the COMPASS Prep Course. Both

workshops are free and help prepare students for the COMPASS. The CCW is a review for individuals who may have previous preparation in math, writing, and reading. The COMPASS Prep course is designed to help students who need substantial assistance preparing for the COMPASS test.

More than 70% of the students who come to Owens Community College test into one or more pre-college courses. The majority of these students test into developmental math. The Math Department redesigned math course delivery, which led to the adoption of the math emporium model in Fall 2012. The math emporium model uses computer technology and software to pre-test students into specific math modules based on their math competencies. Students work within a mastery-based curriculum that helps them achieve the necessary skills to move into a college-level math course. Students whose COMPASS scores indicate their writing and reading ability is not at the college level are directed to courses in developmental writing and/or developmental reading.

A significant change in college procedure concerning underprepared students became effective Spring 2012.

- Students who test into a developmental course must take the developmental course. Any student who receives a placement score one or two points below the cut score may appeal the decision with the department chairperson offering the course who may authorize the student to be placed into a higher level of developmental education course or into the first college level course in the sequence.
- Students testing into one or more developmental education courses must enroll in at least one developmental education course in their first semester and must enroll in a minimum of one developmental education course each semester until they successfully complete all required developmental education courses. (Board Policy No.: 3358:11-2-06)

1P9. The February 15, 2010 Systems Appraisal Feedback Report designated 1.P.9 as an “Opportunity.” The reviewers noted while the College uses a formal learning styles inventory (VARK); however, it was not clear if all students participated. The College requires the VARK in all courses identified as first-year seminar courses. Student learning styles are addressed most directly in various first-year seminars (e.g., QCT 105 and BUS 102). In each course, there is a chapter dedicated to learning styles. Students take the VARK learning styles assessment to identify individual learning style and to engage in class exercises, assignments, and discussions so that they may develop an understanding and strategies for note taking, studying, course planning and career selection.

The College has expanded its emphasis on individual learning styles through NSO. All first-time, degree- and certificate-seeking students with fewer than nine hours of transfer credit participate in NSO. Questions from the Noel-Levitz College Student Inventory (CSI) are administered during the NSO. They help reveal student learning styles, addressing student intellectual interests, study habits, attitude toward education, desire to finish college, financial security, sociability, tolerance for differing viewpoints, and academic confidence. Students are given a copy of the survey results to discuss with their advisor for specific recommendations.

The College offers a variety of classes in various formats for different learning styles. Once a student identifies a preferred learning style, the student can select from face-to-face lecture classes, lab/ hands-on learning, online or hybrid classes. The College is in the process of offering more challenge-based learning models in order to fully engage all types of learners.

The College uses a third party product, Smarter Measure, to help student’s self-assess online learning preparedness. Smarter Measure is integrated into module three of the web course preparation

requirement and assists in identifying specific learning styles.

1P10. The College's flexible schedule, the Learning Center, Disability Services and other entities help address special needs for students. Improving on the College's "Strength," Disability Services has implemented procedural changes focusing on timeliness, customer service, and increased accessibility, working with the Library to implement a check-out system for adaptive equipment and increasing the hours of service. Disability Services worked with Information Technology Services and purchased Site Check software, which has improved the overall accessibility and usability of the College's web page. The College was the first community college in the state of Ohio to join the Access Text Network. This consortium allows students to obtain more textbooks directly from the publishers and has reduced turnaround time. Disability Services also implemented a web-based Request for Accommodations form, decreasing paper and increasing access to the form.

The College has proactively developed a centralized compliance committee to address accessibility and disability compliance efforts at the campuses and learning centers. This committee was initiated to handle questions on campus-wide accessibility issues. Membership includes academic administration, Disability Services, Equal Opportunity, E-learning, faculty, Information Technology, labor, legal, marketing, operations, OSERVE, Student Government, Student Services, and Veterans Services. Other subject matter experts are invited to attend as needed. Accessibility areas include policy review, web crawling software, universal design, campus outreach education, in-class and on-line instruction, curriculum and materials accessibility compliance, employment compliance, facilities compliance, American with Disabilities Act and veterans resources, and processes for centralized grievance and assessment.

Core Component 1C. The College continues to meet this core competency by administration and faculty understanding the relationship between the mission and the diversity of society. The Accessibility Committee is proactive in ensuring the College remains sensitive to and responsive to the diverse needs of students.

1P11. The College has addressed the selection, orientation, and promotion/advancement of faculty as an opportunity for communicating expectations for teaching and learning. The main mechanism for communicating expectations for effective teaching and learning is through the academic unit that is responsible for hiring, orienting, and evaluating full-time and adjunct faculty. Departments conduct orientation for newly hired faculty. The College also holds monthly new employee orientation for all new hires, including full-time and adjunct faculty. Many academic departments maintain a department Bb Community shell to house course outlines, master course syllabi, and best practices information. Department announcements and procedures are communicated in many of the shells. Department Bb Community shells are updated whenever department procedures or processes are changed.

Academic departments hold regular meetings where expectations for effective teaching and learning related to the College's strategic initiatives are discussed and reviewed. The various academic units provide input on instructional effectiveness needs through the Dean's Council and Provost Council.

The College communicates expectations for effective teaching and learning during its annual professional development conference in October. The College's Faculty Professional Development Committee organizes the workshops based on the interests of faculty, staff and administration.

The Nursing Department uses Malcolm Knowles' Adult Learning Theory to define effective teaching and learning. Some of the assumptions in Knowles' theory are motivation to learn, self-direction, and basing future learning on past learning experiences. The Nursing Department prepares graduates to be safe practitioners with the knowledge to pass the National Council Licensure exams (NCLEX). In order to accomplish this objective, the department has instituted "Test Mastery." Since classroom tests mirror the NCLEX, students cannot pass the course without passing the tests. To assist students, the faculty have incorporated teaching strategies to aid student success. Classroom strategies include the use of case scenarios and clicker questions during lecture. Clinicals, Skills Lab, and the Human Patient Simulator Lab are incorporated into most nursing classes. Experiential learning help students bridge the gap between theory and practice. The program documents its teaching and learning effectiveness in many ways. Every semester, faculty write course reports in which the overall course outcomes and any needed changes to enhance student success are discussed. Specific measurements of program effectiveness such as NCLEX pass rates, retention rates, and student satisfaction are listed in the Program's Systematic Plan of Evaluation (SPE). The information tracked in the SPE is shared with the "communities of interest" including faculty, students attending orientation, the department's Advisory Board, and the public webpages of the nursing program.

Faculty expectations are documented in the Owens Faculty Association (OFA) bargaining agreement. Specifically, section seven of the bargaining agreement sets out expectations for faculty with respect to office hours, teaching load, and academic freedom. (See https://www.owens.edu/direct/hr/contracts/ofa_contract1215.pdf for more information.)

Since the 2009 portfolio, the Office of Human Resources has developed an adjunct faculty acknowledgement form that sets out similar expectations for adjunct faculty with respect to teaching load, grading responsibilities, meeting with students, and academic freedom. Adjunct faculty are required to complete and sign the form each semester they teach. (https://www.owens.edu/aqip/portfolio13/hr/hiring_process/findlay_adjunct_checklist.pdf)

A significant update of the rank criteria for faculty has been developed through a collaborative effort of the Rank Review Committee whose members provided feedback to the Provost Office on categories requiring revision and new categories needed because of changing expectations. The Provost worked directly with the OFA through the mutual interest forums provided for within the OFA agreement language. The amended criteria was agreed upon in Spring 2013. The new criteria will be implemented for the rank process during the 2013-2014 academic year.

Core Component 2D. The College continues to meet this core competency by being committed to freedom of expression and the pursuit of truth in teaching and learning. The College communicates these expectations in a variety of formats including faculty agreements, professional development activities, and the faculty rank and promotion process.

Core Component 2E. The College continues to meet this core competency by assisting faculty, students, and staff in acquiring, discovering, and applying knowledge responsibly. The College has created professional development opportunities to ensure all employee groups can access professional development resources on topics and initiatives of interest to the College community. Academic departments are required to submit to the Provost a three-year

professional development plan that is updated annually. While the College has decreased funding for professional development activities in both fiscal years 2013 and 2014, the College remains committed to continuing professional development opportunities.

1P12. The College uses the annual Program Review and Evaluation Process (PREP) to review programs and inform course delivery modes and the master schedule. A “Strength,” the Program Review and Evaluation Process has been enhanced with technology support through the addition of the Accountability Management System Taskstream. Taskstream provides an electronic solution for the management of the PREP process. Taskstream contains PREP requirements, and each program is required to regularly submit updated data and a narration that addresses PREP standards. The information provided by the departments for the programs being reviewed is read and evaluated by the College’s Curriculum Committee. A summary of the PREP report data is sent to the Provost Office. The Provost or designee meets with the program dean and chair to review the results of the PREP report. The addition of technology, the identification of a reviewing body and adjustments to the timeline have clearly made the process more efficient and more effective.

The Curriculum Committee is charged with initially recommending a degree or certificate prior to being submitted to the Ohio Board of Regents for official approval.

The College recognizes that flexibility is an important consideration for students when selecting courses for their schedule. The College also recognizes that web instruction may not be a desirable option for some students. As a result, academic departments began to develop hybrid courses that offer students an option to 100% on-line delivery. Hybrid courses consist of at least 50% face-to-face instruction. The College

Curriculum Committee reviews proposed hybrid courses to ensure that meeting times and proposed assignments adhere to College standards.

Core Component 3A. The College continues to meet this core competency by offering degree programs that are appropriate for the associate degree level for which the College is chartered. Through the program approval process determined by the University System of Ohio (USO), the College submits programs for review. Only programs that have been approved by the USO can be delivered by the College.

1P13. The comprehensive process and schedule for review has been a “Strength” and it is provided on a consistent basis for program and curriculum improvement. Through PREP, every program is required to be reviewed a minimum of once every three years. One of the PREP standards is “Relevancy.” The relevancy standard requires that each program reviews and updates its required courses every three years. Through the Ohio Board of Regents Transfer and Articulation process, changes to student learning outcomes for courses are communicated to other higher education institutions. These changes are then articulated to the department offering the course. The department is required to make modifications to the course and have it reviewed by a statewide faculty review panel for approval. All courses must be modified, reviewed, and approved within one calendar year of outcomes changes communicated by the Ohio Board of Regents. Since the 2009 portfolio, the PREP process has been enhanced to include an overall rating. One rating option is internal probation. Any program failing to meet more than half of the PREP standards will be placed on probation and required to submit an annual report to the Provost Office articulating the action steps planned to ensure the program is in compliance with the College’s PREP standards by the next review cycle (three years). The addition of

an overall rating and the resulting accountability process should ensure that programs comply with College standards and are up-to-date and effective for students and stakeholders.

Core Component 4A. The College continues to meet this core competency by ensuring program quality is maintained after initial approval of the program by the Ohio Board of Regents. The primary process to ensure regular review is the Program Review and Evaluation Process (PREP). That process has been enhanced through the use of a program rating system and Accountability Management System Taskstream software. These improvements provide an early alert to the College concerning any program not meeting college expectations.

1P14. As noted as a “Strength,” the comprehensive process and schedule for review provides a consistent basis for program and curriculum improvement. Each program is continually required to participate in PREP at a minimum of once every three years. A schedule of programs to be reviewed during the academic year is communicated to Dean’s Council in August. In addition, the schedule is placed on Taskstream, which is accessible to all programs to view, and it is placed on the College’s intranet under the Academic Affairs section. At the first Dean’s Council meeting of the academic year (September) the Provost reminds the Deans of the programs scheduled for PREP review. The Office of Institutional Effectiveness provides regular communication with the academic areas pertaining to

PREP requirements.

Annually, the Provost Office reviews Full-Time Equivalent Enrollments (FTE) by program and the Provost may request a program to conduct a program review, if the program shows a continuous decline in enrollment or has an annual enrollment under 20 FTE. Once the PREP report is submitted, the Provost meets with the academic unit to review the information and determine the next course of action. One course of action is to discontinue the program. From 2010 to July, 2013, 89 degree and certificate programs were reviewed and discontinued, or re-classified based upon a number of factors including low enrollment and changing marketing demands.

Each technology degree or certificate program is required by the Ohio Board of Regents and the College to have an advisory committee that meets at least once per fall and spring semester. Advisory committees are comprised of at least 50% of the membership from local business and industry served by the degree or certificate program. The remaining members of the committee include current students, alumni, and faculty within the program. Advisory committees review student learning outcomes data and other relevant information about the program and courses and make recommendations pertaining to curricular changes, resource allocation, and faculty credentials. Advisory committees play an essential role in ensuring communication between the academic unit responsible for training students and the industry who hires graduates.

TABLE 1.1. PROGRAMS DEACTIVATED 2010 TO 2013

| Code | Eff Term | Inactive Term | Inactive Date | Long title |
|------|----------|---------------|---------------|--|
| AEEM | 201030 | 201010 | | Automation Electronics Engineering Major |
| AIST | 201110 | 201110 | 9/21/2010 | Advanced Integrated Manufacturing Systems Technology |
| ANTC | 201130 | 201130 | 12/6/2010 | Anthropology Concentration |
| ASET | 201160 | 201130 | 7/20/2011 | Automotive Technology |
| CALT | 201160 | 201130 | 7/20/2011 | Industrial Equipment Technician Major |
| CAMM | 201210 | 201160 | 9/13/2011 | Manufacturing Technology |
| CORM | 201330 | 201310 | 10/31/2012 | Corrections Major |
| DATO | 201230 | 201210 | 2/4/2012 | E-Business Technology |
| DEER | 201110 | 201110 | 2/28/2011 | Agricultural Equipment Technician Major |
| DIET | 201130 | 201130 | 6/28/2011 | Dietetic Technology |
| ECMO | 201230 | 201210 | 2/4/2012 | E-Business Technology |
| EDPM | 201230 | 201210 | 11/20/2011 | Educational Paraprofessional Major |
| ENVT | 201230 | 201210 | 4/30/2012 | Environmental Management Technology |
| FINO | 201130 | 201110 | 4/3/2011 | Marketing and Sales Technology |
| FIRO | 201260 | 201230 | 3/14/2012 | Fire Science Technology |
| FLPO | 201210 | 201160 | 9/13/2011 | Mechanical Engineering Technology |
| GEND | 201230 | 201210 | 4/30/2012 | Gender Studies Concentration |
| GEOC | 201130 | 201130 | 12/6/2010 | Geography Concentration |
| IBUS | 201130 | 201110 | 4/3/2011 | Business Management Technology |
| INDS | 201230 | 201210 | 8/25/2011 | Interior Design Concentration |
| INDT | 201330 | 201310 | 3/13/2013 | Interior Design Technology |
| INTR | 201210 | 201160 | 9/13/2011 | Industrial Trades |
| JDCC | 201110 | 201110 | 2/28/2011 | John Deere Consumer and Commercial Equipment Major |
| LAND | 200960 | 201030 | 8/24/2010 | Landscape and Turfgrass Management Major |
| MANT | 201210 | 201160 | 9/13/2011 | Manufacturing Technology |
| MECH | 201030 | 201010 | | Mechanical Engineering Technology |
| MSTP | 201130 | 201130 | 6/28/2011 | Massage Therapy Program |
| MUAC | 201130 | 201110 | 5/10/2011 | Musical Arts Concentration |
| MUED | 201160 | 201130 | 7/27/2011 | Music Education Concentration |
| MUSP | 201160 | 201130 | 7/27/2011 | Music Performance Concentration |
| MWLO | 201210 | 201160 | 9/13/2011 | Manufacturing Technology |
| OFFC | 201230 | 201210 | 2/4/2012 | Office Administration Technology |
| OMGO | 201130 | 201130 | 4/3/2011 | Business Management Technology |
| PART | 201160 | 201130 | | Service Parts Management Major |
| PBIO | 201230 | 201210 | 7/27/2011 | Pre-Biotechnology Concentration |
| PBUS | 201230 | 201210 | 2/6/2012 | Pre-Business Administration Concentration |
| PDAS | 201160 | | 7/19/2011 | Pre-Dental Assisting Certificate |

| | | | | |
|------|--------|--------|------------|--|
| PENG | 201230 | 201210 | 7/27/2011 | Pre-Professional Engineering Concentration |
| PINN | 201160 | 201110 | 5/10/2011 | Pre-International Nursing Certificate |
| PPRT | 201260 | | | Pre-Paramedic to RN Concentration |
| PRTC | 201160 | 201130 | 7/20/2011 | Pre-Radiography Concentration |
| PSYC | 201130 | 201110 | 12/6/2010 | Psychology Concentration |
| RADT | 201130 | 201130 | 10/22/2010 | Radiography Major |
| RESO | 201130 | 201110 | 4/3/2011 | Marketing and Sales Technology |
| RMGT | 201130 | 201110 | 7/20/2011 | Marketing and Sales Technology |
| SCHO | 201130 | 201110 | 4/3/2011 | E-Business Technology |
| SMBO | 201230 | 201210 | 8/25/2011 | Business Management Technology |
| SOCC | 201130 | 201130 | 12/6/2010 | Sociology Concentration |
| SUVT | 201030 | 201010 | | Surveying Technology |
| TECO | 201230 | 201210 | 2/4/2012 | E-Business Technology |
| TPFM | 201130 | 201130 | 6/28/2011 | Theatre-Performance Concentration |
| WDVO | 201230 | 201210 | 2/4/2012 | E-Business Technology |
| WLST | 201130 | 201130 | 6/28/2011 | World Language Studies Concentration |
| ZABT | 201130 | 201130 | 6/28/2011 | Automotive Repair Technician Certificate |
| ZACI | 201130 | 201130 | 6/28/2011 | Advanced Cancer Information Management Certificate |
| ZAPP | 201330 | 201310 | 10/31/2012 | Application Software Specialist Certificate |
| ZARB | 201130 | 201110 | 5/11/2011 | Proficiency in Arabic Certificate |
| ZARC | 201130 | 201130 | 6/28/2011 | Automotive Refinishing Certificate |
| ZAVA | 201260 | 201230 | 7/9/2012 | Administrative Virtual Assistant Certificate |
| ZBGM | 201130 | 201110 | 7/20/2011 | Auto Body Repair - GM Certificate |
| ZBSU | 201130 | 201110 | 4/3/2011 | Basic Supervision Certificate |
| ZCAD | 201210 | 201160 | 9/13/2011 | Mechanical CAD Operator Certificate |
| ZCHN | 201130 | 201110 | 5/11/2011 | Proficiency in Chinese Certificate |
| ZCUL | 200660 | 200530 | 3/29/2005 | Culinary Arts Certificate |
| ZDAS | 201160 | 201160 | 7/19/2011 | Dental Assisting Certificate |
| ZEMC | 201260 | 201230 | 4/30/2012 | Electrical Maintenance Certificate |
| ZFMC | 201230 | 201210 | | Facility Maintenance Certificate |
| ZFPM | 201260 | 201230 | 4/30/2012 | Fluid Power Maintenance Certificate |
| ZFRE | 201130 | 201110 | 5/11/2011 | Proficiency in French Certificate |
| ZGER | 201130 | 201110 | 5/11/2011 | Proficiency in German Certificate |
| ZIDC | 201330 | 201310 | 3/13/2013 | Interior Design Certificate |
| ZINN | 201130 | 201110 | 5/10/2011 | International Nursing Certificate |
| ZIST | 201110 | 201110 | 9/21/2010 | Integrated System Certificate |
| ZJPN | 201130 | 201110 | 5/11/2011 | Proficiency in Japanese Certificate |
| ZLDR | 201130 | 201110 | 4/3/2011 | Leadership Development Certificate |
| ZMAS | 201160 | 201130 | 7/20/2011 | Auto/Diesel Master Technician Certificate |
| ZMKS | 201330 | 201310 | 11/28/2012 | Marketing and Sales Certificate |

| | | | | |
|------|--------|--------|------------|--|
| ZMMC | 201210 | 201160 | 9/13/2011 | Mechanical Maintenance Certificate |
| ZMMT | 201210 | 201160 | 9/13/2011 | Manufacturing Maintenance Certificate |
| ZMSG | 201230 | 201210 | 2/6/2012 | Massage Therapy Certificate |
| ZOMG | 201330 | 201310 | 11/28/2012 | Operations Management Certificate |
| ZPGL | 201210 | 201160 | 9/13/2011 | Programmable Logic Control Certificate |
| ZPOW | 201160 | 201160 | 9/13/2011 | Fluid Power Certificate |
| ZREL | 201130 | 201110 | 4/3/2011 | Real Estate Certificate |
| ZRLL | 201130 | 201110 | 4/3/2011 | Real Estate Licensure Certificate |
| ZRUS | 201130 | 201110 | 5/11/2011 | Proficiency in Russian Certificate |
| ZSMG | 201230 | 201210 | 8/25/2011 | Small Business Management Certificate |
| ZSPA | 201130 | 201110 | 5/11/2011 | Proficiency in Spanish Certificate |
| ZWIL | 201260 | 201230 | 5/30/2012 | Wildlife Management Certificate |

1P15. The 2009 portfolio noted that clear processes were in place to assess the learning needs of students; however, the College identified an opportunity for improving how faculty needs are identified. Since 2009, the College added a program improvement plan requirement within PREP to provide faculty with a means to communicate needs and observations for program improvement for consideration by the Provost Office. In 2012-2013, the Provost Office initiated a process for deans to submit travel and professional development requests and funds were allocated based on needs and priorities. In 2013-2014, the Provost Office initiated a process for deans to submit a three-year projection for capital equipment, which will be shared with the Business Affairs Office for budget planning cycles.

Academic units have the responsibility for the administrative oversight of the tutoring centers. The academic unit reviews data on the number of students served each semester and adjusts hours of operation and staffing based on student need. Annually, academic deans have the opportunity to request additional departmental resources through the College budget planning process.

The library assists the academic units with books, journals, videos, DVDs and other media resources supporting new and existing programs.

Core Component 3D. The College continues to meet this core competency by providing support for student learning and effective teaching through learning support services including case load advising, tutoring, and library services. The academic departments support their needs through the budget planning process. (See 1P7.)

1P16. The College recognized the opportunity and the importance of aligning curricular learning objectives and co-curricular programs/activities. A major step in ensuring communication between the curricular and co-curricular areas began in May 2013 when the Dean of Student Life became a permanent member of Provost Council as a means of strengthening communication and collaboration between the student affairs division and academic divisions.

Several organizational structure changes were implemented to integrate co-curricular functions with curricular functions. In 2011-2012, the Center for Fine and Performing Arts Theatre and Walter E. Terhune Gallery were placed under the responsibility of the Fine and Performing Arts department for greater alignment of programming of the art gallery, theatre performances and College curriculum. The Walter E. Terhune Galley is supervised by a cross-departmental planning committee representing academic and non-academic divisions, which facilitates planning

and communication to the College and the local communities.

The Humanities Department is responsible for the Campus Wide Read program. The department identifies a book for the read and coordinates activities and communications to other academic departments and areas of the College, such as the Libraries and Bookstores. The department integrates the read into co-curricular activities.

2012-2013, the College created the new Director of Service Learning position, which reports to the Vice Provost of Academic Affairs. This position is responsible for integrating service activities with the academic units. This position preceded the Office of Civic Engagement, created in 2012. The Office of Civic Engagement is responsible for working with faculty to integrate service learning with existing courses where appropriate. Civic Ambassadors are student-volunteers who are selected by the peers for leadership and commitment to civic engagement to assist faculty with service learning activities related to course instruction.

The Provost Office created the Constitution Day Planning Committee through the College's committee structure. The committee is charged with planning activities for Constitution Day (September 17th annually) to support existing curriculum and in compliance with Federal Financial Aid requirements pertaining to Constitution Day. The planning committee works closely with Student Life, Student Government, Social and Behavioral Sciences, and the History faculty to develop a program to enrich students' understanding of the Constitution.

Core Component 3E. The College continues to meet this core competency by co-curricular programs enhancing the mission and educational experiences of students. Service learning integrates service experiences into the classroom through faculty and

Civic Ambassadors reaching out into the community to connecting service experiences with course curriculum. Planning committees for each of the following develop and promote activities and programs, such as the Gallery, the Student Theater Performance, Constitution Day, or the Campus Wide Read to enhance students' co-curricular experiences.

1P17. The formal audit process of degrees and certificates is the responsibility of the Records Office, which ensures that graduation requirements are met, as defined by Board of Trustees Policy. Students are required to apply (petition) for graduation. The petition initiates a graduation audit by the Records Office. The Records Office notifies the student and pending successful completion of the current course work, if the student has met the requirements for graduation or certification. Students can appeal the degree audit and are encouraged to work with their advisors. At the completion of each semester, the Records Office conducts a formal review of all students who were been preliminarily cleared for graduation/certification to verify successful course completion and compliance with requirements for graduation. The notification process to students is the same and students receive official degrees in the mail. (See <https://www.owens.edu/trustees/procedures/proc3358-11-2-51.pdf> and https://www.owens.edu/records_reg/apply_steps.html for more information.)

It is important that students have access to audit their progress toward completing a degree or a certificate. The members of the student degree audit action project identify software that will enable students to conduct an unofficial degree audit and monitor their progress and timeline toward graduation or certificate completion. The software will draw from the student account information in the College's Banner system, which is also utilized by the Records Office for the formal degree/certificate audits.

1P18. The February 15, 2010 Systems Appraisal Feedback Report reviewers recognized that the college completed Assessment of Student Learning action project. To build on the “Strength,” the Provost Office recognized the need for college-wide sharing of feedback and information for the assessment of student learning. In 2010-2011, the Provost Office developed a governance structure entitled, “Provost Office Council and Committees.” Within the committee structure, the Student Learning Assessment Committee (SLAC) is chartered to design, monitor, review, and modify the assessment of student learning processes at the College. SLAC has been involved with implementing the Accountability Management System (AMS) Taskstream as an on-line technology solution for assessment report writing. As a result, the review and evaluation of annual assessment reports is efficient and effective. As a result of the 2012-2013 assessment cycle, SLAC conducted assessment report writing workshops in Spring 2013 to improve the quality of reports.

Core Component 4B. The College continues to meet this core competency by demonstrating its commitment to continuous improvement of student learning through a comprehensive system of assessment. As an action project, the assessment system was redesigned and improved through the AMS Taskstream software. The system is administered by SLAC that regularly evaluates the quality of reports and the processes for recommendations for improvement to the Provost Council, who meets monthly.

RESULTS

1R1. As noted in Category 7, the College uses nationally-normed instruments such as the Noel-Levitz Student Satisfaction Inventory (SSI), the Community College Survey of Student Engagement (CCSSE), and Collegiate Assessment of Academic Proficiency (CAAP) and subsequent improvement strategies are

based on sound methodologies and peer data.

The assessment of student learning is the responsibility of the academic unit responsible for the administrative oversight of the degree or certificate program. Each degree program is required to file an annual student learning assessment report by March 1 to the Office of the Provost, as facilitated through SLAC. Each program files an electronic assessment plan in Taskstream and includes both direct and indirect measures. The types of measurements used vary and many outcomes are measured by multiple methods. Some of these methods include: tests, surveys, employer surveys, projects, and portfolios.

Many of the academic units annually collect a number of artifacts. The following is a list of standardized direct measures.

Licensure and Industry-Based Learning Assessments

- American Health Information Management Association
- American Registry of Radiologic Technologists (ARRT)
- Certified Medical Assisting (CMA) Exam
- Joint Review Committee on Education for Medical Sonography (JRSDM) Registry Exam
- National Board Dental Hygiene Exam
- National Board for Certification in occupational Therapy (NBCOT)
- National Cancer Registry Association
- National Council Licensing Examination (NCLEX-RN) and (NCLEX-PN)
- National Licensure Exam for Physical Therapy
- National Restaurant Association Educational Foundation (NRSEF) ServSafe Alcohol Exam (Food, Nutrition, Hospitality)
- National Restaurant Association Educational Foundation (NRSEF) NRAEF ServSafe Exam (Food, Nutrition, Hospitality)
- Northeast Regional Board Exam (Dental Hygiene)
- Ohio State Medical Board Exam for Massage Therapy

- Registered Health Information Technician Certification Exam
- State Tested Nursing Assistant (STNA) Exam

The Office Administration Technology program measures outcomes using the Office Proficiency Assessment and Certification (OPAC) software. Employers use OPAC software to determine proficiency in office skills. Students reaching proficiency are eligible for an optional certificate.

PREP is recorded in Taskstream and occurs every three years for each major. (https://www.owens.edu/aqip/portfolio13/AMSReports_APOP_GetDetailReport.xlsx.)

The following PREP data is collected annually.

- Distribution of majors vs. resource allocation (FT faculty) per area
- Distribution of majors vs. distribution of classes per area
- Majors per FT faculty per area
- Majors per class section per area
- Annual retention by major
- Enrollment trends by major
- Course withdrawal rates by course, area, mode of delivery (lecture v. online)
- Course failure rates by course, area, mode of delivery (lecture v. online)
- Average section sizes
- Graduation rates

Learning support system assessment is conducted by the unit responsible for the administration of the activity. Academic departments administer the tutoring services for their programs and general education offerings. All tutoring activity is logged into a database, which provides information on the following: tutoring activity by location, subject, course; impact of tutoring services on student GPA; utilization of tutoring services by lecture vs. online students. Tutoring services were

moved to administrative oversight in January 2013. Consequently, the assessment of tutoring services has begun and an annual report will be required beginning June 20, 2014.

Human resources assessment includes annual performance evaluations performed by the supervisors, chairs of full time and adjunct faculty. Additionally, a database of student course evaluations is assembled each semester to provide information on student perceptions of the academic experiences with full-time and adjunct instructors.

1R2. While the College collects normed data, in the 2009 portfolio some data indicated a downward trend and regrettably, the 2009 portfolio did not show the results of all defined processes. In response to the reviewers' comments, the College reviewed the viability of the nationally normed data. While the College continues to collect CAAP results in compliance with the Voluntary System of Accountability (VSA), the College determined that the CAAP outcomes are not aligned with general education core competencies. The College has taken steps to review general education core competencies and during the 2013-2014 academic year, the College will identify nationally normed tests more highly correlated with general education outcomes.

The College continues to collect CAAP results. The following tables represent the longitudinal data collected by the College pertaining to the past general education core competencies for writing core competency, mathematical reasoning core competency, and the critical thinking core competency. Results for the general education core competency for oral communication including the full assessment reports for the above core competencies are on Taskstream.

TABLE 1.2. CAAP ALGEBRA & COLLEGE SUB-SCORES, 2006--2012

| Status | 2006 Avg/# | 2007 Avg/# | 2008 Avg/# | 2009 Avg/# | 2010 Avg/# | 2011 Avg/# | 2012 Avg/# | 2012 National Avg |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------------|
| Basic Algebra | 14.3/265 | 14.41/168 | 14.7/125 | 14.4/217 | 16.4/217 | 14/350 | 14/175 | 14.2 |
| College Algebra | 13.8/265 | 13.8/168 | 13.6/125 | 13.8/217 | 14.1/254 | 13/350 | 13.9/175 | 14.0 |

TABLE 1.3. CAAP USAGE/MECHANICS & RHETORICAL SKILLS SUB-SCORED, 2006-2012

| Status | 2006 Avg/# | 2007 Avg/# | 2008 Avg/# | 2009 Avg/# | 2010 Avg/# | 2011 Avg/# | 2012 Avg/# | 2012 National Avg |
|---------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------------|
| Usage, Mechanics | 15.7/75 | 15.7/88 | 15/120 | 15/96 | 15.4/82 | 14.9/120 | 15.1/ 163 | 15.9 |
| Rhetoric Skills | 15.7/75 | 15.3/88 | 15.2/120 | 14.9/96 | 15.1/82 | 14.8/120 | 14.9/ 163 | 15.8 |

TABLE 1.4. AVERAGE WRITING ESSAY SCORES OWENS 2006-2012

| Status | 2006 Avg/# | 2007 Avg/# | 2008 Avg/# | 2009 Avg/# | 2010 Avg/# | 2011 Avg/# | 2012 Avg/# | 2012 National Avg |
|---------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------------|
| Overall | 2.8/ | 2.7/ | 2.9/105 | 2.6/ | 2.7/ | 3.0/124 | 2.8/147 | 3.1 |
| Essay 1 | 2.8/ | 2.6/ | 3.0/105 | 2.7/ | 2.7/ | 3.0/124 | 2.9/147 | 15.8 |
| Essay 2 | 2.8/ | 2.8/ | 2.8/105 | 2.6/ | 2.8/ | 3.1/124 | 2.8/147 | 3.0 |

TABLE 1.5. COMPARISON OF LOCAL/NORMATIVE GROUPS (Local/Normative Differences In Percent Correct)

| Content Category | Bottom 25% | | | Middle 50% | | | Top 25% | | |
|-------------------------|------------|------|------|------------|------|------|---------|------|------|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Analysis of Arguments | 2% | 2% | 4% | 1% | 3% | 4% | 0% | 2% | 2% |
| Evaluation of Arguments | 3% | 3% | 0% | 8% | 0% | 3% | 3% | -2% | 0% |
| Extension of Arguments | 5% | 0% | -5% | 4% | 3% | -5% | -2% | 1% | -3% |

The data indicates stagnation. The past general education core competencies were narrowly written; the CAAP tests were not aligned to the expected student learning outcomes; therefore, results showed no improvement. Consequently, the updated general education core competencies are being aligned with data collection to derive meaningful analysis for improving the general education program. While steps have been taken to analyze trends and data in this area, the College recognizes further work will continue to improve alignment in this area.

1R3. Acknowledged as an "Opportunity," the College has made a significant improvement ensuring all departments submitting required assessment reports. SLAC facilitated professional development workshops for preparers. The Provost Office has developed a system of accountability for programs that do not submit reports, which includes an internal rating system with mandatory follow up reports until a program is in compliance with College assessment requirements. Results for student learning outcomes are reported by the academic unit through the

Taskstream software. Specific report data are located in AMS Taskstream. (See also the response for 712.)

The Math Emporium is a program that monitors performance of student learning outcomes. The Math Emporium student learning outcomes mirror the outcomes of traditional developmental math. Student learning outcomes are measured as students advance through the courses in the Math Emporium. The Math Emporium measures student success as compared to students' performance in the traditional developmental math courses with face-to-face delivery and subsequent success in the college-level math course following the developmental mathematics sequence.

The Math Emporium is based on an 80% master level. The College defines 80% as a B grade. The A/B pass rates for the 2011-2012 academic year, as collected by Institutional Research.

- MTH 089 -- 37% pass rate
- MTH 091 -- 39% pass rate
- MTH 096 -- 36% pass rate

MTH 054 had a pass rate of 71% (98 of 139 passed who were students of record on the last day of the semester). In MTH 054, students complete 8 units to pass the course. To complete the requirements for MTH 089, 091 and 096, the students complete the following.

- MTH 089 12 units and 1 test
- MTH 091 12 units and 1 test
- MTH 096 11 units and 1 test

Fall 2012

- MTH 089 -- 65 students completed 12 or more units plus 1 test
- MTH 091 -- 19 students completed 24 or more units plus 2 tests
- MTH 096 -- 9 students completed 35 units plus 3 tests

For Spring 2013, one student completed all 35 units plus 3 tests in 5.5 weeks.

The above resulted in 47% or more of the students passing one or more of the traditional mathematics courses during the Fall 2012 semester.

1R4. A "Strength," the College uses multiple internal and external sources of evidence to assess students having acquired the knowledge and skill sets envisioned for program completers. Each technology program, regardless of a professional, normed state or national test exists, shares information about student performance on student learning outcomes at advisory committee meetings. During the advisory committee meetings, stakeholders have ample opportunity to comment and make suggestions regarding student performance.

State and national normed tests are vital for programs where state or national licenses or credentials are awarded and necessary for employment in the profession. The following state and national tests provide the program, school and college significant data on student learning required by stakeholders.

Ohio Department of Health STNA State Testing Results Numbers Reflect Students That Took the ODH STNA State Test

| <u>May 8, 2010-May 8, 2011</u> | <u>May 8, 2012-May 8, 2013</u> |
|--------------------------------|--------------------------------|
| # Tested=132 | # Tested=68 |
| # Passed=94 | # Passed=61 |
| % Passed=71% | % Passed=90% |

| <u>May 8, 2011-May 8, 2012</u> | <u>3-Year Total</u> <u>(May 8, 2010-May 8, 2013)</u> |
|--------------------------------|---|
| # Tested=71 | # Tested=271 |
| # Passed=66 | # Passed=221 |
| % Passed=92% | # Passed=82% |

TABLE 1.6. NCLEX PASS RATE LPN

The Ohio Board of Nursing uses the Jan-Dec calendar year.

| YEAR | # OF CANDIDATES | # PASSED 1ST ATTEMPT | OWENS % | OHIO % | 95% OF OHIO | NATIONAL AVERAGE |
|------------------|-----------------|----------------------|---------|--------|-------------|------------------|
| 2003 | NONE | | | | | |
| 2004 | 26 | 26 | 100 | 94.11 | 89.40 | |
| 2005 | 78 | 74 | 94.87 | 92.41 | 87.79 | |
| 2006 | 96 | 90 | 93.75 | 92.82 | 88.18 | |
| 2007 | 91 | 88 | 96.70 | 92.26 | 87.65 | 87.25 |
| 2008 | 69 | 68 | 98.55 | 87.05 | 82.70 | 85.62 |
| 2009 | 65 | 62 | 95.38 | 88.14 | 83.73 | 85.73 |
| 2010 | 90 | 88 | 97.78 | 91.54 | 86.96 | 87.06 |
| 2011 | 65 | 61 | 93.85 | 87.56 | 83.18 | 84.84 |
| 2012 | 32 | 32 | 100 | 87.40 | 83.03 | 84.23 |
| 1ST QUARTER 2013 | 15 | 15 | 100 | 83.48 | 79.31 | 84.15 |

TABLE 1.7. NCLEX PASS RATE RN

The Ohio Board of Nursing uses the Jan-Dec calendar year.

| YEAR | # OF CANDIDATES | # PASSED 1ST ATTEMPT | OWENS % | OHIO % | 95% OF OHIO | NATIONAL AVERAGE |
|------------------|-----------------|----------------------|---------|--------|-------------|------------------|
| 2003 | 130 | 124 | 95.38 | 90.00 | 85.50 | |
| 2004 | 158 | 145 | 91.77 | 88.85 | 84.41 | |
| 2005 | 217 | 197 | 90.78 | 90.44 | 85.92 | |
| 2006 | 208 | 191 | 91.83 | 90.80 | 86.26 | |
| 2007 | 244 | 203 | 83.20 | 86.07 | 81.76 | 85.47 |
| 2008 | 236 | 197 | 83.47 | 85.83 | 81.54 | 87.06 |
| 2009 | 248 | 213 | 85.89 | 87.62 | 83.24 | 88.42 |
| 2010 | 243 | 194 | 79.84 | 85.52 | 81.24 | 87.42 |
| 2011 | 198 | 174 | 87.90 | 86.53 | 82.20 | 87.90 |
| 2012 | 156 | 149 | 95.51 | 89.85 | 85.36 | 90.34 |
| 1ST QUARTER 2013 | 63 | 62 | 98.41 | 90.08 | 85.58 | 90.35 |

Medical Assisting Certification Exam (CMA)

- From 1-1-2012 to 12-31-2012 - 23 students took the certification exam and 22 passed for a 95.65% pass rate.
- From 1-1-2011 to 12-31-2011 - 12 students took the certification exam and 12 passed for a 100% pass rate.
- From 1-1-2010 to 12-31-2010 - 23 students took the certification exam and 21 passed for a 91% pass rate.
- From 1-1-2009 to 12-31-2009 - 1 student took the certification exam and 1 passed for a 100% pass rate.
- There is no previous data prior to 2009 mainly because we received our CAAHEP Accreditation March 2009. CAAHEP Accreditation was granted in March 2009 and 2009 represents the first time data was collect and therefore serves as a baseline for comparison.

