

# Introduction

## Institutional Context

The mission of Cincinnati State Technical and Community College and strategic planning process guide all operations and planning initiatives throughout the organization. Cincinnati State's mission is to provide student-focused, accessible, quality technical and general education, academic transfer, experiential and cooperative education, and workforce development. It is the College's vision to be the technical and community college of choice in the region, nationally recognized for academic excellence, cooperative education and workforce development. The College's programs and services reflect several key values important to the College. As a College Community:

- We embrace experiential and lifelong learning, personal growth, and employability.
- We create and promote a civil and respectful environment.
- We anticipate and effectively respond to changing stakeholder expectations.
- We honor the diversity of people and ideas.

Like other community colleges, enrollment at Cincinnati State has declined over the past few years as the economy has improved. As of Fall Semester 2016, the College enrolled 2,498 (28%) full-time and 6,558 (72%) part-time students. First time students totaled 2,938, comprising 32% of the total student population. Supporting students are 186 faculty, 275 staff (FT 175; PT 103), and 117 administrators (FT 100/PT 17). To supplement full-time faculty, the College employs approximately 470 appropriately qualified adjunct faculty each semester. In response to the enrollment decline of the past few years, the College has strategically managed resources. A guiding principle in managing resources is ensuring ongoing support, and improvement, of the core activities of academics, advisement and student experience. Other guiding principles are: efficiencies (*via* consolidation, technology and collaboration); and strengthening our net fiscal position (*via* careful budget planning and significant annual budget surplus beginning in AY 2016-17).

## **Student Demographics - Fall 2016**

<b>Median age</b>	<b>23</b>	<b>Caucasian</b>	<b>59%</b>
<b>Average age</b>	<b>26.5</b>	<b>African-American</b>	<b>26%</b>
<b>Age 22 and under</b>	<b>40%</b>	<b>Asian</b>	<b>3%</b>
<b>Age 23 or older</b>	<b>60%</b>	<b>Hispanic/Latino</b>	<b>2%</b>
<b>Part-time student</b>	<b>72%</b>	<b>Other/Non Disclosed</b>	<b>10%</b>
<b>Full-time student</b>	<b>28%</b>	<b>International</b>	<b>6%</b>
<b>Male</b>	<b>46%</b>	<b>Veteran</b>	<b>3%</b>
<b>Female</b>	<b>54%</b>	<b>Earned a GED</b>	<b>7%</b>
<b>Ohio Resident</b>	<b>91%</b>	<b>Need remediation</b>	<b>83%</b>
<b>Hamilton County</b>	<b>60%</b>	<b>Receive financial assistance</b>	<b>64%</b>
<b>Adjoining Ohio Counties</b>	<b>26%</b>	<b>Degree seeking</b>	<b>80%</b>
<b>Northern Kentucky Resident</b>	<b>6%</b>	<b>Fall Headcount</b>	<b>9,056</b>
<b>Southeastern Indiana Resident</b>	<b>2%</b>	<b>2016-17 Unduplicated Headcount</b>	<b>14,135</b>

As reflected by the demographic data, Cincinnati State's student population continues to be diverse along all ethno-, socio-, and economic dimensions, and significantly more diverse than the other higher education institutions in the Cincinnati region. The College's diversity is a strength that benefits students and the community.

The College offers associate degree level programs in 65 fields of study as well as 68 certificate programs. Academic program offerings are provided through one of four divisions: Humanities and Sciences, Health and Public Safety, Center for Innovative Technologies, and Business Technologies. In the last reporting year, a total of 1,204 associate degrees were awarded while an additional 234 certificates were earned. In addition to standard academic program offerings, the College is a substantial partner in providing workforce training solutions to the region. The Workforce Development Center (WDC) at Cincinnati State provides career training for individuals and meets the needs of corporations, government agencies, and not-for-profits for high-value workforce education and training that fits their specific content, timetable, and location requirements. In the past academic year (AY 2016-17), WDC offered 320 distinct training programs.

Cincinnati State's main campus is located in the urban metropolitan neighborhood of Clifton. This location is home to most of the College's offered programs, courses, student and administrative services, library, athletic, and recreation facilities. Beyond main campus, the College operates programs at three additional locations: Middletown Campus (Middletown, Ohio), Workforce Development Center (Evendale, Ohio), and Cincinnati West (Harrison, Ohio). Additionally, as the College seeks to strengthen its position as a public community college in the region, it offers selected courses in at least thirty-seven course locations throughout southwestern Ohio including high school dual enrollment locations.

The College's reach extends beyond physical locations through the strengthening and development of distance education. While overall enrollment has declined at the College, enrollment in online section course offerings has been increasing. Accordingly, the College has continued to strengthen its catalog of online course availability to keep up with the student interest in this delivery method. Eleven associate degree programs, and seven certificates are currently available entirely via distance education with additional programs under development.

Cincinnati State began its AQIP institutional quality improvement journey in 2002 and has benefited greatly from all aspects of the process. Since 2002, Cincinnati State has engaged in ten unique AQIP Action Projects completing seven of them with outcomes that have resulted in a number of improvements that remain in place today. AQIP Action Projects continue to supplement the College's normal strategic planning process. The cross-functional approach to action projects has been extremely helpful in fully understanding and creating robust processes around three current key institutional priorities, specifically: the first year experience of students; the academic oversight, advisement, and onboarding for College Credit Plus (dual enrollment) course offerings; and the assessment process for awarding credit for prior learning.

As discussed throughout this portfolio, the Surging Forward Strategic Plan provides an inclusive and collaborative framework for all planning improvements. It is comprised of four pillars: (1) Increase Student Success; (2) Expand our Reach; (3) Build Community; and (4) Strengthen Fiscal Sustainability. With respect to Student Success pillar, the College's Campus Completion Plan provides a detailed framework, organized along a loss/momentum paradigm, for the planning and implementing (via targets, metrics and ongoing data analysis) of completion efforts. Ongoing implementation oversight is provided by the Completion Plan Steering Committee, a cross-functional team of faculty, student-facing staff and administrators. Completion Plan Steering Committee members, as well as

other faculty and staff, have actively participated in Ohio's Student Success Leadership Institute (SSLI) which shares national best practices for increasing student success and degree completion.

### **Category 1: Helping Students Learn - Introduction**

Processes described within Helping Students Learn are primarily **aligned**. Institutional Common Student Learning Outcomes are aligned with the college mission, incorporated into every degree program, and assessed both directly and indirectly. Program development similarly begins with the college mission and involves appropriate faculty, academic deans, and industry stakeholders. Although program assessment processes have not been uniform across the College outside of programs with external accreditation, beginning this academic year, program self-study is becoming an institutionalized processes. However, the recent Ohio Department of Higher Education guided credit hour reduction allowed the College to recently assess every program, and remove, accelerate, or contextualize courses where appropriate, in order to meet state completion goals.

The College utilizes a variety of human resources, student services, and data gathering tools to identify the needs of current and prospective students. For example, admissions representatives and academic advisors help coordinate Accuplacer placement tests, Academic Foundation work, requisite First Year Experience courses, and other specialized student services (e.g. veterans affairs, disability services, etc.). As the College moves to build a new one stop Welcome and Career Center, many of these student-focused processes will shift from **aligned** to **integrated**.

Besides students, the institution works with several other broad stakeholder groups: educational partners, business partners, and community interests. The institution maintains its stakeholder relationships through a variety of methods including but not limited to advisory groups, transfer fairs, dual enrollment, and articulation agreements. In all cases, partnerships with any stakeholder are aligned with the College mission and those embedded with the Strategic Plan are prioritized above any other.

Academic program quality is ensured through the consistency in hiring, training, and development of qualified instructors regardless of campus or modality. Moreover, consistent program review allows the College an ongoing assessment of rigor that is essential to continuous quality improvement. Although all of these processes have historically been more **systematic**, recent updates to the college program review process, in conjunction with the foundation of the Center for Teaching and Learning and other college wide professional development/information-sharing opportunities will likely allow for these processes towards more **aligned** in nature.

Results described in within Helping Students Learn are primarily **systematic**, but are moving quickly towards **aligned**. All divisions and departments frequently receive institutional and programmatic data to help inform decisions. However, the extent to which this informs decision-making can vary. As program self-study becomes consistent and institutionalized beginning this academic year, this will become less inconsistent. Data from action groups formed as a result of strategic planning through the Campus Completion Plans is shared institutionally and used as the basis for further goal setting. The College further participates and receives a variety of analyses from regional and national quantitative and qualitative reports, allowing for benchmarking internally and against peer institutions. In several cases, this data is used to adjust current trajectories and set new goals.

### **Category 2: Meeting Student and Other Key Stakeholder Needs - Introduction**

Processes related to meeting student and other key stakeholder needs are **aligned**. Cincinnati State is focused on regularly collecting, and disseminating data from students and other key stakeholders as a measure of meeting student and other stakeholder needs.

Students as stakeholders include prospective students, current students, former students (non-completers), and graduates/alumni. Systems are in place to provide feedback to faculty, advisors, and support staff about the unique needs of each student. At the time of admission, staff begin to gather information about students that can be used to determine individual student needs and evidence of readiness for college-level success. Even prior to the first semester, faculty and advisors direct students toward academic and non-academic support services to address specific needs.

In recent years, Cincinnati State processes associated with meeting student needs has shifted **from systematic toward aligned** and strategically guided by the state's performance funding model. College leadership prioritizes processes and procedures most heavily on those directed toward improving retention, persistence, and graduation success to maximize state funding sources. Key performance measures are gathered and analyzed in a way that enables the aggregation and analysis of results at an institutional level as well as a program level.

In an effort to move the College further toward national models of good practice, an improvement effort has been launched to implement "Guided Pathways" in 2018-2019. This initiative is directed toward supporting students through college entry and into their chosen degree program pathway and providing customized advising services through all phases of the student experience.

In addition to students, Cincinnati State places a high value on feedback from other stakeholder groups. These partners are categorized into: other educational partners, business partners, and the community. The ways that Cincinnati State serves these stakeholder groups varies depending on their individual requirements. As a result of changes in state legislation and demonstrated need in local high schools, the College established an AQIP Action Project designed to guide the development of a partner school network of high schools for delivery of credit bearing courses. This network now consists of nearly 40 high schools including some of the largest direct feeder high schools to college. Likewise, Cincinnati State continues to place great emphasis on its network of hundreds of employee partners who provide direct instructional services through cooperative education placements. Feedback from these employers is **aligned** with program level continuous quality improvement initiatives. These employer networks communicate directly to academic departments and provide feedback that informs program goals and instructional strategies.

Over the past three years, several major university articulation agreements have been improved and **aligned** with the needs of the current student and the College. Through increased visibility of these transfer agreements, Cincinnati State students benefit by stronger articulation that include financial incentives that address their needs.

### **Category 3: Valuing Employees - Introduction**

Processes related to Valuing Employees are **reacting** although recent efforts by new presidential and HR leadership are moving the College toward **systematic**. Cincinnati State recognizes that it has experienced challenges in the area of valuing employees and fully acknowledges the identification of this as a strategic challenge in the 2013 Systems Appraisal Feedback Report. The College, through the use of multiple sources of information, prioritized this issue and designated *Building Internal Community* as one of the four pillars of the Strategic Plan.

Recruitment systems ensure Cincinnati State hires qualified faculty, staff and administrators necessary for effective, high-quality programs and student services. Evaluation and recognition systems remain reacting until implementation of newly executed evaluation protocols. The former performance evaluation process was used inconsistently and did not routinely incorporate professional development and career advancement; however, redesign of the performance evaluation system is a current priority of the HR

department. Ample opportunities for professional development exist although they are not always aligned with institutional goals. A major improvement, the 2016 launch of a Center for Teaching and Learning, is working to establish goals and metrics to ensure faculty are current in their discipline and adept in their teaching roles.

The maturity level for results in this category is **reacting**. Data collection strategies range from inconsistent to robust. Dissemination and the use of results is also inconsistent although improving. Cincinnati State benchmarks results with peer institutions, primarily through the use of the Personal Assessment of the College Environment (PACE) survey, and monitors trends to assess the effectiveness of efforts in hiring, evaluation and recognition, and development. Statistics on recruitment efforts have been tracked by the software tool, Applicant Pro, but lacked performance goals and benchmarks; this is an area that is currently a focus of process improvement efforts.

Cincinnati State is committed to continuing to improve processes and outcomes related to the hiring, development and evaluation of faculty, staff and administrators in order to ensure employees are able to contribute fully and effectively throughout their career at the College. The significant increase in the overall score from the most recent PACE survey (2015) as compared to the 2012 results demonstrate that the strategies and efforts in *Building Internal Community* are making an impact in Valuing Employees.

#### **Category 4: Planning and Leading - Introduction**

Processes related to Planning and Leading are **aligned**. Category 4 includes areas of both strength and opportunity as the College has experienced leadership transitions at the level of President, Provost, CFO, and Deans over the past several years. Cincinnati State's Board of Trustees demonstrated effective leadership in guiding the institution through this period of leadership transition. The College Board, in collaboration with the President, establishes college priorities. Effective leadership practices are aligned with the Mission, Vision, and Values of the College as well as with state level initiatives such as Ohio's performance funding model.

With strong focus on the Mission, Vision, and Values, leadership demonstrates that strategic priorities for the College reflect a commitment to institutional values. A core value is placed on effectively responding to changing stakeholder expectations. Toward that goal, leadership engages processes that are inclusive of stakeholders made up of Board of Trustees, President's Advisory Council, Faculty/Staff, Advisory Councils, Community Partners, and Corporate partners/Employers. Through these structures, the College demonstrates that processes are **aligned** with the Mission and strategic priorities.

Maintaining an effective allocation of resources throughout a period of enrollment decline over the past several years has been a central priority for the College resulting in corresponding reductions in operating budgets. Engagement of key stakeholders was an intentional strategy executed by the President and Executive Team to ensure acceptance of decisions made as a result of budget analysis. Maintenance of financial resources that are aligned with enrollment outcomes and student expectations continues to be an area of strength. As a result, the College has been able to continue allocating effective resources in support of classroom instruction, student activities, faculty professional development, and employee appreciation. These results also allowed the College to achieve a Board mandated budget surplus demonstrating an alignment with the primary Mission of the institution.

Likewise, the College strategic planning processes are **aligned** to key institutional goals as well as the College Campus Completion Plan. Individual goals, group/departmental goals, action plans and corresponding results of these activities are all monitored for alignment with the College Campus Completion Plan, Faculty Senate Standing Committees, and AQIP Action Project Initiatives.

Throughout the organization, transparent systems are in place to align all aspects of the operation with policies and procedures designed to assure adherence to fair and ethical practice. Student facing recruitment material, program descriptions, and student guidelines are all aligned to the students' need to be informed about requirements and expectations for effective participation in college programs.

#### **Category 5: Knowledge Management and Resource Stewardship - Introduction**

Processes associated with management of data, information, and performance results used in decision making, are **aligned** with the strategic planning process at the College. This alignment allows relevant data to inform all aspects of college operations. These processes also enable college leadership to address key goals and allow all stakeholders the ability to relate what they do to institutional goals and strategies. The Office of Institutional Research serves as the lead to guide the College and its staff in data collection, analysis, reporting, management and distribution of information to others. The College Strategic Plan, the Campus Completion Plan, as well as state and federal compliance requirements, each serve as the primary drivers in selecting data and performance information at the College.

The fiscal resources of the College, including corresponding physical and technological resources, are ultimately overseen by the President and the Board of Trustees. Resources are managed in a systematic way allowing the College to operate according to documented processes. Over the past several years, resource management has been moving toward an **aligned** level of maturity as processes become better integrated with mission critical strategic initiatives. In addition to the role played by academic operations in fulfillment of the college mission, a substantial portion of the college budget is dedicated to providing the facilities and technological infrastructure required to deliver programs and services. In addition, the College provides an on-campus Police Department that offers around the clock security protection and sponsors ongoing crime-prevention programs.

Results associated with resource management are not only **aligned** internally to college goals and strategic initiatives, they are also supportive of state level initiatives such as the goal to explore efficiencies of operation in higher education across the state. The results of affordability and efficiency initiatives have directly benefited students by reducing costs and maximizing the quality of services available.

Cincinnati State measures performance results associated with resource allocation transparently through monthly public Board of Trustee meetings. Standing agenda items related to financial performance measures, personnel actions, facilities management, and other key institutional priorities are presented monthly at these public meetings. This enables the ability to share results with all responsible institutional units in a manner that supports effective and transparent decision making demonstrating an **aligned** level of maturity.

#### **Category 6: Quality Overview - Introduction**

Processes described within Quality Overview are primarily **aligned**. In 2012, the President and Executive Team developed the current Strategic Plan to guide all subsequent improvement initiatives. In 2014, the College developed its first Campus Completion Plan to help provide a continuous improvement framework that can allow for the identification and implementation of strategies primarily designed to increase degree completion. The Campus Completion Plan incorporates internal and external data, and sets measurement benchmarks and goals. AQIP Action Projects and working committees are the vehicles for accomplishing goals laid out

within the Campus Completion Plan. To continue the culture of quality improvement, the new 2016 Completion Plan used results from the previous 2014 plan to either add new goals or continue previous quality improvement initiatives that proved successful.

Moreover, the systems portfolio presents an overview of the current college status, while providing a means to track continuous improvement. College stakeholders can therefore use systems portfolios as a way to benchmark progress, identify opportunities, and plan new strategic initiatives. As a result of recent improvements in the completion planning process, as well as overall community engagement, the processes in this category will begin to shift from **aligned** towards **integrated**.

Results described within Quality Overview are primarily **aligned**. Specific strategies, goals, and measurement outcomes were first determined in the 2012 Strategic Plan. All future biennial Campus Completion Plans were aligned with the Strategic Plan goals and continued to set additional detailed strategies, measurements, and timelines. For each new initiative, champions were selected and action teams formed to execute goals and track progress.

### Abbreviation Glossary

Acronym	Translation
AA	Associate of Arts
AAUP	American Association of University Professors
ACT	American College Testing
ADDY	American Advertising Awards
AED	Automated Electronic Defibrillator
AF	Academic Foundations
AFL	Academic Foundations Language
AFM	Academic Foundations Math
AP	Advanced Placement
APCC	Academic Policies and Curriculum Committee
AQIP	Academic Quality Improvement Program
AS	Associate of Science
ATC	Academic Technology Committee
AVP	Audio Video Program or Academic Vice President
BAT	Budget Advisory Team
BIT	Behavior Intervention Team
BMI	Black Male Initiative

BOT	Board of Trustees
CCP	College Credit Plus
CCSSE	Community College Survey of Student Engagement
CFO	Chief Fiscal Officer
CIM	Course Inventory Management
CIO	Chief Information Officer
CLEP	College Level Examination Program
Co-op	Cooperative
CPR	Cardiopulmonary Resuscitation
CPS	Cincinnati Public School
CQI	Continuous Quality Improvement
CTL	Center for Teaching and Learning
DACUM	Developing a Curriculum
DC	Deans' Council
DSS	Data Security Standards
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ET	Executive Team
EVP	Executive Vice President
FS	Faculty Senate
FTE	Full-Time Equivalency
FY	Fiscal Year
FYE	First Year Experience
GC3	Greater Cincinnati Collegiate Connection
GCCCU	Greater Cincinnati Consortium of Colleges and Universities
GCHC	Greater Cincinnati Hospital Council
GPA	Grade Point Average
HLC	Higher Learning Commission

HPS	Health and Public Safety
HR	Human Resources
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IRS	Internal Revenue Services
IT & ITS	Information Technology Services
IUC-PG	Inter-University Council Purchasing Group
IUOE	International Union of Operating Engineers
KPI	Key Performance Indicator
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Questioning
LMS	Learning Management System
MFD	Multifunctional Devices
NC SARA	National Council for State Authorization Reciprocity Agreements
NCCBP	National Community College Benchmark Project
NCLEX	National Council Licensure Examination
OACC	Ohio Association of Community Colleges
OACRAO	Ohio Association of Collegiate Registrars and Admissions Officers
OCR	Office of Civil Rights
ODHE	Ohio Department of Higher Education
OER	Open Educational Resources
OTM	Ohio Transfer Module
OVA	Office of Veterans Affairs
PACE	Personal Assessment of the College Environment
PAC	President's Advisory Council
PCI	Payment Card Industry
PLA	Prior Learning Assessment
PMAC	Peer Mentoring Advisory Committee
QM	Quality Matters

RAHEE	Regional Association for Adult Higher Education
REDI	Regional Economic Development Initiative
SAT	Scholastic Aptitude Test
SEIU	Service Employees International Union
SOCHE	Southwestern Ohio Council of Higher Education
SSI	State Share of Instruction
SSLI	Student Success Leadership Institute
STEM	Science, Technology, Engineering and Math
TAC ABET	Technology Accreditation Commission / Engineering Technology Accreditation Commission
TAG	Transfer Assurance Guide
UC IRB	University of Cincinnati Institutional Review Board
VDI	Virtual Desktop Infrastructure
WDC	Workforce Development Center
WEACS	Womens' Empowerment

**Systems Portfolio**  
Cincinnati State Technical and  
Community College

11/9/2017

# 1 - Helping Students Learn

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## 1.1 - Common Learning Outcomes

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

### 1P1: PROCESSES

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

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

### 1R1: RESULTS

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

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

### 1I1: IMPROVEMENT

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

## Responses

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### 1P1: PROCESSES

- **Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)**

The mission, vision, and values of Cincinnati State serve to guide the processes for determining, communicating and ensuring stated common learning outcomes for the institution. Cincinnati State developed its [Common Student Learning Outcomes](#) as an AQIP Action Project in 2002 that involved a cross functional team of faculty and administrators. For example, in alignment with the basic mission of providing “*quality technical and general education, academic transfer, experiential and cooperative education, and workforce development,*” the College worked to ensure shared learning outcomes are relevant to both technical and general education programming. An additional part of the Cincinnati State mission is to “*honor the diversity of people and ideas.*” The College provides educational opportunities to students regardless of age, socioeconomic background, or enrollment status. Diversity includes traditional and nontraditional students, urban and suburban, online, first-generation, varied ethnic groups, international, veteran, and disabled students. An open enrollment policy ensures opportunities for all students. 1P3 provides a detailed description of services available to students (**addresses core components 3.B.1 and 3.E.2**).

The College mission also states that it will “*embrace lifelong learning, personal growth, and employability*” as well as “*respond to changing stakeholder expectations.*” Therefore, the institution also emphasizes teaching students to think independently, value logical and tested conclusions, develop problem solving abilities, communicate well, and function effectively with other people. Student learning objectives for specialized and technical studies also involve the specific skills needed for employment immediately after graduation. This includes knowledge of technology fundamentals, understanding of theory, the ability to perform specific tasks associated with a program (e.g., prepare reports, perform industry tests), achievement of competency levels in skills, and successful hands-on application of classroom learning through experiential learning such as cooperative education and clinical assignments. As a final example, institutional learning outcomes also encompass the ability to function as a professional in the specialized setting (**addresses core components 3.B.1 and 3.E.2**).

- **Determining common outcomes (3.B.2, 4.B.4)**
- **Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)**

As stated above, a cross-functional AQIP team helped devise the common learning outcomes for the College. This team was led by a faculty Program Chair, an Academic Dean, and included over 20 faculty and staff representing general education departments and technical degree programs. In order to determine representative, comprehensive outcomes, the team administered an Integrated Skills Survey to faculty teaching over 700 courses from a variety of disciplines. This resulted in both internal and external expectations for Cincinnati State graduates within the community and the workforce. Once created, all of the common learning outcomes were published in the academic catalog for students to reference and faculty to incorporate into their individual courses and program curricula (**addresses core components 3.B.2 and 4.B.4**).

In line with the College mission directed toward “academic transfer”, Cincinnati State works to ensure its general education requirements are transferable. The transfer programs’ objectives are derived by compliance with the Ohio Department of Higher Education Transfer Module. The Ohio Transfer Module (OTM) is a set of general education requirements that represent a body of knowledge and academic skills common across Ohio colleges and universities. The OTM was

developed to facilitate the transfer of student credit from one Ohio institution to another. The Cincinnati State module contains 36-40 semester hours of courses from six areas. The transfer module and the courses all have learning objectives that match and are approved by the Ohio Transfer and Articulation Council. Moreover, many general education and technical courses are further approved under the Transfer Assurance Guide (TAG). These courses also carry the guarantee that the credits will transfer and apply toward the student's degree at any Ohio public institution. A TAG course is unique in that it has been matched to a set of learning outcomes (identified by an Ohio Articulation Number Code) in a specific academic subject area making the courses “equivalent” **(addresses core component 3.B.2).**

Any new degrees and existing curriculum changes, including applicability of common learning outcomes, are developed and evaluated in collaboration with the faculty, program chairs, deans, and ultimately by the College’s Academic Policies and Curriculum Committee (APCC). The APCC is a cross-functional team of academic representatives that evaluate curricular integrity with special attention to alignment with the college mission (e.g. transferability, stakeholder expectations, accessibility, etc.). Common learning outcomes related to technical or transfer programs are incorporated into the curriculum development process (see 1P2 for additional information on this process) **(addresses core components 4.B.1 and 4.B.4).**

To strengthen the alignment between academic programs and institutional learning outcomes, the faculty recently undertook a major review of all courses by mapping the common learning outcomes, and the level in which they were measured (i.e., introduced, reinforced, and assessed). This will help the College continue to find ways to improve the depth and breadth of learning outcome coverage **(addresses core components 4.B.1 and 4.B.4).**

- **Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)**
- **Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)**

All college programs have extensive general education requirements that provide ample opportunity for students to achieve common outcomes. Most of the general education courses cover the extent of the [common learning outcomes](#), and allow for students to think critically, analyze information, and communicate appropriately **(addresses core component 3.B.3)**. However, several outcomes, such as *“Demonstrate professional and ethical workplace practices by successful completion of cooperative education, clinical or practicum experience, or internships”* and *“Function in the workplace both independently and as a member of a team”* are mostly achieved once students enter their technical programs **(addresses core components 3.B.3 and 3.B.5).**

An integral part of the Cincinnati State mission is to *“honor the diversity of people and ideas”* and student preparation includes opportunities for experiencing diversity both in and out of the classroom. The College has an open admission policy and offers many services to those students who qualify (see 1P3 for further details on services available to students). The College’s instructional design process engages faculty in the design and development of traditional and technology-enhanced courses that address a variety of student learning styles. These styles are accommodated through an assortment of delivery methods including lecture, distance education, workforce training, laboratory experiences, and cooperative/clinical experiences. Resources to support these processes include, but are not limited to, Center for Teaching and Learning, CState Online Instructional Design, and other faculty professional development opportunities. Although just recently established, the [Center for Teaching and Learning](#) is beginning to provide opportunities for faculty to assemble in order to share best practices in education **(addresses core components 3.B.3, 3.B.4, and 3.B.5).**

Cincinnati State encourages its faculty to incorporate diversity topics into the content of courses where appropriate. These courses may deal with understanding differences related to ethnicity, disability, age, socioeconomic background, and cultural perspective. Humanities and Sciences division courses are included in all degree programs with offerings such as religion, culture, and specific diversity courses. The College sponsors seminars and student organizations to increase their appreciation of diversity and inclusion. Many of the college's accredited degree programs are required to demonstrate the incorporation of diversity studies through course objectives and syllabi. International studies are emphasized in a number of programs. To fit the needs of special populations, course and program cohorts exist. Examples of special population programs include: Black Male Initiative, English as a Second Language, TRIO, and Honors Program (**addresses core component 3.B.4**).

- **Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)**

The College offers many co-curricular activities for students that are aligned with student learning outcomes and building college community. Cincinnati State promotes and encourages student participation and involvement in student organizations, societies, and other co-curricular student activities appealing to their academic and social interests. Co-curricular development goals are aligned with curricular learning objectives at the institutional and program level. Academic deans, program chairs, and faculty work with Student Activities to form organizations and activities designed to help students meet basic general education competencies. Many organizations such as the Student Occupational Therapy Association and the American Society for Civil Engineers link directly to specific majors. Meanwhile many organizations focus on special skills or training learned in the classroom (e.g., Creative Writing Club, Interpreter Training Club) while other clubs focus on leadership, academic excellence, diversity, and fellowship (e.g., Leadership Club, Phi Theta Kappa, Black Male Initiative, Student Government, and Honors Club).

Student Government is involved in all student activities and acts as a liaison between students and the administration to improve the quality of the student life. A number of cultural and professional student organizations allow students to participate in a variety of social, educational, and community activities. The Advanced Technology and Learning Center building on main campus provides space to house the Student Activities Office and student organizations. Events such as Black History Month and Women's History Month provide extended learning opportunities and programming related to specific course objectives. The [Student Clubs and Organizations table](#) provides a summary.

The Student Activities Office provides services and programming for all students to enhance and compliment their overall academic experience. This department provides an opportunity for students to participate in a diverse range of activities and events on and off campus. Students are encouraged to get involved in the planning and implementing of campus and social activities through surveys and at organized student forums. Student Government along with clubs and organizations assist in planning these inclusive events. Student Activities works with community providers and to bring educational programs to campus. Such programs include By Standard Intervention Training, Healthy Relationships, and a Health Fair.

- **Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)**
- **Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)**

All courses throughout the College were recently mapped to the common learning outcomes. Initial findings indicate that all learning outcomes have appropriate coverage in every program programs.

Subsequent processes will include periodic analysis and assessment by program chairs and faculty to determine the alignment of institutional learning outcomes with individual program curricula (see 111 for further description of this process).

