Edison State Community College

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November 2009

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Edison State Community College Overview

Edison State Community College was chartered in 1973 under the provisions of the Ohio Revised Code as the first general and technical college in Ohio. The college thus emerged without special local taxation as a two-year, public, co-educational, state supported institution of higher learning. From its modest beginnings in a rented facility, it has grown in stages to encompass its current main campus, located on 130 acres in Piqua, Ohio, and a second campus in Greenville, Ohio. A satellite center offers coursework in Tipp City, Ohio, and selected coursework is available during the regular school day at West Milton High School. Dual enrollment opportunities at Sidney High School, Sidney Christian Schools, and Lehman Catholic High School were introduced in the fall of 2008 and at Troy Christian High School in the fall of 2009.

In 2000, Edison State Community College adopted the Continuous Quality Improvement (CQI) approach to organizational performance, and a Coordinator of Institutional Effectiveness was designated. During 2001, the college joined the Continuous Quality Improvement Network (CQIN) and the Academic Quality Improvement Project (AQIP).

A comprehensive self-study was completed through CQIN's Trailblazer Recognition Program and an AQIP Strategy Forum was scheduled for summer 2002. In 2003, six key performance indicators (KPIs) were determined by the President's Cabinet and the Board of Trustees, and a public dashboard was introduced in December of 2004.
www.edisonohio.edu/dashboard

Edison is governed by an appointed nine-member Board of Trustees utilizing a policy governance philosophy. A President's Cabinet, a Deans' Council, and area-specific directors and coordinators round out the designated organizational leadership. In 2001, the concept of Servant Leadership was introduced supporting leadership development and expectations

throughout the college community. Figure O-1 displays Edison's perception of the inter-relationships of these initiatives in our President's Target.

The board and the college president have determined the organizational mission and vision (Figure O-2) through an ongoing learning process drawing upon information from stakeholders within our legal service area of Darke, Miami, and Shelby counties. Our Employee Working Core Values clusters were defined through eight, all-staff open forums facilitated by our president during the 2001-2002 academic year. (Figure O-3)
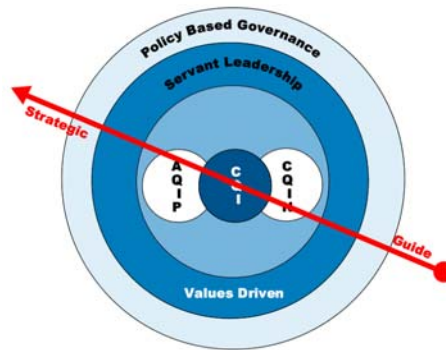
Figure O-1
President's Target – 2001

Mission Statement	Edison Community College provides learning opportunities that enable and empower citizens, commerce, and communities in Darke, Miami, and Shelby counties.
Vision Statement	Edison Community College is an organization that anticipates, initiates, and manages quality, accessible, and innovative learning needed by citizens, commerce, and communities of Darke, Miami, and Shelby counties.

Figure O-2
Edison Mission and Vision

<table>
<tr><td>

**Excellence/Competence/Accountability
Integrity/Trust/Dependability/Cooperation
Diversity/Equality/Understanding/Respect
Agility/Responsiveness/Adaptability
Attitude/Joy**

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Figure O-3
Employee Working Core Values Clusters

Category 1 Context

Edison practices an integrated approach that supports a productive learning environment. We undergird our mission (Figure 0-2) with student learning objectives of different types. Student core values and general education outcomes are printed in the General Information sections of the College Catalog and the Student Handbook. Career program outcomes are available in program-related materials including College Catalog program pages.

Student core values (Figure O-4) represent a set of principles which guide the college in creating its educational programs and environment. They are to be reflected in every aspect of the college and at all levels, so that a student completing a degree program will not only have been introduced to each value, but will have had those values reinforced and refined throughout the educational journey.

<table>
<tr><td>

Core Values:
Communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork.

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Figure O-4
Student Core Values
Source: Academic Catalog p.7

Within general education, there are six outcomes (Figure O-5) characterized by open-mindedness, tolerance, critical thinking, perspective, creativity, and a sense of values. These outcomes support the development of a

particular mental habit that serves as a basis for personal, professional, and social growth.

The outcomes identified by career program areas are validated by advisory committee input reflecting entry level competence based upon industry standards within the specific field of study. All outcomes are printed in the Academic Catalog.

