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#### 2 Accomplishing Other Distinctive Objectives
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- Sarah Metzger
- Laura Moore
- Mike Bankey
- Heidi Altomare

#### 3 Understanding Students’ and Other Stakeholders’ Needs
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- Douglas Bullimore
- Patrick Dymarkowski
- Tim Rice
- Katie Blockside
- Mazhar Anik

#### 4 Valuing People
- Cynthia Eschenburg*
- Sarah Metzger
- Shelby Pierce
- Marc Levy

#### 5 Leading and Communicating
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- Pat Jezak
- Brad Meyer
- Sharon Stein
- Kimberly Minke
- Carla Striker

#### 6 Supporting Institutional Operations
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- Luis Munguia
- Chris Bauerschmidt
- Marty Stroud
- Louise Estep
- Charles Campbell
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- Tom Perin
- Dave Winckowski
- Cheryl Krakow

#### 7 Measuring Effectiveness
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- Sarah Metzger
- Roberta Montrie

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Owens Community College recently celebrated its successful past and promising future by unveiling the portraits of our college presidents, who have been honored to serve the College from its inception as a technical college in 1965 to today, as a comprehensive state community college. The celebration that brought our past presidents and their families together reminds us that during our 44-year history, Owens’ mission has grown as the College has grown. Today, we offer rigorous, high-quality career and transfer programs and prepare students to achieve advanced degrees in a learner-centered environment.

Today, our mission begins with our conviction and ends with a simple, yet succinct statement: “We believe in serving our students and our communities. Your success is our mission.” Education is a legacy that we proudly give to our students so that they can give to others. The more our students learn, the more they can earn, grow, give to their families and give back to our communities. Success: It’s our mission and has been since the College’s first president, Dr. William L. Ramsey, imparted our founding philosophy, “We dedicate ourselves to the students of the school for each one’s success and rise to his own greatness.”

Our core values, service, learning, innovation, collaboration and excellence, are woven into the fabric of our culture and guide faculty and staff toward the College’s vision of strengthening our communities through our students. Our vision leads us to seek all that is possible for a future filled with promise and lasting success. Our vision shows our commitment: “Owens faculty and staff are committed to strengthening the community by providing a superior educational experience through excellence, innovation and collaboration.”

Owens Community College is a public, non-profit, non-residential, comprehensive state community college and part of the University System of Ohio. The College, a political subdivision, is authorized pursuant to Ohio Revised Code Chapter 3358. The power, duties and fiduciary obligations of the Board of Trustees, including ownership and operation of the College are pursuant to section 3358.08 of the Ohio Revised Code. The Board consists of nine trustees, who are appointed by the Governor of Ohio to serve 6-year terms, with three terms expiring every two years. Our trustees represent the citizens of our legal district: the counties of Wood, Lucas, Hancock, and parts of Sandusky and Ottawa.

Owens Community College is a progressive model for Ohio in so many ways including course delivery, technology, finances and efficiency. For example, among the University System of Ohio’s 62 public colleges and branches, Owens Community College is tenth in headcount enrollment with 20,425 students while being one of the State’s lowest cost providers. The Board of Trustees has a longstanding tradition of keeping higher education accessible and affordable. Among the 23 public community colleges in the state, Owens’ tuition is the lowest without the support of a tax levy.

Owens has unique and modern facilities with locations in Perrysburg, Findlay, downtown Toledo, Maumee and even beyond our borders with online learning. In Perrysburg, we are developing the 110 acre Center for Emergency Preparedness, which has access to the Ohio...
SuperComputer Network, the nation’s most advanced for research, education and economic development. Our contemporary 60-acre Findlay Campus features a community educational and training building dedicated to serving Hancock County’s businesses and industries. In downtown Toledo, our learning center is housed within The Source, a one-stop employment center, where the College serves hundreds of urban students and adult unemployed workers. Let’s not forget our online learning presence, which is like a virtual campus of 6,000 students. Finally, the College’s workforce and community services division is planning to move to a Maumee industrial park to be closer to the workforce training needs of local businesses and industries.

The success of Owens Community College students, graduates and alumni is the essence of our mission. Together, we transform our communities into vibrant places to live and work.
CRITERION ONE – MISSION AND INTEGRITY.
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

CORE COMPONENT 1A.
The organization’s mission documents are clear and articulate publicly the organization’s commitments.
- The mission, vision and core values drive the improvement process and are communicated throughout the institution in a number of formal and informal ways. [O1, 3I2, 4P4, 8I2, https://www.owens.edu/about_owens/mission.html]
- The overall vision for defining, documenting, and communicating expectations for effective teaching and learning begins with the strategic plan and mission and vision statements. [1P11, https://www.owens.edu/about_owens/mission.html]
- The process of defining and reviewing the mission, vision and values is ongoing through the continuous review of the Strategic Plan, Choosing Our Direction. [SP1]
- The strategic direction is reassessed through two major performance measures: the environmental scan and the enrollment opportunity report. [SR1]

CORE COMPONENT 1B.
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- The College creates an environment that is market-driven and customer-centered by analyzing and observing trends and changes in the labor market. [3P3, 3P5, 8R1]
- The College carefully accounts for and represents the needs and expectations of students and stakeholders. [5P3].
- Data gleaned from the environmental scan and the enrollment report is used in adaptive decisions to provide access to higher education. [5R2]
- Methods are employed to address diversity of learners such as intervention courses and the First Year Experience Course (FYE). [C1O, 1P10, 1R5, 1I11, 3R3]
- Services are provided to students with disabilities (see https://www.owens.edu/disability_services/). [1P10]

CORE COMPONENT 1C.
Understanding of and support for the mission pervade the organization.
- The Strategic Plan, updated in 2007, continues to provide the evolving framework for enculturating the College’s mission, vision, and core values. [SO]
- The departments and schools are charged with developing their own mission, vision, and strategic planning documents in alignment with the strategic plan, Choosing Our Direction. [8P4, 8P6]
- Performance results strengthen the College by meeting the OCC mission and by projecting a positive image. [1R3, 2R2, 2R4, 3R3]
- The core values – service, learning, excellence, innovation and collaboration – lend themselves to a commitment to continuous quality improvement. [2I2, 4I2, 7P1, 8P5]

CORE COMPONENT 1D.
The organization’s governance and administrative structures promote effective leadership and support a collaborative process that enables the organization to fulfill its mission.
- The AQIP Planning Council (APC) has overall responsibility for the Strategic Plan including AQIP-related initiatives. [2P1, 2P2, 5O, 5P9, 5R2, 7I1, 8P1]
- The College revamped its organizational structure from a more hierarchical model into a Shared Leadership Model, the Guiding Coalition Model (see Figure 2.1 in Section 5) to facilitate communication. [5O, 5P5 8P1, https://www.owens.edu/aqip/portfolio/5I1.jpg]
- Multiple delivery methods are used to ensure communication reaches both internal and external audiences. [2P3, 5P7, 6P5]
The Board of Trustees and senior executives determine the indicators to be monitored to ensure that the strategic plan and state accountability measures are achieved. [7P5]

**CORE COMPONENT 1E.**
The organization upholds and protects its integrity.
- Student complaints are collected through formal processes and judicial review. [3P6]
- The Ethics Policy follows the official State of Ohio ethics regulations. [4P7]
- The common learning objectives are in compliance with criteria set by the University System of Ohio (USO). [1P1]
- Academic Standards monitors the academic policies and procedures to ensure coherence with the mission and vision. [1P11, https://www.owens.edu/aqip/portfolio/1p11-a.jpg]
- The budget process has been transformed into an open, transparent, comprehensive system that provides direct communication and implementation of financial operations. [4P12, 6I1]

**CRITERION TWO – PREPARING FOR THE FUTURE.**
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

**CORE COMPONENT 2A.**
The organization realistically prepares for a future shaped by multiple societal and economic trends.
- Short and long-term strategies are developed through the AQIP Planning Council in consultation with key constituencies taking into consideration locally-collected data, key local, state-wide, and national trends, and state and federal mandates. [5P3, 7P1, 7P2, 8P2, 9P2]
- Planning documents show factors such as technology and demographic shifts in globalization. [8O, 9O, 9I1]
- The College’s planning process includes effective environmental scanning. [7P2, 8R1, 9P6]
- The College identifies authority for decision making about organizational goals. [6IR, 8P1]

**CORE COMPONENT 2B.**
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- The College’s resources are adequate for achievement of the educational quality it provides. [6O, 6P1, 6R1, 6R3, 7P1, 8R2, 9P5, 9R2]
- Processes for resource development and allocation document commitment to supporting and strengthening the quality of education. [8R1, 9P6]
- Administrative support service needs of faculty, staff, and administrators are determined through an annual planning and budgeting process aligned with the Strategic Plan. [6P2, 5P1, 5R1, 7R1, 8O]

**CORE COMPONENT 2C.**
The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- The College has a history of achieving its planning goals. [7R2, 8R3]
- The College demonstrates that it meets its stated expectations for institutional effectiveness. [7P2, 7R2, 8R2, 9P6]
- Effective systems are maintained to collect, analyze and use information. [6R1, 6R3, 7O, 7P1, 7P6, 7R1, 7R2, 7R3, 8P3]
- Evaluation and assessment processes provide reliable evidence of performance standards. [7P2, 7P4, 7P6, 7R1]

**CORE COMPONENT 2D.**
All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.
- Planning processes center on mission documents that define vision, values, goals and strategic priorities. [8O, 8P4, 8P7, 8R5]
- Planning processes link with financial resources. [4P5, 5P4, 6I1, 6P2, 8P6]
- Long range strategic planning allows for changes
when necessary for our changing environment. [7P2, 9P2]

- Planning documents give evidence of the college's awareness of the relationships among educational quality, student learning and the diverse, complex global and technological world. [7P6, 7R2, 9P1]

**CRITERION THREE – STUDENT LEARNING AND EFFECTIVE TEACHING.**

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**CORE COMPONENT 3A.**

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Results obtained through assessment of student learning are available to faculty, staff, students, and the general community. [1P2, 1I1, 7P2, 8R1]
- Assessment of student learning provides evidence at multiple levels: course, program, and institutional. [1P2, 1P13, 1P17-18, 1R1-3]
- Faculty are involved in defining expected learning outcomes and creating strategies to determine whether those outcomes are achieved. [1P1-4, 1P12-14]
- Faculty and administrators routinely review the effectiveness of programs in order to assess student learning. [1P2, 1P5, 1P12-14, 7P6]
- The College integrates into its assessment of student learning the data reported for external accountability (e.g. graduation rates, passage rates on licensing exams, transfer rates). [1R1, 1R4, 7P2]

**CORE COMPONENT 3B.**

The organization values and supports effective teaching.

- The College encourages and trains leadership within the faculty and organization. [5P9, 8P3, 8I1, 8I2]
- The College evaluates teaching and recognizes effective teaching. [4P3, 4P10]
- The College provides services to support improved pedagogies. [1P11]
- The College’s hiring practices encourage hiring qualified faculty. [4P1, 4P3, 4P5]

- Qualified faculty determine curricular content and strategies for instruction. [1P1-4, 1P12-14]

**CORE COMPONENT 3C.**

The organization creates effective learning environments.

- Assessment and feedback results from current students, former students, employees, and employers inform improvements in curriculum, pedagogy, instructional resources, and student services. [1P3-5, 1P13, 3P1, 3P3, 3R1, 3R5, 5P3, 5R1, 7R2, 8R1, 9P5]
- Student development programs support learning throughout the student’s experience regardless of the location of the student. [1P4, 1P7-10, 3P2, 7P1, 9P1]
- The College environment offers multiple means and opportunities to support all learners and respect their diversity. [1P8, 1P10, 1P16, 3I1, 9I1]
- Employment of new technologies enhance effective learning environment for the college’s students. [1P12, 5P4]
- Systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning. [1P12, 3P3, 3R1, 7P6]

**CORE COMPONENT 3D.**

The organization’s learning resources support student learning and effective teaching.

- Technology, physical environment, and learning needs are evaluated and used to update the strategic plan and provide budgeting support. [5R1, 6P1, 6R4, 7P2-4, 8R1]
- Evaluation of students current skill levels determines proper placement of students in courses and thereby contributes to student success. [1P5, 1P7-9, 1P15]
- Systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness. [5P9, 5R3, 7P5, 9P1-2, 9P6]
- The organization supports students, staff, and faculty in using technology effectively. [1P9-12, 4P9, 5P4, 7P7]
CRITERION FOUR – ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

CORE COMPONENT 4A.
The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- Planning and fiscal allocation processes value and promote life-long learning for students, faculty and staff. [2P1, 4P4, 4P6, 4P10, 5P1, 5P2]
- Administrators, faculty and staff have professional development opportunities. [1P11, 4P8, 4P9, 5P9]
- Workforce development training provided to employers supports learning in the workforce. [3P4, 4P9, 2R2]

CORE COMPONENT 4B.
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- Degree/certificate requirements develop skills and attitudes requisite for life-long learning in a diverse society. [1R2, 1P1, 1P10]
- Linkages between curricular and co-curricular activities support inquiry, practice, creativity, and social responsibility. [1P10, 1P16]
- Student learning outcomes demonstrate achievement of a wide breadth of knowledge and skills. [1P1, 1R1-1R5]
- Student learning outcomes demonstrate effective preparation for transfer and continued learning. [1P1, 1P2, 1P3, 1P4, 1R1-1R5]

CORE COMPONENT 4C.
The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- Regular academic program reviews pay attention to currency and relevance of courses and programs. [1P1, 1P2, 1P3, 1P4, 1R1-1R4]
- Learning goals and outcomes include skills essential to a diverse workforce. [1P1, 1P2, 1P3, 1P4]
- Learning outcomes document that graduates have gained the skills and knowledge needed to function in a global, diverse, and technological society. [1P1, 1P2, 1P3, 1P4, 1R1-1R4]
- Evaluation of curriculum and programs involves alumni, employers and other external constituents who understand relationships among courses of study, currency of the curriculum, and utility of the knowledge and skills gained. [1P1, 1P2, 1P3, 1P4, 3P1, 3P3, 3P5, 3R5, 9P1, 9R1]

CORE COMPONENT 4D.
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
- Both academic and student support programs contribute to development of student skills and attitudes fundamental to responsible use of knowledge. [1P5, 1P8, 1P9, 1P10, 1P15, 6P1]
- Policies and procedures ensure ethical conduct in instructional activities. [O1, 4P7]
- Curricular and co-curricular activities uphold the responsible use of knowledge. [1P16]

CRITERION FIVE: ENGAGEMENT AND SERVICE.
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

CORE COMPONENT 5A.
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- Periodic reviews and assessments of constituencies keep the College aware and ready to focus on changing needs and technology developments. [2P2, 2P4, 2P5, 3P1, 3P5, 3P6, 4P12, 5R1, 7P2]
- The College’s commitments to its constituencies are shaped by its mission. [2R2, 2I2, 3P6, 3I2, 5P1]
- Outreach programs are responsive to identified community needs. [2R1, 3P4, 3P3, 3P5, 5P7, 5R1, 9R1, 7P1]
- The College is well-served by advisory committees that consist of external and internal constituencies that keep it in touch with those constituents’ needs. [2P2, 3P5, 3R5, 5P7, 9P1]
CORE COMPONENT 5B.
The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- Structure and processes enable effective connections with the communities it serves. [2P3, 2R2, 2R4, 3Overview, 3P6, 3R3, 3R4, 5P7, 9P7]
- Co-curricular and service activities engage the College with its external communities. [3P2, 3R2, 3P4, 3R2, 4P13, 9P3-P5]
- Physical, financial and human resources are available to support participation in programs with the community. [3P4, 3R3, 3I1, 4P10, 5P9, 9R2]

CORE COMPONENT 5C.
The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- The College actively participates in collaborative ventures with other higher learning institutions and training organizations. [3P3, 4P6, 5P4, 5P9, 5R3, 7P6]
- The College works to make scholarship programs and transfer processes relevant to the needs of its constituencies. [2R2, 2R4, 3R5, 5R2, 9P1, 9I1]
- The College works to build partnerships within the educational, social and business communities. [2P6, 2R2, 3P4, 5P4, 9P1, 9I1]
- The College’s partnerships and collaborative arrangements focus on the mission of student success. [2R4, 3P3, 5P4, 9P2, 9I1]

CORE COMPONENT 5D.
Internal and external constituencies value the services the organization provides.
- Regular evaluations of services involve both internal and external constituencies. [2R1, 2P2, 2P3, 3R1, 4R1, 5P7, 5I1, 9P5, 9R]
- Academic and service programs are sought after and valued by the community and its constituencies. [2P3, 3R4, 3R5, 9P6, 9R2]
- Graduates and current students find value in the programs and services they receive from the college. [2I1, 3P4, 3R2, 3R6, 4R3, 9P6, 9R2]
OVERVIEW

CATEGORY 1 HELPING STUDENTS LEARN
Established in 1965 as a technical institute, Owens Community College (OCC) is a comprehensive two-year public institution with campuses in Toledo and Findlay, Ohio, as well as a number of off-site satellite locations. OCC offers associate degrees, certificates, and non-credit courses in over 150 academic program areas.

OCC’s Mission, Vision, and Core values guide OCC’s goals for student learning and shape the academic climate. The goals then trickle down to the operational plans, generating ideas to meet the vision of each academic school and department. Key credit instructional programs include the following degrees: Associate of Arts, Associate of Science, Associate of Applied Science, Associate of Applied Business and Associate of Technical Studies, offered through the five academic schools: Arts and Sciences, Business and Information Systems, Health Sciences, Public Safety and Emergency Preparedness, and Technology. Courses are offered on and off campus, in the classroom and online. Additionally, OCC offers a variety of certificate programs designed for students who want to enter the job market faster or who want to upgrade their current skills.

A variety of non-credit programs are also available, offered through Workforce and Community Services (WCS), dedicated to providing customer-driven workforce development and job training to meet the needs of the community and employers. Non-credit classes, offered in the form of traditional classes, short-term workshops and online offerings, meet a variety of needs, including personal enrichment, corporate training, skilled trades technologies, computer training, and more. Included under the WCS umbrella is the Center for Emergency Preparedness, a premier all-hazards national training facility.

A variety of educational services and technologies directly support student learning, including the First-Year Experience program, tutoring and mentoring services, study skills centers, the Teaching and Learning Center, and Banner Administrative System including Blackboard course management.

CATEGORY 2 ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES
Owens Community College (OCC) is committed to enhancing its image as Northwest Ohio’s best higher education investment by increasing sources of revenue and heightening community awareness of the College’s mission. The objective of “promoting institutional advancement” was included in the College’s strategic plan and was a goal even before the completion of the strategic plan in 2004.

The Executive Director of College Development (which includes the functions of Fund Development and Alumni Relations, among others) also serves as the President and CEO of the College Foundation. In 2007, the Owens Community College Foundation developed a fundraising plan directly aligned with the mission, vision and philosophy of OCC. The plan is periodically reviewed and realigned with the College’s strategic plan. The Alumni Association also annually outlines priorities into four areas: Group Connections, Image Enrichment, Community Service, and Resource Development. Both the Foundation and the Alumni Association have their own Board of Directors which set priorities and guide the activities of their respective organizations.
in alignment with the priorities set forth in the College’s strategic plan. Moreover, cross pollination of the boards (for example, the president of the Foundation serves on the Alumni Board and the president of the Alumni Board serves on the Foundation Board) has resulted in a close and collaborative relationship.

The Owens Community College Foundation and the Alumni Association provide funds to the College and to students. Scholarship funds help students attend OCC and provide them with the books, technology, and supplies they need to succeed. The Foundation and Alumni Association also contribute to college activities and initiatives by providing additional funding that helps to make programs and projects possible. In addition, Foundation funds are available to departments for special project and equipment purchases with the approval of academic and student services administrators.

CATEGORY 3  UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS

Students come to Owens Community College from a wide variety of backgrounds. They all expect to receive a quality education at OCC that will provide a foundation of skill sets and knowledge base with which to succeed. As such, they expect faculty to be knowledgeable in their respective areas, to communicate clearly and effectively, to be fair, and to assist and inspire students to excel academically. Increasingly, students and other stakeholders expect that a substantial number of courses will be offered online to accommodate these groups’ busy lifestyles.

Due to the ever-changing economic situation, community college students’ main objective is often to secure long-term employment that will provide a stable future for themselves and their families. Thus, students at OCC expect that their education will be more affordable than a four-year institution. In addition, they expect their education to be high quality, applicable and transferable; that non-faculty employees will provide professional, helpful services; that the College will maintain a safe, clean environment; and that the College will foster and maintain a high degree of community involvement.

Because OCC is a community college, students and other stakeholders expect the College to establish and maintain close community ties. They expect the College to endeavor to enhance its standing in the community via various outreach programs and other initiatives, whether it be helping to recover from natural disasters, helping individuals earn GEDs, or participating in Adopt-a-Road programs.

The College’s main competitors in serving these groups are other institutions in the area, such as Terra Community College and Northwest State Community College. Four-year institutions with whom OCC competes are the University of Toledo, Bowling Green State University, Lourdes College, and the University of Findlay. The College also competes with career centers and adult education programs.

CATEGORY 4  VALUING PEOPLE

Owens Community College has talented and dedicated faculty, staff and administrators who are focused on student success. Each individual employee’s role in supporting student success is reinforced through training sessions, communication, and inclusion of OCC’s values in employee performance evaluations. The diversity of OCC’s student population mirrors that of the communities OCC serves; thus, the College is working to increase the minority proportionality of faculty and staff to better represent that of the
Inclusion has been identified one of OCC’s three AQIP Action Projects for the 2009 cycle.

Institutional and geographic factors that influence how the work environment and job classification are addressed include OCC’s unique history as a technology-focused college, its creativity in expanding academic offerings beyond traditional technology, the idiosyncrasies of Northwestern Ohio’s culture and demographics, the State and Federal economies, and local and regional employment patterns. All of these factors affect such practices as hiring talent for specific functional areas, how communication occurs across the College, and how OCC’s culture is shaped.

In 2008-09 the 2,209 OCC employees included 206 full-time faculty, 466 full-time staff, 90 part-time staff, 1,018 adjunct faculty, 102 temporary workers and 327 student workers. To maximize flexibility, as well as to capitalize on specialized talent for teaching, a relatively high proportion of part-time workers is utilized. Approximately 83% of the instructional staff are adjunct faculty. Some 37% of OCC’s non-instructional staffing needs are addressed through part-time student workers, while 10% are met by regular part-time staff. This allows staffing of areas that have special needs or higher use during particular times. It also allows for the provision of academic teaching and support service at non-traditional times, such as nights and weekends.

In April 2004, the College’s Planning Council rolled out the College’s Strategic Plan, “Choosing Our Direction.” This plan was updated in 2007, and continues to provide the evolving framework for spreading the OCC’s mission, vision, and core values.

In 2008, OCC revamped its organizational structure. The new Shared Leadership Model (see Figure 5-1) recognizes that leadership exists at all levels, facilitates communication among all members of the OCC community, and places authority for decision-making with those who should participate in making the decisions.

The Shared Leadership Model consists of two standing councils, the AQIP Planning Council (APC) and the Quality Council (QC), as well as College departments, standing committees, and ad-hoc committees. The APC serves in an advisory capacity, ensuring that decisions are in alignment with various governing bodies (e.g., the Ohio Board of Regents, the Board of Trustees) as well as other internal and external stakeholders. The QC also serves in an advisory/decision-making role, but is charged with implementing decisions made by the Planning Council.

OCC employs various strategies to align its leadership with its policies and practices. For example, all new employees participate in an orientation which addresses the College’s mission, vision, and values (see 4P4). Ethical and social responsibilities are part of OCC’s focus not only for employees, but also for students as competencies they must meet within the general education core. Departments continually develop and refine ways to incorporate these competencies into formal student learning experiences (e.g., in-class activities, co-ops, service learning projects). OCC’s Institutional Research department administers frequent surveys to glean feedback for improvement in leadership, decision-making, and
communicating. In addition, OCC is a Strategic Horizons member (see 5R3), collaborating with other two-year colleges to share and support best practices in leadership.

