

**Systems Appraisal Feedback Report**

in response to the *Systems Portfolio* of

OWENS COMMUNITY COLLEGE

March 7, 2014

for

**The Higher Learning Commission**

A commission of the North Central Association

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## Elements Of Owens Community College's Feedback Report

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently, the team's report may omit important strengths, particularly if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly, the team may point out areas of potential improvement that are already receiving widespread institutional attention. Indeed, it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

**Reflective Introduction & Executive Summary:** In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP

Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

**Strategic Challenges Analysis:** Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

**AQIP Category Feedback:** The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying and coding strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

**Accreditation Issues Analysis:** Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's Criteria for Accreditation. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio, with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

**Quality of Report & Its Use:** As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the institution by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state, as well as its proposed future state. As such, it is imperative

that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

## **Reflective Introduction and Executive Summary For Owens Community College**

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Owens Community College's** achievements and to identify challenges yet to be met.

*Owens Community College (OCC) is a comprehensive community college located in the greater Toledo, Ohio area. With campuses in Toledo and Findlay as well as two learning centers, the college had 9,715 FTE in the fall of 2012. OCC's students are "future oriented," and the college is focused on success for all students. OCC uses a shared governance model that served it well as it transitioned to a new president. Faculty and staff are proud of their accomplishments on continuous improvement projects. All of the college's degree programs are available through its distance learning program—eOwens—which is authorized in 18 states.*

### **Category 1:**

OCC holds "Helping Students Learn" as a priority and strength of the college. The institution has focused efforts on correcting the opportunities noted in the last AQIP review by implementing initiatives aimed at improving student success, including advising, tutoring, and course assessment efforts to name a few. Additionally, the college now requires all incoming students to attend a "new student orientation." OCC has worked to align the variety of co-curricular activities with curricular goals, and has moved to an intrusive advising model with full-time advisors who carry a defined student caseload. OCC previously enrolled in the HLC Assessment Academy in order to improve systems related to student success.

### **Category 2:**

OCC has a number of well-defined distinctive objectives including athletics, research studies,

service learning, foundation activities, and alumni programs. As stated in the Portfolio, the college is committed to being Northwest Ohio's best higher education investment. Since the last appraisal, OCC established a Center of Service Learning, Civic Engagement and Leadership in order to connect the college with community partners and enhance the student learning experience. The strategic planning committees include broad representation from across the college and reflect a strong commitment to shared governance.

**Category 3:**

OCC has determined that the constructive use of data is necessary to help understand the needs of students and other stakeholders. The college provides opportunities to regularly review collected demographic data, success rates, internal and external assessments, and national benchmarking tools like the Community College Survey of Student Engagement (CCSSE).

**Category 4:**

The development of employees is important to OCC, and professional development is viewed as part of the continuous quality improvement efforts. OCC provides opportunities for training and coaching services, and the performance evaluation system is well defined. The college offers competitive compensation, rewards and recognition to attract, retain, and advance its employees. The college is also aware of the importance of recruiting and retaining a more diverse hiring pool of candidates for positions.

**Category 5:**

OCC challenges the college leadership to lead by example, and the college has implemented several leadership initiatives involving the Board of Trustees, President's Cabinet, strategic councils, and committees. Multiple venues are used to communicate information throughout the college, and OCC has developed processes that encourage high participation from all employees. The college also communicates with the region served through a variety of newsletters, forums, and related media venues.

**Category 6:**

The college is diligent in creating a "dynamic focus" for improving service processes and ensuring cross-departmental collaboration. One of the College's four main strategies is "Foster Organizational Vitality." OCC's institutional operations include numerous measures with set targets, and comparisons are made to previous year data as a systematic process. OCC has

made changes to strengthen the support of institutional operations, such as an assessment of the campus safety and security department where changes were made to insure a safe campus environment.

**Category 7:**

OCC has consciously moved from a system with a singular focus of compliance reporting to a comprehensive focus on institutional effectiveness. Multiple data sources are used including national benchmarking tools, and the college has developed a set of Key Performance Indicators (KPIs) as part of its system for measuring effectiveness. The Institutional Effectiveness website was designed with a focus on access to data and transparency, and the website provides a variety of reports so that information is available for decision making and quality improvement when needed.

**Category 8:**

The college plans for and is committed to continuous improvement with its shared leadership model, strategic planning process, continuous quality improvement process, and AQIP project implementation. OCC regularly administers surveys to seek input from the AQIP Planning Council and the Quality Council, as well as other stakeholders throughout the college.

**Category 9:**

OCC strives to develop collaborative relationships that are mutually beneficial to all partners, and the variety and diversity of these relationships reflect a strong commitment to the region, both economically and educationally. For example, the college has a partnership with Millstream Career Center to share labs and involves multiple areas of the college. OCC also recognizes the importance of collaborative relationships within the college as these help to reduce duplication and improve efficiency.

**Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.**

**Strategic Challenges For Owens Community College**

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its

immediate priorities, as well as strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's Criteria for Accreditation. That portion of the team's work is presented later in this report.

Knowing that **Owens Community College** will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- OCC has a strong commitment to continuous improvement, and processes have been revised and improved, including the strategic plan, with a goal to better measure results. The shared governance approach has increased the number of employees involved in continuous improvement efforts, and data collection processes have been improved. Because the college has responded positively and proactively to suggestions from the previous portfolio, it is well positioned to move beyond progress to date and truly close the assessment loop by linking outcomes identified by their processes to the data collected and analyzed. The result will help to better articulate how improvements grew out of the data analysis and inclusion. The strategic issues identified below are meant to help the institution move to the next phase in its AQIP quality journey.
- OCC has strong processes in place for planning that are inclusive and linked to the mission, vision, and goals of the college; however, many of the process responses in the Systems Portfolio did not list specific goals or targets. An opportunity exists for OCC to insure that all planning groups develop specific, documented goals with measurable outcomes.
- In writing a number of sections for the portfolio, OCC does not list actual results such as charts, graphs, models, and so forth, which are tied to goals and objectives in the results section. The college has done an excellent job of collecting more relevant data, but the opportunity exists for the college to connect the data collected to actual goals and outcomes, and then demonstrate how the college used that data to measure progress. Category Six, supporting institutional operations, did a nice job of tying results to goals and could serve as a model section.
- OCC lists many positive changes in the portfolio that would seem to indicate a commitment to continuous improvement. For most of the portfolio, however, it is not clear how the

improvements listed were connected to an analysis of previous data results. The college has the opportunity to link the data collected to specific measurable goals and outcomes and to clearly explain the link between the data results and demonstrated improvements. Again, Category Six could serve as a writing and organizational model for the other categories.

- Throughout the portfolio, historical data is minimal or not listed at all, and little reference is made to how identified data reports are analyzed or used. With the improved data collection processes, OCC has the opportunity to examine the data for historical trends and patterns, and then use that information to inform change.

### **AQIP Category Feedback**

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

**AQIP Category 1: Helping Students Learn.** This category identifies the shared purpose of all higher education institutions and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 1.

*OCC has demonstrated a strong commitment to student success and continuous quality improvement, and has responded positively to the opportunities presented in the previous portfolio. The review of the general education objectives helped to bring faculty and administration together, and faculty work to assess defined learning outcomes is still in process. OCC has improved its communication systems, has established some effective processes such as mandatory orientation and advising, and has expanded and improved its data collection techniques. As the college continues its quality journey, the challenge for OCC and most colleges is to more clearly delineate specific processes with expected outcomes and targets to insure that the data collected is relevant to stated outcomes, to analyze and quantify the data both for short-term and long-term goal accomplishment, and to clearly connect improvements designed and implemented to the data analysis performed.*

**1P1, S.** OCC continues to evolve its general education outcomes. Using feedback from a peer review visit and information from the Higher Learning Assessment Academy, the college reduced the number of learning outcomes expected and defined a clear process for learning outcomes assessment.

**1P2, O.** While OCC states program learning objectives are developed and assessed at the program-level with input from internal and external stakeholders, the process as described through the Systems Portfolio is unclear in terms of application. In addition, how often the assessment process is implemented does not appear to be well defined.

**1P3, S.** OCC has a mature system in place for new program development and program modification that uses market analysis and faculty input to determine scope and need. In addition, the college contracted with Noel-Levitz to conduct a market demand study designed to identify new program opportunities relevant to the mission and community served.

**1P4, O.** While the college clearly delineates a strong process for ensuring that new programming is responsive to the community served, the College may have an opportunity to develop a similar process for existing programs in order to determine viability and currency.