<table>
<tr><td>

■ Demonstrate critical thinking skills in order to understand complex relationships; to evaluate claims of truth, aesthetic value, ethics, and morality; and to make appropriate choices and draw defensible conclusions;

■ Use written and spoken English effectively in a free exchange of ideas;

■ Appreciate the process and structure of mathematics and apply them to the analysis of the physical world;

■ Develop a mental habit which is open-minded, tolerant, even appreciative of diversity;

■ Develop effective interpersonal skills;

■ Use information sources and apply basic methods of inquiry from many fields, including scientific method, social and scientific observation, cause-effect analyses and artistic criticism.

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Figure O-5
General Education Outcomes
Source: Academic Catalog p.8

Faculty members share with the academic administration the responsibility for the development of learning expectations, objectives, and practices. A multi-disciplinary Curriculum Committee reviews individual courses and programs on a rotating basis to ensure they are current and in alignment with the college's mission and values. It is within this committee that the integration of student core values (Figure O-4) and the general education outcomes (Figure O-5) are monitored. New course requests may be offered once as a pilot to establish need or interest, but are brought to the Curriculum Committee for scrutiny prior to their

being listed in the Academic Catalog and being offered on a continuing basis.

Edison's enrollment and offerings have grown steadily during the college's 36-year history. Beginning with 309 students enrolled in 30 courses, it has grown to nearly 3,500 students enrolled in about 30 technical fields, a broad range of baccalaureate transfer programs, and developmental course work. It is an open admissions institution, welcoming a student population ranging from early-admit to senior citizens, and from people just becoming acquainted with the possibilities of higher education to those returning for retraining and/or exploration of new fields. While most students do not attend Edison with a plan for completing a degree, degrees are granted in five degree areas—Associate of Arts, Associate of Science, Associate of Applied Business, Associate of Applied Science, and Associate of Technical Study—along with certificate options and non-credit programming opportunities. (Figure O-6)

Fiscal Year	2007	2008	2009
AA	47	45	48
AS	41	36	46
AAS	110	117	96
AAB	91	100	99
ATS	13	26	21
Transfer Module	68	39	75
Certificate	62	77	63
Fast Track	17	18	13
Non-Credit	486	486	329
Contract Training	642	642	953
Police Academy	37	38	31

Figure O-6
Degree/Certificate Breakdown
Source: Office of Institutional Research

An important student segment is in the area of Post-Secondary Enrollment Option (PSEOP) students. These students are enrolled in college-level course work that may also address requirements for a high school diploma while earning college-level credit. The program began in Ohio in 1990, and our initial PSEOP participation was 30 on-campus student enrollees. By fall of 2009 that enrollment had reached 647, or 19% of our unduplicated head count. A state-wide dual enrollment program was introduced in fall 2008 and Edison's fall 2009 numbers are 107 students taking 794 credit hours. Dual enrollment students are high school students taking college-level courses taught by college-certified high school teachers in their home schools.

Our Business and Industry Center (B & I) provides workforce training for area businesses including such things as dental assisting, pharmacy technician, and computer skill upgrade. These services may be located on campus or in the workplace. SkillsTrac is a regional training network of four schools and local Job Centers partnering to deliver advanced manufacturing training to incumbent and dislocated workers. Also, a Police Academy is housed within our B & I in partnership with area law enforcement agencies.

Edison's student stakeholders are diverse in age, background, ability, focus, and personal goals. To deliver our brand, *A Personal Experience. A Rewarding Education,* it is necessary that the college monitor closely student needs and adjust support services to enhance student success. To this end, Edison has mandatory assessment and placement policies. For those students not exhibiting prerequisite skills, developmental coursework is available in reading, writing, and mathematics. There are also more general offerings in areas of study skills, test-taking, etc.

Academic advising is available to all students either through the Advising Resource Center (ARC) or with faculty in one's major. A Learning Center provides discipline-specific and general tutoring services free of charge, including mathematics tutoring by a full-time math faculty member. (See Figure 6-1) The college Library houses a Writing Center that is staffed by professional tutors.

Edison's Student Development Department offers a myriad of personal services including disability services, veteran's services, career services, and personal counseling from a Licensed Professional Counselor. Other support

systems include on-campus childcare, short-term loan processes, and campus-wide Internet access through a student email system. Computer technical support is available via telephone or walk-up 52 hours per week including some weekend hours.