The Office of Institutional Research collaborates with faculty chairs and academic deans to provide appropriate assessment data. Furthermore, since all programs have general education requirements and many learning outcomes are program-focused, some program-level measurements also effectively measure and assess common learning outcomes. Student assessment begins upon admission, when they enter a program, and continues until graduation from a program. Assessment methods come from a variety of sources, including students, faculty, employers, and accrediting bodies. The following direct and indirect measurements of common learning outcomes are collected on a regular basis:

- Remedial Course Success Measures
- Course Pass Rates
- National Community College Benchmarking Project (NCCBP) Data
- Reviews by Accrediting Bodies
- Pass Rates on Certification Exams
- Employer Satisfaction
- Graduate Rates
- Retention Rates
- Associate Degrees Awarded
- Graduating Student Satisfaction
- Capstone and Portfolio Reviews
- Program related competition results

**(Addresses core components 4.B.1, 4.B.2, and 4.B.4.)**

### **1R1: RESULTS**

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

All courses in the College have recently been mapped to the common learning outcomes. Although analysis has not been completed on this data, it appears that programs currently cover all of learning outcomes as indicated in the [Institutional Learning Outcomes Alignment Summary](#). For example, common learning outcome eight, "demonstrate self-management skills by setting and monitoring personal goals", is *at least* covered in the First Year Experience course (FYE), a requirement of all associate degree programs. See 111 for more information on future plans for course mapping data and assessment.

As mentioned above in 1P1, there are several direct and indirect measures for assessing common learning outcomes. Institutional Research provides academic chairs, deans, and the Provost with appropriate institutional, program, and course-level assessment measures to allow each division to enact changes and program improvements where deficits are identified. Since common learning outcomes are incorporated into program curricula, institutional level data (e.g., persistence, retention, and graduation rates) can be used as indirect achievement of common learning outcomes (see to [Persistence, Retention, and Graduation Summary](#)). In addition, student success on certification exams can also be benchmarked internally against past performance and externally against national pass rates (see [Student Certification Pass Rates](#)).

Data from the National Community College Benchmarking Project (NCCBP) provides a variety of metrics that the College can use to track progress internally and benchmark against peer institutions externally. [Form 11 from the NCCBP](#) measures success in core academic skills, such as english composition, algebra, speech, and gateway math classes. Although the institution consistently ranked in the bottom 15% on these items last time this was measured in 2015, there have been significant, measurable improvements to address these outcomes (see 1I1 and 1I3).

The College also administers a survey to graduating students to provide a self-assessment of several key common learning outcomes related to their future careers and curricula. For example, according to the [Student Self-Assessment of Common Learning Outcomes](#) around half of the respondents plan to continue to pursue a bachelor's degree, and nearly three-fourths feel their education prepared them to continue in their field of study.

### **1I1: IMPROVEMENT**

In 2016, the Provost, APCC, Academic Deans, and faculty initiated the common learning outcomes mapping project. An electronic survey was sent to all faculty chairs and course keepers. Each faculty member was asked to determine which common learning outcomes were covered in their classes and to what degree. More specifically, for each outcome covered, faculty were asked was it taught directly, was it reinforced indirectly, and was it assessed; faculty had the option of choosing any combination of the three. Therefore, a comprehensive database of common learning outcomes coverage was created. The next steps will be to create a true coverage map by linking these measurements of common learning outcomes within departments and programs for future self-study.

Some strategic improvements occur at the program level as part of the course of normal continuous improvement efforts (e.g. Nursing pass rates; see 1P2). Other strategic improvements are determined institutional in nature and therefore prioritized as a major initiative of strategic planning and captured in the [College's Campus Completion Plan](#). For example, several strategies are directed to student entry and progress related to Academic Foundations language and mathematics. After internal data and NCCBP data revealed that Academic Foundations Math (AFM) and Academic Foundations Language (AFL) courses had high attrition rates, redesign strategies related to Academic Foundations courses have resulted in increased passing rates by 14.5% in Academic Foundations Math courses and 14.2% in Academic Foundations Language Courses.

### **Sources**

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- Center for Teaching & Learning
- College Campus Completion Plan 2016-2018
- Common Learning Outcomes Alignment Summary
- Common Student Learning Objectives
- National Community College Benchmark Project (NCCBP) Summary Data
- Persistence Retention Graduating Summary
- Student Assessment Methods
- Student Certification Pass Rates
- Student Clubs and Organizations
- Student Self Assessment of Common Learning Outcomes

## 1.2 - Program Learning Outcomes

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

### 1P2: PROCESSES

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

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

### 1R2: RESULTS

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

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

### 1I2: IMPROVEMENT

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

## Responses

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### 1P2: PROCESSES

- **Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)**

The mission of the College is to *“provide student-focused, accessible, quality technical and general education, academic transfer, experiential and cooperative education, and workforce development.”* Because of the experiential and cooperative education focus of the mission, Cincinnati State program curricula emphasize experiential learning. These hands-on, active learning techniques allow students to learn both theory and practice in fields and programs that range in diversity from Diagnostic Medical Sonography to Welding Technologies. Co-op experiences are also common requirements throughout the technical degrees and offer students the ultimate “on-the-job” training. For employers or employees seeking to update their workforce and technical training, the College offers opportunities through the Workforce Development Center (WDC). For more information on the WDC see Category 2 (**addresses core component 3.E.2**).

In line with the mission of transfer, the College works to ensure its general education requirements are transferable, either through OTM and TAG approval (see 1P1), or through specific 2+2 associates to bachelor’s articulation agreements with universities. In addition to providing direction for these agreements, the College’s largest transfer partners (e.g., University of Cincinnati, College of Mt. St. Joseph, Northern Kentucky University, and Xavier) have academic representatives on Cincinnati State transfer advisory boards.

- **Determining program outcomes (4.B.4)**

Program learning outcomes are determined through collaboration among the Provost, academic deans, program chairs, and the Academic Policies and Curriculum Committee (APCC). This collaborative process ensures that program area goals are aligned with the college mission, vision, and philosophy. Moreover, program-specific outcomes are developed to be in alignment with each program’s specific goals. In addition to some external research, the College relies on data collection and analysis of student performance at the course and program level. Development of courses, certificates, and associate degree programs is based on findings of comprehensive needs. These are determined using a variety of assessment tools that could include surveys, focus groups, market analysis, advisory committee meetings, and interviews. The potential for a new program may emerge from a number of sources, including regional workforce needs, faculty and administrators, students, and advisory committees (**addresses core component 4.B.4**).

To help with this, the [Developing a Curriculum \(DACUM\)](#) process is used to verify program feasibility while soliciting input from all stakeholders. Cincinnati State’s DACUM process follows the guidelines within the [Ohio Department of Higher Education \(ODHE\) Procedures Manual for Two-Year Colleges](#) (**addresses core component 4.B.4**).

New programs, courses, and curricula are designed based on their goals and objectives. In alignment with the institutional mission, program curricula are designed with a combination of core technical courses, general education, and experiential learning courses. The course design work may be completed by a small team or an individual expert in the subject area who focuses on content and competencies and incorporates evidence of learning and practice into each course. The Nursing program, for example, reflects curriculum standards set by Advisory Boards, state licensing boards, and the National League for Nursing Accreditation Commission. These organizations have very specific learning outcomes that guide Cincinnati State in the development of appropriate program outcomes (**addresses core component 4.B.4**).

Once proposed, new courses and program curricula are entered into our Course Inventory Management (CIM) system, the tool the College uses to catalog, develop, organize, and maintain all courses and program curriculum. This allows for feedback and collaboration from members of the APCC, Provost, Deans, and Faculty Chairs (**addresses core component 4.B.4**).

- **Articulating the purposes, content and level of achievement of the outcomes (4.B.1)**
- **Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)**

When a course and program curricula are entered into the CIM database, program chairs simultaneously enter their program outcomes making this the central location for this information. Depending on the specific program, this information may be communicated to students through the college website, the college catalog, division/program handbooks, and directly from program chairs or advisors (**addresses core component 4.B.1**).

Program chairs and faculty ensure that these outcomes maintain relevancy through interaction and feedback with co-op coordinators and co-op employers, professional seminars, program analysis, accreditation visits, articulation partners, and annual advisory board meetings. Advisory committees, for example, allow the institution to monitor and review curriculum with the feedback of appropriate industry representatives, local high schools, universities, and Cincinnati State students and alumni. These committees meet at least once a year to review program curriculum. Committee findings are conveyed to program faculty by the Program Chair (**addresses core component 3.B.4**).

Advisory board members also help to collaborate with faculty program chairs to select an appropriate accrediting body to match their community, emerging workforce, and employers. Programs with external professional accreditation undergo extensive self-study. This self-review is followed by visits from peer review teams to interview faculty and administration, inspect facilities, and review assessment materials. This rigorous self-review allows programs to constantly remain relevant and re-adjust to the changing needs of the communities that they serve (**addresses core components 3.B.4 and 4.B.1**).

- **Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)**

Section 1P1 and the [Student Clubs and Organizations chart](#) list and describe several co-curricular activities that support learning. As a core part of the college mission, experiential learning is built into nearly every program to allow students to achieve program outcomes while on the job. Clinical opportunities in health programs and co-op placements in other technical degrees allow on-the-job training prior to graduation. Practicum experiences allow teachers and students alike to go directly into the workplaces and are built into several programs including Dietetic Technology, Emergency Medical Technician, Interpreter Training, and Personal Fitness Trainer (**addresses core component 3.E.1. and 4.B.2.**).

There are many programs that offer supporting activities as part of a final assessment that reach beyond the scope of a typical course or curriculum. Portfolio reviews, competitions, and capstone projects allow individual students and student groups to showcase final projects to industry clients. These projects provide a summative assessment of the student's comprehensive educational experience, proficiency, communication skills, teamwork, and problem solving skills to accrediting boards. For example, the Multimedia Information Design capstone is given the job of designing a functioning website to a real client's specifications (**addresses core component 3.E.1. and 4.B.2.**).

For more information about capstones, portfolios, and competitions, see category 1.4.

- **Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)**
- **Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)**

Program level assessment processes are determined by Program Chairs in collaboration with the Academic Deans and other faculty. Processes are designed to be in alignment with the Ohio Department of Higher Education and program accrediting bodies where applicable. Programs utilize a combination of direct and indirect methods to collect relevant data for evaluating outcomes and can help indicate if students have mastered general learning and program specific expectations. Student assessment at the program level can include capstone projects, portfolio reviews, student competitions, and employer feedback from co-op and clinical experiences. In some cases, these assessment processes are specified by individual accrediting boards (**addresses core component 4.B.2**).

At the College level, Institutional Research collaborates with the Provost, faculty, Academic Deans, Vice President of Enrollment and Student Development, and various committees, to determine the appropriate assessment processes. The selection of assessment methods is driven by an examination of the program objectives established for each program.

Both indirect and direct measurements are used for assessing student learning. Indirect measurements include program focus groups, student surveys, student competitions, capstone and portfolio reviews, and co-op employer satisfaction surveys. Direct measurements include course completions, certification exam scores, retention rates, and graduation rates. Institutional Research collects and analyzes course and program-level data to provide an institutional overview of student learning. The [Student Assessment Methods table](#) shows the primary methods utilized to assess student program level outcomes (**addresses core components 4.B.2 and 4.B.4**).

Data generated by institutional, program, and course-level assessment enables programs to enact improvements where deficits are identified. Program advisory groups, co-op coordinators, clinical sites, and employers make specific curricular recommendations based upon outcomes from Cincinnati State students and graduates. Programmatic accreditation boards also make changes and recommendations. For example, when the nursing program noted that their NCLEX certification exam pass rates had dropped below a certain threshold (75%) in 2014, curricular changes were recommended by advisory and accreditation boards. In 2016, those [pass rates](#) rose to 96%, well above the national NCLEX average (**addresses core component 4.B.1**).

## **1R2: RESULTS**

- **Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)**

Program review and self-study is an essential part of all programs with programmatic accreditation and therefore takes place at a minimum for accredited programs every four to ten years. Many other programs and departments willingly engage in self-study as frequently as annually with the help of program analysis data from the office of Institutional Research. Beginning in academic year 2017-18, annual program self-study will become institutionalized (see 1I2 for more information).

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

Institutional Research provides program data for self-study. Program Dashboards can show a snapshot of the kinds of information collected and are shared on the College intranet (see [nursing program dashboard](#) as an example). More in depth program analysis is also available and provided for distribution to program chairs and academic deans. For example, [Nursing Department Program Analysis](#) provides in depth analytics for measures important to programs. This kind of publicly distributed data allows for yearly progress tracking and internal benchmarking. Therefore, potential weaknesses can be noted and addressed where necessary.

Since common learning outcomes are integrated into program curricula, many of the same results from 1R1 similarly apply to 1R2. Course level success rates can be used by individual program chairs, or institutionally to assess if learning goals are being met. For example, retention, persistence, and graduation reports are ways in which the institution can benchmark program success from an institutional level and see trends that might be worth further examination (see [Persistence, Retention, and Graduation Summary](#)).

Cooperative education is an integral aspect of most degree programs at Cincinnati State demanding that students demonstrate job-related proficiency. The College tracks [co-op placements, wages, and earnings](#). Although co-op placements have decreased dramatically since 2012, this is likely a result of the switch from quarters to semesters in 2012. Since that time, however, wage earnings have steadily increased, indicating that students continue to get quality co-op employment. This is further reinforced by high satisfaction and steady increases since 2012 of feedback from students in co-op, internships, and clinical (see [Graduating Student Survey - Experiential Learning](#)).

[Certification exams](#) provide programs with methods to benchmark progress internally and measure their success externally against national pass rates. There have been no alarming trends over the last several years, with almost all being at or well above the national average. The College also receives consistently high satisfaction rates (i.e. 90% or above) on the [Graduating Student Survey – Readiness and Program Satisfaction](#). This assessment provides **additional** valuable measures of student success, readiness, as well as perceptions of preparedness in students' respective fields.

## 112: IMPROVEMENT

Most of the improvements detailed below are either continuations of the [2014 campus completion plan](#) or part of the current [2016 campus completion plan](#).

In 2015, all programs throughout the institution were revised to meet new state expectations to reduce the overall credit requirements wherever possible. This ODHE guided credit hour reduction was intended to improve time-to-completion and graduation rates. As a result, faculty chairs collaborated with their advisory boards, departmental faculty, and the college APCC, to remove, accelerate, or contextualize courses where appropriate.

Beginning in Fall 2017, program self-study processes will become institutionalized for all programs. IR, program chairs, and academic deans will help to collect such data as [program analysis reports](#), programmatic accreditation feedback, certification results, and qualitative feedback surveys. As a result, the College will be able to consistently and uniformly track continuous quality program improvement at Cincinnati State.

In order to help provide students with clear paths to graduation, Cincinnati State will move towards meta-majors, or guided pathways, beginning in Fall 2018. Guided pathways will organize students

into generalized cohorts of career interest (e.g., engineering, health, etc.). This will provide new students additional support in their initial choice of a program or major by helping to make connections between their studies and different career tracks while also increasing engagement with advisors and faculty in their chosen area of study. Perhaps most importantly, students will avoid wasting time and money taking unnecessary classes leading to increased chance of degree completion.

## Sources

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- College Campus Completion Plan 2014
- College Campus Completion Plan 2016-2018
- Cooperative Education Placements and Earnings
- DACUM - Academic Program Development Process
- Graduating Student Survey\_ Experiential Learning
- Graduating Student Survey\_ Readiness and Program Satisfaction
- Nursing Program Analysis
- Nursing Program Dashboard
- Ohio Dept of Higher Ed\_ Operating Manual for 2-yr Campus Programs
- Persistence Retention Graduating Summary
- Student Assessment Methods
- Student Certification Pass Rates
- Student Clubs and Organizations

## 1.3 - Academic Program Design

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

### 1P3: PROCESSES

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

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

### 1R3: RESULTS

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

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

### 1I3: IMPROVEMENT

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

## Responses

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### 1P3: PROCESSES

- **Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)**

The [Identifying Student Needs](#) table shows the range of methods the College utilizes for identifying student stakeholder groups and determining their needs. Potential student groups are identified through a variety a methods including social media, data analysis, market research, and recruiting (see

2P1). Upon application, the ACT and/or Accuplacer test is used to assess reading, writing, and mathematics skills and provides insight into the need for foundational coursework. Skill deficits detected are addressed through advising and developmental/academic foundation courses. The Accuplacer test is also used to assess student needs for English as a Second Language Courses. Moreover, any coursework transferred from other higher education institutions is applied to the student's program using ODHE standards or through evaluation by appropriate Cincinnati State faculty members.

Once admitted, students are assigned to an advisor in order to receive assistance with educational programs, sequencing courses, understanding policies and procedures, and exploring career options. Students who require developmental coursework before full admission into a program are also assigned an academic advisor. This provides students an immediate link to a knowledgeable resource who can counsel students on the correct path to program entry. Academic advisors and program chairs are assigned to each student upon admission into a program and provide guidance to help students progress toward individual program goals.

Through a combination of the admissions and advising procedures summarized above, the institution is able to identify many of the educational needs of our student stakeholders. Cincinnati State assists diverse subgroups of its student population in a variety of different ways:

- **Commuters** can access the College near the intersection of two major highways (I-74 and I-75). There are several parking options and a number of branch campus locations spread throughout the city offering many classes. The cafeteria provides meals from early morning through evening, servicing those who take day and/or night classes. Finally, many college services can be accessed online, including the registrar, bookstore, student support services, and the library.
- **The Office of Disabilities Services** works with students having special needs to ensure they receive reasonable academic accommodations in courses of study, according to their individual needs.
- **The International Student Office** at Cincinnati State provides immigration services, admission information, housing information, health insurance information, internal and external referral services, and study abroad information.
- **The English as a Second Language (ESL)** program helps non-native speakers of English improve their English proficiency through integrated skills courses including speaking, listening comprehension, reading, writing, and grammar.
- **Distance Learning** takes place primarily through web-based communication via internet embedded technology. Students can utilize Adobe Connect © software to communicate over video for courses and with many student support staff. Distance learning students have several specialized resources at their disposal (see [online resources](#)).
- **Non-traditional adult learners** comprise the majority of the student population. Since a significant number of Cincinnati State students have been away from formal education before enrolling, the College offers many resources to help their transition to post-secondary education. These additional tools include tutoring, the writing center, academic advising, career advising, and developmental education (See [Student Support Services](#)).
- **The Office of Veterans Affairs (OVA)** at Cincinnati State offers assistance to veterans, their eligible dependents, and selected reservists who wish to initiate, continue, or resume using their Veterans Affairs educational benefits (**addresses core components 1.C.1 and 1.C.2**).
- **Identifying other key stakeholder groups and determining their needs (1.C.1 and 1.C.2).**

Besides students, Cincinnati State serves two diverse categories of stakeholders: educational partners and business partners. As occurred in the expansion of our Middletown Campus in 2012, community stakeholders also often broadly seek curricular changes or new programming. See 1I3 for examples of the institution responding to community needs.

The [Identification of Changing Stakeholder Needs](#) table describes the diversity of external stakeholders and the methods used to identify their changing needs.

Changing needs of educational partners are identified through feeder institutions, program advisory committees as well as through relationships with articulating institutions and state regulatory agencies. Identified needs lead to curriculum changes or result in the development of new programs, courses, or services.

Changing needs of business partners are determined through industry contacts, employer surveys, accreditation activities, and advisory boards. Program advisory committees meet and help identify changing needs so that curricula may be modified or new programs developed. For example, the Bioscience degree was a result of both student and employer (e.g., Meridian Bioscience, Proctor and Gamble, etc.) demand for specific laboratory technical skills. Additional examples of serving community needs can be found in 1I3 (**addresses core components 1.C.1 and 1.C.2**).

- **Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)**

Faculty, staff, and administrators work collaboratively to build strong relationships with all of our stakeholders in order to continue to develop and improve responsive programming. The College fosters relationships with current students in the following ways:

- **New Student Orientation** is held at the start of each semester to provide information to incoming students and their parents regarding college policies, programs, support services and resources.
- **Academic advising** is provided by an academic advisor or Faculty Chair. Advisors provide students with academic advising, academic counseling, personal counseling, and financial counseling. These advisors and counselors work in the Academic Divisions, the Advising and Counseling Center, and the Office of Financial Aid and are available to students every day the College is open.
- **First Year Experience (FYE)** courses are available in three formats to meet the needs of various student populations. While the one credit course is for students who may only need a basic orientation to college services and processes, two and three credit hour courses are available to offer additional orientation to college life and may specifically benefit first generation, international, and other student populations less familiar with the college experience.
- **Student Support Services** include everything from career counseling and financial counseling, to tutoring and disability services. Information on support services available is communicated to students on the [Student Resources and Support](#) web page.
- [Student Clubs and Activities](#) are another way student relationships are built and maintained.

**Alumni** maintain their relationship with the College through an active Alumni Association of over 500 dues-paying members. Organizational activities include a scholarship program, a commencement

reception, an annual alumni gathering, the Distinguished Alumni Award, alumni trips, and an alumni website. The Alumni Association Board also meets monthly to plan activities. Moreover, many qualified alumni become adjunct instructors after receiving their advanced degrees.

Maintaining constant relationships with external partners is equally important for the College. The [Methods of Maintaining Relationships with Key Stakeholders](#) table illustrates many of the diverse methods used to maintain these relationships and therefore continue to develop and improve responsive programming with both educational and business stakeholders.

Specific examples from the table of building and maintaining relationships with key stakeholders include:

- **Transfer Fair** allows for representatives from dozens of Ohio colleges to meet with Cincinnati State students and provide information about admissions, degree programs, and requirements.
- **Advisor and Co-op Appreciation Receptions** honor business partners who assist in advising programs and providing placements for co-op students.
- **ENGAGE** events at Cincinnati State are interactive programs geared toward high school students, faculty, and counselors. ENGAGE occurs every semester and focuses on career exploration and academic development that enriches student connections to the College.
- **College Credit Plus/Dual Enrollment** brings high school students to campus and encourages outreach to participating students.
- **Program Advisory Committees** provide a critical link between the curriculum and the business community.
- **College faculty and staff** maintain various community relationships by serving on college committees and volunteering for outside community events. Many of these activities have direct relationships with individuals' professional fields.

Through activities such as these, the College addresses its role in a multicultural society and reflects attention to the diversity of the constituencies served (**addresses core components 1.C.1 and 1.C.2**).

- **Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs**

There are a variety of tools that can both directly and indirectly assess the currency and effectiveness of academic programming. These tools include satisfaction ratings of various stakeholder groups, certification exam pass rates, and institutional level data (e.g., persistence, retention, graduation, etc.). The [Measurement of Student and Stakeholder Satisfaction](#) table provides a summary of some of the more common key indicators and data sources for gathering information related to academic programs. Regardless, most programs continue to maintain currency through program review and consultation with all of their stakeholders.

- **Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)**

Due to the recent ODHE guided credit hour reduction, all programs were recently re-evaluated (see 113). As part of the institution's more routine processes, Academic Divisions, in collaboration with the Budget Advisory Team, are charged with monitoring the continuing viability of programs and courses based on an assessment of enrollment patterns, completion rates, and job market analysis. This Academic Program Review Process, initiated in 2004, incorporates cost accountability, quality, and other quantitative and qualitative indicators of program strength. The data is scored and analyzed to provide a comprehensive picture of program viability. Based upon standardized scoring, the

Academic Vice President, Academic Deans, and Program Chairs discuss and implement future action steps to enhance program vitality or discontinuation (**addresses core components 4.A.1**).

### 1R3: RESULTS

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

There are a [variety of methods](#) the College can use to meet the needs of students throughout all points of program progression. Specific examples of student assessment to call attention to include:

- [Student Certification Pass Rates](#) are excellent benchmarks of whether students are meeting accreditation standards and can be benchmarked both internally and nationally. For the last several years, Cincinnati State is at or above the national average for every program exam.
- An internally administered [student satisfaction survey](#) shows consistent high marks and continued upward trends in all student services measured. The nationally benchmarked [Noel-Levitz Composite](#) measures a wide variety of academic and support services. Although the College is still slightly below the national average in most categories, results have consistently trended upwards the last several years.
- Cincinnati State gets consistently high satisfaction rates (over 90%) on [Graduating Student Surveys](#) that assess satisfaction with program of study and overall readiness.
- [Alumni Satisfaction Surveys](#) yield positive satisfaction ratings and offer unique insights into a wide variety of important metrics from students who have already completed their degrees.

Over the last several years, Cincinnati State has continued to offer and have expanded high school dual enrollment to meet the demand (See [high school dual enrollment trends](#)). The College tracks [co-op employers](#), placements, and [wage earnings](#). Co-op employers also complete a [comprehensive quantitative and qualitative survey](#) that allows employers, co-op coordinators, program chairs, and faculty to collaborate on their assessments on the preparedness of both an individual student and program curricula.

In addition, the Institution tracks a wide variety of data associated with the industry client served by the Workforce Development Center (see section 2P).

### 1I3: IMPROVEMENT

Most of the improvements detailed below are either continuations of the [2014 campus completion plan](#) or part of the current [2016 campus completion plan](#).

Until recently, academic advisors were divided into “pre-admit” and “program” advisors, often forcing students to see multiple individuals along their path to a degree. In addition to a physical separation that could occasionally lead to confusion, a past student satisfaction survey revealed some uncertainty among students about who to see for advising. As a result, the College recently implemented a revised advising structure. This academic year, all advisors were re-located within each division to help students onboard more smoothly. Next steps will be mandatory advising for all students in order to increase persistence, decrease switching of majors, and therefore decrease time to

completion.

Over the last year, several new degree and certificate programs have been approved that will allow the College to meet the needs of new business markets across the region. The burgeoning micro brewing market in the Greater Cincinnati area has led to the local demand for the Brewing Sales Certificate and Brewing Science Associate Degree. Although previously the College offered a Paralegal Certificate, feedback from the legal community in Hamilton and Butler counties was that the institution was not adequately serving the needs of the area. Therefore the College recently added a Paralegal Associate Degree program. Additional new and expanding programs were also driven by industry demand, including Welding Technology, Supply Chain Management, and Cyber Security.

Processes are also underway that will result in a new Welcome Center and Career Center on the Clifton Campus by Fall 2018. The new service areas are expected to provide better initial experiences for prospective students, and enhanced career planning support for new and current students at the College. The new Welcome Center will support prospective students and new students who need to complete admission processes, drop off documents, or pay bills. This remodeled area will also contain a "cyber-cafe" where students and other visitors can interact with College staff members and Student Ambassadors, who will provide support and referrals to other College resources. The new Career Center, along with the Welcome Center, will provide help for students who are undecided about their future career direction. The Career Center also will direct current students to College specialists in experiential education, such as co-op coordinators, and will provide help with post-graduation employment plans as well. In addition, the Career Center will provide a consistent and convenient starting place for potential employers of Cincinnati State students and graduates.

## Sources

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- Alumni Percent Satisfaction with Key Aspects of College
- College Campus Completion Plan 2014
- College Campus Completion Plan 2016-2018
- College Credit Plus Divisional Recertification
- Cooperative Education Employer Feedback Survey
- Cooperative Education Placements and Earnings
- Graduating Student Survey\_Readiness and Program Satisfaction
- High School CCP Dual Enrollment Trends
- Identification of Changing Stakeholder Needs
- Identifying Student Needs
- Measurements of Student & Stakeholder Satisfaction
- Methods of Maintaining Relationship w Key Stakeholder
- Noel Levitz Composite Categories and Satisfaction Ratings
- Online Student Resources Cincinnati State
- Student Assessment Methods
- Student Certification Pass Rates
- Student Clubs and Organizations
- Student Satisfaction with Services
- Student Support Services
- Top Ten Co-op Employers 2015-16

## 1.4 - Academic Program Quality

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

### 1P4: PROCESSES

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

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

### 1R4: RESULTS

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

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

### 1I4: IMPROVEMENT

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

## Responses

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### 1P4: PROCESSES

- **Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)**

Since students come from all educational backgrounds, the ACT, SAT, and/or ACCUPLACER™ Test are used to assess reading, writing, and mathematics skills and provide insight into the need for foundational coursework. Skill deficits detected through testing are addressed through advising and developmental/academic foundation courses. The ACCUPLACER™ test is also used to assess

student needs for English as a Second Language courses. Cincinnati State deploys other specialized assessments in the student onboarding process that relate to expectations associated with certain degree programs. For example, SmarterMeasure assessment is included with Cincinnati State's placement testing process to measure student ability in computer applications and technical proficiency.

Some degree programs determine academic eligibility by defining attributes of a profession that represent an applicant's required proficiency in core courses, GPA, and professional standards. Eligibility standards are developed by the Advisory Boards for programs through research conducted via DACUM studies and from surveying educational and industry stakeholders. Accreditation standards, essential skills for a profession, and graduate, employer, and co-op coordinator feedback are evaluated to define preparation needs of the programs. These competencies may even extend to entire academic divisions for consistency. For example, most programs within the Center for Innovative Technologies division must demonstrate competence with commonly-used software applications and basic internet operations. Students may be asked to demonstrate these competencies through standardized skills assessment tests or by completing prerequisite courses if necessary. Program advisors assist students in determining whether they meet minimum competencies.

Student preparation is addressed through new student orientation activities as well as a required college orientation course called the First Year Experience (FYE). FYE courses are offered as one, two, and three credit hour opportunities in order to give students the proper preparation and orientation to college life. Students are directed toward the appropriate course by their program or academic advisors. Career counseling and advising are also offered to assist students with their choice of a program of study. In addition, course prerequisites are enforced to ensure students have the necessary academic preparation for success. Before a student is permitted to register for any course, they must successfully complete prerequisite requirements, or be currently enrolled in the course that is the prerequisite. Prerequisites are satisfied by an appropriate score from the college placement/assessment test, successful completion of a designated Academic Foundations (AF) course, or another academic course prior to enrollment in the course with the prerequisite.