**1P5, S.** OCC has required testing and placement practices in place with a goal of ensuring that students have the skills necessary to be successful in transfer or career programs of study. In addition, several programs have selective admission requirements, and some are very competitive in terms of applicants for admission. The

faculty have worked to align course sequences so that student learning follows a clear pathway which is laddered to enhance skill development.

**1P6, SS.** OCC has a comprehensive system in place to insure students understand the varied program requirements and expected outcomes, including information published in the online catalog and presented through the new mandatory student orientation. The required new student orientation was also designed to address the need of online students, and the format was modeled after the face-to-face version with a clear focus on the differences in online learner needs. In addition, some programs have added their own additional required orientation that is program and career specific. OCC has also introduced a case-management advising system with full-time professional advisors who are housed in the academic departments. Each student is now assigned an advisor at the beginning of their academic career with a clear expectation for frequent interactions.

**1P7, SS.** In addition to the strengths noted in 1P6, career advisors assist students with determining a course of study by administering interest inventories and providing multiple tools for career exploration. Specific advisors have been assigned to work with undecided students, returning adults, transfer students, and pre-health students. OCC's commitment to adding full-time advisors in a time of budget stress demonstrates its commitment to insuring students make good decisions and have the support they need to succeed.

**1P8, S.** OCC uses the COMPASS placement examination to help identify if entering students are adequately prepared for college level work. Based on a defined score set, students whom are not at college level must take the appropriate developmental class to improve their skills and reach college level proficiency in core areas of reading, writing, and math. The college provides opportunities for students to prepare for the assessments by attending free workshops, and students are clearly explained the significance of their assessment score in terms of success and college readiness. The math department has also redesigned the developmental math delivery system using the emporium instructional design in an attempt to more accurately identify where students need the most help with math proficiency.

**1P9, S.** OCC provides a rich, literature-supported method for assisting students that includes learning styles assessment, student motivation, study habits, and other variables that affect student success. OCC uses a formal learning styles inventory (VARK) in all first-year seminar courses. There is no discussion in the portfolio on how

the faculty are trained in learning style theory and other student success strategies to reinforce the support offered to students.

**1P10, O.** While OCC has formed a campus-wide committee on accessibility issues and offers a variety of services, the Portfolio description is unclear as to whether this represents a defined process to identify service needs beyond those intended for students with disabilities. There is no discussion in this section related to other types of students who may have different support needs, including seniors and commuters to campus.

**1P11, O.** The portfolio describes a series of anecdotal activities that contribute to faculty training, communication, and other important aspects relevant to this goal area. An opportunity may exist to more clearly explain how these activities fit into a larger process that intentionally defines effective instruction, clarifies measures for quality, and identifies improvements that may be or have been implemented based upon measured results. .

**1P12, S.** OCC uses the annual Program Review and Evaluation Process (PREP) to assess course delivery methods and student access. The Accountability Management System (*Taskstream* technology support system) has been instituted to aid in the PREP process. The college curriculum committee reviews the annual PREP as does the provost. The process has been consistently administered for several years, and the move to technology demonstrates a college focus on continuous improvement and easy access.

**1P13, S.** OCC requires each program to be reviewed a minimum of once every three years for curriculum improvement and to maintain relevancy. If a program does not meet more than half of the review standards, the program is placed on probation and is required to submit an annual report to the Provost articulating action steps undertaken to ensure the program is in compliance prior to the next review cycle.

**1P14, SS.** OCC reviews curriculum annually for currency and relevance, and when necessary, the faculty take action to revise or discontinue a course or program of study that is no longer deemed relevant to the college mission or community served. Between 2010 and 2013, 89 degree and certificate programs were discontinued or redesigned as a result of this review process.

**1P15, O.** While the portfolio describes a series of activities related to supporting classroom needs, the Portfolio does not provide examples that would imply a well-

defined process for determining and assessing student and faculty needs is in place, nor does any process appear to clearly connect to the allocation of college resources to support student learning support or faculty classroom/instruction needs.

**1P16, S.** OCC describes a variety of initiatives designed to enhance communication and to ensure alignment between co-curricular activities and general learning objectives. The college has clearly made a commitment to engage students in learning outside the classroom, and the new positions and organizational changes demonstrate this commitment.

**1P17, O.** OCC uses a degree audit to determine whether students have met the course completion and compliance requirements for graduation. An opportunity may exist for the college to not only assess completion but also assess learning outcomes as they relate to defined goals for students completing programs of study. Such assessment might help OCC faculty better understand if students are meeting learning objectives, and this team-based analysis could guide course modifications as appropriate to enhance success and student retention.

**1P18, O.** While OCC has established the Student Learning Assessment Committee (SLAC) to design, monitor, and review student learning processes, the specific methods used by the college are not clear as they relate to the assessment of student learning. Although some assessment activities are completed regularly, the level of integration or how college-wide and systematic the assessment process is not clearly defined.

**1R1, S.** OCC regularly collects an array of data to assess different aspects of students' experiences, licensure and industry-based learning, and learning support effectiveness. The college has a clear commitment to collecting a variety of data elements and to making them available to the college community.

**1R2, O.** As OCC acknowledges through the Portfolio, the current assessments may not be adequate to fully evaluate common student learning outcomes, and the college is currently reviewing nationally-normed tests that may provide better results. Current results for CAAP reflect little or no progress in several key areas. The college acknowledges this fact and is currently revising related courses to more closely align the curriculum with the core common student learning outcomes. While nationally-normed tests can be useful, OCC may also find clearly defined measures developed by faculty teams to be helpful in assessing the student learning outcomes that faculty and other

stakeholders deem essential to student success.

**1R3, OO.** OCC acknowledges that learning outcomes assessment is an opportunity for the college. The exact concrete steps the college is taking to identify the data needed, how this information will be analyzed, and how the results will be shared with key stakeholders is not well defined or clearly articulated through the Portfolio.

**1R4, O.** OCC collects some data on student pass rates for national certification tests, and the results indicate the college is generally doing well in those areas. An opportunity may exist for the college to develop more concrete measures and targets for student success in several other programs. The Portfolio mentions that the advisory committees evaluate student success for individual programs; however, what data, if any, are used by the advisory committees or faculty to complete the analysis is not clear.

**1R5, S.** OCC has made a concerted effort to collect relevant data on the support services provided to students. For example, the tutoring program not only counted the number of visits but also how well the tutored students did compared to students who did not seek out tutoring. The numbers show the tutored students did better than the class average.

**1R6, O.** OCC uses the Noel-Levitz and CAPP tests as well as state-wide data to benchmark against other institutions. The Portfolio notes the college does well in comparison to other colleges; however, no actual data to support that assertion was provided. Although some links to data examples were provided, the Portfolio did not identify or provide examples of how key indicators were interpreted and acted upon by the college.

**1I1, O.** The portfolio describes some structural changes designed to improve services including the development of the Academic Structure Committee which has recommended changes designed to improve efficiency. The connection to helping students learn is unclear as well as the type or kind of data used to drive the efficiency changes.

**1I2, O.** The AQIP Planning Council and Provost Council are tasked with identifying specific processes for improvement; however, how these councils actually drive improvement or institutional change is not clear. The college appears to have an improving culture of data collection, but the systematic use of data to inform the decision making is not as well defined.

**AQIP Category 2: Accomplishing Other Distinctive Objectives.** This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 2.

*OCC is clearly committed to a continuous improvement journey, and the institution is maturing as an AQIP school. Through the shared governance model, OCC is developing a culture and infrastructure where stakeholder input is instrumental in determining non-instructional objectives and improvement priorities. KPIs have been established for each of the identified non-instructional objectives, and these will assist the college in efforts to embrace continuous quality improvement. As is written in the Portfolio, however, the actual goals for this area are not clearly identified, especially how the data collected relates to these goals and how improvements are tied to data collection and analysis. OCC clearly has all the tools in place to document its processes and to tie results to goals, and the college will benefit by clearly articulating its goals, results, and improvements in the future.*

**2P1, S.** OCC aligns the college mission, vision, and values and collects input from the shared leadership model to design and improve key non-instructional processes. In particular, the college has identified athletics, community engagement and service, alumni affairs, institutional research, and community outreach as target areas for increasing effectiveness in serving external stakeholders. As a result, the college has established an Institutional Review Board (IRB); required student athletes to conduct community service; and established a Center of Service Learning, Civic Engagement and Leadership. The institution benchmarks efforts against CASE and AFP.