1R5. The College developed assessments for the first-year experience courses and other areas; however, there was an opportunity to review the need for assessment within tutoring, advising and library services. It was found that while the Library had annual assessment data; it was not included in the College's first portfolio in 2009. Strides in improvement have been made for learning support processes, and noted earlier in this report advising has been transformed and data is being collected. The College recognizes that the processes of assessing learning support services needs to mature.

Tutoring

In 2012, the decentralized tutoring services were moved under the administrative oversight of the academic department to align with student learning outcomes for program and courses. The transition maximizes tutoring services by connecting tutors to the academic departments. For Spring 2013, the School of Business, Health and Information Systems had a

total of 1,577 tutoring visits to the centers in College Hall. The activity in the Accounting Learning Center was approximately 29.6% (or 467 visits). The remaining 70.4% was likely experienced in the Information Services Technology (IST) tutoring center. The percentage of tutoring visits that were specifically in support of IST classes (computer applications for business) was 55.17% (or 870 visits.) The average number of visits per student is about 4.54 visits. Preliminary counts for Spring 2013 show the following tutoring visits by campus and type of class:

TABLE 1.8. SPRING 2013 TUTORING VISITS BY CAMPUS

| Location | Number of Visits | Percentage of Activity |
|---------------|------------------|------------------------|
| Findlay | 126 | 8% |
| Toledo | 1,291 | 81.9% |
| Source | 151 | 9.6% |
| Not specified | 9 | .5% |

TABLE 1.9. SPRING 2013 TUTORING VISITS BY CLASS TYPE

| Type of Class | Number of Visits | Percentage of Activity |
|---------------|------------------|------------------------|
| Land-based | 1,349 | 85.54% |
| Web | 219 | 13.89% |
| Not specified | 9 | .57% |

Tutoring has a beneficial impact on student performance. For this sample, four courses were reviewed in accounting and IST and the grade point averages (GPA) of the students in land-based, lecture classes were higher than the overall students GPAs.

TABLE 1.10. IN ACC101

Introductory Managerial Accounting, 28 students (135 visits) sought tutoring services for this class. Of those, 7 (25%) were in web based classes and 21(75%) were in lecture classes. The following GPA statistics were calculated for all sections of this class.

| GPA | Lecture | Web | Overall |
|------------------|---------|------|---------|
| Students tutored | 2.73 | 1.33 | 2.26 |
| Overall | 2.58 | 1.84 | 2.31 |

TABLE 1.11. IN ACC102

Introductory Managerial Accounting, 28 students (135 visits) sought tutoring services for this class. Of those, 7 (25%) were in web based classes and 21(75%) were in lecture classes. The following GPA statistics were calculated for all sections of this class.

| GPA | Lecture | Web | Overall |
|------------------|---------|------|---------|
| Students tutored | 2.73 | 1.33 | 2.26 |
| Overall | 2.58 | 1.84 | 2.31 |

TABLE 1.12. IN IST100

Computer Concepts and Applications, 39 students (310 visits) sought tutoring services for this class. Of those, 9 (23%) were in web based classes and 30 (77%) were in lecture classes. The following GPA statistics were calculated for all sections of this class.

| GPA | Lecture | Web | Overall |
|------------------|---------|------|---------|
| Students tutored | 2.93 | 2.11 | 2.64 |
| Overall | 2.33 | 2.14 | 2.29 |

TABLE 1.13. IN IST131

Fundamentals of Computing, 52 students (193 visits) sought tutoring services for this class. Of those, 2 (3.8%) were in web based classes and 50 (96%) were in lecture classes. The following GPA statistics were calculated for all sections of this class.

| GPA | Lecture | Web | Overall |
|------------------|---------|------|---------|
| Students tutored | 2.75 | 1.5 | 2.64 |
| Overall | 2.11 | 1.71 | 2.00 |

Advising

With the transition to the caseload advising model with full-time advisors, assessment data will be collected uniformly for the advising function. The CCSSE data from 2009 and 2012 showed students use, satisfaction and level of importance of advising. A comprehensive advising assessment plan and tools were created in 2010, which included student learning outcomes and measurements; however, it was not fully implemented due to staff and time constraints. Data was collected in 2011 and 2012 to compare the no-show and cancellation rates of advising appointments, which resulted in the development and implementation of an email reminder to students for their appointments. Data are collected to track

student use of the online advisor chat function and the academic probation Bb shell.

Library Services

To measure the success of the Library, the College participated in the national LibQual® survey in 2010. LibQUAL® is a web-based survey that provides quantifiable measures of users' perceived quality of service and helps libraries assess and improve library services, change organizational culture, and market the library. This survey is offered to the library community by the Association of Research Libraries. The survey measures specific areas of service, including: the "library as place" (learning environment), "information control" (access to needed resources), and "effect of service" (customer service). In 2010, students indicated the College Libraries (Toledo and Findlay Campuses) provided an overall perceived quality score of 60% above minimum acceptable expectations or 40% below ideal desired expectations. From the detailed data analysis and comments, the Library has addressed the weakest areas (web page modifications, providing access to more electronic full-text, and providing a more robust print collection for specific subject areas). The Library continues to address other areas of the survey which will strengthen the overall satisfaction of students. These areas include a better database search interface for information discovery and provision of a learning commons within the library building so students have access to a broader range of services (writing center, computer lab, etc.) Following is a snapshot of the Library's resources as of December 2012.

TABLE 1.14. - LIBRARY RESOURCES

December, 2012

Traditional Resources

| | |
|--------------------------------|----------------------|
| Books – Print | 42,571 titles |
| Journal subscriptions – Print | 379 titles |
| Journal Backfiles on Microform | 259 titles |
| AudioVisuals | 13,470 titles |
| OhioLINK (consortia access) | 49.5 Million volumes |
| SearchOHIO (consortia access) | 9.5 Million volumes |
| Electronic Databases | 140 |

Ebooks

| | |
|--|----------------|
| ACLS Humanities | 3,300 titles |
| American & English Literature | 12,803 titles |
| Scholarly & Reference Books | 27,826 titles |
| EBSCO eBooks | 15,460 titles |
| Oxford Reference Online | 233 titles |
| Safari Books Online | 12,400 titles |
| Ohio Ebook Project | 31,922 titles |
| Ohio Electronic Thesis/ Dissertations | 35,000 |
| TOTAL | 138,944 |

Audiobooks

| | |
|--------------------|---------------|
| Ohio eBook Project | 19,095 titles |
| TOTAL | 19,095 |

Videos Online

| | |
|---------------------------------------|---------------|
| Ohio eBook Project | 1,000 titles |
| OhioLINK Ed. Films & Documentaries | 2,307 titles |
| Encyclopedia of Physics Demos | 597 titles |
| Films on Demand | 8,000 titles |
| TOTAL | 11,904 |

eJournals

| | |
|---------------------------------------|---------------|
| EBSCO Journals | 13,344 titles |
| OhioLINK Electronic Journal Center | 9,375 titles |
| TOTAL | 22,719 |

Other eResources

| | |
|-------------------------|----------------|
| Sanborn Historic Maps | 40,033 maps |
| ART Collection | 71,326 items |
| Saskia Art History | 2,761 items |
| OhioLINK Music Center | 22,459 albums |
| Classical Music Library | 7,417 albums |
| Naxos Music Library | 66,654 albums |
| Naxos Jazz Library | 5,200 albums |
| TOTAL | 215,850 |

Following is a comparison of basic Library statistics from 2010 to 2012:

| Collection Development | 2010 | 2012 |
|-------------------------------|-------------|-------------|
| Print books added | 717 | 1,892 |
| e-books & media added | 3,817 | 2,428 |
| AudioVisual media added | 525 | 485 |

| Consortial Lending | 2010 | 2012 |
|--------------------------------|-------------|-------------|
| Items sent to other libraries | 2,571 | 5,819 |
| Items borrowed from other libs | 4,109 | 6,207 |

| General circulation of materials | 2010 | 2012 |
|---|-------------|-------------|
| Books checked out | 32,639 | 26,106 |
| Course Reserve material | 3,618 | 2,837 |

| Library instruction classes | 2010 | 2012 |
|------------------------------------|-------------|-------------|
| Number of presentations | 407 | 202 |
| Attendance | 6,062 | 3,079 |

| Services | 2010 | 2012 |
|-----------------------------|-------------|-------------|
| Hours open per week | 76 | 76 |
| Average door count per week | 2,873 | 2,558 |

These statistics generally reflect the overall decrease in enrollment at the College as well as a greater reliance on accessing online, full-text resources. The increase in consortial library lending reflects a change in state-wide collection development policies where libraries agreed to purchase more unduplicated items in order to give students and faculty access to a greater number of titles. Also, a consortium of 23 public libraries (SearchOhio) joined the network since 2010, making almost 10 million more items available. Using consortial borrowing, students can borrow some textbooks for the entire semester and avoid textbook purchases.

1R6. Benchmarking results indicate the College is meeting or exceeding in performance categories including but not limited to year-to-year retention rates, transfer rates, employment rates, and licensure pass rates in the health care field. A "Strength," these trends continue since the 2009 portfolio. The College utilized the Noel-Levitz College Student Inventory (CSI), which was given to 4,128 prospective students attending New Student Orientation (NSO) for the Summer/Fall 2012 term and 1,265 for the Spring 2013 term. Results were comparative to other two-year community colleges. (See <https://www.owens.edu/ir/csi-summary-ay12-13.pdf> for more information.)

The College utilizes the CAAP test as a comparative measure to benchmark students in the second year of attendance to a normed group. The CAAP results are reported in 1R2. (See <https://www.owens.edu/aqip/portfolio13/1R6.jpg> for more information.)

IMPROVEMENTS

111. From the 2009 portfolio, the reviewers recognized a “Strength,” as the College has had effective Action Projects, resulting in the development of an assessment system, which poises the College toward the future. Improvements in this category also occur through the leadership of the academic unit. Since 2010, a major impact is the development of the Provost Office Council and Committees governance structure. The benefit is the committee structure fosters wider involvement and communication within the academic, academic affairs and students affairs units that significantly impact student learning. (See <https://www.owens.edu/aqip/portfolio13/academic/provost-standing-comm-hdbk.pdf> for more information.)

Within the Provost Office Council and Committee structure was the development of two new committees. One is the Academic Structure Committee that is charged to review and recommend improvements of academic structures. In 2011-2012, the Academic Structure Committee reviewed the relationship between the Workforce and Community Services Division and the Academic units to review duplication and improve efficiency. (See <https://www.owens.edu/aqip/portfolio13/ie/action-project3-2011-recommendations.pdf>)

In March 2013, the Academic Structure Committee reviewed the information systems and computer science programs for duplication and to improve efficiencies. As a result of the recommendations, all networking programs and certificates have been moved to the School of Science, Technology, Engineering and Mathematics. All software and programming certificates and programs have been moved to the School of Business, Health and Information Systems. Effective July 1, 2013, the desired outcome of the moves is improved synergy and elimination of duplication. (See https://www.owens.edu/aqip/fa12_computer_related_prog.pdf for more information.)

The committee structure is a systematic process that assists with reviewing curriculum, assessment, academic policy, enrollment, and governance in

effective ways, involving appropriate stakeholders. Program assessment has matured since 2009 and the assessment system has become institutionalized. Until the College’s recent participation in the HLC Assessment Academy, the assessment of general education remained a frustration because the student learning outcomes were narrowly written. Data from the previous general education core competencies did not result in meaningful information, as the CAAP test was not aligned with the narrow- focused student learning outcomes. The new, broader general education student learning outcomes will lead to better assessment of student learning. However, this area will need to mature over the next several years to ensure that continuous quality improvement occurs in general education as successfully as in other program assessment areas. Assessment of learning support services has made progress, especially with the development of a baseline. Data are being collected and administrative units over tutoring, assessment and the library are showing evidence of data-driven decision-making and improvements. Structural and process changes should ensure continued improvement in the assessment of general education and academic support services in the years to come.

112. The College has created a culture and infrastructure designed to improve and set targets to enhance student learning. The “Strength” in this trend continues. AQIP Planning Council and the Provost Council are the primary means for identifying specific processes to improve within the category of Helping Students Learning, based on feedback from department and divisions.

During the summer, the Provost Council and Dean’s Council have working sessions to review performance data aligned with the College’s strategic initiatives and the State of Ohio performance-funding mechanism to identify key areas for improvement.

The results of the regular AQIP System Portfolio Report are shared with the AQIP Planning Council and Provost Council. Results from Helping Student Learning become the primary focus for discussion at Provost Council and processes are identified for improvement and are either advanced to AQIP Planning Council for an institutional wide quality group or AQIP action project or assigned to a specific area if it is a primary departmental or division responsibility.

The State of Ohio moved to a performance-based funding model. A portion of state funding is linked to successful completion of developmental education, completion of the first college course after completing developmental education, course completion, the completion of the first 15 credit hours, completion of 30 credit hours, and successful transfer or graduation. These metrics provide key performance indicators that can be utilized by the College and the Provost Office and are highly correlated with the HLC category of Helping Students Learn.

The assessment system that is presently in place has matured since the previous portfolio. Table 1.15 demonstrates the improvement in the number of assessment reports being submitted annually.

TABLE 1.15. ASSESSMENT REPORTS AND REVIEW RESULTS, 2011-2013

| Year | Reports Submitted | Reports Expected | Review Results |
|-------------|--------------------------|-------------------------|--|
| 2011 | 44 | 87 | 14 Developing 19 Demonstrated 11 Established |
| 2012 | 71 | 76 | 44 Developing 14 Demonstrated 13 Established |
| 2013 | 70 | 70 | 25 Developing 30 Demonstrated 15 Established |

The improvement in the number of required assessment reports submitted annually and the improvement in the quality as represented by the designations of developing, demonstrated, and established, indicate the assessment system has matured and more programs are participating in the process. The quality of the assessment activities and the evidence of program improvement are areas that need to increase in the next couple of years.

CATEGORY 2 **ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

INTRODUCTION

Owens Community College continues to be committed to being Northwest Ohio's best higher education investment both within instruction and key non-instructional processes. The college continues to increase awareness of the College's mission and vision and promote institutional advancement. Throughout the College, students, faculty, and staff assess the needs of the college and steer the direction through multiple councils and committees. Council and committee membership is representative of the entire campus which ensures collaboration and allows for perspectives and feedback to be carried to multiple levels within the organization. Objectives are thus set by the membership as a whole as opposed to one or two members.

PROCESSES

2P1. A "Strength," the College's strategic planning and AQIP review processes ask for input from multiple stakeholders and build a strong foundation for the development, design and implementation of non-instructional programs.

The design and operation of key non-instructional processes are guided by the mission, vision, and core values of the college. The key ideals the College strives for are success through service, learning, innovation, collaboration and excellence. The college works within a shared leadership model, to soliciting input from various committees on a variety of issues surrounding our distinctive objectives. The college is making strides in serving external stakeholders in various areas including athletics, community engagement and service, alumni affairs, institutional research, and outreach.

The College established an Institutional Review Board (IRB) in 2012 to ensure that the rights and welfare of

human subjects used in research studies by college personnel and students are protected. The IRB also ensures that risks have been considered and minimized and the potential for benefit has been identified. Under the IRB, all human subjects volunteer to participate in research after being provided with legally effective informed consent and research is conducted in compliance with established standards. The IRB is described further at <https://www.owens.edu/irb/index.html>. The creation of an IRB also makes it possible for students, faculty and staff to engage in scholarly research without partnering with outside institutions. This body also makes the College eligible for additional grant opportunities as principle investigator.

The operation of athletics is governed by industry standards as determined through the National Junior College Athletic Association (NJCAA), the Ohio Community College Athletic Conference (OCCAC), and the National Association of Two Year College Athletic Administrators (NATYCAA). The College's athletic programs require students be athletes, scholars, and community stewards. In the past three years, student athletes were required to serve their community in various ways. This included: working with the Oregon Youth Soccer Association, fundraising for Rebekah's Haven, and volunteering at the Komen Race for the Cure, African American Festival, and Red Cross Oscar Night.

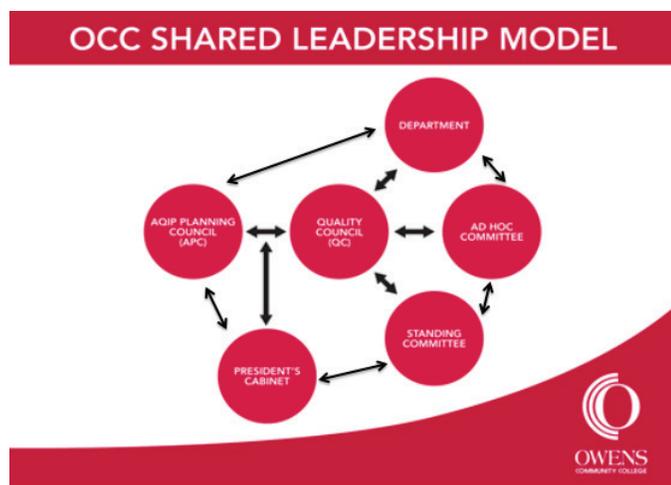
A new addition to the college is a centralized and supported Center of Service Learning, Civic Engagement and Leadership which supports community engagement on and off campus. The center offers opportunities for students, faculty, and administration to participate in volunteer activities with community-based organizations and in on-campus initiatives. Our membership with Campus Compact ensures that we are communicating with other campuses, sharing information about trends

in community service, volunteerism and experiential learning.

Our Foundation and Alumni Relations processes have been benchmarked against similar practices offered by Council for Advancement and Support of Education (CASE) and the Association of Fundraising Professionals. The College adheres to all federal, state, and local laws. We use legal counsel to confirm we are in compliance. In 2012, our Alumni Association was audited by the Internal Revenue Service and was found in full compliance, with no improvement suggestions.

2P2. A “Strength,” the College identifies key non-instructional objectives through a strategic plan with input from the campus community and community at large. The college continues to review the environmental scan within its strategic planning process. The College actively listens to its constituents including students, faculty, staff, community members, and business and industry through methods such as AQIP Planning Council, Quality Council, Advisory Committees, program evaluations, campus and community surveys, and open forums. Ideas generated are sent to standing committees and to President’s Cabinet. Through a Shared Leadership model, the College identifies directions, priorities, and initiatives.

FIGURE 2.1



Athletics’ objectives are determined through a strategic planning process and based on three core values within the Athletic Department: academic excellence, athletic intensity, and social responsibility. Each value is defined in the Student-Athlete Handbook, which is provided to and discussed with each student-athlete on an annual basis.

The Center of Service Learning, Civic Engagement, and Leadership (CSLCEL) communicates regularly with community partners to establish objectives. The Director of the CSLCEL sits on two community boards (Goodwill Inc. and the Toledo Seagate Food Bank) and regularly attends events at the United Way of Greater Toledo to recognize trends in funding and to focus service opportunities on community needs.

The College continues to use the environmental scan done every three years to coincide with the strategic planning cycle. The last one was completed in 2010 (<https://www.owens.edu/aqip/portfolio13/ir/environmental-scan2010.pdf>) and the next one began in August of 2013.

The Institutional Review Board (IRB) is the direct result of the shared governance process. The IRB request was made by faculty through the Office of the Provost. The request was vetted through multiple groups including Academic Standards, the Board of Trustees and faculty/staff/community open forums.

The Owens Foundation began a major gifts campaign with a feasibility study of internal and external stakeholders. Interviews were conducted one-on-one and through small-group summit meetings for feedback on the College and the preliminary case for support. The feasibility results were presented to the Foundation Board, internal college leadership, and Alumni Association Board. Additionally, selected community stakeholders received the results through a personal meeting with college leadership. Internally, the Owens Foundation defined projects and goals

based on the results of the feasibility study.

Alumni Relations surveys current alumni and works with their 20- member Alumni Association Board of Directors to develop an annual plan with signature events and projects. In the past three years these have included: Backpack to the Future, Golf Classic, Shop 'Til You Drop Trip, sporting events, and alumni networking events.

2P3. The College uses a balanced approach and a variety of methods to communicate expectations to stakeholder groups. A "Strength," the College continues to look for more effective ways to communicate. For example, in 2009, the College launched an AQIP blog to communicate expectations and gain feedback from the college community on topics related to college processes and procedures, strategic planning, and quality initiatives. By initiating these conversations, the APC and QC councils are able to make decisions based on feedback from college stakeholders. A strategic planning process is used in athletics to explain expectations and solicit feedback. Student athletics communicates specifically to students about expectations regarding the Grant-in-Aid Agreement, Student-Athlete Orientation, Student-Athlete Handbook, athletics web site, and promotional materials. (See <https://www.owens.edu/aqip/portfolio13/2P3.jpg> for more information.)

Expectations are communicated through a community partner agreement which shares expectations for both the community member and college member as well as highlighting a point person for the project in both areas. Alumni Relations communicates through mailed invitations. Expectations are also communicated through external websites, social media, and internal communication portals. The Owens Foundation communicates its objectives within its strategic plan. The Foundation Board and development staff developed this plan.

2P4. The College collects and analyzes both quantitative and qualitative measures from multiple parties including students, staff, faculty, and community members. Each area within the college has adapted reviews to best fit the needs of the program. Institutional Advancement analyzes the effectiveness of the Owens Foundation's Success Scholarship program annually, looking at enrollment from participating high schools, retention rates, and characteristics of program participants.

Athletics is currently in the second year of a three-year strategic planning cycle. Evaluation occurs throughout and at the end of each semester by members in the Division of Student Affairs.

The Office of Service Learning, Community Engagement and Leadership is a new program. It is in the process of establishing an advisory council including faculty, student and community leaders. This group will assist in the ongoing evaluation of its goals and objectives.

Alumni Relations surveys participants on all aspects of events including location, value, food, networking, and interaction. These are reviewed and followed up on as needed. The area also assesses the overall participation. The survey responses and participation data are used to plan future events.

2P5. The February 15, 2010 Systems Appraisal Reports rated 2P5 an "Opportunity." The reviewers pointed to the lack of a comprehensive process for determining faculty and staff needs specifically within the shared leadership model.

The College acknowledged and has improved this area by developing overall assessment methods in addition to the individual methods used by programs. In 2011,

two surveys were conducted of faculty and staff to identify professional development interests. Based on this feedback, the College held its first college-wide Professional Development Days in fall 2012, with a varied agenda designed to appeal to a diverse cross-section of faculty, staff, and administrators. Classes were not scheduled for these two days so that all staff and faculty could attend. A survey to assess satisfaction with the event was conducted and is currently being used to plan additional professional development events. (See <https://www.owens.edu/aqip/portfolio13/pro-dev-survey.pdf> and <https://www.owens.edu/aqip/portfolio13/pro-dev-survey1111.pdf> for more information.)

While a comprehensive process is still being developed, multiple areas of the College have developed feedback processes within certain areas. For example, CSLCEL is developing a way to survey faculty about their experiences. The program also has faculty fellows who receive additional training who act as liaisons within each department to assess needs and support service- and community-based activities on campus. The Provost Office has various councils and committees with representation from across campus to review the needs of faculty and staff on academic and instructional matters. Building and Grounds convene a space committee with representatives from multiple areas to make decisions regarding the best use of college space. Enrollment Services uses the Strategic Enrollment Management Committee to make decisions and assess faculty and staff needs surrounding enrollment and retention initiatives.

The most comprehensive bodies on campus are the AQIP Planning Council and Quality Council which have specific membership to represent the entire College. These bodies are improving our process for feedback and assessment of faculty and staff need on the whole. Overall, the College is continuing to improve in this area by changing the culture to incorporate the

assessment of faculty and staff needs. Maintaining a process of continually reassessing our needs to foster a pattern of continuous improvement is important to the overall success of our faculty and staff.

2P6. The February 15, 2010 Systems Appraisal Reports rated 2P6 an "Opportunity." The reviewers stated that the 2009 portfolio did not offer adequate explanation of the process regarding how feedback is reviewed, analyzed, and used to make improvements.

The College has made strides to better integrate the needs of faculty and staff. Based on feedback from faculty and staff surveys, the College held its first college-wide Professional Development Days in the fall 2012, with a varied agenda designed to appeal to college faculty, staff, and administrators. These events incorporated the data from the surveys and offered development in areas reflecting the highest needs: time management, student engagement, technical skills, teaching techniques, and student and community diversity.

A survey to assess satisfaction with the event was conducted and is currently being used to plan additional professional development events. This information was used to better the event for the Fall 2013. The event offered sessions where faculty and staff discussed solutions to issues identified as problematic by each group. These issues and solutions were captured to be used to better the event but also to inform college processes.

The Office of Service Learning, Community Engagement and Leadership has been in place less than a year, but has kept faculty, staff, and stakeholder's needs in mind while designing assessment protocol. Currently, they review objectives and expectations each semester based on feedback from faculty, staff, students, and the community. Once formalized, this will assist in the annual review and planning for the area.

RESULTS

2R1. A “Strength,” the College uses a variety of measures, including benchmarking, administering surveys, and reviewing compiled data, for non-instructional objectives and activities.

Also noted in Category 7, the College has developed Key Performance Indicators (KPIs) assigned to non-instructional areas. The Office of Institutional Effectiveness (previous Institutional Research) had not historically been involved in collecting or analyzing data for Institutional Advancement with the exception of the Success Scholarship assessment mentioned and attached above. This is changing. For example in May 2012, the Academic Planning Committee voted to adopt a set of KPIs in order to measure institutional effectiveness within each of the strategic plan initiatives. Strategy 3 (Promote Institutional Advancement) has three KPIs, including the total endowment value, the number of scholarships awarded, and the amount of scholarships awarded. Performance for the current fiscal year is evaluated by comparing it with a benchmark standard as well as with performance during the previous fiscal year. Institutional Effectiveness published a KPI scorecard and it was published to the web Summer 2013.

Athletics tracks graduation rates, transfer rates, numbers of scholarships offered and numbers of scholarships awarded for each sport. This information is published on the Student Right to Know website. Athletics also draws its measures from the strategic planning process. The process sets benchmarks for the program including a 3.0 GPA, championship titles, and civic responsibility. (See https://www.owens.edu/student_right/index.html for more information.)

CSLCEL measures participation through tracking service hours. They also survey students on program satisfaction. As the office is very new, the College is developing an annual method to review the program’s effectiveness and the growth of civic responsibility.

Alumni Relations tracks new and renewing membership, comparing involvement over the last eight years to identify trends. The office also tracks donations of goods and services to internal and external constituents from alumni. Each measure is benchmarked against the previous years to look for trends and make adjustments.

2R2. The College documents the accomplishment of distinctive objectives in the Owens Foundation, Alumni Association membership and Workforce and Community Services. Performance results reflect success in multiple areas.

Annual assessment of the Owens Foundation’s Success Scholarship program has shown increased enrollment and retention for recent graduates from participating high schools in relation to historical averages, non-participating high schools, and students not receiving Success funds.

TABLE 2.1. OWENS FOUNDATION SUCCESS SCHOLARSHIP PROGRAM

| Year | Fall Enrollment in Participating High Schools | Fall Enrollment in Non-participating High Schools |
|------|---|---|
| 2008 | Increase of 49.9% | Decrease of 6.5% |
| 2009 | Increase 33.6% | Decrease 3.9% |
| 2010 | Decrease of 7.2% | Decrease of 20.5% |
| 2011 | Decrease of 25.3% | Decrease of 32.1% |

| Term | Retention rates of students with Success Scholarship funds | Retention rates of students without Success Scholarship funds |
|------|--|---|
| 1 | 89.6% | 79.2% |
| 2 | 63.6% | 38.3% |
| 3 | 42.4% | 31.8% |

These results provide evidence that the program is achieving its objective to increase the educational access and success of students with financial need.

The Owens Foundation has increased its net assets from \$2,030,685 in 2009 to \$3,044,297 in 2013. Scholarships have increased by more than \$70,000 since 2010 and program support has increased by over \$250,000.

Athletics has almost met their objective of a cumulative 3.0 GPA or higher with a cumulative GPA of 2.87. The teams obtained five conference and four regional titles. Each athletic team completed one service activity on campus and one within the greater Toledo area to promote civic responsibility.

The CSLCEL logged 4,055 hours of service within the last year. The value to the community as estimated by Independent Spector was approximately \$88,000. The impact of service on developmental education can be seen through the data collected for Connect to Complete. (See https://www.owens.edu/aqip/portfolio13/C2C-Summary-OwensFall-2012_13-Pre-Post-Surveys4-16-2013.pdf for more information.)

The Alumni Association has had more than 3,250 engagement event participants over the last nine years. These events achieve a 90% good to excellent satisfaction rate. Alumni Relation's outreach efforts through Backpack to the Future collected 2,881 backpacks and 54,094 school supplies over the last nine years. Since 2003, the Alumni Association Golf Classic has generated over \$288,900 for scholarships and alumni outreach initiatives.

2R3. The College is currently working on improving this area by identifying comparison groups to use for other distinctive objectives covering all areas. State of Ohio peer colleges are Cuyahoga Community College, Columbus State Community College, and Sinclair Community College.

The CSLCEL has a significant comparison to other institutions. In 2013, Owens Community College was recognized as a member of the President's Higher Education Community Service Honor Roll for the first time. The College is the only college from our comparison group currently recognized, however had been recognized in 2011 and 2012. (See http://www.nationalservice.gov/sites/default/files/documents/2013_hr_list.pdf and https://www.owens.edu/aqip/portfolio13/C2C-Summary-OwensFall-2012_13-Pre-Post-Surveys4-16-2013.pdf for more information.)

Alumni Affairs has the strongest comparison data. In March 2012, the Director of Alumni Relations presented the annual plan and results to other Ohio community college alumni relations and foundation counterparts. The one-day meeting was hosted by the Ohio Association of Community Colleges and represented 15 Ohio community colleges. Through the presentations on processes, best practices and operation plans, it was found Owens Community College's Alumni Relations programming is significantly outperforming 80 percent of its peer institutions.

In 2012, the Council for Advancement and Support of Education (CASE) presented "Benchmarking the Alumni Relations Program," which included the results of a survey developed by CASE. It was an online survey with 133 responding institutions. Of the successful practices the survey identified, Owens Alumni Relations compared as follows:

- Owens Alumni Relations data in our Raisers Edge software is well above average. Of our alumni base, we have 93 percent with viable mailing addresses.
- Owens is utilizing four of the five successful communication practices of community college alumni relations – print newsletter/magazine, direct mail, phone bank/call center, and individual calls.
- Performance in regularly monitored alumni relations programs listed in the chart below.

TABLE 2.2. PERFORMANCE METRICS REGULARLY MONITORED BY AR PROGRAM

| | |
|---|-----|
| Number of alumni donors | 56% |
| Number of alumni attending special events | 47% |
| Number of alumni association members | 42% |
| Number of alumni submitting address/info updates | 30% |
| Number of alumni volunteers | 21% |
| Posts to alumni discussion lists or social media sites | 21% |

2R4. The February 15, 2010 Systems Appraisal Reports rated 2R4 as an “Opportunity” to show the extent to which other distinctive objectives strengthen the entire college. All non-instructional programs support the College’s mission of success and access, which strengthen students and communities. For example Success Scholarships provided by the Owens Foundation allow students to access education and add to student success while building better community members.

Athletics has a long history at the institution and is a distinct part of the institution’s culture. Athletics adds value to the overall student experience, helps to create a sense of community and pride in the institution, and develops a collegiate atmosphere. Athletics enhances the institution’s exposure within the local community, region, and nationally. Student-athletes as a cohort are among the highest percentage of “completers” at the institution.

CSLCEL has strengthened both student instruction, student development, and the local community. Service has a deeply embedded history within college culture, specifically community college culture. Through service, students receive experiential learning as well as real-world practical experiences. Students, faculty, and staff become engaged within both the college and local community.

Owens Alumni Relations and its Alumni Association have earned the reputation of being a leader in alumni relations within the community college arena. As a result, this reputation strengthens the College. Recently, when the City of Toledo received a large grant for the acquisition and distribution of K-12 school supplies, the grant director benchmarked with the College’s Backpack to the Future Program because it is viewed in the community as an excellent program.

IMPROVEMENTS

2I1. The College has made several improvements through both internal and external systematic review. For example, the College established an IRB in 2012 to allow for more scholarly research and expanded grant capabilities. This board was suggested by faculty and staff, vetted through several councils and committees and brought to fruition with a great deal of input from the community. The board, made up of faculty, staff, and community members, meets monthly and formal procedures and guidelines are posted online. This allows for the ability of all areas of campus to generate original research. (See response to 2P1.)

The College worked with the athletic department to convert an academic advisor position to an Assistant Director of Athletics, Academics, in an effort to better serve and emphasize the importance of academics for student-athletes. This restructuring included the creation of a student-athlete academic center. One of the bi-products of this emphasis is seen through 11 student-athletes being named NJCAA Academic All-Americans for AY 2012-13.

Another institutional improvement has been the development of the Office of Service Learning, Community Engagement and Leadership. This office was developed as a result of student and staff need. The College is one of the only community colleges to offer both on- and off-site service opportunities.

The College has developed a community garden, food pantry, and clothing closet to serve the needs of students. These areas are run by students with minimal staff supervision. The College has more than 80 approved community partners serving a variety of community needs such as the Ability Center, Down Syndrome Association, Habitat for Humanity, Metro Parks of Toledo, ISOH Impact, Hannah's Socks, Polly Fox Academy, and many others. This allows students to benefit from service and gain practical experience in multiple fields.

Recent improvements for the Owens Foundation include the implementation of the Raiser's Edge software. This gives the Foundation the ability to track its prospects with event participation, distinctive attributes, and specific contacts with stakeholder and Owens representatives. The software has enhanced our prospective research capabilities. The Raiser's Edge software has event, membership, prospect research, and planned giving modules. Within these modules, our ability to obtain, track and produce data reports has significantly increased. With our conversion to Raiser's Edge, we also began the process to scrub our data. The results to date are as follows.

- Deceased Record Finder new results (February 2012) - 219
- Deceased Record Finder new results (October 2012) - 144
- Phone Finder results - 11,410 records updated
- Cell Phone Finder results - 6,712 cell phone numbers found

As the College began the conversion process, we found that there were not existing Banner institutions that had developed interfaces between Banner and Raiser's Edge. The decision was made to develop these processes so the shared data between the College with SunGard Banner and the Alumni/Foundation Raiser's Edge would stay in synch, benefiting both the College and advancement areas. These processes are available

to share with other colleges/universities using these IT systems. Additionally, the lead Owens staff that developed the processes were selected for an AQIP award in Spring 2013.

Both the Alumni Association and Foundation have revamped their website pages enhancing and expanding the information available. This includes Form 990 IRS tax returns, governing documents, fiscal statements and board policies.

212. The College has created a culture and infrastructure conducive to empowering its members to implement improvements. The College has shifted from a top-down approach to a shared governance model. Councils and committees include stakeholders from across campus and these bodies work to improve the overall institution. This infrastructure helps to select the processes to advance as well as to set improvement targets in the other distinctive objectives category.

The College is shifting to a data-informed and process-oriented culture. The institution understands this will be an ever-evolving cycle of improvement and has taken a more systematic approach through using key performance indicators and ongoing assessment. Through the use of the environmental scan and KPIs, the College will ensure that other distinctive objectives align with the mission, vision, core values, and strategic initiatives.

CATEGORY 3 **UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

INTRODUCTION

The College demonstrates a commitment to understanding stakeholders' needs by collecting, reviewing, analyzing, and using data to make informed decisions. The College has standardized measures in place to assess student needs and satisfaction, as well as assess progress toward student success, including retention, persistence, and completion. The Community College Survey of Student Engagement (CCSSE), for instance, captures student priorities and preferences. Standing committees, such as the Curriculum Committee, and other entities, such as Quality Council and Deans' Council, evaluate the data to guide decision-making. Informal methods, such as input from Student Government and customer service transactions, help to quickly identify changing needs and expectations. Individual departments engage in strategic planning, benchmarking, and research. The Strategic Enrollment Management (SEM) Committee reviews retention and graduation data to establish new goals for the institution.

The Strategic Plan's fourth strategy, "Foster and Align the Delivery of Educational Services: we will align the provision of academic services with the needs of our stakeholders" and two of the three current Action Projects, "Assessment of Student Learning" and "Student Retention," speak to the importance the College places upon understanding and acting on the needs of students. The College also identifies the changing needs of key stakeholders through student surveys, community surveys, advisory committees, and trend analyses. In addition, the College engages alumni, employees, students, higher education institutions, and employers through hosting events, volunteering at activities, and providing service.

The College's shared leadership process through AQIP and continuous quality improvement provide

guidance throughout the institution. The Office of Institutional Effectiveness (IE) maintains data for use by all departments. The College staff's understanding of student needs and its action taken in response is on the continuum between aligned and integrated.