For under-prepared students or those needing additional assistance, the College offers a variety of services such as the writing center, tutoring center, disability services, and other services detailed 1P3.

To communicate the preparation required of students at the institutional level, Cincinnati State provides readily accessible descriptions of the requirements for general admissions to its degree and certificate programs on its website and through the College Catalog. More specific degree-level information about policies and procedures can be found in divisional and programmatic handbooks. In addition, Cincinnati State maintains and publishes a current list of [accreditation relationships](#) and memberships important to the institution and its degree programs.

At the course and program level, advisors are available to communicate information to students at every step along the way, beginning prior to when they are admitted and continuing through program acceptance and graduation. Faculty chairs also communicate course and program level outcomes both directly and through syllabi. Additionally, Cincinnati State deploys specialized student advisors for its high school dual enrollment students to effectively communicate and ensure student preparation for all college courses (**addresses core component 4.A.4**).

- **Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)**

Faculty collaborate with academic deans, the APCC, advisory groups, and accrediting boards to specify appropriate achievement levels, and currency of curriculum, in all course offerings. Once a curriculum is established, individual learning goals for programs and courses are further determined by the Ohio Transfer Assurance Guidelines, Ohio Transfer Module, individual articulation agreements, and accrediting bodies (see 1P2 for more information on curriculum development). To ensure continuity in delivery, each course has a faculty “course keeper” who defines the course content delivered, lab/clinical assignments, and required course materials. The course keeper then develops a course outline of the content and required course materials. Course keepers annually review content, lab/clinical assignments, textbooks, and course materials and recommend changes to the Program Chair and faculty. Substantial changes require review and approval by the APCC. This process ensures the consistency of the course and delivery of its learning objectives across all campus locations and all modes of delivery (e.g., online, hybrid, dual enrollment, etc.) **(addresses core components 3.A.1, 3.A.3, and 4.A.4).**

Additionally, Cincinnati State has implemented the Quality Matters (QM) standards for the design of online and hybrid courses. The QM standards are used to systematically build and evaluate courses based on rigorous, research-supported standards that certify the online components of every QM course promotes learner engagement and provides students with all the tools and information they need to be successful learners. Moreover, this faculty, peer review-based process ensures that the QM approved “course shell” is what students will see regardless of which instructor teaches or facilitates the course **(addresses core component 3.A.3).**

To maintain course and program rigor, Cincinnati State communicates and monitors its expectations for effective teaching and learning through a systematic process of recruitment of new hires, orientation, mentoring, and formal performance review. The first step in maintaining consistency is to identify the most qualified instructors following the processes outlined in 3P1. All departments and programs must follow the minimum degree standards set by the College’s state governing agency, the ODHE. For example, all general education instructors *“must hold a master’s degree in the discipline or a master’s degree and a cohesive set of at least 18 semester credit hours of graduate coursework relevant to the discipline.”* Many programs have additional accreditation standards requiring specific academic and experiential qualifications. All instructor qualifications, regardless of course modality or course location, including those associated with College Credit Plus (i.e. dual credit), are evaluated by the appropriate program/department faculty **(addresses core components 3.A.3 and 4.A.4).**

- **Awarding prior learning and transfer credits (4.A.2, 4.A.3)**

Once a student is accepted in a degree or certificate program, official transcripts from previously attended colleges and universities submitted for admission will be forwarded to the Office of the Registrar for transfer of credit evaluation. To ensure course and degree transferability, many Cincinnati State courses are Transfer Assurance Guideline (TAG) or Ohio Transfer Module (OTM) courses (see 1P1). This allows for easy, transparent evaluation and acceptance of those courses when on transcripts. Those courses that are not TAG or OTM courses are often included in articulation agreements with nearby universities ensuring the transferability of prerequisite courses, and therefore, degree progression (see 1P2). Furthermore, the ODHE sets state requirements for all degree programs. Since they were already evaluated for transferability, credits from College Credit Plus (i.e. dual enrollment) and various tech prep high school articulation agreements are awarded on a course by course basis.

Generally, only coursework earned at a regionally-accredited institution with a grade of C or better will be acceptable in transfer. Specifically, the Ohio Articulation and Transfer Policy states that in order for the College to recognize courses appropriately and provide equity in the treatment of

incoming transfer, credit will be accepted for all successfully completed college-level courses completed in and after fall 2005 from Ohio state-assisted institutions of higher education. Students who successfully completed AA or AS degrees prior to fall 2005 with a 2.0 or better overall grade point average would also receive credit for all college-level courses they have passed.

Once the evaluation of transfer work is completed, the student will receive a Transfer Evaluation Report, which lists all credits awarded in transfer and what equivalent courses have been assigned at Cincinnati State. In the event that no equivalent course at Cincinnati State can be assigned, the transfer course will be accepted as elective credit. Whether or not courses accepted as elective credit are applicable to the student's degree or certificate program is at the discretion of the program chair or academic advisor.

In situations where coursework is five years old or older, or where requisite skills may have been lost, courses previously taken at other institutions will be subject to review by the faculty and dean of the division that offers the equivalent course(s). Those courses reviewed which do not meet current program requirements and standards will not apply towards degree or certificate requirements.

Current students can receive credit for Cincinnati State courses through a variety of acceptable prior learning methods. Some of these include nationally recognized examinations (e.g., CLEP and AP exams), assessment of college-level knowledge (e.g., internal exams test-out), credit awards resulting from American Council on Education college credit recommendations, and college-level skill assessment as a result of work experience (e.g., prior learning assessment). For more information on these methods of obtaining college credit see the [advanced standing credit](#) portion of the Cincinnati State website (**addresses core components 4.A.2, and 4.A.3**).

- **Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)**

Program chair faculty collaborate with advisory board members, academic deans, and other industry experts to select the appropriate accrediting body for their degree, community, and employers. A number of specialized programs (e.g., Aviation Maintenance Technologies and Nursing) must meet program accrediting agency curriculum requirements in order for students to sit for licensing tests upon graduation. Accreditation requirements of professional organizations, boards, and associations also play a role in curriculum review, monitoring, and assessment. Programs with external professional accreditation undergo extensive self-study and additional review every four to ten years. This self-review is followed by visits from review teams to interview faculty and administration, inspect facilities, and review assessment materials. If guidelines are met, accreditation is granted or renewed for the program. The accreditation process gives a program better articulation opportunities, increased accountability, currency, and improved student learning opportunities. Cincinnati State maintains [relationships with several accrediting bodies](#) for this purpose (**addresses core component 4.A.5**).

- **Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)**
- **Selecting the tools, methods and instruments used to assess program rigor across all modalities**

The College offers several associate's degrees that full-time students can complete in two years or less. **Technical associate's degree programs** prepare students for employment after graduation. Credits within these degree programs are transferable to four-year colleges and universities. The College also offers **Associate of Arts (AA)** and **Associate of Science (AS)** (sometimes referred to as "bachelor bound" or "transfer" degrees). These degrees provide students with the first two years of a bachelor's degree allowing for transfer to a four year college or university. Students who complete an

AA or an AS degree at Cincinnati State are given first consideration for admission to a public university in Ohio. In addition, the College offers many shorter certificate programs that offer students specific training or workplace preparation. The College's **Workforce Development Center** also offers several programs and courses that allow students to earn college credit while gaining technical career skills that specifically serve industry stakeholders. These programs are described within Category 2 and the Workforce Development Center section of the website (**addresses core component 3.A.2**).

The College ensures that graduates meet the outcomes and expectations of graduates at all levels through various internal and external strategies:

- **Placement Tests and course/program pre-requisite requirements** ensure that minimum competencies are met for courses, divisions, and specialized programs.
- The Office of the Registrar is responsible for a **Degree Audit** to verify that degree seeking students have completed all necessary course work and required degree components for any of the degrees described above. As mentioned in 1P1 this also ensures that our common learning outcomes for the college are met.
- **Program review**, either internally, or through external accreditation organizations, provides ongoing assessment of program outcomes. See 1P2 for more information on program review.
- Many degree or certificate programs require **licensure or certification test** results before employment.
- **Capstone courses, competitions, and portfolio reviews** allow individual students and groups to showcase final projects, often to actual industry clients. These projects provide a final assessment of the student's comprehensive experience and demonstrate how students have met the expectations of the program.
- **Quality Matters** standards are applied to the design of all online and hybrid courses to ensure consistency.
- **Employer surveys** provide information about employer perception of graduates' training and career readiness.
- **Co-op, Internship, and Clinical surveys** provide detailed information about placement and satisfaction with experiential learning opportunities.
- **Alumni and Graduating Student surveys** provide information about how graduates assess their own training and readiness for the workforce.
- **Faculty credentials** help maintain a consistency across all general education departments and technical programs. In addition to the faculty hiring processes described in 3P, all faculty credentials must align with those of the ODHE and HLC. Therefore, all faculty (full, part, adjunct, temporary, non-tenure, and dual-credit) must meet a specific level of qualification to be considered "minimally qualified" for the courses they teach, regardless of their modality. Full-time faculty **course keepers** maintain course syllabi and learning outcomes, and train other new faculty on their particular course (**addresses core components 3.A.2 and 4.A.6**).

#### 1R4: RESULTS

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

The [Course Catalog](#) is the most centralized repository of course, program, and divisional pre-requisites for students and advisors to ensure that minimum competencies are maintained at all times. Additionally, divisional handbooks and program handbooks provide more specific programmatic policies and procedures. For example pgs 11-12 of the [Health and Public Safety Division \(HPS\)](#)

[handbook](#) describes the policies for course pre-requisite and general education policies within HPS, while pgs 3-4 of the [Respiratory Therapy program handbook](#) describes specific requirements for maintenance of good academic standing, program dismissal, and program progression.

Capstone courses, portfolio reviews, and student competitions are often the final expression of the skills acquired during a program of study. For example, the audio video program (AVP) capstone course develops projects for external clients and presents the results to reviewers. This process is meant to mimic all phases of job deliverables including audience, client, market analysis, and all phases of production including pre- and post-production. Students who are unable to complete this project to these strict standards are only provided one final opportunity thus helping to reinforce both program and industry standards. Capstone projects from this program and others, are often entered into local and national competitions as a way for programs to benchmark locally and nationally. For example, the AVP program competes against local colleges in the regional College Film Festival. As of 2015, Cincinnati State had won the [top honor 4 years in a row](#). Another example includes students in the graphic design program, who go to the yearly American Advertising Federation ADDY's celebration, to showcase and compete against other schools in the region. Students in this program commonly place among the [best in show regionally](#) and in 2017 [won gold in the national event](#).

Many programs with external accreditation require certification exams before graduation. [Certification pass rates](#) are a clear, benchmarked measurement of program rigor. As part of the National Community College Benchmark (NCCB) Project, Cincinnati State administered the [Community College Survey of Student Engagement](#) (CCSSE). The CCSSE is a nationally recognized student survey that benchmarks the overall academic health and rigor while helping to identify areas of improvement for programs and services to students. For example, the survey asks questions that assess such things as classroom participation, teacher engagement, and independent thinking. In 2015 when the CCSSE of NCCB was last administered, Cincinnati State was in the top 15% nationally.

Consistency in appropriate faculty credentialing is essential to the maintenance of quality of academic programming. Also important is consistency in training of faculty chairs, teaching faculty, and adjunct faculty. Course keepers maintain currency of curriculum content and train all teaching faculty within a particular discipline. For example, many departments store essential documents (e.g., departmental handbook, syllabi, learning outcomes, etc.) in one centralized location online, so that all teaching faculty can easily access materials organized and updated by course keepers (See example: [Faculty Course Depot](#) for Biology faculty). Ongoing professional development also helps to maintain quality of academic programming (see 114).

Credit hours for both College Credit Plus (CCP; i.e. dual credit) and online have increased dramatically ([see Off Campus and Online Credit Hours](#)), making it particularly important to ensure the same quality for these off-campus offerings. For College Credit Plus, consistency and quality are maintained through college-wide professional development (see [CCP PD Day](#)) in which general policies and procedures are taught and break-out sessions for instructors to provide specific course training. In many departments, a separate, yearly curriculum-specific training is required to stay current and continue to develop (see [College Credit Plus Divisional Recertification for HPS](#) as an example).

Quality Matters training has assisted faculty in developing highly effective online courses. In 2017, the College has 12 peer reviewers and 3 master reviewers who are certified to assess online course design against the QM standards. Approximately 100 faculty have completed some form of QM professional development. Moreover, 47 courses have met expectations in an internal review and 5 courses were sent forward and met expectations in a national review.

## 114: IMPROVEMENT

The improvements detailed below are either continuations of the [2014 Campus Completion Plan](#) or part of the current [2016 Campus Completion Plan](#).

Data revealed that students who completed FYE within the first semester with a grade of C or better had retention and completion rates around 30% higher than the rest of the population. As a result, beginning in spring semester of 2018, all students will be required to take FYE within their first semester.

Established during the 2014 Campus Completion Plan, the Prior Learning Assessment (PLA) Task Force focused on promoting prior learning assessment strategies to incoming students. The number of enrolled students earning some form of PLA credit increased by nearly 19% with the average PLA credit award increasing 15%. The 2016 Campus Completion Plan continued this work by establishing a Prior Learning Assessment AQIP Action Plan to focus on additional strategies including PLA for military transfer and adult career-technical programs.

## Sources

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- [Accreditation\\_and\\_Memberships\\_\\_\\_Cincinnati\\_State\\_Technical\\_and\\_Community\\_College](#)
- Addy's National Competition
- Addy's Regional Competition
- Advanced Standing Credit
- [CCSSE\\_2013\\_Summary\\_of\\_Findings](#)
- College Campus Completion Plan 2014
- College Campus Completion Plan 2016-2018
- College Credit Plus Divisional Recertification
- College Credit Plus Professional Development Report
- Faculty Course Depot
- Health and Public Safety Handbook 2017-2018
- Movie Festival Awards
- Off Campus and Online Credit Hours
- Respiratory Therapy Program Handbook
- Student Certification Pass Rates

## 1.5 - Academic Integrity

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

### 1P5: PROCESSES

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

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

### 1R5: RESULTS

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

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

### 1I5: IMPROVEMENT

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

## Responses

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### 1P5: PROCESSES

- **Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)**

Ensuring the integrity of research and scholarly practice, including freedom of expression among faculty and students, is critical to the curriculum development and instructional processes of the college.

Both the [AAUP contract](#) and the College [Operations Manual](#) outline the roles, responsibilities, policies, and procedures of faculty and reflect a commitment to freedom of expression. [Article 16 of](#)

[the AAUP contract](#) provides extensive guidelines to faculty on professional ethics and academic freedom. For example, Article 16.B.2 states that faculty are “*entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subjects.*” (**addresses core components 2.D, 2.E.1, and 2.E.3**).

- **Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)**

Cincinnati State publishes the [Student Code of Conduct](#) within the College Catalog and on the website in order to define student expectations for ethical policies, procedures, and behaviors. This document lists potential sanctions for violation of prohibited behaviors (e.g., restitution, educational sanctions, formal warnings, dismissal). Procedures for hearings, including the appeals process regarding a violation of the Student Code of Conduct are also defined in the Student Code of Conduct. The [Student Handbook](#) also provides guidance on the ethical use of information resources, laying out the exact behaviors and actions that compose cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. When incidents occur that violate the Student Code of Conduct or otherwise raise concern, faculty may utilize Maxient, the online reporting system that assists the Behavior Intervention Team (BIT) in managing these issues.

Syllabi throughout the institution also contain sections that address student ethics and academic integrity. For example, a typical Health and Public Safety course would not just address plagiarism but contextualize the message to read: “*Since this course is primarily designed for future health care professionals who will be working independently in positions of great trust, honesty and academic integrity is expected. Academic dishonesty will not be tolerated and will be handled as described within Cincinnati State Student Handbook policies...*”

Each course shell on the College Learning Management System (LMS) also comes with a standardized message containing an overview of plagiarism and how it relates to college policies. It also includes tips on how to ensure students do not participate in plagiarism. Faculty have access to a variety of tools within the college LMS, both for on campus and online learning. For example, SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works in order to prevent plagiarism.

Cincinnati State also has an [Acceptable Usage Policy](#), providing detailed parameters for student and faculty usage of official Cincinnati State IT equipment, software, and internet. The rights of free expression and academic freedom apply to the use of college computing resources. All who use the college's computing resources must act responsibly, in accordance with the highest standard of ethical and legal behavior. Therefore, legitimate use of computing resources does not extend to whatever is technically possible. Users must abide by all applicable restrictions (**addresses core component 2.E.2 and 2.E.3**).

- **Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)**

One of the first steps to ensuring freedom of expression and integrity of scholarly practice is to hire full-time, tenured professors. During the first five years of employment, faculty demonstrate their curricular expertise as well as provide diverse perspectives on issues important to the college. At the beginning of their sixth year of employment, the faculty member submits a tenure portfolio to the Academic Dean of the division and to the elected Faculty Tenure Committee. In tenure review, applicants present evidence of excellence during their time as faculty at the College. Evidence typically includes student, peer, and administrative evaluations as well as several of the following:

- Professional growth

- Participation and support in professional associations
- Value to the College (e.g., advising, recruiting, committee service, and community service)

The complete process for hiring (Article 7, page 21) and documenting excellence toward tenure (Article 14, page 67) are outlined in the [AAUP Contract](#).

Student and administrative evaluations are collected for all full-time and part-time faculty. In instances where faculty exhibit opportunities for improvement, chairs and administrators will discuss those concerns with the faculty member. Tenure-track faculty are each assigned a peer mentor to meet with minimally twice a semester. Mentors work in an advisory capacity, providing insight into professional practices inside and outside the classroom.

In addition, full-time, tenured, or tenure-track faculty serve as “course keepers”, ensuring that course syllabi are designed with objectives outlined to match state and other respective governing standards. This allows for the training of certification standards regardless of instructor or modality. In this way, faculty can be trained in what needs to be standardized, while still being able to maintain their academic freedom.

Cincinnati State and the University of Cincinnati Institutional Review Board (UC IRB) have a memorandum of understanding indicating reliance on the UC IRB for review of all human subject research activities to ensure the protection of the rights and welfare of human subject research conducted at or sponsored by Cincinnati State. All research conducted at Cincinnati State must be reviewed and approved by the UC IRB prior to the collection of data or interaction with human subjects (**addresses core component 2.E.1**).

- **Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity**

There are several methods and instruments available to evaluate the effectiveness and comprehensiveness of supporting academic integrity:

- **Course, peer, and administrator evaluations** of faculty provide continuous feedback on instructors and allow for metrics toward tenure or data for performance evaluations.
- **The Community College Survey of Student Engagement** (part of the National Community College Benchmark Project) measures good educational practices and benchmarks Cincinnati State against other institutions.
- **Grievance measures** provide internal, indirect methods of tracking potential violations of academic freedom.
- **The Behavioral Intervention Team** tracks a wide range of student code of conduct incidents and offers professional development for college employees to manage these incidents appropriately.

## **1R5: RESULTS**

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

Course evaluations are distributed to students at the end of every semester and made available for each faculty member to review. The results are later collated by discipline and modality for chairs and deans to review (see [course evaluations](#)). Institutional research also collect and organize important

measurements within courses that include evaluation metrics like course completion and course satisfaction. These metrics are collected both by request and as a part of program/departmental analysis (see [sample departmental analysis for Nursing](#)).

Faculty peer mentors can also play a significant role in supporting academic integrity of tenure-track faculty. Although [recent peer mentor surveys of current and past mentees](#) were not overly critical of past results, the peer mentoring committee will likely align several aspects of the process with expectations of the tenure committee. For more information on this data and intended action, see 1I5.

The the [Community College Survey of Student Engagement](#) (CCSSE) provides some measurement of Cincinnati State academic quality and integrity that can be benchmarked nationally. In 2015, when CCSSE was last given, Cincinnati State was in the top 15% nationally. For more information on the CCSSE see 1R4.

Another meaningful outcome in establishing the quality of academic integrity at Cincinnati State is that there have been no recent documented grievances regarding Academic Freedom at Cincinnati State (see [Article 16 of the AAUP Contract](#)).

The Behavioral Intervention Team (BIT) has recently begun to use Maxient, the College online reporting system for student code of conduct violations, Title IX violations, and behavioral incidents. During the deployment of this new process, there have been several opportunities for personalized training as well as [college-wide information sessions](#) to ensure widespread understanding of policies and procedures of both the BIT and Maxient. See 1I5 for additional information.

## 1I5: IMPROVEMENT

Based on [past survey responses](#), the Peer Mentoring Advisory Committee is in the process of not only developing a mentor training program, but also a more formalized checklist of activities for mentors and mentees to follow along their path to tenure to help acclimate new faculty to the college community.

Although the Maxient online reporting system currently allows the BIT to organize, track, and respond to a variety of conduct and behavioral violations, the College has not had a past history of adequately measuring and benchmarking progress. Going forward, Maxient will allow better data gathering, progress tracking, and quality assessment of recent BIT processes.

## Sources

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- AAUP Contract - Professional Ethics and Academic Freedom
- Acceptable Use of Technology
- Behavioral Intervention Team Training
- CCSSE\_2013\_Summary\_of\_Findings
- Collective Bargaining Agree\_AAUP1\_2017-2018
- Course Evaluations
- Nursing Program Analysis
- Operations Manual - Cincinnati State - Revised 10.22.14
- Peer Mentoring Survey Past\_Current Mentees

- Student Code of Conduct - Cincinnati State
- Student Handbook - Cincinnati State

## **2 - Meeting Student and Other Key Stakeholder Needs**

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### **2.1 - Current and Prospective Student Need**

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

#### **2P1: PROCESSES**

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

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

#### **2R1: RESULTS**

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

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

#### **2I1: IMPROVEMENT**

Based on 2R1, what process improvements have been implemented or will be implemented in the

next one to three years?

## Responses

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### 2P1: PROCESSES

- **Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)**

Cincinnati State identifies underprepared and at-risk students in various ways. All degree seeking students with no prior college-level background complete the Accuplacer placement test to identify students who place into credit bearing courses (100 level or higher) or Academic Foundation courses (remedial). In addition to Accuplacer, SAT, ACT, Compass and the transfer of accredited college coursework can also be used for placement of students. Beyond the regular admissions process, underprepared students are identified by both faculty and advisors who may refer students to tutoring or other assistance through one of several academic or non-academic assistance programs within the College (**addresses core component 3.D.1**).

- **Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)**

Through Starfish, a communication and advising tool, advisors and students can arrange advising appointments to aid students in choosing courses to successfully complete program requirements quickly. These courses can be credit bearing or remedial based on a student's measured preparation. Along with advising, faculty will identify students who may benefit from one of many academic assistance programs available at the College and recommend these through Starfish (**addresses core component 3.D.2**). Examples of these [academic support services](#) include:

- Writing Center
- Student Success Center (e-tutoring)
- Library Services
- TRIO Student Support Services
- CState Accelerate
- Counseling Services
- Disability Services
- International Student Affairs
- Veteran Student Affairs. Veterans Upward Bound
- Career Closet

- **Ensuring faculty are available for student inquiry (3.C.5)**

Faculty are available to students for group and individual support both during class sessions and before/after class. Faculty, and advisors, are available for student inquiries or personalized assistance during scheduled in person office hours, online, or over the phone. These hours are posted in course syllabi as well as on Blackboard LMS when appropriate. Faculty are assessed on the extent to which they are available to support student needs regularly through end-of-course feedback provided by students. In an effort to extend the curriculum beyond basic course content, the Library Services team provides information regarding information resources and research opportunities to all students who register for college composition courses. This allows the information shared by Library Services to reach a high proportion of students enrolled at the College since all students have a composition

requirement. Students who have particular needs or wish to research a topic more deeply can petition to take an independent study course with an instructor if the topic and subject expertise is determined to be appropriate (**addresses core component 3.C.5**).

- **Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)**

The College uses a number of measurements to determine learning support needs of students and faculty. Academic advising, utilization reports, satisfaction surveys, and open forums offer opportunities for students to address their learning support needs (**addresses core components 3.D.1 and 3.D.3**). Faculty follow a process that incorporates department chairs and deans in determining professional development learning possibilities within and outside of the College such as conferences and sabbaticals. Recently, the [Center for Teaching and Learning](#) has opened to serve the professional development efforts that support the college community. The center is charged with improving and sustaining academic excellence, cooperative and experiential education, and workforce development. Through professional development activities directed toward faculty and staff, the students benefit from engaging with well prepared faculty (**addresses core component 3.D.4**).

In 2014, the College implemented Starfish as a tool to provide faculty, advisors, and support staff with enhanced ability to "flag" student needs when they are identified. Appropriate personnel can then respond to keep the student on track. The system also enables faculty and advisors to provide encouragement to students when positive performance is observed. As a result, Starfish allows the College community to identify, notify, and resolve student issues in an effort to improve student success.

To supplement the instructional services delivered by faculty in the context of each course, a highly qualified professional library team works with faculty and students to provide guidance in the effective use of research and information resources. Library Services conducts annual user satisfaction surveys and reports annual usage for materials and services at both the student and faculty level. Technological needs of students are addressed through a 24 hour help desk that can address on-campus as well as off-campus needs related to both college and private equipment and software (**addresses core component 3.D.5**).

Laboratories for programs are well stocked and supported by departmental budgets with the aid of divisional budgets when needed. The College's most extensive laboratories include culinary, biology, automotive and welding (**addresses core component 3.D.4**). Over the past four years, Cincinnati State utilized the state of Ohio Capital Budgeting process to obtain funding to support upgrades and expansion of a variety of instructional laboratories directed toward STEM related programs.

- **Determining new student groups to target for educational offerings and services**

The College determines if new student and stakeholder groups should be addressed through work with partner organizations and by expecting that all college academic and staff leadership maintain productive relationships with relevant professional and business organizations. Professional associations and workforce organizations such as Cincinnati USA Regional Chamber, the Greater Cincinnati Urban League, and the Southwest Ohio Workforce Investment Board are examples of these organizations that help provide Cincinnati State with an understanding of these and other stakeholder needs through interaction on grants and community initiatives. In addition, they provide information regarding employment and population trends which help the College determine what new skills or special needs to address to advance the local and regional economy. Examples of new

educational offerings include the Welding degree and certificate programs as well as the Brewing Science degree program and Brewing Sales and Marketing certificate program.

In concert with the Office of Admissions, individual academic departments sponsor outreach to career technical high schools and the local workforce to identify groups of students that will benefit from a degree or certificate program. Programs including Engage, Parent Student Night, and College Credit Plus (i.e. dual enrollment), allow the College to collect data from students, instructors, guidance counselors and faculty to determine student groups for targeting purposes.

Cincinnati State also considers the needs of the workforce community by maintaining well connected partnerships with [hundreds of co-op employers](#) in the region. These partnerships aid the College in connecting workforce needs to specific student groups.

The College identifies specific student group needs (e.g., currently enrolled high school students, Veterans, Adult Learners, etc.) and prepares resources and support services designed to address those needs. For example, when several local for-profit higher education institutions were closing, the leadership created and executed a scholarship program designed for students impacted by these closures. This scholarship program provide an immediate opportunity for these students to redirect their degree completion pursuits at Cincinnati State.

- **Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)**

Cincinnati State's admission application allows students to self-identify in a number of ways including: veteran status, College Credit Plus high school status, non-degree seeking, and International Students. New student orientation and advising appointments promote other services to students who, in turn, self-identify additional needs that may require support. To support these subgroups, the College has many resources designed to address the unique needs of each, including: Veterans' Services, Disability Services, Adult Learners on Campus, Trio Programs, Accelerate, Honors, ESL Conversation Tables, International Student Affairs, and Academic Library Guides designed for specific student groups **(addresses core component 3.D.1)**.

- **Deploying non-academic support services to help students be successful (3.D.2)**

The College recognizes the many non-academic needs of its students. To aid in student success, the following resources are available to all students: The Mallory Child Care Center, Surge Cupboard Food Pantry, Career Closet, Career/Co-op Expo, New Student Orientation, Financial Literacy Programs, Counseling, Womens' Empowerment (WEACS) events, Foster Youth, SafeZone (LGBTQ), and Black Male Initiative (BMI). In addition to these examples of non-academic support services, Cincinnati State also places great emphasis at the time of admission on assessing student readiness through test scores (such as ACT), transfer credit, and the Accuplacer placement examination results. Through these tools, the College is able to direct students to the learning support services available, and in some cases, preparatory instruction required to address the academic needs of its students **(addresses core component 3.D.2)**.

- **Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)**

Departmental supervisors and HR ensure compliance with all necessary licensures and required degrees for those who occupy any non-academic support services position. Job descriptions are updated as new laws or procedures are passed. In addition, the College has hiring processes in place,

including new employee orientations, and on-boarding, to help recent hires become acclimated to the institution. Departments and divisions provide oversight for necessary training specific to non-academic student support services positions. Employee performance reviews provide opportunity for analysis of licenses and general professional growth.

Along with internal support for professional development, several outside organizations are used for training including: The Greater Cincinnati Consortium of Colleges and Universities (GC3); the Ohio Association of Community Colleges (OACC); Southwestern Ohio Council for Higher Education (SOCHE); and the Ohio Association of Collegiate Registrars and Admissions Officers (OACRAO). Through the hiring process, as well as regular performance evaluation procedures, the College ensures that staff members providing student support services are appropriately qualified, trained, and supported in their professional development (**addresses core component 3.C.6**).