CATEGORY 6
SUPPORTING ORGANIZATIONAL OPERATIONS
OCC’s strategic plan identified six major strategies, including “Organizational Vitality,” which is directly related to supporting College operations through the development of mission and vision statements (see 3I2). Priorities identified in “Organizational Vitality” were the development of strategic planning processes in human resources, master facility, energy/environment, and information technology areas, and the development of a comprehensive organizational diversity plan.

The College’s mission and values reinforce the need not just to serve the student population but to ensure their success. Every employee of the College has a role in ensuring student success, regardless of whether he or she has direct or regular contact with students. Services need to be result-driven and reliant on appropriate feedback from students, employees, and the overall community. Open communication and a willingness to identify areas for continuous improvement are vital.

OCC gathers a great deal of feedback regarding student satisfaction with the services provided, using a variety of methods including face-to-face feedback, written and online surveys of customer satisfaction, and focus groups. As procedures have been developed transitioning to more web-based services and requiring students to increasingly go “on-line” to register for courses, pay bills, etc., it is even more important to ensure that students continue to feel valued and satisfied with the services they receive.

Moreover, it is equally important that the communities served by the College believe that their needs are being met, whether it is providing students with a quality, affordable education, training displaced workers, or providing opportunities for learning enrichment for those students who are not pursuing a degree. If students and communities perceive that their needs are not being met, the College is not achieving its mission.

CATEGORY 7
MEASURING EFFECTIVENESS
Determinants that guide the collection and distribution of data/information include the Owens Community College mission, vision and core values, the strategic plan, the AQIP initiative, and compliance with state and federal reporting mandates. Moreover, monitoring day-to-day operations ensures that core values are diffused into the OCC culture and allow for measurement of efficiency and effectiveness.

The majority of the information OCC stores is through the Banner Data Management System (referred to as Banner throughout this document). Banner ties to an Oracle platform that dictates what other features and technologies are used to interface systems. Banner includes the following modules: Student, Human Resources, Finance, Financial Aid, Accounts Receivable, Recruitment, and Alumni.

Other systems that are used for information storage and dissemination include Blackboard for class management; GroupWise for e-mail; OnBase for document archiving and retrieval; Classware for non-credit student, payment, and course data management; Snap for survey design and administration; Microsoft Office Suite for day-to-day operations; and TutorTrac to monitor usage of learning centers and student services. In addition,
department-specific software applications, such as SPSS and Tableau, assist in the collection and use of data.

Internet access also connects OCC to numerous external data resources. Sites maintained by agencies such as IPEDS, the Ohio Board of Regents (OBR), Bureau of Labor Statistics, and the U.S. Census Bureau are regularly employed in benchmarking.

CATEGORY 8
PLANNING CONTINUOUS IMPROVEMENT
OCC maintains a strong college-wide commitment to continuous quality improvement. This is achieved and measured through a variety of methods that are demonstrated in all areas of this portfolio (see especially category seven). The most important component to ensure success in using CQI resources requires alignment and engagement in the strategic plan, which has 6 initiatives, 36 objectives, and 103 action steps.

A key commitment and measurement is alignment to the OCC mission, vision (see 3I2) and core values (see 4P1). OCC has also made a commitment to align all College resources with the nine AQIP categories as well as with the strategic plan and the mission, vision, and core values.

OCC constraints are in the areas of growth requirements and needs, existing facilities updating, and the funding for those updates. One of the steps that OCC has taken to address these issues is the purchase of the Penta County Joint Vocational School building and property, adjacent to the Toledo campus. OCC also opened a satellite Learning Center in downtown Toledo.

Challenges for OCC are the changing national and regional economy, reflected in rising gas prices, loss of jobs, and other challenges that can influence a student’s decision to continue in school (particularly if the student is receiving tuition reimbursement from his or her employer), along with uncertain financial aid funding resulting from changes in financial institutions’ lending practices.

The AQIP initiative has provided OCC with an opportunity to re-align the existing leadership and committee structures. In 2008, OCC formed the Quality Council (QC) and AQIP Planning Council (APC) from five different committees that previously participated in the decision-making processes in the College (see Leadership Model, Figure 2.1). The new structure eliminates duplication, redundancy, and wasted resources, and provides inclusivity with representation across the College (see 8P1).

CATEGORY 9
BUILDING COLLABORATIVE RELATIONSHIPS
OCC’s external partnerships are invaluable to the success of the College. Collaboration with other colleges and universities has proven to be extremely effective. By partnering with the Ohio Coalition of AQIP Colleges and Universities, OCC is able to better utilize resources in continuous quality improvement using information learned from other colleges and universities to avoid redundancy and achieve effectiveness. This information-sharing is collaborative and reciprocal. OCC’s participation in organizations such as Strategic Horizons and the Society for College and University Planning are just two examples of the many higher education organizations with which it collaborates.

Internal collaborations and partnerships include the new shared leadership model which has been previously summarized. This model requires of participants a common understanding of
and commitment to trust, collaboration, and respect, which is imperative for the success of all the OCC initiatives. OCC has strong task interdependence among its 2200 employees, and the College realizes that only through employees working together and at their full potential can OCC achieve the goals of its mission and vision statements.
CATEGORY 1  HELPING STUDENTS LEARN

PROCESSES

1P1. Owens Community College (OCC) faculty collaborate with advisory committees to establish curricula aligned with common learning objectives for all programs. General Education is central to the mission of Owens Community College. OCC faculty collaborate with various stakeholders to establish common learning objectives for all students. The institution’s General Education Core Competencies are the common learning objectives integrated in the curriculum for all students. The General Education competencies required at OCC include: Communication (oral and written), Mathematical Reasoning, Critical Thinking, and Social Responsibility. The institution’s general education core competencies are integrated into the curriculum, reviewed by the Curriculum Committee, and assessed annually. The general education competencies are measured formatively and summatively throughout the students’ academic career. These assessment results are shared with OCC’s Student Learning Assessment Committee (SLAC) and stakeholders. Faculty determine changes in the curricula based upon these assessment results.

Finally, faculty ensure that the institution’s common learning objectives are in compliance with criteria set by the University System of Ohio (USO), the state governing board. In compliance with the Ohio Articulation and Transfer Policy contained in Ohio H.B. 66 (ORC 3333.162) and H.B. 95 (ORC 3333.16), OCC courses, syllabi, and learning objectives are reviewed and approved by external, state-wide teams of disciplinary faculty under the supervision of USO. A full listing of these courses and a description of the Ohio Transfer Module can be viewed at http://regents.ohio.gov/transfer/policy/index.php.

1P2. Specific program learning objectives are written and measured by program-specific faculty with assistance from advisory committee members, employers, and appropriate occupational accrediting agencies. Once developed, they are assessed and reviewed annually and communicated through an outcome assessment report. Additionally, these reports are reviewed by SLAC to ensure alignment with the comprehensive plan for assessing student learning. Finally, these reports are shared and published on OCC’s website for all stakeholders to review: (https://www.owens.edu/aqip/portfolio/1p2.jpg).

1P3. New programs and courses are designed in a variety of ways. This is a faculty-led process with collaboration from various stakeholders. Additionally, the process is governed by the OCC Curriculum Committee and the USO. (See Appendix A.)

The program development process begins with an analysis of labor market need. Sources used to analyze data include the Department of Labor’s Bureau of Labor Statistics; Ohio Job and Family Services, and the National Center for Education Statistics.

Next, a comprehensive needs assessment is conducted by the Institutional Research (IR) department, and a team of faculty experts develops the program-level student learning outcomes from which the courses are mapped and developed. If data from the needs assessment suggests a need exists, an advisory committee is formed to provide feedback on industry needs and standards. The proposed program and courses are submitted to the Curriculum Committee for review.
prior to being submitted to the USO for final review and approval.

Faculty develop new courses in response to community or program needs as identified through a needs assessment, an advisory committee, or through the assessment of student learning. This process is governed by the OCC Curriculum Committee (see https://www.owens.edu/aqip/portfolio/1p3.jpg for information about this committee). A new course is proposed by faculty within a specific program, and then a course outline and master syllabus are developed and submitted to the department chair, dean, Curriculum Committee and provost for review and approval. The Records Office then enters the course into the course inventory system.

1P4. Faculty design academic programming to be responsive to community needs and the employment market through collaboration among the academic departments, accrediting agencies, and the programs’ advisory committees. Each technical program’s advisory committee provides information needed to assess the employment market. This input, along with accreditation standards, is considered when new programs are developed or current curriculum is revised.

As a result, OCC offers several courses that support integration of learning goals, career needs and employment opportunities:

FYE 121, Foundations for College, required for students enrolled in transfer programs, incorporates learning outcomes which include development of career and academic plans integrated with critical thinking, decision-making, and study skills.

SSC 101, Preparing to Succeed in College, is offered at more than 20 high schools across the OCC service district. This new course (2007) includes an emphasis on selecting a college career path.

SSC 110, Career and Life Decisions, assists undecided students in developing realistic career and life plans.

1P5. The College utilizes several placement methods to determine college readiness. Among these are reviews of prior high school and college course work and testing of basic skills through Computer-Adapted Placement Assessment and Support Services (COMPASS) or the American College Testing Program (ACT), and a language placement test. The College follows the basic skill level competencies in math, reading, and writing determined by the USO.

Additionally, faculty review course content to ensure that pre-and co-requisites are relevant to specific curricula, programs and courses. Faculty members also serve on various state-level curriculum teams to review and propose changes to curricula, and they work collaboratively with four-year colleges and universities to articulate course work and review learning outcomes.

1P6. OCC uses a variety of methods to communicate to current and prospective students. The communication of these expectations involves the entire institution.

Current and prospective students can get information on the required preparation and the learning and development objectives for specific programs, courses, and degree or credentials through OCC’s course catalog which is offered in a paper format, CD-Rom, and on-line at
Individual course expectations are clearly spelled out in course syllabi. The Enrollment Services Office serves as the main point of face-to-face student contact for this process. Individuals from Enrollment Services have built relationships with high school staff whereby information and expectations are communicated. Intake advisors are given specialized training to provide information to prospective students. Additionally, various recruiting and informational programs are held to assist with the dissemination of this information. These programs for prospective and new students include events such as high school visitation programs, career exploration days, and orientation programs for incoming students.

Additionally, OCC hosts ongoing career fairs to introduce potential students to careers in certain fields. Over the last year, OCC has created a Parent College 101 (https://www.owens.edu/parentcollege101/) designed to educate parents and caregivers of new students about the expectations and rigors of degree programs.

Academic advisors are available to provide specific enrollment information about Owens Community College during advising sessions. During these sessions, students get a thorough explanation of the program they are interested in. Prospective students are also provided handouts about the various services offered such as tutoring, disability services, financial aid, etc. Additionally, representatives from specific student services offices are available to give detailed information on available services.

1P7. OCC uses a variety of techniques and placement measures to assist students with program selection that best match their needs, interests and abilities. This process begins during the students’ initial visit with Enrollment Services. During this visit, an advisor meets with students to discuss their interests, needs, and abilities. An advisor then has many options to assist the students. The advisor may introduce them to the OCC Catalog (https://www.owens.edu/college_catalog/) and discuss programs that might fit their needs, interests and abilities, or connect them with a program chairperson to discuss where their prior experiences may factor into future academic opportunities. Advisors share information with students related to careers, job outlook and employment opportunities. When students are undecided or uncertain, advisors may recommend a career workshop, an appointment with a career advisor, or the OCC Career and Life Decisions semester-long-course. These services are available to all students.

Current students are further aided through courses and intrusive advising. Students can take either Student Success courses or the First-year Experience courses in which structured career exploration is a significant portion of the learning experience. Additionally, students have access to a Student Success Mentor (SSM) who can build upon those course experiences or they can be provided further experiences through Career Advising hosted by the Career Center.

1P8. OCC employs several processes to foster student success. The process begins with measuring incoming students’ abilities in math, reading, writing, and English with the COMPASS or ACT standardized placement measures.

Once students have completed the basic skills assessment, academic advisors provide guidance on course sequencing before the registration process. Advisors may recommend that the
students take advantage of developmental education courses, intervention courses, tutoring through the Learning Centers, Supplemental Instruction, or a Summer Bridge support program (see 1P10). Non-native English language students are advised into English support courses or tutoring through the World Languages lab. SSMs and faculty advise current students exhibiting skills deficiencies within specific courses.

OCC provides a full complement of developmental courses for students requiring improvement in basic academic skills area. Courses consist of levels of reading, writing, mathematics and English as a Second Language (ESL) with the intent of preparing students for enrollment in degree program courses.

On the basis of OCC's assessment service that includes computerized tests in reading, writing, mathematics and ESL, students are placed into the appropriate writing, reading, mathematics and/or ESL courses. Completion of prescribed developmental education courses is required prior to enrollment in college level courses.

Over the past eighteen months, OCC reorganized academic support services formerly housed in academic departments into one Learning Center with the mission of serving students across the college and curriculum. The Learning Center works with students of all abilities to improve all study skills in addition to reading, math, writing and computer skills. Non-native speakers of English are also provided support. Tutors work one-on-one with underprepared students. Supplemental Instruction is offered for classes with the highest rate of D,W, and F grades so the participants not only gain a better understanding of course materials but also gain valuable study skills from model students. COMPASS workshops help students to regain study skills they may have forgotten or need to hone in order to succeed in college.

1P9. A learning styles inventory has been incorporated into academic and student support across OCC. The Visual, Aural, Reading/Writing, Kinesthetic (VARK) questionnaire provides users a profile of their learning preferences and identifies learning strategies that align with their learning preferences. For faculty, VARK results provide feedback on multimodal teaching strategies that address students’ needs.

OCC addresses differences in students’ learning styles by offering faculty in-service activities, training in department meetings, and online teaching workshops to encourage use of a variety of teaching methods. Instructional-based professional development is also available to assist faculty and staff in administering and utilizing the VARK instrument. The Learning Center provides workshops that assist students in learning about and working with their learning styles. In addition, the Learning Center supports varied learning styles with Inspiration software for visualization in the writing process; manipulatives in math and science, podcasts and vodcasts on the Center website, and COMPASS workshops that emphasize test-taking and reading strategies. Supplemental Instruction (SI), which is available for some courses, utilizes multiple teaching strategies to address multiple learning styles (https://www.owens.edu/supplementalinstructors/index.html). Students in FYE also undergo the learning styles assessment, and are coached in ways to study that support and expand their learning styles.

1P10. OCC offers a variety of services and programs that foster student success for a number of student subgroups, including commuters,
working adults, mature citizens, underprepared students, high school students, disabled students, veterans, and international students.

Commuter students and working adults make up a large percentage of the OCC student population. The College addresses the needs of this population through flexibly scheduled courses. The College has increased the number of course sections that meet once a week and on weekends. Additionally, OCC has expanded the online course offering and degrees.

The Mature Citizen Program is designed for Ohio residents 60 years of age or older who want to attend college. Instructional fees are waived for this subgroup, allowing them to take course work on a non-degree (audit) basis if space is available.

OCC is an open enrollment college; thus, many of the students are underprepared for college-level course work. The College provides a variety of services and programs that address the needs of underprepared students, including a full complement of developmental courses for students requiring improvement in basic academic skill areas.

A Learning Center, with the mission of serving students to improve study skills in addition to reading, writing, and math skills, was created (https://www.owens.edu/learning/index.html).

Intervention courses have been created to foster academic success for the underprepared student, and the First Year Experience Course (FYE) was created to assist students in the transition to college. Significant emphasis has been placed on academic preparation in this class.

Most recently, OCC has implemented a Summer Bridge Program. The goal of this program is to foster academic success with underprepared students by allowing them to have a jumpstart to college. This is a seven-week comprehensive summer program with an array of academic initiatives, including academic preparation, exposure to campus life and expectations of college-level studies, mentoring, and coaching. Additionally, Summer Bridge Program participants may participate in several academic workshops designed to promote learning and develop study and life skills necessary for college success. Students also learn and obtain an in-depth understanding of the language, culture and resources of OCC through participation in OCC’s First Year Experience “Foundations for College” class and in mathematics seminars and workshops. Each student enrolled in the Summer Bridge Program is provided with a faculty or staff mentor, as well as a student success mentor during the seven-week academic program.

High school students are assisted through the Post Secondary Enrollment Option (PSEO) and/or the Dual Enrollment option created by the State of Ohio. Courses are available at high school campuses, on-line, through community agencies, or on campus.

In compliance with ADA, students can work with Disability Services to address accommodations as necessary. All course syllabi inform students of this opportunity. Information about how to access Disability Services can be found at https://www.owens.edu/disability_services/.

A publication entitled “Fast Facts for Faculty” that explains student and faculty rights and responsibilities under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act can be accessed from the
Disabilities Services web page or in print format from the DS office. Staff of the Office of Disability Services meet with students who disclose the presence of a disability to review students’ disability-related documentation and determine the need for reasonable accommodations or modifications. Specific accommodations, which may include testing accommodations, materials in alternate formats, sign language interpreters, note taking assistance, and transcription services, are determined in an individualized and interactive process between the student and the Disability Services staff member.

International students are afforded additional guidance through the Office of International Student Services (https://www.owens.edu/international/).

The Honors Program was developed to provide further academic enrichment for students exhibiting exceptional academic progress in high school and college.

1P11. The overall vision for defining, documenting, and communicating expectations for effective teaching and learning begins with OCC’s strategic plan and mission and vision statements (see https://www.owens.edu/about_owens/mission.html). This vision is communicated throughout the institution in a number of formal and informal ways.

From this vision, expectations for teaching and learning are communicated through academic departments and the Center for Teaching and Learning. Department chairs work collaboratively with faculty to collectively define standards of teaching and learning within each department.

The Center for Teaching and Learning provides professional development. Each semester the Center hosts workshops on effective teaching and learning for faculty. The workshops have included such topics as effective assessment, implementation of quality standards in online courses, and effective course management.

Additionally, Enrollment Services communicates academic expectations through advising, testing and placement, orientation, and publications such as the website, view book, and catalog.

The standing committees of Academic Standards, Curriculum, and Student Learning Assessment (SLAC) communicate expectations through the establishment of standards for teaching and learning. The Curriculum Committee monitors and reviews course outlines to ensure that student learning outcomes and course design reflect effective teaching and learning. The SLAC communicates these standards by asking faculty and programs to provide evidence of student learning through the assessment process. Academic Standards monitors the academic policies and procedures to ensure coherence with the mission and vision. (All committee web pages can be found at https://www.owens.edu/aqip/portfolio/1p11-a.jpg).

AQIP action projects are another mechanism for addressing effective teaching and learning. The most recent AQIP projects address the development of an assessment system to monitor progress toward effective teaching and learning. A second AQIP project reviewed all policies and procedures – written and unwritten – that impact student retention and made recommendations for improvement based upon that analysis (see https://www.owens.edu/aqip/portfolio/1p11-b.jpg).
1P12. OCC has a diverse student population. Thus, multiple course delivery systems are utilized to address both students’ needs and the institution’s requirements. This process begins with the annual Program Review and Evaluation Process (PREP), a systematic, ongoing process for the collection, analysis, and interpretation of data concerning a program and its curriculum. The information garnered from this process is used to analyze enrollment trends and patterns, student preferences, and delivery modes. This data is then used to create the institution’s master schedule. The master schedule is reviewed each semester to ensure student and institutional needs are met. For example, after a sub-committee from Provost’s Council analyzed enrollment patterns, it recommended the implementation of block scheduling to allow OCC to accommodate student demands during prime time hours.

Through data analysis, OCC has also recognized the increased need for distance learning and flexible scheduling, thus allowing students to earn degrees and certificates exclusively online as well as on the weekend.

To accommodate students’ and the institution’s needs, OCC invested in Blackboard, an electronic learning management system (LMS) to deliver curriculum any time, from nearly any location and using a wide variety of resources to address multiple learning styles.

Blackboard enables OCC to deliver complete online programs and classes, as well as to enhance traditional, classroom-based courses. The system provides a consistent grading and assessment environment for all courses. Also, strategic planning initiatives look to the LMS as a tool to aid in measuring outcomes, increasing student retention, and aggregating data on student achievement.

1P13. OCC ensures that its programs and courses are up to date by employing the Program Review and Evaluation Process. Once the process is completed, it is utilized for making recommendations about the effectiveness of the program and the improvement of student learning. It is a means of ensuring that OCC’s programs are effective and responsive to OCC’s mission within the limitations of available resources. The results of program review are incorporated into the strategic planning process that the AQIP Planning Council (APC) presents to OCC.

Academic departments and programs are also responsible for program review. Based upon a review cycle, stakeholders in the department annually collect data with the assistance of Institutional Research (IR). Upon compilation of all data, department-level committees, comprised of faculty, department chairs, students and other stakeholders, meet to analyze the data, make recommendations and develop action plans as appropriate. The program review report, including action plans, is reviewed with advisory committees, adjunct and full-time faculty, programmatic accreditation agencies, students, and other communities of interest. Part of the PREP includes assessment of student learning; therefore, each program completes an assessment report. Once completed, these assessment reports are submitted to the SLAC committee and the provost for review. In addition to program review, the assessment cycle requires the annual review of the action plans that were previously initiated to determine the effectiveness of those plans and their effect on student learning.

Additionally, OCC utilizes data and feedback from advisory committees, graduate surveys, and discipline-specific accrediting bodies for feedback on appropriateness of course content.
Course content is evaluated by the USO, which governs the appropriateness of course content through the State Credit Transfer System (http://regents.ohio.gov/transfer/index.php). This system includes transfer assurance guides (TAGS), transfer module (TM), articulation policies, and the career and technical transfer initiative (CTAGS). The faculty, deans, and department chairs work collectively to ensure that course content aligns with state standards. Academic departments meet regularly to prepare and submit course and program content to the state. The cycle for course review at the state level is evolving.

1P14. The process for changing or discontinuing programs and courses is a faculty-led process with input from department chairs, deans, student services, advisory committee members, curriculum committee, accrediting agencies, employers, alumni, and students. The process often starts with a review of the PREP reports (see 1P13). Once a comprehensive review is completed, the recommendation is brought to the Curriculum Committee which then makes a recommendation to the provost. The final decision for deactivation of a program is then made by the College and reported to the USO.

1P15. The process for determining and addressing learning support needs begins when students enter OCC. During the initial enrollment process, all students are given the COMPASS placement test. Scores from the COMPASS test are used to evaluate reading, writing, and math skills. Students who display skill deficiencies or struggle in academic course work are encouraged to utilize the Learning Centers (see 1P8).

Once students are progressing through their program of study, they are referred to various support programs by faculty, advisors, and student success mentors. These supports include tutoring, workshops, supplemental instruction, and mentoring. The Learning Center offers convenient and accessible resources and services (including support for writing, math, natural sciences, study skills, and student retention) that support student success. Tutoring, study groups and independent study materials provide a variety of avenues for optimizing learning experiences. The Learning Center works systematically with advisors, academic departments, and individual faculty to meet students’ needs.

To assess the effectiveness of such support, the Learning Center uses TutorTrac, a software program that assesses student need (a specific class), student use (individual tutoring, homework, workshop), and usage (schedule). This information is used to determine content and availability of services. In addition, the Center develops programs to meet needs identified by departments and Schools (e.g. Enrollment Services’ request for COMPASS preparation). Center staff also explore new technologies, attend professional conferences, and collaborate with learning center colleagues at neighboring institutions to identify best practices.

Students are introduced to all of the support services available in the library through orientation and the FYE 121 Foundations of College course. Additionally, library services are discussed at length in Composition I (ENG 111). Library staff provide an overview of the library’s organization of information, discuss primary and secondary resources, introduce research database searching techniques, and address information literacy. As students progress through their technical courses, the library offers advanced library instruction classes which are customized to a specific field of study.

Periodically, the library assesses students’ needs by using a standardized survey, LibQual+, which measures the perceived quality of library services.
This survey provides the librarians with data concerning user expectations and perceptions of library services and the library administration with data for planning and development.