PROCESSES

3P1. The College uses surveys such as the CCSSE to collect information from students about their priorities and preferences. In addition, various committees and other entities, including the SEM Committee, Academic Standards Committee, and Quality Council evaluate data to guide their decision-making processes. Finally, the College employs informal methods, such as Student Government and customer service feedback, in determining the changing needs of student groups.

The College uses internal organizations, as well as outside entities, when analyzing and selecting courses of action related to student needs. For example, the Curriculum Committee receives submissions from academic areas regarding course and program changes, and the Committee follows protocol, as laid out in their manual, to approve, deny, or modify requests. The AQIP Planning Council (APC) and Quality Council (QC) create and monitor teams focused on quality-improvement initiatives. The teams make recommendations with APC and QC. Individual departments engage in strategic planning to determine the needs of their students and establish goals for the future. The College also consults other community colleges and reviews relevant higher education literature before making a decision. One recent example of this is the College's implementation of the Math Emporium, a successful national model for delivering developmental education math.

Core Component 4C. The College continues to meet this core competency by demonstrating a commitment

to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Core Component 4C1. The College continues to meet this core competency by defining goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations and educational offerings.

During the retention planning process with Noel-Levitz retention goals were established for various target segments of students. (See <https://www.owens.edu/aqip/portfolio13/noel-levitz-retention-rates-2011-2012.pdf> and <https://www.owens.edu/aqip/portfolio13/asures-of-stakeholder-satisfaction.pdf> for more information).

Since 2011, the College has implemented a Strategic Enrollment Management (SEM) Committee that is reviewing retention and graduation data in order to establish new goals for students. Academic programs are expected to maintain a 55% annual retention rate, as indicated within the Program Review and Evaluation Process (PREP) manual, as the College's target. In addition, the PREP manual outlines the "program average graduation rate over the past three years should be 25%."

Core Component 4C2. The College continues to meet this core competency by collecting and analyzing information on student retention, persistence, and completion of its programs.

The College collects and analyzes information about student retention, persistence, and completion using a variety of methods. Data sets related to retention and completion are on the College's IE Intranet site. Some of these are college-specific, while others are state-wide. These data sets include the following links.

- 3-Year Graduation, Retention, & Transfer Rates at Ohio 2-Year Institutions
- All Students by Program
- Fall-to-Spring & Spring-to-Fall Re-Enrollment Rates
- First-Time Degree- and Certificate-Seeking Students
- First-to-Second Year Retention at Ohio Institutions
- Portrait of Re-Enrolling and Non-Enrolling Matriculating Students
- Student Academic Progress at Ohio Institutions
- Degrees & Certificates Awarded by Subject Area at Ohio Institutions
- Graduate Follow-up Study
- Graduates by Program
- IPEDS Completions by Program, Race, & Gender: 2012-2013 Collection
- IPEDS 3-Year Graduation Rates: 2011-12 Collection
- IPEDS 4-Year Graduation Rates: 2011-12 Collection
- Time and Credits to Degree for Graduates at Ohio Institutions

Academic chairs and deans monitor the success and graduation rates of the students and address concerns as needed. For example, the nursing program has a needs coordinator who provides academic and other support to students who are struggling in nursing courses.

Core Component 4C3. The College continues to meet this core competency by using information on student retention, persistence, and completion to make improvements as warranted by the data.

The College has demonstrated its commitment to student retention and success through collaboration with Noel-Levitz. Several retention initiatives were implemented. These include a new early alert system, a required New Student Orientation, and service learning. Also, per the PREP manual, "The Program Review and Evaluation Process (PREP) is an institution-wide

systematic, ongoing process of OBR approved program self-study, evaluation, planning, and improvement. It is utilized for making recommendations about the effectiveness of the program and to improve student learning. It is a means of ensuring that the Colleges' instructional and non-instructional programs are effective and responsive to the College's mission within the limitations of available resources." (See Noel Levitz Retention Rates at <https://www.owens.edu/aqip/portfolio13/noel-levitz-retention-rates-2011-2012.pdf>).

Core Component 4C4. The College continues to meet this core competency by reflecting good practice in processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs.

The College has addressed student retention and completion through the creation of a SEM Committee and SEM plan. The College is setting a course to establish a target-driven approach to the defined success points identified through the Ohio Board of Regents (OBR). Within these success points are activities related to student retention and persistence. The College has established enrollment targets for students. These targets allow the College staff to measure progress toward retention goals for current students. The College's overall strategic plan includes establishing a retention report, setting retention rate goals, and monitoring success points. Through IE, data is identified, reviewed and discussed within Provost Council, Chairs' Council, and Student Services meetings. In addition, during the recent nursing accreditation, data was shared related to our persistence, retention, and completion of nursing students.

The College has also implemented the Banner Relationship Management (BRM) system as a way to better connect with students and communicate targeted messages. The BRM is used to send targeted,

automated messages to students to encourage them to register for classes, take the next step in the admission process, or contact the College for assistance. Through the BRM, email campaigns can be set up to reach thousands of students in an efficient way. Students can reply to the BRM emails, creating a dialog with Student Services staff.

3P2. A "Strength," the College used a variety of services and programs to build and maintain relationships with students. Individuals and departments across the College contribute to relationship-building with students. Advising caseloads allow advisors to assist students over extended periods of time. In addition, clubs and organizations provide opportunities for students to establish relationships. Other programs that promote relationship-building with students include the Gateway to College Learning Community and Civic Ambassadors. In 2011, the College implemented a required New Student Orientation (NSO) program students attend prior to registering for their first semester. Between May 2012 and May 2013, 287 NSO sessions were held across the College's locations with 4,369 students participating.

Other services that allow students to feel part of the College community are Disability Services, ABLE, athletics, Oserve, the Honors Program, Service Learning, the Alumni Association, and student employment. The Oserve Department had 34,681 student interactions in person, 61,359 interactions via phone, and 19,105 interactions via email from May 2012 to May 2013. The Student Activities Office builds and maintains relationships with students through Student Government, Fall Fest2Success, Spring Fling, and other events and programs. The Board of Trustees' Student Life Award is a new way to recognize students. The College also hosts a student organization appreciation event on each campus to thank students for their involvement.

The College employs technology measures to foster relationship-building with students. Ozone, the College's student web portal, includes announcements about upcoming events and important dates. In addition, each student has a College-provided email account, and students receive relevant messages via this email. The College recently implemented the Banner Relationship Management (BRM) system, which allows more targeted and streamlined messages to be sent to students about topics such as registration. Blackboard (Bb) is another technology tool that helps create community among students and the College. Students have access to discussion boards, blogs, and wikis, and all-class email lists via Blackboard, and some departments have created Blackboard Community sites for their students. Lastly, advising utilizes an instant chat product, which allows students to ask questions of advisors in a quick and easy way.

Students build relationships with instructors via course instruction. Connections with classmates are established via group presentations and projects, study groups, and service learning. Students get to know the faculty at the College via tutoring, office hours, informal mentoring, clubs/organizations, and the Honors Program. In addition, technologies such as Bb allow students and faculty to form virtual communities for sharing information and ideas.

3P3. The College analyzes the needs of families of students, high schools, community organizations, business/industry, elected officials, alumni, other colleges/universities, etc. This analysis, along with the selection of a course of action, is completed by reviewing College data over time and comparing the data to benchmarks and peer groups. In addition, the College responds to trends in the job market when considering new academic programs. For example, the College recently launched a new MRI program because of demand from the health care industry. In relation to high schools, the College has expanded programs such as dual enrollment based on high school demand.

University partnerships are modified through ongoing discussions. The College has representation at the state and national government level to ensure an understanding of how potential policies and decisions affect stakeholders.

Core Component 1D. The institution's mission demonstrates commitment to the public good.

Core Component 1D1. The College continues to meet this core competency by its actions and decisions reflecting an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

The mission of the College is "We believe in serving our students and our communities. Your success is our mission." The College embraces this mission by working with the larger community through various initiatives such as service learning, advisory committees, and articulation agreements with high schools and universities. Faculty and staff are active in the community. In addition, the College is an open enrollment institution. As a non-profit, state-supported organization, the College focuses on maintaining a sustainable budget, but not at the expense of ensuring student success.

Core Component 1D2. The College continues to meet this core competency by educational responsibilities taking primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The College, its students, and its communities are intertwined as demonstrated by the four strategies of the Strategic Plan.

1. We will identify and value all students and connect them to their academic and career goals through instruction, services, and experiences that contribute to success and completion.
2. We will continuously and collaboratively monitor,

evaluate, and align available resources. A highly trained, competitively compensated and diverse workforce will foster and enhance responsiveness, transparency and accountability for both internal and external stakeholders.

3. We will strengthen and improve the relationships with key community stakeholders for the mutual benefit of the students, College, and community.
4. We will align the provision of academic services with the needs of our stakeholders.

These strategies correlate with the mission and align with the nine AQIP Criteria.

Core Component 1D3. The College continues to meet this core competency by engaging with its identified external constituencies and communities of interest and responding to their needs as its mission and capacity allow.

(See 3.P.3, 3.P.4, 3.P.5, and 3.R.5 for more information on engaging stakeholders.)

3P4. The College builds and maintains relationships through communication, events, and services. Services and programs such as post-secondary enrollment options (PSEO) orientation, advising sessions, open houses, and the new proxy system allow families to be engaged with the College. The College fosters relationships with high schools via partnership programs like Gateway to College and Upward Bound, as well as through events such as the annual Counselor Update, high school visits, college fairs, open houses, and career days. The College builds and maintains relationships with high schools through partnerships such as dual enrollment/PSEO classes, articulation agreements, and communication between the College staff and the high school counselors and administration.

The College is connected to other community stakeholders such as non-profit organizations, business/industry, and community residents. Through service initiatives such as Backpack to the Future and the United Way Campaign, the College engages with community organizations. The College partners with business/industry through WCS offerings; grant initiatives, such as the 50+ training program; the College Foundation outreach; and academic program advisory committees. Community residents can be a part of the college community by attending events such as summer camps, art exhibits, and speaker presentations. They can also participate in projects such as jeans recycling, blood drives, and clothing swaps.

Other stakeholders with whom the College builds and maintains relationships are legislators, alumni, and fellow colleges/universities. By sending college representatives to Columbus and Washington D. C., the College connects with elected officials to advocate for the needs of students. The Alumni Association engages alumni through fundraising, social events, and a newsletter. Events, such as college and transfer fairs, allow the College to maintain relationships with area colleges and universities. A number of transfer representatives are on campus and meet with students. Having transfer representatives near admissions and advising staff allows for greater collaboration and communication through meetings and conversations.

3P5. The College uses a systematic approach to identify the needs of stakeholders. Efforts are guided by the completion of a needs assessment, e.g., the MRI and Vascular Sonography programs. In addition, the College meets with business/industry to determine how best to offer programs and if new majors are warranted. Recently, the School of Business met with representatives from Lowe's and Best Buy Distribution Centers about an operations management major and how that might be delivered to their employees.

The College's exploration and application for grant programs, such as Upward Bound, help drive the targeting of new student and stakeholder groups. SEM planning and market research identifies new student segments to target.

3P6. The College uses robust and consistent progress to collect and analyze responses by students. The College collects complaint information using formal and informal means including the Incident Reporting Form, implemented by Student Conduct that allows anyone to submit a report of concerning behavior. During a 12-month period, 168 incident reports were submitted. The College has end-of-semester evaluations for all courses that give students the chance to share positive and constructive feedback with the College about courses and instructors. The graduate student survey and the CCSSE also allow the College to collect complaints from students. Informal gathering of complaints occurs by department heads, chairpersons, and the student mental health referral process.

When appropriate, the College has established processes for handling complaints and communicating results, while other complaints are handled more informally. The Code of Conduct spells out the process for handling student behavior concerns. The student is notified in writing about the outcome of the complaint. Regarding mental health referrals, the counseling staff triages the situations and refers to community resources when needed. Since mental health services were reintroduced to the College in late 2012, the department has handled 20 referrals, nine crisis situations, 25 consultations, 12 assessments, eight students in therapy, and four referrals from Student Conduct. Other formal processes for handling complaints include the transfer appeal and the grade appeal process, both of which include a form that explains the steps in the process and the timeline. Chairs and deans use course evaluation data in decisions related to the effectiveness of course content

and delivery. Department heads typically have their own informal process for handling complaints, which include investigating the concerns and following up with all parties involved.

RESULTS

3R1. The College collects and analyzes stakeholder satisfaction through institution, school, and department level satisfaction surveys, such as graduation surveys, the National League for Nursing Accrediting Commission (NLNAC) survey, and course evaluations. Graduation survey results are shared with both academic and nonacademic areas, along with the Provost Council and Student Services. Other examples include course evaluations for adult and continuing education, and the results are made available for electronic review by the instructor. Data from course evaluations are reviewed within specific departments. For instance, the NLNAC data was reviewed and analyzed by the School of Nursing as well as used to implement changes such as testing support for students. Supporting data from the SSI and CCSSE studies are also reported through IE. (See 7R3.)

3R2. The College has identified ways students can report satisfaction. Online evaluations are conducted each semester with improved methodology. Following the improvements recommended by a quality team in 2011- 2012, course evaluations are now web-based. Email notification is sent to students inviting them to complete their course evaluations. Completion rates are monitored and reported to instructors so that reminders can be made to boost completion rates. Faculty and academic chairs use course evaluations to fine-tune teaching techniques and to evaluate faculty effectiveness. Additional surveys include the 2011 Noel Levitz survey, the CCSSE, School of Business Satisfaction Survey, the workforce services satisfaction survey, testing services survey, and graduate follow-up surveys.

Data gathered through recent graduation surveys are discussed. Student satisfaction with coursework experiences was at or above the 45th percentile. Among non-academic measures, 2010-2011 graduates were most satisfied with the condition of buildings and grounds, classroom facilities, and opportunities available in job placement and through career planning services. Non-academic indicators show a decrease in satisfaction over the last three years for several measures: transferability of credit to/from other institutions (57.0% in 2008-2009 to 51.7% in 2010-2011), classroom facilities (88.7% in 2008-2009 to 82.7% in 2010-2011), and career planning services (43.2% in 2008-2009 to 36.8% in 2010-2011).

To address this decrease, the College partnered with Noel -Levitz to improve retention and recruitment. The College administered the College Student Inventory (CSI) to attendees at New Student Orientation through Spring 2013. Advisors used the information to provide personalized recommendations to students for achieving success at the College.

3R3. The College continues to demonstrate progress in building relationships with students through academic advising events, such as Registration Rocks, One-Day Registration, and high school group visit/ registration. During 2012-2013, many events and activities occurred with strong involvement from students, including 18 food or clothing drives, a teeth-cleaning clinic operated by dental hygiene students, International Education Week events sponsored by international student organizations, etc. More than 31 student clubs and organizations involve more than 250 students and offer ways to become active on campus and in the community. The College invites students and community members to various events, such as art shows in Findlay and Toledo, concert band performances, plays, diversity programming, Halloween alternative party for children, Veterans' Expo, blood drive, Hunger Awareness Day, etc. The

Athletic Department fosters a strong camaraderie among its students. Student athletes serve as mentors for one another, building positive attitudes and attending weekly games and activities, including group study tables. During the 2012-2013 academic year, 34,264 stakeholder visits were made to the Findlay Campus library.

The College continues to develop and maintain relationships with high schools in the area. In addition to preserving the important relationships with the Tech Prep programs, the number of students who are dually enrolled in both high school and college has increased. Also, the Toledo-area campus hosts Northwest Ohio's largest College Preview Night, along with a similar event on the Findlay-area campus. These events are sponsored by area high schools.

Based on statistics gathered between 1985 and 2012, more than 61% of Foundation scholarship recipients graduated from the College. The high achievement rate indicates satisfaction with the scholarship program. In addition, scholarship applications have increased in response to outreach from faculty and staff.

In the non-credit area, evaluations are completed for each class. The results are stored in a database, which can be reviewed by instructors. Information on this service is in all teaching packets. Student representatives are part of the President's Cabinet, APC, and QC; their voices, in person and on the AQIP Blog, provide insight into student concerns and needs.

3R4. A "Strength," the 2009 portfolio highlighted key stakeholder satisfaction is based on participation in relationships, alumni/donor participation, and survey results. The performance results of stakeholder satisfaction is reviewed and analyzed by respective departments. For example, after each alumni event, a satisfaction survey is sent. An overall rating of "above average" satisfaction was achieved in 2011. Specific

survey areas have been targeted for improvement. An employee satisfaction survey was conducted in 2011. Another will take place in 2014. Analysis of the survey results led the Human Resources Department to make several internal organizational changes, including the establishment of a two-day long, campus-wide professional development program. Analysis of satisfaction survey results for Professional Development Days led to the formation of several quality teams to devise even better content and content delivery for the programs. Professional Development Days were held again in October 2013.

The College continues to respond to community needs. The College provided classroom space to the Islamic Center of Greater Toledo in 2012, when the Center was damaged by an arsonist. The College also sponsored fine arts programs, programs celebrating diversity, and charitable drives serving the community. Community members host events using the College's facilities, attend arts programming and other community events, attend lunches put on by the Culinary Arts students, and purchase plants from the Horticulture Club. The College's staff members and students directly impact our communities through volunteerism.

In addition, the AQIP blog offers a new way for College staff members to comment on college practices and procedures. Staff members are on the APC and QC, where they influence the course of the College through the practice of continuous quality improvement.

3R5. The College has experienced positive results when working with external stakeholders. The College's Handbook for Administrative Councils, Standing Committees and Advisory Committees states "advisory committees function to provide review and guidance for academic programs, degrees and certificates and divisions within academics, academic services, and student affairs and marketing. Advisory committees meet once each Fall and Spring semester."

Advisory committees strengthen the College by providing information on current and potential community needs for graduates. Advisory Committee members form lines of communication between the College and the community, leading to opportunities for internships and employment of our graduates.

The Alumni Association continues to grow. The Association now has the largest scholarship endowment in the Foundation, the Alumni Legacy Scholarship Fund (\$190,212), and three other endowed funds. The Alumni Association continues to expand its community engagement events, such as Backpack to the Future and Outstanding Service Awards, both of which receive accolades from the community.

Surveys are sent once a year requesting feedback about the Findlay Campus Child Care Center and staff along with suggested improvements. The return rate is nearly 100%. Child care staff reviewed and implemented many of the suggestions and shared the list of improvements with the parents. The surveys are also used as evidence for our star rating with the State of Ohio. Collaborative efforts are also extended to the local Family Resource Center. The agencies work together to identify children who are struggling and who may have special needs for additional help.

The College rents facilities to external businesses for meetings and makes facilities available to community organizations. Between May 2011 and May 2013, there was a 27% increase in the number of outside groups renting College facilities and services at the Findlay-area Campus, while facilities rentals at the Toledo-area Campus increased more than 100%. In 2012-13, the College served between 35-40 community organizations in Findlay. Nearly 4,700 hours of service were given last year to those community groups.

Five colleges now maintain on-campus transfer advisors at the College on the Toledo-area campus:

University of Toledo (UT), Bowling Green State University (BGSU), Tiffin University (TU), Ohio University (OU), and Lourdes University. Four colleges schedule weekly visits from on-campus transfer advisors at the College on the Findlay-area campus: University of Findlay, BGSU, OU, and Bluffton University. Additional educational partnerships include Heidelberg University and Franklin University. New degree completion programs now include Criminal Justice and Business Degree Completion Programs from Tiffin University and the Social Work Degree Completion Program from Spring Arbor University. Lourdes University offers a variety of courses on the Toledo-area campus, which can be applied to a number of business majors at Lourdes. Bluffton University continues to provide a degree completion program in business at the Findlay-area campus. There are approximately 80 students involved in the various completion program offerings. In Fall 2013, it became possible to complete Masters' Degrees in different areas from UT, BGSU, and Lourdes University through classes offered on the College's campus.

Transfer fairs continue to be hosted at both campuses on a yearly basis. Thirty-seven schools attended the Spring 2013 Fair in Toledo, and 11 schools attended the transfer fair held in Findlay in Fall 2012.

3R6. The College compares favorably with other Ohio Board of Regents institutions in regard to first-year student persistence and the number of degrees awarded. The College compares favorably with other institutions based on results from the FOE self-study and 2006 OBR state report. The College conducts comparison reviews of institutional performance to other educational institutions. The most common higher education benchmarks for retention rates, annual return rates, and cohort graduation rates are those defined and compiled by the American College Testing Program (ACT). Annual return rate is defined as the percentage of full-time, first-time freshmen enrolled at the institution the following fall.

The College's most recent retention rate of 48.3% for full-time, first-time, degree-seeking students is approximately 5% below the ACT national average for similar public two-year colleges. The College's most recent graduation rate of 9.5% for full-time, first-time, degree-seeking students is approximately 16% behind the ACT national average for all public two-year institutions, but compares more favorably with the aspirant group made up of similarly sized urban community colleges. The ACT tables listed on their national website illustrate average annual return rates and graduation rates for public institutions by admissions selectivity.

The National Center for Education Statistics' IPEDS Data Feedback Report 2012 compared the College with 20 similar institutions, primarily in the Midwest, and found the graduation rate of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to completion at the College was 10% vs. 12% at the comparison group. The College's graduation rate compares more favorably to that of the other four largest public community colleges in Ohio, where the range is 3.8% (Cuyahoga Community College) to 12.6% (Cincinnati State Technical and Community College). The College's rate is most similar to that of Lorain County Community College (9.7% vs. 9.9%). (See NCES report at <http://collegecompletion.chronicle.com/>).

During 2012, Owens' graduates excelled in passing the National Council State Boards of Nursing Examination (NCLEX-RN). The pass rate of 95.51% was above national and state means. (See Accreditation Status Update at <https://www.owens.edu/rnfacts/>)

IMPROVEMENTS

311. The College has made positive strides with implementing a systematic and comprehensive process of gathering data related to student improvements. Continuous improvement occurs from reviewing the data and instituting positive changes to address the needs of our students and other stakeholders. The College identifies and measures students' needs and implements strategies to help them succeed. The College continues to measure students' academic and non-academic needs throughout their attendance and assesses institutional effectiveness based on these measures. The College then communicates the results of these needs assessments to campus constituencies via web postings and direct communication with academic and support units.

Banner Relationship Management (BRM) software is used to manage recruiting relationships with prospective students by tracking personal contact and intent information. In addition its role in recruitment, BRM is designed to cover the entire lifecycles of students and will be used to support retention efforts. The first BRM campaign began May 17, 2013.

The College's new systematic processes include mandatory New Student Orientation (NSO). This was a recommendation that began in a quality team formed in response to Foundations of Excellence (FOE) surveys and continued with an AQIP team. The Noel-Levitz CSI is administered to NSO attendees. The survey is used as a research tool for college-wide decision-making and as an advising tool. It provides a cross-sectional portrait of entering students and is then used to tailor policies and programming to meet students' needs. The CSI was phased out in Fall 2013 due to the creation of a student retention predictor developed through Institutional Effectiveness Department. A new survey instrument for incoming students is being prepared.

Course evaluations, per an AQIP team recommendation, are now available online to all students to complete. This system has changed from paper evaluations done in the classroom to an electronic form much easier for a student to complete and saves time in the classroom.

The CCSSE (2012) measures student satisfaction with non-academic aspects of the college experience. The survey information is used by student services areas to recognize those employee groups whose work was praised, to identify areas where improvement is needed, and to develop improvement plans. Satisfaction surveys are administered to students by many schools and programs, e.g., School of Business Student Satisfaction Survey and Office Administration Cooperative Experience Survey.

The Graduate Follow-Up Study, an annual assessment tool developed and administered by IE, surveys recent graduate satisfaction with various aspects of the College and gathers information about recent graduate employment status, salaries, and the College's impact. IE used the results to determine strategies and objectives for the College's Strategic Plan and to measure student attainment of these objectives. The Graduate Follow-Up Study provides information used for institution and program-specific accreditation. For example, the School of Nursing surveys its alumni bi-annually and the Department of Career Services surveyed graduate plans for employment and/or transfer to other institutions. Information about the College's graduates and donors is added to Raiser's Edge. Each time an alumni event is held, participants are surveyed for overall satisfaction. Graduate feedback is used to show value added through the College's educational offerings. An alumni survey is planned using data collected and aggregated in Raiser's Edge.

The Employee Satisfaction Survey was last given in 2011 and is planned again for 2014. Employees may also provide input to College decision-making via the AQIP blog.

Area employers provide input via program advisory committees. WCS administers the Workforce Services Client Satisfaction Survey to assess industry satisfaction with credit and non-credit programming. Departments and programs survey graduate employers to assess the success of their programs, e.g., Early Childhood Program Employer Survey. Public comments were also provided to the School of Nursing in advance of NLNAC site visit. Potential employers were surveyed to determine if new programs were needed in medical resonance imaging technology, veterinary technology, vascular sonography, chiropractic assistant, urban agriculture, exercise programs, and others. (See Measures of Stakeholder Satisfaction at <https://www.owens.edu/aqip/portfolio13/measures-of-stakeholder-satisfaction.pdf>).

The College maintains collaborative ties with K-12 through Tech Prep, articulation agreements, "We are STEM", special events, scholarship programs, recruiting activities, Dual Enrollment, Post-Secondary Options, Enrollment Options/Early Admissions and Teacher Education programs.

Collaborative ties are maintained with other two-year and four-year colleges. This included participation in the Higher Learning Assessment Academy, College Trustee attendance at BGSU and UT Board meetings, and the President and Vice President/Provost meetings with many regional institutions.

312. The College has benefited from being a CQI institution as it continues to make its mission, vision, and core values visible, both internally to the College and externally to the community. The College implemented TaskStream software in 2010 to guide

student assessment measures and create reports for analysis. Open forums were held to instruct faculty and department chairs in data input. In response to the forums and to the College's emphasis on assessment of student learning, 100% of the required reports were submitted in Spring 2013, in contrast to the previous 30%-40% response rate. The data are analyzed and mapped to the Strategic Plan and to the AQIP criteria. Reviewers from SLAC give constructive feedback to faculty and chairs. The next report cycle either confirms those changes or elicits additional data-driven refinements.

Institutional Research (IE) develops, solicits, and compiles the data used in the College's decision making available on its Intranet. All employees are encouraged to read the information. The IE website organizes data sources in a user-friendly manner by broad subject groups.

The College mission, vision, and core values continue to inform its strategies. They are present on the College website, in publications, on employee badges, in employee awards, and on posters displayed across campuses and learning centers. (See <https://www.owens.edu/strategic/strategic-plan-2011.pdf> for more information.)

The College culture of collaboration and excellence is introduced by the shared leadership model (APC and QC) and driven by CQI teams and their recommendations. The Associate Vice President for Institutional Advancement, who now reports directly to the College President, and QC monitor the progress of implementation of team recommendations. In 2012, QC revisited the recommendations of all previous CQI teams to assess the current status of their recommendations and measure and celebrate the teams' successes. (See <https://www.owens.edu/aqip/portfolio13/3L2.jpg> for more information.)

The College culture of service to the community leads to many outreach activities and opportunities for one-on-one conversations with stakeholders. The outreach includes charitable activities, fine arts programs and exhibits, and community-focused events. The Toledo-area and Findlay-area campuses and The Learning Center at The Source held open houses to increase community awareness of and interest in the College's programs and facilities. The College was named to the 2013 President's Higher Education Commission Service Honor Roll, the only Ohio community college to receive this recognition. The Honor Roll recognizes volunteering, service-learning, and civic engagement by our students and staff members. (See <https://www.owens.edu/aqip/portfolio13/summary-of-owens-press-releases.pdf> for more information.)

CATEGORY 4 **VALUING PEOPLE**

INTRODUCTION

Owens Community College recognizes the importance of a motivated, fairly compensated, and successful work force. In 2013, employees at Owens included 201 full-time faculty, 421 full-time staff, 33 part-time staff and 775 adjunct faculty. Each employee holds a valued and supportive role in ensuring students success. Training, performance evaluation, in house coaching services, competitive compensation and benefits packages, rewards and recognition initiatives are in place to attract and retain dedicated employees that share the mission and vision of the College (https://www.owens.edu/about_owens/mission.html). The College is also committed to further employee diversity initiatives by recruiting and selection of candidates to better reflect the student population and regional customers.

Owens has committed to an equal focus on College and Employee. That is, the goals and priorities of the organization are important. Those goals, in turn, concern the enhancement of the success of our clients - students and community. At the same time, also important is the success of all employees, whether faculty or staff. This contemplates a commitment to engaging, and listening and responding to employees in a timely and realistic way and to making a sincere attempt to accommodate their requests and personal career goals. The mutually positive relationship between meeting employees' goals and those of the organization is apparent.

In response to portfolio reviews, the College has taken the recommendations of the reviewers and addressed their suggestions accordingly. Through initiatives identified since the last review period, the College has enhanced the commitment to the development of faculty, staff, and administrators. The College will continue to review and enhance processes leading to increased efficiencies.

4P1. The ability to identify the specific credentials, skills, and values required for faculty, staff and administrators, continues to be a strength of the College. The Ohio Board of Regents (OBR) and the Higher Learning Commission (HLC) provide guidelines for faculty credentials. Individual accrediting bodies for some disciplines e.g., nursing, business and engineering technologies, etc. also provide guidelines for faculty credentials. Specific formal credentials e.g., state or professional certification or licensure for non-teaching staff and administrators, other than academic degree, are not a common requirement. The level of academic degree for non-faculty is determined in part by the general competencies identified as necessary for a particular position and the competencies assumed to be associated with a particular degree level (associate through doctoral degrees). General competencies for each position are identified by supervisors and delineated through a job analysis template. The competencies and essential functions of the formalized job descriptions form the basis of the College's human capital management system e.g., hiring practices and performance management. The College strongly encourages all employees to adhere to the five primary work-related core values, Service, Learning, Innovation, Collaboration, and Excellence, which were derived from a collaborative strategic planning effort.

4P2. In the February 15, 2010 Systems Appraisal Report, reviewers commented on the College's well-defined recruiting and hiring processes, which is complemented by well-developed job descriptions involving screening templates and interview questions based on job competencies as a "Strength." The College continues to be strong in the area of making certain that incumbents employed possess required credentials. Human Resources (HR) facilitates hiring practices that include intensive training, coaching, and feedback with supervisors and employees who

serve on selection committees. Well-conceived job descriptions form the foundation of talent acquisition and management efforts. The essential functions and competencies of each position inform the recruitment methods e.g., advertising and form the basis for assessment and differentiation of the applicants. A number of tools are available to assist search committees, including worksheets and templates to develop sound interview questions and to screen applications objectively. Applicants for open positions are screened first by the application's screening questions ("disqualifiers") developed by hiring authorities in consultation with HR. Position(s) are posted through the applicant tracking system (PeopleAdmin). Full-time positions are posted with a review or considered opened until filled. Applicants must submit required documents (i.e. application, resume and transcripts if degree is required). To be considered for a position at the College this documentation must be submitted. Full-time faculty applicants may be required to submit an application form, a curriculum vitae, recommendations, and transcripts before they can be interviewed. Faculty applicants are reviewed to determine whether they are properly credentialed including those candidates considered for dual and contractual programs. A search committee is formed to meet with the selected candidates. Those selected for interviews must meet advertised minimum qualifications for the position. Interview questions assess the necessary competencies for the job and the extent to which those competencies contribute to the College's mission, vision, and core values. Additional data sources such as work samples, performance tests, and general skills assessment tests are all highly recommended. Reference checks are completed and the search committee notifies the employment team of recommended candidate(s) to hire. A contingent job offer is extended and a background check is completed to the selected candidate.

Core Component 3.C. The College continues to meet this core competency by determining the staffing levels needed to provide high quality services. These services are to enrich our students' educational experience and prepare them for academic and professional success. The process includes reviewing our applicants to ensure that the credentials they possess match the predetermined requirements of the position. While holding the position our faculty and staff are reviewed by using the evaluation process developed by the College and implemented by our supervisors and chairs. Refer to 4P2, 4P5, and 4P10 for additional information.

4P3. As noted in the 2009 portfolio, the College's processes for recruitment and retention are a "Strength" and the upgrade of the Talent Management System in 2013 will further strengthen same. The web-based tool is user-friendly and will increase the efficiency of the process for internal and external customers. The employee recruitment protocol also depends on factors such as union status and position classification (temporary or permanent, part or full time, grant-funded or "regular" [permanent] employee, etc.). Depending on the nature of the position, one or more recruitment methods are utilized such as print advertising in local and/or national publications and trade journals; posting on web-based job search sites; television or radio spots; job fairs; internal job postings; and solicitation of professional associations. HR facilitates retention of quality employees through new training and professional development programs of:

- Supervisor training series on best practices in performance management, legal issues, supervision, employee engagement and budget management
- Performance evaluation training for supervisors and employees
- In-house employee coaching service, particularly for those who are exhibiting performance deficits,

coupled with a formal performance improvement plan protocol

- Departmental consultation to improve communication, teamwork, and reduce conflict. Additional retention efforts already practiced at the College include the following:
 - An annual employee recognition breakfast
 - “Employee of the Year,” and “Administrator of the Year” awards for exemplary efforts
 - A variety of benefits such as free exercise facility access, health, dental, and vision care plans (full-time employees), and tuition reimbursement programs

4P4. When the College’s mission, vision, and values were solidified, these were infused into the culture through incorporation into semester trainings, campus meetings and committee discussions; postings in hallways and on a variety of pages on the website; and promoted in publications and on business cards. All new employees continue to be exposed to the mission, vision and values through HR’s employee orientation program. Orientation is held on a monthly basis and all new employees are expected to attend within 30 days of start date. Also during the orientation program, the College’s history is presented in a quiz format. The facilitator provides the correct answers and further elaborates on the College’s history.

4P5. Planning for changes in personnel within the faculty ranks continues to be strength of the College. It occurs within three cycles: strategic planning, operational planning, and budgeting. Within the strategic planning cycle, the department chair reviews trends and forecasts opportunities and challenges within the academic program. In the operational planning cycle, if an analysis of the data in the Program Review and Evaluation report (PREP) and the Student Learning Assessment Report shows a need (staffing shortage, program development, student assessment results, etc.), the department chair recommends hiring

priorities to the dean. In the budgeting cycle, all faculty requests are prioritized and sent through the deans to the Provost’s Office for the final recommendation. Depending on the budget and the demonstrated need, new faculty positions are then approved for advertising. Planning for changes in non-teaching staff is overseen by the vice presidents. The vice president team analyzes relevant data in reviewing possible personnel needs. Requests are then considered on an ongoing basis dependent upon, among other things, budget status.

4P6. In the February 15, 2010 Systems Appraisal Report, reviewers identified an “Opportunity” for the College to promote an informed and standardized approach to work processes and to expectations for workplace productivity. Each supervisor regularly reviews position descriptions of incumbents in the unit. Among other things, the review includes the relationship between the position and organizational goals. Human Resources regularly emphasize best practices through training and individual guidance to supervisors in the units. Supervisors are responsible for assessing the strategic goals and outcomes expected of his/her respective functional area. In 2012, the College introduced a SMART (Specific Measurable Actionable Realistic and Timely (<https://www.owens.edu/aqip/portfolio13/SMART-action-statements.pdf>) action tool used to break work into manageable steps. Sometimes multiple steps are combined to be completed by a single individual. Ultimately, it is up to the supervisors to assess the extent to which their employees’ production is being maximized with utmost efficiency and quality. Sometimes this is done through internal benchmarking and feedback mechanisms; sometimes through solicitation of external feedback (customer satisfaction surveys, inter-departmental feedback, etc.). To address employee satisfaction, supervisors receive training in the value of setting expectations for work production outcomes in collaboration with the workers (employees). This approach to management is not yet a universal

accomplishment across departmental units; however, HR espouses best practices of valuing employee input and empowerment to achieve departmental goals, through training and evaluation feedback mechanisms where possible.

4P7. The College has an Ethics Policy that follows the official State of Ohio ethics regulations. This applies, among other things, to personnel functions. The policy is reviewed in new employee orientation, during which new employees sign a form confirming to agree to abide by its relevant tenets. Additionally, the College's policies on non-discrimination and harassment affirm the College's commitment to equitable treatment in recruitment, hiring, retention and conditions of employment. The College also has a standard of conduct policy for employees outlined in Board Policy 3358:11-5-52. These policies are accessible through the College's internal website. Policies require that faculty and staff apply knowledge responsibly. Issues relating to ethics are also included in training workshops for supervisors. This training is usually held on an annual basis with the most recent trainings were in spring of 2013 as stated in 4P3. The College relies on reports of indiscretions and responds swiftly, fairly, and consistently to these reports. At training functions HR identifies inappropriate behaviors, such as those associated with sexual harassment, and the process for reporting and remedying these improprieties. (See https://www.owens.edu/trustees/board_policies/11-4-11.pdf for more information.)

Core Component 2A. The College continues to meet this core competency based on its continual practice of conducting new hire orientation. Policies and procedures are reviewed with new hires and they are provided hard copies of the documents as well as links to all policies and negotiated union contracts via the College's intranet. Refer to 4P7 for additional information.

Core Component 2E. The College continues to meet

this core competency as policies and procedures are reviewed with staff. Each employee is required to acknowledge receipt by signing a document which is placed within individual employment files. Each employee has a position description identifying work expectations and the College has established a performance evaluation process.

The standard of conduct policy (<https://www.owens.edu/trustees/policies.html>) provides an overview of what measures may occur for failure to comply with board approved policies and procedures. Additionally, union represented personnel have collective bargaining agreements which identify standard and conditions of employment (https://www.owens.edu/direct/hr/contracts/ofa_contract1215.pdf). Refer to 4P7 for additional information.

4P8. Based on the opportunity presented on the February 2010 feedback report, The Director, Organizational Development and Chief Diversity Officer in conjunction with senior leadership has the primary responsibility for formalizing structured, comprehensive, in-house training. Through a combination of campus or employee surveys, supervisor input, or responses to emerging problems and issues, a number of training needs have been identified. In 2012, the College held its first professional development days, in which over 730 of the College's employees attended. Based on the feedback, Human Resources and the Professional Development Committee identified training needs, developed, and implemented sessions during the two-day event. Sessions included, Microsoft Office training, sharing best practices in the classroom, supervisor training, coaching, time management, generational differences, future of higher education, technical training, etc. Bridges Out of Poverty training was provided to address at-risk students to enhance retention efforts. Additionally, during the event, the employees were polled on future training topics. Numerous trainings are also available on a monthly basis through the Human

Resources Office.