- **Communicating the availability of non-academic support services (3.D.2)**

The College website lists both academic and non-academic support services, appropriate contacts, and opportunities for student engagement. Orientation programs reference all support services available to students. Required First Year Experience (FYE) classes include information on study skills and methods for finding support within the College. The [Student Handbook](#) and electronic Daily News provide guidelines and timely opportunities for student support and enrichment (**addresses core component 3.D.2**).

- **Selecting the tools, methods and instruments to assess student needs and assessing the degree to which student needs are met**

Accuplacer, focus groups, Starfish, and Maxient are used to identify opportunities for student intervention to foster persistence, retention and completion. Surveys including Noel-Levitz, CCSSE, Alumni, Graduating Students, and end-of-course surveys are used to assess satisfaction and identify student needs.

The College seeks improvement on internal surveys by comparing statistical evidence from year to year. When using external national tools, comparison of results to external national benchmarks is possible.

## **2R1: RESULTS**

The [Noel Levitz Student Satisfaction Inventory](#) of 2014 provides results of student satisfaction for Cincinnati State students against a national norm. In the last participation in the report, 2014, there were 192 other community, junior and technical colleges participating in the survey providing the base in which Cincinnati State was evaluated. The survey was distributed to English Composition courses, both online and face-to-face, sampling a variety of students. There were a total of 1992 surveys distributed, with 997 completed, a response rate of 50%.

Of the 11 Composite Categories used by the survey, Cincinnati State students' results showed improvement in 10 of the 11 categories as compared to the 2011 institutional results. However, the College is below the national norms in 10 of the 11 categories. The report was shared through the College's intranet that is accessible by all staff and employees. As a result of the many student success oriented initiatives that are addressed in the College Campus Completion Plan, the College will watch for improvement in these underperforming categories during the subsequent administration of the survey.

The [Community College Survey of Student Engagement](#) (CCSSE) of 2013 is another survey that measured student satisfaction against a national norm. 718 colleges participated in the CCSSE, forming the 2013 Cohort group. At Cincinnati State, 1599 students were selected to participate and 647 students participated, a response rate of 40.46%. Of the 647 participants, 611 respondents submitted usable surveys, 61% of the targeted 1000 surveys.

Of the five benchmarks used by the survey, Cincinnati State performed above average in four. One category, Active and Collaborative Learning, the College scored below the mean. See page three of the [full report](#).

Since implementation of the Starfish early alert system in 2013, usage patterns have been on the increase. According to the [Starfish Utilization Report](#), since 2013 to the most recent year, the number of alert flags has increased by 35.4%. This indicates a substantial increase in utilization by faculty and advisers. Compared to the benchmark national group of schools using these tools, Cincinnati State's utilization is far greater than the national average. Additionally, compared to benchmark institutions, the College resolves issues at a greater rate than average as evidenced by the percentage of flags cleared.

## 2I1: IMPROVEMENTS

Implementation of "Guided Pathways" is underway and effective 2018-2019 students will be clustered into career/program groups based upon the student's initial program choice. These groups will share common curricula that can span up to the first two semesters of any degree program. Along with these pathways, mandatory advising will exist for all newly admitted degree seeking students. These strategies are designed to help students clarify their career goals early to improve time to degree and reduce exhaustion of financial resources.

## Sources

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- Academic Support Services - Cincinnati State Technical and Community College
- CCSSE\_2013\_Summary\_of\_Findings
- Center for Teaching & Learning
- Co-op Outside Employers Database
- Noel Levitz Composite Categories and Satisfaction Ratings
- Starfish Utilization Report

## 2.2 - Retention, Persistence, and Completion

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

### 2P2: PROCESSES

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

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

### 2R2: RESULTS

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

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

### 2I2: IMPROVEMENT

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

## Responses

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### 2P2: PROCESSES

- **Collecting student retention, persistence and completion data (4.C.2, 4.C.4)**

Cincinnati State collects student information regarding retention, persistence and completion and publishes the findings on the College's intranet site for all employees to view. These performance measures are reported to the state through the HEI reporting system for purposes of statewide analysis and used for funding decisions. In addition, this information is prepared and shared with the Board of Trustees when appropriate (**addresses core component 4.C.2**). Occasionally, the College will contract with a third party to better understand the recorded student enrollment behavior. Recently,

the College partnered with the [Olivetree Research Group](#) who published their findings in 2014 (**addresses core component 4.C.4**).

- **Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)**

Monitoring reports for retention, persistence and completion show percentage increases and decreases by subsegments of the student population based on cohort. The College uses Ohio Department of Higher Education definitions of persistence, retention and graduation and reporting for benchmarking purposes. Enrollment targets, as a whole, are determined by credit hours needed to maintain the financial stability of the college. The Strategic Plan and Campus Completion Plan identify several strategies that are targeted toward improving retention, persistence, and completion (**addresses core components 4.C.1. and 4.C.4.**).

- **Analyzing information on student retention, persistence and completion**

In addition to external research (e.g. Olivetree), Cincinnati State collects [student retention, persistence and completion](#) reporting through the student information system (Ellucian Colleague) and reports on these through cohort analysis. These cohorts are analyzed by Institutional Research and findings are presented to employees at various meetings and events; reports are also made available through the College intranet.

- **Meeting targets for retention, persistence and completion (4.C.1)**

The 2014 Strategic Plan sets specific targets for retention, persistence, and completion that set the framework for all continuous quality improvement initiatives within subsequent Campus Completion Plans. These rates are directly tied to state subsidy funding, therefore, when rates do not meet anticipated targets, initiatives are prioritized to address those actions most likely to achieve positive results (**addresses core component 4.C.1**).

- **Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)**

Cincinnati State's collection of data aligns with state definitions and practices. When used, third party vendors are vetted by Institutional Research for validity and applicability to college needs regarding data collection and analysis (**addresses core component 4.C.4**).

## **2R2: RESULTS**

Cincinnati State's overall retention rate of both full and part-time students increased to 47.9%, the highest rate since 2008. In addition, the three-year graduation rate improved to 16.3%, a significant increase over the prior year. However, fall to spring persistence rates declined. These results, including sample size, population and subsequent tables can be found on the College's [Persistence, Retention and Graduation Summary](#) report. For benchmarking comparisons, Cincinnati State falls below the state average three year success rate for all two-year colleges; however, this rate lags behind the most recent college metrics ([3 year success ODHE](#)). Completion Plan initiatives have led to a more strategic focus on student success and the College anticipates that year over year retention and graduation rates will continue to show improvement.

As a key performance funding formula measure, the College tracks [Associate Degrees awarded](#). This measure has been challenging over the past year due to declines in overall enrollment. However, with several strategies in the Campus Completion Plan focused on improving completion rates, the College

is anticipating this measure to increase. Comparison to other peer institutions in the state enables the leadership to identify principals of good practice that can better inform the College.

The [Annual Completion Rate by Course](#) is a report provided to academic leadership to demonstrate course completion metrics down to the course level. This report provides a comparison of course performance across section delivery methods (i.e., on campus, off-campus at high school locations, and online - web). Analysis is also captured to compare section performance taught by full-time faculty versus part-time faculty. When section performance lags behind in any one of these categories, this information is used by the Chairs and Deans to engage resources and professional development activities directed toward improvement.

The qualitative findings from Olivetree Research focus groups provided insight as to why students did not return to Cincinnati State; these insights have been used to identify opportunities for improvement. In their [Executive Summary](#), Olivetree categorized three problem areas that affect students' reasons to leave Cincinnati State. Strategies have been developed and incorporated into the College's Completion Plan to address these problem areas, including providing additional support prior to placement testing and the use of college success coaches.

<b>Personal Problems</b>	<b>Support Problems</b>	<b>Environmental Problems</b>
Being Ill Prepared for College	Weak Advising Services	Being More Like High School vs. College
Lack of Academic Focus	Inadequate Support	Low Availability of Classes
Financial Struggles		Lack of Parking
		Classroom/Instructional Problems

## 212: IMPROVEMENT

Cincinnati State is using state Capital Funds to make a number of improvements in physical facilities to become more student friendly. Construction on a welcome center located upon entry to main campus is underway; this will co-locate a number of student service areas. In addition, the Main building, which was originally a high school, is being remodeled to remove lockers which are often negatively referenced for their visual representation of high school. Together, these physical improvements are intended to reflect a collegiate and supportive environment directed toward student needs.

In order to better understand student needs and more systematically focus advising resources on student retention, persistence, and completion, the Academic advisors were recently reassigned to one of the College's four divisions. Prior to this change, academic advising was divided into two entities:

- The Academic Advising Center that provided services to students prior to admission into their chosen program
- Programmatic Advising that provided services to students after full admission to their program.

By having advisors fully integrated into the academic divisions, students will have one source for all advising needs throughout their enrollment lifecycle.

Recently, the College has made efforts to alert potential students of the importance to preparing for the placement test. Information describing the test as well as practice samples are communicated to

students through the Testing Services website as well as published recruitment event information. As a new initiative, higher placement scores for incoming students are expected.

## Sources

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- Annual Completion Rate by Course
- Associate Degrees Awarded
- First to Second Year Retention - OHDE
- ODHE Three Year Success Measures
- Olivetree Research Group - Executive Summary
- Olivetree Research Group - Research Study Methodology
- Persistence Retention Graduating Summary
- Three Year Success Measures

## 2.3 - Key Stakeholder Needs

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

### 2P3: PROCESSES

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

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

### 2R3: RESULTS

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

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

### 2I3: IMPROVEMENT

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

## Responses

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### 2P3 PROCESSES

- **Determining key external stakeholder groups (e.g., alumni, employers, community)**

Cincinnati State remains a positive force in academia, as well as local communities, business, and industry. To these ends, the College maintains relationships with all primary stakeholders and establishes systems designed to gather feedback from each group. For students, graduates, and alumni, surveys are used to solicit feedback at regular intervals. Co-op coordinators and the Workforce Development Center (WDC) collaborate with employers and potential employers to obtain feedback related to their needs. The annual [Alumni Survey](#) provides satisfaction measures for key aspects on the College. Data from the National Student Clearinghouse identify educational institutions to which our alumni transfer. For the student body at large, a [Noel Levitz Student](#)

[Satisfaction Inventory](#) and [Community College Survey of Student Engagement](#) are used at regular intervals to measure student satisfaction and engagement against national benchmarks.

The Workforce Development Center offers customized training and continuing educational offerings by providing local, regional, and state workforce development solutions. The goal of the WDC is to provide an avenue for life-long learning, skills upgrading, and professional development for corporate partners in the greater Cincinnati area and beyond. To proceed effectively, the WDC continuously evaluates employers and community stakeholders as viable education partners.

- **Determining new stakeholders to target for services or partnership**

New high school stakeholders are identified through the recruitment cycle in the Office of Admissions. In addition to this traditional route, the College participates in the state of Ohio's College Credit Plus program that allows high school students to enroll in courses while still in high school. A "Be Great Scholarship" was established in 2017, allowing Cincinnati Public School and Cincinnati Youth Collaborative students the possibility to attend college at a greatly reduced rate or at no cost after financial aid grants have been processed. Cincinnati State also targets students while they are home for the summer from other colleges and universities, encouraging them to take summer classes and transfer those courses back to their home institutions.

Information gathered by the WDC highlights employers and community organizations that have training and workforce needs that Cincinnati State could fill as well as explore other industries that would be interested in partnering with the school. Similarly, co-op coordinators seek out employers for new and existing opportunities in our co-op education programs.

Other institutions of higher learning in the region contact the College to be part of the Transfer Center to recruit students and encourage transfer after they have completed their work at Cincinnati State.

- **Meeting the changing needs of key stakeholders**

The College utilizes various measures of effectiveness for its existing programs with educational, business, and community stakeholders. By comparing the most recent results to those from the past, the College can identify areas of concern or opportunity. Moreover, when personnel from a key stakeholder group changes, such as the hiring of a new superintendent for Cincinnati Public Schools, the College proactively engages to address any necessary changes to their needs or the partnership as whole. Depending on the stakeholder, the engagement of the relationship building process may be initiated by the President, Executive Team members, the Deans or any other relevant faculty or staff who is best connected to the individual or stakeholder group.

- **Selecting the tools, methods and instruments to assess key stakeholder needs**

The College chooses assessments within the scope of available financial resources and with the aim of compiling as many stakeholder needs as possible. For example, college employees complete the [PACE survey](#) every three years to evaluate the campus climate. Students are surveyed throughout their enrollment and at graduation and again within a year of graduation as alumni. Open forums are conducted with students every semester to reveal issues and explore solutions. Sometimes those problems can then be addressed by educating students about tools already available; when unaddressed problems are identified, they can lead to the introduction of new initiatives.

- **Assessing the degree to which key stakeholder needs are met**

Cincinnati State strives to improve from year to year in all measures, as well as to achieve results consistent with or better than comparable academic institutions on national comparisons such as Noel Levitz Student Satisfaction Inventory and the CCSSE.

## **2R3: RESULTS**

The [Noel Levitz Student Satisfaction Inventory](#) of 2014 provides results of student satisfaction for Cincinnati State students against a national norm. In the last participation in the report, 2014, there were 192 other community, junior and technical colleges participating in the survey providing the base in which Cincinnati State was evaluated. The survey was distributed to English Composition courses, both online and face-to-face, sampling a variety of students. Of the 11 Composite Categories used by the survey, Cincinnati State students' results showed improvement in 10 of the 11 categories as compared to the prior survey. However, the College is performing below national averages in 10 of the 11 categories. The report was shared via presentations and is available on the intranet accessible by all college employees.

The [Community College Survey of Student Engagement](#) (CCSSE) of 2013 is another survey that measured student satisfaction against a national norm. 718 colleges participated in the CCSSE, forming the 2013 Cohort group. Of the five benchmarks used by the survey, Cincinnati State performed above average in four. One category, Active and Collaborative Learning, the College scored below the mean. See page three of the [full report](#).

The [Alumni Survey](#), spanning years 2010 through 2017, measures satisfaction in 10 key aspects of the College. Over the seven year range, ratings have been stable with the exception of "Course Availability" and "Non-teaching staff attitude towards students" where both have resulted in positive increases beyond five percent.

The Graduating Student Survey collects information from students nearing graduation. Results for student [Readiness and Program Satisfaction](#), and [Experiential Learning Satisfaction](#) remain high and consistent; two exceptions include co-op and internships which have risen by six and five percentage points respectively.

## **2I3: Improvements**

A robust Title IX training began in 2017 designed for all students and employees of the college. 100% compliance of all employees was achieved within a four month window.

As funding allows, the College will repeat the Noel Levitz Student Satisfaction Inventory and the CCSSE to allow benchmarking knowledge to be gained.

Results generated from the Alumni and Graduation Surveys currently do not consistently drive action with regard to strengthening stakeholder relationships. Although the results are shared for employees of the College to see, intentional efforts to implement change to raise student or alumni satisfaction rates is left for those in the College to act upon voluntarily. Therefore, Cincinnati State is working to establish processes to systematically improve stakeholder relationships based upon regular analysis of data.

## **Sources**

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- Alumni Percent Satisfaction with Key Aspects of College

- CCSSE\_2013\_Summary\_of\_Findings
- Graduating Student Survey Preparation and Satisfaction with Program
- Graduating Student Survey Experiential Learning
- Graduating Student Survey Readiness and Program Satisfaction
- Noel Levitz Composite Categories and Satisfaction Ratings
- PACE Climate Survey

## 2.4 - Complaint Processes

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

### 2P4: PROCESSES

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

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

### 2R4: RESULTS

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

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

### 2I4: IMPROVEMENT

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

## Responses

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### 2P4: PROCESSES

- **Collecting complaint information from students**

Students have a number of ways in which complaints can be collected. Course evaluations are the most common way in which students can express complaints regarding a faculty member and/or material being covered in a class. These [course evaluations](#) are collected and reviewed by chairs and administrators accordingly and are available in course specific evaluator tool kits.

The College is dedicated to assuring fairness and due process for students and faculty by engaging the policies and procedures outlined in the College Catalog including academic appeals, academic suspension, [academic integrity](#), and student code of conduct. academic appeals and integrity issues

unresolved through dialogue at the program level are first elevated to the Dean or Provost before an independent review with an academic panel (see Student Responsibilities of the [Student Handbook](#)).

As dictated by current federal requirements, complaints regarding Title IX are funneled to the College's Title IX Coordinator located in HR. Students with disabilities may share a complaint in the same fashion as all other students with the additional resource of lodging a complaint with the Disability Services Office if the student feels that an approved accommodation has not been fulfilled or that an additional accommodation is warranted.

Cincinnati State maintains a thriving online learning portfolio of courses and therefore maintains membership in NC SARA in order to comply with state authorization requirements. As a requirement of participation in NC SARA, the College annually provides attestation that a focus on state authorization through the [renewal application](#). Through this process, the College documents the [link used to notify students of their options for filing complaints](#), and also affirms that it agrees to work with its home state's portal agency to resolve any complaints arising from its students in SARA states, and to abide by decisions of that entity.

Another method of collecting complaint information is through the student open forums which are conducted each semester. Three sessions (morning, afternoon and evening) are moderated by a Research Analyst from Institutional Research. Questions are compiled in advance of the meeting, but students are free to bring up any issues or concerns that they have experienced. Feedback from the forums is summarized and a report produced which is disseminated to the Executive Team (who further shares with their areas) and also posted on the Institutional Research link on the college intranet. Concerns and issues arising from the student open forums are also shared with the department or division manager as appropriate.

- **Collecting complaint information from other key stakeholders**

For faculty and staff who wish to share a complaint either anonymously or with personal identification, an electronic e-form titled "Speak Out" can be filled out and submitted for investigation. This form is an internal tool and cannot be accessed by those outside of the College. Depending on the nature of the complaint, the form is forwarded by the appropriate Vice President for review.

Students and the public at large who wish to file complaints of a non-academic nature can do so through the College's Maxient account. Located on the [Student Code of Conduct Webpage](#), the College collects these complaints and filters them into one of five categories: general code of conduct report, sexual harassment/discrimination, behavioral intervention team, violation of academic integrity, and information only.

Cincinnati State has an extensive Co-operative Education program which is a requirement for most degree programs. Should a co-op employer need to file a complaint about a student placement, the employer may do so by filing the complaint with the Director of Co-operative Education or co-op coordinator.

Observations, including complaints from the Board of Trustees, are communicated to the president of the College, who addresses the complaint with the help of appropriate college staff.

- **Learning from complaint information and determining actions**

Student end-of-course evaluations are collected for all faculty. Where appropriate, chairs and

administrators will address concerns raised in evaluations with faculty. Based on the nature of student complaints, additional resources can be utilized.

In face to face interactions with students and instructors, individualized action steps may be determined to help a student if the student's complaint is based on a lack of understanding of the relevant material. Along with an individualized action, the faculty member may refer the student to any of the academic and non-academic services.

Title IX issues are directed to the Title IX Coordinator in HR to ensure current federal rules are followed. Patterns of complaints are gathered by HR and categorized so that they can be addressed in subsequent professional development training sessions with employees or resources developed to enhance processes and procedures.

Co-op complaints regarding student issues are maintained for as long as the student is enrolled with the College. These complaints are used to assess final grades for the student and future placement in any co-op opportunity. Further, patterns of complaints are tracked by the Director of Cooperative Education to help inform subsequent co-op orientation sessions.

- **Communicating actions to students and other key stakeholders**

An Academic Appeals Procedure is outlined in the College Catalog. This procedure ensures that student concerns about academic issues are addressed. A process is outlined, with the expectation that the student start by addressing his/her instructor or advisor. If not resolved, the Academic Dean or designee becomes involved. Typically issues are resolved within the division. If not, the student may write to the Academic Vice President, who will determine whether an appeals panel should be convened. The procedures for the panel are outlined in the Catalog. The Provost's office maintains a log and documentation on all student complaints that are escalated to that level along with problem resolution. If a complaint concerning a non-academic issue remains unresolved, a student complaint/referral form is submitted to the Vice President for Enrollment and Student Development. The dean or manager of the person against whom the complaint has been filed receives the form and seeks resolution. If the complaint is not resolved at this level, the complainant may request a fact-finding hearing through the Office of the Vice President for Enrollment and Student Development.

- **Selecting the tools, methods and instruments to evaluate complaint resolution**

Cincinnati State's various complaint process protocols provide the framework from which student and other stakeholders may file and track complaints. For example, both the AAUP and SEIU Collective Bargaining agreements serve as tools to process, track, and resolve complaints or grievances associated with faculty or staff. For students, the policies and procedures set forth in the Student Handbook and Catalog specify the methods used to process complaints.

## **2R4: RESULTS**

Annually, the Provost Office produces a report on complaints reported through the Academic Appeals and Academic Suspension appeals process. These reports help identify patterns that may be further analyzed for purposes of program improvement. The [2016-2017 Complaint Report: Academic Appeals and Suspension Appeals](#) report shows the vast number of appeals are handled at the level of the dean with only 5 issues escalating to the level of the Provost or full panel hearing. Based on an analysis of past complaint patterns, the report also summarizes any actions taken to improve programs or services to students.

Although Cincinnati State collects complaints from the college community through its Maxient account, updating the software to reflect the status of complaints, or documenting that complaints are resolved, is not a process currently utilized to its fullest, leading to incomplete data regarding outcomes in these areas. This is an area that will be addressed in the upcoming year.

Complaints from community stakeholders are gathered from community forums, board meetings, phone calls, and emails and are addressed by the College's administrative head of the unit most closely associated with the nature of complaint. Complaints from business stakeholders are gathered by such methods as employer surveys and co-op feedback forms. Specific problems would be addressed by the appropriate Academic Dean, Program Chair, or Co-op Coordinator. Educational stakeholders, such as state regulators (e.g. ODHE) and accrediting bodies commonly provide feedback and guidelines for Cincinnati State courses, curriculum, and programs (see Category One for more information).

## **2I4: IMPROVEMENT**

Student Government provides a means for students to voice their concerns as well as suggestions about the College. Student leaders now meet on a regular basis to discuss issues of concern and work directly with the Director of Student Activities/Campus Life. The College President and other Administration meet with these leaders as needed. Student Government also has a slot on the standing agenda of every Board of Trustees meeting in which they can share their accomplishments and as well as concerns.

As detailed in the annual [Provost Office report](#), two improvements were implemented in the past year. To enhance the structure of the appeals process, the Provost implemented Academic Hearing Panels to provide due process guidance and to facilitate the process for students. Now, academic appeal hearings are fully facilitated by a neutral Hearing Officer in order to ensure guidance and support to the complaining student.

Additionally, an automated process was established to guide the student through the steps of filing an appeal related to academic suspension. The four step process is facilitated through the use of an e-form to initiate and monitor the appeal.

## **Sources**

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- Academic\_Integrity\_Policy\_\_Cincinnati\_State\_Technical\_and\_Community\_College
- Complaint Report - Academic Appeals and Suspension Appeals 2016-2017\_
- Course Evaluations
- NC SARA Renewal Application 2017 - Cincinnati State
- Online Student Resources Cincinnati State
- Student and Public Complaint (Maxient)

## 2.5 - Building Collaborations and Partnerships

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

### 2P5: PROCESSES

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

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

### 2R5: RESULTS

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

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

### 2I5: IMPROVEMENT

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

## Responses

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### 2P5: PROCESSES

- **Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)**

As a technical and community college, Cincinnati State engages with local high schools, industries, and four year institutions allowing students the opportunity for an affordable education leading to job placement and transfer. The College selects partners that fit these criteria in alignment with the institution's Mission and Strategic Plan.

- **Building and maintaining relationships with partners**

The Office of Admissions strives to build and maintain relationships with local high school students and staff through several means including:

- Recruitment events
- Engage
- Parent Student Night
- Private appointments with leadership of each high school and/or district

Institutional and individual memberships by College leaders in strategic community organizations are key to understanding, building and improving community relationships with regional partners. Some of these key partners include:

- Cincinnati Regional Chamber
- West Chester Liberty Chamber Alliance
- Middletown Chamber
- Northern KY Chamber
- REDI
- Greater Cincinnati United Way
- CPS Business-Education Council
- GRAD Cincinnati

The Workforce Development Center (WDC) at Cincinnati State serves as the region's leading workforce training and education center. WDC offers convenient, flexible, hands-on training, tailored to help training participants accomplish their training goals. These student goals may relate to developing new skills for a career change, gaining expertise for career advancement, or improving business unit results for their employer. Often, the WDC supports the needs of client organizations to provide the company a competitive edge in today's workplace. WDC recognizes hundreds of Business Partners as evidenced by the [WDC Cincinnati State Business Partners](#) table.

As a national leader in Cooperative Education, the College maintains a robust list of businesses that allow Cincinnati State students to learn while they work. With over 400 local businesses participating, these relationships listed in the [Co-op Outside Employers Database](#) are built and maintained through the College's co-op coordinators, faculty, chairs, deans and Director of Cooperative Education.

The College Credit Plus program allows high school students to take college level courses while completing requirements for high school graduation. The Cincinnati region has many post-secondary options from which high school students may choose. Through the Off-Campus Programs department, the College is able to directly serve student course enrollments by establishing direct partnership with with local [Ohio school districts](#).

Cincinnati State students have ample opportunity for transfer as a result of state mandated transfer credit policies as well as individual articulation agreements (see table below of local articulating institutions). In addition, the college's largest transfer partners (i.e., Mount St. Joe University, Northern Kentucky University and the University of Cincinnati) have embedded scholarship opportunities for Cincinnati State students that decide to transfer to one of these institutions.

Mount St. Joe University	Thomas More College
Miami University	University of Cincinnati

Northern Kentucky University	Wilmington College
The Union Institute and University	Xavier University
Indiana Institute of Technology	Bowling Green University
Central State University	Wright State University
Mount St. Joe University	Antioch College
Lindsay Wilson	

- **Selecting the tools, methods and instruments to assess partnership effectiveness and evaluating the degree to which collaborations and partnerships are effective**

The Office of Admissions collects student application and registration history to evaluate the overall effectiveness of a high school partner. Ongoing conversations with local guidance counselors and principals allow for more immediate assessment throughout the academic year.

The Workforce Development Center is in constant engagement with local industry to gauge the effectiveness of their programs as well as the overall service provided to industries and their employees. Surveys are administered to those receiving the training as well as industry leaders to measure satisfaction. For those who have been partnering with WDC for a significant amount of time, standing meetings replace formal surveys to maintain the relationship.

Cooperative Education uses a Co-op Employer Survey to assess partnership effectiveness. This tool is used at the end of each academic semester in which a student is participating in co-op. Suggestions as to how to increase satisfaction are suggested at the end of each semester when warranted.

## **2R5: RESULTS**

The Office of Admissions is responsible for building and maintaining relationships with key recruitment oriented partners. However, with the loss of employees through attrition between 2015 to 2017, the office was left with only one person dedicated to recruitment and relationship building for a prolonged period of time. This has resulted in placing enhanced pressure on the student recruitment and admissions processing functions of the College. This, coupled with a general decline in student enrollment patterns, has placed great pressures on the admissions office. Therefore, integrating the Office of Admissions with the Registrar's Office in 2017 is intended to provide greater efficiency and effectiveness of operations moving forward.

To strengthen the college's recruitment efforts with local area high school graduates, the Office of Admissions maintains relationships with local high schools (See [Office of Admissions High School Partners](#)). While the Admissions Office staff has been experiencing transitions, the Off-Campus Programs department has strengthened direct affiliation with up to 40 area high schools by creating partnerships where college courses are offered in the high school to currently enrolled high school students. These direct partnerships for course delivery have grown from 8 school district partners in 2010 to 40 in 2017 (see [High School CCP Dual Enrollment Trends](#)). Further, this initiative has resulted in over 2,000 currently enrolled high school students succeeding in college courses and increasing the likelihood of these students enrolling directly into degree programs after graduation.

WDC and Cooperative Education continue to engage new businesses while maintaining current relationships. Listings of their successful partnerships are mentioned above under processes as well as here: [WDC Cincinnati State Business Partners](#); [Co-op Outside Employers Database](#). While direct revenue generated from student tuition and corporate contracts remains high in comparison to past year performance, the declining state subsidy has caused the overall total revenue earned and profit realized to be substantially reduced. As viewed in the [Workforce Development Center Profit Analysis](#) report, beginning in 2013 the share of revenue earned shifted from primarily subsidy support in prior years toward more dependence on direct tuition and corporate contract income. In the past two years, the [number of client organizations served by WDC](#) declined from 114 in 2012 to 97 in 2016 however the total revenue remained at \$2.5 million. As compared to other continuing education units nationally, [WDC productivity](#), as measured by number of companies served and net revenue, substantially exceeds national benchmarks according to NCCBP data over the most recent five year period.

As a result of strategic efforts to strengthen the development of workforce partnerships and increase educational opportunities for students, the [President Posey's Workforce Focus Fund](#) was established in 2016. Through this initiative, gifts to the fund will make possible the following opportunities:

- Scholarships for students, including scholarships for short-term training programs that are vital to employers but do not qualify for federal financial aid
- Equipment & facilities
- Developing new training programs
- Outreach and education programs to recruit new workers
- Outreach events to educate our future workforce - high school and junior high school students
- Data and analysis to show economic impact of Cincinnati State and its alumni and business partners

## **215: IMPROVEMENT**

The Office of Admissions is completing a set of changes to improve processes as well as increase student applications/registration. Admissions will be taking an intentional role in building relationships with local joint vocational school districts and campuses to help create pipelines of students to apply and register at the College. Resources as well as a full time recruiter, will be dedicated to joining and working with the Regional Association for Adult Higher Education (RAHEE). This new relationship will aid in expanding Cincinnati State's reach to adult students in the region. Active recruitment of College Credit Plus students to become degree seeking students is an expectation for the incoming fall 2018 class.