Concerning determining learning support needs of faculty in student learning, development, and assessment processes, faculty provide input in department meetings, committee meetings, and the Program Review and Evaluation Reports (PREP). However, OCC may have an opportunity to delineate clearly an array of processes whereby faculty can proactively address their learning support needs.

1P16. The Office of Student Activities (https://www.owens.edu/campus_life/index.html) is the campus center for the co-curriculum and has experienced a high level of support. OCC charges fifty cents per credit hour, or a maximum of $5 per student, for an activity fee to support the co-curricular activities. The College utilizes a Student Activity Fund Committee, which determines the disbursement of student activities funds. Funds are allocated to events based on student participation in student development/leadership, academic collaboration, campus life, and/or community involvement/outreach. Oftentimes, the Office of Student Activities helps to fund and/or coordinate field experiences, guest lectures, or service learning opportunities to augment the activities of an instructor’s class. To that end, curriculum is re-infused into the co-curriculum.

The College has begun a speaker series that will reinforce the learning outcomes for courses and programs. For example, OCC sponsored nationally–known author Dr. Vincent Parillo, who spoke about diversity in US culture. This event correlated with some of the course objectives from Multicultural Diversity in the U.S. (SOC 220) and served as well to promote the core competencies of social responsibility and critical thinking.

OCC also has a number of departments and programs engaged in service learning activities. For example, the Dental Hygiene Program (DH) has service learning opportunities for the DH students, particularly in Community Dental Health I (DHY 250) and Community Dental Health II (DHY 251), which focus on disease prevention and health promotion through organized community efforts. Students also provide care for patients at the Dental Center of Northwest Ohio as part of experiential learning in DHY 205 and DHY 210, their clinical dental hygiene courses. The students have an off-site clinical experience (“Tooth Town”) at the Dental Center of Northwest Ohio in the child clinic.

The co-curriculum is also enhanced by other campus entities offering non-credit-bearing learning and entertainment opportunities, most notably the Center for Fine and Performing Arts presenting season (http://owens.tix.com/Schedule.asp?Organizationnumber=2096). The Center works not only with OCC’s mission but with the involvement of student activities to plan and promote events that are as educational and curriculum-enhancing as they are entertaining. The 07-08 season alone included Klezmer Music, American Sign Language Dramatics, Canadian Celtic Cultural presentations, and a host of other quality presentations that provided inexpensive and convenient exposure to ideas and experiences outside the curricular norm.

1P17. OCC uses several assessment measures to determine that students awarded degrees and certificates have met the learning and development expectations. To determine that students have met the course and credit hour
requirements, the Records Office conducts a pre-
graduation audit for students to verify that they
are on target to graduate during the semester in
which they apply for graduation. At the conclusion
of the semester, the Records Office runs a final
graduation audit to ensure students have met the
course and credit hour requirements. Each program
engages in the annual assessment process to
further assess students’ success in meeting student
learning outcomes for the program (see above
answer). IR regularly conducts graduate (https://
www.owens.edu/aqip/portfolio/1p17.jpg) and
employer follow-up surveys. Additionally, several
programs utilize nationally recognized certifications
and credentialing to validate the student learning
objectives through the accreditation process.

1P18. Through the recent AQIP Project
“Assessment of Student Learning,” OCC created
a process that enhances the assessment of student
learning.

This project was completed by the Student Learning
Assessment Committee (SLAC), which is charged
with guiding assessment on campus. Comprised of
administrative and faculty representation from all
schools on campus, the Academic Services Office,
and IR, this committee provides a comprehensive
cross section of the campus. Processes for assessing
student learning begin with the development and
implementation of student learning outcomes at
the program level by the academic departments.
Next, each program annually submits an assessment
plan reviewed by the SLAC and the Curriculum
Committee. In the development of the plans,
consideration is made to ascertain that assessment
is being done in all three domains: the cognitive
domain assessing knowledge, the psychomotor
domain assessing skills and the affective domain
assessing values.

Academic departments and programs are
responsible for developing student learning
outcomes that are assessed annually with
appropriate direct and indirect measures.
Programs, aided by IR, collect assessment data
annually to determine the number of students who
meet the stated benchmarks. Upon compilation of
all data, department level committees, comprised
of faculty, department chairs, students, and
other stakeholders meet to analyze the data and
develop action plans as appropriate. The entire
plan, including action plans, is reviewed with
advisory committees, adjunct and full-time faculty
who may not be involved directly, programmatic
accreditation agencies, students, and other
communities of interest. Once completed, these
assessment reports are submitted to the SLAC
committee and the Provost for review. The
SLAC committee and the Provost Office provide
feedback to the programs based on the review of
the reports.

RESULTS
1R1. Annually, IR analyzes multiple assessment
measures, including transfer rates, grade
distribution, student satisfaction surveys (e.g.,
Noel-Levitz and Community College Survey of
Student Engagement [CCSSE]), graduation rates,
persistence/retention data, employment data,
certification/licensure pass rates, and Collegiate
Assessment of Academic Proficiency (CAAP) results
for writing, mathematics and critical thinking
(https://www.owens.edu/aqip/portfolio/1r1.jpg).
In addition to the IR analysis of assessment
measures, departments submit their assessment
reports to the Student Learning Assessment
Committee (SLAC) for review. These reports
include the department’s analysis of the
department’s and/or program’s assessment
measures and results.
1R2. The general education core competencies (see the OCC catalog [March 2009 addendum] p.9) are assessed and reviewed annually. The College utilizes several instruments to measure core competencies, including the CAAP Writing Skills, Mathematics, Critical Thinking, and Writing Essay assessments (https://www.owens.edu/aqip/portfolio/1r2.jpg). The CAAP results for the written communications, mathematical reasoning and critical thinking core competencies are summarized below.

WRITING SKILLS SUMMARY (WRITTEN COMMUNICATIONS CORE COMPETENCY)
The OCC students who took the writing skills test scored below the national norm for that test. The mean score for the OCC students was 60.8 vs. a national mean score of 62.2. A frequency distribution shows a negatively skewed curve. Viewed in conjunction with a cumulative percentage difference graph, the largest variance is in the mid-range scores. There were two sub-tests to the writing skills test, a usage/mechanics component and a rhetorical component. In both sub-tests, the OCC students’ mean was below the national norm (usage/mechanics – 15.7 vs. 16.1; rhetorical – 15.3 vs. 16.1).

Analyzing the Owens student’s scores by demographic variables, the following trends were notable:
- Freshmen averaged better than sophomores (61.3 vs. 61.0), but this gap was not as marked as it has been in past years, continuing a trend first exhibited in 2006 and closing the gap between the education levels further.
- Among majors, Business majors averaged the highest scores (64) and Health Professions majors averaged the lowest scores (60).
- There was no difference between genders in 2007 among all students. Both males and females showed an average score of 61.

- Between educational levels, however, males scored better than females: freshmen males had an average score of 62 vs. 61 for females; and sophomore males had an average score of 63 vs. 60 for females.
- Students aged 21-25 averaged the highest score (62). Those aged 19-20 averaged the lowest (59).
- In terms of ethnicity, White/Caucasian students scored higher than African American/Black students (62 vs. 56).
- As may be expected, differences in grade point average (GPA) were a predictor of higher scores. As students’ GPA category increased, so did the mean writing skills test score. Students with a 3.51 or higher GPA averaged 64 while those with a GPA of 2.01 to 2.50 averaged 58.
- There was no difference in average score between those who indicated “tried my best” and those who indicated “gave moderate effort” (61). Those claiming to have given little effort have lower averages of 57.

ESSAY SUMMARY (WRITTEN COMMUNICATIONS CORE COMPETENCY)
The OCC students showed a slight drop in essay test scores as compared with last year (2.7 in 2007 vs. 2.8 in 2006). This continues a downward trend first noted in 2005. The national norm rose slightly from last year (3.0 vs. 2.9), so the drop was more marked than since 2004 between OCC and national performance. Both a frequency distribution and a cumulative percentage comparison show differences between OCC students and the national norm in the middle part of the scoring range.
MATHEMATICS SKILLS SUMMARY
(MATHEMATICAL REASONING CORE
COMPETENCY)
The OCC students who took the math skills test scored nearly the same as the national norm for that test. The mean score for OCC students was 56.0 vs. a national mean score of 56.2. This was a slightly lower score among OCC students from 2006; and the national average was slightly higher than in 2006.

There were two sub-tests to the mathematics skills test, a basic algebra component and a college algebra component. In the basic algebra sub-test, Owens students’ mean score was slightly above the national norm (14.4 vs. 14.2). In the college algebra sub-test, Owens students’ mean score was below the national average (13.8 vs. 14.0).

The following variables were notable in reviewing Mathematics skills test scores:
- Freshmen had a higher average score than sophomores (57 vs. 55)
- Undecided majors averaged the highest scores (60) and Education majors averaged the lowest scores (54)
- Students aged 18 and under showed the highest mean score (57). Those 40 and older averaged the lowest (53).
- Males averaged slightly better than females (57 vs. 56).
- Ethnicity also showed a difference. White/Caucasian students scored the highest (57) and African American/Black students the lowest (51).
- Students with GPA of 3.51 and higher averaged 58, whereas students with GPA of 2.0 and lower averaged 54.
- There was no difference in scores based upon self-described effort put into the test: all levels of effort showed an average score of 56.

CRITICAL THINKING SUMMARY
(CRITICAL THINKING CORE COMPETENCY)
The OCC students who took the CAAP Critical Thinking test scored above the national norm for that test. The mean score for the OCC students was 61.0 vs. a national mean score of 60.8. Viewed in conjunction with a cumulative percentage difference graph, the largest variance is in the low- to mid-range scores. Analyzing the students’ scores by demographic variables, the following patterns were notable:
- Sophomores averaged better than freshmen on this test (62.0 vs. 60.0).
- As compared to the national average, freshmen scored below the average (59.6 vs. 60.8) and sophomores scored above it (62.1 vs. 60.8).
- Among majors, biological sciences, education, and business students scored the highest (63.0). There were no majors showing notably low scores.
- Males scored better than females on the test (62 vs. 61). This pattern was repeated across all educational levels.
- Students aged 31-39 and 40 and older averaged the highest scores (62). Those aged 18 and under averaged the lowest (60). In terms of ethnicity, White/Caucasian students scored the highest (62), followed by African American/Black and Mexican American students (both 59).
- As may be expected, differences in grade point average (GPA) were a predictor of higher scores. As students’ GPA category increased, so did the mean critical thinking test score. Students with a 3.51 or higher GPA averaged 63 while those with a GPA of below 2.00 averaged 58.
- Part-time students scored slightly better than full-time students (62 vs. 61). Students who plan to transfer scored higher than those
planning to return to OCC (63 vs. 60).

SOCIAL RESPONSIBILITY AND ORAL COMMUNICATIONS CORE COMPETENCY
OCC is in the beginning stage of collecting data for social responsibility and communications. The College has recently approved several capstone courses in Interdisciplinary Studies (IDS) that will allow for measuring results in the area of social responsibility. Additionally, OCC has piloted several portfolio platforms that allow for the collection of data in communications.

1R3. The performance results for specific program learning objectives are measured in a variety of ways. First, each degree, program and major is required to have an assessment plan on file with the Student Learning Assessment Committee. These plans identify the assessment measures that are used to assess student learning in the program. Results for the specific programs can be found on OCC’s Student Success Web site (see https://www.owens.edu/ssp/index.html).

Occupational programs use results from their licensure pass rates (see https://www.owens.edu/ssp/undergrad.html).

1R4. OCC uses multiple evidence sources to inform internal and external stakeholders about the knowledge and skills acquired from program completers. Evidence includes Advisory Committee Minutes (housed within the individual departments), graduate follow-up surveys (https://www.owens.edu/aqip/portfolio/1r2.jpg), licensure pass rate results (http://regents.ohio.gov/perfrpt/2006/), university transfer data (http://regents.ohio.gov/perfrpt/statProfiles/Transfer_Report_2007.pdf), and results from capstone courses (e.g., https://www.owens.edu/ssp/reports/earlychild_osr.pdf).

Meeting minutes from Program Advisory Committees provide evidence of the discussion that takes place regarding knowledge and skills acquired by program completers. Committee members offer suggestions for improvements that align students’ acquired skills with the needs of employers. Results of graduate follow-up surveys provide evidence of positive outcomes for OCC graduates. For example, 84% of 2007-2008 OCC graduates reported being employed one year following graduation (69% full-time and 15% part-time); 58.5% reported that they are using their education to at least a moderate degree; and 52% reported that they are either enrolled or plan to enroll in another institution of higher education.

Regarding university transfer data, the majority of OCC students who continue their education at a university transfer to Bowling Green State University (BGSU) or the University of Toledo (UT). According to the Ohio Board of Regents report “Academic Success of Mobile vs. Non-Mobile Juniors Attending Public Universities in Fall 2007,” the average GPA of juniors with no previous credits earned at a 2-year institution compared to those juniors with 45 or fewer credits earned at a 2-year institution are 3.0 vs. 2.9 for BGSU juniors and 3.1 vs. 3.0 for UT juniors.

Licensure pass rates for OCC graduates are high. Between 2004 and 2006, pass rates for first-time OCC test-takers were 97% for Occupational Therapy, 94% for Advanced EMT, 90% for Dental Hygiene, 85% for Paramedic EMT, 83% for Basic EMT, and 79% for Physical Therapy Assistant. Between 2003 and 2005, OCC pass rates ranged from 91-95% on the Ohio Registered Nursing Exam and 95-100% on the Ohio Licensed Practical Nursing Exam according to the most recent data reported by OBR and by using OBR information, OCC can compare with other colleges and universities.
The Early Childhood Education program is an example of how data from capstone courses is used to document student learning. In 2007, 97% of OCC Early Childhood Education program completers were recommended for a Pre-K Associate licensure from the Ohio Department of Education.

1R5. The performance results for the learning support processes include a variety of measures. As part of a Title III Strengthening Institutions grant from the U.S. Department of Education, OCC has initiated a comprehensive retention effort aimed at students in their first 30 earned college credit hours. One grant initiative is a First Year Experience seminar (FYE) (see https://www.owens.edu/ssp/features.html) designed to help students transition to college by familiarizing them with key concepts/terms, introducing them to the OCC culture, and providing them with tools and skills that will help them to be successful students. The FYE course became a requirement for all new Arts and Science students beginning with the 2008-2009 academic year.

Results of the present studies revealed that the next-term retention rates of students who completed FYE during its first year of implementation (Spring 2007 – Fall 2007) were between 21% and 31% higher than those of students who completed other courses.

AREAS OF 2008 GROWTH:
From 2007 to 2008, usage of the learning centers has increased in all areas on the Toledo campus except in the Study Skills Center (see Appendix B). Study skills tutors are helping individual students rather than monitoring the study table for the Athletic Department.

EXPANDED SERVICE
Fall of 2008 saw an increase in information systems and accounting tutors, as well as the implementation of Compass Workshops and Supplemental Instruction. On average, COMPASS scores of incoming students have increased by 10 points. From the scores reported from 5/2008-1/2009, of the 42 students who retook the COMPASS test after participating in a COMPASS workshop, the average increase in Pre-algebra scores was 13.53.

The complete analysis of the COMPASS workshops report compiled by the Office of Institutional Research, August, 2008 can be found in Appendix C.

1R6. OCC uses multiple evidence sources for benchmarking purposes. These sources include transfer rates, student satisfaction surveys (e.g., Noel-Levitz and Community College Survey of Student Engagement [CCSSE]), graduation rates, persistence/retention data, employment data, certification/licensure pass rates, and Collegiate Assessment of Academic Proficiency (CAAP) results for writing, mathematics and critical thinking:

https://www.owens.edu/aqip/portfolio/noel_levitz/results.htm
https://www.owens.edu/aqip/portfolio/currency/4_2006results.html
https://www.owens.edu/portrait/ccsse.html

The results from the aforementioned reports suggest that in comparison to students at other institutions, OCC students are performing comparably or better with regard to one-year retention and transfer rates, employment rates following graduation, mathematical and critical thinking skills, health care licensure examinations, student effort, student-faculty interaction, and
support for learners. Performance is slightly below average with regard to three-year success rates (including graduation, persistence, and transfer rates), writing skills, student satisfaction, academic challenge, and active and collaborative learning.

**IMPROVEMENT 111.** OCC has made several improvements in this category. The institution has invested resources and support systems to augment student learning. Since becoming an AQIP institution, OCC has implemented two separate Action Projects that focus on Helping Students Learn, and, most recently, Action Project 3, which focuses on diversity and inclusiveness.

Action Project number 1 concentrated on assessment of student learning (see 1P18). OCC has made major strides over the last year with regard to the process for assessing student learning. Because of the scope and the nature of assessment, OCC identified an institutional champion, the Student Learning Assessment Committee (SLAC), to lead the college forward and advance the culture of assessment at Owens. Four main areas where significant progress has been made are in:

1. Strengthening the institution’s knowledge and understanding of assessment principles, practices and models. This goal was accomplished through the development of an assessment evaluation rubric based upon a review of assessment literature that identified good assessment principles and practices.

2. Advancing the culture of assessment through a review and refinement of the current assessment reporting process. This goal was accomplished through the development of an assessment evaluation rubric based upon a review of assessment literature that identified established assessment principles and practices. SLAC needs to revise the assessment reporting format and process as a result of the new rubric and will make this a goal for the 2008-2009 academic year.

3. Advancing the culture of assessment through the establishment of the assessment facilitator position and the recruitment of individuals to serve in those positions. OCC has made great progress toward the accomplishment of this goal by the hiring assessment facilitators. Additionally, the addition of the assessment facilitators to the SLAC committee has aided in developing the understanding of assessment on campus through shared responsibility for assessment.

4. Communicating the state of assessment to the broader campus community through the establishment of an assessment communication plan. This has partially been completed by the progress SLAC has made at developing an assessment rubric. SLAC believes this rubric will better communicate the expectations for assessment of approved certificates, majors and programs. This year’s accomplishments involved the entire campus to help to facilitate a culture of continuous quality improvement.

In addition to the Action Project, OCC has just recently launched a SLAC website to communicate updates to all stakeholders (https://www.owens.edu/aqip/portfolio/111-a.jpg). Action Project 2 focused on student retention and persistence. The project involved, first, participating in the Foundations of Excellence (FoE) process to examine institutional practices pertaining to first year students, and second, engaging in and assessing actions to aid student retention and persistence. These activities were funded by a federal Title III Part A (Strengthening Institutions) Grant 2.

Since implementation of the Title III grant began
in the Fall of 2006, grant activities have enabled OCC to offer more than 54 First Year Experience (FYE) Seminars to over 612 students within their first 30 hours of a degree program. The number of FYE courses offered has significantly increased each semester since the grant was funded. This total represents an increase of the number of FYE courses offered since last year’s annual report. These classes offer students valuable experience in utilizing College resources, exploring personal and career goals, and creating an academic plan with which to pursue success in higher education. These gains reflect unanticipated success for the program in that the goal of having just 10 FYE instructors trained by this point has been surpassed; as of now, more than 40 instructors have taught this seminar (see “FYE Completion and Term-to-Term Retention,” https://www.owens.edu/ssp/fye-vs-controlretention-200710-200760-v2.pdf).

In addition, the School of Arts and Sciences has recently piloted making FYE mandatory for its students, paving the way for full institutionalization of the first-year retention efforts. Likewise OCC’s Title III plan to offer Supplemental Instruction (SI) has begun. SI has been implemented in courses with traditionally low performance rates. The SI assessment plan can be found at https://www.owens.edu/aqip/portfolio/si-assessment-plan.pdf.

The third Title III activity was the implementation of a mentoring program. OCC hired a Student Success Mentor (SSM) Manager and sent an SSM development team to The National Academic Advisor Association (NACADA) Summer Institute in Texas, where they developed an implementation plan for this year.

As a Foundations of Excellence institution, OCC completed its College-wide audit of policy and practice regarding first-year students as directed by The Policy Center on the First Year of College. Based on this audit, the FoE committee developed recommendations for improving student learning and retention. These recommendations have been forwarded to the QC, which reviewed them and made assignments to departments or formed quality teams to begin acting on those recommendations.

In the Student Services area, OCC hired a new Dean of Advising, Orientation and Career Services, a significant step forward in integrating crucial aspects of student services and learning as indicated by recent surveys and analyses of student and faculty/staff concerns. This new Dean is exploring a case management approach to advising which should allow for a more intrusive approach to the advising structure.

Information regarding these Action Projects can be found on the OCC website (https://www.owens.edu/aqip/portfolio/111-b.jpg).

112. The institution has invested time and resources in order to create a culture and infrastructure which will improve and set targets to enhance student learning. OCC has created a comprehensive institutional effectiveness and planning process designed to meet measurable objectives and move OCC toward meeting its institutional goals and fulfilling its mission. Data are used to make decisions for future planning cycles as well as for evaluating OCC’s success in meeting institutional benchmarks.

OCC has also created web-based interactive data tables designed to provide user-friendly sources of institutional data supported by IR, resulting in collaborative, analytical reflections upon and implementation of the institution’s six strategic
OCC has been accepted as a participant in the Academic Quality Improvement Program (AQIP) by the Higher Learning Commission of North Central Association. This participation has afforded OCC numerous opportunities to create and implement AQIP Action Projects focused on student learning. Additionally, OCC is one of 13 community colleges across the nation chosen to participate in the Strategic Horizons Network. Under the guidance of the Center for Community College Development and through team participation with other community colleges, this project has assisted with institutional strategic management capabilities in strategic thinking, process management, communication, change management, culture change, leadership development, and value assessment.

The Student Learning Assessment Committee has developed an assessment process to aid departments in program and course improvement to assist in improving student learning. Finally, OCC has implemented a shared leadership model whereby all employees are involved through their representatives in the academic decision-making process. This involvement allows employees to have input by serving on committees, councils, groups, and task forces. These teams are formed to examine specific College processes; the team members then conduct research, gathering and analyzing the data. Once proposals are agreed upon by the group, the recommendations are then presented to the next appropriate level.
CATEGOR Y 2
ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

PROCESSES
2P1. Key non-instructional processes are designed through Owens Community College’s (OCC) strategic planning and AQIP review processes. The AQIP Planning Council (APC) has overall responsibility for the Strategic Plan and all OCC’s planning functions, including AQIP-related initiatives. Through the Shared Leadership Model (see Figure 2.1), the APC, in consultation with President’s Cabinet, identifies priorities and initiatives that serve key stakeholders and which align with OCC’s Strategic Plan. Thus, the key non-instructional areas gain direction from OCC’s Strategic Plan. For example, one objective identified in the Strategic Plan is the need to develop an overall fund development plan to increase revenue. This has led to the creation of the OCC Foundation development plan.

Figure 2.1 The Shared Leadership Model

Another OCC Strategic Plan objective is the development and enhancement of strategic partnerships. An example of an enhancement of OCC’s ability to form partnerships can be seen in OCC’s Workforce and Community Services (WCS) division. WCS was restructured in 2007 to follow the model designed by the nationally recognized Learning Resources Network (LERN). The model focuses on customers by providing quality, flexibility, and speed in order to meet their needs while simultaneously attending to financial parameters and goals, creating a market-driven and customer-centered environment. The staffing structure, which includes operations, promotions, sales and programming professionals, has been embraced by the WCS staff.

2P2. Through an annual environmental scan (as described in 8R1), the APC reviews and updates Strategic Plan objectives to ensure that external stakeholder needs are being met. WCS, for example, surveys advisory committees and solicits feedback from staff, instructors, course participants and other community members. WCS evaluates, among other things, its registration process, instructional success, operating margins, promotional campaigns, cancellation rates and completion rates.

OCC’s strategic planning process involves both internal and external stakeholders in developing the objective of institutional advancement. In 2007, for example, the OCC Foundation developed a fundraising plan in alignment with OCC’s mission, vision and philosophy. A variety of stakeholders, including College administrators, staff, and Foundation Board members were included in developing that plan.