**2P2, S** The shared leadership model is used to determine objectives as part of the strategic planning process. Both internal and external stakeholders are given opportunities to provide input in a variety of ways such as participation on advisory committees, targeted surveys, environmental scans, feasibility studies, and open forums. Recognizing the diversity of feedback collected and needed to ensure program and service relevancy, the model serves the college well in terms of inclusion and sustaining

a shared vision.

**2P3, O.** The Portfolio describes a variety of ways that the college attempts to communicate with the larger community. However, except for the community partner agreement, the majority of the communication methods described require the recipient to be proactive, for example: go to a website, read a blog, use a portal, and other similar passive activities. The specific objectives that have been identified in this area and how those specific objectives were communicated to other stakeholders are not clear. The college may have an opportunity to evaluate these communication methodologies in order to ensure that they are effective and utilized, and the college may find that active strategies that include focus groups, leaver surveys, and so forth could provide better results and feedback.

**2P4, O.** While the college uses a variety of venues to collect and analyze data about the non-instructional activities that impact external stakeholders, these appear to be tied to the general functions of specific operations like athletics and the foundation, and not to specific goals. How stakeholders participate in the review of broader college functions is not described. OCC may benefit from establishing clear expectations aligned with strategic initiatives and formalized processes for the assessment and evaluation of programs offered or services provided to external stakeholders.

**2P5, O.** The implementation of the first-ever Professional Development Days is evidence of the progress OCC has made in soliciting feedback from faculty and staff that can be used in decision making processes. However, the institution is still in the process of developing a comprehensive strategy for determining faculty and staff needs as they relate to non-instructional objectives. OCC has an opportunity to build on knowledge of what worked and what did not work in order to develop a systematic process which incorporates the ongoing assessment of the college's effectiveness in addressing personnel needs.

**2P6, OO.** While OCC has made a concerted effort to involve the faculty and staff in a variety of AQIP efforts, the college does not provide a clear explanation of how feedback is reviewed, analyzed, and used to make improvements to the key, non-instructional objectives. When the college has identified concrete, measureable goals for accomplishing other distinctive objectives, OCC seems to have systems in place to gather faculty and staff input. Clarifying to faculty and staff whether the ideas collected prior to implementation are used or not used will help to build collaboration and

ownership of the goals implemented.

**2R1, S** OCC has assigned KPIs for its non-instructional objectives which include the total value of the endowment, the number of scholarships awarded, and total amount of scholarships awarded. The athletics department tracks graduation rates, transfer rates, civic responsibility, and 3.0 GPA levels. The CSLCEL tracks service hours and program satisfaction in relevant areas. These examples are clear and have established measures that can be benchmarked over time.

**2R2, O.** The results listed demonstrate progress in several significant areas of the college, including the success rates of Success Scholarship Fund recipients, progress toward raising the average GPA of student athletes, and the number of student service hours logged. OCC has clearly started to identify ways to collect data from both internal and external sources, and is beginning to identify ways to organize, assess, and use the data for continuous improvement. Given that there was no discussion in previous sections on these specific outcomes, the Portfolio is unclear as to whether these data collection examples were the actual goals for this area.

**2R3, O.** The college is beginning efforts to benchmark several areas to other state colleges, and the efforts may potentially develop opportunities for sharing successful practices. Analyzing benchmarks to identify both strengths and opportunities can help OCC understand progress and identify best practices. Once the college has identified specific goals for this area, it should be able to collect and assess relevant data related to those goals.

**2R4a, S.** OCC compares favorably with other institutions with regard to student service learning activities as evidenced by the college selection as a member of the President's Higher Education Community Service Honor Roll. Additionally, the college compares favorably to other institutions with regard to alumni involvement and advancement efforts as noted specifically in the Portfolio narrative.

**2R4b, O.** OCC has several areas working to engage with the community and college population; however, the efforts appear to be isolated and not coordinated across the college community in any meaningful way. An opportunity may exist to systematically develop specific goals for this area, and identify and collect relevant data related to the accomplishment of these goals.

**2I1, O.** OCC has made several significant improvements in its non-instructional/student

service areas including the elevation of an academic advisor to an Assistant Director of Athletics, Academics position; the development of the Office of Service Learning, Community Engagement and Leadership; and implementation of data collection and analysis systems for these areas. While OCC has made efforts to collect data in some specific areas, what this data means or how the information is being used to inform change and improvement is not clear. Further, the singular nature of these areas reported is unclear as to whether changes grew out of a comprehensive improvement process with specific goals.

**2I2a, S.** OCC is clearly committed to improving efforts in this area and has developed several significant initiatives. The institution has shifted from a top-down leadership management approach to a shared governance model. OCC's shared governance model and commitment to collecting relevant data in some areas indicates that it has the infrastructure and culture in place to accomplish its objectives, once those have been clearly identified.

**2I2b, O.** An opportunity may exist for OCC to more clearly explain how changes in culture and infrastructure have improved its CQI efforts. The Portfolio does not describe a culture of systematic change but rather one where isolated units have taken initiatives to benchmark and collect data for comparison purposes.

**AQIP Category 3: Understanding Students' and Other Stakeholders' Needs.** This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis, and resolution; determining satisfaction of students and stakeholders; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 3.

*OCC's strategic plan clearly defines the goal of understanding student's and stakeholder's needs, and the College has recently made improvements in this regard. OCC has developed processes and plans to gather relevant information, and in some cases, the college has done a good job of demonstrating how data was used to drive improvements. For example, OCC has formalized processes for identifying student complaints and providing student services for*

*mental health, counseling, and social service support. However, more needs to be done in the area of setting targets, data collection, and analysis of other stakeholders needs (e.g. Advisory Councils). Including more results in this Category will help OCC tell the college story and enable others to see more clearly the connections between processes, improvements, and results.*

**3P1, S.** OCC uses a variety of methods to identify the changing needs of its student groups including formal surveys, both in-house and national, and informal information gathering such as customer service feedback and input from student government members. Several key committees, including the AQIP Planning Council, Quality Council, Strategic Enrollment Management committee, and several administrative councils, analyze this data and make recommendations for improvement. Of note is the college commitment to increase persistence and graduation rates by using data to determine benchmark areas for each department.

**3P2, S.** Owens uses a variety of methods to build and maintain relationships with students, starting with new student orientation and continuing with student advising and clubs. The college uses technology such as the student portal, BRM, and Blackboard to assist in the maintenance of relationships with students, and OCC has made strides to collect student feedback, make improvements, and address the changing needs of the student demographic.

**3P3, O** The processes used by OCC faculty and administration to analyze student needs identified through these data collection methods, and the college uses this knowledge to select courses of action is not clearly delineated or defined in the Portfolio. OCC does not describe a systematic approach designed to assure that actions are appropriate to the college's mission and the defined needs of students, and the examples provided are not clear as to how actions taken are aligned across the college's programs and departments.

**3P4, S.** OCC has a comprehensive and mature process for connecting with local high schools to insure a smooth transition to college, including programs like Gateway to College and the Post-Secondary Enrollment Options (PSEO). The college interacts with community organizations through a variety of campaigns and the college focuses on several student service functions provided regularly to students. In addition, representatives from the college meet with elected officials at the state and national levels regularly in order to share the college vision and successful practices.

**3P5, S.** The institution has a variety of methods established for building and maintaining relationships with business and industry in addition to the programs in place with high schools and transfer colleges. OCC uses environmental scans, input from businesses, and research for grant applications which help to identify stakeholder needs, and often programs are developed or discontinued based upon this research.

**3P6, O** The College provides a number of formal and informal ways for students to express complaints and has a formal process for handling them. However, complaints about instructors appear to be managed informally by department heads, and no complaint processes are described for other stakeholders. Developing well defined and delineated processes for identifying and handling complaints could strengthen OCC's relationships with both internal and external stakeholders. Clear process guidelines and training for department heads could also help to develop consistency and equity in the treatment of individual student complaints about faculty.

**3R1, O.** While OCC uses surveys and course evaluations to determine student satisfaction, how stakeholder satisfaction is determined is not clear. Information about stakeholder satisfaction provides useful data for strengthening relationships and identifying the needs of these groups served by the college.

**3R2, S.** Multiple methods are used to collect information on student satisfaction, and the college reviews and considers this information carefully. When survey data indicated a decrease in some non-academic satisfaction indicators, the college responded by improving the New Student Orientation and advising services.

**3R3, O.** While OCC offers a variety of opportunities for students to build relationships with the college, no actual data is presented in the Portfolio that measures student satisfaction with these efforts. An opportunity exists for the college to find ways to systematically measure student engagement and how effective the college is at relationship building. CCSSE, which the college currently administers, may provide the college with a good starting point, and some benchmark data on student engagement and support services gleaned from these surveys could be beneficial to future college services and instructional quality.