## **Sources**

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- Business and Industry Productivity
- Cincinnati State Secondary School District Partners
- Co-op Outside Employers Database
- High School CCP Dual Enrollment Trends
- Number of Client Organizations Served\_WDC
- Office of Admissions High School Partners

- President Posey's Workforce Focus Fund
- WDC Cincinnati State Business Partners
- WDC Training Participants by Sector
- Workforce Development Center Profit Analysis

## 3 - Valuing Employees

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### 3.1 - Hiring

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

#### 3P1: PROCESSES

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

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

#### 3R1: RESULTS

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

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

#### 3I1: IMPROVEMENT

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

## Responses

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#### 3P1: PROCESSES

- **Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values. (3.C.6)**

Cincinnati State recruits new employees through a variety of media: internal notifications, job postings on the College's website, and postings to external associations. For some specific, high-level positions (e.g., Provost), the College places ads in trade journals such as *The Chronicle of Higher Education*. The HR department is responsible for ensuring all employees possess the credentials, skills, and values needed for each established position through the consistent implementation of a detailed hiring process applicable to all bargaining units and administration as described below.

**Step 1** – During the annual budget review process, appropriate personnel and HR staff engage in workforce planning to identify current and future staffing needs, including a detailed analysis of the competencies required based on the department's goals and objectives in alignment with the College Strategic Plan.

**Step 2** – As openings occur, appropriate personnel collaborate with HR to confirm the requisite competencies needed for successful performance in the position. Positions are also designated as bargaining unit or non-bargaining unit, and assigned the appropriate position grades and compensation rate based on internal and external equity information. Individual collective bargaining agreements establish a collaborative Administrative/Bargaining Unit committee to review all unit-related requests for classification or reclassification. A position reclassification process for faculty, staff, and administrators recognizes role changes to address the dynamic needs of the institution. Skills testing occurs prior to interviews for many positions. Scores are attached to their resumes and reviewed by the screening committees. The SEIU contract also ensures "preferred consideration" to qualified internal candidates for clerical and technical bargaining unit positions (**addresses core component 3.C.6**).

**Step 3** – Screening committee members are selected based on their knowledge of the skills required for the vacant position and to ensure a diverse perspectives regarding candidate qualifications. Contractual language in the appropriate collective bargaining agreement ensures the correct participation of the screening committees of faculty, academic administrators, and staff (**addresses core component 3.C.6**).

**Step 4** – Interview questions and preferred responses are developed by the screening committees and reviewed by HR for clarity, fairness, and effectiveness. Preferred competencies reflect key behaviors required for the position and the interview process encourages candidates to articulate specific examples that demonstrate the extent to which they possess each identified competency (**addresses core component 3.C.6**).

**Step 5** – Responses to each question are rated on a numeric scale by individual screening committee members before scores are discussed and tallied. Candidates scoring above an agreed-upon total are forwarded on for second and third-level interviews. Screening committee members pay special attention during the interview process as to whether the candidates' statements reflect college values discussed during the formation of the screening committee.

**Step 6** - Second-level interviews are conducted by hiring managers, third-level interviews by the appropriate VP or by the President of the College for key positions. Open forums are conducted during the interview process for some senior administrative positions (e.g., Academic Deans, Vice Presidents, and the President) to allow all employees a chance to give feedback on candidates.

Once hired, new employees attend a centralized half-day orientation where key administrators share important information about all aspects of the College. Based on the level and type of position, some new employee orientation processes may extend several weeks. In addition, specific orientations are

held for adjunct faculty to attend prior to the start of their first semester.

- **Developing and meeting academic credentialing standard for faculty, including those in dual credit, contractual and consortia programs. (3.C.1, 3.C.2)**

The College's credentialing standards for full-time faculty, adjunct faculty, and dual credit instructors, align with common principals of practice in higher education as well as expectations of HLC Assumed Practices and the [ODHE Procedures for Academic Program Review](#) (see Chapter 4.1.H). The College communicates the faculty qualifications to students and the public on the College Web Site through the [Faculty Credentials](#) table.

HR works directly with department leaders to specify the qualifications for each position. As a public community college operating in the State of Ohio, the College complies with all academic qualification guidelines and expectations established by the ODHE as well as HLC and programmatic accreditation bodies (e.g., TAC ABET, Ohio Board of Nursing, etc.). Faculty at all off-campus locations, including those that are part of the College's dual enrollment program with local area high schools, possess the same academic credentials as those approved to teach on the College's main campus. The credentials of all faculty are verified via official transcripts and background checks carried out by HR (**addresses core components 3.C.1 and 3.C.2**).

- **Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities. (3.C.1)**

Academic Deans and Program Chairs are designated with responsibility for ensuring the adequacy of faculty to support the instructional needs of each program. Adjunct faculty are hired as needed to supplement the instructional resources already available through full-time faculty. Deans, Associate Deans, and Program Chairs collectively monitor student enrollment in programs in order to determine the number of classes and faculty necessary each semester. Class enrollment is aligned with policy statements outlined in the AAUP agreement. Each academic department maintains a pool of adjunct faculty who have been prequalified through the hiring process and are available to be assigned to teach course sections as the need arises (**addresses core component 3.C.1**).

Effective Fall 2015, the President adopted a process requiring all administrative departments and academic divisions to participate in college wide forums to provide an overview of operations. This process was integrated with the work of the Budget Advisory Team (BAT) which is charged with planning and review of annual fiscal year budgets. Each division and department reports annually on key performance metrics, in alignment with the College's strategic plan and budget efficiencies. This activity, combined with program analysis and self-study data greatly assists in projecting and recalibrating faculty resources. As a result of this annual review process, the Deans and Provost are better able to anticipate faculty vacancies and project needed modifications to academic programs (**addresses core component 3.C.1**).

- **Ensuring the acquisition of sufficient numbers of staff to provide student support services**

Departmental Directors are designated with responsibility for ensuring the adequacy of staff to provide all relevant student support services. Directors work together with HR and their corresponding Executive Team supervisor to anticipate and address staffing needs to ensure continuing achievement of institutional effectiveness measures related to student needs, state mandates, and federal expectations.

Despite reduction in staff over the past two years due to budget constraints and declining enrollment,

Cincinnati State continues to provide essential student support services utilizing technological support resource tools such as Starfish. Starfish is used as an early alert tool that can proactively flag student progress issues and assist with case management, scheduling, and tracking student progress. In addition, a more robust use of the student information system (Ellucian Colleague) is used in registration, admissions, and financial aid to enable staff to answer questions more efficiently and provide effective guidance.

- **Tracking outcomes/measures utilizing appropriate tools**

Tracking outcomes/measures related to hiring faculty, staff and administrators is supported primarily through HR software tools such as ApplicantPro. Through ApplicantPro, the College is able to monitor, organize, and track the processes associated with faculty/staff hiring while protecting the integrity of applicant confidential data, and monitor the stages of the process. The National Community College Benchmark Project data is also used to provide context for institutional performance against national benchmarks.

### **3R1: RESULTS**

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

In the 2016-2017 academic year, there was a leadership transition in the Human Resources department of the College. ApplicantPro software solutions continue to guide the process of screening, and hiring across all position classifications. The [Human Resources - ApplicantPro Data Stats](#) report shows a snapshot of the volume and activity associated with the hiring and selection process. The previous HR administration did not develop or maintain reports related to the key metrics below. Performance benchmarks and targets are in the process of being developed in the 2017-2018 academic year by the current director of HR. These performance measures will enable the College to manage the employee search and screen process more effectively and monitor the extent to which the process supports the acquisition of sufficient employee resources in a timely fashion across all job classifications.

In an effort to improve efficiency of operations related to student recruitment and support, new roles such as College Success Coaches and Enrollment Coordinators were introduced to aid in recruitment efforts and enhance student persistence. In support of the College's Campus Completion Plan and several key strategic initiatives, the College is currently restructuring significant portions of its student support services in order to optimize the efficiency of operations. Two results from these restructuring efforts are the merger of Admissions and Registrar departments into one administrative unit and the integration of pre-admit advisors into the four academic divisions. These efforts are consistent, and align with targets and goals identified in the College Completion Plan, a comprehensive strategy associated with, and monitored by, the Ohio Department of Higher Education.

Cincinnati State benchmarks instructional load, student support service staffing, and satisfaction levels with the National Community College Benchmark Project (NCCBP). The [2015 results](#) show class sizes, with an average of 14 students per section, to be ranked in the top 10% of peer institutions while percent of sections taught by full and part-time faculty is near the median. Student service staffing levels, with the exception of career and counseling services, are lower than national medians. The recently added position of College Success Coaches is anticipated to alleviate the load on other student service areas. Satisfaction metric comparisons from the NCCBP are lower than peer colleges, however, the College has demonstrated improvement in Service Excellence, Concern for the

Individual, and Academic Advising/Counseling scores.

### **3I1: IMPROVEMENT**

In the most recent academic year, the Provost, Deans, and Program Chairs have established a review process associated with stated qualifications for various faculty personnel including those related to general education and technical programs offered at the College. As a component of this process, the Provost established a specific procedure outlining the steps involved in appointing a faculty who may be approved based on qualifications beyond academic degree alone (e.g., tested experience, industry certifications/licenses, etc.).

A major improvement is enhanced relationship building with unions (faculty and staff) as a result of increased communication and collaborative problem-solving of issues; initial outcomes are showing a significant decline in grievances filed.

An improvement to be implemented in the near future as a result of PACE survey findings is to update and publish the College's Policies and Procedures manual which will provide comprehensive information related to processes critical to the consistent implementation of academic programs and student support services.

### **Sources**

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- Academic-Program-Review-Guidelines\_070516
- Faculty Credentials - Full Time
- Human\_Resources\_-\_ApplicantPro\_Data\_Stats
- National Community College Benchmark Project (NCCBP) Summary Data

## 3.2 - Evaluation and Recognition

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

### 3P2: PROCESSES

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

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

### 3R2: RESULTS

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

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

### 3I2: IMPROVEMENT

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

## Responses

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### 3P2: PROCESSES

- **Designing performance evaluation systems for all employees**

The College has an established process of annual reviews that require each employee to write a self-assessment to be shared with his/her supervisor in a “pre-meeting”, followed by a supervisor-provided

written assessment that incorporates and/or reflects upon the employee's self-assessment. The process, while effective, has been time consuming and inconsistently implemented across all departments. Therefore, with recent changes in the HR leadership, there is a priority on redesigning the performance evaluation system to better integrate professional development and career advancement.

- **Soliciting input from and communicating expectations to faculty, staff and administrators**

Cincinnati State has several means of soliciting input and communicating expectations to faculty, staff and administrators. These include:

**Employee Onboarding Process** - Orientation and training to communicate basic expectations associated with each new employee. This includes specialized training associated with the unique position and corresponding duties and responsibilities.

**Convocation** - Annual fall Convocation is a key method of communicating expectations and soliciting input on a variety of topics. All employees are expected to attend. The morning session contains an address by the President. Subsequent sessions engage faculty and staff in smaller groups to explore professional growth topics of relevance to the College.

**President's Advisory Council** - Monthly meetings of representatives from constituency groups across the College with the purpose of providing input concerning new ideas and proposals and to share information and receive feedback.

**Board of Trustee Meetings** - Deans, Directors, faculty, and staff are encouraged to regularly attend Board of Trustee meetings to gain insight into the themes that are essential to the college.

**Common Hour** - A ninety minute period each week in which full-time faculty, staff, and administrators are available. Use of the time includes institution-wide activities such as internal and external presentations, professional development, events, and celebrations. Common Hours are now video-streamed to expand the opportunity for increased participation.

**Divisional and Departmental Meetings** - Various divisions and departments hold periodic meetings with their employees to review progress on goals and provide a forum to discuss expectations and solicit input.

**Tenure Process** - The process of tenure is the most formal method of communicating expectations to faculty in tenure-track positions. Tenure binders are reviewed annually by the Faculty Senate Tenure Committee. All approved tenure binders are then recommended to the Provost for review. After review, the Provost submits approved binders to the Board of Trustees for final approval. A submitted tenure binder provides evidence of a faculty member's experience at the College throughout their employment to-date, including curriculum development, community work, committee work, annual performance reviews, and instructor evaluations. Instructors whose tenure binders are found to be insufficient are subsequently non-renewed.

- **Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services**

Annual performance reviews measure employee performance against strategic goals. Key elements of the performance evaluation process include: employee self-assessment, the manager's assessment rating of the employee, and collaborative discussion around performance results. Areas of identified

need, or an employee's desire to advance, are discussed and identified by improvement strategies that include professional development.

The evaluation systems, with input from corresponding collective bargaining agreements, are designed to align with the specific employee classification and mission of the College. The evaluation system adopted for management is designed to measure the extent to which the unit manager leads the department toward achievement of college goals. Through these evaluative processes, the College assesses the on-going effectiveness of management, faculty, and staff.

- **Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)**

Institutional policies and procedures related to the regular evaluation of faculty, staff, and administrators differ by type of employee. Evaluation systems for unionized faculty and staff are guided by the employee's corresponding collective bargaining agreement.

- **Full-time Faculty:** Classroom observations are conducted by the dean, associate dean, or other faculty, in addition to review of course evaluation and student success outcomes.
- **Adjunct faculty:** Classroom observations may be done by program or department chair. Course evaluation and student success metrics are reviewed; however, no formal evaluations are conducted on a consistent basis.
- **College Credit Plus Adjunct Faculty (i.e., high school dual enrollment faculty):** Department representative or chair makes regular (at least annually) classroom observation visits to the off-campus site.
- **Staff:** annual performance review
- **Administrators:** Annual reviews are encouraged, but inconsistent.

**(addresses Core Component 3.C.3)**

- **Establishing employee recognition, compensation and benefit systems to promote retention and high performance**

Cincinnati State strives for an integrated approach to compensation, recognition, and to create rewards/incentives to reinforce high performance standards. The College has four staff bargaining units and two faculty units. Recommendations for key negotiated issues such as compensation, benefits, work schedules, and teaching loads are based on regional economic data and comparisons with benchmark institutions. Faculty may earn tenure status by demonstrating excellence in their field and evidence of their value to the college community. The tenure award requires a positive action by the Board of Trustees based upon recommendation of the Faculty Tenure Committee, the appropriate Academic Dean, the Provost and the President. Following the award of tenure, the faculty member shall have the title "Professor" and receives a three percent raise. Denial of tenure results in the faculty member not being offered a contract the following academic year.

The College provides comprehensive health care benefits to all full-time faculty and staff that enables employees to customize benefits according to their needs. Costs and services to employees are determined through collective bargaining negotiations. Faculty and staff vacation, sick, and personal days also are determined through collective bargaining negotiations. A range of services, benefits, and policies are available, including a sick leave bank established by the AAUP to assist employees who need additional sick leave.

Other college programs provide rewards and incentives for performance and achievement. The

House/Bruckmann Award is given annually to two faculty members selected by faculty peers as representing the highest levels of excellence in teaching and other faculty responsibilities. A monetary stipend is included, as well as recognition at a college-wide reception, a Board of Trustees meeting, and commencement ceremony.

Adjunct faculty are supported and rewarded in several ways. A professional development program for adjunct faculty is provided by the Academic Divisions with support from HR. The sessions cover topics such as classroom management and teaching for different learning styles. This training is required for all adjuncts as they seek to increase to a higher pay grade. Adjunct faculty are often recognized at divisional-level celebrations or profiled in the Daily News. The College also participates in the Ohio Association of Community Colleges' adjunct recognition by nominating faculty and supporting travel to this annual event.

The Board of Trustees determines the overall salary increase for administrators. The actual amount varies by individual based on their performance appraisal rating.

Employees may be recognized for their professional achievements through introduction at Board of Trustee meetings. Examples of achievements recognized in the past include publications, research, conference presentations, and activities such as curriculum improvements and grant awards to enhance student learning and development.

An annual Employee Service Award program celebrates 60-80 employees per year for long-term dedication and contribution to the College. This annual event recognizes employees with milestone years of service (5, 10, 15, etc.) and is open to all employees. Each year, one employee is also named the College Loyal Service award recipient recognizing exceptional service to the institution of some kind.

- **Promoting employee satisfaction and engagement**

Cincinnati State strives to offer annual events for employees that focus on building college community and renewing commitment between faculty, staff, and students. Such events include a Convocation for all employees, an annual holiday lunch for employees and retirees, and Surge-A-Palooza (i.e., a friendly competition among departments for a traveling trophy and a picnic lunch). Employee feedback is solicited after each of the annual events to help refine them for the future.

- **Tracking outcomes/measures utilizing appropriate tools**

The College uses a variety of assessments to recognize faculty, staff and administrator contributions to the institution. For example:

- House-Bruckmann Recognition
- Annual employee engagement event survey feedback
- Southwestern Ohio Consortium for Colleges and Universities (SOCHE) and Greater Cincinnati Consortium of Colleges and Universities (GC3) faculty excellence recognition
- Service Anniversary Celebration recognition.

The PACE survey, however, is used as a primary measurement of institutional climate and is used to assess how people feel about their work environment. This evaluation tools allows for internal assessment as well as a comparison against peer institutions.

### **3R2: RESULTS**

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

Summary results from the [2015 PACE](#) survey labeled the College as having a 'healthy campus climate' as well as demonstrating statistically significant improvement versus the 2012 PACE. In addition, with the exception of Institutional Structure, all other climate factors showed improvement. However, the 2015 findings revealed widespread concern about the HR department and employee relations. To explore this outcome, the College conducted a series of facilitated listening sessions specific to constituency groups (full-time faculty, adjunct faculty, staff, and administrators) to gain a better understanding the issues. This feedback, considered with other data (e.g., union grievances) led to significant changes in personnel and processes within the HR department in 2016. The Presidential transition in 2016 continues to emphasize this strategic focus on 'Building Community'.

Employee grievance rates are tracked to determine the extent to which employees are satisfied their issues are addressed and resolved through the normal course of business. These rates are benchmarked with the [National Community College Benchmark Project](#) (NCCBP). Since participation in NCCBP began, college rates have been in the lower 90th percentile of grievances filed. Recognizing this trend, Cincinnati State has made great strides to lower the number of grievances by working to build a more collaborative relationship with employees and with union leadership. Under the new HR leadership, there have been no grievances filed since August 2016.

Faculty tenure review is a substantial results orientated review process. The Tenure Committee reviews the candidate's Tenure Binder to assure that the documentation is sufficient to be recommended for Tenure. The Committee members have a scoring/rating checklist that is utilized when they review the binders. The Tenure Committee recommends (or not) Tenure to the College President. Peer Mentoring Advisory Committee (PMAC) supports the tenure track faculty in obtaining the skills and experiences to meet the requirements to successfully succeed in being granted Tenure. As a result of [Peer Mentoring Survey feedback](#) from past participants, PMAC is creating Learning Communities to support the Tenure Track faculty through the process. Informed by this feedback, PMAC is developing formal mentor training and resources designed to guide faculty toward activities that contribute to effective engagement and documentation of contributions (refer to [PMAC Activities by Tenure Year](#)).

### **3I2: IMPROVEMENT**

Within the next several years, Cincinnati State is committed to:

1. Develop a new performance management system that aligns employee career development with the strategic business needs of the institution.
2. Seek improvement in employee relations, particularly in terms of how its HR Department collaborates with and responds to employees.
3. Finalize and publish a revised and updated College Operations Manual.
4. Review and act on recommendations from the Budget Advisory Team related to tuition reimbursement and waiver policies to optimize employee utilization, fiscal responsibility and strategic alignment.

## **Sources**

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- Cincinnati 2015 PACE Full Report
- National Community College Benchmark Project (NCCBP) Summary Data
- PACE Climate Survey
- PACE Results by Employee Classification
- Peer Mentoring Survey Past\_Current Mentees
- PMAC\_Activities\_by\_Tenure\_Year

## 3.3 - Development

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

### 3P3: PROCESSES

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

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

### 3R3: RESULTS

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

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

### 3I3: IMPROVEMENT

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

## Responses

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### 3P3: PROCESSES

- **Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)**

In order to maintain the currency of employee qualifications, professional development opportunities are available to all employee groups. On-campus professional development may be provided during weekly [Common Hour](#) events presented by college employees as well as outside presenters. An annual college Convocation day is held in the fall and provides a variety of program topics for all

employees. Academic deans ensure there is funding available and that the necessary faculty attend the training in cases where accredited programs require professional development. Other required training (e.g. new software) is made available when needed through instructional designers, information technology staff, or other qualified personnel. Divisions take advantage of webinars and workshops offered by the OACC, GCCCU, SOCHE, and ODHE which provide professional development opportunities at a relatively low cost. In addition, union leaders have the opportunity to attend professional development days and an annual Labor/Management Regional Conference. Grant funded initiatives often have resources to support professional development. Finally, tuition waivers and tuition reimbursement funds support enrichment and pursuit of advanced degrees (**addresses core components 3.C.4 and 5.A.4**).

Union sponsored employee development activities such as conferences and workshops are subsidized and/or completely funded through the bargaining groups. Individual department managers also play a significant role in supporting and reinforcing training within their units. Faculty build knowledge and skills through a sabbatical leave program. For example, a recent faculty sabbatical generated research and market analysis which led to the development of Ohio's first Associate Degree in Brewing Science developed in response to the workforce needs of the region's rapid development of craft breweries.

As a community college within the ODHE, many faculty and staff gain access to high level professional development by engaging in statewide initiatives. For example, additional professional development is supported by the OACC Student Success Leadership Institute, a two-year convening of teams from other Ohio community colleges to learn innovative student success initiatives, policies, and share best practices. Cincinnati State has a team of stakeholders who attend and disseminate student success resources and best practices throughout the greater college community. Through participation, the College gains access to OACC technical assistance funds to sponsor onsite presentations by national thought leaders, and all college employees are encouraged to attend these presentations.

Tenure track faculty participate in peer mentoring sponsored by the Faculty Senate Peer Mentoring Advisory Committee (PMAC). This committee supports the tenure process by pairing tenure-track faculty with tenured mentors. Mentors help guide mentees through the tenure process including developing an evidence binder to provide relevant documentation and ensure that target achievements are met throughout the five years leading up to tenure binder submission. The PMAC is vital to strong participation in the tenure process through its broad wealth of resources provided through its Blackboard LMS repository (**addresses core component 3.C.4**).

- **Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)**

All faculty, full-time and adjunct, are hired based upon their professional content area backgrounds and ability to provide effective instruction. Deans and Department Chairs are responsible for ensuring faculty maintain appropriate qualifications and possess the necessary experience associated with their teaching fields. As referenced above, professional development resources are available to support this need.

More recently, the [Center for Teaching and Learning \(CTL\)](#) was established to support instructors in maintaining currency in pedagogical processes. The CTL is intended to foster a culture of professional development ownership, nurture collaboration within the faculty community, and embrace innovation and professional growth.

CState Online offers a [Teaching Online workshop](#) to faculty who wish to acquire knowledge and skill related to online teaching strategies including the design of effective online courses. This workshop is offered online each semester and facilitated by a team of faculty and instructional design staff experienced in this area.

One avenue for faculty to receive systematic professional development at Cincinnati State is the First Fridays Professional Development Series sponsored by the Faculty Senate Professional Development Committee. First Fridays is a series of seminars conducted on the first Friday of each month throughout the Fall and Spring semesters of the academic calendar. These seminars are primarily targeted toward the faculty community and span a diverse range of topics including retention, access, and pedagogy. A call for proposals is distributed to faculty in late spring, and proposals are scored by the Professional Development committee.

A variety of data is accumulated from these presentations, including attendance metrics and anonymous satisfaction feedback surveys. The results of these evaluations are distributed to the presenters to better help them develop their scholarship of teaching and learning expertise, while attendees are given certificates to document their presentation attendance for tenure and annual performance review purposes.

Through these, and other professional development processes addressed in 1P4, Cincinnati State assures that instructors and other staff remain current in their disciplines and teaching methods **(addresses core component 3.C.4)**.

- **Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)**

Student support staff members increase their skills and knowledge in their areas of expertise in multiple ways. On-the-job training occurs when a new staff member begins their employment. As mentioned above, the College engages in many statewide, collaborative initiatives designed to connect professional staff with peers across the state. A current example of this is participation in the OACC Student Success Leadership Institute (SSLI). SSLI teams from every community college convene on a regular basis (approximately 4-6 times per year) to explore best practices and contemporary trends in student recruitment, retention, and completion. Additionally, the Registrar and Admissions Office staff participate in professional development through Ohio Association of Collegiate Registrars and Admissions Officers.

Internal events such as the annual faculty and staff Convocation are designed to include topics related to various job functions with emphasis on those that support strategic initiatives **(addresses 3.C.6)**.

- **Aligning employee professional development activities with institutional objectives**

Professional development activities are aligned with institutional objectives in several ways. Staff members who wish to participate in planned development activities seek approval to do so through their immediate supervisor. Institutionally established development activities (e.g., annual Convocation) include themes that support college objectives. Any faculty or staff accessing the College's tuition benefit program must justify the relationship between their program and role at Cincinnati State. Upcoming events scheduled by the Center for Teaching and Learning are guided by strategic institutional needs and priorities.

- **Tracking outcomes/measures utilizing appropriate tools**

Outcomes of professional development of activities are measured by employee satisfaction (as assessed through PACE surveys). Convocation survey feedback results from all faculty and staff participants are collected annually. Faculty returning from sabbatical are required to present on findings/outcomes of their sabbatical work. Faculty and staff who participate in professional development activities will often present their findings to departmental personnel. And, CState Online obtains faculty feedback as a result of participation in the Teaching Online workshop.

### **3R3: RESULTS**

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

A [Peer Mentoring survey](#) was distributed during the Spring 2017 semester to all tenured and tenure-track faculty regarding the participant satisfaction with the Peer Mentoring process. The results from this survey are being utilized to develop the changes outlined in 3I3.

The [Teaching Online for Cincinnati State faculty professional development workshop](#) has been demonstrated as an effective tool to aid instructional faculty in developing online teaching expertise. Since 2015, a total of 57 faculty have successfully completed this workshop with participation across all four academic divisions of the College. The [End of Course Survey](#) for this workshop demonstrates that satisfaction in this professional development activity is strong. Many faculty who have participated in this workshop have gone on to lead the development of courses in an online format.

The Faculty lead First Friday Professional Development Workshops addressing specific topics of interest. [Feedback results](#) help faculty select subsequent topics of relevancy for faculty and to refine the process. The Professional Development committee reviews this feedback from each presentation and then compiles and forwards each presenter's metrics to them. At the end of each academic calendar year, the committee compiles similar data compiling all participants' feedback for review.

### **3I3: IMPROVEMENT**

Two improvement strategies underway include:

The Budget Advisory Team recently established a Task Force to assess the current tuition waiver and reimbursement program in an effort to better understand the return on investment to the employee and the College.

The CTL, created in 2016-17, is currently working to establish metrics designed to evaluate intended outcomes of this professional development approach.

## **Sources**

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- Center for Teaching & Learning
- [Common\\_Hour\\_Fall\\_2017](#)
- [First\\_Friday\\_Workshop\\_Series\\_-\\_Evaluative\\_Feedback](#)
- [Peer Mentoring Survey Past\\_Current Mentees](#)
- [Teaching\\_Online\\_at\\_CS\\_Syllabus\\_Fall\\_2017](#)

- Teaching\_Online\_for\_Cincinnati\_State\_Faculty\_Professional\_Development\_Workshop

## 4 - Planning and Leading

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### 4.1 - Mission and Vision

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

#### 4P1: PROCESSES

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

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

#### 4R1: RESULTS

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

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

#### 4I1: IMPROVEMENT

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

### Responses

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## 4P1: PROCESSES

### • **Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)**

The Board of Trustees holds the responsibility for defining, and refining as applicable, the college's Mission, Vision, and Values. Cincinnati State maintains relevancy to its community by regularly reviewing the Mission, Vision and Values. By engaging internal and external stakeholders, Cincinnati State ensures that college leadership thoroughly understands its environment to make key decisions in leading the organization. The following encompasses Cincinnati State's [Mission, Vision, and Values](#):

**Mission Statement:** Cincinnati State provides student-focused, accessible, quality technical and general education, academic transfer, experiential and co-operative education and workforce development.

**Vision Statement:** Cincinnati State will be the technical and community college of choice in our region, nationally recognized for academic excellence, cooperative education, and workforce development.

### **Values:**

As a College Community:

- We embrace experiential and lifelong learning, personal growth, and employability.
- We embrace and promote a civil and respectful environment.
- We anticipate and effectively respond to changing stakeholder expectations.
- We honor the diversity of people and ideas.

Working together with the President and Executive Team, the Board of Trustees sets the direction for the College. Development of mission and vision begins with listening to a representative group of Cincinnati State internal and external stakeholders including students, corporate clients, Board of Trustees, President's Advisory Council (PAC), faculty/staff, and key external stakeholders. The following provides a description of each of the college's key stakeholder groups:

- **Students:** All students enrolled or alumni who have graduated from Cincinnati State.
- **Board of Trustees:** Consists of a nine-member board appointed by the Governor of Ohio.
- **President's Advisory Council (PAC):** In 2016, the President formed the PAC, whose membership is made up of cross-functional representation of the college's employees. The President selects the appointees that include the Executive Team, Faculty Senate leadership and other internal staff.
- **Faculty/Staff:** Part-time and full-time employees of the College.
- **Advisory Councils:** Includes curriculum specific groups of external experts that guide, review, and engage in discussion of program level content.
- **Key External Stakeholders:** Ohio Department of Higher Education, Cincinnati State Foundation Board, Chambers of Commerce, Regional Economic Development Initiative (REDI), community partners, employers, and 4-year universities.
- **Corporate Partners:** corporate customers who use Cincinnati State's services either as employers of Cincinnati State's graduates and co-op students, or Workforce Development Customers.