4P9. The College continues to train and develop faculty, staff, and administrators by providing financing and opportunities for professional development. HR and individual academic departments also provide regular training activities, including virtual environments, for both full-time and adjunct faculty. Staff in-service areas such as financial aid, registration, student services, and business affairs receive training internally from supervisors or colleagues in order to acquire necessary knowledge of how to operate in those respective areas. In order to build advanced competencies, staff and administrators may attend conferences or workshops outside of the College. Participation in training as outlined above is strongly encouraged and may even be required based on subject matter. Annual repetition of the certain modules such as ethics training also occurs. As noted, the College provides considerable training on a variety of topics. Customized skills training (computer software, etc.) is delivered by the Workforce and Community Services division.

4P10. The College continues to have a strong evaluation processes. It includes best practices and reflect the College's core values. Faculty, support staff, and safety/security unions have their own forms of evaluation, which are part of the negotiated contracts. Evaluations are designed using a variety of resources, such as samples from other institutions, and function-specific questions that tap competencies are integrated into these evaluations. A common evaluation forms <https://www.owens.edu/aqip/portfolio13/4P10.jpg> reflecting College policies and procedures, is available to department chairs. Chairs observe, evaluate, and confer with non-tenured, full-time faculty every year and every three years for tenured faculty. This procedure is consistently applied. The process also involves multiple faculty conferences, a written evaluation incorporating the department chair's

analysis of the faculty's performance, the faculty's self-evaluation, and the results of the student evaluations. Evaluations of adjunct faculty (<https://www.owens.edu/aqip/portfolio13/4P10.jpg>) are performed by the department chair, who observes classes and conferences with the instructor about his/her performance and contributions. The non-bargaining unit employees have a separate evaluation process that is informed by best practices, and whose form is influenced by both the core values and the essential functions related to each position being evaluation. The College has put a high premium on "Living the Values" (referring to the five core values of service, learning, innovation, collaboration, and excellence - SLICE) and incorporated these values into a revised performance evaluation form to be introduced in 2013-2014 academic year. Operationalized questions tap the values and create one major section of the evaluation. The other major section is populated by the specific essential functions that are part of the position's job description. In this manner, the College is building in an alignment of job expectations with what is actually being evaluated for performance management purposes. Training in performance management practices is required of all supervisors of non-bargaining unit (NBU) employees. Further, all NBU employees are now required to receive training in how to complete their own self-evaluation as well as to inform them as to the expectations for their supervisors.

Core Component 3C. The College continues to meet this core competency by determining the staffing levels needed to provide high quality services. These services are to enrich our students' educational experience and prepare them for academic and professional success. The process includes reviewing our applicants to ensure that the credentials they possess match the predetermined requirements of the position. While holding the position our faculty and staff are reviewed by using the evaluation process developed by the College and implemented by our supervisors

and chairs. Refer to 4P2, 4P5, and 4P10 for additional information.

4P11. The College continues to address the opportunity by significantly updating the performance evaluation system for non-bargaining unit (NBU) employees and continues to rework this process with the goal of a compensation program linking pay to performance. Through an update to the College's current online employment tracking system, PeopleAdmin, performance evaluations will be more user-friendly from an employee and supervisor perspective, which will provide more comprehensive feedback. The system upgrade offers easier navigation, formatting, and tracking properties. The capabilities of this system update will better serve the College in receiving and tracking important feedback from both the employee and supervisor. Along with the system upgrade, the College annually reviews the possibility of across-the-board adjustments dictated by Board approval. Currently, compensation increases are not performance-based, but efforts have been made to ensure department heads periodically review position descriptions for accuracy and the compensation for these positions are equitably determined. Bargaining unit employee's compensation package is determined by union contracts. Compensation and benefit programs are based on internal and external comparisons, such as the Ohio Association of Community Colleges (OACC) and employee surveys, trend and utilization analysis from outside consultants. In addition, employees' commitment to the mission, vision, and core values is recognized in numerous awards and acknowledgements throughout the year in a process that often includes peer nominations and employee recognition programs. (See 4P3.)

The College offers to active employee's educational assistance for courses/classes taken at the College as well as other institutions. The College offers Employee Perks, which is a program that offers discounts on

various services and establishments within the community. The College is also preparing a Retiree Perks program that will offer College retirees discounts, tuition at a discounted price, use of on campus facilities, etc.

4P12. Due to the very strong results of the 2009 portfolio review the process efforts have been continued. Through the Quality teams, the College has increased its capability to quickly and efficiently survey employee attitudes on a wide range of issues. Using SNAP survey software, Institutional Effectiveness (IE) can easily compile and analyze survey results and provide a summary of key issues. A number of teams have successfully explored HR-related issues, including adjunct faculty issues, communications, college budget, culture, compressed summer work schedule, employee orientation, and overall employee satisfaction. Groups such as the Faculty/Professional Development Committee have provided a forum for determining, analyzing, and effectively addressing issues. With the HR and Labor Relations areas both working with employee relations issues, HR also looks for patterns of complaints or concerns about issues that affect the satisfaction and motivation of employees. HR, as a place of employee advocacy, is able to prevent issues from escalating through intervention and discussion. HR also has a mutual interest forum that includes HR leadership and union leadership to discuss various issues. (See 4P13.)

4P13. The Wellness Committee, whose mission was to raise awareness and promote a healthy lifestyle and encourage utilization of current college health and fitness resources, was in place for two years and then disbanded, because it was realized that the initiatives fell mainly under the responsibility of Human Resources. Some specific examples of services or programs the College provides in order to support better work life balance or employee satisfaction, health and safety, and general well-being include the following.

- Fitness Centers provide fitness and recreational services free of charge
- Dental clinic offers inexpensive dental cleaning and diagnostic care
- Continued review and enhancements to healthcare plans and offerings
- Health, dental, and vision insurance is offered to all full-time staff and faculty
- Benefits Orientation for full-time employees who are healthcare eligible includes wellness services provided by our healthcare providers and carriers
- Reduced copays on prescription coverage is offered to employees to ensure proper medications are available at a reduced cost
- Employee Assistance Program was initiated for both staff and faculty to assist with day to day challenges to balance both work and life events
- Formation of a police force on campus to provide safety to the college community
- Physical education classes are open to employees at low cost
- Personal trainer sessions are available to employees on a one-to one basis
- Wellness Expos to raise awareness for employees to partner with various services from health care providers and affiliates, community services, fitness classes, and personal trainers
- Safety trainings
- To ensure a safe work environment, safety equipment is inspected regularly and reports are maintained involving chemical waste and/or materials that could be potentially dangerous to the campus community
- Professional Development Days offer professional as well as personal development through multiple day workshops

Periodic employee surveys are created through internal sources such as IE and externally through sources such a Noel-Levitz and OACC to gather information about various ad hoc issues. Recent surveys have

dealt with topics such as employee satisfaction with HR, Employee Recognition programs, methodologies, and energy conservation/compressed work weeks. The College will continue to evaluate the needs of the employees through surveys, feedback, and analysis.

RESULTS

4R1. HR routinely reviews the following measures of valuing people.

- Time to fill positions (lag time between job postings and offer acceptance)
- Turnover percentage and patterns
- Number of employees who attend both required and optional training sessions.
- Training feedback forms
- Employee orientation feedback forms and longer-term feedback from new employees
- Exit interview data regarding perceptions of the work environment
- Percentage of minorities hired (to assess ongoing affirmative action efforts)

A college-wide employee satisfaction survey was conducted in 2011 and data were reviewed and analyzed. Training program evaluations have been and will continue to be reviewed concerning the effective transfer of knowledge.

A Disability Awareness survey was conducted Spring 2013. Responses will drive training awareness efforts and continue to promote awareness regarding accessibility and the inclusion and valuing of employees, students and other community members.

4R2. The 2009 portfolio identified the “Opportunity” to make diversity efforts an institution-wide process. The College has since created an Office of Equal Opportunity and Inclusiveness which is overseen by the Director of Organizational Development & Chief Diversity Officer.

Performance results in valuing people include the

following.

- Time to Fill Positions - The time to fill a position averaged 18 days for fiscal year 2013, due to the utilization of PeopleAdmin online recruitment and applicant tracking system.
- Turnover - Based on College data from 2009 through the fourth quarter of 2012, overall employee turnover remained very low (quarterly average of 2.14%). compared to the U.S. Bureau of Labor Statistics. The majority of separations from the College were voluntary.
- In 2013, due to the economic conditions experienced by most community colleges, the College experienced a reduction in force of 3.7% of our workforce.
- Hiring Process Training (May 2013) - Over 60 employees completed required Hiring Process Training that covers best practices and legal considerations. Since January 2013, the designated hiring process liaison has assisted 14 search committees with effective search training and guidance.
- eOrientation - All new hires now complete a pre-employment online orientation.
- New Employee Orientation - From January 2011 to June 2013, 116 new hires have attended face-to-face new employee orientation sessions. Feedback from follow-up surveys continues to be overwhelmingly positive.
- Collaborative efforts have been made by the Director, Human Resources and the Director of Organizational Development & Chief Diversity Officer to encourage the hiring of minorities through placement of advertisements for new positions in minority-themed publications and reviewing departmental statistics for a position being open for consideration. Additionally, as part of the review of the search committee orientation process for those employees serving in this capacity, the opportunity for diversity is underscored. Before each search committee begins

the process of evaluating and selecting candidates, the HR employment team reviews the current diverse make-up of the hiring department. The need to increase an underrepresented group is then discussed with the Search Committee Chair and members. The recruitment function also takes this need into consideration when developing the recruitment plan for the vacancy.

Also, the Director of Organizational Development & Chief Diversity Officer recently coordinated efforts with IE and Human Resources Information Systems Manager to develop a process to appropriately track employee and student diversity by full-time equivalency (FTE) so as to promote hiring to reflect the student population as recommended by the Higher Learning Commission. The Director of Organizational Development & Chief Diversity Officer has conducted various Cultural Competence and Anti-Discrimination and Harassment trainings with departments to share knowledge, emphasizing the value of diversity and inclusion. She also partnered with the College's General Counsel and Disability Services Director in providing various training sessions regarding Title IX and Disability Awareness respectively. Additional diversity training will be conducted during the all campus 2013 Professional Development Days training in October 2013.

4R3. Noel-Levitz was used to assist gauging employee satisfaction as well as student engagement. Findings from this external study are being used to identify areas for improvement. The results offered feedback regarding strengths and weaknesses. First, the strengths of the employee experience provided a consensus that students are our priority, we offer a safe work environment, and faculty and staff take pride in the quality of education. Secondly, it offered priorities for improvement, which included fairness in the treatment of employees, inclusion for college-wide planning, and effective communication. The results were shared with President's Cabinet members

and faculty & staff during Noel-Levitz forums at the Toledo-area and Findlay-area Campuses. The Noel-Levitz College Employee Satisfaction Survey (CESS) was used to assess employee satisfaction with their jobs and to get a pulse on the college climate. The raw results of the survey are located at https://www.owens.edu/aqip/portfolio13/ie/CESS%20Results_2011.pdf. The Noel-Levitz Student Satisfaction Inventory (SSI) was also used to assess student satisfaction with various aspects of the college. The raw results of the survey can be found at [https://www.owens.edu/aqip/portfolio13/noel-levitz11/StudentSatisfactionInventory\(SSi\)/OwensTotal/Owensvs.NationalComparisonGroup.html](https://www.owens.edu/aqip/portfolio13/noel-levitz11/StudentSatisfactionInventory(SSi)/OwensTotal/Owensvs.NationalComparisonGroup.html). The Noel-Levitz Institutional Priorities Survey (IPS) is the corollary of the SSI and asks faculty and staff how satisfied THEY THINK STUDENTS ARE with the same aspects of the college tapped in the SSI. It is used to see if there are any areas where there is a mismatch between student satisfaction and employees perceptions of student satisfaction. The raw results of the survey are on our website at <https://www.owens.edu/aqip/portfolio13/noel-levitz11/EmployeeInstitutionalPrioritiesSurvey%28IPS%29/OwensTotal/Owensvs.NationalComparisonGroup.html>. The #2 and #3 links above display raw results of the SSI and IPS. In addition, the following link provides a written summary of results from the two surveys combined and identifies areas for focus: <https://www.owens.edu/aqip/portfolio13/ssi-ips-overview-results.pdf>. In addition to the Noel-Levitz surveys, we also conducted the Community College Survey of Student Engagement (CCSSE) and the faculty corollary known as the Community College Survey Faculty Survey of Student Engagement (CCFSSE). Like the Noel-Levitz IPS, the CCFSSE asks faculty how ENGAGED THEY THINK STUDENTS ARE using the same questions that students are asked on the companion CCSSE survey. Detailed results of the CCSSE can be found at https://www.owens.edu/aqip/portfolio13/ccsse_Institutional_report12.pdf and a graphical overview of both the CCSSE and CCFSSE can be found at <http://owenscc2012ccsse.weebly.com/>.

College faculty continue to have evaluations reviewed by supervisors, in accordance with the bargaining contract. Each semester the student completes a faculty evaluation, which is reviewed by the appropriate department chair.

In 2012, HR convened a work team to assist in the development of a comprehensive annual performance evaluation tool for non-bargaining unit staff. In early 2013, the work team proposed a new annual review process and form, which will be used in Fall 2013 review process. This new process will replace the College's current annual review program and will be conducted on an annual basis.

4R4. In the February 15, 2010 Systems Appraisal Reports, reviewers identified an "Opportunity" of the College being limited to comparative data obtained within the U.S. Bureau of Labor Statistics. Other Ohio community colleges do not appear to keep broad-based statistical reports of similar outcome data (i.e., no other Ohio Association of Community Colleges (OACC) member institutions report having an HR Scorecard-type system) according to an informal survey of Ohio Association of Community Colleges (OACC) Human Resource administrators. As mentioned in Question #4R2 above, the College conducts comparative analyses based on the U.S. Bureau of Labor Statistics, Education System benchmarks <http://www.bls.gov/>.

Moreover input has been received from approximately ten community colleges regarding their performance appraisal processes. With significant input with corporation leadership council of the corporate executive board (CEB), a new performance appraisal and form were developed. This is the link that was used to benchmark and research through a membership. Due to budgetary reasons, HR no longer has access to this membership or link. <https://www.hrleadershipcouncil.com>

IMPROVEMENTS

411. Based on the opportunity presented on the February 2010 feedback report, Owens acts as a key provider of information to the Ohio Association of Community Colleges (OACC), which is used by other members of this group as benchmarks. Attendance at the meetings of OACC also give Human Resources and other areas of the college the opportunity to share ideas and best practices with other members of the Ohio college community.

In terms of diversity, Owens has created an Office of Equal Opportunity and Inclusiveness. The College has begun to track veterans' status among its employees and has also sponsored international employees with certain Visa statuses, giving them an opportunity to work at the College. Owens has also taken steps to assist these individuals in obtaining US citizenship. Further, the Chief Diversity Officer worked collaboratively with HR to ensure college diversity initiatives were stressed during search committee training sessions.

412. HR convened a focus group in Fall 2012 to solicit feedback regarding the revised performance evaluation process for NBU employees and made changes to the process based on the feedback. Human Resources is in the process of updating the PeopleAdmin employment information system, which will allow for greater data gathering for performance appraisals and the hiring process.

The College also created two surveys, an Employee Satisfaction and Compressed Work Week (four, 10-hour days) Survey, in 2011 to seek employee input. In 2013 the Accessibility Committee conducted a Disability Awareness Survey, which sought information from students and staff regarding the services offered at the College addressing equal access to employment and education. The Director of Organizational Development & Chief Diversity Officer provided trainings regarding Sexual Harassment Prevention, Cultural Competence, and partnered with General Counsel to conduct Title IX training. This training was provided to promote knowledge transfer regarding compliance and potentially reduce the number of complaints received and/or charges filed annually.

CATEGORY 5 **LEADING AND COMMUNICATING**

INTRODUCTION

The College's processes for Category 5, Leading and Communicating, has become proactive in the methods used to lead and communicate. These processes encourage high participation by a wide range of groups and constituents, which promotes a leadership team that aligns the College's mission, vision, and goals when making strategic decisions. College leaders understand the value of leading and communicating by building management teams that demonstrate commitment by example. These inspirational leaders encourage trust by walking the talk, establishing purposeful goals, executing strategic visions, and ultimately creating a culture of excellence.

The College has successfully implemented improvement initiatives to guide leaders when making strategic decisions, which include the Board of Trustees, President's Cabinet, strategic councils and committees, e-Handbooks, website Quick Links, an AQIP blog, Professional Development Days, leadership workshops, and the Leadership Academy. As stated in 5P8, the College has produced an informational trifold outlining the strategic plan and the AQIP action projects. (See appendices)

Other methods used in leading and communicating to the campus community, includes; newsletters, divisional updates via emails, and town hall forums. An expansion to the annual report was added for key support processes contributing to the College's physical safety and security. The College has two methods for Safety and Emergency communications which is further explained in 6P3.

The combined efforts and commitment of these groups and initiatives have resulted in an informed and collegial culture campus wide. The College will continue to seek ways to improve upon and build a strong and healthy management team to lead the institution.

PROCESSES

5P1. Regarded as a "Strength" in the 2009 portfolio, APC continues to review annually the College's mission, vision and core values, and improvements are made as necessary Each College program has a mission statement and vision statement entered into the Accountability Management System of Taskstream. (See <https://www.owens.edu/aqip/portfolio13/prep-guidelines12-13.pdf> and https://www.owens.edu/about_owens/mission.html for more information.)

The College's academic programs, student support services and partnerships are consistent with the mission and include Service Learning, Owens Civic Ambassadors, Campus Compact, Harvest Pantry Project, Project Degree, the Bridge Program, First Year Experience, New Student Orientation, The Upward Bound Program, Connect 2 Complete and our collaborations with Hollywood Casino, the United Way, Toledo Area Metroparks, and the Gateway to College. (See <https://www.owens.edu/trustees/reports-080613.pdf> for more information.)

A means of ensuring the College's programs are effective and responsive to the College's mission is The Program Review and Evaluation Process (PREP). This institution-wide, systematic, ongoing review involves faculty, staff, administrators, students, employers, and advisory committee members. PREP measures program quality and effectiveness by evaluating if the program is mission driven and outcome focused. (See <https://www.owens.edu/aqip/portfolio13/prep/prep-guidelines12-13.pdf> for more information.)

The Strategic Enrollment Management Committee (SEM) determines, communicates, implements, measures, and refines a Strategic Enrollment Management Plan. This results in attaining enrollment

goals measured through both student quality and quantity key performance indicators (KPIs), and monitors continued strategic improvement and refinement of the enrollment management process at the College. The elements included are Strategic Framework (mission, values, vision), Strategic Plan goals and institutional capacity, Environmental Scan (market trends and competition analysis), evaluation and assessment of the College's position in the market, enrollment goals, marketing plan (aligned with recruitment and retention communication plan), recruitment plan, retention plan, campus-wide coordination of enrollment activities, and staff development, etc. (See <https://www.owens.edu/aqip/portfolio13/5P1.jpg> for more information.)

The Budget Advisory Council (BAC) prepares annual expenditure and revenue budget recommendations for the President on the general and auxiliary fund budgets. BAC's recommendations are linked to the College's strategic goals. BAC is also charged with preparing recommended action plans, as necessary, during a fiscal year to respond to changing financial circumstances.

Core Component 1A. The College continues to meet this core competency by its mission, vision, and core values being displayed in College offices, on the College's website Quick Links, and included in Employee Orientation and the Owens Employee e-Handbook. The Strategic Plan was designed to be a dynamic tool that would change and grow as the demands of the College change. In order to uphold and carry out the mission and vision are the four strategic initiatives.

- Focus on Student Enrollment and Success
- Foster Organizational Vitality
- Promote Institutional Advancement
- Foster and Enhance the Delivery of Educational Services

(See <https://www.owens.edu/strategic/strategic-plan-2011.pdf> for more information.)

5P2. In the February 15, 2010 Systems Appraisal Report, reviewers noted as a "Superior Strength" the College has achieved alignment of the College's strategic planning with the State of Ohio. The College's leadership effectively sets direction through alignment with the State of Ohio's strategic initiatives. (See Link - <https://www.ohiohighered.org/initiatives>.)

The College's Administration has continued to achieve alignment by supporting coordination efforts of several strategic decision-making bodies, including APC, and QC. Working in concert, these councils are evidence of the College's commitment to communication, alignment, and engagement of College values in everyday operations.

Core Component 1A. The College mission and strategic plan were adopted by the Board of Trustees. They are displayed in College offices, on the College's website Quick Links, and included in Employee Orientation and the Owens Employee e-Handbook. The Strategic Plan was designed to be a dynamic tool that would change and grow as the demands of the College change. In order to uphold and carry out the mission and vision are the four strategic initiatives.

- Focus on Student Enrollment and Success
- Foster Organizational Vitality
- Promote Institutional Advancement
- Foster and Enhance the Delivery of Educational Services

Core Component 2C. The College Board of Trustees is sufficiently autonomous to make decisions in the best interest of the College and to assure its integrity. Owens Community College is very fortunate to be led by a group of nine men and women that are appointed by the Governor of Ohio and serve six-year terms. The Board

holds monthly meetings, Executive meetings, Finance committee meetings, and Student Life committee meetings. In these meetings, the Board is presented with reports and recommendations from various areas of the College. When necessary, the Board votes to adopt resolutions brought forth in the meetings.

The Board sets direction for the College by adhering to their vision. Their vision for Owens is to serve in their communities, support and advocate the mission of the College, represent Owens as an innovative leader, and have an efficient and fiscally sound institution. The Board supports this vision through the individuals the Board hires, the process it initiates, the program it supports and the actions it takes. (<https://www.owens.edu/trustees/vision.html>)

College personnel continue to evaluate the collected data and performance results to assess current practices to determine if the institution is fulfilling its goals and supporting the mission and vision. This includes course evaluations, faculty evaluations, and student enrollment reports. This allows the College to make improvements in program structure, course content, and practices and procedures. Results of the data collection are communicated to the appropriate areas of the College, such as deans, chairs, committees, councils, or faculty, and items that need improvement are addressed by these groups. Task groups or committees form initiatives in order to improve processes where needed.

5P3. Drawing on significant data resources, the College accounts for and represents the needs and expectations of stakeholders. A “Strength,” the College is committed to a continuous improvement model of Plan-Do-Study-Act; the College supports its actions with data-driven decisions. Such data support is provided through comprehensive Environmental Scans, Market Penetration Analysis, PREP, student learning assessment reports, student satisfaction surveys,

and program completion rates. (See <https://www.owens.edu/strategic/strategic-plan-2011.pdf> for more information.)

The College focuses on stakeholders’ needs and expectations through its dedication to biannual environmental scanning, which is bolstered by local and proprietary surveys, the incorporation of the College’s knowledge of learning outcomes, and interpreted through appropriate analyses. The process to develop environmental scans have been reevaluated and it was determined the analyses would be a team effort to conduct a new scan in Spring 2014. (See http://nces.ed.gov/ipeds/DataCenter/DfrFiles/IPEDSDFR2012_204945.pdf for more information.)

Core Component 1B. The College continues to meet this core competency by its mission, vision, and core values being displayed on the walls of a multitude of College offices at all campus locations, posted on the College’s website, communicated to new hires in Employee Orientation, included on the Employee Orientation website and in the Owens Employee e-Handbook. It is also printed in various publications, such as the yearly Student Planner, the College’s Annual Report, the Student Viewbook and the Foundation Annual Report. The publications emphasize the College’s mission of serving our students and our communities, and state that the Owens faculty and staff are committed to strengthening the community by providing a superior educational experience. (https://www.owens.edu/about_owens/mission.html)

5P4. Regarded as a “Strength” in the 2009 portfolio, the College continues to focus on student learning and faculty development by improving the student online Course Evaluation. The College’s ITS division worked with the Student Learning Assessment Committee (SLAC) to develop a fully customizable evaluation instrument, which is delivered to students for each course, via the campus Ozone portal. Evaluation

questions are both qualitative and quantitative in nature and are reviewed and approved by the SLAC Executive Committee. The formative response data provides effective feedback to faculty for course outcome assessment, continuous quality improvement, and validation of content delivery mechanisms. The Course Evaluation tool was developed with oversight from the AQIP Steering Committee, and it embodies the core concept in the College's mission.

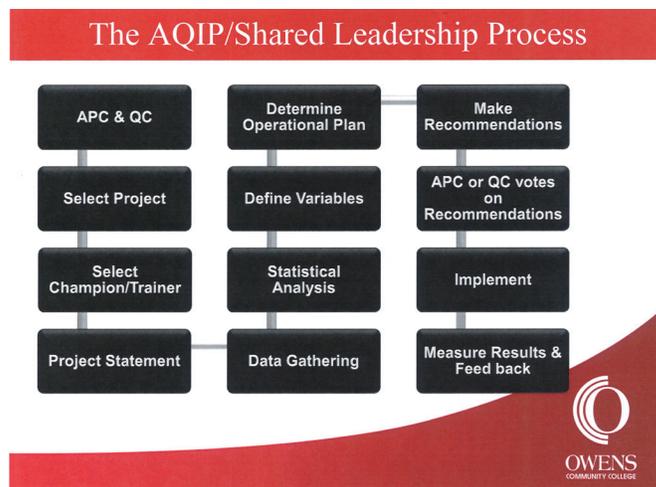
5P5. The College's decisions are guided by The Shared Leadership Model. Please see the following explanation and accompanying figures for a more robust explanation of the Shared leadership Model in order to improve upon this listed "Opportunity", as reviewers listed 2009. (See <https://www.owens.edu/aqip/portfolio13/aqip/ppt/shared-leadership-IS-ISNT-final0808.ppt> for more information.)

Employees are involved in the decision making process through service on committees, councils, groups, and task forces. These teams are formed to examine specific College processes; team members then gather and analyze data. Once proposals are agreed upon by the group, recommendations are presented to the next appropriate level, and so on. Once the recommendations have been presented, College leaders make decisions based on this information.

The process through which the Shared Leadership Model guides decision making is listed below in Fig 5.1. The Shared Leadership Model was customized for the College by a team of faculty, staff, and administrators. It is a method of leadership that promotes better communication among all College constituents while encouraging a two-way flow of information. It is composed of two councils working collectively together to support AQIP, quality, strategic planning, and making adaptive decisions. The model provides help with tactical decisions if determined to be necessary. The two councils are populated by positional representation

inclusive of every department, school, and/or area of the college. The College shared leadership model promotes trust, collaboration, communication, empowerment, transparency, and teamwork to support the mission, vision, and core values, and helps guide the College towards excellence in **"Helping Students Learn. Learning is the sum of all that we are."**

FIGURE 5.1.



Core Component 5B. The College continues to meet this core competency by its governance and administrative structures promoting effective leadership and supporting collaborative processes that enable the College to fulfill its mission. The College employs a collaborative process, utilizing the committee structure or departments, to make recommendations to amend, rescind or adopt new policies to the Board of Trustees. Through the process, the recommended revisions are communicated to stakeholders for feedback. The Board of Trustees meets its legal and fiduciary responsibilities by being knowledgeable about the College and provides oversight for the College's financial and academic policies through the relationship with the President and its own committees.

5P6. In the February 15, 2010 Systems Appraisal Report, reviewers noted the College's systematic approach to the collection, analysis and utilization of

data in decision making as a “Strength.”

Core Component 5C. The College continues to meet this core competency by the College personnel continuing to evaluate the collected data and performance results to assess current practices to determine if the institution is fulfilling its goals and supporting the mission and vision. This includes course evaluations, faculty evaluations, and student enrollment reports. This allows the College to make improvements in program structure, course content, and practices and procedures. Results of the data collection are communicated to the appropriate areas of the College, such as deans, chairs, committees, councils, or faculty, and items that need improvement are addressed by these groups. Task groups or committees form initiatives in order to improve processes where needed.

PREP develops recommendations and strategies concerning future program directions. PREP data is posted on the Intranet. Deans and chairs are instructed to use this data when preparing PREP reports. This data is also used to document the need for additional faculty and equipment and to ensure that programs are aligned with the needs of businesses in the area as identified by the Ohio Skills Bank data. (See <https://www.owens.edu/aqip/portfolio13/5P6.jpg> and <https://www.owens.edu/aqip/portfolio13/prep/prep-guidelines12-13.pdf> for more information.)

IE supports the mission, operations, decision-making, quality improvement, and assessment efforts by providing high quality information, research, and analysis. Student Population reports are posted on the Intranet and are used in program and operations planning. IE outlines the service districts and demographics to assist with determining program and operational planning. (See <https://www.owens.edu/aqip/portfolio13/5P6a.jpg> for more information.)

SLAC develops, implements, and monitors a comprehensive, efficient, and effective institution-wide process for assessing student learning to support effective advancement of the College’s learning mission and goals. Data is used in Student Learning Assessment in the evaluation of program and core competency outcomes. Progress toward achievement of the outcome objective is measured. (See <https://www.owens.edu/aqip/portfolio13/committees/outcomes/SLAC-handbook-120412.pdf> for more information.)

- Data is used college-wide in committees, departments, and programs to both uphold the mission and vision and to conduct institutional planning and decision-making
- Data is used to identify and document the need for new academic programs
- Data is used as the basis for quality improvements. Each project must be data-driven and monitored for successful implementation.
- Data is used in preparation of grants and to determine whether a proposal should go forward.

The College partnered with Noel-Levitz in strategic enrollment planning to focus on student retention and completion to see how the data can inform where the College is at and where the College aspires/plans to go. SSI gives the institution an opportunity to determine what matters to students and their satisfaction. With this information, the College can target areas most in need of improvement in order to retain students. (See <https://www.owens.edu/aqip/portfolio13/5P6b.jpg> and [https://www.owens.edu/aqip/portfolio13/ir/noel-levitz11/StudentSatisfactionInventory\(SSI\)/InformationalMaterials/InterpretiveGuide.pdf](https://www.owens.edu/aqip/portfolio13/ir/noel-levitz11/StudentSatisfactionInventory(SSI)/InformationalMaterials/InterpretiveGuide.pdf) for more information.)

Through the utilization of Key Performance Indicators (KPIs), the College collects, measures, and analyzes

results for continuous improvement. (See KPI at https://www.owens.edu/aqip/portfolio13/committees/apc/apc_031412.pdf for more information.)

Data review inform the next steps.

- Gathering baseline data
- Setting targets
- Tracking and aligning action steps to the mission

(See https://www.owens.edu/aqip/portfolio13/apc_061312.pdf for more information.)

5P7. How communication occurs within Owens Community College was regarded as a “Strength” by the reviewers in 2009. Communication takes a variety of forms as it systematically flows between the organizational units at the College. Email continues to be the tool of choice for reaching the constituents on or off campus. Social media sites such as Facebook and Tumblr are currently being used to reach audiences in real-time and dynamically monitor the feedback loop. Kiosk screen-savers now carry abbreviated content. IE promotes an AQIP Blog which gives internal stakeholders the ability to provide input on quality initiatives and strategic planning activities. With an emphasis on leading and communicating, President Mike Bower introduced his monthly newsletter “Mike’s Expressions,” which details his observations, vision, and experiences to college constituents. An example of the electronic forms of continuous daily communication are O-news, The Exchange, Outlook, and Media report. These are daily communication medias sent by e-mail that have current and pertinent information submitted by various constituencies and gathered off other external medias. A new campus portal is in the development stage with representation from key functional areas. The solution includes unique integration components with Banner Student Information System, which will be used to expose real-time information to constituents based on their roles at the College.

5P8. With the success of students and accessibility to higher education at the forefront, the shared mission, vision, and values reflected in the College’s Strategic Plan are continuously communicated by the College’s leadership through personal interaction, electronic correspondence, and through many internal and external events. This was regarded as a strength in 2009. The College has produced an informational trifold about the strategic plan and the AQIP action projects (see appendices) for this use. Interaction during the President’s Forums and multidisciplinary strategies initiatives meetings allow direct communication of the College’s mission, vision, and values. These are further augmented by electronic means, such as through the use of e-mail and the AQIP blog. Planned events such as the multi-day new employee orientation and familiarization program, the annual campus-wide pre-semester meetings, and the annual professional development day program allow the mission, vision, and values to be reinforced among stakeholders..

Core Component 1B. The College continues to meet this core competency by its mission, vision, and core values being displayed on the walls of a multitude of College offices at all campus locations, posted on the College’s website, communicated to new hires in Employee Orientation, included on the Employee Orientation website and in the Owens Employee e-Handbook. It is also printed in various publications, such as the yearly Student Planner, the College’s Annual Report, the Student Viewbook and the Foundation Annual Report. The publications emphasize the College’s mission of serving our students and our communities, and state that the Owens faculty and staff are committed to strengthening the community by providing a superior educational experience. (https://www.owens.edu/about_owens/mission.html)

5P9. Owens Community College continues to uphold and implement this “Significant Strength” rating that we received in 2009. When employees attend leadership training or professional development sessions, they are encouraged to share the knowledge with their departments (if topic-specific) or to the College in general. This is often done during activities such as In-Service/Professional Development Days. Recent topics have included critical thinking, teaching and leadership for different generations, usage of various technologies, and diversity. The marketing and public relations offices also share many articles highlighting the leadership activities that have taken place at the College. The Academic Leadership Professional Development Award was created to provide opportunities for individuals currently serving in academic leadership positions to enhance or acquire existing skills and experiences related to their area of leadership. In the summer of 2013, Owens Community College and the University of Toledo began jointly offering a new Professional Master’s Cohort. This master’s degree program in Higher Education is designed to develop leadership skills for entry and mid-level professionals working in the field of higher education. Employees may optionally attend a variety of professional development courses offered at the Workforce and Community Services (WCS) division of the College. WCS specializes in corporate leadership and supervision training including organizational effectiveness courses in Lean Six Sigma, Communication and Team Building. The Center for Teaching and Learning Success was founded on the Toledo campus in 2011 with a goal of providing a hands-on environment for Owens faculty and staff to learn new technologies. Learning is one of the five core values that are embedded in the culture at Owens and reinforced in the Mission and Vision statements for the College.

Core Component 5B. The College continues to meet this core competency by governance and administrative structures promoting effective leadership and supporting collaborative processes

that enable the College to fulfill its mission. The College employs a collaborative process, utilizing the committee structure or departments, to make recommendations to amend, rescind or adopt new policies to the Board of Trustees. Through the process, the recommended revisions are communicated to stakeholders for feedback. The Board of Trustees meets its legal and fiduciary responsibilities by being knowledgeable about the College and provides oversight for the College’s financial and academic policies through the relationship with the President and its own committees.

5P10. We have improved on this “Opportunity” since our 2009 review. The Board of Trustees, together with senior leadership at the College, have demonstrated their commitment to high performance during leadership succession. A planning guide, developed as a component of the overall talent management process, is the creation of the Vice President of Human Resources and Administration. Posted on the College’s Intranet site, the document serves as the blueprint for the development of a succession plan that is both comprehensive and strategically aligned with the College’s mission and vision statements. The instrument is uniquely designed to achieve congruence between individual and organization needs which will yield greater retention and improved utilization of human resources. With an AQIP mentality, the College will develop a succession plan that emphasizes continuous quality improvement. (See <https://www.owens.edu/aqip/portfolio13/hr/succession-planning.docx> for more information.)

RESULTS

5R1. This was listed as an “Opportunity” in our 2009 review because it was not clear enough how the data collected may be aligned with performance in Leading and Communicating. College leadership use both internal and external performance measures to assess the strategic direction of the institution. IE conducts

two major external performance measurements that are used to align the College's services and programs with the needs of stakeholders. The bi-annual Environmental Scan provides an assessment of current local socio-economic, demographic, labor market, and industry trends. The Environmental Scan is used by College leadership, APC, and QC to support decision making related to programs, outreach, technology, support services, and operations. The Enrollment Opportunity Report, conducted annually, assesses market penetration by demographic cohort. Leadership, APC, and QC use the Enrollment Opportunity Report to link enrollment strategies, marketing, and branding to the College's outreach efforts, particularly to the underserved. In addition to the two major external measures performed by IE, several internal performance measures are conducted. The success of internal professional development and training activities are measured through after-event responses. The compiled responses are regularly reviewed by Human Resources to improve upcoming trainings and increase participation. Similarly, employee satisfaction has been measured through a comprehensive employee satisfaction survey conducted by Noel-Levitz, which provides additional measures of employee alignment with the College mission. The effectiveness of communication is measured by the Marketing and Communications department by tracking the progress of campaigns and initiatives. Finally, within the last year, the College has deployed an electronic course evaluation system, which has resulted in a higher evaluation participation rate, more accurate benchmarks, and faster feedback from the evaluator to instructors and administrators.

5R2. To improve on this 2009 "Opportunity", following are ways Owens Community College directly links data results to its performance measures. HR efficiently uses technology to improve its communication to employees. New employees can access a web link to complete pre-employment forms before starting the

job. HR also requires all new employees to attend a two day New Employee (ONE) orientation program that includes an overview of the College's history, a Who's Who Handout/Organizational Chart, an overview of Information Technology Services and AQIP, Human Resources information, customer service training, a campus tour, and safety training.

A team was also created to work with Noel-Levitz to see how data has informed institutional decision making and points to some positive results achieved in HR and in how communications and marketing may impact enrollment. The report contains a situation analysis, retention strategy statements, and appendices with verbatim notes from focus group meetings. Action Plans for each of the Retention Strategy Statements are listed in this document. The results of their findings are posted in draft form on the intranet. The Planning Alignment Matrix also shows how the Institutional Strategic Plan Strategies, Noel-Levitz Strategic Enrollment Plan Strategies, and Noel-Levitz Retention Plan Strategies align with one another. (See https://www.owens.edu/aqip/portfolio13/noel-levitz/retention_report_edited_2.27.12.pdf and <https://www.owens.edu/aqip/portfolio13/noel-levitz/nl-planning-alignment-matrix2.16.12.pdf> for more information.)

Because of a growing need in the Findlay-area, Owens will partner with Millstream Career Center for the delivery of credit and non-credit education and training that will increase Findlay Campus program offerings. The Board of Trustees approved leasing additional locations to offer new and complete programs.