**3R4, OO.** The portfolio provides a description of some information collected from alumni and employees, but no actual data or demonstration of data analyses is provided. The Portfolio does not describe stakeholder data collected or analyzed in terms of advisory

group satisfaction. The College could benefit from developing, collecting, and analyzing measures of satisfaction for these key segments representing OCC's stakeholders. The description of ways OCC has responded to community needs does not indicate satisfaction levels from stakeholders involved with these activities.

**3R5, OO** While the portfolio lists a variety of activities that indicate significant stakeholder involvement for alumni, the child care center, and people/groups renting OCC facilities, there is no actual data presented or analyzed related to building relationships. The college could benefit from developing, collecting, and analyzing measures for understanding student's and stakeholders' needs.

**3R6, O.** The Portfolio compares results for retention, persistence, and graduation as well as the pass rate for the NCLEX-RN. The data presented is for only one year and includes no analysis of trends, identification of areas for improvement, or changes made as a result of this data collection. The college's retention rate of 48.5% is 5% below the national benchmark of choice. An opportunity may exist for OCC to develop formalized programs and processes targeted toward increasing student retention rates.

**3I1a, S.** OCC has made strides in developing and implementing systematic and comprehensive processes for understanding students' and other stakeholders' needs. The new student orientation, BRM, course evaluation improvements, measures of student satisfaction with non-academic areas, graduate follow-up, and employee satisfaction surveys all contribute to this improvement.

**3I1b, O.** The Portfolio does not present evidence as to how systematic and comprehensive processes are for understanding students' and other stakeholders' needs. Examples provided do not show processes in place or inclusion in the decision making process.

**3I2, S.** OCC has developed a culture that encourages data collection and analysis, and several committees have been developed with a focus on continuous improvement. The infrastructure seems to be in place to set targets, to analyze the data collected, and to develop concrete strategies for improvement based upon identified gaps.

**AQIP Category 4: Valuing People.** This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to

work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 4.

*OCC is developing, implementing, and evaluating processes related to Valuing People, and some processes are becoming systematic while some are now aligned. The college clearly values people and has many systems in place to screen potential applicants, orient them to the college, and assess their satisfaction with the college services. Opportunities may exist for continuing and professional development. As part of the college's continuous improvement journey, OCC collects a variety of data that can be used to measure the current status in this category and to monitor progression or regression over time. However, assessment methods and measures related to Valuing People appear to be limited, and there does not appear to be a systematic process in place that allows the college to identify processes to improve or to set targets in many areas. An opportunity may exist for the College to improve processes by assuring clear goals are identified based upon data analysis and that relevant data is collected over time to measure progress.*

**4P1, S.** Employee skills and credentials are determined by the needs of specific disciplines and accrediting agencies. The college uses standards from the Ohio Board of Regents and the Higher Learning Commission to determine appropriate credentials, and when appropriate, standards from discipline-specific accrediting bodies or job related internally defined position competencies are used to determine necessary skillsets and degree levels for positions.

**4P2, S.** OCC has a well-defined hiring process that is organized and connected to the Human Resources area. The college's screening process ensures that applicants are aware of the job qualifications and that search committees and college personnel hire persons with the requisite skills. The process includes the use of background and reference checks, collection of formal transcripts, and interviews to assure new hires have the required attributes and credentials necessary to contribute to the College's mission, vision, and values and to fit well with the culture of the college.

**4P3, S.** OCC has processes in place to recruit, hire, and retain employees as clearly

described through the Portfolio. The college HR department ensures that hiring practices are open and consistently monitored to address all legal guidelines and to provide all applicants equal opportunity.

**4P4, S.** OCC provides new employees an orientation that describes the institution's history, mission, and values. New employees become a part of the college culture through the college's new employee orientation and communications such as postings, the college website, trainings, and meetings.

**4P5a, S.** Succession planning for faculty is accomplished via strategic planning, operational planning, and budgeting. Planning for changes in non-teaching staff is overseen by the vice presidents. New personnel requests are based on data and trends in the field, program review, and budget availability, as well as data collected from stakeholders related to service time and quality.

**4P5b, O.** Although OCC has developed processes for changes in faculty, the college may benefit by developing a similar, consistent process for changes in non-academic personnel. From the narrative provided, non-faculty positions appear to be determined at the vice president level, based on budget availability, rather than through a clear and inclusive process.

**4P6, S.** OCC instituted the "SMART" action tool to help break work down into manageable steps and empowered supervisors to change processes to maximize employee productivity. The college now has the opportunity, as part of this process to consistently collect and analyze data across all departments to determine differences in productivity and employee satisfaction. The analysis of the results and benchmarks can be used to further improve work processes.

**4P7, O.** Although OCC has a published Ethics Policy which defines for college personnel expectations related to values, non-discrimination, and potential conflicts of interest, the nature of events that instigate "reports of indiscretions" or what office "responds swiftly, fairly and consistently to these reports" is not clear. The Portfolio does not indicate if ethics training is mandatory, and if so, how the college affirms that all employees attend. A well-articulated process may guide employee behavior to report issues appropriately and in a timely manner. The college may have the opportunity to determine how well employees understand the policies and how the policies apply to their work as a step to ensuring ethical behavior.

**4P8, S.** OCC provides funding for employees to attend external professional development activities, and additionally, the college acted on a previous opportunity to develop in-house professional development events. The topics for workshops were selected based on feedback from employees, and professional development opportunities are now available on a monthly basis. OCC now has the opportunity to “close the loop” and develop an improved and systematic training process by gathering and analyzing data regarding the efficacy of the workshops and trainings provided and to determine how well these offerings meet short- and long-range organizational plans. In addition, the feedback may well relate to how the activities aid in strengthening instructional and non-instructional programs and services, and how effectively the training activities are connected to the institutional budget.

**4P9, S.** Through such mechanisms as Human Resources, the Professional Development Committee, the Workforce and Community Services division, and the Director of Organizational Development and Chief Diversity Officer, OCC provides the training, learning, and development needs for faculty, staff, and administrators. The process also includes the opportunity for employees to provide input to the type of professional development provided. As a result of feedback from employees, the college recently held its first Professional Development day event for all faculty and staff.

**4P10, S.** The college provides performance feedback annually to all full and part-time staff through a defined process. The full-time, non-probationary faculty evaluation is on a defined three year rotation, and the forms and processes are constructed by contract language with each employee group.

**4P11, O.** Although OCC has developed recognition and reward programs for faculty and staff, the alignment of these programs with institutional objectives in both instructional and non-instructional areas is not well defined. As a result, the college may miss opportunities to reinforce behaviors that contribute to high performance and the attainment of related goals stated in the strategic plan.

**4P12, S.** OCC regularly surveys employees to identify key issues, and the Human Resources department has implemented specific teams to deal with clearly identified concerns. For example, the Faculty/Professional Development committee provides a forum for faculty to discuss key issues and recommend actions. The OCC survey system allows for easy collection and analysis of employee attitudes and needs on a variety of issues, including well-being and job satisfaction.

**4P13, S.** OCC provides a variety of wellness and personal support activities to help promote health and wellbeing among all employees. Periodic surveys are used to gather information on employee satisfaction and related issues with these defined programs.

**4R1, S.** OCC tracks a variety of measures related to valuing people, and the college seeks to provide a positive and enriching work environment. The college has defined a number of measures as described through the Systems Portfolio.

**4R2, O.** Although the college is tracking a stated list of measures in 4R1 and reporting on multiple measures of valuing people, only baseline results were given in the Portfolio. Greater transparency in data analysis might give constituents an indication of improvements made and assist administration with future improvement efforts. The development of improvement targets provides another opportunity for OCC to use collected data effectively.

**4R3, O.** OCC does not provide evidence indicating the productivity and effectiveness of faculty, staff, and administrators. Although the College partnered with Noel Levitz for facilitation of an employee satisfaction and student engagement survey in 2011, any specific benchmarks created from these results, or any significant analysis that has taken place, is not well defined. If improvements have been prioritized or if targets have been set, the college needs to be more transparent in defining and publishing these intended outcomes. An opportunity may exist for the institution to establish formalized staff and student practices related to data used in decision-making processes.

**4R4, O.** Although OCC has worked since the last portfolio to collect data from its various constituents and has benchmarked in some limited areas, the college may benefit by developing comparative results for Valuing People. Benchmarking may help the college community better understand progress that has been made and also provide teams and committees the opportunity to set institutional targets based on benchmarked results.