2P3. A variety of media is used to communicate expectations, including face-to-face communication by College administrators and leaders, board meetings, formal presentations, informal conversations and written communications including personal letters, Foundation annual
reports and newsletters, and the alumni magazine. Goals are developed in consultation with both internal and external stakeholders, and objectives are communicated to all relevant stakeholders.

2P4. A variety of methods are used to assess and review the appropriateness and value of the afore-mentioned objectives. Both quantitative and qualitative measures are collected and analyzed throughout each term. Input is collected from, but not limited to, students, staff, participants, instructors, and community members. For example, WCS analyzes key benchmarks such as the rate of new offerings, operating margin, instructor and staff evaluations, and customer service ratings.

As another example, Fund Development objectives are assessed and reviewed at two levels: The Foundation Board reviews and sets the goals and objectives for private fund raising. The Foundation CEO reviews fundraising performance (reaching targeted goals such as dollars raised and number of engaged donors) and the distribution of funds to OCC. Staff members from OCC, including the Provost, the Executive Dean of the Findlay-area Campus, and the Director of Alumni Relations, sit on Foundation committees charged with reviewing fundraising and allocations objectives as well as the priorities of OCC.

2P5. Other distinct operations rely on feedback in order to determine faculty and staff needs. For example, faculty and staff fill two roles for WCS: provider and receiver. WCS relies on faculty and staff for feedback regarding credit and non-credit course offerings they would find useful as well as asking them to provide instructional services. In addition, WCS solicits similar feedback from external community sources.

Developing financial resources in addition to tuition and state resources assists in filling gaps in technology, professional development, and instruction which might otherwise not be available. Thus, promoting fund- and friend-raising is in direct response to previously identified faculty, staff and student needs.

2P6. The Foundation, Alumni Association and WCS all solicit feedback regarding services provided in an effort to ensure that faculty and staff needs are being met. Input from faculty and staff is reviewed, analyzed and used to make adjustments to ongoing initiatives and programs.

RESULTS
2R1. OCC utilizes a number of different measures to assess the outcomes of non-instructional objectives, including survey methods, summaries of hard data (e.g., amount of money raised), and other feedback mechanisms. The Office of College Development, the Foundation, and the Alumni Association, for example, regularly review data on funds raised, number of donors and Alumni Association members as well as other relevant data. Likewise, the Foundation reviews the number of scholarships awarded and funds distributed to College departments as well as the results of the utilization of those funds. The Alumni Association regularly utilizes event surveys to gauge participants’ satisfaction with the event as well as to solicit feedback on how future events might be improved further. WCS analyzes some key benchmarks, including new course and program offerings, operating margin, course cancellation rates, instructor evaluations, repeat customers, customer service rates and enrollment rates.

2R2. OCC’s performance results in accomplishing other distinctive objectives can be seen in the examples as detailed from 2R1. For example, since the establishment of a Fund Development plan,
the Foundation has increased annual giving by more than 66 percent and increased regular (non-campaign) gifts by 36 percent over the previous record year (FY 2006) in FY 2008. In addition, the Foundation has implemented, along with the College, a Success Scholarship program, which has already begun to increase the numbers of students applying from the Toledo Public Schools and Findlay High School. For example, in 2008, the number of Woodward High School graduates entering College the fall semester after graduation nearly tripled over previous years. This is in direct alignment with OCC’s mission, vision and strategic plan.

Since the creation of its Annual Plan in 2004, the Alumni Association membership has grown from 206 members to over 2,200 (including over 800 paid members) at the end of the 2008 calendar year. That year, the Association established the Alumni Legacy Endowed Scholarship Fund with an initial endowment of $10,000. That fund now stands at over $120,000 and scholarships have been awarded to 13 students.

WCS efforts are concentrated largely on three broad areas: apprenticeship and journeyman training, open enrollment, and business and industry contract training. During fall and spring terms, OCC served over 5,000 apprentices and journeymen throughout the state of Ohio, and Spring 2009 saw an enrollment increase of 4.4% in this area. During Fall 2008, gross revenues for Open Enrollment classes were up 12% from Fall 2007. OCC showed an increase in business and industry contract training from 2007 ($1.2 million in non-credit revenue) to 2008 ($1.3 million).

Currently the WCS division is one of the largest provider of approved trade apprenticeship programs in Ohio (53 sites). In addition, the community education brochure enrollments were up by 17% as compared to enrollments down by 30% nationwide, according to LERN. Of the 22 Enterprise Ohio Network community and technical colleges reporting their non-credit business and industry revenues, OCC ranked 10th in revenues. Statewide revenues ranged from $13,225 to $6 million (mean of $1.3 million).

2R4. OCC’s performance results strengthen the overall organization by meeting the OCC mission and by projecting a positive image. For example, the Alumni Association projects a positive image of OCC through initiatives that focus on community services, such as the Outstanding Service Awards and the Backpack to the Future Campaign. Additionally, the Association spotlights successful
OCC graduates through its monthly “Profiles of Excellence,” featured in *The Toledo Free Press* (a local newspaper), *The Exchange* (a College-wide publication), and on OCC’s website.

Additionally, OCC and the Foundation made a strategic decision in 2007 that funds raised by the Foundation would be directed to assist students in attending and succeeding at OCC. The tag line “we invest in your success” was intended to demonstrate that investing in students would not only strengthen the institution but that as more students achieve success, strengthen the workforce in Northwest Ohio. The Success Scholarship Program, funded by the Foundation and developed in conjunction with OCC, is helping to attract more high school graduates from low-income families to attend college and is helping to strengthen the relationship between OCC and the K-12 schools throughout the Community College legal district. In addition, it has attracted more donors to the Foundation and has resulted in a favorable impression of OCC statewide.

WCS’s concentration on its three major objectives has resulted in the growth of the strongest apprenticeship program in the state of Ohio; increased financial revenue for OCC; a stronger connection between OCC and the business community; a more skilled workforce state-wide; strong ties to economic development initiatives across Northwest Ohio; and an institutional commitment of connecting to the broader society by educating individuals for a lifetime of learning. This has helped OCC to become one of the fastest growing community colleges in Ohio.

**IMPROVEMENT**

211. OCC constantly examines processes for promoting institutional advancement and raising additional financial resources. In addition to raising funds, the goal of the Foundation and Alumni Association is to grow a professional fundraising department which would allow for a continuous pipeline of new donors as well as community supporters. The department is reviewing new ways to use technology to engage more alumni and community members in OCC and to increase revenue sources.

WCS continues to develop partnerships with business and industry. For example, recently WCS collaborated with a local truck driving school to provide training services. Key stakeholders – including faculty, staff and private business owners – reviewed the idea of bringing the two areas together, and determined that the combining of services would be in the best interest of the region, improving the services that once were provided separately. The review process brought together faculty, staff, and private business owners to determine what would be in the best interest for the region.

WCS currently is investigating whether to open a new satellite facility. This would be an opportunity to take workforce training directly to the employees, into the heart of an established business park. All the key stakeholders are involved in the review process.

212. OCC’s core values – service, learning, excellence, innovation and collaboration – naturally lend themselves to a commitment to continuous quality improvement. Along with the shared decision making model, OCC’s strategic plan and operational planning processes, the result is a culture and infrastructure that keep OCC focused on its mission of serving its students and communities.
With service to students and communities as the first priority, the Foundation, for example, established as a major goal the creation of a transformation scholarship program across Northwest Ohio. Toward that end, fundraising targets are set by the Foundation and OCC staff. These targets include the number of constituents engaged in various special events and an increase in the number of donors as well as total dollars raised. Currently the Foundation is focused on raising additional funds for the Success Scholarship Program in order to expand the program throughout the legal district, as well as for the Summer Bridge to Success Program. In addition, the Office of College Development is working to increase the number of Alumni Association donors along with the number of faculty and other staff giving to the Foundation. Foundation (fund development) goals and results are communicated and discussed with stakeholders and the OCC community through print media (annual report and newsletters), web pages, solicitations, special events and through personal meetings.
CATEGORY 3
UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS

PROCESSES

3P1. Owens Community College (OCC) demonstrates its commitment to students’ changing needs through a variety of College-wide forums, such as the AQIP Planning and Quality Councils, Curriculum Committee, Student Learning Assessment Committee, Technology Committees, Findlay Campus Enrollment Management/Retention Team, the Quality Improvement Process Student Committee, and collaboration with OCC’s K-12 partners.

In addition to formal research, there are a number of informal means used to gather student input, including student interaction with faculty, staff and advisors. Furthermore, student input regarding academic needs is gathered through various surveys of current and former students. OCC makes use of Process Management and AQIP Initiatives that evaluate student needs.

3P2. OCC understands the importance of establishing and maintaining positive relationships with students and does so through Registration Rocks, high school recruitment, student activities and recreational facilities, academic support services such as the Learning Center, Library, and Adult Basic Literacy Education (ABLE), various student satisfaction surveys, student advising, the student newspaper, the OCC Website, Ozone, Blackboard, job fairs, the promotion of various student organizations, Student Outreach Services, and new student orientation. In 2006, OCC secured a Title III Strengthening Institutions Grant to aid in student success and retention, focusing upon the first thirty (30) credit hours of a student's coursework.

3P3. In a variety of ways, OCC analyzes changing needs of key stakeholders by observing trends and changes in the labor market, being aware of the skills and qualities that are needed by employers, and staying abreast of the latest technology. The College gathers information regarding the needs of students via a graduate survey, surveys of surrounding businesses and employers, and advisory committees, which provide faculty with information related to potential learning outcomes for specific majors. Courses of action are selected via the Shared Leadership Model and committee structures. For example, any curricular changes are handled formally through the Curriculum Committee. Another example would be OCC’s communication with four-year institutions to keep abreast of upcoming changes in their curricula.

3P4. OCC establishes relationships with its key stakeholders by building clear lines of communication and engaging the stakeholders in OCC activities, events, and processes. One group of key stakeholders is parents. OCC acknowledges their importance through an invitation to student orientation at the beginning of every semester that includes parents-only orientation sessions. Parents regularly attend campus tours and individual advising sessions.

K-12 education is another key stakeholder group which OCC maintains close collaborative ties, including Tech Prep, articulation agreements, special events, scholarship programs, recruitment activities, Post Secondary Enrollment Options/Early Admissions, and Teacher Education programs.
Owens Community College also builds and maintains relationships with the local community. The office of Workforce and Community Services (WCS) brings local industry to the OCC campuses by offering both credit and non-credit coursework and by hosting outside industry meetings, conferences and seminars.

The College serves the broader community as well. One of the most visible examples occurred during the massive flooding the Findlay area experienced in August of 2007. OCC provided disaster relief by hosting the American Red Cross Disaster Relief Center. In addition, for many weeks the Findlay-area Campus hosted the entire sixth grade class of a local middle school whose building was devastated by the flood waters.

OCC has become involved in other community endeavors, including reviving and hosting an annual car show. The College also provides a cultural outlet to the entire community through numerous annual exhibitions and performances by student, local, and internationally known artists (see https://www.owens.edu/arts/index.html for 2009/2010 performance season and https://www.owens.edu/arts/gallery.html for information about the Walter E. Terhune Gallery). These facilities are also used for meetings, workshops, conferences, high school dances, proms and training sessions by local groups and organizations.

OCC alumni are another constituency that OCC works with through the Alumni Association, which hosts social events throughout the year (see https://www.owens.edu/alumni/).

Targeting new student and stakeholder groups is driven in part by the environmental scans. OCC also determines new student and stakeholder groups through communication with internal and external populations. Internal groups are evaluated through various methods, including surveys of current, former, and graduated students; informal communication between students, faculty, and staff; needs assessments and needs surveys; and interaction with companies involved with WCS.

External groups are evaluated using such resources as the Ohio Job Outlook, Ohio Board of Regents’ data, and surveys of local businesses and employers. Factors such as economic trends and demographic changes influence how OCC targets new groups. Development of articulation agreements with four-year institutions is an ongoing process that continues to evolve. Additionally, OCC Advisory committees review the curricula on a regular basis and make suggestions for improvement.

Student complaints are collected in many ways. An anonymous course evaluation survey is given to students at both the mid-term (formative) and final week of class (summative). Faculty and department chairs use evaluation results to review course delivery and to assess effectiveness. If students voice concerns to the faculty or staff, the students are directed to the appropriate administrator, or in certain circumstances, to the Vice President of Student Services if a judicial review is necessary. Other formal processes for addressing complaints include grade and transfer credit appeals.

Student Outreach Specialists collect student complaints and forward these comments to the proper College officials. For example, SOS staff contact former students who are not enrolled in a given semester to determine both why they have not enrolled and if there are any measures that OCC can take to assist them in continuing their education.
The College also emails on-line surveys to students to ascertain impressions of their experiences at OCC and solicit feedback. Surveys and results are made available through the OCC Intranet system. All of these data are utilized for future decision making. Student government is another vehicle by which students can express complaints. Legitimate complaints are then brought to the attention of College officials who can address the issues while giving appropriate consideration to confidentiality.

In addition to student issues of satisfaction, complaints from external stakeholders, including companies who utilize OCC facilities, courses, and programs for training, are collected and addressed via satisfaction surveys provided after training sessions/classes have ended. In this manner, the WCS division of OCC can better tailor its services to meet the needs of customers and comply with internal policies created in conjunction with ISO 9000 certification.

RESULTS

3R1. The College collects satisfaction information through a variety of different methods, including Foundations of Excellence (FoE) student satisfaction surveys; graduate surveys; course evaluations; survey instruments purchased from outside vendors; and surveys conducted by individual academic departments. The graduate survey is administered annually to the previous summer, fall and spring graduating classes.

3R2. In February 2007, the TRIAD Research Group conducted a telephone survey of 700 former OCC students. Of those respondents, 64% reported that they were very satisfied with their experience at OCC, and 74% of respondents said they would recommend OCC to family and friends. Additionally, the Foundations of Excellence Fall 2007 student survey indicated that of 580 respondents, 75% were satisfied with their decision to attend OCC.

Additionally, graduates of 2004-2006 were surveyed in 2007. Of the 732 respondents, 93% indicated satisfaction with OCC, and 95% felt that OCC helped them achieve their educational goals. Further, 94% of graduates rated being satisfied with the quality of education, 88% were satisfied with faculty instruction, 86% were satisfied with the courses offered, 81% were satisfied with the preparation for the workforce, and 88% were satisfied with the condition of campus facilities. However, only 44% of the graduates were satisfied with personal enrichment opportunities, 43% of graduates were satisfied with career planning services and 28% were satisfied with job placement services.

3R3. OCC has collected a variety of data that indicate OCC’s performance results for building relationships with students. For example, data has been collected from the First Year Experience (FYE) courses as part of the Title III grant. From Spring 2007 to Spring 2008, 503 students enrolled in FYE 121 even though the course was not required at that time; 325 students or 65% completed the course.

Data are also collected for a variety of events and initiatives on campus. Each spring OCC hosts Registration Rocks, a recruitment event for high school students. In Spring 2008, 155 students attended the OCC Findlay Registration Rocks event. At OCC Toledo, 355 students attended Registration Rocks.

OCC builds relationships with students through student involvement. Currently, there are 62 active student clubs and organizations on campus with 1,111 students as members. In a given year, around
375 events and activities take place on campus with several thousand students participating in these events.

OCC has also made a concerted effort to provide opportunities for students to connect with OCC through use of resources. The libraries on both campuses are widely used by students and others in the campus community. In Fall 2007, there were 17,146 patron visits to the Findlay Campus Library, while in Toledo there were 43,082. In 2007 more than 5,000 students utilized the Learning Center at OCC. Statistics on the use of recreational facilities at OCC provide additional information on the level of student engagement on campus. From August 1, 2007 until July 31, 2008, there were 4,644 faculty, staff and student visits to the Findlay Fitness Center while the Toledo Campus Student Health and Activities Center (SHAC) had 49,405 such visits.

A number of different orientations are offered for specific student groups, and nearly 1,000 students participated in some form of orientation during the Fall 2008 semester.

Additional data indicate OCC performance results related to building relationships with students. For example, according to the National Center for Education Statistics (NCES), 56% of full-time students at OCC and 52% of OCC part-time students are retained a year later. Furthermore, 30% of OCC graduates from 2004-06 who participated in the graduate follow-up study reported being enrolled at other colleges within one year of graduation. Regarding completion rates, the NCES reported that 10% of first-time, full-time students who began in 2004 graduated within 3 years.

During the 2007-08 academic year, OCC participated in the Foundations of Excellence (FoE) project. Part of this initiative included a FoE survey sent to first-year students. A total of 577 students responded to the survey, with a majority reporting that instructors treated them fairly, that they felt safe on campus, and that they felt respected on campus.

3R4. Stakeholders report positive levels of satisfaction with OCC. For example, OCC’s WCS division distributes quarterly satisfaction surveys to its stakeholders, and during 2007 and 2008, WCS customers reported above average satisfaction with the brochure classes (https://www.owens.edu/workforce_cs/class_sched.html).

The outreach that OCC conducts with high schools is part of relationship building with the K-12 system. During 2007-08, OCC recruiters spoke with over 4,000 prospective students and community members. Since 2006, OCC has awarded 62 Tech Prep scholarships to local students. In 2007, OCC graduated 26 former Tech Prep students, which is more than the other three universities in the Tech Prep consortium. OCC does not collect formal satisfaction surveys with high schools regarding the Post Secondary Enrollment Options (PSO) program, but enrollment has increased over the last several years, suggesting that the schools and parents are satisfied with OCC.

3R5. One way OCC builds relationships with the community is through advisory committees. These committees provide valuable feedback to OCC regarding effectiveness of majors, certificates and courses. According to the 2008-10 OCC catalog, there are 64 advisory committees consisting of 567 community members. The College also builds and maintains relationships with the community through the work of its WCS division, which served
more than 1,600 companies and organizations during the 2008 fiscal year.

Relationships with alumni are also nurtured. Since 2002, Alumni Association membership has increased by 1,281%. During the same time, donations made by alumni to the Alumni Association increased from $3,870 to $33,040.

OCC builds relationships with the community via services provided by students in programs such as automotive, dental hygiene, and massage therapy. For example, in 2007 dental hygiene students treated 1,345 patients.

Another way OCC builds relationships with the community is through the use of transfer advisors. Currently, three transfer advisors from local colleges and universities maintain weekly office hours on the Toledo Campus: Bowling Green State University (BGSU), Lourdes College, and the University of Toledo (UT). The BGSU advisor also meets weekly with students on the Findlay Campus. OCC began a university partnership in fall 2008 with Bluffton University to offer their degree completion program in organizational management on the OCC Findlay Campus. The Bluffton advisor maintains regular office hours at OCC Findlay as well. Additionally, OCC hosts regular transfer fairs where an average of 35 four-year institutions send representatives to both campuses. OCC also builds relationships by offering, Field Experience, Clinical, Practicum, and Co-ops work experience.

This shows the growth trend in class offerings:

<table>
<thead>
<tr>
<th># Sections</th>
<th># Enrollments</th>
</tr>
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<tbody>
<tr>
<td>AY09</td>
<td>620</td>
</tr>
<tr>
<td>AY08</td>
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<td>AY07</td>
<td>593</td>
</tr>
<tr>
<td>AY06</td>
<td>456</td>
</tr>
<tr>
<td>AY05</td>
<td>420</td>
</tr>
</tbody>
</table>

Note: Data includes the following categories: Clinical, Field Experience, Practicum, and Co-op Work Experience. Source: Banner query

In August 2007, Triad Research Group performed a survey of businesses in Northwest Ohio. The results from this survey indicate how well OCC is doing with regards to building relationships with employers as well as schools and governmental agencies. From the survey, OCC learned that 86% of all companies surveyed would be very or somewhat likely to refer their employees to OCC. Fifteen percent of companies would be very interested in working with OCC to offer classes and training, and 45% were somewhat interested in working with OCC (https://www.owens.edu/aqip/portfolio/business-survey-aug2007.pdf).

3R6. In Fall 2007, OCC administered the Foundations of Excellence (FoE) survey to first-year students. When compared to institutions in the same Carnegie class, OCC rated higher on 5 survey items, no different on 70, and below on no survey items (https://www.owens.edu/aqip/portfolio/3r6-a.jpg).

The 2006 Ohio Board of Regents Report provided an overview of higher education within the state of Ohio, allowing OCC to evaluate itself against similar sized institutions (http://regents.ohio.gov/perfrpt/2006/Performance_Report_2006_final.pdf). In terms of first-year student persistence at the same institution and number of degrees awarded, both OCC campuses compared favorably with other community colleges in Ohio of similar size. The College was also able to compare the number of associate degrees awarded within a given year (https://www.owens.edu/aqip/portfolio/3r6-b.jpg).

IMPROVEMENT

3I1. In order to better understand students’ and stakeholders’ needs, OCC has developed systematic processes. The systematic and comprehensive processes include the Title III Grant and subsequent FYE program. The grant requires that implementation and assessment is structured,
comprehensive and ongoing. Additionally, recent restructuring of the AQIP Council and Quality teams has streamlined communication and provided a new leadership model for OCC. Since Fall 2005, a large number of employees have completed AQIP training and served on one or more teams. Currently, 23 members serve on the AQIP Planning Council (APC), and 27 members serve on the Quality Council (QC).

In addition, OCC has recently allocated staff and resources to advance new student orientation efforts and has seen increased attendance at new student orientation. OCC has a plethora of systematic, comprehensive surveys and studies directed at students (refer to 3R2 and 3R3), but few are aimed at other stakeholders (refer to 3R4 and 3R5).

Recent improvements that OCC has made in understanding students’ and other stakeholders’ needs include new partnerships with local high schools such as the implementation of the Success Scholarships for Woodward and Findlay High School graduates, a bridge program for Woodward High School graduates, a new series of Student Success Center (SSC) classes offered to the high schools, and offering of CPR and First Aid courses to Toledo Public School (TPS) students. The decision has been made to extend the Bridge Program to all TPS students starting in 2009.

Additional improvements that OCC has made in this category include the creation of a learning center at the Source in downtown Toledo. Furthermore, as part of the Title III grant, to better analyze data, OCC has recently hired additional staff in the Institutional Research Office. Also, the Alumni Association recently piloted a career mentoring program between alumni and School of Business students. Lastly, the Findlay Campus has seen an increase in the usage of its facilities by outside organizations over the past three years.

3I2. The OCC mission, vision and core values drive the improvement process at the college, and their influence is very visible across the college. For example, the mission (“We believe in serving our students and our communities. Your success is our mission”), vision (“Owens faculty and staff are committed to strengthening the community by providing a superior educational experience through excellence, innovation, collaboration), and core values (service, learning, innovation, collaboration, and excellence) are present on the website, in publications, and embedded in employee awards and performance evaluations.

OCC is a CQI institution. Cultural influences have been addressed elsewhere (see 1I1, 2; 4P4, 12; 5I2; 7I1, 2). Additional factors that guide improvement include accessibility and affordability that support open enrollment, collection of data on enrollment and retention, and grant initiatives, such as Title III.
PROCESS 4P1. The Ohio Board of Regents (OBR) and the Higher Learning Commission (HLC) provide guidelines for faculty credentials. Individual accrediting bodies for some disciplines (e.g., nursing, business and engineering technologies, etc.) also provide guidelines for faculty credentials. Specific formal credentials (e.g., state or professional certification or licensure) for non-teaching staff and administrators, other than academic degree, are not a common requirement. The level of academic degree for non-faculty is determined in part by (1) the general competencies identified as necessary for a particular position and (2) the competencies assumed to be associated with a particular degree level (associate through doctoral degrees).

General competencies for each position are identified by supervisors and delineated through a job analysis template. The competencies and essential functions of the formalized job descriptions form the basis of OCC's human capital management system (e.g., hiring practices and performance management).

The College strongly encourages all employees to adhere to the five primary work-related core values – Service, Learning, Innovation, Collaboration, and Excellence – which were derived from a collaborative strategic planning effort.