The following tables highlight data collected from various processes implemented at the College. On the noted corresponding webpage, each bullet point links to results for leading and communicating processes and systems.

Because of a growing need in the Findlay-area, Owens will partner with Millstream Career Center for the delivery of credit and non-credit education and training that will increase Findlay Campus program offerings. The Board of Trustees approved leasing additional locations to offer new and complete programs. The following tables highlight data collected from various processes implemented at the College. On the noted corresponding webpage, each bullet point links to results for leading and communicating processes and systems.

TABLE 5.1. PROGRAM REVIEW AND EVALUATION PROGRAM (PREP) DATA PUBLISHED ON THE INTRANET

(<https://www.owens.edu/aqip/portfolio13/5R2.jpg>)

| |
|--|
| Program Graduation Ratios |
| Retention or Graduation by Program |
| FTE Enrollment by Campus and Program |
| FTE Course Completion by School and Department AY2011-AY2013 |

TABLE 5.2. EFFECTIVENESS STUDIES DATA & REPORTS PUBLISHED ON THE INTRANET

(<https://www.owens.edu/aqip/portfolio13/5R2a.jpg>)

| |
|--|
| Bridge Program |
| Connect-2-Complete Grant |
| Early Alert Assessment |
| ENG 111 grades by Dev. Ed. Reading & Writing Placement & Passageway 2010 |
| ENG 111 grades by Dev. Ed. Writing Placement & Passageway 2011 |
| FYE Summative Assessment Outcomes Report |
| Grades for 8- vs. 16-Week Courses |
| New Student Orientation |
| On-Site vs. Off-Site PSO Students' Performance in On-Site Advanced Courses |
| Project DEgree Grant |
| PSY/SOC 101 Grades by Dev. Ed. Reading Placement & Passage |
| SI Summative Assessment Outcomes Report |
| SOS Recruitment Call Campaigns |

| |
|--|
| SSM Summative Assessment Outcomes Report |
| Success Program |
| Title III Grant |

5R3. Listed in 2009 as an "Opportunity", in researching other AQIP Systems Portfolios, it is clear that through Owens Community College-initiated Noel Levitz surveys, which include student satisfaction surveys, employee satisfaction surveys, and alumni surveys, that we are a national leader in measuring leadership and communication compared to other peer institutions. A copy of the survey results for the College Employee Satisfaction Survey (CESS) ranked by GAP can be viewed at <https://www.owens.edu/aqip/portfolio13/ie/cess-2011.pdf> (See <https://www.owens.edu/aqip/portfolio13/5R2b.jpg> for more information.)

IMPROVEMENTS

5I1. Listed in 2009 as a "Strength", prior evidence concerning how AQIP and strategic planning processes result in continuous efforts guided by the APC shows additional strength in this area. Recent improvements by President Bower to keep communication lines open include the implementation of Community Forums with employees; President Forums which are open to students, a Board of Trustees Working Retreat, Mike's Expressions, a monthly email newsletter to employees; and the AQIP Blog. The Office of Institutional Effectiveness provides regular communication with the academic areas pertaining to PREP requirements and advisory committees play an essential role in ensuring communication between the academic unit responsible for training students and the industry who hires graduates (see 1P14). The Dean of Student Life becoming a permanent member of Provost Council served as a means of strengthening communication and collaboration between the student affairs division and academic divisions (see 1P16). Improvements have also been made to communicate key support processes within the Department of Public Safety. These improvements include (as stated in 6P3) high

definition cameras, visible red “emergency phones” in each building, police officers, security officers, and a comprehensive communications system.

Performance results reflect success in multiple areas and list multiple areas where results provide evidence that our processes are achieving their objectives (see 2R2). The performance results of stakeholder satisfaction is reviewed and analyzed by respective departments (see 3R4). The 2009 review team recommended that Owens make diversity efforts an institution-wide process. As a result, the College has since created an Office of Equal Opportunity and Inclusiveness which is overseen by the Director of Organizational Development & Chief Diversity Officer (see 4R2). The College continues to evaluate the collected data and performance results (see 5P6). The College has demonstrated a priority for tracking performance results and implementation for continuous improvement efforts utilizing the software AMS TaskStream, as well as regular reports which are delivered to the Board of Trustees and posted for the entire College to view (see 8I1).

5I2. Owens Community College has improved upon this “Opportunity”, as it was listed in 2009. The College culture and infrastructure are oriented to process improvement through periodic self and third party assessment. The College leverages its support infrastructure, such as established committees and organizational units as well as its technical and facilities infrastructure to improve leadership qualities and reinforce shared values. The College has placed an emphasis on technology by providing community online resources, such as the staff Intranet portal, the online campus Bulletin Board, and the daily O-News emails. In Spring 2011, the College engaged Noel-Levitz to conduct an Employee Satisfaction Survey, an instrument that has been reviewed by accreditation and industry experts including AQIP, HLC, and the National Community College Benchmark Project. Areas

measured included campus culture and policies, work environment, institutional goals, and involvement in planning. Results were obtained in June 2011 and disseminated throughout the organization via open forums and posting of results to the web. A full-time organizational development position was created to lead the improvement efforts in this area, and improvements were made in employee feedback and response through the implementation of the Solutions Forums, which occur during the annual Professional Development Days. The success of the survey and Solutions Forums was made evident by the Solutions Forums participation, with several hundred employees in attendance. To continue to build upon the improvements, a QC process will address specific responses from the Solutions Forums.

CATEGORY 6 **SUPPORTING INSTITUTIONAL OPERATIONS**

INTRODUCTION

The College's processes for Category 6, Supporting Institutional Operations, are at a maturity level of systematic. Processes are managed, measured, evaluated for efficiency and effectiveness, and improved where possible. Outside of exclusively departmental initiatives, as these efforts take place, team members are specifically chosen to include representatives from all stakeholders. College culture embraces and encourages cross-departmental coordination of efforts.

The College maintains a dynamic focus as it pertains to bridging Academics with Support, and operations. By looking at these processes since the last portfolio, several major changes have been implemented to maintain the level of service needed and expected by all constituencies and stakeholders. The college's safety and security department has been completely assessed and evaluated over the last two years. Changes have been made by adding fully authorized police officers and equipment to maintain the continued safety of our staff and students. A text alert system has been implemented to notify students and staff of any potential weather threat or other emergencies. This is also transmitted across computer screens in the college network in the interest of safety. Similar changes have been made in Human Resources, Information Technology, and Facilities management as will be seen in this category.

One of the four main strategies identified in the College's strategic plan is "Foster Organizational Vitality," which is outlined in Figure 7.5 in Category Seven. Priorities identified in "Foster Organizational Vitality" were the development of strategic planning processes in Human Resources, master facility, energy/environment, IT areas, and the development of a comprehensive organizational diversity plan.

PROCESSES

6P1. The College identifies support service needs of our students and other key stakeholders by various means.

- Student input from Student Government leadership as members of President's Cabinet, Quality Council (QC), and AQIP Planning Council (APC)
- Noel Levitz Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE) are administered and analyzed
- Surveys and focus groups by process improvement and quality teams
- Face-to-face conversations, customer satisfaction surveys, focus groups, and usage reports from faculty, chairs, and deans and student services areas such as Enrollment Services, Oserve, Records and Registration, Financial Aid, Student Activities, Food Services, and the Bookstore.
- Employee satisfaction surveys by Human Resources
- College wide professional development days with focus groups, open forums, and follow-up satisfaction survey with suggestions for future topics
- Faculty and Support Staff input as representatives on President's Cabinet
- Presidential forums every three months on both the Toledo-area and Findlay-area campuses
- Industry advisory boards who share input for curriculum, equipment, and skill needs of graduates
- Alumni feedback on student services from current and past students is gathered by the Director of Alumni Relations and the Alumni Association Board of Directors
- The President and President's Cabinet maintain contact with the Board of Trustees and a wide

variety of community organizations for feedback and ideas regarding programs and services to meet the needs of students and the community

6P2. The administrative support needs of the College's faculty, staff, and administrators are identified through an annual planning and budgeting process. Division and department leaders review staffing, planned activities, and operational needs for the upcoming year. These requests are submitted to a committee made up of the College's Vice Presidents for prioritization based on funding and alignment with the College's strategic goals, objectives, and initiatives. QC approves requests for projects and assigns a Quality Team to make recommendations for improvement throughout the College. These teams report their findings to QC, who then determines whether to approve the project and assign resources for its completion. These processes were discussed in the College's 2009 portfolio and were considered to be strengths. The Business Affairs Office also compiles future needs information from stakeholders and prepares a rolling six-year capital plan for campus facility needs, including infrastructure, parking, instructional space, athletic facilities, and physical security.

6P3. In conjunction with the Campus Security and Safety Committee, the Department of Public Safety (DPS) has enhanced its annual report to communicate the key support processes that contribute to physical safety and security. This process balances improvements in technology with highly trained employees committed to a philosophy of service and promoting a safe environment. Every asset available to DPS is identified in the annual report to help communicate the overall protection strategy to the campus. Physical assets include high definition cameras, visible red "emergency phones" in each building, police officers, security officers, and a comprehensive communications system. Additionally,

the annual report provides detailed information on how to safely evacuate College facilities. The annual report, along with reportable crime statistics, multiple ways to report crimes on and off campus, and parking, concealed carry, tornado shelter and daily crime log information are available on the College website.

DPS meets quarterly with the Campus Security and Safety Committee to discuss updates. Working with Operations supervisors, DPS maintains processes and equipment and coordinates training drills. Fire drills and fire inspection Owensur in each building on each campus annually by the local Fire Marshal. Severe weather safety instructions are sent electronically to all faculty, staff, and students each semester.

The College has two forms of Safety and Emergency communications. The Indoor/Outdoor Emergency Broadcast System is used to notify the campus of a sudden emergency or incident that threatens life or safety. The Owens Alert Management System is designed to keep students and employees safe and informed. Program enrollees automatically receive notices by phone, e-mail, and/or text message when College campuses and/or learning centers are closed due to inclement weather or emergencies. A report is generated after each occurrence detailing the number of recipients for each method of communication. This information is used to promote enrollment in the program and update contact information.

A recent improvement to physical safety and security is the hiring of a licensed mental health professional and the establishment of a Behavioral Consultation Team (BCT). A Quality Team was assembled to address a Foundations of Excellence (FOE) principle "Foundations Institutions serve all new students according to their varied needs." The team report, which was approved by QC, assessed the current state, opportunities, and challenges regarding student psychological safety on

campus.

The purposes of the BCT are to 1) provide a reporting mechanism for disruptive or distressing behaviors or incidents on campus and 2) serve as a resource to administrators, faculty, and staff with concerns about members of the campus. The BCT promotes professional development and training opportunities that enable employees to effectively manage potentially difficult situations. They meet every two weeks to assess, consult, and respond to reports of individuals or situations that may pose a threat to the College. The responsibilities of the team are to gather information about potentially dangerous, disruptive, or distressing behaviors or situations, facilitate coordinated campus responses, establish and communicate protocols for specific campus incidents and situations, and develop specific strategies for response while ensuring the rights of individuals. They also track and monitor incidents over time while maintaining confidentiality.

6P4. Student, administrative, and institutional service areas follow written policies and procedures. Processes are managed at the departmental level by tracking and analyzing data. Interventions take place when data shows results are not meeting targets. Improvements also take place in response to customer service feedback or when process analysis indicates opportunities to increase customer satisfaction, efficiency, productivity, effectiveness, and/or knowledge sharing.

For example, to monitor attainment of Organizational Vitality KPIs, the Finance/Budget area analyzes revenues, wages, healthcare costs, operational expenses, and cash and investment balances on a weekly, monthly, and year-to-date basis. Departments with expenses falling outside of target ranges are contacted for an explanation of purchase timing, plans for limiting future purchases, and/or to request a transfer from other line items. Recently, the budget

area worked with Academic Deans and the Office of the Provost to create an improvement to budget monitoring and accountability for academic areas. An automated transaction report is generated and sent through email to Deans and Chairs by program for each purchase in excess of \$200. This enables monitoring expenses in the areas without having to query each program individually.

Other examples of service tracking and interventions are as follows.

- IT monitoring of network and broadband usage and availability to ensure optimum performance of systems
- IT monitoring of help desk tickets and calls to repurpose technical staff
- Telecommunications tracking of call volumes and dropped calls to adjust infrastructure
- Oserve issuing coaster call pagers to students waiting in line to allow students greater freedom while waiting for service
- Oserve monitoring of telephone, walk up counter, appointment, and email traffic to reallocate staff to improve response times.

6P5. Building on a "Strength" from the 2009 portfolio, the College continues to document support processes to encourage knowledge sharing, innovation, and empowerment in numerous ways. Examples include the following.

- College Website: support operations are documented, promoted, and detailed
- Board of Trustees reports: a monthly compilation of written reports by department heads that provide feedback and documentation of monthly activities
- Process Mapping: various entities perform detailed analyses of operations to make improvements and provide efficient methods of support
- Internal Communications: Bulletin boards, O-News, and group email provide documentation for support processes and knowledge sharing and encourage innovation and empowerment

More recent examples implemented since the College's 2009 portfolio are as follows.

- Owens Employee e-Handbook: found on the College's intranet home page and includes general information, Board of Trustee policies, operating procedures, employment information, adjunct employee resources, faculty and instruction-related resources, resources for new managers and supervisors, etc.
- Web based and social media utilization: Outlook (electronic student newspaper), The Exchange (electronic employee newspaper), Owens YouTube, Owens Shutterfly, Owens Facebook, which provide

information to support activities and encourage communications and feedback throughout the College.

6R1. The College analyzes various measures of student, administrative, and organizational support. (See Chart 6.1.) The College has responded to opportunities identified within the "Results" of category six in the previous systems portfolio response – Feb 2009. The correlation of success demonstrated with the improvements identified will apply to 6R1-6R5.

| Support Area | Measures | Used for | Target |
|-----------------------|--|---|---|
| Finance/Budget | Year to date departmental spending versus budget | Budgetary management, resource utilization | Actual expenses = Total budget x fiscal period/12 |
| | Year to date wages vs. budget | Budgetary management, resource utilization | Actual expenses within 2% of budget |
| | Year to date healthcare expenses versus budget | Budgetary management, resource utilization | Actual expenses within 2% of budget |
| | Year to date total revenue vs. budget | Budgetary management, organizational vitality | Actual revenue within 2% of budget |
| | Year to date total expenses vs. budget | Budgetary management, organizational vitality | Actual expenses within 2% of budget |
| | Cash flow and liquidity | Organizational vitality | Actual balances within 2% of projections |
| IT | Help Desk calls | Scheduling of student workers | Wait times 30 minutes or less |
| | Help Desk password resets | Customer satisfaction | 3 minutes |
| | Wireless network coverage | Customer satisfaction, system adequacy | 100% |
| | System availability | Customer satisfaction, system adequacy | 100% |
| Operations | Usable academic space and FFE | Identifying under used space to be assigned or reassigned to academic needs | Eliminate unnecessary capital expansion |
| | Existing energy conservation measures (ECM) | To reduce utility consumption and meet HB 251 mandates | 20% reduction |
| | Various costs per square foot | Benchmarking to other like colleges in Ohio and beyond | 80th percentile |

| | | | |
|--|---|---|--|
| Oserve | Lobby wait time | Adjust staff assignments | 15 minutes off peak 50 minutes peak |
| Oserve, SA, FA, Records, Advising, NSO | Creation of semester based "Information Sheet for Faculty Staff and Administrators" | Knowledge sharing among student services and throughout the College | Improved communication |
| Oserve | Turnaround time for student email sent to Oserve | Adjust staff assignments | 1-2 days |
| Advising | Number of "no show" appointments for advising | Staff efficiency | 6.5% |

RESULTS/IMPROVEMENTS

6R2. 6I1. The College responded to the opportunities in the previous reviewers report in the Results section of this category. The Results responses here tie into and reflect the Improvements identified which will also satisfy question 6I1 in conjunction with responses to 6R1-5. The College uses tools to identify support service needs, including surveys, focus groups, committees, and staff meetings. Results of support service processes follow and are also included in 6R4.

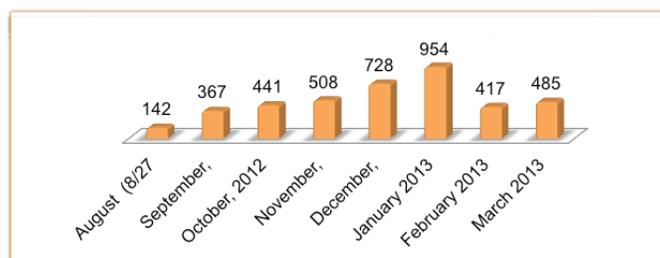
IT

CHART 6.2. PERCENT OF UNIVERSAL PASSWORD RESETS

| MONTH | # OF RESETS | # OF PHONE CALLS | % OF RESET CALLS |
|----------------|-------------|------------------|------------------|
| JANUARY 2012 | 902 | 3841 | 23.5% |
| FEBRUARY 2012 | 467 | 1948 | 24.0% |
| MARCH 2012 | 514 | 2024 | 25.4% |
| APRIL 2012 | 655 | 2294 | 28.6% |
| MAY 2012 | 644 | 2573 | 25.0% |
| JUNE 2012 | 512 | 2116 | 24.2% |
| JULY 2012 | 818 | 2293 | 35.7% |
| AUGUST 2012 | 1215 | 3734 | 32.5% |
| SEPTEMBER 2012 | 393 | 1826 | 21.5% |
| OCTOBER 2012 | 453 | 1838 | 24.6% |
| NOVEMBER 2012 | 517 | 1511 | 34.2% |

| | | | |
|---------------|------|-------|-------|
| DECEMBER 2012 | 738 | 1668 | 44.2% |
| 2012 TOTALS | 7828 | 27666 | 28.3% |
| JANUARY 2013 | 954 | 2835 | 33.7% |
| FEBRUARY 2013 | 417 | 1594 | 26.2% |
| MARCH 2013 | 485 | 1452 | 33.4% |
| 2013 TOTALS | 1856 | 5881 | 31.6% |
| TOTALS | 9684 | 33547 | 28.9% |

CHART 6.3. HELP DESK PASSWORD RESET TOOL STATISTICS



Additionally, IT conducts services surveys. When IT staff members are dispatched to customers, they leave a paper survey. The survey is also available electronically at www.owens.edu/helpdesk.

CHART 6.4. OSERVE SCHEDULE ADJUSTMENTS

| Original Schedule for Monday, April 15-Oserve | | | | | | | | | | | | | | |
|---|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 8:00 AM | 9:00 AM | 10:00 AM | 11:00 AM | 11:30 AM | 12:00 PM | 12:30 PM | 1:00 PM | 1:30 PM | 2:00 PM | 3:00 PM | 4:00 PM | 4:30 PM | 5:00 PM |
| Amy | Toledo | Toledo | Toledo | Toledo | Toledo | Toledo | Toledo | Toledo | Toledo | Toledo | Toledo | Toledo | OUT | OUT |
| Janet | Email | Walk-Ins | Walk-Ins | Phones | Phones | Lunch | Lunch | Phones | Phones | Walk-Ins | Walk-Ins | OUT | OUT | OUT |
| Jenna | E 8:30 | Walk-Ins | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Phones | Phones | Walk-Ins | Phones | Phones | Walk-Ins | OUT |
| Laurie | Email | Phones | Phones | Phones | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Phones | Phones | Walk-Ins | OUT | OUT |
| Sandy | Email | Phones | Phones | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Apts | Apts | Apts | Walk-Ins | OUT | OUT |
| Shannon | OUT | P 9:30 | Phones | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Phones | Phones | Phones | Walk-Ins | Walk-Ins | Walk-Ins |
| Angela | Email | Phones | Phones | OUT | OUT | Lunch | Lunch | Phones | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | OUT | OUT |
| Carol | OUT | P 9:30 | Phones | Phones | Phones | Phones | Phones | Lunch | Lunch | Walk-Ins | Walk-Ins | Phones | Phones | Phones |
| Janice | Email | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | OUT | OUT |
| Jessica | Email | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Phones | Phones | Walk-Ins | Walk-Ins | Walk-Ins | OUT | OUT |
| Mary | Email | Check In | Walk-Ins | Walk-Ins | Phones | Phones | Lunch | Phones | Phones | Walk-Ins | Walk-Ins | OUT | OUT | OUT |
| Pat | OUT | W 9:30 | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Apts | Apts | Apts | Walk-Ins | Walk-Ins | Walk-Ins |
| Penny | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT |
| Randi | OUT | W 9:30 | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Phones | Phones | Walk-Ins | Check In | Check In |
| Sharron | E 8:30 | Phones | Phones | Phones | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | OUT |
| Shirley | Email | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Phones | Phones | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | OUT | OUT |
| Updated Schedule based on foot traffic, phone call queue and emails in inbox (updated throughout the day by Director) | | | | | | | | | | | | | | |
| Moved staff to 'email' from 9-11 due to longer than 24 hour reply time from time of receipt, moved staff to walkins in Findlay from phones due to lobby wait, and moved staff from appointments to walkins in Toledo due to no apt scheduled and lobby wait | | | | | | | | | | | | | | |
| | 8:00 AM | 9:00 AM | 10:00 AM | 11:00 AM | 11:30 AM | 12:00 PM | 12:30 PM | 1:00 PM | 1:30 PM | 2:00 PM | 3:00 PM | 4:00 PM | 4:30 PM | 5:00 PM |
| Amy | Toledo | Email | Toledo | OUT | OUT |
| Janet | Email | Walk-Ins | Walk-Ins | Phones | Phones | Lunch | Lunch | Phones | Phones | Walk-Ins | Walk-Ins | OUT | OUT | OUT |
| Jenna | E 8:30 | Walk-Ins | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Phones | Phones | Walk-Ins | OUT |
| Laurie | Email | Phones | Phones | Phones | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Phones | Phones | Walk-Ins | OUT | OUT |
| Sandy | Email | Phones | Phones | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Apts | Apts | Apts | Walk-Ins | OUT | OUT |
| Shannon | OUT | P 9:30 | Phones | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Phones | Phones | Phones | Walk-Ins | Walk-Ins | Walk-Ins |
| Angela | Email | Phones | Phones | OUT | OUT | Lunch | Lunch | Phones | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | OUT | OUT |
| Carol | OUT | P 9:30 | Phones | Phones | Phones | Phones | Phones | Lunch | Lunch | Walk-Ins | Walk-Ins | Phones | Phones | Phones |
| Janice | Email | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | OUT | OUT |
| Jessica | Email | Email | Email | Walk-Ins | Walk-Ins | Lunch | Lunch | Phones | Phones | Walk-Ins | Walk-Ins | Walk-Ins | OUT | OUT |
| Mary | Email | Check In | Walk-Ins | Walk-Ins | Phones | Phones | Lunch | Phones | Phones | Walk-Ins | Walk-Ins | OUT | OUT | OUT |
| Pat | OUT | W 9:30 | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins |
| Penny | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT | OUT |
| Randi | OUT | W 9:30 | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Phones | Phones | Walk-Ins | Check In | Check In |
| Sharron | E 8:30 | Phones | Phones | Phones | Walk-Ins | Lunch | Lunch | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | OUT |
| Shirley | Email | Walk-Ins | Walk-Ins | Walk-Ins | Lunch | Lunch | Phones | Phones | Walk-Ins | Walk-Ins | Walk-Ins | Walk-Ins | OUT | OUT |

6R3. 6I1. Following are results for administrative support services. The College responded to the opportunities in the previous reviewers report in the Results section of this category. The Results responses here tie into and reflect the Improvements identified which will also satisfy question 6I1 in conjunction with responses in 6R1-5.

Energy Conservation and Sustainability

The College continues to be a leader in energy efficiency for two-year colleges in Ohio. In 2010, the College invested \$6.2 million in a comprehensive

energy management program. This was financed with a performance contract agreement as well as with the State’s first Qualifying Energy Conservation Bond (QECB) allowing for a low interest rate and a short pay-back period.

- In order to reduce the campus carbon footprint and lessen the cost of energy for the Toledo-area and Findlay-area campuses, the College engaged in a performance contract with a competitively selected energy services company.
- The College retrofitted 12,000 light fixtures and 16 boilers, added building automation technology to

all of its buildings, and added thermal ice storage to the largest complex of buildings.

- Thermal ice storage was added to the largest complex of buildings.
- College staff installed energy management software on all computers and energy misers on all campus vending machines.
- Since the completion of the work, the campuses have realized a reduction in energy consumption of 31% which resulted in an annual cost reduction of 40%.

- The cost savings to the College are more than \$930,000 each year. Given the low interest, the investment pay back is 6.4 years.
- The goal for the College was to meet Ohio House Bill 251 requiring all universities and college to reduce their energy consumption by 20 percent by 2014 as compared to the year 2004. Now that the energy conservation goals have been achieved, time and resources can be redirected toward other needs

CHART 6.5.

TOTAL CCFs Toledo Campus Buildings

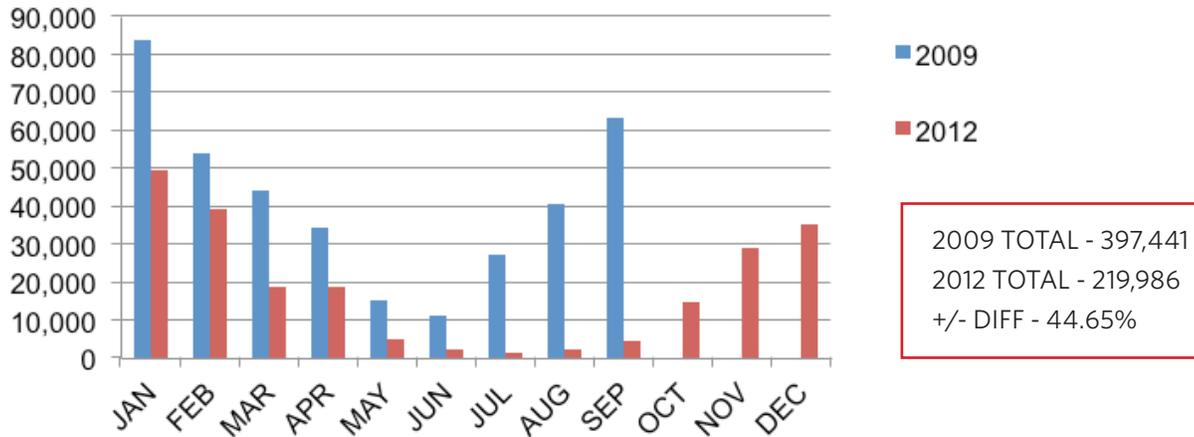
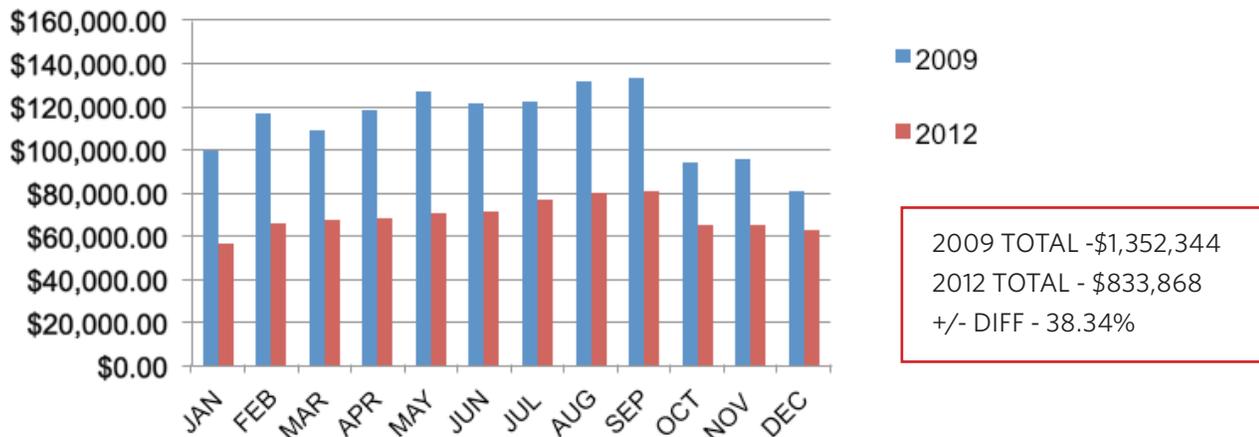


CHART 6.6.

TOTAL ELECTRIC COST Toledo Campus Buildings



Room Utilization

- The College has developed a systematic process of mapping program needs to appropriate facility resources. The most cost effective means to address facility needs is to optimize the use of existing buildings. Accordingly, a Quality Team was created to assess the College's buildings. As a result of these facility surveys, a robust building and room database has been developed. By tracking room size, features, technology, etc., a more appropriate use of space was achieved.
- All measures and descriptions of space are updated continuously and room utilization is analyzed to assess optimal use.
- The College purchased and installed a Computerized Maintenance Management System (CMMS) in June 2009. The CMMS system reduces time consuming phone calls, emails, and personal contacts with maintenance staff. Work requests are recorded, dated, sorted, and delivered to the appropriate personnel. The progress of a work request can be checked by stakeholders via the College website. These systems reduce clerical work by 30 minutes per work request.
- The CMMS system creates automatic notices for preventive maintenance. Analytic and other summary reports can be accessed regarding maintenance by building, shop, date, quantity, and costs. All of this data is used for establishing maintenance service priorities, customer communication, and budget development.
- Over the past 48 months, the College has been able to increase facility size by 86,500 square feet without increasing maintenance staff due to the addition of the CMMS system.

6R4. 6I2. The following are examples of how student, administrative, and institutional support areas use information and results to improve services. The College responded to the opportunities in the previous reviewers report in the Results section of this category.

The Results responses here tie into and reflect the Improvements identified which will also help satisfy question 6I2 which is also independently answered below.

Student Services

- The Oserve director monitors the number of incoming calls, email messages, walk-in requests, and appointments on a constant basis throughout open service hours. The director monitors the number of phone calls in queue using the High Path phone system software, utilizes Instant Messenger technology to communicate with check in staff at the four locations to determine wait time, and views the number of unanswered email messages in the Oserve inbox. Oserve staff members are moved from walk-ins, phone calls, email, and appointments on a regular basis to meet student needs throughout a given day.
- Advising staff analyzed appointment data and found that 8.2% of students who had an appointment with an academic advisor were noted as "no show." In an effort to decrease the number of "no show" appointments, advising staff began a new process of checking appointments into the Banner system and creating an automated email reminder sent to students. This process resulted in a 4.7% "no show" appointment rate, thus increasing the number of students who were able to meet face-to-face with an advisor and better utilizing staff resources.
- Financial Aid staff determined manual processing of federal student loans for many students with a "typical" profile was utilizing a great deal of resources. A process was developed to automatically package the majority of students who are eligible for loans, creating a dramatic reduction in staff and supplies used. On the first day of auto packaging, 1,262 students had loans posted to their account within six minutes. With the prior service model, it would have taken

approximately 21 staff hours to complete the same process.

- Oserve staff identified during peak time each semester, students were required to check in and wait to meet with an Advocate for all needs, even if they needed very little staff time. Longer wait times resulted for students and they became frustrated when waiting for an extended period of time. A team within Oserve identified a solution and created an express line for more transactional based processes. Oserve staff partnered with Marketing to create signs to notify students of the change. This change was implemented during Spring 2012 and resulted in a decrease in average wait time. In January 2011, 3,650 students were served as walk-in appointments in the Toledo location of Oserve with an average wait time of 1 hour 11 minutes. In January 2012, 4,091 students were served as walk-in appointments in the Toledo location of Oserve with an average wait time of 51 minutes. Of these 4,091 students, 1,424 were supported through the express line.
- Financial Aid and Oserve staff identified an opportunity to decrease processing time for tax forms that would result in fewer required steps to be completed by students. With the implementation of the IRS Data retrieval tool for the FAFSA during the 2011-2012 financial aid year, students could download tax data directly from the IRS site to the FAFSA site. Many students were unaware of this option and the associated benefits. Oserve created signs for the offices, computer areas, and lobbies and provided training to professional and student worker staff. In 2011-2012, before the additional marketing, 20% of students used the IRS Data Retrieval tool. In 2012-2013, 34% of students used the IRS Data Retrieval tool.

IT

- IT focuses on ways to improve the customer experience. After analyzing call data, it was

determined the highest number of calls to the IT Help Desk is password resets. Previously, when contacted for a password reset, the IT Help Desk used multiple Banner forms and the campus ID card system to verify caller identity, making the average call handling time for a password reset 5-10 minutes. The IT programming staff developed a single tool that pulls all of the information needed to verify caller identity. This tool has reduced the password reset handling time to an average of 1 minute or less per caller, allowing the IT Help Desk to become more efficient.

- To improve communication, IT created a knowledge base of frequently asked questions (FAQs). Due to the growth of mobile devices, many employees and students like using self-help solutions to quickly find answers. Because many other departments maintained their own FAQ list, a team including staff from IT, Oserve, Admissions, and Advising was established to merge the FAQ in to a common knowledge base. Utilizing KB Publisher, a searchable FAQ tool was created which allows stakeholders to easily find the information. The FAQ, which was communicated using Onews and Ozone, is located by clicking Quick Links from the Owens home page and then selecting FAQ (college-wide) or at www.owens.edu/faq.
- An additional communication improvement by IT is the IT Status Page, which was developed to keep the College informed of IT notices, scheduled maintenance, and outages. This site is designed to be reached off-campus in the event the network is not accessible. Status messages are also broadcast to Facebook and Twitter. The IT Status Page is located at <http://status.owens.edu/>.
- To improve knowledge and understanding of the College's systems applications and IT support services, IT developed the IT Help Desk Employee Orientation Quick Guide. The focus of this Quick Guide is to introduce Owens faculty and staff to applications and IT support services.

6R5. 6I1. The College responded to the opportunities in the previous reviewers report in the Results section of this category. The Results responses here tie into and reflect the Improvements identified which will also satisfy question 6I1 in conjunction with responses in 6R1-5. To compare its results to other higher education organizations, the College uses Noel-Levitz Employee Institutional Priorities surveys, Noel-Levitz Student Satisfaction surveys, Sightlines data, and Advisen Bench marking reports.

Noel-Levitz

Items on Noel-Levitz surveys are scored on a scale of 1 to 7; 7 is highest possible score. As shown in the table below, employee responses are higher than other community colleges for safety and security, campus maintenance and library services, similar for computer labs services, and slightly lower for customer service. Student responses are similar for all items except campus security and staff helpfulness, which were slightly lower than other community colleges.

CHART 6.7. NOEL-LEVITZ EMPLOYEE INSTITUTIONAL PRIORITIES AND STUDENT SATISFACTION SURVEYS - ON A SCALE OF 1 - 7

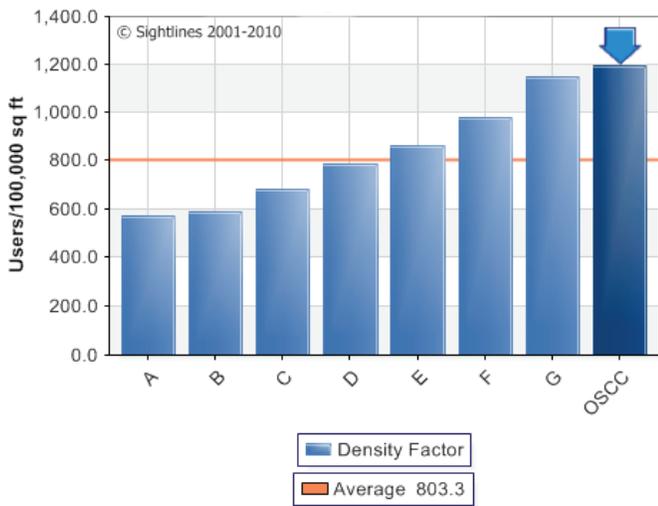
| Item | Employee Response 2011 | All Community Colleges 2011 | Student Response 2011 | All Community Colleges 2011 |
|---|------------------------|-----------------------------|-----------------------|-----------------------------|
| Security staff respond quickly in emergencies. | 5.94 | 5.47 | 5.01 | 4.93 |
| Parking lots are well-lighted and secure. | 5.68 | 5.22 | 5.03 | 5.11 |
| The campus is safe and secure for all students. | 5.90 | 5.58 | 5.33 | 5.55 |
| The campus staff are caring and helpful. | 5.66 | 5.85 | 5.34 | 5.45 |
| Students are made to feel welcome on this campus. | 5.77 | 5.89 | 5.50 | 5.58 |
| On the whole the campus is well-maintained. | 6.13 | 5.90 | 5.73 | 5.77 |
| Computer labs are adequate and accessible | 5.63 | 5.67 | 5.53 | 5.55 |
| Library resources and services are adequate | 5.88 | 5.80 | 5.59 | 5.60 |
| The business office is open during hours which are convenient for most students | 5.47 | 5.70 | 5.30 | 5.39 |
| Students seldom get the "run-around" when seeking information on this campus. | 4.42 | 4.88 | 5.06 | 5.09 |

Sightlines

Starting in 2009, the College subscribed to Sightlines, a national consultant who conducted extensive facility audits of campus buildings and maintenance operations. The audits included building age, facility conditions, facility use, energy consumption, cost of operations, deferred maintenance, and facility density (the number of people served per square foot).

This data has been used the past four years to benchmark the College’s operational costs and facility stewardship. One discovery was in 2010 the College had the highest building density of the universities and colleges in Ohio. The College used this data to lobby for greater state support with capital improvements.