**4I1, O.** The college has made improvements in this area since the last portfolio, and progress has been monitored through the Human Resources area, as well as secondary teams throughout the college. OCC has also joined the Ohio Association of Community Colleges as a potential benchmarking group. However, the Portfolio is not always clear as to how these improvements relate back to processes or data analysis. If activities are

connected to actual results, then the college needs to describe how activities grew out of this intentional improvement process. From the Portfolio narrative, the connections between data collected and subsequent improvements are not clear or well defined.

**4I2a, S.** Human resources convened a focus group last year, and the college is in the process of developing a new information system in response to the needs identified by the focus group. Training opportunities have also been developed as a response to needs identified from employee surveys. These actions support the college's claim that the culture encourages continuous improvement.

**4I2b, O.** While OCC has created two surveys to seek employee input, the specific processes selected for improvement and targets set for improved performance results in Valuing People are not clearly stated or defined. OCC does not appear to have a formalized, intentional process for collecting employee satisfaction on a regular basis nor does the Portfolio provide evidence of using collected data to inform the decision making process.

**AQIP Category 5: Leading and Communicating.** This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 5.

*OCC continues to evolve in its continuous improvement journey, and is moving toward being systematic in the areas of Leading and Communicating. The college has a model of shared leadership that ensures that all employee classifications are represented in decision making activities, and decisions are communicated throughout the campus. A succession plan for leaders is in development, and OCC offers employees a variety of professional development opportunities. The college has also added more data collection elements, including nationally-normed instruments, to provide the information necessary to assess progress. An opportunity may exist for the college to more clearly delineate these processes and related goals as well as to improve the use of data use and data analyses to inform change.*

**5P1, S.** OCC has systems in place to insure program improvements, and these efforts are consistent with the mission and vision of the college. The Program Review and Evaluation Process considers if a program is mission driven and outcome focused while the Strategic Enrollment Management Committee develops a strategic framework tied to the mission, vision, and goals of the college as related to student recruitment and support.

**5P2, SS.** Through OCC's strategic planning process, the leadership sets a direction for the college that is not only in line with the mission and vision but is also in alignment with the State of Ohio expectations for institutions of higher learning. The Portfolio demonstrates that OCC has systems and procedures in place to insure the mission, vision, and values of the college are an integral part of the continuous improvement efforts.

**5P3, S.** OCC accounts for the needs and expectations of current and potential students and key stakeholder groups through comprehensive environmental scans, market penetration analysis, program review, student learning assessment reports, student satisfaction surveys, and program completion rates. These data are posted on the website along with the college strategic plan.

**5P4, O.** Although OCC provides an example of how the college effectively implemented online course evaluations, the Portfolio does not describe the process leaders use to guide the institution in seeking future opportunities. The example highlights isolated systems in place that work to improve and enhance programs and services; however, how these changes are systematic or embedded in the culture of the college is not clear.

**5P5, SS.** The Shared Leadership Model at OCC is clearly defined and used to engage stakeholders in informed, inclusive decision-making. Employees are involved in the decision-making process through service on committees, councils, groups, and taskforces. The college works to be inclusive and transparent in decisions made and implemented.

**5P6, S.** OCC has a well-developed program review process that uses data to help guide decisions related to program viability and relevancy. Student learning data is also regularly reviewed and used to guide decisions about future learning activities and assessments. Committees are provided with the data they need on a regular basis, and nationally normed assessments are used to help benchmark activities.

**5P7, S.** OCC uses a variety of methods for communicating to both internal and external stakeholders including email, blogs, social media, the Banner student information system, and formal publications. The president shares his vision and updates monthly, which helps to provide both information and leadership.

**5P8, S.** OCC uses multiple measures to convey a consistent message to support the stated mission, vision, and values, and all are prominently displayed on the college's web pages and throughout the college buildings. The college's strategic plan and direction are communicated both internally and externally, and the information is available on the college website. Key processes, such as the program development process, include a reference to the college's mission, vision, and values as a part of the documentation and review.

**5P9, S.** OCC has clearly made a commitment to providing professional development opportunities and sharing successful practices throughout the college community. Three of the opportunities described address several levels of the organization, including leadership training and professional development sessions, articles shared by the marketing and the public relations office, and advanced educational opportunities provided through partnerships with other higher education entities.

**5P10, O.** While OCC has developed a planning guide for developing leadership succession plans, the college has yet to utilize the guide to actually develop and implement a succession plan. Once implemented, OCC will gain a better understanding of how the planning guide works and how the process can be improved.

**5R1, S.** OCC lists several measures for Leading and Communicating, and the college's use of employee satisfaction and communication effectiveness measurements could effectively provide an indication of leadership performance. The college collection and use of data, and the communication strategies in place, provide an opportunity for continuous improvement throughout the college.

**5R2, O.** Although OCC provides links to various data elements collected to identify the quality of various programs, support systems, and overall satisfaction, the college does not provide results for Leading and Communicating nor does the Portfolio indicate how the data included in the many links is a measure of Leading and Communicating. The college has an opportunity to present and analyze the data collected in order to help inform process change, set targets, and assesses progress toward meeting college

goals in the areas of Leading and Communicating.

**5R3, O.** OCC has taken strides in collecting data including student and employee satisfaction and alumni surveys; however, the college does not provide comparison data or an analysis of that data. By moving the data analysis to the next level of planning and measuring improvement, the college has the opportunity to report improvements and to document informed change practices.

**5I1, S.** OCC has completed a number of initiatives to improve the area of Leading and Communicating, including changes to its web page, an AQIP Blog, electronic newsletters, and social media applications. These varied methods of communication to the internal and external stakeholders can help to inform and engage individuals in meaningful ways. Planning and implementing improvements is a characteristic of institutional leadership and commitment to change.

**5I2, S.** OCC continues to evolve as the faculty, staff, and administration as it moves along its continuous improvement journey. The college has added more data collection elements, including nationally-normed instruments, to provide the information needed to assess progress, and the college has moved to a shared governance model that empowers committees to provide leadership with needed changes and to respond to leadership initiatives.

**AQIP Category 6: Supporting Institutional Operations.** This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 6.

*OCC clearly demonstrates a strong commitment to continuous improvement processes in Supporting Institutional Operations. Departments identify meaningful measures, set targets, analyze data, and implement improvements based on the results. Cross-functional teams and quality teams work across departmental boundaries to seek improvements where clear outcomes or goals were identified with measurable targets set. Results are collected that*

*measure progress toward the goals, and specific changes are tied to specific outcome results. As a result, OCC has implemented a number of changes to improve operations, especially in terms of student services, energy consumption, and technology.*

**6P1, S.** OCC utilizes surveys, focus groups, committees, professional development opportunities, and alumni feedback to identify the support service needs of students, key stakeholders, and others. Information collected is shared broadly and studied by several cross functional teams.

**6P2, S.** OCC has clearly identified processes for identifying faculty, staff, and administrator needs that align with the college's strategic planning and approval process. Projects are submitted through committees for prioritization and are reviewed carefully for relevance and application by the quality council. Approved projects are delegated to quality teams and included in the budget to ensure the project has the resources necessary to complete in a timely manner. In addition, a rolling six-year capital plan is in place for monitoring improvement recommendations.

**6P3, SS.** To insure the effectiveness of the college safety and security processes and the communication plans, OCC has developed a well-structured process. The Public Safety department went through an evaluation process over the last two years, and several upgrades have been added to improve safety and security including more cameras, emergency phones, and an emergency notification system. Based on the evaluation review, the college recently added a Behavioral Consultation Team which includes a licensed mental health professional. In addition, the Department of Public Safety meets quarterly with the safety committee and publishes a regular safety report.

**6P4, S.** Support services follow written procedures and policies, and targets have been set which are monitored regularly. When targets are not being met or a process improvement plan is not staying within predetermined limits, interventions are initiated to make any necessary changes to keep the areas within budget and on target.

**6P5, S.** OCC continually collects documentation and data on key support areas in order to monitor its progress toward meeting goals. Information is readily available from a variety of sources including the website, monthly reports, process mapping, bulletin boards, the employee handbook, and group email. Specific targets and measurements have been identified for key areas, and progress is monitored on a regular basis with clearly defined interventions available when needed.

**6R1, SS.** OCC has identified specific targets and measurements for various support areas including student services, administrative services, and organization support areas. The measurements noted are specific and measurable which demonstrates a systematic and supported improvement process.

**6R2, O.** OCC collects relevant data to monitor how well support services are meeting student needs. With the collection and presentation of this data, OCC may have an opportunity to also develop a system for communicating if areas are meeting targets on time and as planned. Regular and timely reports on progress can be a benefit to the college leadership and also support individual team effort and accomplishments.