The Executive Team, led by the President, assimilates the information gained through the various

listening mechanisms to drive the creation of the [Mission/Vision](#) as well as the [strategic goals](#) of the organization. The College utilizes data to review and monitor the effectiveness of the institutional mission, vision, and values from a variety sources:

### **Students**

- Student surveys (CCSSE, Noel-Levitz SSI, alumni, first-time experiences, etc.)
- Faculty evaluations
- Focus groups
- Town Hall meetings

### **President's Advisory Council**

- Feedback received at monthly meetings

### **Faculty/Staff**

- PACE survey
- Faculty Senate feedback
- Program self-study

### **Board of Trustees**

- Feedback/approval from monthly meetings

### **Key External Stakeholders**

- Accreditation requirements
- Advisory Council input

### **Corporate Partners**

- Workforce Development Center customer satisfaction survey
- Co-op employers survey

Based on these sources of data, the Mission, Vision, and Values statements are reviewed for relevance and adjusted as needed. Strategic initiatives are prioritized by the Executive Team in collaboration with the President's Advisory Council to build consensus before presenting to the Board of Trustees for approval (**addresses Core Component 1.A.1**). This collaborative model of planning and mission implementation that incorporates feedback from multiple internal and external stakeholders, demonstrates commitment by leadership to the public interests of the college (**addresses core components 1.D.2 and 1.D.3**).

The mission, vision, and strategic plan are then further deployed through budget planning, development, monitoring, and implementation of individual (e.g. annual performance evaluations) and institutional goals (e.g., Campus Completion Plans). For more information on developing processes in alignment with the college mission see category 6. (**addresses core component 1.A.1**).

The current mission, vision, and value statements were developed in 2005 with reviews in 2008 and 2012. They were again reviewed during a 2015 "State of the College" event, led by the President, where feedback was solicited from all attendees. In addition to internal stakeholders, key external stakeholders were engaged for additional feedback. While the core pillars remained the same,

adjustments in the strategies and the measures were made to better align with changes in our internal and external environment.

- **Ensuring that institutional actions reflect a commitment to its values**

Establishing and monitoring the values of the College begins with the Board of Trustees and are further reinforced by the President through the Executive Team, union leadership, administrators, cross-functional committees, and faculty/student governance. The strategic planning process engages multiple stakeholder groups and ensures that all college goals and implementation strategies are in alignment with institutional values (see above). College values are further reinforced and assessed through employee evaluation procedures.

The stages of the curriculum development process engage multiple constituencies including employers, transfer universities, faculty, and staff to ensure that the programs and corresponding support services reflect the values espoused by the institution. The [Strategic Plan Creation and Deployment System](#) demonstrates the interconnected nature of various stakeholder groups helping to ensure all institutional actions reflect commitment to shared values.

- **Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)**

The [Mission, Vision, and Values statements](#) are prominently published in the College Catalog and on the College website. Moreover, they are displayed in Academic Affairs offices, Executive Offices, Off-Campus locations, and several other public areas of the campus. To further reinforce and communicate the centrality of the College Mission in all aspects of institutional operations, the Mission, Vision, and Values statements are addressed in applications to state agencies for program and location approvals and professional accreditation agencies for programmatic approval (**addresses core components 1.B.1, 1.B.2, and 1.B.3**). This process helps the College focus such requests on the aspect of the mission most closely related to the specific application.

Other formal means of communicating the College mission include:

- Annual President's State of the College Address (see [2017 State of the College Presentation slide set, page 2](#))
  - Board of Trustee presentations
  - New employee orientation and onboarding events
  - Press release communications
- **Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)**

Cincinnati State ensures that academic programs and services are consistent with the institution's mission in several ways.

Prior to establishing a program, faculty experts and business advisory councils are established to review labor market data to determine feasibility. Transfer degrees, on the other hand, must carefully consider the baccalaureate program requirements in order to increase the likelihood of effective transfer to four-year schools.

**Internal Review:** All new academic programs are built according to the [DACUM process](#) and reviewed by the Academic Policy and Curriculum Committee (APCC) before final approval by the Provost. Changes to current programs are also vetted through the APCC to ensure continuing

alignment with the institution's mission. On a regular basis, programs undergo an internal program review process (see Category 1 for more information).

**External Review** – All new degree programs undergo review and approval under the jurisdiction of the ODHE (see Category 1 for more info). Program review documentation requires the College adequately address the program's alignment with the institution's mission.

- Through these curriculum development and review protocols, Cincinnati State is able to ensure currency of academic programs and student support services while maintaining consistency with the institutional mission (**addresses core component 1.A.2**).
- **Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)**

Mission alignment and transparency two key components to Cincinnati State's processes supporting resource allocation. Under the leadership of the President, a cross functional Budget Advisory Team reviews the general operational effectiveness associated with all college departmental units. The team meets year round to review the institutional budget against agreed upon effectiveness measures. The primary purpose of the Budget Advisory Team is to provide a critical analysis of existing operations and explore means to achieve more efficiency in the achievement of strategic goals.

The Budget Advisory Team requests that each department (including operations, academics, and workforce) conduct annual presentations for the College community and team members. After the presentation, recommendations are made to the Finance Office and are shared with the Executive Team and the college community.

The Executive Team holds budget retreats to review the draft budget and finalize plans to present to the Board each year for approval. Within these retreats, the values of the organization are reviewed and considered in the budget prioritization process. Throughout this process, it is stressed that the College has a public obligation to serve the community (**addresses core component 1.D.1**). Projects that serve the institution's mission, vision, and values while also enhancing it's financial health, are selected for implementation in the institutional budget (**addresses core component 1.A.3**).

An example of this process can be seen in the 2017 launch of the college's "[Be Great Grant](#)". The President and Board of Trustees established the "Be Great Grant" as a focus on Cincinnati Public School and Cincinnati Youth Collaborative students who choose Cincinnati State as their college of choice. The grant covers the balance of any unmet financial need after financial aid has been allocated. Through this grant, the College anticipates a substantial increase in matriculation status among the representative population after enrollment is calculated in Fall 2017. This initiative aligns with a key strategic planning goal of the [2016 Campus Completion Plan](#) directed towards incentives for more qualified high school students enrolling as "degree-seeking" at the College.

- **Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)**

Some of the tools used to track outcomes/measures towards developing, communicating, and reviewing the institution's mission, vision, and values include the following:

- PACE Survey
- Financial Reports
- Co-Op Survey

- Workforce Customer Satisfaction Survey
- Student Survey (Noell-Levitz/other)
- Teacher Evaluations
- Focus Groups
- Town Hall Meeting Feedback
- Faculty Senate Feedback
- Accreditation Feedback Reports
- AQIP Project Committee Reports
- Performance Appraisals
- Employee Turnover

#### **4R1: RESULTS**

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

Since 2013, Cincinnati State enrollment patterns have decreased, which is a current, common trend across Ohio and the nation. The College has been effective in navigating these downward enrollment, and corresponding revenue declines, by engaging all stakeholders in the planning and budgeting process so that the core institutional mission continues to be realized. All planning and budget decisions are grounded in the four pillars of the Strategic Plan: Increase Student Success, Expand Our Reach, Build Community, and Achieve Fiscal Sustainability.

Through the processes outlined in 4P1, faculty and staff have been engaged with institutional leadership in making challenging decisions about how best to serve primary college stakeholders. Engagement of key stakeholders was an intentional strategy executed by the President and Executive Team in order to establish buy-in and acceptance of decisions made as the result of budget analysis. This engagement appears to have been reflected in the improvement in recent PACE survey outcomes. Although still below the national average, the most recent [PACE Climate Survey \(2015\)](#), provided Cincinnati State's overall climate scores with the best ever measurements since adoption of this assessment tool. Stronger ratings than prior survey results are also indicated for the categories of "Supervisory Relationships", "Teamwork", and "Student Focus". Those are all areas of attention paid by the institutional leadership over the past several years.

As a result of Institutional Advancement efforts focusing primarily on activities directed toward supporting the institutional mission, the Endowment total going into 2017-2018 is up 20% over the prior year to \$7.3 million.

Maintenance of appropriate financial resources aligned with enrollment outcomes and student expectations has been an area of emphasis for the Board and key academic and staff leadership over the past several years. Due to lower enrollment and state-mandated tuition freezes, Cincinnati State has faced corresponding budget challenges. To respond to this situation the College identified means to increase revenue and also reduce expenses. As described in 4P1, this process has been based on direct engagement across primary stakeholders, including the Board of Trustees, faculty, and staff leadership. Several strategies were developed and implemented in alignment with achieving our mission.

On the revenue side, for example, the College reviewed all auxiliary services and developed plans to leverage connection with our academic programs. Restructuring of the campus culinary operations (i.e., college public restaurant, bakery and cafeteria) with the program of study have resulted in more

hands-on learning for students and reduced expenses for the College. The Childcare Center was restructured into a Lab School, allowing the College to better service the community and students' children while providing a quality training experience for those in the Early Childhood degree program. These examples and other strategic moves resulted in reductions in losses for several areas and a total profit overall. Also the College is on track for even better results in FY18 after a full year of operation under the new models.

**Auxiliary Services Net Revenue**

	Parking	Culinary Operations	Airport	Child Care Center	Video Studio	Total
FY16	\$226,746	(\$550,830)	\$1,417	(\$97,010)	\$20,349	(\$399,327)
FY17	\$241,073	(\$299,518)	\$53,765	(\$1,761)	\$14,654	\$8,393
Change	\$ 14,328	\$251,312	\$52,348	\$95,249	(\$5,695)	\$407,720

The General Fund cost reductions were significant, but the College still allocated dollars, although reduced, to support classroom instruction, student activities, faculty professional development, and employee appreciation. These strategies are all key to affirming and supporting the college mission. The results allow the College to achieve a Board mandated budget surplus in FY17 and also plan an even more significant surplus for FY18.

**General Fund**

	FY16	FY17	FY18
Revenue - Expenses			
Actual/Projected	(\$153,257) deficit	\$512,715 surplus	\$1,000,000 surplus

**4I1: IMPROVEMENTS**

Several improvements implemented in the past few years have enabled the college to achieve success through efficient and effective processes and procedures.

**Budget Advisory Team** - Implementation of the Budget Advisory Team in the 2015-2016 academic year was instrumental in gaining important perspective on mission focus related to how resources are allocated. Through the Budget Advisory Team meetings, all academic divisions, and student support departments now provide transparent and public analysis of major program activities in support of the institutional mission.

**Institutional Advancement** - During the 2017-2018 academic year, the College will finalize plans, and launch a Comprehensive Campaign Plan to support major institutional growth projects. In order to improve efficiency and effectiveness of advancement operations throughout the budget

development process, the departments of Development/Fundraising, Government Relations, Grant Writing, and PR/Communications were brought under one leadership structure.

## Sources

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- Cincinnati State Web Site - Strategic Planning Key Goals
- College Campus Completion Plan 2016-2018
- College Web Site - Mission Vision Values
- DACUM - Academic Program Development Process
- PACE Climate Survey
- State-of-the-College\_9-11-17
- Strategic Planning Creation and Development System
- Student Incentive - Be Great Grant Program

## 4.2 - Strategic Planning

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

### 4P2: PROCESSES

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

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

### 4R2: RESULTS

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

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

### 4I2: IMPROVEMENT

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

## Responses

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### 4P2: PROCESSES

- **Engaging internal and external stakeholders in strategic planning (5.C.3)**

Strategic planning encompasses the institution and considers the perspectives of internal and external

constituent groups. Through a variety of ongoing committees and structures, the College is able to regularly engage its stakeholders in monitoring progress toward strategic planning goals. The following outlines several standing groups that maintain individual processes associated with engagement in short-term and longer-term strategic planning.

**Internal Stakeholders** represent several distinct groups and may be drawn from all campus locations, including Main Campus, Middletown Campus, Harrison West, and the Workforce Development Center. Processes that engage internal groups of stakeholders include:

Board of Trustees meetings (BOT) - The BOT holds monthly meetings to discuss budget, evaluation of operations, planning, and student learning enabling the administration, faculty, and staff to keep a pulse on the College.

Executive Team (ET) - The ET is made up of the Vice Presidents and other direct reports to the President.

President's Advisory Council (PAC) - The PAC is a cross-functional representation of the College and certain invitees may change according to the topics being discussed to ensure that key people are present and their input is received. Monthly meetings of the PAC allow sharing of upcoming plans and allow key stakeholders to provide input on the strategic direction of college initiatives.

Deans' Council - Consisting of deans from all divisions, the Dean's Council enables greater efficiency in strategic planning that affects academics. Facilitated by the Provost, Dean's Council meets weekly and considers major issues of academic program policy and student support structures across the College. Silos have been broken down and the College is able to share and reapply successful systems and processes by enabling consistent sharing across divisions.

Faculty Senate Committees - Most Faculty Senate committees have representation from each division as well as administrative representation to ensure shared governance.

Program Advisory Boards - Program advisory boards across the College consist of internal stakeholders (faculty/staff) and external stakeholders (industry experts, co-op partners etc.) enabling programs to stay up-to-date on industry needs and receive input of curriculum changes necessary to meet those changing needs.

Student Government and Student Communication - Student government allows for increased participation in shared governance as well as an increase in communication and input on strategic plans where appropriate. Student government representatives meet regularly and provide a report at monthly Board of Trustee meetings.

Administrators - Directors of departments across the college lead operations and align resources with departmental needs.

**External Stakeholders** are engaged on a regular basis to provide external perspectives with regard to curriculum, marketing opportunities, and program development to ensure currency and connection of college programs within the community. The following is a representative sample of external stakeholders that regularly contribute to institutional planning efforts:

Corporate Partner Engagement - Co-op coordinators regularly engage employers to ensure a continuous pipeline of opportunities for students. These co-op engagements also serve as a recruitment tool for new students. Additionally, WDC engages the business community for

enrollment in various training opportunities, as well as providing feedback for future opportunities.

Higher Education Partners - The recently developed Transfer Center deploys strategies directed toward increasing the number of students transferring to 4-year institutions. These partners work with college officials to continuously refine articulation agreements to 4-year partner institutions in order to improve the effectiveness of the transfer process. This partner connection also serves as a way for us to solicit feedback and input from our external education partners.

School District Partners - These partners assist the College by strengthening connection to eligible high school students and graduates in order to encourage college enrollment in degree programs, as well as accessing relevant student services. Partners currently include over 40 high school districts where courses are delivered and all career technical centers located in Hamilton, Butler, Warren, and Clermont counties.

Additionally, various Faculty Forums provide a systematic means for effective participation of a broad range of stakeholders together on a single topic. The most recent Faculty Forum (Feb 2017) led to the creation of the Center for Teaching and Learning which will help with the professional development of faculty members across the College.

Taken together, the engagement of this diverse group of internal and external constituencies demonstrates that the College's planning processes encompass the institution as a whole and considers the perspectives of internal and external constituent groups (**addresses core component 5.C.3**).

- **Aligning operations with the institution's mission, vision and values (5.C.2).**

The Cincinnati State – Strategic Planning and Deployment System outlines the College's comprehensive process flow associated with Strategic Planning and monitoring of corresponding objectives. By integrating these relationships across all levels within departments, the institution is able to align its processes with the strategic plan (**addresses core component 5.C.2**).

Development of the College Strategic Plan was led by the Executive Team with input from internal and external stakeholders (see above). The subsequent Campus Completion Plans emerged as a result of the directions set by the Strategic Plan. This way, the College ensured operations were aligned with the mission and the strategies associated with the long-term plan.

Individual goals, group/departmental goals, and action plans are all monitored for alignment with the strategic planning process through such structures as:

- Campus Completion Plan Steering Committee monitoring meetings
- Faculty Senate Standing Committees
- AQIP Action Project Initiatives

Key institutional positions are also aligned with the institution's mission, vision, and values and the strategic planning process. Individual goal setting is established between manager and employee and annual performance goals of managers are linked to specific initiatives of the Strategic Plan and Campus Completion Plan. Through annual performance evaluations, goal progress can be documented.

An important feature of Cincinnati State's planning process is that all strategic initiatives are linked with institutional budget planning, development, and monitoring processes guided by the Executive Team and communicated monthly with the Board of Trustees.

- **Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3).**

Consistent with community colleges both across Ohio and nationwide, fiscal responsibility is a priority that impacts virtually every level of every department throughout the institution. As a result of enrollment reductions and decreases in revenue received from the state share of instruction, Cincinnati State has had to be diligent in aligning efforts across all departments to optimize efficiency and effectiveness.

A substantial focus of the leadership at Cincinnati State has been to increase efficiency through a necessary decrease in budgets, while becoming more strategic in delivering academic programs and student support services. Over the past several years, budget planning has engaged every department and division of the college. Student groups are also engaged to ensure their needs remain central to administrative decision making. Each member of Executive Team works collaboratively with the managers in the respective departments to establish cost savings, to create strategies for consolidation of activities, and in some cases, to curtail redundant or superfluous services.

Budget planning is monitored monthly by the Board of Trustees and internally through the Budget Advisory Team. This team aids in effective communication regarding budget priorities of the institution. The Budget Advisory Team has been effective in maintaining a strong focus on core priorities that remain central to the institutional mission by maximizing communications, encouraging college-wide engagement, and considering innovative solutions for optimizing efficiency (**addresses core component 5.B.3**).

- **Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)**
- **Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)**

As one of 23 public community colleges operating under ODHE, Cincinnati State earns a substantial component of its revenue from the state share of instruction (SSI). With the full implementation of the state's Performance Based Funding model, it is critically important that Cincinnati State understand in great detail the performance measurements that are most critical to maximizing revenue through this model. Over the past four years, the ODHE, in collaboration with the Ohio Association of Community Colleges, has established the Student Success Leadership Institute and guided all 23 community colleges in establishing formal Campus Completion Plans that are grounded in the state's Performance Funding Model. Since commencement of this statewide effort, Cincinnati State's core strategic planning process has been grounded in the college 2016 Campus Completion Plan in order to ensure alignment between the college's internal planning priorities and those of the state.

The Campus Completion Plan outlines strategic initiatives of the College and aligns them toward state goals that are integrated with the Performance Funding Model. Strategies associated with the Campus Completion Plan align with one of the college's four [Strategic Planning Key Goals](#).

The four strategic goals continue to include:

**Increasing Student Success** by driving student achievement through increasing retention rates, graduation rates, number of merit scholarships awarded, and the number of academic math foundation courses completed.

**Expanding Our Reach** by broadening Cincinnati State's footprint by expanding dual enrollment,

increasing enrollment at off campus sites, increasing distance education enrollment, and expanding outreach to targeted populations.

**Building Community** to provide students with a quality educational experience. This goal will be achieved through improved and meaningful planned interactions and increased communication.

**Strengthening Fiscal Sustainability** to secure the College's financial future and keep the cost of education affordable. Measures for success include increased fund availability for scholarships, increased number of grants, increased revenues from workforce development training and social entrepreneurial activities.

Every strategic initiative featured in the Campus Completion Plan is designed to either capitalize on existing strengths of the College or proactively address an institutional weakness. Additionally, initiatives are measured against the extent to which they align with the state's Performance Funding Model in order to maximize financial results gained (**addresses core component 5.C.4**). Furthermore, the Campus Completion Plan can be used as a tool for strategic planning of emerging demographic shifts in student population and enables the College to plan for anticipated enrollment trends (e.g., increasing draw of students toward online course sections). By focusing on initiatives that are aligned with the Performance Funding Model, and incorporating enrollment trends, the College is able to target its resource allocation toward strategies most likely to produce favorable results while simultaneously supporting institutional mission priorities (**addresses core components 5.C.1 and 5.C.5**).

The [2016 Campus Completion Plan](#) was established to maximize strengths and mitigate weaknesses around four key areas of the student experience:

- Connection to the Institution
- Successful first-year entry
- Student Progress
- Student Completion

Across each of these broad categories, 41 strategic initiatives are in place to favorably influence outcomes that are aligned with the state Performance Funding Model in the areas of:

- Course-based completion (# of FTE who pass course)
- Success Points, including
  - Developmental Education Success
  - 12 credit hour success
  - 24 credit hour success
  - 36 credit hour success
- Completion Milestones, including
  - Associate Degree Completion
  - Certificate Program Completion
  - Transfer with 12+ credit hours

Since Cincinnati State competes with the other 22 community college for a share of the state revenue based upon achieved success in each of the categories noted above, it is critical for college leaders to target priorities on those initiatives most likely to maximize results.

- **Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)**

The key performance indicators used to monitor achievement of strategic goals are aligned with each strategy in the Campus Completion plan. Common data sources used to monitor progress toward achievement of goals are consistent with those that are outlined in Ohio's funding model. Common measures include:

- Enrollment and credential attainment (both degrees and certificates)
- Student transfer
- Developmental student success
- Course completion rates

Other outcomes measures that are unique to strategies outlined in the Campus Completion Plan include:

- Persistence and retention rates
- Withdrawal rates
- Fall first time students previously enrolled in College Credit Plus in high school
- Time to degree attainment
- Percentage of first time students needing remediation
- Degree major changes prior to graduation
- Average student credit load per term
- Student satisfaction feedback

#### **4R2: RESULTS**

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

Over the past year, several measures have provided results that demonstrated progress is being made in some areas while more focused attention remains in other areas.

**Expanding Our Reach** - In 2015, the State of Ohio launched a major dual enrollment initiative, known as College Credit Plus (CCP). The CCP initiative was designed to encourage more rapid time to degree attainment by connecting college degree pathways with students as early as high school. Cincinnati State initially established an AQIP Action Project around the implementation strategies associated with launching the CCP program at the College following several years of successful high school Dual Enrollment programming. The College has maintained strong enrollment patterns from among currently enrolled high school students in subject areas such as English, Mathematics, Anatomy and Physiology, Political Science, Psychology, and Foreign Language Spanish. Overall, high school dual enrollment was successfully transitioned to College Credit Plus. Under CCP, the number of college credits earned by high school students has increased by 109%. The number of high school partners delivering college courses has increased 180%.

The table below reflects the overall course enrollment trends since the inception of the Ohio CCP program.

### College Credit Plus (Dual Enrollment) High School Enrollment

Year	Annual Enrollment
2014-2015	3,338
2015-2016	3,264
2016-2017	3,987

Even though enrollment has been stable and increasing slightly over the past several years, the College has not experienced a corresponding matriculation pathway from among this special population. Therefore, as a component of the strategic plan, the College has identified strategies to influence the decision making process of high school graduates to encourage more individuals to select Cincinnati State as a college of choice for their first degree program after high school. In the 2016-2018 Campus Completion Plan, strategies have been directed toward increasing the number of students matriculating into the College after previously finding early success with course enrollment. The early result of these strategies have yielded some favorable, albeit modest results, as outlined in the table below.

### Number of 1st Time Freshman Previously Enrolled as CCP (Dual Enrollment)

Term	1st Time Freshman	%
2015 Fall	41	
2016 Fall	49	19 %
2017 Fall	105	114%

Online Learning Expansion - While the College has been experiencing overall enrollment reductions that align to trends both statewide and nationally, online learning enrollment continues to increase as a result of strategies designed to establish an infrastructure that provides faculty training and learning design support to all academic units. Over the past three years, enrollment in web/online course sections has grown from 30% to 37% of the overall student population.

### Percentage of Students Taking Online (WEB) Courses (unduplicated headcount based on census day numbers)

Semester	All Courses Unduplicated Headcount	Online Courses Unduplicated Headcount	% of Students in Online Courses
Fall 2015	9,630	2,863	30%
Fall 2016	9,056	2,959	33%
Fall 2017	8,807	3,224	37%

Similarly, the percentage of credits generated for online (web) sections out of all sections offered has increased from 16% to 22% over the past three years.

**Percentage of Credits Registered for Online (WEB) Sections**

Semester	Total Credit Hours All Course Sections	Total Credit Hours Online (Web) Sections	% of Credit Hours Online Sections	% Change
Fall 2015	82,160	13,042	15.9%	
Fall 2016	75,057	13,708	18.3%	5.1%
Fall 2017	72,269	15,604	21.6%	14%

Additionally, in an effort to address the strategic initiative associated with "Expanding Our Reach", Cincinnati State works to identify opportunities for the college to engage in course and program delivery at multiple locations throughout the region. Over the past six years, the number of high school course locations has expanded from 6 to 37 as seen in the [High School CCP Dual Enrollment Trends](#) report. In 2014, to further reinforce this strategic initiative, the Ohio Department of Higher Education Chancellor approved [Cincinnati State's request to have Butler County added to the college's official service district](#) in order to raise visibility of all college programs and services.

**Building Community** goals have been addressed through several key strategies. Among the primary strategies deployed under the current administration has been an effort to establish an integrated approach to fundraising, workforce development, public relations, government/community affairs, and marketing. As a result of efforts led by the President, in collaboration with the Board and other internal and external stakeholders, the overall college endowment has increased over 90% since 2014.

- 2014 \$3,765,679
- 2015 \$3,695,342
- 2016 \$6,086,542
- 2017 \$7,286,944

A key measurement of the financial health of the institution is the Composite Score indicator. The Board directed goal over the past several years has been to reflect a stable composite score. This has been achieved for the past three years even with substantial budget reduction strategies in place demonstrating strong control over the financial health of the institution.

**Composite Score 2013-2017**

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Composite Score	2.8	2.7	2.3	2.3	2.3

**4I2: IMPROVEMENT**

Faculty Senate Committee Activities - In collaboration with the Provost, Faculty Senate has created a committee efficiency plan to ensure that the charge of each committee is clear and the committee can effectively provide recommendations on relevant matters pertaining to faculty and academics. This also helps to avoid duplication of effort across committee structures.

Academic Affairs Efficiency Improvement - The Distance Learning department has merged with Off-Campus Programs to improve alignment of the College's CState Online initiatives with those of other off-campus initiatives. The result of this improvement has been to more effectively share physical and personnel resources with existing strategic priorities related to Expanding Our Reach to new student markets supported by a substantial budget reduction.

Deans' Council - In the 2016-2017 academic year, Deans' Council agendas and minutes have been published on the College intranet in order to maintain a transparent record of topics, trends, and actions. This site is available to all faculty, staff, and others with access to monitor the themes being considered by Academic Affairs.

Transfer Center Relocation – The College has relocated the Transfer Center to a prominent location just off the main campus cafeteria in order to increase visibility and emphasize the role of transfer to university partners. Through this administrative office, university transfer representatives provide regular visibility on the community college campus and meet with students who are interested in directing studies toward 4-year transfer options. This activity supports the Campus Completion Plan by encouraging student progress through 2-year to 4-year pathway programs and more effectively utilizes prime space near the Main Campus cafeteria.

On behalf of the college's Middletown, OH Campus location, Cincinnati State joined SOCHE (a regional higher education consortium - [www.soche.org](http://www.soche.org)) as an institutional member, in order to better understand the higher education market and stakeholders in the Butler County region.

Cincinnati State was one of the lead colleges in the redesign of the GCCCU to GC3 transition designed to leverage the awareness and impact of higher education and the work of the institutions in our community (<http://www.gccollegiateconnection.org/>).

## Sources

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- Butler County Service District OBR Directive 2014-010
- Cincinnati State Secondary School District Partners
- Cincinnati State Web Site - Strategic Planning Key Goals
- College Campus Completion Plan 2016-2018
- High School CCP Dual Enrollment Trends
- Strategic Planning Creation and Development System

## 4.3 - Leadership

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

### 4P3: PROCESSES

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

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

### 4R3: RESULTS

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

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

### 4I3: IMPROVEMENT

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

## Responses

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### 4P3: PROCESSES

- **Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)**

- **Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)**
- **Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)**

Cincinnati State is a public institution of higher education under the jurisdiction of the ODHE. The [nine-member Board of Trustees](#) for the College approves plans and internal policy decisions recommended by the President, administrative officers, faculty, and staff. All nine members are appointed by the Governor of Ohio thereby preserving independence from undue influence on the part of donors, elected officials, ownership interests, and other external parties when such influence would not be in the best interest of the institution (**addresses core component 2.C.3**). The members reflect a cross section of the constituencies of the Cincinnati metropolitan area. As granted under Section 3354.09 of the Ohio Revised Code, the Board of Trustees has the power and authority to make final decisions about matters of educational policy, financial management, personnel appointments, and physical facilities development. Current board membership is publicly communicated on the [college website](#).

The Board of Trustees implements oversight responsibilities through processes and procedures established in the Board of Trustees Manual of Bylaws. The work of the Board is executed through the Officers of the Board, elected from among the membership. Officers of the Board include: Board Chairman, Vice Chairman, Secretary, and Treasurer (i.e., the college CFO).

The relationship between the institution and the Governing Board is through the administrative leadership of the College. The Board delegates day-to-day management of the institution to the administration. The administration of the College consists of: President, Executive Vice President, Academic Vice President, and Chief Fiscal Officer. The faculty, in collaboration with the Provost, provide leadership in overseeing academic matters of the college (**addresses core component 2.C.4**). The President reports directly to the Board. The Vice Presidents, reporting to the President, make up the Executive Team. The President, Executive Team, Deans, Faculty Senate President, and Student Government President all participate in Board of Trustee meetings (**addresses core components 5.B.1 and 5.B.2**).