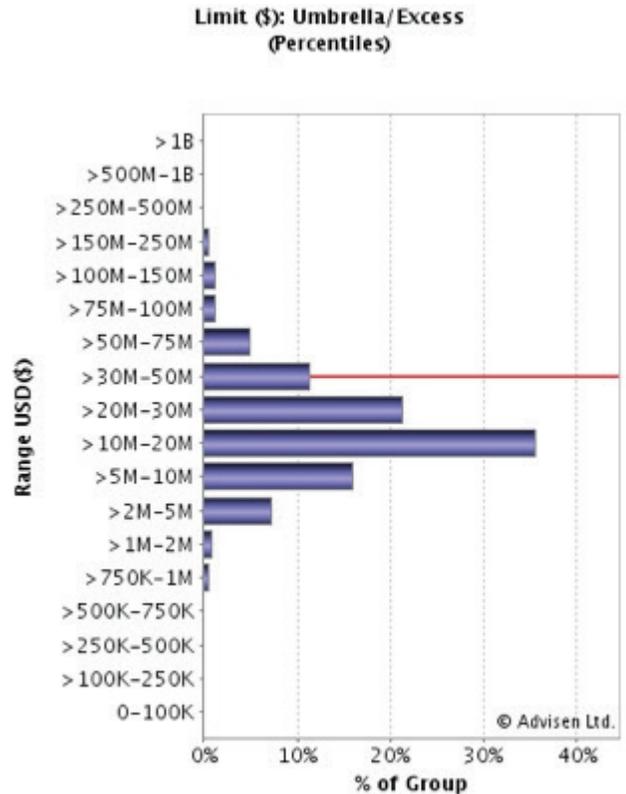
CHART 6.8. DENSITY FACTOR



Advisen

Advisen benchmarking reports are used to gauge the adequacy and conservatism of the College’s liability insurance protection in comparison to other community colleges. The College maintains more robust coverage than 75% of this group for all categories of liability insurance.

CHART 6.9. DENSITY FACTOR



| Limit (\$): Umbrella/Excess (Percentiles) | Range (\$) | % of Group |
|---|---------------------|------------|
| >1B | | 0.00 |
| >500M-1B | | 0.00 |
| >250M-500M | | 0.00 |
| >150M-250M | | 0.38 |
| >100M-150M | | 1.14 |
| >75M-100M | | 1.14 |
| >50M-75M | | 4.92 |
| >30M-50M | | 11.36 |
| >20M-30M | | 21.21 |
| >10M-20M | | 35.61 |
| >5M-10M | | 15.91 |
| >2M-5M | | 7.20 |
| >1M-2M | | 0.76 |
| >750K-1M | | 0.38 |
| >500K-750K | | 0.00 |
| >250K-500K | | 0.00 |
| >100K-250K | | 0.00 |
| 0-100K | | 0.00 |
| PGM Count: | | 264 |
| Benchmarked Company | | |
| Value: | \$35,000,000 | |

612. The College's culture of continuous improvement and focus on service to students creates an environment where cross-functional teams and quality teams work across departmental boundaries to seek improvements. APC serves to provide advice and make decisions about the direction of the College. This council is instrumental in the selection of AQIP projects. Specifically, members of the council look for themes and trends in higher education, propose directions and plans, and update the College's Strategic Plan based on input from stakeholders.

QC also serves in an advisory role. The main charge of this council is to determine who should act to implement adaptive decisions. Specifically, the council aligns and engages all action projects to the nine AQIP categories and Strategic Plan initiatives, monitors progress, helps choose action project teams, and provides support to project teams.

As a result of the cross-campus make up of APC and QC, college-wide culture change is underway. APC and QC members use the tools learned to enhance departmental processes. Additionally, individuals and departments have the opportunity to participate on quality teams. Departments are analyzing processes and procedures for effectiveness to identify opportunities to increase customer satisfaction, efficiency, productivity, and/or knowledge sharing.

CATEGORY 7 **MEASURING EFFECTIVENESS**

INTRODUCTION

Measurement at Owens Community College has evolved from a singular focus on primarily compliance reporting to a comprehensive focus on institutional effectiveness for decision-making and continuous improvement. Until recently, state and federal reporting represented a systematic process. The Office of Institutional Effectiveness (IE) previously had responsibility for managing this process involving the submission of data from departments such as human resources, finance, financial aid, and facilities.

The focus of measurement expanded to include a routine cycle of survey administration to benchmark against other institutions and identify opportunities for improvement. Surveys on IE's research agenda include the Noel-Levitz Student Satisfaction Inventory (SSI), the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CFSSE), and the College Employee Satisfaction Survey (CESS).

State and federal reports, survey results, and other reports are shared college-wide on the IE website. This website was redesigned in the interest of transparency and access to information for decision-making and continuous quality improvement.

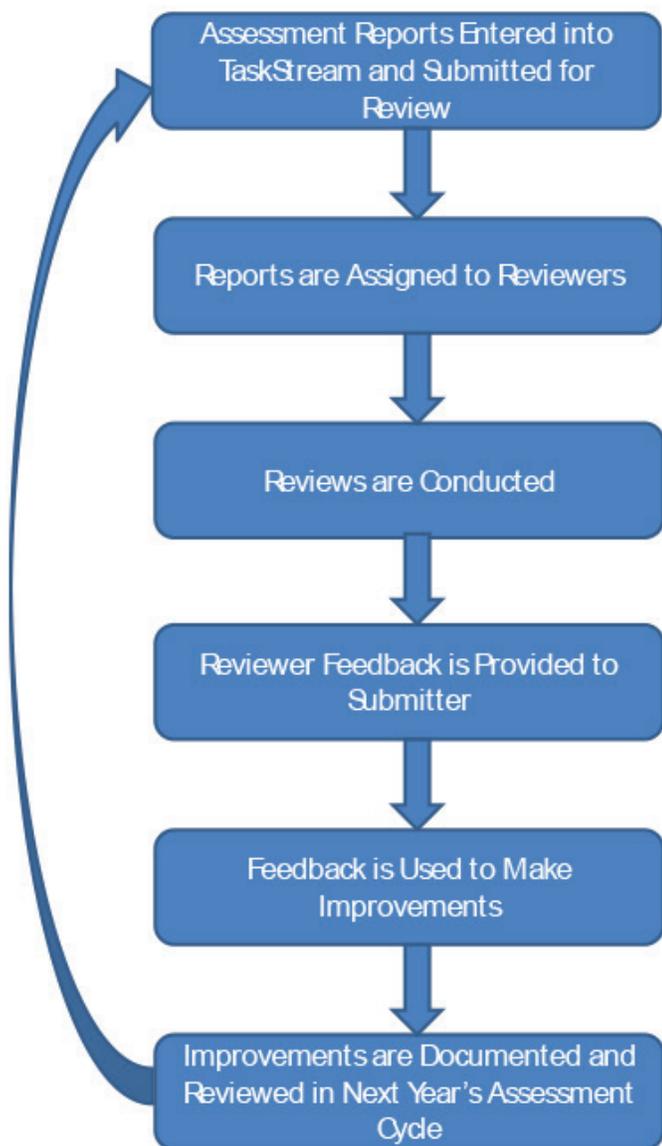
Key performance indicators (KPIs) were developed and have fused these previously disparate processes into an integrated system for measuring effectiveness. The American Association of Community Colleges best practice approach was used to establish formal indicators of institutional effectiveness. AQIP Planning

Council (APC) identified and now manages KPIs relating to the strategic plan's core mission themes and AQIP categories. Standardized metrics with benchmark data were selected including IPEDS retention, graduation and transfer rates; SSI, CCSSE, CESS, and Collegiate Assessment of Academic Proficiency (CAAP) results; and State of Ohio financial ratios. Most of these metrics were previously tracked, however, performance standards have been set and the KPIs are integrated and aligned with key institutional goals. They are reviewed by a collaborative governing body as part of the systematic planning process and shared on the IE website. KPIs are relatively new at the College. In order to complete the feedback loop, the College needs to go through a full planning cycle to evaluate this system of measuring effectiveness.

PROCESSES

7P1. The strategic plan continues to guide the selection, management and distribution of information to support its programs. These processes were more fully discussed in the College's 2009 portfolio and were considered to be a super strength (SS). One area of improvement identified as a strategic plan objective was to establish a comprehensive process for assessing student learning outcomes. This was achieved through the adoption of TaskStream, an industry standard tool that centralizes the collection and management of assessment and program review and evaluation data (PREP) and supports program accreditation and accountability. A schematic depiction of the now completely electronic student learning outcomes review process is provided as follows.

FIGURE 7.1 - ASSESSMENT FEEDBACK LOOP



AQIP planning processes guide the selection of projects to improve the management, selection and distribution of information to stakeholders. An example of one of these initiatives is the development of web based course evaluations prompted by an AQIP team project. To support the AQIP criteria of Helping Students Learn and Measuring Effectiveness, Understanding Students' and Other Stakeholders' Needs, and Valuing People, a project team analyzed and improved the course evaluation process by making it a web based application. This improved efficiency, reduced cost, increased response rates, provided more timely access to results, and allowed for longitudinal analysis. In addition, questions were improved and aligned with course learning outcomes. See 7I2. for a more detailed description of the new course evaluation process.

7P2. Strategic plan initiatives, quality enhancement efforts, and compliance reporting drive the selection, management, and distribution of data and performance information to support planning and improvement. Representative examples of operational performance evidence for Core Component 5D1 are described in Table 7.1 below. The environmental scan and mandated reports distributed by the Institutional Effectiveness, Information Technology, Human Resources, and Finance departments were deemed strengths in the 2009 portfolio. One major addition this year is the adoption of institutional KPIs that align with the strategic plan.

TABLE 7.1. REPRESENTATIVE EXAMPLES OF OPERATIONAL PERFORMANCE EVIDENCE FOR CORE COMPONENT 5D1.

| Document | Description | Selection | Management | Distribution | Frequency |
|---------------------------|--|--|--|---|--|
| Environmental Scan | Description of external factors impacting Owens and analysis of internal capacity to respond | Major institutional influencers including technological, demographic, social, cultural, educational, employment, political, and economic factors | Used by AQIP Planning Council (APC) to identify strategic plan goals, objectives, and action steps | APC, Quality Council (QC), Presidents Cabinet, Board of Trustees, and the Owens website | Every three years to coincide with development of the strategic plan |

TABLE 7.1. REPRESENTATIVE EXAMPLES OF OPERATIONAL PERFORMANCE EVIDENCE FOR CORE COMPONENT 5D1 CONTINUED

| Document | Description | Selection | Management | Distribution | Frequency |
|---|--|--|---|--|---|
| KPI Dashboard | Summary of institutional performance on key, overarching measures | KPIs with available benchmarks are selected to align with the strategic plan and AQIP categories | Used by APC to develop and assess the effectiveness of strategic plan objectives and action steps | APC, QC, President's Cabinet, and the Owens website | Updated annually |
| AQIP Action Projects | Quality improvement efforts focused on topics of high value and current need | Selected by APC to align with major objectives outlined in the strategic plan | APC and QC monitor progress through regular updates by action project champions | APC and QC meeting minutes, and the Owens website | New action projects are identified every 6 to 18 months |
| AQIP Categories & Systems Portfolio Feedback Reports | General criteria for accreditation and reviewer feedback on Owens performance | Departments incorporate criteria and feedback into their operational plans | Departments strive toward continuous quality improvement by implementing specific action plan steps | Owens website, APC/QC meetings, presentations and literature (handouts, posters, etc.) | Continuous |
| Success Points | Standardized performance metrics upon which state funding is awarded | State of Ohio selected measures that reflect academic progress at 2-year institutions | Used by the Finance Office to plan the annual budget and by decision-making bodies (APC, President's Cabinet, Provost's Office) to set policies and shape programming | Email distribution to key stakeholders and the Owens website | Annually calculated by the Ohio Board of Regents (OBR) |
| Senate Bill 6 Ratios | Standardized financial ratios used to monitor the fiscal health of all public colleges and universities in the State of Ohio | State of Ohio selected measures of viability, primary reserve, and net income | Used by the Finance Office and the Board of Trustees Finance Committee for resource planning and borrowing | Board of Trustees, President's Cabinet, and Business Affairs | Annual |

Chart Continued on next page.

| Document | Description | Selection | Management | Distribution | Frequency |
|---------------------------------|---|---|--|-----------------------------|--|
| IPEDS Compliance Reports | Data Feedback Reports and Owens IPEDS data submissions | National Center for Education Statistics data describing institutional characteristics, prices, enrollment, financial aid, degrees and certificates, retention, graduation, human resources, and finances | Several IPEDS metrics with benchmark data from custom peer group represent institutional KPIs; also used in strategic planning, assessment and day to day operations | President and Owens website | Data Feedback Reports are produced and distributed annually; surveys are submitted and posted to website each fall, winter, and spring |
| Gainful Employment | Cost, debt and outcome information for Title IV eligible certificate students | Graduation rates, tuition and fees, and median loan rates | Financial Aid Office monitors updates and status | Owens website | Data reported and reviewed annually |

Core Component 5D2. The College continues to meet this core competency with AQIP action projects not only contributing to the selection, management, and distribution of performance information as indicated in Table 7.1, but having also proven to be institutional learning experiences, moving the College from short-term, one-time initiatives to long-term sustainable processes. For example, the College learned a great deal from the completion of its previous retention action projects and has built upon that experience. In the 2011-12 retention action project, the College partnered with Noel-Levitz to create and implement its first ever Retention Plan. The plan was developed through the compilation and review of data on the current state of retention, administration and analysis of satisfaction surveys, convening of focus groups, and the solicitation of college-wide input through open forums. Teams implemented each plan strategy by identifying and executing specific action steps. (See Retention Plan for more information).

This experience led the College to its current 2012-13 retention action project, designed to close the quality loop by focusing on outcomes measurement and the development of a sustainable retention planning and assessment process. To this end, the College created Strategic Enrollment Management (SEM), a standing committee to design and oversee a regular, strategic enrollment planning process including the identification, communication, implementation, measurement, and refinement of targeted recruitment and retention plans. Within its first six months, the committee established a formal strategic enrollment planning model firmly incorporated into the College's shared leadership, decision-making, and quality improvement structures. The SEM committee is preparing for the next planning cycle which began Fall 2013. The committee is monitoring the status and assessment of the existing retention plan. (See Strategic Enrollment Management (SEM) for more information.)

The assessment of the current retention plan has been successful as Figure 7.2 through 7.4 illustrate. The fall-to-spring retention of students entering in Fall 2012 is up 3.2 percentage points compared with those entering in Fall 2011. There is evidence specific retention strategies may be contributing to this increase. For example, completion rates for instructors utilizing the new faculty early alert system are trending higher than their historical average, as are retention rates for students attending the recently-required NSO program.

FIGURE 7.2. FALL-TO-SPRING RETENTION OF FIRST-TIME DEGREE- OR CERTIFICATE-SEEKING STUDENTS.



FIGURE 7.3. BEFORE AND AFTER COURSE COMPLETION RATES FOR INSTRUCTORS UTILIZING THE EARLY ALERT SYSTEM.

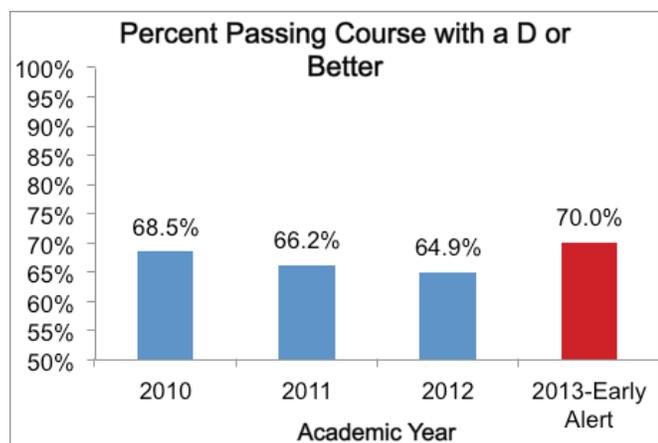
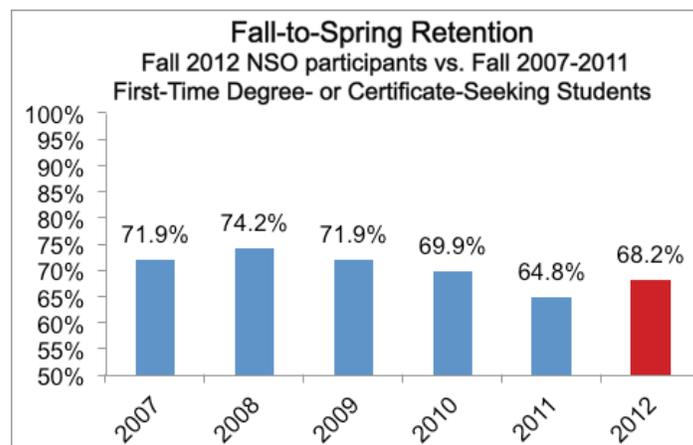


FIGURE 7.4. FALL-TO-SPRING RETENTION RATES FOR FALL 2012 NSO PARTICIPANTS VS. HISTORICAL RATES FOR ALL FIRST-TIME DEGREE- OR CERTIFICATE-SEEKING STUDENTS.



7P3. Collection and Storage -The College uses Banner as its administrative system for data collection and storage. It is a fully integrated system with modules including Student Enrollment (credit and non-credit), Finance, Accounts Receivable, Financial Aid, Human Resources, and Alumni. The Banner Steering Committee, composed of representatives from each module as well as Information Technology Services (ITS), Academic Services, and Student Services, oversees implementation of software changes and data collection. Requests for software and data element changes are brought forward by the module leader for discussion and acceptance. Once accepted, changes are made to the system by ITS in collaboration with the module leader. This systems approach enhances communication so that system-wide impacts are anticipated.

Institutional KPIs are drafted and taken to APC for discussion and adoption. KPIs are collected and monitored through Finance and IE. The indicators were chosen using the guidance from the book *Core Indicators of Effectiveness for Community Colleges*. Program performance indicators are also identified in the Program Review and Evaluation Manual written and

distributed by the Office of the Provost. Headcount and FTE enrollment, graduate counts, retention, transfer status, and full-time adjunct faculty ratios are prepared by IE for program use in completing review reports.

Accessibility of data and performance information

- There are two primary data/information access points at the College: ITS for day-to-day operational data, and IE for data extraction and strategic analysis. ITS handles operational data requests through a prioritization process whereby a request is submitted via the Help Desk, triaged for value and priority level using specified criteria aligned with the institutional mission and goals, and assigned to IT staff. IE determines the needs of departments through a similar process. Project requests are submitted through the

AVP/VP over the area requesting the data/information to the AVP of IE, who assigns the project to an IE staff member. These prioritization procedures ensure projects requested are of high priority and consistent with the strategic initiatives being undertaken by the College while maintaining operational efficiency. Transfer and program review data are posted to the IE website as well as information regarding completion, developmental education, effectiveness, enrollment, federal and state, grade, grant, labor, economic, market, needs assessment, quick fact, recruitment, admission, and retention.

7P4. Institutional measures of overall performance, how they are analyzed, and how they are shared are included in Table 7.2.

TABLE 7.2. INSTITUTIONAL MEASURES OF OVERALL PERFORMANCE, HOW ANALYZED AND HOW SHARED.

| Performance Data | Description | Form of Analysis | How Shared |
|------------------------------|--|--|---|
| Financial stability | Revenues, expenses, net income, and reserves | Comparisons to budget and prior year | Owens website, BOT reports, President's Cabinet |
| PREP metrics | Headcount, FTE, retention, graduation, transfer, employment rates, and faculty ratios | Trend analyses and comparisons to minimum thresholds | IE and Provost websites |
| Diversity metrics | Student and employee FTE by race/ethnicity and gender and student/employee surveys of campus accessibility | Trend analyses and employee to student proportions by category-verify with HR; percentages, frequencies, and chi-squares of survey results | Owens website, President's Cabinet |
| HR employment metrics | The number of times a position vacancy is viewed online, total number of applicants per month, applications received and hires by EEOC category, total employment, number of full-time employees, and resignations | Counts, frequencies, and rates | BOT meetings and Banner Steering Committee |
| KPI scorecard | Metrics of institutional performance related to core mission themes, AQIP categories, and strategic plan | Comparison to benchmark standards and prior year | APC, Owens website |

Chart Continued on next page.

| Performance Data | Description | Form of Analysis | How Shared |
|------------------------------|---|--|--|
| Enrollment reports | Headcount, FTE, course enrollment by a variety of characteristics | Comparison to prior year and to targets | Automated daily email distribution list, census point snapshots posted to Owens website |
| Retention reports | Fall-to-spring and fall-to-fall retention of first-time degree- and certificate-seeking students by a variety of student characteristics; fall-to-spring and fall-to-fall retention or graduation rates of all enrolled students by program | Trend analyses and comparisons to internal targets and external benchmarks | Email distribution to senior administrators, Strategic Enrollment Management Committee and Owens website |
| Student satisfaction | Overall satisfaction and satisfaction with institutional services and experiences on the Noel-Levitz Student Satisfaction Inventory | Gap analysis of satisfaction and importance measured against a national comparison group and selected peer group | Owens website, open forums, planning retreats, and presentations at departmental and committee meetings |
| Employee satisfaction | Overall satisfaction and satisfaction with campus culture and policies, institutional goals, involvement in planning and decision making, and work environment | Gap analysis and rank order of importance and satisfaction | Presentations at BOT and campus open forums |

7P5. Regarded as a “Strength” in the 2009 portfolio, the College has a history of measuring its effectiveness and comparing its performance both within and outside the higher education community. Within the current portfolio cycle, the College has taken performance measurement further by utilizing the American Association of Community Colleges best practice approach to establish formal indicators of institutional effectiveness. APC and senior staff collaboratively identified KPIs that relate to core mission themes and AQIP categories embodied in each component of the strategic plan. This can be seen in Figure 7.5. Standard state or national metrics with available comparison

benchmark data were selected whenever available. Performance criteria were set in relation to peer groups, industry standards, and institutional goals. Peer groups are selected from urban publicly-funded community colleges of similar size. KPIs and standards of performance are reviewed and modified as necessary with the commencement of each strategic planning cycle.

Outside of higher education, the College uses Gartner research to benchmark IT performance. See Figure 7.6 in 7R3. for representative data.

FIGURE 7.5. OWENS COMMUNITY COLLEGE KPI SCORECARD.

| Owens Community College KPI Scorecard | | | | | | | | | | | |
|---|---------------------------------------|------------------|---------------------|--------|-------|---|--|------------------|---------------------|--------|-------|
| Strategy 1: Focus on Enrollment & Student Success | | | | | | Strategy 2: Foster Organizational Vitality | | | | | |
| KPI | Standard | Previous Measure | Most Recent Measure | Status | Trend | KPI | Standard | Previous Measure | Most Recent Measure | Status | Trend |
| Total FTE | 11,500 | 11,124 | 10,583 | ● | ↓ | % Liquid Cash Reserve | ≥ 10% of Total Budgeted Expenses | 20.0% | 17.1% | ● | ↓ |
| Dev. Ed. Course Completion Rate | Rank Top Two-Thirds of Large Ohio CCs | Middle 3rd 54.2% | Middle 3rd 60.4% | ● | ↔ | % Unrestricted Revenue | ≥ 98% of Budgeted Unrestricted Revenue | 95.1% | 91.8% | ● | ↓ |
| Course Completion Rate | Rank Top Two-Thirds of Large Ohio CCs | Middle 3rd 68.3% | Bottom 3rd 69.5% | ● | ↓ | % Unrestricted Expense | <102% of Budgeted Unrestricted Expense | 101.2% | 99.2% | ● | ↑ |
| Graduation Rate | 12% | 7% | 6% | ● | ↓ | Senate Bill 6 Composite Ratio | 3.8 | 3.2 | 2.2 | ● | ↓ |
| Part-Time Retention Rate | 42% | 36% | 35% | ● | ↓ | Employee Satisfaction | 3.13 - 4.87 | NA | 3.92 | ● | NA |
| Full-Time Retention Rate | 51% | 48% | 45% | ● | ↓ | % Minority Employee FTE | ± 5% of Minority Student FTE (22.4%) | 8.4% | 7.3% | ● | ↓ |
| Transfer Rate | 26% | 27% | 19% | ● | ↓ | | | | | | |
| Market Position for all First-Time Students in Primary Service Counties | 1st | 1st | 1st | ● | ↔ | | | | | | |
| Strategy 3: Promote Institutional Advancement | | | | | | Strategy 4: Foster & Enhance the Delivery of Educational Services | | | | | |
| KPI | Standard | Previous Measure | Most Recent Measure | Status | Trend | KPI | Standard | Previous Measure | Most Recent Measure | Status | Trend |
| Endowment Value | \$1,284,212 | \$1,284,212 | \$1,472,130 | ● | ↑ | Student Satisfaction | 5.46 | NA | 5.34 | ● | NA |
| % Receiving Institutional Aid | 9% | 10% | 13% | ● | ↑ | Student Engagement: Active/Collaborative Learning | 50th percentile | 10th percentile | 10th percentile | ● | ↔ |
| Average Institutional Aid Amount | \$1,589 | \$2,038 | \$2,276 | ● | ↑ | Student Engagement: Student Effort | 50th percentile | 60th percentile | 50th percentile | ● | ↓ |
| | | | | | | Student Engagement: Academic Challenge | 50th percentile | 30th percentile | 30th percentile | ● | ↔ |
| | | | | | | Student Engagement: Student-Faculty Interaction | 50th percentile | 80th percentile | 90th percentile | ● | ↑ |
| | | | | | | Student Engagement: Support for Learners | 50th percentile | 80th percentile | 60th percentile | ● | ↓ |
| | | | | | | Communication Competency: Writing Skills | 56.0 - 66.4 | 68.0 | 59.5 | ● | ↓ |
| | | | | | | Communication Competency: Writing Essay Skills | 2.4 - 3.6 | 2.7 | 3.0 | ● | ↑ |
| | | | | | | Problem Solving Competency | 55.2 - 66.0 | 60.2 | 60.9 | ● | ↑ |

Status Key:

● Standard met

● Standard not met

Trend Key:

↑ Improve from previous measurement

↔ Equal to previous measurement

↓ Decline from previous measurement

NA Not applicable

7P6. Considered a “Strength” in the last portfolio, the College continues to utilize PREP to ensure that instructional programs align with the institutional mission and goals for academic quality, demand, productivity, essentiality, and continuous improvement. All academic programs are reviewed by an independent team of raters every three years. Programs are evaluated using a standardized rubric on a set of uniform metrics, including headcount, FTE, retention, transfers, graduates, employment rates, and full-time faculty ratios. Programs with a less than satisfactory rating are placed on probation, given recommendations for improvement, and monitored annually for re-instatement of good standing, continuation of probationary status, or elimination.

Since the last portfolio, the PREP process has improved by using TaskStream assessment software to streamline the submission and review process, enhance communication, and create a central institutional repository for PREP documents.

Another related advancement to instructional programs is the annual assessment of student learning outcomes. Academic programs are required to establish an assessment plan, complete with the program mission and vision, specific student learning outcomes, a curriculum map, direct and indirect measures, and benchmarks. A team of independent reviewers evaluate annual assessment progress reports and provide recommendations. Improvements are made and reported in the next assessment cycle. This process, which is depicted above in Figure 7.1, is now managed and documented within TaskStream. For the first time in Owens history, 100% of eligible academic programs submitted an assessment report during the 2011-12 academic year.

KPIs and AQIP Quality team projects link non-instructional programs to the mission, vision, and strategic plan of the College. KPIs and results are shown in Figure 7.5. KPIs were approved by APC.

Results are shared with APC and President’s Cabinet and posted on the College Website. AQIP Quality teams define and analyze the current process using statistical tools such as cause and effect diagrams, examine causes for current outcomes, develop improvement theories, implementation plans and study result plans, determine how and by whom improvements and results will be monitored, and explain how improvements are aligned with AQIP criteria. Teams report their results and ideas for improvement to QC for approval before implementation. Results of Quality team projects are reported at QC, APC and on the College website. (See <https://www.owens.edu/aqip/portfolio13/7P6.jpg> for recent Quality team projects.)

7P7. The College’s technology strategic plan guides the timeliness, accuracy, reliability and security of its information system. These practices were considered to be “Strengths” in the College’s 2009 portfolio.

To ensure system reliability, an uninterruptible power supply provides continuous power to servers, workstations, and the main switchboard. The system supplies 20 minutes of battery power in case of an outage. A generator is used when the outage lasts more than a few minutes and data are backed up routinely at an off-site location to enable disaster recovery. Additional storage area network space was recently purchased which gives the College a dual data back-up besides the already established tape backups that are made and taken offsite.

The College continues to maintain the system security and integrity protocols described in our 2009 portfolio. In addition, stringent standards have been implemented within the last year requiring users to change their passwords every 120 days (without prior duplication) for maximum security measures. Also, web self-service is required for all applications and registrations, both credit and non-credit. This streamlined system helps to minimize data entry

errors. Furthermore, non-credit data and processing have been fully integrated into Banner, eliminating the previous Classware stand-alone database.

The College established an Information Security Officer position with duties to:

- evaluate user, college, and legal requirements and responsibilities
- establish appropriate security safeguards
- maintain a set of enforceable security policies, practices and procedures that are consistent with the standards established in the College's Responsible Computing Policy
- develop security education programs to raise the awareness level related to ethical practices and expectations regarding protection of College property and assets
- educate the campus community in understanding their security needs
- evaluate level of security required
- keep current on emerging technologies
- coordinate implementation into the College's systems

RESULTS

7RI. IT and IE continue to measure performance and effectiveness of the information and knowledge management system. Google Analytics is used to provide website usage statistics. IT monitors uptime of major systems. A recently upgraded Uninterruptible Power Supply (UPS) and additional disk storage has provided continuous system uptime and backup reliability, resulting in 100% system availability. Additionally, planned module outages and current status are communicated to stakeholders through social media outlets. ITS tracks Help Desk statistics including request type, response times, and resolutions. (See Category 6 - Charts 6.2 and 6.3 for ITS results.)

Since the 2009 portfolio, IE has implemented an assessment plan and is monitoring customer satisfaction with services and deliverables annually. In response to the statement "I am satisfied with the products and services that I have received from Institutional Research", 91.4% of respondents of the 2011-12 survey either agreed or strongly agreed. A summary of the results is included in Table 7.3. (See <https://www.owens.edu/aqip/portfolio13/customer-survey-report%202011-2012.pdf> for the complete report.)

TABLE 7.3. IE CUSTOMER SATISFACTION SURVEY RESULTS

| Institutional Research staff: | Agree* # | Agree* % | Disagree** # | Disagree** % | Number Answering Question |
|--|----------|----------|--------------|--------------|---------------------------|
| explain methods or results in a way I can understand | 33 | 94.3% | 2 | 5.7% | 35 |
| are professional | 33 | 94.3% | 1 | 2.9% | 35 |
| exhibit clear oral communication skills | 32 | 91.4% | 1 | 2.9% | 35 |
| exhibit clear written communication skills | 32 | 91.4% | 1 | 2.9% | 35 |
| practice active listening | 32 | 91.4% | 1 | 2.9% | 35 |
| are responsive | 32 | 94.1% | 1 | 2.9% | 34 |
| consider the ideas of others | 31 | 88.6% | 2 | 5.7% | 35 |
| meet agree-upon deadlines | 31 | 88.6% | 0 | 0.0% | 35 |
| are collaborative | 30 | 85.7% | 2 | 5.7% | 35 |
| are objective in the research they provide | 30 | 85.7% | 1 | 2.9% | 35 |

*Agree = Strongly agree and agree **Disagree = Strongly disagree and disagree

7R2. A variety of reports provide evidence that the College’s system for measuring effectiveness meets the organization’s needs to accomplish its mission and goals. Examples of these reports include:

- Enrollment and Student Success: Enrollment, course completions, degree and certificate completions, retention, transfers, and market position
- Organizational Vitality: financial ratios, fiscal health metrics, employee satisfaction, diversity distributions
- Institutional Advancement: endowment value, percentage and amount of institutional aid awarded
- Delivery of Educational Services: Student satisfaction, student engagement, core competency assessment

These reports detail information about the measures that aggregate to the overall KPIs. These KPIs are organized around the four Strategic Plan Initiatives and various AQIP Categories: <https://www.owens.edu/aqip/portfolio13/KPI-Update-AY12-13-Final.pdf> and <https://www.owens.edu/aqip/portfolio13/KPI-Update-AY12-13-Details-Final.pdf>.

7R3. Within higher education, the College benchmarks against other institutions in the state, against other institutions in the nation, and against itself over time. Some links/examples of state-level comparisons are College Readiness, Transfer Activity, Degrees, Enrollment, Graduation, Retention, State Share of Instruction, Tuition, Financial Aid, Success Points, and Course Completion Rates.

National benchmarking examples include IPEDS data, Noel-Levitz Student Satisfaction Inventory, Noel-Levitz College Student Inventory, CAAP Mathematics Skills Test, CAAP Writing Skills and Essay Tests, CAAP Critical Thinking Assessment, and CCSSE. The College also monitors itself longitudinally using the above mentioned reports.

The College benchmarks itself against other industries whenever applicable. Figures 7.6 and 7.7 are examples of results from Gartner Consulting showing how the College’s IT area compares with IT departments in other industries.

FIGURE 7.6. IT SPENDING AS A PERCENT OF REVENUE BY INDUSTRY

IT Spending as a Percent of Revenue by Industry, 2012

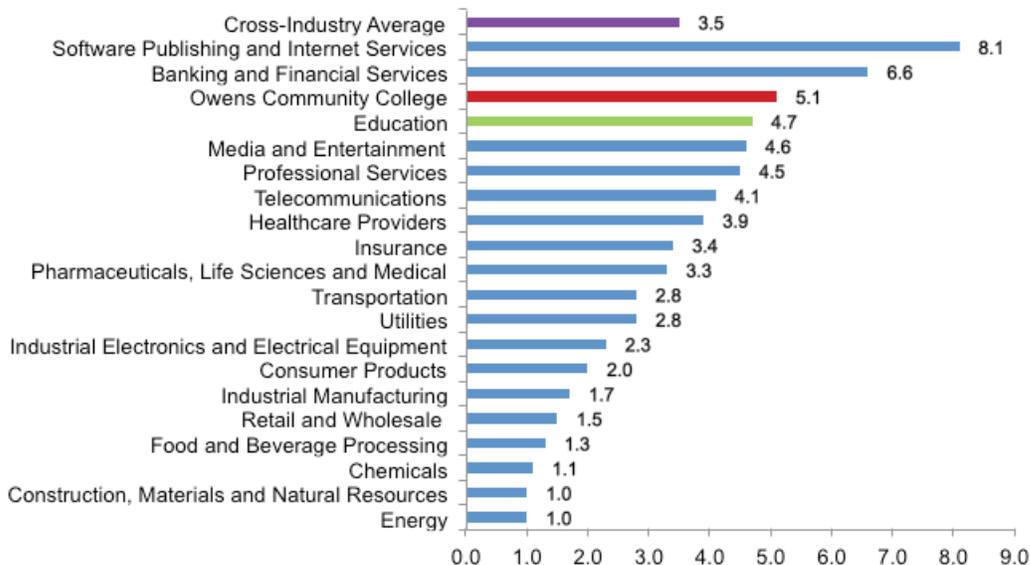
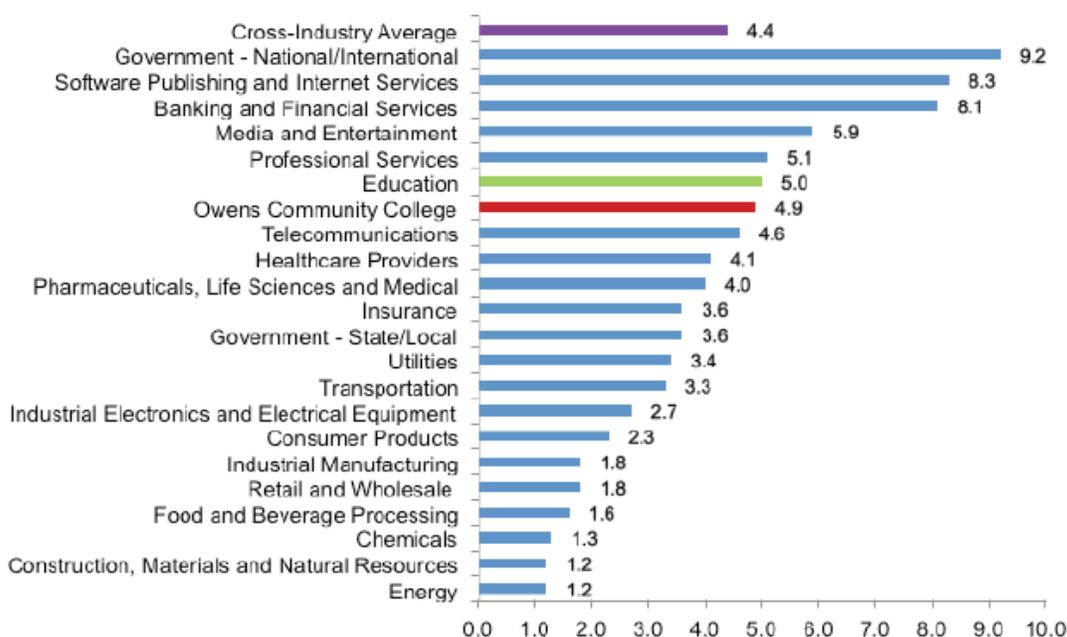


FIGURE 7.7. IT SPENDING AS A PERCENT OF OPERATING EXPENSE BY INDUSTRY

IT Spending as a Percent of Operating Expense by Industry, 2012



IMPROVEMENTS

711. The College continues to require systematic data collection and analysis for major institutional initiatives and quality team projects. This was recognized as a “Strength” in the previous portfolio. Metrics continue to be reported to the Board of Trustees, standing college committees, and to the Ohio Board of Regents (OBR). (See <https://www.owens.edu/aqip/portfolio13/711.jpg> for more information)

The College has also made recent improvements in this category. In the interest of transparency and access to information for decision-making and continuous quality improvement, IE has greatly expanded the reports and data available on its website. Also, IT has upgraded to Access Manager, a tool that allows more users to access and process reports from the central data repository and distribute them to specific target groups. IT has added a security officer position to ensure data and system security standards college-wide. The College has adopted KPIs as part of the strategic planning process and set benchmark

standards for performance. Moreover, retention and recruitment targets have been set that are aligned with the budget.

712. In the 2009 Portfolio, the College was embarking upon a new shared leadership model. This model has been in use for 3 years. APC receives input from College stakeholders about improvement needs, discusses the merits of the project, and selects those to be formally undertaken. QC then monitors the progress of the team through the improvement process.

An example of a project that was successfully completed through the above process was the automation of course evaluations. The project converted a manual paper-based system to the one described below.