**6R3, SS.** In order to set a college goal to dramatically reduce its carbon footprint, several significant changes were implemented to college operations. The data, as presented in the portfolio, demonstrates that the college has met this goal in a variety of areas. This is an example of how the college can connect specific results to specific goals, and how to use data to monitor progress. The process used in this example can be applied positively to other administrative support service areas.

**6R4, S.** The portfolio describes a series of examples where OCC used data to identify gaps, implemented changes to improve service, and then monitored the data to see if the designed changes were effective. These examples exemplify how continuous quality improvement can work within the college culture, and how benefits derived from these process improvements enhance the environment for everyone.

**6R5, S.** OCC utilizes data collected through Noel-Levitz to compare the college performance in key student service areas with peer institutions. This practice allows the College to use realistic benchmarks and KPI's to more accurately assess performance. In addition, the College subscribed to *Sightlines* in order to conduct an external review of facility areas. The review was an objective assessment of institutional needs and improvements.

**6I1, S.** OCC has made systematic and comprehensive improvements in a variety of processes for supporting institutional operations. The college has worked to improve services to students as well as the physical structure. Additionally, the college community made a strong commitment to reducing its carbon footprint, and has documented successful results.

**6I2, S.** OCC has worked to implement a culture of continuous improvement through the

APC and QC cross-functional teams. These groups not only have approval authority to help launch an improvement project, but they also have monitoring authority that provides them opportunities to help keep projects on track.

**AQIP Category 7: Measuring Effectiveness.** This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 7.

*OCC has developed comprehensive processes and methods for the collection and analysis of data. This systematic approach for selecting and using data and performance measurements supports OCC's efforts to be more transparent and to continually improve processes for student learning as well as overall organizational effectiveness. The next step for OCC may be to more clearly delineate what specific goals the college hopes to achieve, how the data collected relates to those goals, and how improvements have grown out the data analysis. The college continues to move toward a culture of data-based decision making and continuous improvement.*

**7P1, S.** The strategic plan, as well as the AQIP Action Projects guide the selection, management, and distribution of information to support all programs. Information is published in a wide variety of methods that are readily accessible to a virtually all constituents. OCC has also made improvements to data collection with regard to assessing student learning outcomes with the use of a web-based course evaluation system. The *TaskStream* software was implemented to provide an organized venue for reporting learning outcomes assessment data. The software is housed so that information is easily accessible and available to all.

**7P2, S.** OCC selects, manages, and distributes data and performance information to support planning and improvement efforts, and the college applies this information to measure strategic planning and quality enhancement strategies. The institution recently added Key Performance Indicators (KPIs) that align with the mission and strategic plan;

and several measures; including environmental scans, KPIs, and AQIP projects, are used to demonstrate process improvement. The breadth of data collected by the college is commendable.

**7P3, S.** OCC uses the Banner database system to collect data in a variety of areas, and the Banner Steering Committee reviews requests for information in terms of their alignment with college goals and current KPIs. This committee includes representation from each of the key data collection areas, although the Portfolio is not clear as to whether the group includes faculty or just staff and administration. The college has chosen to measure Key Performance Indicators (KPIs) using ideas from the book *Core Indicators of Effectiveness of Community College*. This resource, along with participation in the AQIP Assessment workshop, has helped to guide systems development.

**7P4, S.** OCC has created processes to analyze and share collected data as well as information regarding overall institutional performance. College personnel use a wide variety of measures of performance in broad areas that are readily accessible to constituents and have identified what key data reports are needed, how and how often they will be analyzed, and how they will be made available and accessible.

**7P5a, S.** OCC has utilized the American Association of Community Colleges best practice approach to develop Key Performance Indicators (KPI) and the data necessary to measure these action items. KPIs are established in relation to peer groups, industry standards, and community colleges of similar size. In addition, the college uses a dashboard approach to track the status of these KPIs. National assessments are used to help benchmark the college with peer institutions, and the performance criteria outside of higher education are set using Gartner research.

**7P5b, O.** While OCC has identified KPIs and sought out comparison data for each, the Portfolio is not clear in terms of how needs and priorities for comparative data are determined. The college may have an opportunity to broaden its use of such data to better understand its progress and to identify future opportunities for benchmarking internally and externally.

**7P6, S.** OCC utilizes PREP in addition to *TaskStream* to ensure instructional programs align with the mission and goals for academic quality, curricular demand, work productivity, program essentiality, and continuous quality improvement. The program

review process is used to help identify what data is needed by academic departments, and the college has developed a dashboard to quickly assess progress on meeting the Key Performance Indicators. As described in the Portfolio, the process appears to be thorough and well-institutionalized.

**7P7, S.** The technology strategic plan was established to ensure the timeliness, accuracy, reliability, and security of data information systems. Data is backed up regularly and stored remotely to enable rapid disaster recovery if ever necessary. The college has also established a new Information Security Officer position to monitor and improve the security of data collection systems and repositories.

**7R1, S.** OCC has created reports and developed a process for Institutional Effectiveness to evaluate service requests submitted in order to affirm that its time and resources are used wisely. The reports are also revised based on feedback from the end user, and satisfaction surveys are collected to help identify areas for improvement. Additionally, OCC has identified several measures for IT performance and effectiveness, including the uptime for major systems and actual Help Desk statistics.

**7R2, O.** The Portfolio describes a series of reports used to promote a systematic measuring of effectiveness. While these reports suggest that useful data is being provided to constituents, they do not indicate the degree data needs are being met nor do they reveal the strengths and opportunities of the processes themselves. OCC may have an opportunity to develop measures to monitor the health of the processes in this category in order to maintain and improve their overall effectiveness. Some institutions find that measures related to timeliness, clarity of the reports, satisfaction, and so forth are useful in this regard.

**7R3, O.** OCC uses national surveys and national reporting requirements to compare themselves to other similar institutions. Although the college continues to look at other benchmark opportunities and strategies, the Portfolio does not describe clearly how the benchmark processes are currently used to measure the effectiveness of the college programs or services. While large amounts of relevant data are collected the analysis and use of data to inform change is not evident in the portfolio description.

**7I1a, S.** OCC has made several improvements in the category of Measuring Effectiveness, including expanding reports and data availability on the college website, upgrading Access Manager to allow more users access to reports, and adopting

institutional KPIs. The strategies for improvement are shared openly and a variety of committees, councils, and task forces are available to review these measures.

**711b, O.** An opportunity may exist for the college to provide a more detailed discussion of how improvements are tied to specifically identified gaps and if the improvements have helped to close those gaps. The Portfolio describes a variety of quality measures collected by the college; however, the use of this information to inform change, measure subsequent successes, and design future improvements is not clearly described.

**712, S.** OCC's move to a shared governance model, identification of college KPIs, a willingness to invest in technology improvements such as the use of *TaskStream*, and responsiveness to identified opportunities in the last portfolio demonstrate that the culture supports the college's continuous improvement journey.

**AQIP Category 8: Planning Continuous Improvement.** This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 8.

*OCC has a well-developed and mature planning process that continues to be refined and improved. The college joined the Society for College and University Planning, and the Associate Vice President for Institutional Effectiveness is participating in the two-year training program. The planning processes and data collection opportunities as described in the portfolio provide an excellent foundation for continuous improvement. An opportunity may exist for the college to more clearly articulate specific goals in this area, present and analyze data related to those goals, and define how specific improvements resulted from the data analysis.*

**8P1, SS.** OCC has a well-defined strategic planning process that continues to be refined and improved with enhanced review and survey collection methodologies. The college joined the Society for College and University Planning in order to gain insights and training related to effective planning processes. A new, three-year strategic plan was implemented in 2011 with fewer strategies, objectives, and action steps and with a clear goal to ensure success. Each strategy has a champion and progress is monitored

by the Quality and AQIP Planning Councils. The shared leadership model is the foundation of OCC's planning process, and the AQIP Planning Council and Quality Council meet regularly, individually and jointly, to design, review, and implement the strategic plan. As noted in the introduction, the plan aligns with the AQIP categories and utilizes the AQIP Systems Appraisal feedback as a core driver to the improvement process.

**8P2, S.** Strategies are developed by the AQIP Planning Council with input from constituents and stakeholders in all areas of the college and community. Ideas are gathered through O-news, BLOGs, and committee minutes; a variety of data, including a comprehensive environmental scan, are also taken into account. The college AQIP action projects are used to focus long- or short-term strategies with a goal of process improvement.