- **Ensuring open communication between and among all colleges, divisions and departments**

Cincinnati State maintains open communication between and among all college divisions and departments through a variety of regularly recurring formal and informal communication channels. More common communication channels include:

- President's Annual State of the College Address
- Weekly Executive Team Meetings
- President's Advisory Council Meetings
- Daily News - electronic newsletter
- Free Coffee Friday – Executive Team and leadership guest representatives
- Deans' Council Meetings
- Faculty Senate Meetings
- Common Hour – weekly Monday afternoon meetings on various pre-arranged topics of interest

Other communication strategies, their frequency, and intended audience are summarized in the [Communication Strategies Table](#).

- **Collaborating across all units to ensure the maintenance of high academic standards**

**(5.B.3)**

College governance and administrative structures are designed to promote effective leadership and support collaborative processes that enable the institution to fulfill its mission (**addresses core component 5.B.3**). The primary leadership teams that guide the College include:

**Board of Trustees** - The Board meets monthly to conduct key action items pertaining to finances, policy, facilities, personnel changes, and address other information included in the President's report. The Board's public meetings provide information, lead to decision making, and include presentations that are often initiated by faculty, staff, or requested by the Board. Individual Trustees are involved at strategic points in college initiatives (e.g., AQIP, strategic planning) with the responsibility of representing and communicating with the rest of the Board. Board members also take advantage of multiple opportunities for on-site and community visits at employee and student events throughout the year.

**Executive Team (ET)** -The ET is composed of the President, Executive Vice President (EVP), Academic Vice President (AVP), Chief Fiscal Officer (CFO), Vice President of Enrollment and Student Development, and Vice President of Workforce Development. The ET evaluates and monitors college-wide policies and provides facilities oversight.

**Deans' Council (DC)** -The Deans' Council includes the Provost, four Academic Deans, Vice President of Enrollment and Student Development, Vice President of the Workforce Development Center, Director of Off-Campus Programs and Distance Learning, and Director of the Library. Its aim is to increase internal collaboration on efforts affecting teaching and learning including better coordination of curriculum development, scheduling and academic policies. [Deans' Council activities](#) are published on the college intranet to review at any time.

**Faculty Senate (FS)** - Administration and faculty recognize the Faculty Senate role in leadership and communication on all academic and many non-academic matters. Since 1990, this role has been recognized in the AAUP collective bargaining agreement and includes making recommendations for establishing curriculum, admission and graduation requirements, methods of instruction, assessment strategies related to student retention, and budget development (**addresses core component 5.B.3**). Faculty Senate accomplishes its work through a system of standing committees listed below. All committees except Tenure and Faculty Excellence have administrative appointments made by the President. The following committees report their recommendations to the Faculty Senate and also advise the Academic Vice President:

- Academic Policies and Curriculum Committee
- Tenure
- Cooperative Education
- Academic Technology
- Peer Mentoring
- Scholarship
- Professional Development
- Sabbatical
- Faculty Excellence

The college's leadership teams consistently use the strategic plan to guide institutional decision making and implementation. Contractual based standing committees (such as Faculty Excellence, Tenure, and Sabbatical), special task forces, and advisory councils are all used to recommend and implement decisions. When necessary, ad hoc cross-functional teams are formed to investigate

solutions and provide recommendations regarding projects involving multiple constituencies throughout the College.

- **Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)**

The College provides effective leadership to all institutional stakeholders in several ways. At the Board of Trustee level, the Governors appointment process is designed to select membership that reflects a cross section of the constituencies of the Cincinnati metropolitan area.

As a community college operating under the jurisdiction of the ODHE, Cincinnati State leadership addresses the priorities of stakeholders from across the state by aligning institutional goals with state level key initiatives. Several Cincinnati State strategic planning priorities are grounded in these state level initiatives such as the implementation of Campus Completion Plans, College Credit Plus, Secondary Career Technical Alignment Initiative, and Ohio Mathematics Initiative among others.

Additionally, Cincinnati State maintains collaborative relationships with regional and national professional organizations, accrediting bodies, K-12 partners, transfer institutions, workforce networks, and advisory councils. Through these collaborations, college leadership ensures that decisions made by the Board of Trustees reflect priorities designed to preserve and enhance the institution, as well as respond to the relevant interests of internal and external constituencies (**addresses core components 2.C.1 and 2.C.2**). For example, Cincinnati State considers [39 local area high schools](#) to be educational partners where college credit courses are offered at these locations by one or more of college academic departments.

- **Developing leaders at all levels within the institution**

Employees are encouraged to grow beyond their basic position requirements through a variety of strategies and senior leaders are expected to maintain active engagement with their national and regional professional constituency groups. Many college leadership strategies are grounded in professional development.

Over the past 40 plus years, the College has recognized the importance of professional development of faculty and staff. Substantial budget allocation is available to faculty and staff to support professional development opportunities. Employees are encouraged to pursue advanced degrees by providing tuition reimbursement and salary enhancements upon completion of advanced degrees and certain other technical professional certifications. Furthermore, when leadership positions become available within the college, internal candidates are often considered for these positions. In the past few years, the Provost was promoted from the rank of Dean and all four Academic Deans were promoted from a prior rank of Professor or Associate Dean honoring the tradition of growing leadership from the inside.

The Faculty Senate has established faculty development programs and has also implemented a Peer Mentoring program for non-tenured faculty. Tenured faculty are considered academic leaders at the College and sought for expertise for a variety of reasons and institutional projects. Tenure track faculty are provided mentorship as they advance through the tenure process. Full-time tenured faculty may apply every five years for a sabbatical leave of one to three semesters duration. Faculty Forums provide a venue to share the results of sabbatical activities.

Information Technology Services offers a technology professional development program consisting of several courses designed to advance the technical skills of all employees. In addition, due to the difficulty in identifying and hiring appropriately credentialed IT professionals, the department has

created a “grow your own” program open to all college employees enabling existing staff to acquire new skills needed to advance inside the institution.

- **Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)**

As mentioned in 4P1, The [Strategic Plan Creation and Deployment System](#) demonstrates the interrelation of various stakeholder groups to ensure all institutional actions reflect commitment to shared values and the mission and vision. Cincinnati State has the resources, organizational structure, and corresponding personnel to enable the execution of programs and services designed to fulfill student and stakeholder needs. While financial resources are limited, the college leadership has advanced numerous efficiency and effectiveness strategies to continue to deliver mission critical functions. From the structure and independence of the Board of Trustees to a flat organizational structure, college leadership is able to be creative in finding effective and efficient solutions to internal operations. At the same time, the intense focus on mission and vision enable the institution to react and adjust activities as necessary should evidence suggest that the mission is not well served.

An example of this tension is the 2016 selection of Pearson to provide the institution’s marketing, recruitment, and coaching functions directed toward enrollment growth. While this partnership was complex, innovative, and creative at the outset, it was measured against clear metrics that were grounded in the institution’s core mission. Early in the partnership, those same metrics were able to be used to demonstrate the partnership was no longer supporting the institutional mission and therefore it was terminated in favor of bringing those functions in house with limited delay.

Through the processes and procedures that make up the organizational structure, college leadership is able to maintain independence from undue influence on the part of others and maintain focus on the institution’s distinct mission and stakeholder needs (**addresses core component 2.C.3**).

- **Tracking outcomes/measures utilizing appropriate tools**

Institutional leadership measures outcomes

- The PACE Survey
- Student Information System (Enrollment reports, course/program outcomes, etc.)
- OACC data base comparisons across Ohio
- Budgeting Process tools

#### **4R3: RESULTS**

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

Overall, the results from the most recent PACE survey are trending in a positive direction. The PACE results provide internal evidence regarding the quality of the leadership and communication at Cincinnati State. As indicated in the last administration of the PACE survey (in 2015), all employee classifications of survey respondents yielded more favorable results when compared with results from 2012 (see [PACE Results by Employee Classification 2012-2015](#)). These results continue to fall short of the overall norm base providing insight to the leadership in exploring strategies toward campus culture improvements moving forward.

The establishment of the Budget Advisory Team, consisting of faculty and staff representatives,

working collaboratively with the CFO to transparently explore budget reductions as well as revenue opportunities. The focus of this team was to engage departmental leadership in the college-wide budgeting process in a way that is designed to maintain a mission critical focus on the budget process.

As a public community college serving the southwestern Ohio community, Cincinnati State leaders are engaged throughout the community. Many institutional leaders, faculty, and staff represent the college externally by serving on boards, councils, and agencies locally, within the state, and nationally. Since her appointment as president in 2016, Dr. Monica Posey has achieved an active workforce leadership role, resulting in awareness, and appreciation in the community, by being invited to serve on the following boards and organizations:

Greater Cincinnati United Way

Artswave

Cincinnati Child Poverty Collaborative

Mayor's Green Cincinnati Steering Committee

GRAD Cincinnati

CPS Business Education Connectivity Council

Consistent with the Campus Completion Plan, course completion and graduation rates are an important measure for monitoring student progress through the program and important to maximizing revenue gained from the state's performance funding model. As a result of strategies designed for this purpose, the College has experienced some improvement in graduation rates while continuing to work on increasing course completion rates. The graduation rate has increased 1.5% from 2015-2016 to 2016-2017 as indicated below:

#### Completion and Graduation Rates

<b>Results</b>	<b>2015-2016</b>	<b>2016-2017</b>
Course Completion Rate (note: 72% in 2012-2013)	78.4%	77.7%
Graduation Rate (3-year rate)	15.6%	17.1%

Other relevant accomplishments of note include:

- Leading the development and approval of new programs (e.g., Brewing and Paralegal)
- Increased high school connections - ENGAGE, College Credit Plus
- Leadership collaboration resulting in stronger pathways for Bachelor Bound students (e.g., University of Cincinnati, Northern Kentucky University, and Mount St. Joseph University).

#### **4I3: IMPROVEMENT**

A major initiative stemming from the Campus Completion Plan, and consistent with the statewide agenda, Guided Pathways are being implemented as an organizational structure around all programs. Initial background is being completed by a cross-functional team in preparation for a launch of guided pathways in the fall of 2018.

In an effort to strengthen the first impression of prospects and the general public when visiting the college, a redesign of the Welcome Center and Career Center physical and support structures are underway and planned for completion in 2018.

In order to improve communication and collaboration, Academic Advisors were integrated into the Academic Divisions.

## Sources

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- Board of Trustees - Cincinnati\_State
- Cincinnati State Secondary School District Partners
- Communication Strategies
- Deans' Council Agenda's
- PACE Climate Survey
- PACE Results by Employee Classification
- Strategic Planning Creation and Development System

## 4.4 - Integrity

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

### 4P4: PROCESSES

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

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

### 4R4: RESULTS

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

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

### 4I4: IMPROVEMENT

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

## Responses

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### 4P4: PROCESSES

- **Developing and communicating standards**

As discussed in 4P3, the Board of Trustees approves all major policies and procedures of the College. The responsibility for development and implementation of policies, procedures, and standards is delegated through the President to Executive Team members, Deans, and Directors of departments.

Academic policies, including degree program requirements and academic standards, are developed and guided by the curriculum development process established by the faculty through the Faculty Senate's elected Academic Policies and Curriculum Committee (APCC). Curriculum standards, academic policies, and procedures are developed by the faculty through governance processes prior to recommendation for approval by the Provost.

Most employees are covered by a collective bargaining agreement. The American Association of University Professors (AAUP) collective bargaining agreement covers the single largest group of employees. The contractual agreements for all labor unions guide the legal and ethical behavior of representative groups. Other staff of the College are guided by employee policies outlined in employee handbooks and policy agreements. These collective bargaining agreements cover the following groups:

[American Association of University Professors 1 \(AAUP 1\)](#)

[American Association of University Professors 2 \(AAUP 2\)](#)

[Fraternal Order of Police](#)

[International Union of Operating Engineers 1 \(IUOE 1\)](#)

[International Union of Operating Engineers 2 \(IUOE 2\)](#)

[Service Employees International Union \(SEIU\)](#)

Cincinnati State standards of practice are communicated to employees and students through the College Catalog, the Operations Manual, and various other procedural documents. Additionally, the college website communicates many policies and procedures of the College. When students or employees have questions about policies, procedures or practices, they are directed to consult the applicable publication.

**[Student Handbook](#)** - directs students to policies and procedures related to admissions information, financial information, academic policies and procedures, and student rights and responsibilities.

**[Operations Manual](#)** – serves all faculty and staff to communicate essential information related to college employment. The Operations Manual is maintained and updated by the Director of Human Resources.

**[Adjunct Faculty Orientation](#)** – designed to support part-time adjunct faculty of the College. The Adjunct Faculty Orientation is conducted each semester to provide information that is critical to the onboarding of new part-time faculty. Academic Deans, Associate Deans, and Department Chairs, with support from CState Online, share responsibility for maintaining the delivery of the adjunct faculty orientation.

**[AAUP Collective Bargaining Agreement 1 and AAUP 2](#)** – addresses personnel matters associated with all full-time Professors, Instructors, Counselors, Cooperative Education Coordinators, Pre-Tech Advisors, Writing Center Managers, Librarians (Coordinator of Information Services and Coordinator of Technical Services), Instructional Designers, and Psychologists.

**[SEIU Collective Bargaining Agreement](#)** – addresses personnel matters of most non-faculty support staff positions including staff from academic records, finance/business office, admissions, instructional support, clerical staff, and executive assistants.

**[Academic Program Standards](#)** - overarching academic standards related to the delivery of academic degree programs are guided by the ODHE. The standards and procedures for academic program approval are pursuant to Chapter 1713 of the Ohio Revised Code and Chapters 3333-1.04 (associate degrees), 3333-1.05 (bachelor's degrees), 3333-1-07 (graduate programs) and 3333-1.08 (private and out-of-state institutions) of the Ohio Administrative Code. The Ohio Department of Higher Education's Office of Program Development and Approval reviews program applications from the College through the Provost, and makes recommendations to the Chancellor regarding the approval of new programs. Ohio state-level program standards are published in the **[Academic Program Review Guidelines](#)** and followed by Cincinnati State when developing proposals for any new academic program.

- **Training employees and modeling for ethical and legal behavior across all levels of the institution**

Cincinnati State fosters ethical practices for its employees through the creation and enforcement of policies and procedures for ethical behavior. Communication of these expectations begins with the New Employee and Adjunct Orientation sessions and continues throughout an employee's career. An **[Acceptable Use Policy](#)** covers employee use of the Internet and computers. When it comes to matters of ensuring fair and equitable treatment of employees and strict adherence to college policy, the Ohio State Attorney General's Office is sometimes consulted.

The **[Institutional Values and Expectations](#)** table illustrates Cincinnati State's values and expectations regarding ethical practices and how they are communicated to employees.

Further, faculty and staff policies and procedures established within the College Catalog regarding institutional expectations of the student population address academic honesty and integrity (**addresses core component 2.E**).

- **Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)**

Within the Mission, Vision, and Values, the following values statement guide all operations: *"We create and promote a civil and respectful environment, and we honor the diversity of people and ideas"*. The values extend to the financial, academic, personnel, and auxiliary functions of the College and reflect integrity and ethical practice. Several policies featured in the catalog and policy manuals specifically address principals of ethical standards including:

### **[Academic Integrity Policy](#)**

### **[Student Code of Conduct Policy](#)**

**[Grievance Procedure](#)** - Any student, staff member, or faculty member who believes that any of the College's students, staff, faculty, or visitors have in any way discriminated against her/him may bring forward a complaint. The complainant may file her/his complaint directly with the OCR, United States Department of Education (55 Erieview Plaza, Room 300, Cleveland, Ohio, 44114-1816), and/or use the internal grievance procedure set forth in the Student Rights section of the College website or corresponding employee handbook or collective bargaining agreement.

**Title IX Compliance Training** - It is the policy of the College to provide equal opportunity in education and employment and not discriminate on the basis of race, color, national origin, age,

disability, sex, sexual orientation, marital status, creed, religion, or status as a veteran of war as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975. Prohibited sex discrimination includes sexual harassment (unwelcome sexual conduct of various types). During the 2016-2017 Academic Year, formal Title IX Training was provided to all members of the campus community through web-based resource information as well as a self-paced training course. The training was coordinated by the College Title IX Compliance Officer.

All College leadership, faculty, staff, and students are guided by the above institutional policies and procedures when conducting the normal course of business operations. These practices, combined with effective instructional delivery processes, demonstrate that college policies and procedures align with fair and ethical behavior at all levels throughout the college (**addresses core component 2.A**).

**• Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)**

The Cincinnati State public website ([www.cincinnati-state.edu](http://www.cincinnati-state.edu)) serves as the primary communication tool to inform the public about the availability of academic programs and services. Detailed program descriptions are available for each degree and certificate program offered. Information provided includes:

**Program Description** - benefits of the program, including employment options, representative job titles for graduates, graduating starting salary projections, employment outlook, transfer options (where applicable), representative co-op/clinical/internship sites, and co-op salary projections.

**Curriculum** – recommended term by term full-time enrollment pathway to graduation listing course numbers, titles, and credits.

**Sources of Contact** – to learn more about each program from faculty knowledgeable about program requirements.

**Application Link** - to apply to the program.

The college website also has a link to Placement Testing information designed to help students understand the purpose of placement testing and the importance of placement testing results on the course selection process.

[Net Price Calculator](#) - To provide transparent cost related information about enrollment in any college program, Cincinnati State's Net Price Calculator provides an estimate of how much federal financial aid students may qualify for and the approximate amount of tuition and fees expected (See Use Net Price Calculator).

[HLC Affiliation](#) – to provide the public with direct access to institutional accreditation affiliation, programmatic accreditation, and relevant membership groups, the College website includes a link to the Accreditation and Membership page.

Through these methods, as well as through communicating directly with specially trained admissions representatives, faculty, staff, and advisors, the College presents itself clearly and completely to its stakeholders with regard to its programs, requirements, faculty and staff, costs to students, control,

and accreditation relationships (**addresses core component 2.B**).

#### **4R4: RESULTS**

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

Cincinnati State is committed to adhering to all requirements of Title IX of the Education Amendments of 1972. In an effort to set an example for all students, and to reinforce college policies and procedures regarding compliance with Title IX, college leadership directed an institution wide training effort throughout 2016-2017 to inform all college officials and students of relevant policies and procedures. As a result of the training protocol offered, 963 college officials and 227 students completed this training as seen in the [Title IX Training 2016-2017](#) summary table. Moving forward, the College will focus efforts to inform students of the training tools available during the student onboarding process.

Ohio's campuses continue to implement the recommendations, and the ODHE continues to provide quality programs and training opportunities for students and campus professionals across the state. In doing so, Cincinnati State provides Ohio students with the best opportunity to learn in a safe campus environment free of sexual violence. Based on the data in the annual report to the state, 33 of 88 Ohio campuses have achieved five out of five of the Changing Campus Culture recommendations. Cincinnati State is pleased to be one of the institutions that has been successful in completing all five of the recommendations put forth by the Changing Campus Culture Advisory Group this past year as [notified by the Chancellor](#).

Ohio's campuses are asked to embrace five cornerstone practices, designed to work together and aimed at preventing and responding to sexual violence. The goal is that 100 percent of Ohio campuses will adopt 100 percent of the recommendations by the beginning of the 2016/2017 academic year.

1. **Use data to guide action.** Specifically, campuses are asked to administer an annual campus climate survey to inform prevention and response strategies, and to track trends over time.
2. **Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training.** Using feedback from the campus climate survey and/or other data sources to help select the most appropriate program, campuses should implement a comprehensive training program for their institution. Programs focused on bystander intervention are particularly encouraged.
3. **Communicate a culture of shared respect and responsibility.** Campuses should utilize a widespread awareness and communication campaign in conjunction with trainings and other initiatives to help encourage a safer culture.
4. **Develop a comprehensive response policy.** Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive policy to address sexual violence on campus. This comprehensive policy will be both survivor-centered and respect the rights of the accused.
5. **Adopt a survivor-centered response.** By developing a response centered on survivors' needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.

#### **4I4: IMPROVEMENT**

Cincinnati State has numerous systems, policies and procedures designed to effectively implement college programs with integrity and the highest ethical standards. Employment policies and student

facing policies associated with ethical practices are communicated to students and employees. In 2016-2017, the college placed in motion a complete redesign of its website designed to effectively serve as a public facing marketing tool as well as a central repository of student and employment related policies and procedures. While launched in 2016-2017, the complete website redesign will take several years to establish integrated web-based access to all information relevant to students, employees, and external stakeholders.

## Sources

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- Academic\_Integrity\_Policy\_\_Cincinnati\_State\_Technical\_and\_Community\_College
- Academic-Program-Review-Guidelines\_070516
- Acceptable Use of Technology
- Accreditation\_and\_Memberships\_\_Cincinnati\_State\_Technical\_and\_Community\_College
- ADJUNCT FACULTY ORIENTATION
- Changing Campus Culture - Chancellor Notification
- Collective Bargaining Agree\_AAUP1\_2017-2018
- Collective Bargaining Agree\_AAUP-2\_2014-2017
- Collective Bargaining Agree\_FOP\_till\_2018
- Collective Bargaining Agree\_IUOE-1\_till\_2018
- Collective Bargaining Agree\_IUOE-2\_till\_2018
- Collective Bargaining Agree\_SEIU\_2014-2017
- Institutional Values and Expectations
- Net Price Calculator
- Operations Manual - Cincinnati State - Revised 10.22.14
- Student Code of Conduct - Cincinnati State
- Student Handbook - Cincinnati State
- Student Rights - Cincinnati State Technical and Community College
- Title IX Training 2016-2017

## 5 - Knowledge Management and Resource Stewardship

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### 5.1 - Knowledge Management

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

#### 5P1: PROCESSES

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

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

#### 5R1: RESULTS

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

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

#### 5I1: IMPROVEMENT

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

### Responses

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## **5P1: PROCESSES**

- **Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making**

The office of Institutional Research (IR) serves as the lead to guide the College and its staff in data collection, analysis, reporting, management and distribution. Cincinnati State's mission and strategic planning process guide the selection, management, and distribution of relevant data and performance metrics associated with the goals of all improvement efforts. The Cincinnati State strategic plan, the [Campus Completion Plan](#), and state and federal compliance requirements, are the primary drivers in selecting data and performance information to support institutional programs and services.

- **Determining data, information and performance results that units and departments need to plan and manage effectively**

The strategic planning process helps to identify data and performance information in alignment with goals and targets for improvement as well as indicating the types of data and information needed to support decision-making. As the 2016-2018 Campus Completion Plan was being prepared, the Student Success Leadership Institute team members reviewed each strategy created in the plan and assigned corresponding institutional leadership to monitor progress toward the anticipated outcomes. See 4P2 and 6P1 for more information on the strategic planning process.

- **Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements**

Strategic planning processes ensure departmental alignment with institutional strategies and coordination of resources. Action plans are developed by members of the strategic planning steering committee in support of the institutional objectives, and are reviewed by the Executive Team. Each department manager's annual performance goals are aligned with applicable strategic initiatives. Steps of the process are guided by data and analyses from IR and other sources related to each specific strategy. Periodic updates of progress toward planning goals are disseminated via presentations to the Board of Trustees, through college-wide Common Hour meetings, presentations to other key stakeholders, as well as made available on the website.

- **Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes**

Primary data reports are communicated to college stakeholders through email and also stored in a secure area of the intranet. Specific user access levels are granted based on the characteristics of each position; however most data is readily available to all faculty and staff.

- **Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)**

The College regularly gathers and disseminates reports that are used to measure progress toward goal and to monitor effectiveness of institutional operations. Most reports of this type are generated from the data housed in the student information system. Primary reports include:

**Credit Hour Reports** - presented by Department, provides a three-year comparison of credit hour generation based on the 15th day of each semester.

**Headcount Report** - presents unduplicated headcount by major categorized by new students, returning students, and total students. Report presents a comparison of headcount to corresponding data from the prior year.

**Retention Reports** - captured by cohort years, this report tracks retention by demographic profile, by division, by enrollment status, and others.

**Student Demographic Profile** - based on fall enrollment, provides a three year trend of demographic information.

**Annual Program Review** - provides data for use in program related decision making. Determines effectiveness of each academic program in achieving college goals and meeting the needs of the community.

## **5R1: RESULTS**

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

As a public two-year college operating under the authority of the ODHE, Cincinnati State regularly compares its performance results against those of other peer institutions in the state of Ohio and in some cases nationally.

The [Community College Comparisons](#) table provides a snapshot of Cincinnati State performance on comparable performance measures across other community colleges across the state. Out of the 22 colleges in Ohio, Cincinnati State is among the lowest cost providers at under \$5,500/year. The College is the 7th largest community college in the state with enrollment at 9,056. Like many urban community colleges in the nation, Cincinnati State graduation rates remain lower than others in the state. However, this graduation rate has recently been showing some progress toward improvement moving from 13% to 15% most recently. Additionally, several of the strategic planning initiatives captured in the 2016-2018 Campus Completion Plan are directed specifically to increase this graduation rate. And finally, recognizing that many students have goals to transfer to 4-year institutions, the College transfer out rate falls within the middle third of colleges in Ohio. Similar to the graduation rate measure, there are a number of initiatives underway to strengthen relationships with transfer partner institutions.

The strategic planning process over the past four years has been captured in two phases of the Campus Completion Plan. Phase 1 captured strategies that were directed over the 2014-2016 timeframe (see [Executive Summary of Campus Completion Plan 2016-2018](#)). Results achieved over each category of the plan during this period include:

**Connection** - Discontinued offering the lowest levels of Academic Foundations coursework (AF 070/075) and implemented Academic Foundations Taskforce recommendations to direct applicants scoring below minimum placement test scores for math, reading, and/or writing to Boot Camps and community partner resources to improve skills. Increased remedial course success in first attempt by 6.4%.

**First Year Entry** - To decrease the time to degree attainment, all academic programs were redesigned to reduce credit hours and meet state requirements.

**Progress Toward Degree** - Aligned academic and student support services to ensure proactive high impact interventions. Implemented Academic Hold process as a means to intervene with students needing additional support. Starfish early alert system implemented for gatekeeper courses. Combined, these efforts have resulted in an overall increase of 5.5% in course completion rates.

**Completion** - Strategies directed toward increasing completion rates have shown a gain of 10% from 15.6% to 17.1%. Career Placements have resulted in the alumni employment rate within 3 months increasing by 22.5%.

## **5I1: IMPROVEMENT**

The Office of Institutional Research is working to develop procedural changes and materials to better describe the Data Reporting Framework in order to increase the understanding and awareness of various collection and reporting activities for members of the Cincinnati State community. These efforts include the development of the following:

- Enhancing annual program analyses to include summary materials, data visualizations, and external data relevant to job and wage projections (2017-2018).
- Developing a preliminary data catalog/dictionary to increase understanding of information available in the IR data warehouse.

## **Sources**

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- College Campus Completion Plan 2016-2018
- Community College Comparisons
- IR - Program Analysis Report
- IR - Unduplicated Headcount by Major - Fall\_2017
- IR\_-\_Credit\_Hours\_by\_Course\_Department\_-\_Fall\_2017
- IR\_-\_Retention\_Report\_-\_Cohort\_Years\_2011-2015

## 5.2 - Resource Management

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

### 5P2: PROCESSES

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

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

### 5R2: RESULTS

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

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

### 5I2: IMPROVEMENT

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

## Responses

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### 5P2: PROCESSES

- **Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)**

**Fiscal resources** are directed by the Vice President for Finance & Treasurer through three direct reports managing the following five functions:

- Financial accounting, accounts payable, grant accounting and reporting (Controller)
- Treasury management and student accounts services (Assistant Treasurer/Bursar)

- Budget development and monitoring (Controller)
- Procurement of goods and services (Purchasing Director)
- Payroll administration (Controller)

**Physical resources** are directed by the Interim Vice President for Administration through three direct reports managing the following key functions:

- Maintaining building and grounds for 14 buildings on 4 campuses over 143 acres of land (Director of Environmental Services)
- Managing energy usage and cost (Director of Energy Management)
- Managing projects for building renovations and improvements, including those financed by State of Ohio capital dollars (Program Manager)

**Technological resources** are directed by the Interim Chief Information Officer (CIO) reporting to the Vice President for Finance and Treasurer. The CIO has four direct reports managing the following key functions:

- Maintaining the information technology network and infrastructure (Manager, Enterprise and Infrastructure)
- End-user and classroom support services (Manager, End User and Classroom Support)
- Administering and maintaining the enterprise resource planning (ERP) software, integrated web-designed third party software applications and college website (ERP Supervisor, Sr. .Net Supervisor, ERP Administrator, and CIO)
- Overall technology strategy, campus-wide communications budget planning and monitoring (Interim CIO and Vice President for Finance)

Information Technology Services (ITS) is charged with planning, executing, and supporting all campus technology. Maintaining a technical infrastructure requires sufficient staffing levels, hardware and software, and policies/procedures to deliver high-level services to all areas of the College.

ITS builds fiscal budgets with recommendations from the Budget Advisory Team and the Academic Technology Committee (ATC). The budget is presented to the Finance department and updates are applied. ITS resources are approved at the executive level and executed by the ITS staff.

ITS staff monitor and analyze the age, warranty, reliability, security, confidentiality, and technology trends of network equipment. This includes all software, servers, switches, wireless access, firewalls, computers, classroom media equipment, mobile phones, and print management to determine which may need replaced. ITS also monitors equipment outages, looking for outage patterns that might serve as an early indication of equipment failure. Planned upgrades and patching to the technology infrastructure and equipment is scheduled in advance with regard to the academic calendar and minimal impact to student technology needs.