Web-based course evaluations are administered through IT to students in all courses each semester to solicit feedback. A notification is sent out to students through email when the window opens for completion

of course evaluations. The course evaluation software monitors completion and alerts the instructor of the total percentage of students that have completed the evaluation so that in-class reminders can be made to boost completion rates. Students who have not completed a course evaluation receive reminders until the evaluation is completed or the window for completion closes. Results are accessed by faculty and chairs from the survey database through a password protected web portal. Faculty and academic chairs have access to section level summaries while anonymity of individual student responses is protected.

A subsequent project, clinical evaluations, was approved by QC/APC in April 2013 and expands upon the course evaluation process to include clinical experiences. Having a common clinical evaluation that could be used by as many programs as possible would produce the following system improvements:

- Programs without a student feedback tool would have one available for their use
- Results could be compared across programs
- School level summaries would be available for use by deans in decision-making
- Data collection would be more efficient: one system used by all programs
- System generated reminders would be sent to non-respondents boosting response rates
- Faculty would receive information by section about the percentage of questionnaire completion so they could remind students in class to complete their evaluation
- All program clinical evaluation data would be stored in a common database
- Results would be readily available and accessed in summary form via the web by faculty, academic chairs, and deans
- Student responses would be anonymous
- The clinical course evaluation would be more relevant to course content.

There is also a positive impact on students.

- In programs where student feedback about the clinical experience is not currently collected, students would gain a voice into program decisions
- Students would only be asked to complete one clinical evaluation per course instead of two
- Student privacy is protected
- Students would receive reminders to complete their clinical evaluations

Additional evidence of the College's maturation towards quality improvement is the use of TaskStream, which has transformed student learning assessment from a manual paper based process to a seamless web-based platform. Table 1.15 includes a depiction of the process. Reports are entered, assigned to reviewers, reviewed, and fed back to the submitter, all electronically. In 2013, 100% of the programs were assessed through TaskStream. Recently, TaskStream has been expanded to include program review activities. In addition to increasing ease of use and data collection, it provides the capability for faculty, staff, and administrators to track learning and program outcome measurements.

CATEGORY 8 **PLANNING CONTINUOUS IMPROVEMENT**

INTRODUCTION

As documented in the last portfolio and in the HLC reviewer's reaffirmation checkup visit report from last year (August 29-31, 2012) - planning continuous improvement continues to be a major strength of this college. In this category Owens continues to demonstrate and maintain a strong college wide commitment to continuous quality improvement. One of the ways this is demonstrated is written throughout this portfolio. In each of the 9 categories you will find evidence and documentation of Owens' shared leadership model, Strategic Planning process, continuous quality improvement, and AQIP focused processes. What has changed from last portfolio to this portfolio is the college has addressed all of the opportunities (53) that have been addressed by the HLC reviewers which are detailed in each of our 9 categories specifically. The college produced a non-required document called the "Response to the Response Document" addressing all the opportunities. (See 8P6) The college has demonstrated how it has sustained and improved on the 77 strengths that were identified in 2009, as well as the 4 SS's. In addition to aligning with the colleges' mission, vision and core values, the commitment to CQI remains high with faculty, staff, and administration. Since the last portfolio, CQI performance measurements have been taken in the way of surveys given to both the AQIP Planning Council and the Quality Council for a total of 50 participants, over 3 years. (See Appendix C.)

These regularly administered surveys have allowed the college the opportunity to make improvements in the way it communicates and facilitates continuous quality improvement. During the period between the previous 2009 portfolio and this one, the college has collectively developed a new three year Strategic Plan. This plan was developed by the AQIP Planning Council. A significant feature of our shared leadership

model including both these councils is that these are cross represented by every area of our college and recommendation voting is done electronically and anonymously, allowing for team members to act and discuss issues in fairness and without fear. What you will see not only in category eight but throughout the portfolio, is alignment to the AQIP categories, the college's mission, vision, and core values as well as the objectives and action steps in the new strategic plan. In addition the college demonstrates by virtue of this portfolio a close alignment with all 10 of the Principles of High-Performance Organizations.

This 3 year Strategic Plan is aligned closely with the 9 AQIP categories. The new plan was approved by the Board of Trustees in September of 2011. It was titled College of Choice: Strategies for the Future- 2014. The College has invested a commitment to SCUP, The Society for College and University Planning. The Associate Vice President for Institutional Effectiveness who was the organizational liaison officer for AQIP in the College has participated in SCUP's two-year Planning Institute, and upon graduation is certified as a master planner. The scope of this training involved intensive and comprehensive review of dozens of Strategic Plans and other institutions of higher education looking at strengths and opportunities. This training has allowed Owens to continue to improve its planning methods and methodologies since the last portfolio. The newer current Strategic Plan had several modifications from the original plan identified in the previous portfolio.

There are 4 strategies rather than six, 18 objectives rather than 36, and 54 proposed action steps to date as of May 1. This timeline and the downsizing of the plan, at the recommendations from SCUP, improved the opportunity for success. It condensed our plan into something more manageable, and actionable with an

exit strategy to know what it should look like when it's completed or successful. As with our previous plan we had a category champion for each strategy who were determined to be a content expert for that area. They in turn would pick team members that have been suggested, as well as using newer people from other areas so they could learn the process. The College shared leadership model which has been illustrated in the previous portfolio, continues to set the pace for planning continuous improvement which includes Strategic Planning.

PROCESSES

8P1. This was considered to be a (S) strength in the College's last portfolio. The College has not only worked to sustain this strength, but continuously works toward improving the planning processes. Owens Community College continues to follow its key planning processes established and identified in the 2009 Systems Portfolio. The HLC reviewers in August, 2012 checkup visit found it to be an excellent model. The improvements come from holding several training sessions with key college stakeholders groups integrating into our Strategic Planning process the understanding of initiative milestones, key performance indicators, utilizing smart action steps with measurable results integrated into an identifiable exit strategy with each action step.

This model began with utilizing the shared leadership model (See Appendix E). After 4 years of utilizing this process and two years since the feedback report, we have found this planning process to be accurate and successful, based on the results and the successes of having an inclusive cross-slice of the College representing the planning procedure. As we immerse the College in the positive and definable amendments to the planning process, all college stakeholders are beginning to see the value and more are participating in the planning processes now than ever.

The APC and QC meet jointly once a semester and each committee meets separately once a month on the first (APC) and second Wednesday (QC) of each month. These two groups collectively work on the design, processing, and implementation of our strategic plan. (<https://www.owens.edu/aqip/portfolio13/planning/strategic-plan2011final.pdf>)

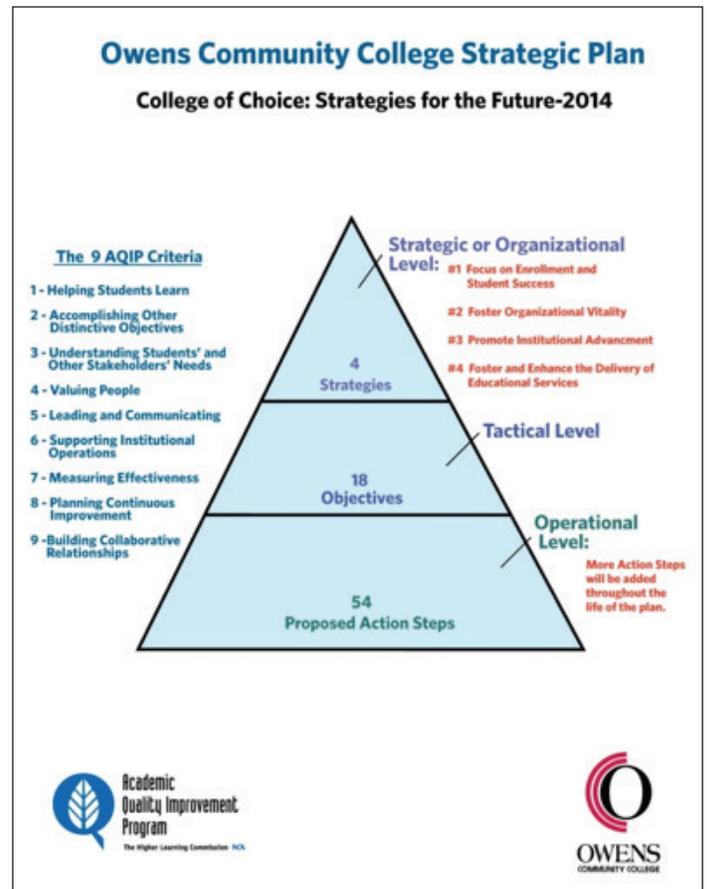
The Associate Vice President of Institutional Effectiveness continues to facilitate both of these groups and administer quality survey's annually to determine the strengths and weaknesses of our accreditation communication, as well as measuring the effectiveness of our quality program as determined by college stakeholders. The surveys provide measurements which allow us to gain input from the College as to the effectiveness of our planning processes. The results of this input and has been used to make changes in our processes which then in turn leads to closing the loop with continuous quality improvements.

8P2. This area was determined to be a strength (S) in our previous review (Feb, 2010). The College has been quick to work on high-priority organizational strategies to sustain and enhance this strength. Short and long term strategies are developed through a systemic policy in which has input in several ways. The College's long and short-term strategies continue to be developed through the AQIP Planning Council in consultation with key constituencies. These teams to subcommittees take into consideration locally collected data, key local, statewide, and national trends as well as state and federal mandates. One of those input methods is by using the status of an action project to elevate something that has been determined by our AQIP Planning Council or other various inputs as identified throughout this category and the portfolio, as needing that strategic attention. AQIP action projects have allowed us to put a strategic focus on long and short-term strategies that need that priority status. In

our 7 years as an AQIP institution we have a pattern of keeping action project #1 tied to the Assessment of Student Learning, which is now in its third phase. We then kept Student Retention as our action project # 2 over the last 7 years breaking it out in 3 phases as well. We have kept action project 3 for the more short-term and sometimes nonacademic college initiatives. The AQIP Planning Council along with members of Quality Council, worked for 16 months in break-out sessions of Strategic Planning to define the objectives and select measures, along with performance targets for our organizational strategies and creating our new strategic plan. This included the forming of teams for the action steps, which are called "Smart Action Steps." The 4 strategic initiative champions give quarterly updates to APC on the progress of accomplishing the 4 strategies, 18 objectives, and 54 action steps in our 3 year "College of Choice: Strategies for the Future" Strategic Plan. We are approximately 50% of the way through this plan and are looking at the KPI, Key Performance Indicators, to see where the projected time of completion for these action steps will fall. (See category 7P5 for details.)

As was stated in our 2009 Systems Portfolio, the AQIP Planning Council (APC) and the Quality Council (QC) is the basis of our Strategic Planning committee and with inputs from President's Cabinet, Provost Council, Dean's and Chairs Council, Curriculum Committee, Academic Standards Committee, Advisory Committees, and our remote site campus leaders. Together and being cross represented with input from the entire college, they determine collaborative strategies both short and long term that are best suited to enhance the college and satisfy the needs that are identified at any one time. Topics for consideration as new strategies are collected through several of our communication medias including O-news (which is an electronic daily publication for employee's sent to their Owens email accounts), the BLOG, and committee minutes, to gain input from all the

FIGURE 8.1.



college constituents and stakeholders. In addition the Institutional Effectiveness research is and produces a comprehensive Environmental Scan in which is helpful in determining long and short-term strategies. Strategies then are implemented through the college's three year Strategic Plan. Our new Strategic Plan titled: College of Choice: Strategies for the Future - 2014.

8P3. This category question had a split review 8P3a & 8P3b in the Feb. 2010 review. As identified the Colleges first portfolio, all members of the Owens community have the ability to submit quality team suggestions electronically. In January 2011, the AQIP team launched a blog dedicated totally to AQIP and accreditation. The blog (<https://intranet2.owens.edu/aqip-blog/>) has several category sections to indicate the nature of the information that is posted there. The editor and author have the ability to post information under AQIP,

Strategic Planning, Planning Council, Quality Council, or a general topic. The entire population of both APC and QC which totals 40 members have editor or author accounts in which they are able to submit posts. Each posting is encouraged and with an invitation to respond with feedback. Each of the 40 authors and editors each has one post to make every 30 days. The goal is to utilize another media that seems to be popular to disseminate planning and accreditation information, while at the same time soliciting input by encouraging feedback. Through this media, all 1,600 employees are encouraged to submit ideas, information, suggestions and their thoughts via another media avenue. This area was determined to be a strength (S) 8P3a by the HLC reviewers in February 2010. Each Strategic Plan strategy has a champion which is determined by APC. Typically this appointment is made based on the person who can be the barrier blocker for that particular area, and someone we consider content expert in that strategy or initiative. This strategy champion (there are 4) then has a team which consists of individuals from departments that are close to that strategy, as well as a cross slice of the College that may well be furthest from that particular strategy. This allows for a diverse cross slice of the College as we engage in developing action plans to service our Strategic Plan. The College continues to use these methods as they have proven over the last 3 years to be successful. That will be verified through our quality surveys that we are going to continually submit throughout the College, once again based on the fact that APC/ QC are cross representational of the entire college. The College continues to put information out through the Exchange and Onews. We advertise and communicate our different initiatives through the electronic exchange. We make daily announcements through our daily ONews. In the planning process, the AQIP Planning Council initiative champions hold meetings on each initiative to identify how they are accomplishing a tactical level of objectives at operational level action steps.

In **8P3b** - an opportunity was identified to monitor the number of submissions that are actually implemented to determine if its goals for stakeholder access and participation are being met. The College has developed two ongoing reports that are posted on our intranet AQIP website to accomplish and satisfy the opportunity identified here. The Return on Investment document as well as the AQIP Quality Management A to Z report identifies submissions tracking them to implementation. Because of this opportunity Quality Council, beginning in November 2010, and working through March of 2012 addressed this initiative opportunity. They went through each action step for the last seven years doing an audit. Each quality Council member was given a minimum of two projects to review. The Quality Council collectively brainstormed a series of questions to be asked of each past committee's to determine the efficiency and effectiveness of that action step. The following six questions were used in all cases:

1. What was proposed?
2. Did it get implemented? If no, why not?
3. What was the net gain? (Objective)-time, energy (Subjective) tangibles.
4. What is the current status?
5. What were lessons learned for future teams?
6. Were there any unidentified costs that may have presented an obstacle for this project?

There were a total of 51 audits performed The results of these audits were openly discussed at QC and are posted on the AQIP web site. <https://www.owens.edu/aqip/portfolio13/UpdateQualityTeamResearchReports2005-2009.pdf>) The Quality Council voted as to whether any further action was needed, or if at this time the initiative was no longer applicable, and/or finally a demonstration of evidence of the success of that implementation, if that was the case. Leaders are involved in developing these action plans based on their role as champions at

the strategic level. These champions are responsible to pull together the appropriate teams of each of its action steps that have been developed through the AQIP Planning Council.

Action plans are developed in alignment with the 4 strategies laid out in Owens' Strategic Plan and with the 9 AQIP categories. The council collectively determines the next action projects based on all the input from the various sources including Environmental Scan, college wide announcements that are made asking for suggestions, open forums, Presidents Cabinet, Provost Council, Dean's Council, Chairs Council, Student Government, Advisory Committees, etc. Through the various processes described here key objective plans (or tactical level) are determined at the departmental level based on the dissemination of this information through the appropriate counsel or committee representative identified above. Each individual area then puts together a team of content experts to work on smart action steps that will support and service the objectives (see Strategic Plan triangle), which then in turn will satisfy your organizational strategies or initiative. The College has gone with SMART action steps with forms to fill out to define if the action steps topic being considered by the team is truly in the best interest of the strategic direction of the College. The smart action steps forms calls for the team to look at if there departmental plan meets the five smart measures. **S**pecific, **M**easurable, **A**ctionable, **R**ealistic (& Relevant), **T**ime-based, which are the Mneumonic titles and the form indicates the Mneumonic description. (See <https://www.owens.edu/aqip/portfolio13/SMART-action-statements.pdf>) By using these processes to develop our key action plans, we have demonstrated successful support for our organizational strategies.

In addition, two subcommittees have been appointed from both APC and QC. These two subcommittees are made up of members of the original guiding coalition

team who developed the original shared leadership model. Their function is to help monitor submissions and other potential opportunities to help the Council's operate within the realm of the Standard Operating Procedure (<https://www.owens.edu/aqip/portfolio13/sop.pdf>). The subcommittees would be independent of the regular monthly Council meetings and report back to the Council.

8P4. Owens Community College continues to work with the schools and departments throughout the College in charging them with developing mission, vision and Strategic Planning documents at the objective or tactical level in alignment with organizational strategies. This charge is identified in our Strategic Plan. The new Strategic Plan we are currently operating out of is called "College of Choice: Strategies for the Future 2014" for the period of 2011 to 2014. Action planning documents have been used in all of the schools, business affairs, non-academic areas, HR, remote sites and remote campuses independent to the charge of that area yet aligned, and engaged with the College's strategic direction. Training has been provided to each of these areas facilitated by the AVP of Institutional Effectiveness. In 2010, the reviewers determined this is a strength of the College. It was indicated in that review that the portfolio at that time did not clarify how these subsidiary directions are reviewed and approved to assure that the desired alignment occurs. In response to that, each of the 4 strategy teams, after determining collectively the order of the objectives that will service the strategies, work together to align SMART action steps that will allow the objectives goals to be obtained. But subsidiary directions are reviewed and approved by this team. Each strategy objective along with its several action steps are aligned and engaged by this diverse cross representational team after working through a smart action step form (See Appendix A). These teams meet regularly but no less frequently than once a month to review progress and

then quarterly the champion reports this progress to APC. By reporting to APC, administration at all levels including the President, Trustees, Vice Presidents are all able to get the same information at the same time and can help determine effectiveness and efficiency within each of the strategies progress. Communication of our strategic plan and the ongoing progress that the College is making throughout the three-year life of this plan is communicated to the College in a variety of ways in addition to the APC QC members disseminating information to their constituencies. Owens is a continuous daily media utilize with all internal employees, the AQIP website, our AQIP blog, bulletin boards with performance results and pictures for excellence, our teamwork/unity semester award program, contests, AQIP conversation days, and the AVP of I.E. does several presentations each year throughout the various schools and departments all aligned with our accreditation, strategic planning, and continuous quality improvement processes. Teamwork, respect, transparency, collaboration, and trust are emphasized in all these trainings. These are the guiding principles of our original committee which developed our shared leadership model.

8P5. Identified as a strength and a first portfolio the College has worked to improve upon our methods of defining objectives and selecting measures and particularly setting performance targets. Inclusiveness, transparency, and teamwork continues to be the foundation of a strong infrastructure and strategic planning. The cross representational members of APC/QC, the AVP of Institutional Effectiveness, and the President's Cabinet all play an active role in defining objectives, selecting measures, and setting performance targets that are in alignment with the Strategic Plan. Strategic initiative champions are chosen based on their content expertise of the area. The choose a team of typically 5 to 7 to develop and select the measures, set performance targets to meet the objectives which service organizational strategies. One of Owens' strengths according to the

HLC reviewers in the February 2010 feedback report continues to be the APC/QC shared leadership model, which is a cross-slice of all of our constituencies, students, and stakeholders.

Owens continues to engage the leadership of the APC to:

1. Continuously review the Strategic Plan including its 4 major strategies, 18 related objectives or tactical plans, and 54 (at this time) supporting action steps. Determine whether action steps have been completed and define future activities necessary to complete existing steps as well as which new steps should be added to the Strategic Plan.
2. Review the most recent Environmental Scan, and results of our action projects.
3. Use data analysis to guide further activities. Some examples of the systematic process are:
 - a. In 2012, Owens used data collected in the new student orientation to implement new student success strategies engaging College employees at all levels to help deliver the orientation which through our data has proven to help students be more successful.
 - b. In July 2011, Owens employed Noel Levitz to create a Retention Plan Report. This was a major commitment to our strategic plan and our students.
 - c. A situational analysis was used to compare Owens' retention and graduation rate to the ACT's national rate to help create a plan for improvement. (This information is available in category 7)
 - d. Student satisfaction and employee institutional priorities survey results were used to develop methods to improve student satisfaction and success. (Everyone had input)

This then aligns with Strategic Initiative One - Focus on Enrollment and Student Success- objective 1A1-1A2-1C1 - & 1E1 (<https://www.owens.edu/aqip/portfolio13/strategic-plan2011final.pdf>)

Institutional Effectiveness research associates produced over 120 data analysis requests centered around retention. These efforts were used specifically in the tactical planning efforts of the Associate Vice Provost for student services and all-encompassing departments. In addition, this information has been posted on the newly designed Institutional Effectiveness data portal, and other areas of the College are able to utilize appropriate pieces of this information as needed. (<https://www.owens.edu/aqip/portfolio13/8P5.jpg>).

The APC/QC continues to meet monthly, on the 1st and 2nd Wednesday of the month, to make sure that all resources of the College align with the Strategic Plan of 2011-2014 and AQIP 9 categories. The following minutes are available as evidence of that:

APC Minutes: (<https://www.owens.edu/aqip/portfolio13/8P5a.jpg>)

QC Minutes: (<https://www.owens.edu/aqip/portfolio13/8P5b.jpg>)

The AVP of Institutional Effectiveness (IE) continues to run quality survey measurements to gain input from the College as to the effectiveness of our planning processes. Three annual Quality Surveys have been conducted since the last portfolio. (See charts below) The senior administrative leadership, through the President's Cabinet may also help set priorities and targets according to our leadership model. (See Appendix B).

FIGURE 8.2.

| | 2/9/2011 SS,S/O,00 | 3/13/2013 SS,S/O,00 | Combined SS,S/O,00 |
|------------------|-----------------------|------------------------|-----------------------|
| Role & Structure | 73%/27% | 80%/20% | 76%/24% |
| People & Culture | 39%/61% | 52%/48% | 45%/55% |
| Operations | 45%/55% | 59%/41% | 52%/48% |
| Results | 36%/64% | 60%/40% | 48%/52% |

FIGURE 8.3.

| | 9/1/10 SS,S/O,00 | 2/9/2011 SS,S/O,00 | 3/13/2013 SS,S/O,00 | Combined SS,S/O,00 |
|------------------|---------------------|-----------------------|------------------------|-----------------------|
| Role & Structure | 75%/25% | 75%/25% | 75%/25% | 75%/25% |
| People & Culture | 55%/45% | 52%/48% | 57%/43% | 55%/45% |
| Operations | 67%/33% | 59%/41% | 52%/48% | 59%/41% |
| Results | 68%/32% | 53%/47% | 54%/46% | 58%/32% |

FIGURE 8.4.

| | 9/1/10 SS,S/O,00 | 2/9/2011 SS,S/O,00 | 3/13/2013 SS,S/O,00 | Combined SS,S/O,00 |
|------------------|---------------------|-----------------------|------------------------|-----------------------|
| Role & Structure | 75%/25% | 74%/26% | 78%/22% | 75%/25% |
| People & Culture | 55%/45% | 48%/52% | 55%/45% | 53%/47% |
| Operations | 66%/34% | 49%/51% | 56%/44% | 57%/43% |
| Results | 68%/32% | 45%/55% | 57%/43% | 57%/43% |

FIGURE 8.5.

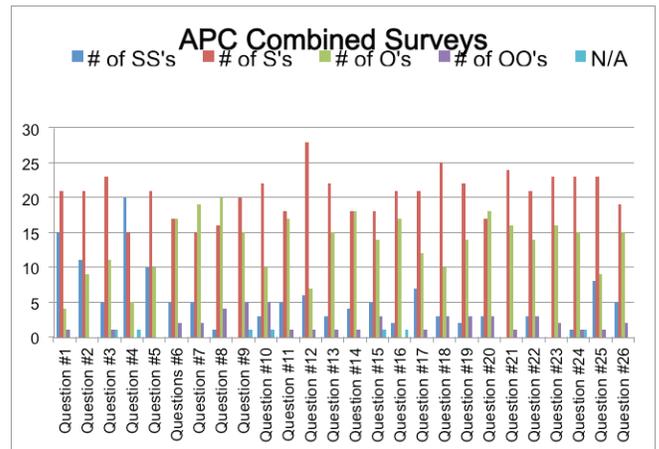
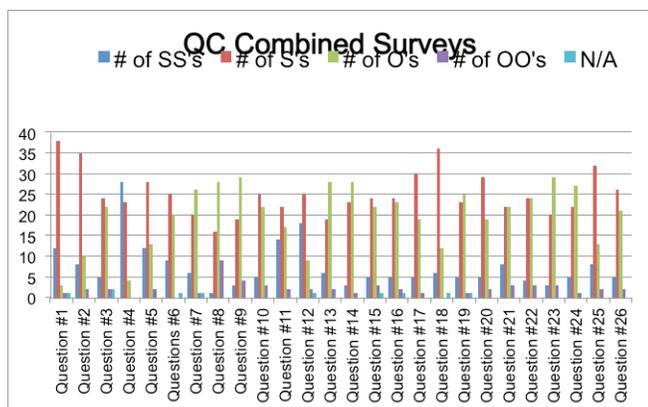


FIGURE 8.6.



APC and QC combined rated "Role" and "Structure" as a (S) strength overall over the course of three years. The Quality Survey results demonstrated some opportunities that may have otherwise been missed in "People" and "Structure" and "Operations" in previous years. However, both remained a strength for APC and QC combined.

The results of the surveys have determined 2 major themes. Communication still seems to be an ongoing opportunity for improvement with APC. In the spirit of that our Master Trainer team is currently working on research from other colleges about communication in order to form a new ad hoc committee which will focus on a master communication plan.

Another major theme result of the quality surveys came from Quality Council in understanding their role. 18 months ago a major reengineering effort began with Quality Council which included several brainstorming sessions with the Council members detailing some of the things that they felt could improve the efficiency and effectiveness of this Council.

Quality Council proposed the question, "How might QC reinvent itself?" The recommendation was that further discussion takes place at the February QC meeting. Preliminary discussion took place surrounding these ideas, based on the question: Is QC working the way it is supposed to?

- Trustee representation
- Authority - Empowerment
- Faculty representation on the councils. Are they voted, appointed or assigned?
- Input from other levels of faculty and staff
- Need for more interaction and discussion
- Role of monitoring, updates, implementation

- Assignment of subgroups for involvement, tasks, assistance on AQIP portfolio
- Communication and feedback between QC and the College
- Diverse representation
- PT employee representation
- Representation of connected staff who are in tune with the College culture; not necessarily by position or by leadership
- Define the difference between APC - AQIP, Strategic Plan and Organizational level QC - Process management, quality training, departmental tactical and implementation of the Strategic Plan.
- Act as communication funnel, down to up
 - Utilize design-thinking interview techniques
 - Create a design-thinking subgroup
 - Communicate in opening and departmental meetings
 - Dream Catcher - have employees network with areas that they are not familiar with "face to face"
- Develop a process for follow up
- All QC members become black belt trainers
- Enable "quick fixes" and teams
- QC investigators for past team projects (<https://www.owens.edu/aqip/portfolio13/8P5d.jpg>)

8P6. This area was determined to be an opportunity by the HLC reviewers in the February 2010 appraisal. It was determined in our "Response to the Response" document that this was more of a clarification issued been an opportunity however improvements in the systemic method in which allocations and expenditures are determined and detailed have been made. Owens has continued to maintain the processes and work toward improving the methods used in strategy selection thinking with action plans and coordinating met with resources considering future needs at the same time. Owens further clarified the extent of the resources and the process for allocation in the "Response to the Response" document. (<https://www.owens.edu/aqip/HLC-response-sp-review6-12.pdf>)

Originally the College allocated in excess of \$150,000 into the CQIT account for continuous quality improvement projects and initiatives. This for the most part went unused so it was determined through annual budget review to be a better use of resources to redirect those funds to other areas of the College and utilize a basic core amount. For FY 2013 Owens has allocated a budgeted operational expense pool of \$35,000. The opportunity still exists to request further funding from general institutional funds should a project need arise through the continuous quality improvement activities. The Chief Financial Officer/Treasurer currently holds a seat on both councils in order to be prepared to approve and transition the funds needed to operationalize and implement an approved quality improvement activity or project. This approval would come through electronic vote from APC and QC which represents the entire College.

The AQIP Planning Council and the Quality Council (through the shared leadership model) determine through the data provided by quality teams which college-wide action projects will be implemented and funded. Inter-departmental teams are formed throughout the College that work on quality improvements within their own departments and

areas independent of the quality council teams that are college-wide. There continues to be initiatives that have resources both (large and small) allocated to them determined by the processes described here, which have been approved and implemented. The Noel-Levitz quality initiative for retention was a 4 year, \$400,000 commitment that has long reaching benefits still being realized. The Banner Relationship Management software was another board of trustee approved quality initiative that has long-term potential with an initial cost of over \$300,000. This was both an enrollment management and retention quality initiative. Typically the College will allocate between 30 and \$70,000 yearly towards quality initiatives coming from departmental teams or actions step teams that have proven, data-driven recommendations for success. All project teams recommending both large and small financial resource commitments must demonstrate a return on investment advantage to the College including intangible possibilities to be considered. Both the APC and QC council have representatives from all cross sections of the College including finance representation which is beneficial when it comes to determining budget needs vs. feasibility. Decisions can be made much quicker than it was in the past.

Owens strategically prepares for the future considering its resources, through master planning measuring Institutional Effectiveness, facilities and space management, as well as departmental accountability through a variety of procedures, policies and research. Our action project #3 for 2012 received high praise from the reviewers in August 2012. The team demonstrated the charge, scope, and results of their space management audit which allows the College to utilize unused classroom space during low demand class hours. The results of this team eliminated the need to consider building a new \$3-5 million building for additional classroom space. (See <https://www.owens.edu/aqip/portfolio13/8P6.jpg>)

Core Component 5A. *The College's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.* The College continues to meet this criteria component as it did in 2010 by improving its budget planning documents policies and procedures through a budget committee which has a diverse group of College constituents as members. The chief financial officer and collaboration with the chief academic officer and president continue to utilize teams to plan to sustain a resource base to support all programs while strengthening quality. According to HLC reviewers in the August 2012 reaffirmation of accreditation report: The institution has clearly made quality improvement a priority. A very significant budgetary set-aside is allocated for quality improvement action plans and for other special projects that advance this initiative. In addition, the College has provided for a staff and support component that is adequate to carry the AQIP program forward. (<https://www.owens.edu/aqip/portfolio13/HLC-reafirm-rpt20120928.pdf>) (pg. 10 of this document <https://www.owens.edu/aqip/portfolio13/8P6a.jpg>)

In addition the following changes have been made to address fiscal and physical responsibility for the good of the College. Owens' new President appointed July 1, 2012, has provided a new direction for the financial stability of the College. In the past year, Owens has reorganized its financial leadership and has demonstrated sound fiscal responsibility and alignment with meeting the criteria for accreditation by acknowledging and reacting to declining enrollments. After over six months of specialized strategic planning, effective July 1, 2013, the College implemented a reduction in force plan affecting 96 employees. In order to respond quickly to adverse trends, actual and targeted enrollment, revenue and expense projections and related data are analyzed on a weekly basis. The President and Vice Presidents meet to review these data and make adjustments as

needed. Additionally, Owens has modified a number of practices and processes to ensure the College's financial stability. These changes include a redesigned budget management committee, building purchasing co-ops with other institutions, reviewing contractual commitments prioritizing and determining continued need, and reviewing course scheduling procedures to name a few. Senior administration also review all open positions to determine opportunities to consider not refilling and distributing necessary responsibilities to other areas. Open or vacant positions are also filled internally when and if possible to capitalize on an opportunity to right-size the College based on enrollment numbers and natural attrition. The organization working through its various continuous quality improvement committees and councils, gaining input from all constituencies, make the decisions necessary to allow the College to operate in a financially responsible manner in order to provide a quality education for our students.

5A1. *The College has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.* (Please see paragraph 2 in 5A, illustrating the College's reorganization effective July 1, 2013 demonstrating sound fiscal responsibility in meeting with the criteria for accreditation by implementing a reduction in force). The College continues to show factors such as changes in technology and demographics by utilizing a comprehensive Environmental Scan done every two years. Strategic planning also supports the infrastructure which continues to keep human and physical resources sufficient to support its operations in all our physical locations or distance education delivery. (<https://www.owens.edu/aqip/portfolio13/enviornmental-scan2010.pdf>) (<https://www.owens.edu/aqip/portfolio13/strategic-plan2011final.pdf>) (<https://www.owens.edu/aqip/portfolio13/8P6b.jpg>)

5A3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institutions organizational, resources, and opportunities. The college's mission statement of serving its students and communities are incorporated into the strategic plan, at the organizational level and department level (tactical), and continue to be realistic throughout the college throughout changing economic conditions. The college continues to measure up to the 10 Principles of High Performance Organizations. The focus is always on stakeholders- See 1P1, 1P4, 3R4, 3R5, 4P1, 5P5, 5P4, 9P2, 9P4. There is broad-based involvement throughout the college- See 1P10, 2P1, 4R2, 6P1, 6R4, 8P3, 8P4, 9P3. There is excellent leadership support See 4P8, 5R2, 5P3, 5P10, 8P6, 8P7, 8R4. All that the college does learning centered See 1P6, 1P8, 1P11, 1P16, 1P18, 3P2, 3R6, 5P4, 8P8. In addition- respecting and valuing people is a priority See 2I2, 3P6, 4P3, 4P9, 4P13, 5R2, 6P3. Promoting collaboration and teamwork has been a culture changing result in improvement for the college See 2P2, 3P1, 3P4, 8P5, 8P8, 9P1, 9P7. Agility and responsiveness to change has been improved since becoming AQIP accredited See 1P7, 1P17, 5P8, 6P2, 6R3, 6I1, 7P7, 8P2, 8P3A, 8P7.

The college practices fact-based data-driven information gathering and decision-making SEE 1P12, 1R1, 2P4, 3P3, 3R2, 3I1, 4P12, 7P4, 7P5, 7P7, 8P2, 8P3A, 8P7. There is significant evidence showing integrity in the words and deeds throughout the college See 2R2, 3P2, 3I2, 4P7, 4R3, 7P3, 8I1. (<https://www.owens.edu/aqip/portfolio13/strategic-plan2011final.pdf>)

5A4. The College's staff in all areas are properly qualified and trained. The institution's staff as determined in the August 2012 checkup visit report to an audit conducted by an HLC reviewer demonstrates continuation of proper qualifications and training of all staff and faculty. Documentation of Academic

Credentials: The Checkup Visit team developed a random sample of full-time faculty members and audited the Human Resources files to determine if stated (advertised) credentials were substantiated by the files. 100% of the sample was quickly and fully verified. (Pg. 12 of review document) (<https://www.owens.edu/aqip/portfolio13/HLC-reaffirm-rpt20120928.pdf>)

5A5. The College has a well-developed process in place for budgeting and for monitoring expense. The College's chief financial officer with a diverse budget planning council develops and maintains financial policies and procedures demonstrating fiscal responsibility. The chief financial officer and collaboration with the chief academic officer and president continue to utilize teams to plan to sustain a resource base to support all programs while strengthening quality. The HLC reviewers concur in the August 2012 checkup visit report: Financial Responsibility Requirements: The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (<https://www.owens.edu/aqip/portfolio13/HLC-reaffirm-rpt20120928.pdf>) (<https://www.owens.edu/aqip/portfolio13/8P6a.jpg>)

8P7. In the 2009 Systems Portfolio, Owens documented that it previously used less formal processes to assess and address risk in its planning process. However, as acknowledged in the 2010 Feedback Appraisal, this is an area where Owens was presented with an opportunity to further clarify and continue to develop a process that would do the following:

1. Assign risk determination to the appropriate institutional level
2. Provide a procedure that uses a consistent

methodology to assess situations.

Owens took this opportunity very seriously. In August of 2012 the President approved a recommendation to form its first Risk Management team. This team reports directly to the President providing recommendations of all initiatives being considered by any member of cabinet and any area of the College. The team's members are individuals who represent 4 specific critical oversight areas of the College, Legal, Financial, and Governmental Regulations (financial aid), Accreditation and Strategic Planning. These are the areas that the College felt that would best represent and analyze any risk to the College when considering new initiatives. A comprehensive form has been developed in which any contractual or new initiative must now be filled out and passed to this team for review. The team has the opportunity to assess situations to be sure that the best interest of the College and students will result from each new initiative proposed. This directly addresses the reviewers concern in February 2010. The charter and scope of this sub-committee is: At the recommendation of the Higher Learning Commission Owens has formed a Risk Management Team to assess the opportunities that are being considered externally and report to the President, recommendations and act as an advisory group to the President as to any adverse effect that the College could potentially face when entering into third-party agreements, contracts, or other binding commitments or obligations.

In addition to the Risk Management team another approach was implemented through Strategic Planning. Owens has completed one Strategic Plan since the last Systems Portfolio and is engaged in its second. In the previous five-year Strategic Plan, Owens completed 263 action steps, 6 initiatives, and 36 objectives, as of February 2010. Currently, Owens is operating in the new Strategic Plan, "College of Choice: Strategies for the Future - 2011- 2014", which was revised in 2010 and approved in August 2011. This Strategic

Plan defines the focus of the College over the next three years. It encompasses three levels including Operational, Tactical, and Strategic/Organizational. The College's newest Strategic Plan has 4 strategies and 18 objectives of the College, which are carefully aligned with the 9 AQIP categories and 54 action steps. The Strategic Plan explicitly explains how each are aligned to meet the mission and core values of the College, and to assess and address risk. The plan provides feedback for every project and initiative it facilitates, completed actions are retired and new ones are added.

The AQIP Planning Council worked for 16 months in break-out sessions of Strategic Planning to define the objectives and select measures, along with performance targets for our organizational strategies. In addition, to respond to this opportunity the strategic planning teams define potential risk factors with each one of the objectives and action steps.

Due to the subjective and intangible nature of many of the various action steps, it benefits Owens to assess the risk of each project on a case-by-case basis. The following improvements and methodology were implemented:

1. Risks are identified through the Environmental Scan and internal and external stakeholders. (Identify other sources) and then they are assessed by the newly developed Risk Avoidance Taskforce as described above using members from faculty, staff, and administration as resources if needed.
2. The task force uses the criteria to assess the situations.
3. The risks are then assigned to the appropriate institutional level or quality team.
4. Each quality team has a comprehensive Six Sigma related workbook and is challenged with the task of providing data, comparisons to other colleges, benchmarking, outcomes, cost and potential funding, as well as consulting the Environmental

Scan, and determining the nature, scope, and depth of the risk involved for each project.