**8P3, S.** Each OCC strategy is led by a strategy champion and a team which includes both individuals whose work directly relates to the strategy and a cross section of individuals from the college. Action projects relating to these strategies are developed by the AQIP Planning Council in conjunction with strategy champions, and all use SMART goal action steps.

**8P4, S.** OCC trains employees from across the organization (including remote campuses) to develop strategic action plans. To ensure consistency, these action plans are aligned with the overall strategic plan by the four strategy teams who determine the plan objectives and align the SMART action steps. These teams meet regularly and report their progress to the APC for review and support. The information is also shared more broadly through a variety of means, including training and the college website, with a goal to keep the broader campus community well informed.

**8P5, S.** OCC relies on the AQIP Planning Council and the Quality Council to define objectives, select measures, and set performance targets for the organizational strategies and action plans. Leadership teams that direct projects are selected from across the organization based on individual content expertise, and teams interact with the AVP of Institutional Effectiveness and the president's cabinet to ensure objectives, measures, and targets are actionable and relevant to the college strategic plan and mission.

**8P6, S.** OCC prepares for the future by considering available resources, reviewing

master planning measures provided by IE, evaluating facilities, and managing college spaces. The APC and QC representatives are from cross sections of OCC (including finance) and determine which action projects will be funded. The president and vice presidents review financial and enrollment data and make adjustments as needed in order to support future initiatives.

**8P7, SS.** In response to the last Systems Appraisal feedback, OCC formed the Risk Management Team comprised of representatives from legal, financial, government regulations, accreditation, and strategic planning. The college's strategic planning process includes a risk analysis and several key risk indicators that are monitored regularly. The college specifically targets identified risks for overall improvement as evidenced by the identification of five high-risk student populations targeted for intervention and individual improvement with a focus on retention and student success.

**8P8, S.** OCC provides multiple opportunities for staff, faculty, and administrator professional development including workshops, seminars, and college support for graduate work. Training and workshops are frequently tied to the strategic plan and other identified college priorities.

**8R1, S.** The strategic plan and initiatives are continually evaluated and revised, as needed. There are five major activities where OCC measures the effectiveness of the planning processes and related systems: the strategic plan's quarterly review, multiple timely and relevant surveys, leadership enterprise process management tools, environmental scans, and QC reports. The new strategic plan reduced the number of objectives and activities to allow for more timely and accurate measurements that help to ensure benchmarks are reached successfully.

**8R2, O.** Although OCC has been actively involved as an AQIP institution for a number of years, the brief descriptions provided throughout the Portfolio for this category area include minor information on the status of projects; however, the Portfolio does not provide results for many of the measures stated in 8R1. An opportunity may exist for the college to develop clearly articulated targets for these measures, assess progress using relevant data, and report results based on systematic changes and improvements that grew out of the data analysis.

**8R3, O.** The Portfolio describes how OCC has revised and improved strategic initiatives to better measure results, including exit strategies for activities that are not producing

results. This section, however, asks for specific projections or targets for the next three years and no targets or examples are provided in this narrative.

**8R4, O.** While OCC provides a general comparison of the previous Systems Appraisal results with the results of other institutions within the Ohio AQIP Coalition, the institution does not provide comparison data for Planning Continuous Improvement processes and systems. An opportunity may exist to develop comparison data with higher education institutions on a state or national scale and to report results of those comparisons as related to the planning and continuous improvement process.

**8R5, O.** The Portfolio cites a "Return on Investment" document among other evidence that the current system is effective; however, no data or examples from the document are shared in the narrative. In an effort to improve service and the quality of information provided, OCC has combined Institutional Research and the Department of Institutional Effectiveness, yet again, the only example measure provided to demonstrate effectiveness for Planning Continuous Improvement is the reduction in the number of data requests submitted. An opportunity may exist for OCC to better categorize and analyze information related to this area.

**8I1, O.** The Portfolio describes several significant improvements designed to enhance the college's continuous improvement efforts; however, the link between these improvements and gaps identified through data analysis is not clear. The college may have an opportunity to define clear targets, collect and review data relevant to these targets, and then monitor process improvements through implementation. At this point, the process used by OCC does not appear to be complete in terms of measuring effectiveness.

**8I2, S.** OCC's Portfolio clearly denotes that the college believes strongly in continuous quality improvement. The institution intentionally includes representatives from across campus on the many improvement teams thereby creating a culture in which AQIP projects can thrive.

**AQIP Category 9: Building Collaborative Relationships.** This category examines the institution's relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission. It examines the institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key

collaborative relationships; relationship creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Owens Community College** for Category 9.

*OCC has many examples of creating and building collaborative relationships, and other sections of the Portfolio provide examples that demonstrate OCC's commitment to continuous improvement. However, in this section of the document, descriptions were often too brief or not specific enough to truly evaluate how OCC's continuous improvement process works in terms of Building Collaborative Relationships. An opportunity may exist to create a more systematic and comprehensive process for the regular collection, analysis, and tracking of data to delineate processes and activities at the college that evidence a commitment to Building Collaborative Relationships.*

**9P1, O.** While the Portfolio lists many ways the college builds relationships with other educational institutions from where it receives students, these examples do not explain how the institution prioritizes these relationships or how systematic the current approach is in terms of creating partnerships that meet the goals of the college.

**9P2, O.** OCC has many strong partnerships with local universities including some that offer classes on the OCC campus. Advisory committees work closely with employers to insure programs are meeting employer's needs. An opportunity may exist for the college to describe how these initiatives are developed as part of a designed, strategic development process and what data is collected to measure the success of these efforts.

**9P3, O.** The Portfolio describes a series of activities that add value to the student experience including changes made to financial aid disbursement. These materials are not clear regarding how the institution establishes priorities for building relationships with the organizations that supply services to the institution. An opportunity may exist for a clear prioritization process that could help the institution better identify needs and assist with building mutually beneficial relationships with vendors providing materials and services to the college.

**9P4, O.** OCC follows the board approved purchasing policies and the State of Ohio administrative code in working with contractors and vendors. In addition, evidence exists that the college has worked to strengthen services to students; however, the

Portfolio materials are not clear as to how priorities are established for building relationships with the organizations that supply services to the institution. Strategic prioritization in this area may provide an opportunity for the college to better identify needs and assist with building mutually beneficial relationships with vendors.

**9P5, O.** OCC has many relationships with key community partners, but how the college prioritizes selection of organizations with whom to build and maintain relationships is not well defined in the materials provided. When developing external relationships, strategic prioritization of such relationships may provide an opportunity for the institution to use college resources to better meet the needs of students and the institution.

**9P6, O.** As described in the Portfolio, OCC has some partnerships with external agencies; however, the decentralized process used by the college does not seem to support a coordinated effort to use and develop the advantage provided to the college by these relationships.

**9P7, S.** OCC is to be commended for the shared governance model where employees from different areas and different job classifications work together on strategic initiatives. The college has worked to improve methods for internal communication through Town Hall meetings, ONews, and monthly electronic newsletters.

**9R1, S.** OCC tracks a variety of measures related to collaborative relationships including alumni surveys, Noel-Levitz surveys, co-ops and internship participation data, and articulation agreements. These resources provide information related to many interested parties associated with the college. Several areas, like alumni affairs, clearly use the information to make connections with former students and parties interested in the college.

**9R2, O.** OCC has established collaborative relationships through co-ops, internships, clinical practicums, field experiences, student organizations with peer groups, and the Millstream Career Center. However, the portfolio lacks any results data related to the effectiveness of these relationship structures. An opportunity may exist for the college to take the information and data collected from the sources mentioned in 9R1, organize that information into tables or charts (or other assessment tools), and develop a process to review the results in order to measure the effectiveness of these relationships.

**9R3, a S.** The Portfolio lists some enviable results that show OCC ranks in the top 10 percent of colleges and universities with high school students who attend as PSEO

students. The success of nursing students on the NCLEX exam compared to other colleges is also impressive and demonstrates quality programs in isolated area examples.

**9R3, b O.** An opportunity may exist for the college to expand its data collection efforts. For example, many colleges use IPEDS and other state and federal data collection requirements as a means for additional benchmarking opportunities against other institutions. These standard reports provide descriptive elements that can help to inform the college of changes in the student demographic as well as program completion and graduation.

**9I1, O.** Based on previous portfolio review feedback, OCC has selected Workforce Community Services to improve efficiencies and has streamlined communications with industry partners. The impact of this relationship on college programming and student success is not clear. For example, the college does not report the results from process improvements defined by project improvement teams, committees, and councils which were formed to ensure inclusion in the decision making processes. An opportunity may exist for OCC to use data collected to better define plans for improvement and to track these changes over time.