PROCESS 4P2. To ensure that those hired possess the credentials, skills, and values OCC requires, Human Resources (HR) facilitates hiring practices that include intensive training, coaching, and feedback with supervisors and employees who serve on selection committees. Well-conceived job descriptions form the foundation of talent acquisition and management efforts. The essential functions and competencies of each position inform the recruitment methods (e.g., advertising) and form the basis for assessment and differentiation of the applicants. A number of tools are available to assist search committees, including worksheets and templates to develop sound interview questions and to screen applications objectively.

Applicants for open positions are screened first by the application’s screening questions (“disqualifiers”) developed by hiring authorities in consultation with HR. Applicants submit, at minimum, an application form, along with any other relevant documentation that can assist in the assessment of qualifications. For example, full-time faculty applicants may be required to submit an application form, a curriculum vitae, recommendations, and transcripts before they can be interviewed. Those selected for interviews must meet advertised minimum qualifications for the position.

Interview questions assess the necessary competencies for the job and the extent to which those competencies contribute to OCC’s mission, vision, and core values. Additional data sources such as work samples, performance tests, and general skills assessment tests are all highly recommended. Finally, thorough reference checks are encouraged.

PROCESS 4P3. Some recruitment and hiring processes have been addressed in 4P2 above. Employee recruitment protocol also depends on factors such as union status and position classification (temporary or permanent, part or full time, grant-funded or “regular” [permanent] employee,
etc.) Depending on the nature of the position, any one or more recruitment methods are utilized: print advertising in local and/or national publications and trade journals; posting on web-based job search sites; television or radio spots; job fairs; internal job postings; and solicitation of professional associations.

HR works to retain quality employees. For example, a major compensation analysis was conducted in 2006/2007 that revealed substantial internal and external pay inequities for non-bargaining unit employees. This analysis led to the Board of Trustees approving a five-stage equity adjustment over a two-year period. In addition, various new training and development programs have been implemented to increase employee retention including

- Supervisor training series on best practices in performance management, legal issues, supervision, employee engagement and budget management.
- Performance evaluation training for supervisors and employees.
- In-house employee coaching service, particularly for those who are exhibiting performance deficits, coupled with a formal performance improvement plan protocol.
- Departmental consultation to improve communication, teamwork, and reduce conflict.

Additional retention efforts already practiced at OCC include

- An annual employee appreciation dinner and an annual family picnic.
- “Apple of the Month,” “Apple of the Year,” “Employee of the Year,” and “Administrator of the Year” awards for exemplary efforts.
- A variety of perquisites such as free exercise facility access, reduced fee child care center, health, dental, and vision care plans (full-time employees), and tuition reimbursement programs.

4P4. When OCC’s newly formulated mission, vision and values were solidified, these were infused into the culture; they were incorporated into “opening week” semester trainings, campus meetings and committee discussions; they were posted in hallways and on a variety of pages on the website; and they were promoted in publications and on business cards. Beginning in mid-2007, all new employees have been exposed to the mission, vision and values through HR’s online employee orientation website (https://www.owens.edu/direct/hr/orientation/index.html).

4P5. Planning for changes in personnel within the faculty ranks occurs within three cycles: strategic planning, operational planning, and budgeting. Within the strategic planning cycle, the department chair reviews trends, forecasts, opportunities and challenges within the academic program. In the operational planning cycle, if an analysis of the data in the Program Review and Evaluation report (PREP) and the Student Learning Assessment Report shows a need (staffing shortage, program development, student assessment results, etc.), the department chair recommends hiring priorities to the dean. In the budgeting cycle, all faculty requests are prioritized and sent through the deans to the Provost’s Office for the final recommendation. Depending on the budget and the demonstrated need, new faculty positions are then approved for advertising.

Planning for changes in non-teaching staff is overseen by the President’s Cabinet, which consists of vice presidents and executive vice presidents. Each Cabinet member analyzes internal and external data (enrollment trends, labor market
trends, staffing patterns in comparable institutions, staff to student ratios, and staff to customer/constituent ratios vis-à-vis local and national benchmarks). Requests are then considered in light of competing resource needs on an annual basis through the budget development process, led by the Vice President, HR and the Executive Vice President/CFO, Business Affairs.

**4P6.** Each unit leader (supervisor, director, vice president, etc.) is responsible for assessing the strategic goals and outcomes expected of his/her respective functional area. Workflow models are used to break work into manageable steps. Sometimes multiple steps are combined to be completed by a single individual. Ultimately, it is up to the supervisors to assess the extent to which their production is being maximized with utmost efficiency and quality. Sometimes this is done through internal benchmarking and feedback mechanisms; sometimes through solicitation of external feedback (customer satisfaction surveys, inter-departmental feedback, etc.).

To address employee satisfaction, supervisors receive training in the value of setting expectations for work production outcomes in collaboration with those who are doing the work (employees). This approach to management is not yet a universal accomplishment across departmental units; however, HR espouses best practices of valuing employee input and empowerment to achieve departmental goals, through training and evaluation feedback mechanisms where possible.

**4P7.** The College has an Ethics Policy which follows the official State of Ohio ethics regulations (see https://www.owens.edu/trustees/board_policies/11-4-11.pdf). The policy is reviewed in new employee orientation, during which new employees sign a form confirming that they agree to abide by its relevant tenets. Additionally, OCC’s policies on non-discrimination and harassment affirm OCC’s commitment to equitable treatment in recruitment, hiring, retention and conditions of employment. These policies are accessible through OCC’s internal website. Issues relating to ethics are also included in “The Leadership Toolkit” workshop series for supervisors (see https://www.owens.edu/aqip/portfolio/4p7.jpg). The College relies on reports of indiscretions and responds swiftly, fairly, and consistently to these reports. At training functions, such as supervisory training modules, HR identifies inappropriate behaviors, such as those associated with sexual harassment, and the process for reporting and remedying these improprieties.

**4P8.** The Director of Training and Development and the Director of the new Teaching and Learning Center (TLC) have primary responsibility for formalizing structured, comprehensive, in-house training. Through a combination of campus or employee surveys, supervisor input, or responses to emerging problems and issues, a number of training needs have been identified, with the most urgent ones resulting from the employee-driven process management teams. Since 2007, customized training has been made available for staff and faculty. Needs are assessed through input solicited from supervisors and employees, and competencies that would increase the functioning of service areas are identified. Also, when cross-functional policies or procedures are rolled out to address larger organizational goals or needs (e.g., safety/security initiatives), broad training programs are developed.

Also in 2007, OCC developed a new Teaching and Learning Center (TLC) to serve both faculty and students. In early 2008, the TLC conducted a faculty-wide survey of training needs that resulted...
Owens Community College  AQIP SYSTEMS PORTFOLIO 2009

in priorities for in-service training around teaching and classroom management methodologies.

**4P9.** OCC trains and develops faculty, staff, and administrators by providing a pool of funds for professional development. The TLC and individual academic departments also provide regular orientation and other activities, including virtual environments, for both full-time and adjunct faculty.

Staff in service areas such as financial aid, registration, student services, and business affairs receive training internally from supervisors or colleagues in order to acquire necessary knowledge of how to operate in those respective areas. In order to build advanced competencies, staff and administrators may attend conferences or workshops outside of Owens.

Training is required of all supervisors in OCC through a six-module series entitled *Leadership Toolkit for Effective Management.* Annual repetition of the modules and supervisor evaluations reinforce good supervision practices. As outlined in 4P8 above, OCC provides considerable training in areas of general competency. Customized skills training (computer software, etc.) is delivered by the Workforce and Community Services division.

**4P10.** The College's evaluation processes are informed by best practices and reflect OCC's core values. Faculty, support staff, and safety/security unions at OCC have their own forms of evaluation, which are part of the negotiated contracts. Evaluations are designed using a variety of resources, such as samples from other institutions, and function-specific questions that tap competencies are integrated into these evaluations. A common evaluation form is available to department chairs, who observe, evaluate, and confer with non-tenured, full-time faculty every year and every three years for tenured faculty. The process also involves multiple faculty conferences, a written evaluation incorporating the department chair's analysis of the faculty's performance, the faculty's self-evaluation, and the results of the student evaluations. Evaluations of adjunct faculty are performed by the department chair, who observes classes and conferences with the instructor about his/her performance and contributions.

The non-bargaining unit employees have a separate evaluation process that is informed by best practices, and whose form is influenced by both the OCC core values and the essential functions related to each position being evaluation. OCC has put a high premium on “Living the Values” (referring to OCC's five core values of service, learning, innovation, collaboration, and excellence). As a result of the work of a process management team during 2005-2006, it was decided to incorporate these values into a revised performance evaluation form. Operationalized questions tap the values and create one major section of the evaluation. The other major section is populated by the specific essential functions that are part of the position’s job description. In this manner, OCC is building in an alignment of job expectations with what is actually being evaluated for performance management purposes.

Training in performance management practices is required of all supervisors of non-bargaining unit (NBU) employees. Further, all NBU employees are now required to receive training in how to complete their own self-evaluation as well as to inform them as to the expectations for their supervisors (attempting to build in some accountability to the system). This is particularly
important now that, as of spring semester 2009, all NBU performance evaluations will be completed online through a specialized module of the PeopleAdmin system.

4P11. OCC has significantly revamped the performance evaluation system for non-bargaining unit (NBU) employees, and HR continues to rework this process with the goal of linking pay to performance measures. Compensation and benefit systems are based on internal and external environmental scans. In addition, employees’ commitment to the mission, vision, and core values of OCC is recognized in numerous awards given throughout the year in a process that often includes peer nominations.

4P12. Through the process management (now Quality) teams, OCC has increased its capability to quickly and efficiently survey employee attitudes on a wide range of issues. Using SNAP survey software, Institutional Research (IR) can easily compile and analyze survey results and provide a summary of key issues. A number of teams have successfully explored HR-related issues, including adjunct faculty issues, communications, college budget, culture, and employee orientation. Groups such as the Faculty Development Committee have provided a forum for determining, analyzing, and effectively addressing issues.

With the HR and Labor Relations areas both working with employee relations issues, HR also looks for patterns of complaints or concerns about issues that affect the satisfaction and motivation of employees. HR, as a place of employee advocacy, is able to prevent issues from escalating through intervention and discussion.

4P13. Through the process management initiative, a team explored issues related to creating a wellness activity/awareness program and recommended the creation of a permanent Wellness Committee whose mission is to promote a healthy lifestyle and encourage utilization of current college health and fitness resources. Some specific examples of services or programs OCC provides in order to support better work-life balance or employee satisfaction, health and safety, and general well-being include

- Fitness Centers which provide fitness and recreational services free of charge.
- Child Care Centers which serve students, faculty and staff at competitive rates.
- A dental clinic which offers inexpensive dental cleaning and diagnostic care.
- Health, dental, and vision insurance which is offered for all full-time staff and faculty.
- Department of Public Safety which is transforming into a partially staffed police force.
- Physical education classes which are open to employees at low cost.

The College is working on a survey instrument to be implemented in the future.

RESULTS

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

- Time to fill positions (lag time between job postings and offer acceptance).
- Turnover percentage and patterns.
- Number of employees who attend both required and optional training sessions.
- Training feedback forms.
- Employee orientation feedback forms and longer-term feedback from new employees.
- Exit interview data regarding perceptions of the work environment.
- Percentage of minorities hired (to assess ongoing affirmative action efforts).
4R2. According to the most recent HR Scorecard Report (September, 2008; copy available upon request), representative performance results in valuing people include

- **Time to Fill Positions:** The time to fill a position averaged 80 days for fiscal year 2008, which is a reduction of about 20% over previous years, in part due to the utilization of PeopleAdmin online recruitment and applicant tracking system.

- **Turnover:** Based on OCC data from 2006 through the third quarter of 2008, overall employee turnover remained very low (quarterly average of 1.87%), compared to the Bureau of Labor Statistics, US Education Sector, which averaged 6.23% quarterly for 2007. The majority of separations from OCC were voluntary.

- **Hiring Process Training (updated Feb. 2009):** Over 300 employees completed required Hiring Process Training that covers best practices and legal considerations. Since January 2008, the designated hiring process liaison has assisted twenty-three search committees with effective search training and guidance.

- **eOrientation:** All new hires now complete a pre-employment online orientation.

- **New Employee Orientation:** From July 2007 to February 2009, twenty one-day, face-to-face new employee orientations sessions were completed with 108 new employees. Feedback from follow-up surveys has been overwhelmingly positive

- **Minority Recruitment and Hiring:** The percentage of minority hiring has increased from 8.5% in 2006 to 10.2% in 2007. As of August 2008, the percentage was 10.0%. When HR filed OCC’s Diversity Report with the Higher Learning Commission in May 2005, it was reported that 8.74% of the employee population was of minority status, and the 2009 goal was to achieve a minority employee population of 12.37%. At the beginning of 2009, this goal has not been met since OCC’s diversity initiatives had not yet coalesced into a concerted effort. Through an improvement in hiring process training (including Affirmative Action principles) and the formation of AQIP Project #3 – Inclusion, OCC is working toward this coalescence.

4R3. Steady increases in enrollment, employee donations to the OCC Foundation, and an active alumni association all point to the concerted efforts of the OCC employee team. Data supporting these efforts are addressed in other (academic and resource development) sections of the AQIP Systems Portfolio. Evidence of productivity and effectiveness can also be seen in the PREP Reports and the Student Learning Assessment Reports for each academic department.

4R4. Other Ohio community colleges do not appear to keep broad-based statistical reports of similar outcome data (i.e., no other Ohio Association of Community Colleges (OACC) member institutions report having an HR Scorecard-type system) according to an informal survey of Ohio Association of Community Colleges (OACC) Human Resource administrators. As mentioned in Question #4R2 above, OCC conducts comparative analyses based on the U.S. Bureau of Labor Statistics, Education System benchmarks.

**IMPROVEMENT**

4I1. Improvements in efforts of valuing people are discussed in 4R2. Additional improvements include the full staffing of the HR Office during 2007; increasing college-wide efforts to transition to a Shared Leadership Model; transforming HR
to increase employee advocacy and administrator support, and creating the TLC. Through an improvement in hiring process training (including Affirmative Action principles) and the formation of AQIP Project #3 – Inclusion, OCC is working toward increasing diversity on campus.

412. The College uses continuous quality improvement initiatives to select specific processes for improvement (e.g. see the list of Process Management and Quality teams at https://www.owens.edu/aqip/atoz.html).

Feedback on the efficacy of new processes is gathered through direct follow up and focus groups. For example, HR convened a series of focus groups in Fall 2008 to solicit feedback regarding the revised performance evaluation process for NBU employees, and made changes to that process based on the feedback.

Information regarding new processes is disseminated to College employees through a variety of media, including the College’s internal website, an electronic bulletin board, O-News (a daily e-newsletter sent to all employees), and a monthly employee special interest magazine (The Exchange). Quality teams offer public “report-out” sessions upon completion of their process improvement studies, with recommendations. Broad campus representation is a hallmark of the new Shared Leadership Model of decision making so that results can be communicated to each segment of the College community. The dedicated AQIP web page offers excellent information on the numerous projects underway as well as those that have been completed.

Staff whose roles are intricately tied to “valuing people” (e.g., human resource professionals) monitor both intra-industry (i.e., higher education) and general (cross-industry) trends and practices in this category. This is accomplished through memberships in professional organizations, subscriptions to newsletters and other information resources, and active comparative research between OCC practices and those of other organizations. For example, in order to justify the significant salary equity adjustment realized in summer of 2007, the human resource department conducted a major salary study of other community colleges throughout Ohio and the immediate interstate region.
CATEGORY 5  LEADING & COMMUNICATING

PROCESSES

5P1. Owens Community College’s (OCC) Strategic Plan, Choosing Our Direction, dated February 17, 2004, and updated in 2007, achieved the objectives of revamping and enculturating the mission, vision, and value statements and aligning OCC’s organizational structure in order to achieve organizational vitality (https://www.owens.edu/strategic/strategic_plan.pdf). The process of defining and reviewing OCC’s mission, vision and values is ongoing through the continuous review of the Strategic Plan, which is performed by the AQIP Planning Council (APC) (2008 to present), formerly known as the College Planning Council (2004-2008). The College’s organizational structure has had successive alignments in order to achieve operational efficiencies and to infuse OCC’s core values. Improvements include aligning operations that support teaching and learning (academic services, workforce and community services, student services, marketing) under the leadership of the Executive Vice President/Provost. The business side of the house aligned operations to support the academic side of the house (finance, buildings and grounds, security, auxiliary, human resources, bursar’s, financial aid and information technology services) under the leadership of the Executive Vice President/Chief Financial Officer. Both Executive Vice Presidents report directly to the President. The President’s Cabinet, which includes operational leaders, meets weekly to ensure communication and planning.

5P2. The College’s leadership effectively sets direction through an articulate and meaningful strategic plan in alignment with Ohio’s Strategic Plan For Higher Education 2008-2017 (http://uso.edu/strategicplan/index.php). The plan’s dynamic nature allows it to remain sensitive to current trends and issues, so as to continually align actions with mission and values.

The College’s commitment to this rigorous planning is evidenced by the newly created position of Director of Organizational Performance and Accountability (who reports to the Provost) as well as OCC’s training and certifying of 18 Black Belt Quality Trainers and 3 Master Trainers. These positions will serve as the lynchpin to coordinate the activities of the strategic decision-making bodies of OCC, the APC and Quality Council (QC). Working in concert, these groups are evidence of OCC’s commitment to communication, alignment and engagement of OCC’s values in everyday operations.

5P3. Drawing on significant data resources, OCC carefully accounts for and represents the needs and expectations of students and stakeholders. Committed to a continuous improvement model of Plan-Do-Study-Act, OCC supports its actions with data-driven decisions. Such data support is provided through the regular Comprehensive Environmental Scans, Market Penetration Analysis, program review and evaluation, student learning assessment reports, student satisfaction surveys, and program completion rates.

The College further broadens its awareness of stakeholders’ needs and expectations through its continued commitment and involvement with the Strategic Horizons Network (a national coalition of fourteen Community Colleges, serving each other by providing insight and direction for the strategic planning of each member).

5P4. The College has structured its processes to move from tactical to strategic thinking and
planning by adopting a shared leadership model under the umbrella of the AQIP planning process.

The College aligns its programs with the University System of Ohio’s 10-year strategic plan. Academic Services is structuring its processes so people may engage in participatory strategic thinking, planning and communication transparently. Computer technology is an essential component in this process. A shared drive on the College’s internal computer network has been developed to share information related to each school and supporting department.

OCC seeks future opportunities while enhancing a strong focus on students and learning by creating new collaborative environments and starting new programs. For example, OCC demonstrates a strong focus on student learning and faculty development through a new Teaching and Learning Center, under the joint aegis of Academic Services and Student Services.

OCC now has a first-year experience program supporting student success, including retention; has increased access for high school students through post-secondary option courses and a student success curriculum; and has increased access to the community through The Source, which now includes learning center support.

Academic Services sees the need for better communication with students, faculty, community leaders, and advisory committees, and strives to improve this process. It has an annual budget cycle, a three-year AQIP cycle, a biennial state budget cycle, and projects long range planning on a seven-year basis. Such planning includes new courses, faculty to support the courses, space planning, capital requests, and growth. Academic Services has been a leader with the Ohio Board of Regents as the first College to place its student success data (Student Learning Assessment Committee reports) on the Ohio Board of Regents website.

The OCC e-Learning and Information Technology Services (ITS) offices collaborate to implement and support technology that enhances student learning. Among the numerous technology tools available to students is an online learning system that serves both distance education and campus-based students. Enrollment trends for eOwens (such as nearly 6,000 students taking online courses, and over 10,000 web course registrations) strongly suggest that technology-based education will become an even more important factor in OCC’s Strategic Planning Process. This information suggests that a technology-based, blended delivery model will play a major role in the future of education at OCC (see the Online Student Survey, https://www.owens.edu/aqip/portfolio/sp_2009/web_student_survey_results.ppt).

The College also supports a strong focus on student learning by its relationship with the Library. The Library focuses on information access and knowledge management through its technology-based systems, its collaborations with academic departments, orientations to the students in the First Year Experience classes, and its ongoing participation in the OhioLINK academic library network.
5P5. Employees are involved in the decision making process through their service on committees, councils, groups and task forces. These teams are formed to examine specific College processes; team members then gather and analyze data. Once proposals are agreed upon by the group, the recommendations are then presented to the next appropriate level.

Under OCC’s newly created Shared Leadership Model (see Figure 2.1), employees improve processes for OCC through participation or feedback given to committees. OCC’s Councils and Committees are listed on the OCC Intranet (https://www.owens.edu/aqip/portfolio/5p5.jpg), and definitions can be found in the APC & QC Standard Operating Procedures Manual (https://www.owens.edu/aqip/portfolio/sop090209.pdf) and in Appendix D.

5P6. OCC personnel evaluate the collected data and performance results in order to assess current practices to determine if the institution is fulfilling its goals. This allows OCC to make improvements in program structure, course content, College practices and procedures. Results of the data collection are communicated to the appropriate areas of OCC, such as deans, chairs, committees, councils, or faculty, and items that need improvement are addressed by these groups. Task groups or committees form initiatives in order to improve processes where needed.

Examples of how data is used to drive decision making include, but are not limited to:

- Program Review and Evaluation data is posted on the Intranet at https://www.owens.edu/aqip/portfolio/5p6.jpg. Deans and chairs are instructed to use this data set when preparing their PREP reports indicating whether a program is growing, mature or should be divested. This data is also used to document the need for additional faculty and equipment and to ensure that programs are aligned with the needs of businesses in the area as identified by the Ohio Skills Bank data.
- Data is used in Student Learning Assessment in the evaluation of program and core competency outcomes. Progress toward achievement of the outcome objective is measured.
- Data is used to identify and document the need for new academic programs.
- Data is used to identify areas where learning centers such as Arrowhead and the Source should be located.
- Data is used to track trends, set enrollment and retention targets, and monitor achievement of the University System of Ohio accountability and affordability targets.
- Data is used as the basis for quality improvements. Each project must be data-driven and monitored for successful implementation.
- Data is used in preparation of grants and to determine whether a proposal should go forward.

5P7. The College utilizes multiple delivery methods to ensure communication reaches both internal and external audiences on various institutional levels in all directions. Both formal and informal communication vehicles are utilized to effectively disseminate information. Communication delivery vehicles include a daily O-News correspondence (e-zine), town hall meetings, multidisciplinary meetings, campus-wide meetings, news releases, and advisory committees, as well as internal and external websites and newsletters. (See Appendix E).
5P8. With the success of students and accessibility to higher education at the forefront, OCC’s leadership communicates strategies and initiatives during multidisciplinary meetings, via e-mail correspondence and through events that can include a large contingent of stakeholders such as the annual campus-wide meetings prior to the start of the fall and spring semesters. The OCC AQIP web site also contains information about initiatives.

5P9. In order to foster leadership abilities, College stakeholders are trained to serve as leaders for the APC and the QC. OCC’s Shared Leadership Model demonstrates the belief that leadership skills and abilities exist at all levels of OCC, regardless of position title, and should be encouraged and developed.

Since 2005 OCC has sponsored the Owens Leadership Academy (OLA), a 9-month, formal leadership development experience for full-time administrators, faculty, and staff. To date, approximately 75 employees (representing both campuses, all divisions, and all schools and/or departments of OCC) have successfully completed the Academy, which focuses on self-awareness and development of leadership knowledge, skills, and abilities. The candidates not only receive leadership training during retreats and workshops throughout the academic year, but as teams they also develop and complete projects that benefit OCC (https://www.owens.edu/aqip/portfolio/5p9.jpg). After the completion of the Academy, many alumni still gather to engage in on-going leadership development and social activities.

Leadership development in the form of professional development opportunities is encouraged and supported throughout OCC. For example, OCC offers formal leadership training for supervisors through a series of “Leadership Toolkit” workshops, which focus on developing supervisors’ skills in areas such as communication, evaluation, team-strengthening, and motivation. Faculty and administrators routinely attend seminars, conferences, classes, and workshops, both in- and out-of-house, often with the assistance of College reimbursements, tuition-waivers, and grants. A faculty Professional Development Day is also offered during in-service week at the start of each semester, with topics focused on how to better teach, lead, and serve the students. Staff are also encouraged to attend professional development opportunities, and OCC presents an “Administrative Professional Development Day” each spring for administrative assistants.