The 2010 Environmental Scan provided the College with current information to assess risk in planning for the future and set the direction of the Strategic Plan. The construction of the 2013 Environmental Scan is now underway, to be completed by December. A separate and comprehensive Environmental Scan was done in 2012 evaluating our workforce and community service areas through our Arrowhead Park facility and The Source downtown Toledo. (<https://www.owens.edu/aqip/portfolio13/enviornmental-scan-arrowhead-source-sp10.pdf>) This information is currently being used as these areas implement change to improve the efficiency and effectiveness of these locations and their educational offerings.

A completely new format for this has been adopted by the Department of Institutional Effectiveness to construct its next Environmental Scan. The College is engaging all schools and departments for the first time as it prepares its next Environmental Scan. It will be important to use this team approach to determine the future needs of each of the individual areas within the College. Each area then can participate in the research exploring the different trends from a multitude of lens identified here. The Environmental Scan incorporated a wide range of resources providing insight to current trends and social influences that define the internal and external environment impacting the College's future direction. The Environmental Scan is influential in the College's planning process as it identifies social, economic, environmental, technological, learning and political issues.

Owens' Action Project 2 - Student Retention 2012 is a good example of how a risk may be assessed and addressed. Owens' current state of retention and student satisfaction was assessed. The Noel Levitz Retention Plan identified five high-risk student

populations that Owens should target for improvement on both campuses. Owens student retention and graduation rates were compared to other colleges. Student satisfaction surveys and focus groups were completed. 9 retention strategies were developed. (Action Project 2, <https://www.owens.edu/aqip/portfolio13/action-project2-2011-review.pdf>)

8P8. As a strength in our previous portfolio, Owens continues to provide exceptional training seminars (determined by survey results) for employee development and has enhanced this process by creating a specific position to oversee professional development. As stated in the 2009 Systems Portfolio, faculty, staff, and administrators are prepared to address the changing requirements demanded by Owens' organizational strategies through Professional Development opportunities, financial support for education, trainings, and through the shared leadership model. These resources are deployed through Human Resources, the Provost's Council, and QC.

Owens' employees are also able to further their education with financial support from the College, up to and including a doctoral program. Human Resources has developed new training resources, both in the classroom and online for faculty and staff. New training resources include:

- A partnership was forged with Franklin University to allow faculty to enroll in classes at a reduced tuition rate in December of 2010.
- A new cohort with the University of Toledo for the Masters of Higher Ed program was implemented in 2012. This is one of many doctoral cohorts that Owens has worked in collaboration with the University of Toledo. The University of Toledo allowed a substantial discount in tuition and in collaboration with the tuition opportunities offered to employees.

Open forums (regarding policies, procedures, and internal changes), announcements on-line and in ONews keep the Owens community aware of changes and offer opportunities to participate in the professional development initiatives. Effective 2012, Owens' new President, President Bower began to regularly send out community emails (Mike's Expressions) to keep the campus aware of any new information or changes at Owens and to provide them with an avenue to give feedback, which has been well received. Human Resources post events on the internet and intranet to inform the campus community of opportunities and events.

Owens' system for employee development was recognized as a strength in the 2010 feedback report. Owens took the feedback from the HLC very seriously and as suggested has continued to broaden its extensive resources to address the needs for change by opening the new Faculty Development Center in March of 2010.

The Office of Equal Opportunity and Inclusiveness began to offer training opportunities to faculty and staff to encourage diversity in October of 2010. (<https://www.owens.edu/equalopportunity/training.html>).

Human Resources implemented a two day session for Orientation for New Employees (ONE) to offer training on college policies and procedures and to ensure efficient on-boarding for all new hires. This orientation includes a welcome from the President, along with informational information being delivered by several members of senior administration.

Professional Development Days were initiated for current Owens employees to participate in various breakout sessions to help expand their knowledge base and update their skills. In addition, Owens conducted Professional Development Days in 2012

which afforded the campus community the opportunity to give feedback regarding their need for development opportunities and addressing change. Quality Council reviewed the responses and set-up Quality Teams to address the needs of the employees that are not currently being reviewed by other committees at the department level.

The AVP of Institutional Effectiveness began presenting Design Thinking strategies including ISM's by Quicken Loans and Change by Design by Tim Brown to APC and QC in November of 2011. The effect and results from this training has been well received by all associates attending. These are culture changing events that through participant feedback forms is proving effective.

The AVP of Institutional Effectiveness continues to hold annual black-belt trainer recertification of qualification seminar/retreats in late April or early May at the end of the spring semester. This 4-hour event allows the black-belt master trainers to work with the black-belt master trainers who guide the quality teams and update their knowledge, skills, and abilities and share lessons learned on the different teams that we have worked with, the opportunities for improvement, and the things that went well. All trainers have to go through this on an annual basis in order to remain certified.

RESULTS

8R1. One of the ways that Owens measures the effectiveness of our planning processes and systems is through The Strategic Plan's open session quarterly review. The new Strategic Plan we are currently operating is entitled, "College of Choice: Strategies for the future, 2011- 2014." It was revised throughout 2010 and approved in August of 2011. The Strategic Plan defines the focus of the College over the next three years. It encompasses three levels including Operational, Tactical, and Strategic/Organizational. The College's newest Strategic Plan has 18 objectives of the College which are carefully aligned with the 9 AQIP

categories, 4 strategies of the College, and 54 action steps. (<https://www.owens.edu/aqip/portfolio13/strategic-plan2011final.pdf>) The Strategic Plan is aligned to meet the mission, vision, core values, and objectives of the College. The plan provides feedback for every project and initiative it facilitates, completed actions are retired and new ones are added.

A second measure of the success of the initial planning is the extent to which an improvement initiative succeeds at accomplishing its stated goals. Owens conducts multiple surveys through the Department of Institutional Effectiveness, including:

1. The Noel Levitz Student Satisfaction Inventory - 2011
2. The Noel Levitz Employee Institutional Priorities Survey - 2011
3. Graduate Follow-up Survey - 2012
4. Professional Development Days Survey - 2011
5. CCSSE Survey 2012

The results of these surveys are shared with the entire college community inviting feedback of effectiveness. Another example is the Graduate Follow-up Survey conducted every summer from the three previous graduating classes, the success of which measures student satisfaction rates and indicates how they are using their degree after graduation. The Noel Levitz has allowed us to come up with a strategic enrollment management team and they use the KPI, the milestones, and the smart action steps. In July 2011, Owens employed Noel Levitz to create a Retention Plan Report. A situational analysis was used to compare Owens's retention and graduation rate to the ACT's national rate to help create a plan for improvement. Student satisfaction and employee institutional priorities survey results were used to improve student satisfaction. We benchmarked against a national selected peer group. While it measures retention, it is also a key planning process.

A third measure, Owens continues to use Leadership

Enterprises' Process Management tools to train teams in analysis and data collection as well as AQIP-related processes. Owens currently has two teams in training: Academic Structure and Clinical Evaluation.

The Title III grant enabled Owens to hire a research associate who, with assistance from the computer analysts, created a database with economic/environmental indicators for students at risk. Students at risk are assigned a mentor to ensure that they continue their college education.

The fourth measure that is used to measure effectiveness of our planning involves completing an Environmental Scan semi-annually detailing local technology needs, competition (including Michigan Universities), sustainable development, and learning issues. These learning issues include building a stronger focus on student success, retention, and degree programs offered. Political implications, social implications, economic (financial aid, cost savings for students, and skill projections), and internal issues (customer service, value added, energy conservation, and cost reduction) are included in the Environmental Scan as well. QC members were asked to submit action projects after reviewing the 2010 Environmental Scan.

The fifth measure is that QC members give a report out on every past quality team report and the council chooses to either recommend further action or retiring the team project.

This area was identified as an opportunity in the 2010 feedback report. Owens reviewed its measures to identify the effectiveness of planning as well as operational systems. The outcome of the response to this review was a reorganization of institutional research and the department of organizational performance and accountability. Institutional research as identified in category 7 continues to facilitate many

measures of effectiveness as identified in the portfolio.

Under this reorganizational plan, institutional research reports to the AVP of Institutional Effectiveness.

This change allows the two areas to work together in assessing the effectiveness of organizational planning.

This is done through various methods including surveys, return on investment, student retention, student satisfaction, student success/completion, as well as yearly reviews of all the completed projects to ensure continued compliance, and demonstrated continued reliability of the implemented action steps. In October 2010, a website was developed to disseminate information campus-wide.

In February 2013, a second attempt was made to draw interest to the AQIP blog. The blog's purpose was to utilize and disseminate information and gain feedback as a measurement. It has been determined by our information technology webmaster that the number of hits the blog has been getting will qualify set for an information vehicle of communication. Well we're not getting the responses that we ask for with each posting, our data shows that the blog is 24th in the highest number of hits out of 300 potential internal sites year to date. The data is broken out several ways, including looking at the number of direct hits versus indirect clicks from another site.

8R2. Owens continues to be fully engaged in its improvement efforts as it was acknowledged as strength for Owens in the Feb. 2010 feedback report. Since becoming an AQIP institution in 2006, Owens has completed:

- 15 Major Action Projects (<https://www.owens.edu/aqip/portfolio13/8R2.jpg>)
- 36 Objectives completed and 263 action steps have been successfully completed.
- 18 objectives and 54 action steps are currently in-progress under current SP.

- 51 Quality teams have been trained and have initiated projects since 2006 (AQIP).
- Over 350 of our 700 full-time employees have been engaged in a quality initiative.

The Owens website continues to provide access to all or stakeholders on the College intranet. It includes information regarding AQIP and Continuous Quality Improvement, an overview of the past and current action projects, Quality team reports by semester with their recommendations and the steering committee's vote.

8R3. This area was identified as an opportunity in the 2010 Feedback Appraisal. Owens identified in 2009 the need to have an improved way to determine an exit strategy for the Strategic Plan which would indicate performance targets have been met. Under the Provost's plan for 2010, Owens started an initiative in which all departments and schools develop tactical plans that in turn align and engage with the Strategic Plan initiatives, annual targets, and benchmarks. This process offers a foundation for successful implementation of the plan, which was approved by the Board of Trustees on September 13, 2011.

The new plan allows for a bottom-up, results-driven, successful organizational strategy. Owens has identified the Department of Institutional Effectiveness to monitor this process. The new plan has four clearly defined strategic initiatives: Focus on Enrollment and Student Success; Foster Organizational Vitality; Promote Institutional Advancement; and Foster and Enhance the Delivery of Educational Services. That there are objectives that have been developed to service the four strategies. And finally collectively the College teams have developed 54 action steps that implement the objectives which then complete the strategies in a three-year timeframe. Additionally, Owens has entered into a relationship

with Noel-Levitz, a recognized leader in higher education consulting, to facilitate our plan to strengthen student success, assisting the College in creating a comprehensive retention plan and a strategic enrollment plan.

The new Strategic Plan identifies not only an exit strategy, but measurable milestones using smart action steps, training, timelines, all which were missing from the first Strategic Plan. It also allows for a more refined and accurate process as we evolve through the living document. See "Strategies for the Future-the College of Choice 2014". (<https://www.owens.edu/aqip/portfolio13/strategic-plan2011final.pdf>)

In setting performance targets and strategies, identified below, Owens attended an AQIP Strategy Forum in October 2010. The attendees were Larry McDougle, President; Renay Scott, Interim EVP/Provost; Tamara Williams, Interim Vice Provost, Tom Perin, Executive Director, Organizational Performance and Accountability/AQIP Liaison; David Matheny, Assistant Professor, Transportation Technologies and President, Owens Faculty Association; Elisa Huss-Hage, Professor, Teacher Education and Human Services; Dee Talmage, Chair, Board of Trustees; Patricia Jezak, Special Assistant/Board Secretary. The Academic Structure committee was formed as a result of the AQIP Strategy Forum as well as determining the potential for the next 4 action projects.

The Academic Structure Committee became a standing committee and works to find opportunities by using Design Technology asking 5 "How Might We" questions to drill down to the essence of the problem being solved. The committee's focus is finding ways to improve collaboration among faculty, administration, departments and schools while improving efficiencies.

The committee has completed two projects. The first project focused on the College's Work

Force Development department. The College has implemented seven of the eight committee recommendations. The second project focused on reviewing computer classes offered in the School of Business and the School of Technology with an emphasis on creating a clear path for students enrolling in computer technology classes, as well as, improving collaboration among faculty, administration departments and schools while improving efficiencies.

The intent of the Academic Structure Committee through the AQIP Planning Council is to align the organizational structure with employees' career goals and the needs of Owens' students, and to address how we might best position the College for the future. The committee continues to look at ways to improve learning opportunities for students, as well as provide opportunities for collaborations on equipment acquisition and space utilization between schools, departments, and programs. One of the projects the College will work on at the next AQIP strategy forum coming up next year will be aligning strategic planning process with AQIP and an improved communication model.

8R4. This area was recognized as an opportunity for Owens in the 2010 Feedback Appraisal. Owens continues to be a leader in the state of Ohio in collaborating with many of Ohio's 20 AQIP-accredited community colleges to compare lessons learned and best practices. One of the measures of this status of leader was in our February 2010 portfolio review. The College's scorecard of 77 strengths and 53 opportunities with 4 -SS was in comparison with the other groups a superior rating. From an intangible or subjective measure, the AVP of Institutional Effectiveness from Owens continues to lead and facilitate the Ohio AQIP coalition. This coalition meets two times a year. As facilitator of these meetings Owens is consistently asked to share many of its programs and processes to peer institutions who wish

to take their quality journey to a higher level. Owens has been asked to come into another Ohio AQIP institution and train their black belt trainers, utilizing the proven success methods that the peer institution has recognized as an opportunity to gain more inclusiveness, collaboration, trust, and involvement within their own college using our methods. All research and data gathering that is done in our quality teams and action project teams require comparison data be gathered from other similar sized higher education institutions. This is become a component of our black belt trainer training for all teams.

The College continues to use objective measures to compare with the results of other higher education institutions. (see 7R3) Owens measures comparisons with such measures as retention rates, graduation rates, transfer activity, course completion rates, IPEDS data, HEI data, CAAP, CCSSE, results to name a few. Owens compares itself with other industries through appropriate and applicable measures. See the results from figure 7.6 & 7.7 in category 7, utilizing Gartner Consulting comparing IT departments.

According to the HLC peer reviewers that came to campus for the check-up visit, August 2012 for the reaffirmation of accreditation, Continuous Quality Improvement continues to be a superior strength of the College, (<https://www.owens.edu/aqip/portfolio13/HLC-reafirm-rpt20120928.pdf>). Owens was highly commended for its comprehensive approach to quality improvement and for the rigor that is built into its internal expectations for this system. The reviewers acknowledged that since Owens joined AQIP, it has gone from emphasizing to practicing Continuous Quality Improvement.

The Noel Levitz Employee Satisfaction Survey was administered and its results were communicated to the College. An extensive survey with benchmarks was built into the assessment tools for comparison

purposes. This information was critical to the Human Resources department to determine how Owens Community College compares to institutions of similar size and composition. The information collected was a useful tool to access and validate current processes and procedures, as well as to look at new opportunities for progress (i.e. continued Summer Compressed Work Weeks, New Hire Orientation, Employee Training Modules, etc.).

These are just some of the subjective ways Owens reports that its CQI program is not only comparable to other higher education organizations but even superior to many. Owens for the fifth year in a row continues to be accepted at the Higher Learning Commission annual meeting to present its best practices. In 2012, there were 450 proposals submitted, and only 150 accepted, of which Owens was one of them. The AVP of IE has continued to be accepted to present at the HLC annual meetings each year.

Additionally we typically take a team of six members which includes a Trustee, the President, the Provost, the AQIP Liaison, and at least 1 of our Union Presidents. Collectively this team looks at best practices throughout higher education and brings this back to the College for dissemination in our APC QC meetings and president's cabinet, Provost Council, and faculty union meetings. Presentations that are applicable to the same problems we face are brought from the Higher Learning Commission annual meeting and shared with the College.

8R5. Since the 2010 Feedback Appraisal, Owens has responded to this opportunity by reviewing its measures, identifying the effectiveness of planning as well as operational systems. As evidence, one of the outcomes from the response was a reorganization and combining of Institutional Research and the Department of Institutional Effectiveness, into one called just Institutional Effectiveness. Institutional

Research, as identified in category 7, continues to facilitate many measures of effectiveness as identified in the portfolio. Under this reorganizational plan, Institutional Research now reports to the AVP of Institutional Effectiveness. Proven results can be seen by the reduction of data requests from a weekly average of 240 down to 108 which is much more manageable.

The re-organization of IR allows the two areas to work together in assessing the effectiveness of organizational planning. The assessment is done through various methods, including surveys, return on investment, student retention, student satisfaction, and student success/completion, as well as yearly reviews of all the completed projects to ensure continued compliance, and demonstrated continued reliability of the implemented action steps. The College is measuring its continuous quality improvement process for effectiveness by proctoring a Higher Learning Commission quality survey to its shared leadership constituencies each year. Three annual quality surveys have been conducted since the last portfolio. (see 8P5 in surveys, graphs, and charts) Evidence demonstrating the College's system for CQI is effective as presented through measurements and evaluation that can be found in table 7.2 in 7P4, 7P5, and 7I1.

Under the Provost's plan for 2010, Owens Community College started an initiative in which all departments and schools develop a complete tactical plan that will in turn align and engage with the Strategic Plan initiatives, with annual targets and benchmarks. The College developed the "Return on Investment" document (<https://www.owens.edu/aqip/ROI-quality-review.xlsx>) which helps to measure tangible and intangible continuous quality improvements and allow metrics and measurement, both from original control points internally as well as measure against other colleges externally.

Institutional Research provides online data packs, and regularly reported mandated information (IPEDS, HEI, CESSE, CAPP, etc.) that are updated and posted on the newly created Institutional Effectiveness website (<https://www.owens.edu/aqip/portfolio13/8R5.jpg>) for internal use by all constituencies. These constituencies are surveyed to identify what information they need to be successful in their operational planning. This has been a team effort involving all areas of Owens for input as to what their needs are for information and data. Another positive result from the restructuring of institutional research into Institutional Effectiveness has been posting of all data requests reports on our website for the potential use by other constituencies for the same information. There has also been a new prioritization for data request initiated which was developed by the IE team. This has been in effect for one year and has proven to be extremely effective. The evidence that demonstrates that effectiveness is the number of data requests has gone from an average of 240 standing, and has been reduced to 108 average (year-to-date) at any one time.

IMPROVEMENT

8I1. While this area was rated a strength in our last feedback report, Owens has continuously work to improve upon our processes engaging systematic systems. The College has year-by-year dramatically improved its assessment of student learning process. As previously mentioned, this has been accomplished in large through the use of Accountability Management Systems, TaskStream software. This was acknowledged with high praise from reviewers during the checkup visit August 2012. The executive team of our Student Learning Assessment Committee demonstrated to the reviewers a presentation on how we are now able to input student learning outcomes, measure and track results each year, and show then in closing the loop how these results are implemented into improvements. The software makes it a more inclusive user-friendly process in which everyone can see this data in a

common “data warehouse”.

The College has also independently committed the resources to form a team to attend the HLC Assessment Academy beginning in the June 2012 cohort. While not a requirement it’s certainly a commitment demonstrating a desire to improve our processes implementing comprehensive and systematic systems making our assessment more actionable. The Academy team’s specific charges to measure core competencies across the curriculum. As can be seen by the higher learning commission’s assessment Academy portal, with only the first year completed a four-year project, Owens is moving forward strongly, staying with its timeline projected in the original proposal, and utilizing college wide communications for input as it develops these systems.

Through the Process Management (now Quality Management) Initiative, Owens has integrated many more employees into the Planning Continuous Improvement process, with over 350 employees having served on Quality Teams since 2005. The new Strategic Plan which was implemented in September of 2011 entitled “College of Choice: The Strategies for the future 2014”. Owens had 4 champions and 17 team members serve on its Strategic Planning committee. Owens continues to find positive results in using the re-vamped Shared Leadership Model which engages faculty and staff in the decision making process through their service on either APC or QC. APC and QC both meet monthly and once every three months. This area was identified as a strength in the 2010 Feedback Report. Some current examples include:

1. Over 70 employees currently serving on College Teams. The goal was to involve as many associates as possible in the strategic planning and accreditation process. This has proven to be culture changing.
2. The most current portfolio continues to involve more employees across Owens than were involved

in the traditional accreditation process. The current Systems Portfolio has 9 champions who were selected because of their content expertise of their individual category areas. These champions were given the charge to form teams of employees to review and respond to the portfolio questions. The champions and their teams were provided Systems Portfolio training by the AQIP liaison.

3. To improve effectiveness, the department of Institutional Research was re-organized (see above).
4. The College has demonstrated a priority for tracking performance results and implementation for continuous improvement efforts utilizing the software AMS TaskStream, as well as regular reports which are delivered to the Board of Trustees and posted for the entire College to view. (See appendix D)

With a continued effort to ensure that the Strategic Plan for the College is continually reviewed, Quality Council recently revisited their role within the shared leadership model and it was collectively decided to engage the Council with added decision making initiatives and overall engagement of members with follow up and review of past process management teams, initiating new teams, etc. (See 8P5.)

812. This was considered to be strength in the February 2010 review, Owens continues to use the new shared leadership model which naturally lends itself to support Owens’ core values, which are service, learning, innovation, collaboration, and excellence (SLICE). The new leadership model is more inclusive and continues to allow employee input to flow throughout shared decision making. Owens’ new Strategic Plan focuses on enhanced performance in planning continuous improvement.

A synergy has been established throughout the culture and infrastructure at Owens, as faculty, staff, and

administrators are engaged in all areas of the College's quality Initiatives. During the quality checkup August 29-31 the HLC reviewers met with over 200 diverse College constituencies and stakeholders by design. This included administration, trustees, faculty, staff, and students. Over the three days each one of these groups mirrored continuously how much the culture has positively changed since being accredited through the pathway of AQIP. The reviewers mention this in their final report. The culture change have been centered around more teamwork oriented, more shared decision-making, less silos, and a much improved culture of respect, collaboration, and transparency.

This then allows for more systematic process improvement with input from all constituencies to allow for the proper range of targets to be set, and for the project or initiative to be followed through implementation which has in the past been an issue for the College. In addition:

1. Employees make recommendations for quality projects through the Owens intranet. QC collectively approves all quality projects, unless it's determined to need the focus of an Action project.
2. Action projects then are approved through APC as well by electronic vote after detailed discussion.
3. Quality Team continues to use GANTT charts, relationship charts, run charts, etc. to report approval and implementation. All teams employ a variety of tools to quantify and analyze the results of process improvements, and then provide a final implementation report to QC. In their final reports to QC, teams are required to link their projects to the appropriate AQIP category or categories demonstrated in ROI (Return on Investment) and to any related strategies, objectives and action steps articulated in Owens' Strategic Plan.

This process was indicated as strength in a few different categories by the HLC in the 2010 feedback

report and has proven to continue to give positive results.

As an overview to this category and the portfolio overall, the HLC reviewers and our reaffirmation of accreditation visit in August 2012 determined that: In the team's judgment, Owens addressed each and every opportunity that was raised by the systems appraisers and have been thorough their presentation of more than satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations. The institution has clearly used the feedback from its Systems Appraisal and this has resulted in significant improvements; Owen's results here are reviewed in passim on pages 3-7 of this report. (<https://www.owens.edu/aqip/portfolio13/HLC-reafirm-rpt20120928.pdf>) pg. 8 of this report.

CATEGORY 9 **BUILDING COLLABORATIVE RELATIONSHIPS**

INTRODUCTION

Owens Community College continues to have internal and external partnerships that are crucial and invaluable to maintain success. These partnerships involve collaboration with many other colleges, universities, high schools, career centers, accrediting bodies, student organizations, advisory committees, communities, organizations, vendors, businesses, and industries. In addition to these partnerships or collaborations, it is important to note that these relationships do not just exist at one level within the College or at one level within these various institutions. For example, when Owens Community College and Millstream Career Center investigated the prospect of sharing automotive and culinary labs, multiple individuals in various positions were involved in this decision making process. This was truly a collaborative effort not only between the two institutions, but also across multiple levels of the two institutions with titles including faculty, staff, manager, director, chair, dean, principal, treasurer, provost, superintendent, and many others.

Much of the success of the College is due to our collaborations with others. These collaborations bring insight, information, and new ideas that help the College better utilize resources, avoid repetition, maintain continuous quality improvement, and reduce the problems and pitfalls that others may encounter. In many cases, not only does the College gain from these mutual relationships, but the other entities do as well. For example, both the College and our program accrediting bodies mutually benefit by working together for the College's many program accreditation processes. These accrediting bodies consist of visiting teams, board members, officers, and consultants which consist of faculty and staff members from institutions nationwide. Owens Community College regularly has faculty and staff that participate and share their expertise while serving at these accrediting body events.

Owens realizes that the best chances for success involve not only collaboration with our external partners, but also with the employees and departments within the College. Working together internally has created and fostered the environment to allow the College to work together with other groups outside the College across multiple levels of involvement. By continually working together both internally and externally, the College can operate at maximum potential and best fulfill the goals of our mission and vision statements.

PROCESS

9P1. Last review identified this as a strength and Owens Community College continues in many ways to create, prioritize, and build collaborative relationships with educational institutions and other organizations from which it receives students. For example, the admissions/recruitment staff visits high schools to talk to interested students and guidance counselors about the College's offerings, Post-Secondary Enrollment Options (PSEO), and dual enrollment options, allowing students an opportunity to graduate high school and have college credit earned at the same time.

The College also builds relationships with vocational schools, Penta Career Center and Millstream Career Center, so those students who wish to continue their technical education have a seamless transition.

The Office of Student Activities strives to build and enhance relationships with educational institutions by inviting classes from area schools to attend guest speaker presentations or performances presented by the College Student Activities collaborated with recruitment staff to contact guidance counselors throughout the area to share the invitation with others at their school.

The Office of Enrollment Management hosts yearly guidance counselor luncheons on each campus to which they invited counselors from local schools. It also hosts a regional College Preview Night for area high school students.

Staff also work with and serve on boards of area organizations, such as Read for Life and Hope House of Findlay. The Office of Student Activities invites these organizations to campus to share their expertise.

9P2. We have continued to build our relationships to strengthen this opportunity as outlined in last review. The Strategic Plan aligns with the accreditation process, which includes nine criteria under the AQIP Action Plan. One primary strategy is to Foster and Enhance the Delivery of Educational Services, including: 1) establish a process for assessing student learning outcomes to ensure alignment with employer expectations, and 2) enhance delivery of educational services to support workforce development, field experience and co-operative experiences. While the College has developed an advisory committee membership outline, the College does not use an institution-wide process for establishing external relationships and advisory committees. Instead, individual units create and build relationships with appropriate institutions and employers, allowing for greater responsiveness to specific needs.

The College recognizes a percentage of students intend to transfer to four-year universities. Five colleges, including Bowling Green State University and Ohio University, keep regular office hours on campus to reach students interested in transferring. The College has established 35 articulation agreements.

Department chairs facilitate external educational relationships. Recently, the College partnered with Bluffton, Tiffin, and Spring Arbor Universities to

create Baccalaureate programs in Criminal Justice, Business Administration, and Social Work. The College cultivated a 3+1 system with Franklin and Ohio Universities to accept Associate of Applied Science students. Students complete a junior year of general courses, followed by a senior year at university to complete a degree.

The College has worked to build relationships with employers to enhance opportunities for students. A Job Location/Development Coordinator arranges student employment sites off-campus. For example, the College maintains close relationships with John Deere and Caterpillar companies to provide technical education and supervised occupational work experience. An advisory council of eight Caterpillar representatives guides the college's program to ensure responsiveness to company needs. Additionally, the College maintains a career placement website through College Central Network Systems where students and alumni post resumes, and employers advertise open positions.

The College's CSLCEL area maintains 60 community partnerships through which students volunteer. A partnership with Toledo YMCA/JCC allows students to complete 30-hour internships after finishing the Personal Trainer program at the College.

Since 2012, the College's Workforce/Community Services Department has partnered with a variety of Northwest Ohio businesses, e.g., First Solar, Marathon Special Products, and Maumee Valley Fabricators, to secure nearly \$1 million in funds for incumbent worker training. These opportunities enable the College to develop company-specific curricula and increase employer involvement on advisory committees, ensuring programmatic responsiveness to business needs.

9P3. Since last identified as an opportunity, we have worked on strengthening our services to students. Recognizing that many students depend on financial

aid, the Bursar arranged a direct deposit option for student refunds, cutting down the time and paperwork involved in processing checks. In addition, the College teamed with Higher One (local bank) to give students a bank account and quicker access to their refunds.

The advising staff monitors the changing needs of students; changes in the economy required the College to serve more displaced workers through the Trade Adjustment Assistance for Workers Program (TAA) and the Workforce Investment Act (WIA). As a result, the College strengthened their relationships with area One-Stop Centers. By sharing information about policies and procedures, the College and the agencies are better able to work together.

Another way in which the College builds these relationships is by hosting programs with organizations that provide services for students. Recognizing literacy continues to be an important issue in the area, the Office of Student Activities hosted a Literacy Fair for area organizations that work with literacy initiatives.

The College also networks with social service agencies in the area. The Student Services staff is active in the Hancock County Coordinating Council, a group of representatives from non-profit agencies and businesses collaborating to better meet the needs of residents in Hancock County. Many of these organizations serve students at the College. Currently, an Admissions Representative is completing a two-year term as president of the Coordinating Council.

9P4. Our relationships have been a strength in the past and they continue to get stronger even while adding new ones. Relationships with organizations supplying materials and services are created over time by working toward solutions to meet the needs of the College, students, and community.

Regarding vendors, the College follows approved Board

Purchasing Policy 3358:11-4-12. This policy covers the bid process, including competitive bidding and request for proposals. The College also follows the bidding process sections of the Ohio Administrative Code. (See https://www.owens.edu/trustees/board_policies/11-4-12.pdf and <http://codes.ohio.gov/oac> for more information.)

Flowcharts are used to monitor and streamline the College's capital planning process. (See appendix for 9P4.)

Multiple departments across campus are responsible for building relationships with vendors.

- Business Affairs: Construction and building improvement contractors
- Marketing & Communications: Advertising and printing companies
- Workforce and Community Services: Educational providers for community and company classes
- Office of Student Success: Testing vendors

College representatives serve on community committees, councils, and boards, providing building relationship opportunities with businesses and an expanded network of resources. While the vendor process still requires competitive bidding, these community-networking efforts expand the College's knowledge of local resources. It is critical to the success of these relationships to maintain open communication with vendors.

A great example of a new vendor relationship is our Buy Smart system. This product is user-friendly and mimics popular eCommerce shopping sites. With a comprehensive requisitioning and order delivery solution, this eProcurement environment is seamlessly integrated into the financial system of record. This has streamlined the process, improved internal communication between areas, shortened delivery times, and reduced employee time and paperwork.

(See <https://www.owens.edu/aqip/portfolio13/9P4.jpg> for more information.)

9P5. This was last identified as an opportunity and to cultivate collaborative relationships with educational associations, external agencies, consortium partner, and the community, the College has memberships with educational associations that assist public two-year community colleges. The College is actively engaged with Chambers of Commerce (Toledo, Findlay, Ottawa, Bowling Green, Fostoria, Kenton), economic development agencies (Lucas, Wood, Hancock, and Hardin Counties), and other community agencies and organizations (Rotary clubs, community foundations, job and family services).

The Board of Trustees are community and business leaders who provide knowledge, opportunities, and resources to build collaboration with partners and the community. These leaders bring their expertise in politics, law, finance, transportation, foundations, corporations, and the military.

On a state and national level, the College is a member of community college, welding, alternative energy, automotive and international student associations. The list of memberships are extensive: Ohio State Bar Association, American Welding Association, American Wind Energy Association, Community College for International Students, National Community College Council, and American Association of Community Colleges.

The College partners with JOBSolutions (ODJFS) in Lucas, Wood, and Hancock Counties in an effort to reach those adults who are looking for new careers, job training, and those who are unemployed and need new skill sets. These agencies assist in providing workforce training incentives to the College for both credit and non-credit certificate programs.

The Office of Institutional Effectiveness (IE) conducts surveys to provide planning data as the College works to meet community expectations. One example of a new partnership is between the Findlay-area campus and Millstream Career Center. An automotive credit class and 6 non-credit classes are offered at the Career Center's facilities by the College's instructors. These collaborative efforts provide the community with new opportunities.

9P6. We have continued to strengthen our partnerships in this area. The College's partnerships include John Deere, Caterpillar, the Ohio Fire Academy, etc. The College maintains relationships with external stakeholders. To ensure the College is meeting needs, surveys assess the ongoing needs of internal stakeholders. Student success is measured by degrees issued, graduation rates, and job attainments. (See <https://www.owens.edu/aqip/portfolio13/overview-quality-management-final-2010.pdf> for more information.)

(Also see 9P5, 9P7, 9R1, 9R2, 9R3.)

9P7. Last viewed as an opportunity, the College has worked very hard at strengthening our internal connections. The College continues to build internal relationships among departments and units through collaboration opportunities, enhanced communication procedures, and professional development. Employees work with new colleagues through Quality teams, thereby enhancing inter-departmental integration and communication.

In 2011, 300 College employees took part in Connections Now training to improve customer service and communication across multiple departments. Training consisted of nine multimedia modules and three small group workshops.

The following procedures ensure communication among all areas of the College.

- Beginning in 2012, the College initiated town hall meetings with updates from the offices of the President, Finance, Human Resources, Provost, or the College's Foundation. Meetings Owensur approximately every two months and include open question and answer periods.
- The College disseminates pertinent information through a daily electronic newsletter (ONews). Any member of the College can submit items for publication in ONews.
- Monthly electronic letters are distributed from the President (Mike's Expressions).

RESULTS

9R1. HLC reviewers found this to be an opportunity and we have improved by communicating more on survey results and what the next steps will be with appropriate parties. The College's collects and analyzes measures of internal and external collaboration data.

- New activity and feedback from our current advisory committees
- Enrollment numbers
- Alumni surveys
- Employee satisfaction surveys
- Articulation agreements
- Strategic Plan
- Noel-Levitz 2011 survey

The Skilled Trades' Advisory Committee provides information on new trends and issues. The Committee also offers suggestions on improving curriculum. This information is then shared with the appropriate academic school and the non-credit workforce services area.

Student participation data on co-ops and internships are used as a benchmark to set new goals for growing reciprocal relationships. Student learning assessments provide empirical evidence of community engagement as an indicator of institutional impact. (See <https://www.owens.edu/aqip/portfolio13/9R1.jpg> for more information.)

9R2. Performance results in building collaborative relationships continue to be a strength. Ongoing co-ops, internships, clinical practicums, and field experiences build relationships among students, the College, and employers. This direct feedback from students and employers lets the College adjust curriculum to match needs.

Student Government partnering with other student organizations, e.g., the Environmental Club, Society of Manufacturing Engineers (SME), and Students In Free Enterprise (SIFE). During an Environmental Club electronics recycling event, Student Government made the effort to ensure there were plenty of students to assist and enhanced it by incorporating the concept into a larger campus event.

Millstream Career Center offers adult training similar to the Workforce and Community Service non-credit training. The College partnered with Millstream Career Center's Adult Education office to provide services for adult learners. This partnership involves mutual communication, planning, and advertising. Typical items that are shared include instructors, facility space, promotional materials, and administration. Some examples of this are the "DIY Home Repair for Women," "Cool Summer Cooking," and "Edible Passport."

9R3. As this was identified as an opportunity due to only listing Owens Foundation in last review, please note that the College ranks in the top 10 percent of colleges and universities for public/non-public high school-aged students who attend the College as PSEO students. In 2012 the College served 627 PSEO students. PSEO is successful at the College because of the close working relationships that are maintained through contact with principals, guidance counselors, coordinators, and parents at these high schools, home schools, and career centers.

(See <http://education.ohio.gov/Topics/School-Choice/Post-Secondary-Enrollment-Option-PSEO> for more information.)

The College's mission is to help students succeed. In some cases, that involves students transferring to the College because of cost, time, and other opportunities. In other cases, students will transfer to other institutions to continue their education. The College has favorable results in these venues. (See <https://www.owens.edu/aqip/portfolio13/9R3.jpg> for more information.)

The Nursing Program offers data on both the state and national level. Nursing students are required to take clinical practicums, with collaborative agreements available at over 35 area hospitals, nursing homes, and community agency sites in NW Ohio. The nursing department has NCLEX testing data to compare both the LPN and RN programs to state and national averages. The College had a 100% NCLEX passing rate for LPNs in 2012 compared to the state average of 83.48% and a national average of 84.15%. For the RNs, the College had a passing rate of 95.51% versus the state average of 89.95% and a national average of 90.34%. See attachment for 9R3.

IMPROVEMENTS

911. Since last identified as an opportunity, the Academic Structure Committee compiled a list of projects to improve efficiencies. The Committee targeted WCS (Workforce Community Services) as a good first project. As part of this project, other colleges and universities were used as examples, and in several cases, contacted to make a presentation to the Committee. (See 8R3)

Through the utilization of the information that has been identified in our Process and Results section of category nine, the College has streamlined and improved how we communicate to our business and industry partners, especially involving training and education. The College has a method in place that has been improved to allow better collaboration internally and externally to business and industry partners.

912. The College continues to strengthen the Shared Leadership Model, which has resulted in many improvements over the past year. (See Appendix F 912 for more information.)

APPENDICES

Appendix A

<https://www.owens.edu/aqip/portfolio13/appendix-A.pdf>

Appendix B

<https://www.owens.edu/aqip/portfolio13/appendix-B.pdf>

Appendix C

<https://www.owens.edu/aqip/portfolio13/appendix-C.pdf>

Appendix D

<https://www.owens.edu/aqip/portfolio13/appendix-D.pdf>

Appendix E

<https://www.owens.edu/aqip/portfolio13/appendix-E.pdf>

Appendix F

<https://www.owens.edu/aqip/portfolio13/appendix-F.pdf>

Appendix G

<https://www.owens.edu/aqip/portfolio13/appendix-G.pdf>

Appendix H

<https://www.owens.edu/aqip/portfolio13/appendix-H.pdf>

Appendix I

<https://www.owens.edu/aqip/portfolio13/appendix-I.pdf>