**9I2, O.** Through the brief description provided in the Portfolio, the college mentions the relatively new shared governance model; however, no description as to how this model works to improve processes and document results related to building collaborative relationships is provided. Earlier in this section, the college describes a decentralized approach to this area with a goal to increase responsiveness. An opportunity may exist for the college to consider centralized planning, goal setting, data analysis, and monitoring for these areas where relationships are important to the college operations. The college may want to consider providing a framework for departments and units working in this area so as to develop more consistency and benefit to all areas of the college.

### **Accreditation Evidence Owens Community College**

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's Criteria for Accreditation and Core Components, or that it may face difficulty in

meeting the Criteria and Core Components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

Place evidence issue(s) here. If there are none, add “No evidence issues noted by the team,” or similar statement.

**No accreditation issues were noted by the Team.**

Criterion 1	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X	X		X	
Adequate but could be improved.					
Unclear or incomplete.			X		
Criterion 2	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.		X			
Adequate but could be improved.	X		X	X	
Unclear or incomplete.					X
Criterion 3	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X			X	
Adequate but could be improved.			X		X
Unclear or incomplete.		X			
Criterion 4	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X			
Unclear or incomplete.					
Criterion 5	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X		X	
Unclear or incomplete.					

**1.A The institution’s mission is broadly understood within the institution and guides its operations.**

**Strong, clear and well-presented.**

The college’s mission statement has been adopted by the board and is readily available on the college’s website. The strategic planning committee insures that the strategic plan and activities

are consistent with the college's mission. The program review process includes a review of the program mission and its consistency with the college's mission.

***1.B. The mission is articulated publicly.***

**Strong, clear and well-presented.**

OCC's Mission is clearly stated and communicated to stakeholders. The mission is posted throughout the college and in the student handbook. New employees are introduced to the mission as part of their orientation.

***1.C. The institution understands the relationship between its mission and the diversity of society.***

**Unclear or incomplete.**

OCC provides comprehensive disability services. The portfolio states the college understands the relationship between its mission and the diversity of society citing the fact that it is an open enrollment institution, offers flexible scheduling, and provides a variety of student support services; but no examples or details are provided. The portfolio does not discuss the relationship between its mission and the diversity of the larger society.

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

**Strong, clear and well-presented.**

OCC has a strong focus on serving its students and its communities as evidenced in the engagement of stakeholders as advisors, workforce training, and work with high school students. The college has a new service learning office that encourages students to get involved in projects that improve the common good. The four strategies of the Strategic Plan demonstrate its commitment to the primacy of educational responsibilities over other purposes.

***2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.***

**Adequate but could be improved.**

OCC has an Ethics Policy that follows the State of Ohio ethics regulations. Policies are accessible on the internal website. There is no description in the portfolio of how the college establishes and follows fair and ethical policies for its governing board.

***2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.***

**Strong, clear and well-presented.**

The Board of Trustees sets direction in alignment with the State of Ohio's strategic initiatives and in accord with OCCs mission, vision, and core values. OCC has a required new student orientation that helps insure students understand what is expected of them. OCC informs the public and students of its programs and requirements through its college catalogue, website and program guides.

***2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.***

**Adequate but could be improved.**

The OCC board is appointed by the Governor of Ohio and meets monthly. The Board of Trustees sets direction in alignment with the State of Ohio's strategic initiatives and in accordance with OCCs mission, vision, and core values. The portfolio provides no detail on the make-up of the board members, their ties to the community, and how this assures the autonomy of the board.

***2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.***

**Adequate but could be improved.**

OCC expresses a respect for academic freedom and communicates that through faculty agreements, professional development, and in the faculty rank and promotion process as described in 1P11. The brief description in the core component response only references the information and does not elaborate. There is no discussion in the portfolio of how the college encourages freedom of expression and the pursuit of truth among students.

***2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.***

**Unclear or incomplete.**

OCC offers numerous professional development opportunities for faculty and staff to acquire and apply knowledge. There is no discussion in the core component section of how this training

ensures the responsible acquisition, discovery, and application of knowledge by faculty and staff. The core component response does not discuss how students are guided in the responsible acquisition, discovery, and application of knowledge.

***3.A. The institution's degree programs are appropriate to higher education.***

**Strong, clear, and well-presented.**

The new program development process includes market analysis, employer input through advisory committees, and faculty input. The college uses the University system of Ohio process to insure its program meet state requirements. The program development and approval processes in place help insure the integrity and transferability of the college's programs and courses.

***3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.***

**Unclear or incomplete.**

OCC has made efforts to improve General Education core competencies through membership with the Higher Learning Commission's Assessment Academy and the modification and reduction of the total number of core competencies. The portfolio does not describe how its educational offerings integrate the concepts of scholarship, creative work and the discovery of knowledge. There is also no description in the portfolio of how its faculty and students contribute to scholarship, creative work, and the discovery of knowledge.

***3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.***

**Adequate but could be improved.**

The college has clear position descriptions and a well-defined hiring process. Staff and faculty programs are in place for new hire orientation, training, and evaluation for assessment of performance. The core component section does not describe the process used to insure the college has sufficient numbers and continuity of faculty members to carry out both classroom and non-classroom responsibilities.

***3.D. The institution provides support for student learning and effective teaching.***

**Strong, clear, and well-presented.**

OCC provides a variety of student support services including tutoring, library services, and disability services. The college's new case-load advising program with full-time advisors should help the college intervene early to assist students. OCC has made progress in providing more support for faculty training.

***3.E. The institution fulfills the claims it makes for an enriched educational environment.***

**Adequate but could be improved.**

OCC has made a commitment to more closely aligning co-curricular goals with curricular outcomes. A new Director of Service Learning has been hired and an Office of Civic Engagement created. Several co-curricular functions are now part of curricular departments.

***4.A. The institution demonstrates responsibility for the quality of its educational programs.***

**Strong, clear and well-presented.**

OCC regularly assesses the quality of educational programs using both national and local data sources. The college curriculum committee is tasked with insuring the quality of its educational programs. Programs that have an outside accrediting body are required to apply for accreditation.

***4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.***

**Adequate but could be improved.**

The College states it has mature processes for developing program outcomes, identifies itself as unsatisfied with previous processes and expresses frustrations continue to exist over the processes of general education assessment. It is unclear to the reader what data and methods were used to make the statements. OCC does not present how it assesses achievement of learning outcomes for its co-curricular programs.

***4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.***

**Strong, clear and well-presented.**

OCC uses a variety of methods to gather relevant data related to student retention, persistence, and completion. Several of the college's action projects over the years have been focused on

student retention, persistence, and completion. OCC uses data from nationally normed tests and state reporting to benchmark itself against other institutions.

***5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.***

**Strong, clear and well-presented.**

OCC has a well-developed budget process that uses its strategic plan to help guide decisions. The college has taken steps to right-size itself to remain financially stable. OCC continues to invest in new equipment and processes to improve student outcomes.

***5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.***

**Adequate but could be improved.**

OCC is committed to a collaborative, shared governance model that includes broad representation on key committees. The Board of Trustees works with the legal and financial guidelines developed by the State of Ohio. The portfolio provides little detail on exactly how the process works, especially the feedback loop.

***5.C. The institution engages in systematic and integrated planning.***

**Strong, clear and well-presented.**

OCC gathers a significant amount of relevant data that is made available to committees to help guide their activities. The program review process uses the mission and vision to help guide planning. The college uses nationally normed assessment to help benchmark itself against like institutions.

***5.D. The institution works systematically to improve its performance.***

**Adequate but could be improved.**

OCC provides strong evidence that it works systematically to improve its performance through its strategic planning initiatives. OCC has adopted institutional KPIs that align with the strategic plan. The portfolio provides little detail on the actual data collection processes themselves and how they are monitored and improved.

## Quality of Systems Portfolio For Owens Community College

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Owens Community College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

- In many cases, responses describe an activity but no evidence is presented to support the narrative.
- When data are reported, it should be clear to the reader how they have helped to inform decision making.
- When processes are described, the narrative would be improved if it directly addressed their sustainability.
- Responses did not always specifically focus on the question asked.
- OCC's next portfolio could be enhanced with clarity regarding who is responsible for reviewing practices and policies, and how consistent practices are evaluated across departments.
- Providing more longitudinal data and peer comparison data would help show how the college is benchmarking programs and processes.
- A focus on making the connection between data, the results, and changes or improvements would significantly improve the portfolio quality.

## Using the Feedback Report

The AQIP Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, the Commission expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage

a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

The Commission's goal is to help an institution clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.