Employees are also alerted to opportunities for leadership development through email, posters, Intranet, and internal College publications such as The Exchange.

When employees attend leadership training or professional development sessions, they are encouraged to share their new knowledge with their departments (if topic-specific) or OCC community in general. This is often done during activities such as In-Service/Professional Development Days, when faculty facilitate the general or break-out “best practices” sessions for their colleagues. Recent topics have included critical thinking, teaching and leadership for different generations, usage of various technologies, and diversity. The marketing and public relations offices also share many articles (within OCC as well as with the community) highlighting the leadership activities that have taken place at OCC.

As a member of Strategic Horizons, sponsored by the Consortium for Community College Development, OCC routinely collaborates
with other two-year colleges, studying and implementing best practices from other industries (e.g., entertainment, health, foodservice, technology) as well as education. OCC also encourages employee participation in Leadership Toledo and Leadership Findlay programs. In 2008 the College was honored by the Carnegie Foundation for the Advancement of Teaching with a Community Engagement classification for Outreach and Partnerships.

5P10. The OLA was created to allow OCC to grow its own leaders, given that in the next seven years, one-third of OCC’s full-time faculty members and administrators are expected to retire. In addition, HR implemented a professional development training program for supervisors on topics such as budgets, legal issues, management and supervision.

From 2006 to 2008, HR worked to unite its separate employment processes into a “systems” perspective of performance management. The system links the hiring process, employee orientation, performance appraisal and professional development with the mission, vision and core values. This has resulted in trained supervisors being able to select the best qualified candidates for employment. Another piece of the performance management model has been the alignment of the salary structure to be competitive in the marketplace. Overall, the outcome of a comprehensive performance management approach is having employees who are talented, trained and retained. This is the basis that serves succession planning. OCC does not have a formal succession plan; however, HR is building a foundation for assessing positions and talents, which is a prerequisite to developing a successful succession plan.

RESULTS

5R1. College leaders reassess the strategic direction of OCC through two major performance measures, an environmental scan and the enrollment opportunity report. The environmental scan is done on a bi-annual basis by the department of Institutional Research. The scan assesses the current and local socio-economic, demographic, labor and industry trends. This data is used to align OCC’s services and programs with the needs of OCC’s stakeholders. The College’s leaders, AQIP Planning Council and the QC utilize the trend data reported in the environmental scan for adaptive decisions related to programs, outreach, technology, support services and overall operations. The enrollment opportunity report is done on an annual basis by the department of Institutional Research. The report assesses market penetration. The data is analyzed to identify, through different demographic cohorts, OCC’s outreach efforts to serve specific population markets, especially those that are underserved. The College’s leaders, APC and QC, utilize the data for adaptive decisions related to enrollment strategies, marketing and branding. These are two formalized performance measures routinely utilized by OCC to structure its operations to meet the needs of stakeholders.

In addition to the above broader performance measures, HR tracks the attendance of internal professional development and training activities and feedback is provided from the participants at each session. This information is regularly reviewed by HR to improve upcoming trainings and to increase participation. HR also culls annual data through the Score Card publication to the Board of Trustees. This publication was developed as a means of communicating the value that all of OCC’s human resources contribute to the organization’s success. The data includes
statistics on recruitment, open positions, staffing, diversity, employment, separations and program participation and satisfaction. Similarly, the Marketing and Communications department tracks its marketing and communications efforts with the communities that OCC serves. For example, the summer multi-media marketing plan was estimated to generate more than 407 million impressions on adults ages 18 plus in Northwest Ohio. The collaboration with area colleges and universities for the publication of *The Blade’s Campus Communications* was expected to reach more than 210,000 readers in Northwest Ohio. These performance measures are reviewed for continuous improvements and as a basis for future decisions.

5R2. The data gleaned from the environmental scan and the enrollment report is used in adaptive decisions to provide access to higher education through OCC’s educational delivery services. One example is the underserved populations that were identified in Lucas County. As a result, College leaders collaborated with the Toledo Public School District administrators and established satellite learning centers at the new Rogers High School and The Source, a one-stop location that connects education and training with employment opportunities. These satellite sites provide access to urban, first generation College students and adult learners. College leaders have also identified a need to reach out to the underserved northwest sector of Lucas County and as a result, the long term plan is to secure a satellite facility that is easily accessible to Interstate 475. The environmental scan also provided insight to the APC and the Provost regarding the online learning trends of traditional students (see Appendix F). As a result, OCC’s online and alternative delivery services have been enhanced and expanded with more courses. The College has experienced a 25 percent increase in students taking online classes through the Office of eLearning for the Spring Semester 2009 (Unger, 2009, Board Report: https://www.owens.edu/trustees/minutes_020309.html).

HR efficiently utilizes technology to improve its communication to employees. New employees access a web link to complete pre-employment forms before starting the first day on the job. HR invites new hires to monthly orientation sessions where consistent, accurate information is provided to every new hire. Since implementing the orientations in 2007, every year sees more new employees participating: in 2007- 39 employees; in 2008- 57 employees and in 2009 to date- 27 employees.

In the community, marketing and communication efforts result in enrollment increases. Marketing and Communications’ television, radio and direct mail efforts, as well as Enrollment Services personal visits to area high schools and community events, have greatly contributed to making OCC known throughout Ohio. The “Smart” media campaign and the niche recruitment by Enrollment Services have contributed to the enrollment increase being experienced in every academic school. For example as compared to 2008, summer 2009 headcount was up by 16.7 percent, 8,217 from the previous summer headcount of 7,041. According to the Vice President of Student Services, the increase in summer enrollment was not due to unemployed workers returning for re-training due to the current economic climate. The thrust of the media campaign was OCC higher education’s quality and value. As a result, Fall 2009 headcount is up by 10 percent with a total headcount of approximately 23,000 students. Four of the five schools are experiencing increases: School of Arts and Science, 18.2 percent for Toledo enrollment and 19 percent for Findlay enrollment; School of Business and Information Systems, 11.5 percent
for Toledo enrollment and 13.6 percent for Findlay enrollment; School of Health Sciences, 5 percent for Toledo enrollment and 6 percent for Findlay enrollment; School of Emergency Preparedness, 13 percent for Findlay enrollment.

5R3. The College has participated with the member institutions of Strategic Horizons. In this shared learning community, which is facilitated through the Consortium for Community College Development in Ann Arbor, Michigan, OCC has shared and presented on its best practices of Space Management, Energy Strategic Plan, Shared Leadership, and many others. This partnership of Strategic Horizons colleges led Seminole Community College to model its environmental scan after OCC’s model.

The OLA has been featured in the American Association of Community College’s (AACC) Leading Forward publication, Growing Your Own Leaders, Community Colleges Step Up (Community College Press, 2006). The co-directors of the OLA presented the leadership module for Strategic Horizons in 2006.

IMPROVEMENT
5I1. OCC continues to improve Leading and Communicating through (1) the AQIP Systems Portfolio, which allows OCC to track successes and measure areas that may need improvement; (2) the creation and implementation of the Guiding Coalition, the goal of which is to develop an environment of collaborative leadership based upon trust, action, and accountability (https://www.owens.edu/aqip/portfolio/5I1.jpg); (3) online surveys sent through the Institutional Research department regarding processes or personal experiences; (4) the creation of O-News, a daily email sent by the Office of Marketing and Communications highlighting relevant topics for OCC; (5) the posting of bulletin boards on walls around campus to serve as a focal point for postings for students, staff and faculty; (6) improvements made to an existing staff publication, The Exchange, in order to better highlight faculty and staff and their accomplishments, and more extensively highlighting general College accomplishments (https://www.owens.edu/aqip/portfolio/exchange.pdf).

5I2. The culture is moving toward a greater comfort level with technology, which allows the OCC community to feel more comfortable with current online resources, such as logging in to the staff Intranet in order to read the online campus Bulletin Board and reviewing the daily O-News emails the Office of Marketing and Communications sends each morning to all staff and faculty (https://www.owens.edu/aqip/portfolio/5I2.jpg).

The College also asks faculty and staff to complete online surveys conducted through the Institutional Research department; but it is recommended that these results be publicized more so the OCC community is more aware of satisfaction levels and is more aware of areas that need improvement. It is also recommended that OCC conduct a Personal Assessment of the College Environment (PACE) survey to measure processes and to improve performance results.
CATEGORY 6 SUPPORTING ORGANIZATIONAL OPERATIONS

PROCESSES

6P1. The College identifies support needs through various student services and resources which include Enrollment Services, Records and Registration, Financial Aid, The Center for Teaching and Learning, Career and Job Placement, Student Activities, student bookstore, and the faculty, chairs and deans. Supervisors collect feedback through several methods, including face-to-face conversations, written and online surveys of customer satisfaction, and focus groups. In turn, this feedback data is reported to the Council on Student Support Services chaired by the Vice President of Student Services. This Council, which meets bi-weekly, discusses all services that support student learning to ascertain needs and improvements to better serve student learning.

The Director of Alumni Relations and the Alumni Association Board of Directors gather feedback from alumni on how to improve support service needs of both current and past students.

The President, Executive Vice President, and Provost maintain contact with the Board of Trustees and a wide variety of community organizations to gather feedback and ideas regarding programs and services to better meet the needs of potential students and the community at large.

6P2. The College determines administrative support service needs of faculty, staff and administrators through an annual planning and budgeting process. This process requests departments and schools to identify staffing and monetary needs for the upcoming year. President’s Cabinet meets and reviews the requests and ranks them based on the Strategic Plan for OCC and the objectives of the Academic Quality Improvement Program (AQIP). The Finance Department then allocates funds for each approved position. Throughout the year, unfilled requested positions and available funding are reviewed and adjustments are made, if needed, to re-prioritize their importance to OCC.

The Quality Council (QC) approves requests for projects brought before it and assigns a Quality Team to research and make recommendations for improvements throughout OCC. Teams meet and report their findings to the QC, who then determines whether to approve the project and what resources to assign in order to complete the project.

6P3. Through input of the campus Security and the Safety Committee, OCC has established a campus-wide emergency program that includes training and drills for various emergencies that might occur on campus. This includes the addition of Building Coordinators who have been trained to assist in emergency situations. Signage is posted and literature is made available on a regular basis across the campus for both student and staff members. An emergency phone line is accessible throughout the campus, and emergency phones are located at different areas on the campus. Support processes for physical safety and security are maintained via collaboration among campus Security, the Safety Committee, Human Resources (HR), and the campus community.

6P4. Within each division and department, the leadership meets on a regular basis to monitor the function of the unit and to identify problems in support service operations. The intent is to track feedback from students, faculty, staff, and administration on daily operations and
identify successes and shortcomings in service delivery. Since the needs of internal and external stakeholders do not remain static, the monitoring of these processes is ongoing and modifications are made to reflect the expectations of meeting stakeholder needs.

6P5. The College documents support processes in several different ways, as seen in the following examples.

• Board of Trustees Reports – monthly written reports are created by individuals throughout OCC that provide feedback and documentation of monthly College activities.
• OCC Website – support operations are documented, promoted, and detailed.
• Outlook – the student newspaper periodically provides information pertaining to support activities and encourages communications throughout OCC.
• Process Mapping – various entities perform detailed analyses of various operations in order to make necessary improvements and provide more efficient and effective methods of support.
• Internal Communications – the use of bulletin boards, O-News, and group e-mails are also ways in which OCC provides documentation for support processes.

RESULTS

6R1. The College collects and analyzes various processes and reports on student services to maximize the efficiencies and services within the departments. Several examples of commonly used reports include the loan and scholarship applications (Financial Aid Office), enrollment applications (Record’s Office), and deferred applications (Bursar’s Office). The use of these reports helps to identify the needs and future direction within the department. As department supervisors review these reports, opportunities can typically be discovered and analyzed, thus creating a flexible work environment that meets the needs of the student.

6R2. The College has been committed to and has shown continued success with the increase in communications to students through on-line registration and billing. This has been demonstrated by a 6.5% increase in students using online registration from 2006 to 2008. In the past year, approximately 53,000 letters and statements have been sent to students electronically. Comparing this process with the costs associated with traditional mail delivery (postage, paper, printing, envelopes, etc.), it was estimated that OCC would save approximately $1.30 per letter or $69,000 in total. Also, updated phone technology service allows departments to receive questions in a more timely and effective manner.

6R3. As OCC collects and analyzes information with administrative support service processes, the true measure for each department is the increase in semester enrollment and the number of students retained. Indicative of these numbers are the departmental successes and failures and how well the students were serviced. In a recent change in the Bursar’s Office, implementation of the HigherOne operation, which processes student refunds electronically and reduces operational costs within the Bursar’s Office, has allowed the students to receive their funds more quickly and efficiently while eliminating the cost of paper checks and mail service. Additionally, student payments were moved to an on-line process.

6R4. The key student, administrative, and organizational support areas use information and results for analysis and review to make improvements within the department and enhance
customer service. The information collected also shows senior administration areas of future opportunities along with potential staffing requirements.

6R5. In comparison to other public two-year colleges and in some cases public four-year colleges, OCC does conduct surveys from other institutions, using responsible positions in the Institutional Research Office, which allows departments and offices to assess levels of customer service and provide guidance on possible improvements within their operations.

IMPROVEMENT

6I1. Significant process improvements have been made over the past year. These include:

**TRANSFORMED BUDGET SYSTEM, AT ALL ORGANIZATIONAL LEVELS.**

The College budget process has been transformed into an open, transparent, comprehensive system that provides direct communication and implementation of financial operations. In addition, levels of accountability and responsibility for departmental and college-wide budgets have been established, including a two-year budget cycle aligned with three-year AQIP cycles, which began in 2007. Budgets are developed based on enrollment data, growth percentages and prior year expenses. Department and school (academic) budgets receive quarterly reviews. The Board of Trustees is provided with monthly reports that supply details of operational expenses. Budget authorities are responsible for monitoring budgets prior to the processing of expense requests. A detailed account and organization code activity are available to all budget authorities online.

The Budget and Finance areas find and fix problems with design processes that do not promote efficiency. For example, a joint purchasing card venture was established with area universities and JP Morgan Chase which allowed pooled purchasing, resulting in higher rebate rates and reduced fees. OCC also benefits by delegating purchase authority and accountability to authorized faculty and staff, resulting in swifter processing and reduced administrative costs associated with processing purchase orders, supplier invoices and checks.

A second example is the outsourcing of student refund checks to HigherOne (see 6R3). Bank reconciliation processes have been simplified and audit responsibilities will end once funds are transferred and accompanying student information is sent to HigherOne.

**EXPANDED AND IMPROVED CAPITAL AND FACILITIES PLANNING.**

Capital and Facility Planning has undertaken a number of projects that support organizational operations. These focus on expansion with the efficient use of resources. Notably, the purchase of the adjoining Penta County Joint Vocational campus allowed OCC to immediately open four classrooms which eased classroom shortage issues as well as provided much-needed additional parking. Significant efforts have also been directed toward establishing a learning center in western Lucas County.

Other ongoing activities to enhance organizational operations include weekly basic renovation meetings, allowing OCC to be more responsive to facility needs and the forming of a Task Force to develop a “One Stop” Student Services facility.

**INTEGRATED RECORDS AND REGISTRATION PROCESSES IN A DECENTRALIZED ELECTRONIC ENVIRONMENT.**

With continued enrollment increases, OCC
adapted to new technology, including web admissions applications, web registration, web unofficial degree audit, and web transcript requests. It also implemented a Course Applicability System (CAS), and electronic transcripts (XML). Document imaging and retention have changed registration and record keeping from handwritten records and journals stored in file cabinets and the vault, to data entered into the student information system and electronically imaged.

The integrated Banner System (student information system) along with Banner Web Self Service modules has increased the ability of the campus community to be self-sufficient.

Data and records are now assembled and maintained using centrally constructed information systems, including Banner, Onbase, GroupWise, CAS, and ATC (Articulation and Transfer Clearinghouse). These enable departments, college personnel, and students to conduct business in a decentralized electronic environment.

**UPDATED FINANCIAL AID PROCESSES AND A REORGANIZED SERVICE ENVIRONMENT.**
Processes have been updated to meet changing regulatory requirements (i.e., changes to Academic Competitiveness Grants (ACG) eligibility requirements and increases in annual Stafford loan limits). Several processes have also been integrated into AppWorx (job scheduling and workload automation system software) to allow computer operations to run more efficiently. A reorganization of the Financial Aid office staff and overall office layout to better serve students has been implemented.

Changes in federal and state regulations are a predominant factor in determining which processes are considered priorities for improvement. Other methods by which improvements are identified include day-to-day interactions with students; staff feedback on their areas of responsibility; results from annual audits conducted by an external auditing firm; U.S. Department of Education feedback and program review results.

**INTEGRATION OF NON-CREDIT COURSES INTO STUDENT INFORMATION SYSTEM AND COLLEGE PROCESSES.**
Non-credit implementation into Banner using Sunguard’s Flexible Registration package (automated shopping cart for non-credit students to enroll in and pay for courses) will involve massive integration of systems, data, business rules, processes, and functional areas. The project team analyzed and evaluated current business processes in Workforce and Community Services, Records and Registration, Bursar’s Office, Institutional Research, Human Resources, Alumni Services, Enrollment Services, ITS, and Financial Aid. The benefits include the leveraging of current technology, an Enterprise Resource Planning (ERP) System, and the integrated storage and processing of data with Banner and other administrative systems already in place. This streamlines non-credit business processes across OCC.

**612.** As indicated in the narrative above, these examples demonstrate OCC’s process management approach. Decisions are a process of collective and collaborative analysis and planning. Please see Category 7, “Measuring Effectiveness,” and Category 8, “Planning Continuous Improvement,” for further documentation.
CATEGORY 7 MEASURING EFFECTIVENESS

PROCESSES

7P1. The Owens Community College (OCC) Strategic Plan, developed through the gathering of qualitative and quantitative data, guides the selection of data and performance information through the setting of priority strategies and objectives. To achieve these objectives, OCC generally a) conducts a gap analysis to determine the differences between current status and future goals; b) develops strategies to close identified gap; c) identifies appropriate measurements and gathers data for assessing progress; and d) designs processes to communicate the results to appropriate stakeholders.

For example, a student retention project emerged directly from the Strategic Plan objective, “Recruit, engage, and retain a diverse student population.” OCC is enhancing its efforts in Measuring Effectiveness by implementing a comprehensive retention program, First-Year Experience, designed to increase student retention and success during the first 30 earned credits. Over the past two years, OCC has developed strategies for integrating academic and student support services and has developed a Title III grant funded by a $1.68 million grant for the years 2006-2011. As part of this grant project, OCC has hired a full-time Ph.D. research associate to gather and analyze data on the effectiveness of all Title III retention efforts. Already this associate has helped establish research agendas and instruments and has, along with the Institutional Research department (IR), developed a retention database to monitor continuous quality improvement of retention efforts. Data from this resource were used for the development of an index that quantifies students’ level of need for additional support and identifies those with the most need for participation in an intensive advising and mentoring program. This index, as well as assessment reports, has been distributed and discussed at internal meetings and external conferences and is available on the OCC website.

7P2. To support planning and improvement efforts, an Environmental Scan (https://www.owens.edu/aqip/portfolio/7p2.jpg) is prepared biannually and forwarded to the AQIP Planning Council (APC). The scan includes external factors impacting OCC and internal capacity status. The following topics are addressed: technology, competition, physical environment, learning, political, social and economic factors. This information is used by the APC to update the strategic plan and objectives contained therein. Out of the strategic plan emerge improvement projects that incrementally achieve the stated objectives. Additionally, priorities are developed in accordance with state and federal mandates. Once established, these priorities are measured and monitored to assess whether OCC is progressing or a change in activity is needed. This monitoring involves looking at historical data and comparing selected indicators to external benchmarks.

Performance data is managed and distributed by several departments including Institutional Research (IR), Information Technology Services (ITS), Human Resources (HR), and Finance. In addition to being discussed at numerous meetings across OCC, performance data are published in monthly reports to the Board of Trustees as well as various annual reports, which are available on the OCC website.

7P3. Needs are determined by individual departments and units. IR and Finance work
with departments and units to clarify questions; identify appropriate measures; and collect, analyze and interpret data. Routine reports are available through Banner and ad hoc requests are made to IR, Finance, and ITS. Some individual units have their own databases, which they regularly query. Selected individuals can access shared drives for data (https://www.owens.edu/aqip/portfolio/data-sources-category7.xls).

7P4. Overall performance is measured by the following:

- Senate Bill 6 ratios are a set of financial ratios used to monitor the fiscal health of Ohio state colleges and universities. The three ratios utilized are viability (expendable net assets divided by plant debt), primary reserve (expendable net assets divided by total operating expenses) and net income (change in total net assets divided by total revenues). Each ratio is assigned a score ranging from zero to five according to established criteria. A composite score is calculated by summing the viability score multiplied by 30%, the primary reserve score multiplied by 50% and the assigned net income score by 20%. An institution with a composite score of 1.75 or below (out of a highest possible score of 5.00) for two consecutive years is put on fiscal watch. This score is calculated by the Finance area periodically throughout the fiscal year and is calculated by the Ohio Board of Regents (OBR) using year-end audited financial statements submitted by each state college and university.

- Year-to-date and prior year-to-date comparisons to budget and financial projections are reported on a monthly, quarterly and yearly basis by the Finance area.

- HR reports the number of times a position vacancy is viewed online, total number of applicants per month, applications received and hires by Equal Employment Opportunity category. Annually, total employment, number of full-time employees, and resignations, retirements and terminations are reported.

- IR reports enrollment, retention and graduation information.

- Program Review and Evaluation Process (PREP) reports provide information about and analysis of program viability.

- Student Learning Assessment reports provide information about and analysis of student level of achievement.

Monitoring reports are distributed through public Board of Trustees meetings and via e-mail, web postings on the OCC Intranet, and printed versions. They are also shared with employees during college-wide and school meetings. Included in this distribution system are the following: strategic initiatives, performance indicator monitoring reports, Foundation reports, AQIP Action Project reports, assessment of student learning reports, program review reports and survey results (Graduate Follow-up, Foundations of Excellence, First Year Experience, Student Satisfaction, etc.)

7P5. The OCC Board of Trustees and senior executives determine the indicators to be monitored to ensure that the strategic plan and state accountability measures are achieved. Comparative data are sought for performance measures such as enrollment, graduation counts, retention, diversity, and financial ratios. OCC uses local, state and federal statistics as well as peer group comparisons when analyzing the data.

Depending on the indicators being analyzed, the following criteria are employed: data availability, validity, reliability, appropriateness of the comparison, location, and various institutional
and student characteristics. OCC measures itself against institutions within and outside of higher education that demonstrate best practices in a given area.

For example, OCC participates in the Strategic Horizons Network (a national network of fourteen community colleges). Strategic Horizons colleges participate in site visits to best practice organizations outside of higher education to learn about their processes and the data they use to benchmark or measure themselves. Examples of organizations visited include SAS (IT), Southwest Airlines (HR procedures), Disney (culture and customer service), and Menlo Industries (structuring and organization).

7P6. Instructional areas utilize PREP to tie the mission and vision of the schools to the mission and vision of OCC.

PREP analysis criteria are defined as the following:

- Program Mission – history, mission, goals and expectations.
- External Demand – advisory council minutes and occupational outlook.
- Internal Demand – the relationship of the program to other College programs and activities.
- Quality – learning objectives, rubrics of measuring outcomes, students’ performance outcomes and benchmarking.
- Productivity – enrollment by course, FTE and headcount by program and delivery mode, fall and spring productivity and graduation count by major.
- Essentiality – impact and justification of the program.
- Opportunity Analysis – benchmarks and recommendations for program changes.

PREP objectives clarify program goals, measure key performance indicators, improve program effectiveness, recommend future directions, increase understanding of learning, improve program communication and encourage professional goals.