ITS is the primary group responsible for security of data and restriction of access to systems. An Information Security Program was created that includes policies and procedures to reduce the risk of unauthorized access and/or data breaches. This program includes a Change Management Process, PCI/DSS (Payment Card Industry/Data Security Standards) Compliance Team, Disaster Recovery/Business Continuity Plan, Data Breach Response Policy, and Information Security Awareness Process.

Through these integrated systems, the College maintains appropriate fiscal, physical, and technological infrastructure to ensure the effective delivery of educational programs and services

across all delivery methods and at all college supported locations (**addresses core component 5.A.1**).

- **Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)**

All of the key functions enumerated above for managing the college's fiscal, physical and technological resources are integrated either in whole or in part with the four goals of the [Strategic Plan](#) as well as embedded in the College [Campus Completion Plan](#). Where appropriate, resources are assigned to implement initiatives that align with strategic goals. Since resource projections resulting from enrollment, tuition, or state subsidy are not predicted to improve substantially in the near term, most improvement strategies are directed toward student success and completion. This way, the College aims to maximize its ability to gain subsidy from the state performance funding model. Additionally, Cincinnati State continues to focus on creating efficiencies in instructional delivery and support services. By focusing on activities that are extensions to the strategic plan, the College is able to remain realistic with regard to prioritizing and executing actions that are grounded in the primary goals of the College and aligned with the institutional mission (**addresses core component 5.A.3**).

- **Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)**

The fiscal resources of the College, including corresponding physical and technological resources, are ultimately overseen by the President and the Board of Trustees. The institutional budget is developed by the Chief Fiscal Officer in collaboration with Institutional Research, deans, and directors of student support service units. Due to declining enrollment the past four years, Cincinnati State has strategically allocated its resources to ensure that its student success focus, and the activities addressed in the strategic [Campus Completion Plan](#) are fully resourced financially as well as staffed through appropriate human resources. While the College experienced resulting budget reductions over the past several years, these reductions were predominantly accomplished through employee attrition, eliminating superfluous activities of the College and through strategically improving efficiency in operations while maintaining a strong focus on serving student needs (**addresses core component 5.A.2**).

- **Tracking outcomes/measures utilizing appropriate tools**

The institutional budget, and corresponding budget management and developing processes, serve as a central tools to measure and monitor resource allocation. Supplemental measures include the Ohio Composite Index score and key metrics associated with the state performance funding model.

## **5R2: RESULTS**

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

At each monthly Board of Trustees meeting, the CFO prepares a financial report that provides a summary of budget highlights to date. The operating budget reflects the College allocation of resources for the coming year. In addition to expected revenues and expenditures, the operating budget provides an analysis of key results. The [monthly financial report](#) includes the following components:

- Statement of Net Position

- Graph of Five Year comparison Net Assets
- Schedule of Revenues, Expenses and Changes in Net Position
- Graph of Five Year comparison Revenue & Expenses
- Senate Bill 6 Composite Score History Graph
- General Fund Consolidated Revenues and Expenditures Budget vs. Actual Year to date
- Year to date Graph of General Fund unrestricted balance
- Schedule of Investments Summary and Cash Activity - All Funds
- Auxiliary Enterprise Revenue and Expenditures

From the [August 2017 Monthly Financial Report](#), the following summary results have been identified:

- Net position has increased \$1.46 million (2.0%) from August 31, 2016.
- Total revenues were down \$537.6K (4.5%) during the first 2 months of FY 18 from the same period last fiscal year.
- Total expenses were down \$2.6 million (18.4%) from the same period last year primarily due to 5 payrolls (all funds) recorded last July and August vs 4 this year, as well as a reduced personnel complement for FY18.
- At August 31, 2017, based on a trailing twelve-month calculation, the unaudited [Senate Bill 6 score](#) remained at 2.3. While this composite score remains above the 1.75 state level threshold, the score remains below the Ohio average score of 3.7. Cincinnati State has managed to maintain this financial health even in the face of declining state support.
- FY 18 General Fund Consolidated Revenues were \$565.5K (6.2% greater than FY18 YTD budget through August 31.
- Consolidated Personnel Expenditures were \$103.5K (1.5%) under YTD budget.

Another method Cincinnati State uses to manage its limited resources in support of the mission of the College, as well as the goals of the state, are in implementing efficiencies in college operations. In support of state level initiatives set by the Ohio Department of Higher Education, the College presents an annual report on the extent to which it implements efficiencies that serve three principles:

1. Efficiency both in expense management and revenue generation
2. Offer an education of high quality
3. Decrease costs to students and their families

As evidenced by the [Cincinnati State FY 17 Efficiency Affordability Report](#), the College has achieved efficiency in a variety of areas. The full report provides a detailed analysis. Summarized below are a few key results related to improving efficiency of operations.

**Procurement** - Cincinnati State has continued with the aggressive use of joint contracts for Fiscal Year 2017. Initiating departments are routinely advised of the contracts and the Joint Purchasing Groups and the appropriate websites to view the pricing and products. All purchase requisitions are reviewed and routed to the joint contracts whenever possible. The College uses joint contracts for every category except travel services. The need for travel services is not needed at this time as very little travel is occurring due to budget reductions. Overall, outcomes have been very successful and resulted in monetary savings and time. The major joint contracts include the following: State of Ohio Contracts, E&I Cooperative, IUC-PG Ohio universities and colleges, and Greater Cincinnati Hospital Council (GCHC)

**Administrative Practices: Implementing cost diagnostic analysis** - Cincinnati State has developed a best practice full cost diagnostic across all units for both administrative functions and academic programs, and will continue to evolve the diagnostic process in FY 18. The data is further analyzed by

the Budget Advisory Team, with representation from faculty, administration, and Board of Trustees members.

**Organizational structure** - Under the leadership of the President, significant reorganization has occurred to better align with current enrollment as well as position the College for future growth. Budget reviews undertaken in late FY16 and FY17 have provided baseline information for the President and Executive Team to work collaboratively with college stakeholders to improve efficiencies in operations and enhance student success. Reductions in force provided opportunities to assess functions and analyze the potential for reorganization and streamlining. The number of Executive level positions has also been reduced.

**Academic Practices** - The College continues to expand availability of Open Educational Resources (OER), textbook rental, and e-Textbook options wherever appropriate to reduce costs for students in acquiring learning resources. The Library Director acquires digital materials, including open source materials, via the library's membership in consortia. These digital materials are incorporated into courses through "student guides" which contain the digital materials for the respective course in a manner that tracks to the syllabus. The library also provides workshops for faculty to learn about how to make use of digital tools in their courses. Digital materials that serve as curriculum materials are electronically "loaded" into all sections of those courses prior to the start of the semester for consistent and efficient use by students and their instructors.

## **5I2: IMPROVEMENT**

As indicated in 5R2, implementation of a cost diagnostic analysis has been established. Cincinnati State's best practice full cost diagnostic analysis for both administrative and academic functions, will continue to evolve in FY 18. Based on last year's budget review process, the College enhanced the analysis by standardizing the elements each department reviewed. This provided more nuanced understanding of cost drivers on a departmental level.

During the last six months of FY 17, the President convened public budget reviews of each department using a standard rubric. Using this baseline data, the President and Executive team will use FY18 to continue the review of each department using all elements of the cost driver framework. Current budget constraints compel the College to utilize no cost/low cost best practice methods of cost diagnostic analysis to identify and optimize efficiencies and potential savings. From such an analysis, the College intends to develop a 10 year plan for optimizing efficiencies and redeploying the gains in resources to enhance student success and affordability.

Several other recently implemented improvements include:

Fiscal Resources:

- Completed streamlining of accounts payable operations
- Further increased percentage of centrally managed procurement spend
- Full automation of IRS Form 1098 processing
- Employee tuition reimbursement strategies to better manage budget and actual spend
- Greater utilization of campus facilities for revenue-generating events

Physical Resources:

- Continued LED light bulb installation
- New and reduced natural gas and electric contracts for FY18

- Continued to reduce trades contracts of record and repurpose existing staff for preventive maintenance
- Reduced contracted custodial services without jeopardizing cleanliness standards
- Utilized current and future state capital funding for deferred maintenance needs

#### Technological Resources:

- Developed strategic plan to move appropriate student, faculty and staff software applications to the “cloud”
- Deployed virtual desktop infrastructure across all campuses, extending life of current desktop PCs by seven years
- Continued to deploy multifunctional devices (MFDs) across all campuses, eliminating the cost and maintenance for desktop printers
- Prioritized IT infrastructure needs for aging servers, firewalls, switches and Wi-Fi access points in next State Capital Budget
- Continued to strengthen security policies for students, faculty, and staff
- Implemented a "virtual classroom" infrastructure that allows an instructor to teach an in-person class on the Main campus and an in-person class of students at other off-campus locations.

## Sources

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- Cincinnati State FY 17 Efficiency Affordability Report
- Cincinnati State Web Site - Strategic Planning Key Goals
- College Campus Completion Plan 2016-2018
- Composite Score - Senate Bill 6 Cincinnati State History
- Financial\_Report\_to\_the\_Board\_-\_Period\_Ending\_8.31.17

## 5.3 - Operational Effectiveness

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

### 5P3: PROCESSES

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

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

### 5R3: RESULTS

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

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

### 5I3: IMPROVEMENT

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

## Responses

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### 5P3: PROCESSES

- **Building budgets to accomplish institutional goal**

The College has historically utilized the incremental approach to developing the annual budget, adjusting division budgets either up or down depending on available revenues and prior year results. The College relies on two major sources of revenues to fund its operating budget: (1) State Share of Instruction, which accounts for 45% of operating revenues; and (2) tuition and fees, which accounts for 50% of operating revenues. The other 5% of operating revenues come from various sources.

Determining the fiscal year revenue budget target is the first critical step in the development of the annual operating budget. The Board of Trustees has historically required a structurally balanced budget (revenues must match expenditures) but for FY17 the Board required a \$1 million surplus. It is expected that a surplus will also be part of the FY18 budget. The determination of and recommendation for the annual revenue operating budget target is the responsibility of the Vice President for Finance (CFO) and finalized through the Executive Team and the President.

Over the past couple of years, due to reduced tuition and fee revenues from declining enrollment, the College has focused on prioritizing operating budget revenues based on prior year financial and student completion outcomes from the academic programs and the rightsizing of the administration and staff. The operating budget has been reduced 25% through retirements, not filling vacancies and a voluntary employee severance plan. These reductions have taken place without jeopardizing the College's student completion and success agenda that remains integral to the institutional strategic plan.

For the past two years, the Budget Advisory Team (BAT), consisting of five members each from the Faculty and Administration, has overseen detailed budget presentations from all academic and operating departments. The BAT team makes recommendations to the CFO and Executive team during each budget development cycle. Their program analyses are based on profit and loss results, and student-success outcome measures for the best performing academic program, and the least performing program. Non-academic operating departments are also analyzed by the BAT to ensure personnel and operating budgets remain aligned with the institutional mission especially in light of reduced enrollment. Concurrent with the work of the BAT, responsibility for the development of the operating budget resides in the Finance Department. Oracle Hyperion Planning is the software application used for budget development.

- **Monitoring financial position and adjusting budgets (5.A.5)**

The institution has a well-developed process in place for budgeting and for monitoring expense and revenue results throughout each operating budget cycle. At a high level, the Board of Trustees meets monthly. At each scheduled monthly meeting of the Board, a financial report is conducted by the CFO. As indicated in 5P2, the monthly financial report includes the following components:

- Statement of Net Position
- Graph of Five Year comparison Net Assets
- Schedule of Revenues, Expenses and Changes in Net Position
- Graph of Five Year comparison Revenue & Expenses
- Senate Bill 6 Composite Score History Graph
- General Fund Consolidated Revenues and Expenditures Budget vs. Actual Year to date
- Year to date Graph of General Fund unrestricted balance
- Schedule of Investments Summary and Cash Activity - All Funds
- Auxiliary Enterprise Revenue and Expenditures

Through this monthly review process, the College ensures that its financial position is transparently monitored, and adjusted accordingly as necessary to ensure the achievement of institutional goals **(addresses core component 5.A.5)**.

- **Maintaining a technological infrastructure that is reliable, secure and user-friendly**

Instructional Technology Services (ITS) staff monitor and analyze the age, warranty, reliability, security, confidentiality, and technology trends of ITS equipment. This includes all software, servers,

network equipment (switches, wireless access, and firewalls), computers, classroom media equipment, mobile phones, and print management to determine replacement needs. ITS also monitors equipment outages, looking for outage patterns that might serve as an early indication of equipment failure. Planned upgrades and patching to the technology infrastructure and equipment is scheduled in advance with regard to the academic calendar and minimal impact to student technology needs. College servers are backed up nightly, using two Barracuda backup appliances and replicated between the Clifton and Middletown campuses.

Leveraging a ticketing system, ITS prioritizes, documents, and tracks campus wide technology issues. Tickets are automatically created when a user emails the ITS Help Desk. From this a vast, searchable, knowledge base is created.

The College has a mature Information Security program that includes Payment Card Industry (PCI) compliance. PCI compliance includes a self-assessment questionnaire, internal and external security scans, and an annual review of all processes associated with credit card processing. A formal process for change management requires multiple approvals of all changes to production systems along with appropriate documentation. All campus computers have anti-virus software installed with updates applied regularly. Current students are issued non-persistent virtual desktops that have anti-virus software deployed. All faculty and staff have the technological resources they need to complete their work successfully, including but not limited to, classroom presentation equipment, laptops, iPads, and other specialized software.

- **Maintaining a physical infrastructure that is reliable, secure and user-friendly**

The Executive Vice President is responsible for oversight of the physical infrastructure of all college facilities. This oversight includes the facilities management related to overall appearance and maintenance of the College's buildings and grounds, utilities, equipment, mechanical and electrical systems in a cost effective manner. The focus of this effort is to ensure that all teaching/learning and student support activities continue uninterrupted.

- **Managing risks to ensure operational stability, including emergency preparedness**

To maintain safety, the College's on-campus Police Department provides around the clock security protection and sponsors ongoing crime-prevention programs. An extensive security system includes a sophisticated outdoor lighting system, telephones in all classrooms, and outdoor emergency telephones to help provide an environment that is safe and secure. Campus assistance and escort services are available to students and visitors on campus. The Cincinnati State daily and monthly crime log is available for public viewing in the Cincinnati State Police Department. The department is aligned with many external and internal organizations in order to provide comprehensive service to members of the community.

To manage technology risk, the PCI/DSS (Payment Card Industry/Data Security Standards) Compliance Team helps to reduce the risk of a security breach by validating all processes associated with credit card data. This includes processes that occur on a daily basis and an official annual validation process is executed and compliance is recorded on Trustwave's compliance validation service website.

ITS has implemented a second, redundant data center at the Middletown campus. Several critical systems will continue to operate if the data center on the Main campus goes down.

## **Memberships in External Professional Organizations**

- Joint Terrorism Task Force
- Secret Service Cyber Crimes Task Force
- Ohio Collaborative (Certified Police Agency)
- Ohio Campus Law Enforcement Association
- International Association of Campus Law Enforcement Agencies
- International Association of Chiefs of Police
- Ohio Association of Chiefs of Police
- American Society of Industrial Security
- American Society of Industrial Security Life Safety Council
- American Association of Industrial Security Critical Infrastructure Working Group

### **Internal Organizations**

- Behavior Intervention Team
  - Child Care Center
  - Black Male Initiative
  - Great Oaks Vocational School
  - Interrogation and Interview Training
  - Disability Training
  - Domestic Violence Refreshers
  - Trauma Informed Policing
  - Civil Liability Updates
  - Victims with Special Needs
  - Positive Psychology
  - Terrorism
  - Nobility of Policing
  - Companion Animal Encounters
  - First Aid/CPR/AED
- **Tracking outcomes/measures utilizing appropriate tools**

To monitor the efficiency of operations, the College utilizes budgeting tools, ITS reporting metrics on key technology applications, and Campus Safety Crime Reports to measure campus safety.

### **5R3: RESULTS**

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

[Board of Trustee Monthly meeting agendas](#) include a standing financial report detailing progress toward budget goals as well as reports associated with key performance measures associated with facilities operation and environmental and public safety incidents.

As indicated in the [facilities meeting report](#) for September 2017, the College tracks the number of facilities work orders completed each month by category (e.g., Environmental Services, Grounds, Maintenance, and Plant Engineering). Of the 338 work orders completed in the month of May 2017, 86% involved planned and scheduled work, 11% were related to proactive work, while 3% were the result of corrective actions. Through these reports, facilities services can project upcoming needs and staffing levels. As indicated in the May 2017 report, Plant Engineering continues to be understaffed resulting in a backlog of paperwork required to maintain complete reporting.

ITS has achieved 87% virtual server deployment and has worked the last few years on deployment of virtual desktops for all current students. Server deployments follow best practices from known security sources as well as staying current on the latest operating systems. Virtual Desktop Infrastructure (VDI) stays on pace with the latest desktop operating systems and Microsoft Office releases.

Campus Safety Crime Reports provide the campus community with detailed information regarding safety and security. The [Campus Safety - Annual Clery Report Clifton 2017](#) is publicly available on the College website. Each report provides three year comparisons by each crime category. Cincinnati State Police work with several law enforcement agencies to provide accurate statistics for Cincinnati State's properties that are located off campus and for public property surrounding campus owned or controlled property. Those agencies include Cincinnati Police Department, Hamilton County Sheriff's Office, Harrison Police Department, Middletown Police Department and the Evendale Police Department. The most recent reports shows no significant pattern of crimes reported.

### **5I3: IMPROVEMENT**

In an effort to make the resource allocation process more transparent, and inclusive of more stakeholders, the President established the Budget Advisory Team (BAT) in 2016. Since inception, the BAT's role has been to lead the College in exploring how resources are allocated throughout all academic and support units and recommend priorities.

Capital Plan Proposal Sub-Committees were formed to begin long-term, proactive planning to maximize attainment and use of state capital funds. These subcommittees include:

- Facilities/Deferred Maintenance
- Academic Programs
- Information Technology
- Emerging Trends/Innovation

In addition, the College has formed several shared service agreements with the University of Cincinnati (UC) to reduce costs and improve service. Both partners continue to explore additional opportunities. Services currently provided by UC include Duplication and Police Dispatch.

### **Sources**

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- Board of Trustees - Agenda Packet
- Campus Safety - Annual Clery Report Clifton 2017
- Facilities\_Report\_-\_Board\_of\_Trustees\_Packet\_-\_September\_2017
- Financial\_Report\_to\_the\_Board\_-\_Period\_Ending\_8.31.17

## 6 - Quality Overview

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### 6.1 - Quality Improvement Initiatives

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Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

#### 6P1: PROCESSES

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

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

#### 6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

#### 6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

## Responses

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#### 6P1: PROCESSES

- **Selecting, deploying and evaluating quality improvement initiatives**
- **Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums**

In 2012, the President and Executive Team developed the current [Strategic Plan](#) in consultation with internal (e.g., faculty and staff) and external (e.g., ODHE and Business Community) stakeholders. As discussed in Category 4, the principles of this plan have helped to guide all subsequent improvement initiatives, including the 2104 and 2106 Campus Completion Plans.

In 2014, the ODHE required every Ohio institution to submit a Campus Completion Plan every two years to help provide a continuous improvement framework that can allow for the identification and implementation of strategies to increase degree completion. In order to assist all Ohio institutions with

these improvement initiatives, the OACC helped to create the Student Success Leadership Institute (SSLI). The SSLI brings together teams of 8 to 10 members from all 23 OACC schools to specifically help develop stronger completion plans, increase completion rates, and increase success points (i.e. the points that determine state funding). The representatives for the Cincinnati State SSLI are a cross-functional team representing the Executive Team, Academic Affairs, Enrollment & Student Development, Institutional Research, and included representation from both faculty and advisors. In preparation for the development of the Campus Completion Plan, these SSLI leaders collaborated with others across the state to explore effective strategies that should be incorporated into the College's planning process. Each strategy included a corresponding resource allocation that would become incorporated into the college-wide budget submitted to the Board.

Following the initial development of the Campus Completion Plan, the original, smaller SSLI team has expanded into a larger internal Campus Completion Plan Steering Committee for future development of new completion plans. Once a plan is in place, implementation can be achieved through AQIP action plans, standing committees, and specially-tasked work groups.

The [Continuous Quality Improvement](#) figure illustrates how the institution integrates CQI initiatives. The Strategic Plan serves as the initial steps and guiding principles for all college planning. The Campus Completion Plan takes those principles, incorporates internal and external data, and sets measurement benchmarks and goals. Finally, AQIP action projects and working committees are the vehicles for accomplishing goals laid out within the Campus Completion Plan. Some high priority initiatives are escalated by the Provost to the level of an AQIP Action plan that may engage cross-functional teams over longer time frames. For example, the action plan created as a result of Cincinnati State's last Strategy Forum participation, continues to help guide the new student onboarding redesign processes captured in the Campus Completion Plan.

Furthermore, the systems portfolio presents an overview of the current college status while providing a means to track continuous improvement. Since the portfolio is compiled by representatives of faculty, staff, and administration in departments throughout the College, the portfolio provides an accurate picture of the processes, assessment methods, and continuous improvement initiatives. Therefore all college stakeholders may use both past and present systems portfolios, and the corresponding feedback reports, as a way to benchmark progress, identify opportunities, and plan new strategic initiatives. For more information on the process of compiling and integrating the systems portfolio, see 6.2.

## **6R1: RESULTS**

The [College Strategic Plan](#) was developed to address several broad initiatives: Increase Student Success, Expand Our Reach, Build Community, and Strengthen Fiscal Sustainability. Each of these initiatives was developed with specific strategies, performance metrics, and goals (see page 12 of the [Strategic Plan for metrics and goals](#)).

Prior to the first campus completion plan, institutional research would track and share individual and overall strategic goal progress. For example, the [Strategic Plan Dashboard](#) was used to keep the college community aware of generalized goal progress.

In 2014, the first Campus Completion Plan was simultaneously aligned with the Strategic Plan and new ODHE standards. The [2014 Completion Plan](#) established strategies, outcomes, measures, timelines, and task force champions in order to accomplish the desired goals. Several of the key results are summarized below:

- Dual enrollment was successfully transitioned to College Credit Plus. College credits and College high school partners [increased significantly](#).
- The Prior Learning Assessment (PLA) Action Project helped promote assessment strategies to incoming students. The number of enrolled students earning some form of PLA credit increased by nearly 19% with the average PLA credit award increasing 15%.
- All academic programs were assessed and where possible credit hour reductions occurred to meet state requirements and decrease time to completion (see 112).
- The College increased the number of scholarships awarded to first-time, full-time degree seeking students to further support continuing student needs.
- Institutional Articulation Agreements were updated and enhanced with the College's largest transfer partners providing tangible benefit and incentive for student completion prior to transfer.
- On-campus employer training for 100 employees was provided on how to implement co-op programming. A Career Fair (75 employers; 250 - 300 students) was conducted. The number of co-op employers increased 5.4% and the number of [co-op student placements and wages earnings increased](#).

The [2016 Completion Plan](#) used results from the previous plan to either add new goals or continue several of the previous quality improvement initiatives. See 6.2 for more specific examples of how the institution tracks outcomes from one completion plan and adjusts expectations and strategies for the next completion plan.

The [Quality Improvement Initiatives table](#) further demonstrates the alignment of the Strategic Plan, College Completion Plan, and AQIP Action Projects. This table shows specific examples of many of the CQI initiatives and how each is strategically aligned, including several discussed in 6I1 and throughout earlier sections of the portfolio.

## **6I1: IMPROVEMENT**

Although mentioned above in 6P1, both the 2014 and 2016 College Completion Plans represent recent improvements. The [Quality Improvement Initiatives table](#) shows several of the recent CQI initiatives that have developed through the Strategic Plan. One particular focus of the 2016 Completion Plan includes elements of program and course redesign. For example, English and Math are piloting co-requisite pathways where students simultaneously enroll in both foundations and college-level courses to decrease time to completion. Furthermore, the College is implementing a program redesign by shifting to meta-majors or guided pathways. For more information on guided pathways, see 112.

## **Sources**

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- Cincinnati State Web Site - Strategic Planning Key Goals
- College Campus Completion Plan 2014
- College Campus Completion Plan 2016-2018
- College Strategic Plan
- Continuous Quality Improvement Process
- Cooperative Education Placements and Earnings

- High School CCP Dual Enrollment Trends
- Off Campus and Online Credit Hours
- Quality Improvement Initiatives
- Strategic Plan Progress Dashboard

## 6.2 - Culture of Quality

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Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

### 6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

### 6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

### 6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

## Responses

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### 6P2: PROCESSES

- **Developing an infrastructure and providing resources to support a culture of quality**
- **Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)**
- **Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)**
- **Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution**

As mentioned in 6P1, the institution has developed an infrastructure to support a culture of quality by aligning each biennial Campus Completion Plan with the College Strategic Plan. For example, a goal for the "Expand our Reach" portion of the Strategic Plan is to increase dual enrollment. As a result, the 2014 and 2016 College Completion Plans included the following goals:

- Develop recruitment strategies designed to expand dual enrollment
- Develop a strategy to move students enrolled in College Credit Plus (CCP) toward certificate and program pathways.

To accomplish these goals, a CCP/dual enrollment AQIP action project was initiated and a cross-functional work group was established to continue to reach or improve the desired outcomes. By monitoring this strategy through the action project, the College goal shifted in priority from expanding high school enrollment opportunities toward more aggressive student recruitment strategies pulling successful students into degree programs. Therefore, results from this action project led to a corresponding shift in dual enrollment strategies and goals for the 2016 Completion Plan (see 6R2; **addresses core component 5.D.2**).

By focusing attention on the College's CQI procedures, such as the AQIP Systems Portfolio, Strategy Forum participation, and other quality check-up processes, college leadership is able to connect its routine institutional operations toward these high level institutional improvement efforts. For example, during the preparation of the 2013 Systems Portfolio, a steering committee with faculty, staff, and administrative representation guided the development of the portfolio content. Cross-functional subcommittees comprised of faculty and staff were identified by leadership in order to assist in writing and data gathering for each portfolio (**addresses core component 5.D.1**). Further, the programs that maintain programmatic accreditation also benefit from the CQI aspects involved in those processes that are focused on unique professional program areas.

As a result of lessons learned from the 2013 AQIP portfolio process, a substantial shift in process structure and community engagement was observed during the 2017 Systems Portfolio development process. Beginning in 2016, senior leadership communicated to all college stakeholder groups a call for participation in the portfolio development process. The Provost, Executive Team, and Faculty Senate helped align volunteers from across the institution to the AQIP categories best suited to their interests, strengths, and backgrounds. Each subcommittee had faculty and staff co-chairs who shared the responsibility for communicating information to the steering committee. To help ensure college wide-engagement and understanding, the Provost held AQIP portfolio information sessions, while the steering committee frequently engaged the executive team throughout the process (**addresses core components 5.D.1 and 5.D.2**).

## 6R2: RESULTS

The [2014 Completion Plan](#) set strategies, outcomes, measures, timelines, and task force champions in order to accomplish desired goals. The [2016 Completion Plan](#) used results from the previous plan to either add new goals or continue several of the previous quality improvement initiatives. For example, there was a strategy in the 2014 Completion to expand and increase dual enrollment. As a result, an AQIP CCP / Dual Enrollment Action Project was formed to execute this strategy. By 2016, [Dual Enrollment headcount had increased over 400%](#). However, the percentage of these students matriculating to the College was much more modest. As a result, the focus of both the Dual Enrollment AQIP Action Project and that portion of the 2016 Completion Plan shifted to developing an enrollment strategy, program offerings, and a marketing plan for current CCP students.

During the College's last participation in a Strategy Forum (2014), an Action Project was launched to address the onboarding process of new students to the College. This priority was identified through several initiatives currently contained in the Campus Completion Plan. As a result of this focus, the New Student Orientation process was redesigned in spring 2017 and pilot tested for new students entering the summer semester. Feedback from the initial offering has been incorporated into the

orientation design in preparation for further expansion in 2017-2018.

Leading up to the 2017 Systems Portfolio, the Executive Team was engaged in understanding and communicating the needs of the portfolio steering committee and each category subcommittee. In order to increase overall understanding, the Provost hosted AQIP accreditation information sessions for the entire college community. Once the portfolio is submitted, the steering committee will hold a college-wide convocation session to report out on key points within each category as well as the committee's assessment of our opportunities for improvement.

## **6I2: IMPROVEMENT**

Among the most substantial recent improvements has been establishing the tight alignment between the College budgeting process and the overall Strategic Plan and Campus Completion Plan in ways that are directly linked to the state's performance funding model. During the period of enrollment decline experienced from 2012 to present, the College experienced a corresponding budget reduction. As a result of CQI initiatives prioritizing effective delivery of programs and services, the institutional budget has remained in place to support the essential resources that are directed to student success above other college opportunities. Additionally, the desire of the Board of Trustees to trim non-essential budget to maintain a budget surplus, has allowed students to benefit from a campus environment strategically focused on their needs and success. All current college initiatives captured in the strategic planning process are directly or indirectly tied to the College's ability to serve students and maximize revenue that may be achieved through the performance funding model.

## **Sources**

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- College Campus Completion Plan 2014
- College Campus Completion Plan 2016-2018
- High School CCP Dual Enrollment Trends