In conducting their review, PREP teams hold forums with stakeholders to gather input. They review program data sets including stakeholder feedback and collect recommendations for writing the report. The team writes a 3 – 5 page report that describes content, defines process, articulates results and recommends improvements. The deans review the PREP reports and submit final versions to the Provost.

Leadership determines measures to be used in the non-instructional areas.

7P7. The timeliness, accuracy, reliability, and security of information systems and related processes are guided by OCC’s Technology Strategic Plan. Using Banner as its administrative system, OCC has increased efficiencies and improved the quality of service. In addition to the ongoing cycle of system upgrades, the other principal areas of activity are data integration, interface integration using a portal system, capturing and/or driving the evolution of business requirements, and ensuring information quality and timeliness.

OCC implemented Clean Address to ensure that address information is accurate and uniform. System audits are in place to detect suspect data entries for correction. Access is limited through password protection to persons who have been trained in the use of the systems.
To ensure system reliability, an uninterruptible power supply provides continued service to servers, workstations, the main PBX located in the Data Center and selected workstations in the ITS offices. The system supplies 20 minutes of battery power in case of an outage. A generator is used when the outage lasts more than a few minutes and data are backed up routinely at an off-site location to enable disaster recovery.

ITS, working closely with Banner module leaders, ensures the security of information. Some processes and data are accessible with proper approval on a need-to-know basis. Additionally, OCC installs and supports a variety of intrusion detection systems and anti-virus tools to protect end-users connected to the network. Individual passwords and IDs are given to full- and part-time employees.

OCC maintains integrity around its technology needs through a rigorous implementation process concerning hardware, software, network, and communication systems. The ultimate objective is to standardize applications whenever possible, ensuring safe computing, and to provide training and support for key user applications and systems. Applications and systems are designed and developed in accordance with state-of-the-art standards; maintenance and license agreements are kept up-to-date with all vendors; and the ITS professionals’ workloads are balanced against knowledge, skill, ability and availability. ITS designs and develops security policies and procedures, and implements and regularly audits protective measures.

RESULTS

7R1. Measures of performance and effectiveness of the information and knowledge management system that OCC collects and analyzes regularly include website hits, uptime of major OCC computer systems (Banner, BlackBoard, etc.), information security, and user satisfaction.

Additional measures to be implemented include turn-around time for requests, and satisfaction with reports generated and customer service. In addition, OCC measures performance and effectiveness in Human Resources, Finance, academic programs, Student Services, and departments using accountability metrics.

Ozone site hits have grown notably and continue to grow as the primary vehicle for communication among faculty, students and administration. Web registrations versus registrations at the front counter demonstrate growing demand for Banner Self-Service and the continuing migration to web registration.

Uptime of major OCC systems measures reliability. On average, critical information services are available to end-users for greater than 95% of all the hours in a week.

7R2. OCC generates numerous reports that provide evidence that the system for measuring effectiveness meets the organization’s needs in accomplishing its mission and goals. See https://www.owens.edu/aqip/portfolio/data-sources-category7.xls to Information and Data Sources Category 7 table for examples of how the reports that are produced support OCC’s mission and goals. Examples of direct links include the following:

- Student Success – graduation rate trends, enrollment trends.
- Organizational Vitality – financial ratios.
- Collaboration and Responsiveness – growth in number of signed articulation agreements with universities and partnerships with community
• Delivery Systems – growth of online enrollment.
• Institutional Advancement – Foundation growth and the rise in the number of scholarships.
• Assessment of Student Learning Outcomes – Assessment reports reflect documented established goals and student learning outcome (SLA). All SLAs are correlated to at least one measurement tool.
• Student Retention – Database produces retention trends, profiles and predictors, and rate comparisons.

7R3. OCC benchmarks against itself as well as against other higher education institutions and industries outside of higher education (see 7P5). Indicators for benchmarking are chosen from among commonly available variables used in organizations within and external to higher education. Typically, an OCC baseline is determined for a particular indicator or set of indicators. Then, the indicator is tracked over time and historical trends are generated to determine patterns. Whenever possible, OCC then compares itself against benchmarks to illustrate how closely it meets a point of acceptable standard. This comparison provides context for decisions to determine whether to intervene to improve OCC’s position relative to the baseline benchmark, or to maintain its position relative to the benchmark. OCC participates in self-assessments such as Community College Survey of Student Engagement (CCSSE) or CAEL Assessment for Adult Learners to monitor satisfaction with technology. For example, OCC participated in the CAEL Assessment for Adult Learners in 2006 along with 25 other community colleges. A five-item scale in the study titled “Technology” measured satisfaction and importance. The OCC results were compared to the Adult Learning Inventory Colleges. Of the five items, one was a “strength” and one was a “challenge” (i.e., improvements could be made). The information was sent to areas in OCC that could implement action designed to improve the item of challenge. A second example showing the CAAP summaries can be seen at https://www.owens.edu/aqip/portfolio/7r3.jpg.

OCC uses standardized benchmarks when available, such as Integrated Postsecondary Education Data System (IPEDS) and OBR datasets.

IMPROVEMENT

7I1. OCC has turned the corner in data-driven decision-making. The APC and Quality Council (QC) are building systematic data collection processes into the OCC culture. In a watershed improvement in OCC’s processes for measuring effectiveness, OCC’s culture has changed over the last four years to encourage data-driven decision-making, and benchmarking is now common throughout the organization rather than in isolated pockets.

Quality improvements are developed in response to a documented, data-driven need, overseen by a QC to ensure implementation, and contain a monitoring component imbedded within the project to measure successful implementation. Historical trends are developed to use as context for new program development. Metrics routinely are reported to the Board of Trustees and in committee meetings/reports. In addition, the number of surveys administered, ad hoc reports requested, and standard reports generated have all increased. A set of statewide accountability measures are monitored. The Ohio Skills Bank is utilized to align program offerings with occupational needs of businesses within the state. Student learning and program assessments are
produced on a designated cycle. All of this activity points to a change in culture that is focused on effectiveness and measurement. For additional examples, see the Information and Data Sources Category 7 table at https://www.owens.edu/aqip/portfolio/data-sources-category7.xls here.

712. OCC is transitioning into a continuous improvement culture. The organizational structure has recently been modified to reflect the cultural changes. The College Planning Council has been reconfigured and renamed AQIP Planning Council (APC). The AQIP Steering Committee was reconfigured into the QC. Ideas for change are channeled to the APC where they are discussed and acted upon. All projects that emerge for implementation from the APC then move to the QC for monitoring to ensure they are implemented. Meetings of the APC and QC are open to the public and meeting minutes are posted to the OCC Intranet.
CATEGORY 8  PLANNING CONTINUOUS IMPROVEMENT

PROCESSES

8P1. Through the work of the Guiding Coalition, a group with broad representation from all College constituencies, including faculty, staff and administration, OCC has developed a Shared Leadership Model (see Figure 2.1). The Guiding Coalition revamped pre-existing structures to allow for diverse points of view in strategic planning, continuous quality improvement and decision-making as well as improved communication among all College constituencies. The AQIP Planning Council (APC) is responsible for management of OCC's strategic plan, including regular updates and revisions, whereas the Quality Council (QC) focuses more narrowly on continuous quality improvement projects and initiatives.

The APC and QC are populated by positional representation, inclusive of every department, school and/or area of OCC as well as members of OCC's Board of Trustees and a student representative. The Guiding Coalition eliminated overlap of committee members, with the sole exception of the Director, Organizational Performance and Accountability, who serves as facilitator on both APC and QC. The President's Cabinet, which consists of the senior leadership of OCC, also provides input on strategic planning and quality issues. Departments, committees, and employees may also submit input on quality issues at OCC via the intranet.

The APC and QC meet jointly once a semester, and separately once a month. At least four meetings a year are focused specifically on OCC's strategic planning processes. Among the specific planning processes undertaken by the APC is an annual Environmental Scan (https://www.owens.edu/aqip/portfolio/8p1.jpg), from which the APC can retire, revise or expand existing action steps, objectives and strategies. Input also comes from Quality Teams as well as other College committees and constituencies.

8P2. Short- and long-term strategies are developed through the APC in consultation with key constituencies, including President's Cabinet, taking into consideration locally-collected data, key local, state-wide, and national trends, and state and federal mandates. For example, in 2007, the State of Ohio articulated a desire to graduate an additional 230,000 students over the next 10 years, a majority of whom would enter the higher education system through community colleges such as OCC. OCC is preparing for this increase. Quality teams focusing on enrollment management contributed to record enrollment for OCC for the Fall 2008 semester.

8P3. All members of the OCC community have the ability to submit quality team suggestions electronically, some of which may be shorter in duration than others. Moreover, input regarding potential quality teams as well as strategic planning activities is solicited from the members of the President's Cabinet. All 2200 employees can submit ideas, comments, and suggestions via OCC’s AQIP Intranet site. A blog is currently under development and is expected to be launched by Fall 2009. In their submission, employees must indicate which OCC Strategic Plan initiative(s) the suggestion would align with, which AQIP category(ies) the suggestion would align with, and how the suggestion will provide return on educational investment (ROEI) or improve organizational operations. Once the suggestion is submitted, it is electronically delivered to the Institutional Research Specialist and from there
to the Director, Organizational Performance and Accountability. A three-person team comprised of the Director of Organizational Performance and Accountability, a volunteer from the QC, and a volunteer from the AQIP Planning Council (APC) review all suggestions for quality initiatives from the campus community. Using the Shared Leadership Model (Figure 2.1), the suggestions are screened to ensure that they will benefit the entire College community. If a suggestion is deemed a department-only issue, it is sent to the department; if it is already being addressed by a committee, it will be forwarded to that committee for resolution; and if the suggestion falls within an employee’s job description, it is forwarded to the employee and his or her supervisor. If the suggestion does not fall into one of the three previous categories, it is presented to the QC for consideration of forming a new ad hoc quality team. The process is designed to promote efficiency during the meetings of the QC. The QC reviews the suggestions and refines them into project statements. These project statements must align with at least one of the nine AQIP categories and one of the six strategic plan initiatives. A Black Belt trainer/Champion is assigned to select and train a team. With the QC refining the project statement into a manageable project, the team is expected to provide an interim report within three months of implementation and a final report within six months. Action plans are developed in alignment with the six strategies laid out in OCC’s strategic plan and with the nine AQIP categories. The formation of new quality teams is approved through consultation between the APC and the QC. Further, the APC regularly reviews OCC’s strategic plan and determines whether new action plans or steps are necessary (see 8R1).

8P4. OCC departments and schools are charged with developing their own mission, vision and strategic planning documents in alignment with the priorities identified by the OCC strategic plan, Choosing our Direction. For example, action planning documents have been developed in Technology, Capital Planning, and Master Facilities. Additionally, the Schools of Arts and Sciences and Business and Information Systems have updated their mission and vision statements, and will be continuing with the action planning process throughout 2009. Also, the Findlay-area Campus has developed its own operational document, Findlay Directions, which aligns with the overall strategic plan.

8P5. The APC is tasked with regular review of OCC’s strategic plan including its six major strategies and related objectives and action steps. Through an annual environmental scan, the APC determines whether action steps have been completed and defines future activities necessary to complete existing steps as well as which new steps should be added to the strategic plan. The College’s senior administrative leadership, through President’s Cabinet, may also set priorities and performance targets.

When OCC rolled out its strategic plan in 2004, it instituted a dashboard system through Microsoft Office to track progress in implementing and completing strategic plan objectives and action steps. Now, in the interest of continuous quality improvement and change, this is evolving into a project management system utilizing Daptiv. The project multi-level tracking system hosted by Daptiv’s website will be more streamlined, easier to read, and will provide a progress report that can be posted on OCC’s internal website and made accessible to the entire College community. Among other things, the system will include a description of the project, the project manager’s name and department, the link to OCC’s strategic plan, and the status of the project, and show data...
driven decision making.

8P6. OCC has developed a budget pool specifically tied to continuous quality improvement initiatives. Representatives from the Finance area serve on both APC and QC, to ensure fiscal responsibility.

8P7. OCC uses primarily informal processes to assess and address risk in its planning processes. For example, at the President’s Cabinet level, leaders will discuss the pros and cons of a particular initiative under consideration for implementation, with one or more leaders taking on the role of “devil’s advocate” posing a series of “what if” questions designed to elicit reasons both for and against implementation of a new initiative or proposal. Quality teams also provide data and research to address risks. An example would be experiential feedback regarding initiatives undertaken at OCC provided by other colleges.

8P8. OCC nurtures and prepares stakeholders through a variety of means, including training opportunities, open forums (regarding policies, procedures, etc.), newsletters, campus announcements and more. OCC has invested considerable resources into the Human Resources (HR) area, including adding a new position, Director, Human Resource Management and Development. Working with a variety of offices and committees across OCC, this position is responsible for developing training resources, both in the classroom and online, for faculty and staff. [See 4P8, 4P9 for a discussion of how such training activities as the “Leadership Toolkit” (required for all supervisors) develop employee capabilities. Consultation and coaching are also provided to departments and employees on an as-needed basis.] Furthermore, faculty and staff have the ability to pursue further education up to and including a doctoral program with some financial support from OCC.

RESULTS

8R1. The strategic plan is updated on a regular basis, with completed actions retired and new ones added. The plan includes the locus of responsibility, time frame to implement, and the AQIP category. OCC surveys, measures, and provides feedback for every project and initiative it facilitates. The extent to which an initiative succeeds at accomplishing its stated goals is a further measure of the success of the initial planning. One example is the Graduate Follow-Up Survey conducted every summer from the three previous graduating classes, the success of which suggests how well the curriculum was planned. OCC conducts multiple surveys through the Department of Institutional Research, including faculty satisfaction, employer needs assessment, and satellite location surveys to provide feedback and results from team efforts. The results of these surveys are shared with the entire College community.

OCC continues to use Leadership Enterprises’ Process Management tools to train teams in analysis and data collection as well as AQIP-related processes. OCC currently has three teams in training: Student Worker Process, On-campus Visitation Program, and Marketing Initiatives for the Center for Emergency Preparedness.

OCC was fortunate to have Dr. Stan Jensen from Leadership Enterprises provide trainer certification to 21 OCC employees. Three of the 21 were selected for master trainer certification. These 21 individuals will ensure OCC’s continued commitment to the planning process as well as ensuring that data is collected and analyzed. As projects are suggested, the APC and the QC wil
review the suggestions, vote on the suggestions, assign a Black Belt trainer to act as champion, and assemble a cross-representative team to develop solutions.

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

OCC completes an Environmental Scan semi-annually detailing local technology needs, competition (including Michigan universities), sustainable development, and learning issues. These learning issues include building a stronger focus on student success, retention, and degree programs offered. Political implications, social implications, economic (financial aid, cost savings for students, and skill projections), and internal issues (customer service, value added, energy conservation, and cost reduction) are included in the Environmental Scan as well.

8R2. To date there have been six guiding initiatives which led to 36 objectives, and 103 action projects. The OCC website has a page dedicated to AQIP and Continuous Quality Improvement both Intranet and Internet. An overview of the three AQIP action projects, as well as the annual review and reviewer’s comments are provided on a public access site. The page contains Quality Team reports by semester with their recommendations and the steering committee’s vote. Thirty-five teams have been trained since the inception of process management in the fall 2005. Of the thirty-five teams, thirty-three have completed their projects, had their recommendations institutionalized into OCC, and retired their teams. The two remaining teams are scheduled to retire their projects before the end of 2008. As a team retires, its final report is published on the site for all College constituents to view. All quality initiatives are accessible online for all OCC employees.

OCC is preparing to retire Action Project #3. Ten projects have been submitted for consideration to replace the retiring project. The selection process includes the APC, QC (both are comprised of a cross-representation of the OCC community), and the President’s Cabinet.

OCC is currently in the second year of the Title III grant (a five-year grant). The fall-to-fall retention rate of first-time certificate- and degree-seeking students increased from 47.9% for the 2005 cohort to 49.7% for the 2006 cohort. Data for the 2007 cohort will not be available until 30 days after the Fall 2008 term. Pre- and post-test results from FYE 121 also indicate the importance of early intervention for new students. Between Spring 2007 and Spring 2008, 93.2% of students who completed FYE re-enrolled the next semester. This compares with (a) 37.1% of students who enrolled in FYE but did not complete the class, and (b) 68.3% of students who did not enroll in FYE but completed at least one other class. This supports AQIP category 1, helping students learn.

8R3. Within the next three years, the majority of the current strategic action plans will be completed. New action plans will be added and the previously explicated process will continue, some based on review of this portfolio.

8R4. OCC is comparable to other higher education organizations and advanced beyond most community colleges, due to its size and high number of quality initiative projects. OCC four-year results have been superior to comparable colleges, as demonstrated by 8R2. OCC has embraced the
AQIP principles and actively works to continue improving efficiency and effectiveness at all OCC locations.

8R5. OCC measures the success of the planning process by institutionalizing Quality team recommendations, surveying OCC students and faculty, and by reviewing the comments of stakeholders and outside evaluators of the three AQIP action projects. OCC contracts with outside evaluators for the Title III grant. The evaluators provide guidance to ensure that goals are met and guidelines of the grant are followed.

IMPROVEMENT

8I1. Through the Process Management (now Quality) Initiative, OCC has integrated many more employees into the Planning Continuous Improvement process, with over 300 employees having served on Quality Teams since 2005. Moreover, with the recent broadening of OCC’s Shared Leadership Model, additional faculty and staff have been brought into the decision making process through their service on either APC or QC. Additionally, participation in the Systems Portfolio process provides employees with a detailed view of OCC’s planning processes, organizational strategies and action plans. Assembling the Portfolio involves more employees across OCC than were involved in the traditional accreditation process. For example, sixty employees have contributed to the portfolio through Phase I, which is nearly completed. Another forty to forty-five employees will be involved in Phase II of the Portfolio.

8I2. OCC’s core values (service, learning, innovation, collaboration and excellence) naturally lend themselves to a focus on improving processes. Moreover, OCC’s core values have led to a revamped shared leadership model that is more inclusive and allows for broader input into decision making. As of January 2009, any College employee will be able to submit a recommendation for a quality project via the OCC intranet. The QC approves all new quality projects unless the proposed project is also a part of an Action Project, in which case the APC must approve the project as well. Quality teams utilize fifty-three established tools such as GANTT charts, relationship charts, run charts, etc., to report data for project approval and implementation. All teams employ a variety of tools to quantify and analyze the results of process improvements, and then provide a final implementation report to the QC. In their final reports to the QC, teams are required to link their projects to the appropriate AQIP category or categories demonstrated in Return on Investment (ROI) and to any related strategies, objectives and action steps articulated in OCC’s strategic plan (ROI can be objective and subjective, if it helps students learn).
CATEGORY 9 BUILDING COLLABORATIVE RELATIONSHIPS

PROCESSES

9P1. One of Owens Community College’s (OCC) strengths is the ability to assess community needs and to provide creative, innovative programs to meet those needs. OCC determines priorities and assesses the community needs through a number of avenues, which include community surveys, demographic studies, student surveys and general community involvement of administration, faculty and staff members. The information gathered through these avenues is used to determine gaps in programming and initiatives.

For example, in 2008 the OCC Foundation’s mission (to develop and provide resources to advance OCC’s mission of serving its students and its community) led the Foundation to create the Success Scholarship Program. The Success Scholarship Program is designed to help high school students from low-income families who have received only partial federal and state financial aid to pay for college. The long-term goal is to increase high school graduation and post-secondary enrollment rates. The Foundation worked collaboratively with the Toledo Public School District, Findlay City Schools and other OCC staff to develop criteria for participation and to launch the program. Once the pilot program with Woodward High School began, OCC staff quickly realized that some students needed additional assistance if they were to succeed in college, and created the Bridge to Success Program to provide coaching and mentoring services, academic preparation including tutoring, and exposure to college life. This program is designed to increase Bridge to Success Program student retention and graduation rates.

The Office of Enrollment Management conducts focus groups with high school guidance counselors to assess current effectiveness of relationships and identify areas for improvement. These focus groups are conducted as a follow-up to College Preview Night where twenty-three area high schools are invited to a College fair hosted by OCC representatives from 120 college and universities are present. The Jobs Placement Office solicits employer feedback through a formal employer evaluation form. Through this system, OCC is made aware of its strengths and weaknesses with respect to partnerships and can address the changing needs of the community.

9P2. OCC’s strategic plan is also aligned with its accreditation process, which includes nine criteria under the AQIP Action Plan. Several of these criteria relate directly to community outreach, including: Understanding Students’ and Other Stakeholders’ Needs; Leading and Communicating; and Building Collaborative Relationships.

Leading to the establishment of the OCC Strategic Plan in 2004, OCC conducted an in-depth gap analysis. Numerous community focus group discussions comprised of business, civic, religious and educational leaders were convened over the course of several months. One of the central strategies which emerged as part of the plan included the goal to “Improve Responsiveness and Increase Collaboration.” For example, OCC recruits employees from over 500 business organizations to serve on advisory committees, who are responsible for sharing their expertise with College personnel on department curricula and ensuring programmatic responsiveness to community and business needs.
9P3. OCC staff is continually researching methods to provide services to students and the community that will benefit their success. The Office of Student Services provides a variety of opportunities designed to help students succeed. Regular meetings are held with representatives from Lucas County Jobs and Family Services, and collaborations exist between OCC Academic Advisors and the guidance counselors of the local high schools. For example, one area identified as an issue for community colleges and non-resident student campuses was transportation. OCC maintains a collaborative agreement with the Toledo Area Regional Transit Authority (TARTA) to provide free transportation from the downtown Toledo area to the Toledo campus for students and staff. Contracts for vending and food service are reviewed annually to ensure that the highest quality at the best price offered for students and staff. The OCC Student Government organization plays a key role in identifying, evaluating and pursuing services that will meet the ever changing needs of a growing, diverse student base. By actively engaging students in the process of continuous improvement, OCC has been able to build relationships with the vendors and suppliers that are beneficial to all parties.

9P4. As a state community college, many of OCC’s relationships with business that supply materials and services to OCC are rooted in a competitive bidding process. For example, the state requires that OCC accept the lowest qualified bid when embarking on construction and renovation projects. Once a bid is accepted, certain college employees are responsible for developing and building an effective working partnership with the successful bidder. The College culture emphasizes collaboration, both internally among employees and externally between OCC and community businesses and organizations. At OCC, all employees are responsible in some way for community outreach. That being said, certain positions within the organization have a particular responsibility for and focus on fostering collaborative relationships with external organizations and companies. For example, the Director of Financial Aid works with area lenders to increase financial aid opportunities for students; the Associate Vice President, Operations, works with contractors/bidders to initiate complete facility renovations as well as new construction projects; and the Associate Vice President, Operations works with area financial institutions and auditors to maintain OCC’s financial viability. Finally, the Director, Marketing and Communications is also responsible for overseeing OCC’s Community Relations, building and strengthening relationships between OCC and a wide range of community and corporate leaders in Northwest Ohio.

OCC also holds multiple events to assist in building collaborative relationships with its community partners. Some examples include the annual community appreciation breakfasts, Foundation Donor Reception for the Center for Emergency Preparedness, a scholarship fundraiser held in conjunction with the opening of a new hotel, and numerous other events.

9P5. In order to better create, prioritize, and build relationships with external constituents, the Office of Institutional Research has developed a proposal for a long-term research plan which includes mechanisms for systematic assessment of community perceptions of OCC’s engagement with the community. By first assessing the programmatic needs or gaps for these stakeholders, OCC better focuses its strategic programming initiatives. Recent examples follow.
INSTITUTIONAL RESEARCH SURVEY AGENDA
This comprehensive plan was developed with the intent to systematically utilize research in institutional and departmental planning. In assessing the needs and opportunities within the community, information from community members and stakeholders is gathered through focus groups, interviews, and workshops. The survey populations include program advisory groups, government officials, business leaders, union leaders, superintendents, and college and university leaders. Market assessment studies, employer needs, and employer satisfaction surveys are also included in the plan.

2007 SURVEY OF BUSINESSES IN NORTHWEST OHIO REGARDING OCC
OCC contracted with Triad Research Group to assess OCC’s current community presence by phone-surveying 177 community businesses in the three-county region. The research also assessed interest in future training.

2006 QUALITATIVE COMMUNITY RESEARCH
OCC contracted with Burges & Burges Strategists to determine how the community and each constituent group view the quality, accessibility, and impact of OCC on education, workforce development, and the community at large. Forty civic, business, clergy, and community leaders were interviewed regarding their perceptions of OCC. In addition, faculty, staff, students, and senior leadership were interviewed to capture broad-based perceptions of constituents.

2006 OCC COMMUNITY SURVEY
Global Strategy Group conducted a telephone survey of 502 registered voters of three counties in Northwestern Ohio in an effort to assess voters’ general opinions, attitudes, and perceptions of OCC across a variety of metrics. The survey also gauged relative support for a list of action items for OCC to focus on in the future.

The surveys described above have served to shape institutional planning by informing executive leadership in regards to how well OCC is meeting its mission of serving the community. Specifically, the issue of access to education for all members of the community is of foremost concern. Several of the surveys conducted indicated that citizens in some locations within the service districts (especially those in outlying areas) may not perceive the campus locations as accessible. Thus, in response to these findings, within the last two years OCC has collaborated with local government entities to expand access in downtown Toledo, begun planning to expand to Western Lucas County, and has established additional learning centers in area high schools and public libraries.

MEMBERSHIPS IN EDUCATION ASSOCIATIONS
Faculty and staff are members of and serve in positions of responsibility in such education associations as the National Business Education Association, American Society for Training and Development, Society for Human Resource Management, Society for College and University Planning, Strategic Horizons, and many others.

9P6. OCC maintains existing relationships with external stakeholders and partnerships. To ensure OCC is meeting the needs of everyone involved, including all stakeholders and College constituents, surveys are run continually for different departments that assess the ongoing needs of these populations. For example, surveying students is one of the best ways to find the success rate of external partnership relationships. Student success is measured by such indicators as degrees issued, graduation rates, and job attainment. Follow-up assessment surveys are
also conducted one year after graduation.

With over sixty partnerships and agreements in place with external partners (including business, industry, high schools, and other colleges and universities), OCC has demonstrated the importance of continually looking for new opportunities which benefit OCC students as well as studying the results of existing partnerships. In addition, the College partners with business and industry to provide specialized training. Examples include Associate of Applied Science degrees in Caterpillar Dealer Service Technician, General Motors Corporation Automotive Service Education Program (ASEP), John Deere Technician and John Deere Consumer and Commercial Equipment (C&CE) Associate. These private businesses provide the College with their latest equipment and vehicles so students receive hands-on laboratory instruction and supervised occupational work experience at GM, Caterpillar and John Deere dealerships. With each of the identified agreements, partnerships, bridge programs, and other opportunities that OCC takes advantage of working within the community, the Institutional Research department also collects frequent surveys from these community partners to ensure that the institution is current on what those needs are. Moreover, the APC and Quality Council (QC) review the Environmental Scan.

9P7. Through OCC’s adoption of its Strategic Plan in 2004, the articulation of the OCC core values, and a firm commitment to continuous quality improvement, OCC is creating a culture of service, learning, innovation, collaboration and excellence. In working to implement specific action steps laid out in the strategic plan, OCC has adopted a variety of media to enhance inter-departmental communication. Through the creation of Quality teams that include members from every area of OCC, employees are given opportunities to work with individuals whom they may never have met before, thereby enhancing inter-departmental integration and communication.

RESULTS

9R1. OCC regularly collects and analyzes feedback via surveys and meetings, and informally from external and internal stakeholders.

Data regarding student participation in co-ops and internships is utilized as a benchmark to set new goals for growing reciprocal relationships. Substantial state funding has been set aside to increase co-op and internship opportunities across the state. OCC intends to use this data in leveraging future funding requests to expand these initiatives.

The student learning assessment plan for social responsibility will provide empirical evidence of the impact of community engagement on student learning, which in turn, is an indicator of institutional impact. This measurement tool will be utilized as an annual benchmark by which to gauge continuous improvement in community involvement as it relates to student learning.

9R2. In 2006-2007, 1,427 OCC students were engaged directly with businesses and community organizations through co-ops, internships and field experiences. This is the third largest number of students engaged through co-ops and internships for all community colleges in Ohio.

The OCC Foundation’s primary measure of success is based on the impact of fundraising on students through the award of scholarships. In 2008 the Foundation report stated, “Since 2002, more than $500,000 in scholarships has been awarded, including more than $108,000 this fiscal year.”
Additional indicators of OCC performance as contained in graduate surveys, student satisfaction surveys and FYE surveys are detailed in 3R2, 3R4, and 3R5. Satisfaction levels expressed by graduates, current students, and community members may be considered one measurement of OCC’s success in building collaborative relationships.

External successes in building or maintaining collaborative relationships include:

- Donations of materials, labor, and in-kind services were secured for the development of the Center for Emergency Preparedness from 18+ businesses and organizations along with a $2.3 million capital appropriation from the State of Ohio.
- The Center also has access to the Ohio SuperComputer Network, the nation’s most advanced fiber optic network for research, education, and economic development initiatives.
- Collaboration with Ohio University in a grid lab has also been attained for the Center for Emergency Preparedness.
- In collaboration with Global Nursing Institute, OCC provides a Westernized nursing curriculum, including English language skills, to registered nurses or those eligible for RN licensure who reside outside the United States. The program is in its third year and combines classroom experience, hands-on clinical training, and guidance from the faculty.
- Walter E. Terhune Gallery exhibits contemporary and traditional visual art from national and local professional artists, as well as OCC students and faculty.
- The School of Arts and Sciences offers a World Cultures Film Series which is free and open to the public. A pre-curtain overview of each film is hosted by an OCC faculty or staff member.
- The Center for Fine and Performing Arts Events is a community venue where local and nationally known artists perform on-stage. These performances are often accompanied by an educational forum with the artist as the presenter.

9R3. The OCC Foundation remains relatively small, particularly when compared to other community colleges in Ohio that have active Foundations. According to the 2007-2008 IRS 990 tax forms filed, Sinclair Community College raised $1.69 million; Cuyahoga Community College raised $2.44 million; Columbus State Community College raised $.71 million; and OCC raised $.48 million. It must also be noted, however, that several of these colleges also benefit from a local tax levy and so the financial resources available to OCC – and their respective Foundations – are significantly greater.

In FY2007 (the year the new strategic plan for the OCC Foundation was implemented), $259,344 (gifts, pledges, capital campaign, grants) was received. In FY2008 $480,647 was received – an 85% increase over the previous year.

IMPROVEMENT

9I1. Recent improvements in building collaborative relationships include:

- Opening of community-based learning centers (e.g., The Source, and in several area high schools, and the anticipated opening of an Arrowhead Park location).
- Acquisition of the former Penta Vocational School property.
- Development of Career and Technical Transfer Initiative. (Collaboration between higher education and secondary education in the State of Ohio to develop statewide competencies for transfer in technology
disciplines. The agreed upon competencies guarantee transfer from secondary to postsecondary institutions and count toward completion of a certificate or associate degree.)

• Collaboration with the Global Nursing Institute to provide westernized nursing curriculum, including English language skills, to registered nurses or those eligible for RN licensure who reside outside the United States. The program is in its third year and combines classroom experience, hands-on clinical training and guidance from the faculty.

• Creation of articulated pathways from high school to college technical completion programs (Tech Prep).

• Establishment of scholarships to students of selected high schools that fill the gap between OCC tuition and federal financial aid. Currently, two high schools participate in the program. The long-term target is to include all high schools in the OCC legal district.

• Development of a comprehensive retention program targeting the critical first 30 credit hours earned by college students. Although FYE research focuses on the “first year,” OCC has chosen to measure credit hours to identify the patterns of part-time enrollment, stopping-out, and institution hopping common among community college students. The model being implemented is an adaptation of John Gardner’s FYE programming for four-year colleges. The approach integrates aspects of a first-year experience seminar, learning communities, supplemental instruction and online learning communities (e-portfolio).

• Participation in the Foundations of Excellence Self-Assessment which will result in an improvement plan that addresses process issues impacting a student in their first 30 credit hours that were identified in the comprehensive self-assessment.

• Opening of the Center for Emergency Preparedness to train firefighters and other first-response professionals. In collaboration with Northwest Ohio municipalities and the City of Toledo police and fire divisions, OCC developed a master plan to create a Center that focused on the critical need for first responders to be able to interact simultaneously at the scene of a tragedy or natural disaster.

912. The recently implemented Shared Leadership Model (Figure 2.1) provides an avenue for student representatives, faculty (full-time and adjunct alike), staff, Board of Trustees members, and Administration members to work together for the benefit of OCC. Suggestions for Quality teams are submitted from across the campus. The QC reviews and discusses the suggestions in an open forum. The Council then votes via secret balloting, selecting projects to assign teams. The Council decides how many teams they want to have running at any given time. OCC currently has eighteen qualified trainers, and the number of projects is limited only by the decisions of the Council.
GLOSSARY OF TERMS AND ABBREVIATIONS

APC - AQIP Planning Council, formerly known as the College Planning Council

AppWorx - Software used to automate information technology program scheduling and workload applications

Arrowhead Park - Industrial park located in Maumee, Ohio, which is under consideration as a remote learning center site

ATC - Articulation & Transfer Clearinghouse, facilitates electronic exchange of student transcripts among state-assisted higher education institutions in Ohio

BGSU - Bowling Green State University

Bridge to Success Program - Provides qualified incoming students with coaching and mentoring services, academic preparation including tutoring, and exposure to college life

CAS - Course Applicability System, now called U. Select. Compares course equivalencies and program requirements among a network of colleges

Daptiv - Web-based project management program

Dashboard - Desktop project management software, now replaced by Daptiv

eLearning - College department which supports the online course management system

eOrientation - Online pre-employment information orientation program for new employees

eOwens - Distance learning program and courses offered by Owens Community College

Foundations of Excellence (FoE) - Externally guided self-study program and improvement process that allows an institution to better focus and articulate student goals and outcomes

FYE - First Year Experience program, which advances efforts to transition students into higher education

IR - Owens Institutional Research department

ITS - Owens Information Technology Services department

NBU (Non-Bargaining Unit) - Employees not covered by a collective bargaining agreement

OBR - Ohio Board of Regents

OLA (Owens Leadership Academy) - Leadership development program for full-time employees

O-News - Campus-wide daily electronic newsletter

Ozone - Secure online communication portal that allows students to transact personal and financial business with the college

PREP - Owens’ academic Program Review and Evaluation Process

QC (Quality Council) - Committee that identifies processes or areas for improvement and considers how to implement changes recommended by quality teams

SLAC - Student Learning Assessment Committee

SOS - Student Outreach Specialists

SSC (Student Success Center) - Classes for local high schools that address the issues of preparing for college, careers, and study skills

SSM (Student Success Mentors) - Group using invasive advising in order to help designated at-risk students keep on track

Strategic Horizons - Advisory coalition of seventeen community colleges from around the country that meets three times annually to collaborate and to share best practices and lessons learned

Student Success Program - Supplemental financial program for high school students from low-income families who have received partial federal and state financial aid to pay for college

Supplemental Instruction - Additional tutoring that is offered in classes with high drop/fail/withdrawal rates

Supplemental Instructors - Students who have successfully completed the course and have a an A average GPA. SIs hold voluntary study sessions outside of class time to review course material from the text, supplementary readings, and lecture notes. SI sessions integrate how-to-learn with what-to-learn. Students who attend the SI sessions will develop study strategies for note taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation as they review course material from the text, supplementary readings, and lecture notes, as well as have the opportunity to do more peer reviews of their essays.

Tableau - Software application that displays data visualization and visual analysis from multiple sources and perspectives simultaneously

Tech Prep - Program for high school students that combines college prep course work with technology education
The Source - Satellite learning center located in downtown Toledo

Title III Strengthening Institutions Grant - Five year grant provided by the U.S. Department of Education; the focus of this grant is to increase student retention during students' first 30 credit hours, using supplemental instruction, electronic portfolios, student success mentors, and the First Year Experience course.

University System of Ohio – An educational system comprised of Ohio's public universities and colleges, as well as adult literacy and adult workforce centers. The University System of Ohio has a 10-year strategic plan which has a goal to increase the numbers of students who enter higher education. For an electronic copy of the USO Strategic Plan for Higher Education 2008-2017, go to http://uso.edu/strategicplan/.

UT – University of Toledo

VARK – Visual, Aural, Reading/Writing, and Kinesthetic learning styles. The VARK questionnaire is used in a various academic and support services to provide feedback about students' individual learning styles. The results of the questionnaire assist faculty with developing instructional strategies that will best meet the students' learning styles.
Appendix A

Academic Program Development Cycle

USO Program Proposal → Labor Market Need

Advisory Committee

Curriculum Development

Conduct Needs Assessment

Increase 3% 15% 5% * -67% 22%
## Appendix B

### Table 1.1

Comparisons among the Learning Centers, 2007-2008 (1R5)

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Study Skills</th>
<th>Library-Writing tutor</th>
<th>Total usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>4459</td>
<td>2688</td>
<td>4134</td>
<td>2763</td>
<td>90</td>
<td>14,134</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>4597</td>
<td>3102</td>
<td>4355</td>
<td>910</td>
<td>110</td>
<td>13,074</td>
</tr>
<tr>
<td>Increase</td>
<td>3%</td>
<td>15%</td>
<td>5%</td>
<td>*-67%</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C
1R5
Compass Prep Workshops:
An Analysis of Compass Test Scores

The Ohio Board of Regents has recommended that beginning Fall 2009, all public colleges and universities within the State raise the test scores that students must achieve in order to place into college-level, developmental, or adult basic literacy (ABLE) coursework. Based on the new standards, it is estimated that over 50% of new students (many of whom are high school graduates) may require ABLE for math alone. In order to help improve student preparation for the College academic environment, Owens implemented a set of workshops in the Spring of 2008, collectively known as “Compass Prep Workshops”. The purpose of the present analysis was to provide a preliminary assessment of these workshops by examining students’ Compass test scores before and after attending a workshop.

Sample
The Assistant Director of the Learning Center provided Institutional Research with a list of students who attended at least one Compass Prep or Compass Prep Extended Workshop at the Toledo, Findlay, or Source locations between February 20, 2008 and January 7, 2009. This list included a total of 236 individual students who attended one or more workshops and their date(s) of workshop attendance. Some students on this list were identified by their OCID, while others were identified by some portion of or their entire full name. Based on this information, Institutional Research was only able to identify 152 students (or 64.4% of workshop participants) with valid OCIDs.

Data
Institutional Research pulled Compass scores and test dates for the 152 workshop participants with OCIDs. Of these students, 131 had one or more Algebra, Pre-Algebra, Reading, or Writing Compass scores on record with the College. Some students only had scores from before the workshop (Pre-Workshop scores), some only had scores from after the workshop (Post-Workshop scores), and others had both Pre- and Post-Workshop scores. For those students with multiple Pre-Workshop scores, the score from the test taken closest to the time of the workshop was used in the analyses; for those with multiple Post-Workshop scores, the score from the last test taken was used (the score from the first test taken after the workshop was not used because many students attended the workshop more than once).
Appendix C

Data Limitations

Due to several data limitations, conclusions regarding the impact of the Compass Prep Workshops are premature at this time. One, the workshops were just introduced in the Spring of 2008; therefore, analyses are based on less than one full year of data. Two, of the 236 students who participated in the workshops during that time period, it was only possible to identify OCIDs for 152, or 64.4%, of them. Valid OCIDs from all participating students are required in order to identify Compass scores and to conduct a complete analysis. Three, in order to assess how students’ Compass scores change as a function of their workshop participation, students must have both Pre-Workshop Compass scores and Post-Workshop Compass scores. Only a small number of workshop participants had both: 3 for algebra, 40 for pre-algebra, 20 for reading, and 26 for writing. Four, in order to determine whether a change from Pre-Workshop Compass scores to Post is related to workshop attendance, it is necessary to have a Control group of randomly-selected students who take the Compass test twice but who do not participate in the workshops. An attempt was made to construct a Control group from students who had two sets of Pre-Workshop Compass scores. However, the sample sizes are insufficient to conduct reliable statistical tests. Given these data limitations, the analyses described below are the best that can be done at this time. However, they are preliminary in nature and should be interpreted with extreme caution.
Appendix C

Analyses
Average Pre-Workshop and Post-Workshop scores for each Compass subtest are included in the table below. This table provides an overview of all available data and is useful in providing an academic profile of participating students. However, because many students only had Pre-Workshop or Post-Workshop test scores, and not both, these scores should not be compared with one another as they do not necessarily reflect a change in scores following the workshop.

<table>
<thead>
<tr>
<th>Compass subtest</th>
<th>Pre-Workshop average</th>
<th>Pre-Workshop number</th>
<th>Post-Workshop average</th>
<th>Post-Workshop number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>33.8</td>
<td>13</td>
<td>30.6</td>
<td>26</td>
</tr>
<tr>
<td>Pre-Algebra</td>
<td>32.6</td>
<td>100</td>
<td>43.3</td>
<td>80</td>
</tr>
<tr>
<td>Reading</td>
<td>69.8</td>
<td>97</td>
<td>73.5</td>
<td>52</td>
</tr>
<tr>
<td>Writing</td>
<td>44.2</td>
<td>100</td>
<td>50.4</td>
<td>63</td>
</tr>
</tbody>
</table>

NOTE: Not all students had both Pre- and Post-Workshop test scores. Therefore, differences between test scores do not necessarily reflect a change in scores following the workshop.
Appendix C

To determine whether the test scores of individual students increased after participating in the Compass Prep Workshop, average scores on each subtest were compared for those students who had both Pre-Workshop and Post-Workshop scores. As can be seen from the chart on the next page, students’ test scores were significantly higher on the Post-Test for the Pre-Algebra (F(1,38) = 29.52, \( p < .001 \)), Reading (F(1, 19) = 6.74, \( p = .018 \)), and Writing subtests (F(1,25) = 39.17, \( p < .001 \). Because only three students had both Pre- and Post-Workshop scores for the Algebra test, a statistical comparison was not possible for this subtest.

Although students’ Compass scores increased following the workshop, it is possible that the increase was a result of taking the test more than once rather than the workshop per se. To address this issue, a Control group was constructed of students who had taken the same Compass subtest more than once prior to attending the workshop. Due to the small number of students in the Control group, it was not possible to conduct reliable statistical comparisons. However, as the graph on the next page shows, students who participated in the workshop before retaking the test tended to show a higher increase in scores than students who took the test a second time before taking the workshop.
Conclusions and Recommendations

The present analyses offer some preliminary suggestive evidence that the Compass Prep Workshops hold some promise in increasing students’ Compass scores. However, given several limitations in the data (detailed above), it is not possible to draw definitive conclusions regarding the effectiveness of the workshops at this time.

In order to conduct a more valid and reliable assessment, it is recommended that an experiment be conducted. In the experimental, or Workshop group, students should complete all sections of the Compass test, participate in the workshop one time, and then take all sections of the Compass test again approximately one week later. In the Control group, an equal number of randomly-selected students should take all sections of the Compass, and then take all sections of the test again approximately one week later, without attending a workshop. Mixed-model Analyses of Variance can then be conducted to determine whether Compass scores for the Workshop group increase more than for the Control group.
# Appendix D

**Definitions of Cabinets, Councils and Committees**

### Cabinet:

**President’s Cabinet**

**President’s Cabinet definition:**
President’s Cabinet members are representatives of major operational areas of the College, who advise the President and who participate in select management decisions, in accordance with Board policy. President’s Cabinet is guided by the College’s Mission, Vision and Core Values that support student learning and success.

### Councils:

**AQIP Planning Council**  
**Quality Council**  
**Chairs’ Council**

**Council definition:**
An executive body, whose members are equal in power and authority, are assembled for some purpose (consulting, deliberating, etc.) and act in an advisory, administrative, decision making, or legislative capacity.

### Standing Committees**:

<table>
<thead>
<tr>
<th>Academic Standards Committee</th>
<th>Capital Planning Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee</td>
<td>Technology Committee</td>
</tr>
<tr>
<td>Student Retention Committee</td>
<td>Safety Committee</td>
</tr>
<tr>
<td>Literacy Committee</td>
<td>Diversity Enhancement Committee</td>
</tr>
<tr>
<td>Honors Program Committee</td>
<td>Labor Management Committee</td>
</tr>
<tr>
<td>Faculty Development Committee</td>
<td>Mutual Interest Forum Committee</td>
</tr>
<tr>
<td>Student Learning Assessment Committee</td>
<td>Culture Committee</td>
</tr>
<tr>
<td>Committee</td>
<td>OLA Advisory Committee</td>
</tr>
<tr>
<td>Space Planning Committee</td>
<td></td>
</tr>
<tr>
<td>Budget Advisory Committee</td>
<td></td>
</tr>
<tr>
<td>Energy Management Committee</td>
<td></td>
</tr>
</tbody>
</table>

**Standing committee definition:**
A College-wide ‘permanent’ committee empanelled to pursue a single purpose, function, and/or College initiative. Committees will primarily function as an investigatory or advisory body and have the sponsorship of a President’s Cabinet member who will act as the administrative advocate for the committee in order to legitimize the actions of the committee. Membership may be voluntary or by appointment based on the unique knowledge and/or skill set required for the assignment. Whenever possible or appropriate, a diverse cross-section of the campus will be preferred. Each committee, utilizing a staggered rotation to assure continuity, will define the length of terms for the members. Committees will meet on a prescribed basis and will follow rule of order defined by a Chairperson. Standing committees may make technical and adaptive decisions and recommendations to the Quality Council.
## Appendix E

### Communication Delivery (SP7)

<table>
<thead>
<tr>
<th>Communication Vehicle</th>
<th>Intended Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Committees</td>
<td>External audience</td>
</tr>
<tr>
<td>Owens CC Internet Website</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Owens CC Intranet Website</td>
<td>Internal audience</td>
</tr>
<tr>
<td>Campus-wide Meetings</td>
<td>Internal and External audience</td>
</tr>
<tr>
<td>Town Hall Meetings</td>
<td>Internal audience</td>
</tr>
<tr>
<td>News Releases</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Campus-wide E-mail</td>
<td>Internal audience</td>
</tr>
<tr>
<td>School Newsletters</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Board of Trustees Meetings</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Foundation Meetings</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Alumni Association Meetings</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Policy and Procedure Handbooks and Manuals</td>
<td>Internal audience</td>
</tr>
<tr>
<td>Advertising (print, television radio and electronic mediums)</td>
<td>External audience</td>
</tr>
<tr>
<td>Owens CC Foundation Annual Report</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Owens CC Annual Report</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Owens Outlook (Student Newspaper)</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td>Owens CC College Catalog</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td><em>The Exchange</em> (Employee Newsletter)</td>
<td>Internal audience</td>
</tr>
<tr>
<td><em>Encounter</em> (Alumni Magazine)</td>
<td>External and Internal audience</td>
</tr>
<tr>
<td><em>O-News</em> E-mail Correspondence</td>
<td>Internal audience</td>
</tr>
<tr>
<td>Employee Meetings (committees, councils and cabinet)</td>
<td>Internal audience</td>
</tr>
<tr>
<td>Multidisciplinary Meetings</td>
<td>Internal audience</td>
</tr>
</tbody>
</table>
## Appendix F

### eOwens Enrollment Trends (5R2)

<table>
<thead>
<tr>
<th>Fall 1998</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 20 students taking Online courses</td>
<td>Nearly 6,000 students taking online courses</td>
</tr>
<tr>
<td>Approximately 30 web course registrations</td>
<td>Over 10,000 web course registrations</td>
</tr>
<tr>
<td>Two Online Course Sections</td>
<td>559 Online course sections</td>
</tr>
<tr>
<td>Approximately 4 course sections using OCC's Online Learning Management System to enhance traditional courses</td>
<td>Approximately 3,331 course sections using OCC's Online Learning Management System to enhance traditional courses</td>
</tr>
</tbody>
</table>
Appendix G