Category 2 Context

Edison is a community college; therefore, the organizational services we provide beyond those directly relating to student learning are aligned with initiatives supporting that learning and on meeting the specific needs of our service area. Learning support incorporates professional development of our faculty and staff so they may better serve our students, while area needs include professional and public service, economic development, workforce development, specialized training, and enhancement of cultural understanding. Figure 0-7 identifies some of our institutional services and how they are measured.

Category	Activities	Measurement
Professional Development	Professional development opportunities and budget, including CEUs; money for conferences; membership in SOCHE; B and I; CQIN Leadership Development; OBR participation; and related professional organizations; Frye Leadership Institute	Numbers participating, credits/CEUs earned, dollars spent
Professional/Public Service	Career Services, Job Outplacement Services; student leadership development via Ambassadors, Phi Theta Kappa, and clubs; athletics; Job fair, TGIF; discipline specific sponsored conferences; banquet meeting/events; free library; free Internet access; service learning opportunities; Child Development Center; Relay for Life; We Are IT; FAFSA Forum; Bachelor's Degree completion programs and BSA program Administrative Professionals Day; Graduate Academy for Community Leadership; PSEOP; Tech Prep; dual enrollment; Alumni Development Programs; Student Events and Activities	Numbers participating, satisfaction surveys, retention, financial aid awarded, student success rates
Economic/Workforce Development	B and I training, Tech Prep; ProEngineering; CISCO; Police Officer Academy; Microsoft, SkillsTrac; Sunrise Breakfast Series; Bobcat; Non-Credit Courses; Pharmacy Tech and Dental Assisting Programs	Numbers participating, second request for service, student success rates
Enhancement of Culture	Holiday Evening; Theater presentations; Edison Art Gallery; travel abroad	Numbers participating, scholarship dollars raised

Figure 0-7
Organizational Services

Professional development opportunities are critical to our maintaining a staff and faculty that are appropriately credentialed and current within their specific disciplines. Learning opportunities are provided through conference attendance, professional memberships, and in-house programming. Our Servant Leadership for line leaders and our CQIN Leadership Development Modules for all employees support our intent to encourage lifelong learning. Employees are also invited to participate in the Business and Industry programming, the Sunrise Series, which addresses current issues important to creating a sustainable organization.

Personal and professional development for external stakeholders is likewise important. The economic and workforce development

programming led by our Business and Industry Center provides opportunities for updating skills, for introducing new programs and skills, and for earning college credits. These may be offered on-site or on one of Edison's campuses and may be credit or non-credit.

Providing opportunities for experiencing cultural events in our relatively rural area is a service Edison is trying to expand. Currently we provide multiple theater productions per year capitalizing on the talents of students, faculty and staff, and community members. Edison has an art gallery, The Gallery, which highlights a different area artist each month. Both college and community stakeholders enjoy a reception and presentation about the artist and the art displayed.

Our Foundation sponsors an annual Holiday Evening in late November or early December to usher in the Christmas Holiday season. Nationally recognized talent provides a program that is enjoyed by individuals from throughout our service area and beyond.

Every other year Edison sponsors a study abroad trip for students, employees, and community members. Trips have been taken to Italy, Ireland, and Spain and in 2011 to China. Various student activities and organizations are sponsored by faculty and staff. See Category 3P2.

Category 3 Context

Edison Community College is charged by the State of Ohio to serve those within Darke, Miami, and Shelby counties. That population is diverse in its needs and expectations and many of the needs and expectations change frequently. We have developed systematic approaches to address those changes that are aligned with our mission, vision, and values.

Our student population is represented by those seeking credit and/or non-credit learning opportunities while our external stakeholders include businesses, other educational organizations, legislative and accrediting agencies, and our service area at large. Figure 0-8, Stakeholder Categories, Requirements and Expectations, further defines our segmentation.

Educational/Community: potential students, area school districts, parents, community members, service providers, area employers, advisory boards, transfer institutions	*Need:* competent workforce, continuing education opportunities, convenience in continuing education, ease of access, transfer student quality, current and affordable programs of study, cultural activities, accurate/easy access to information
Edison Board of Trustees: Governor appointed; three from each county within service area	*Need:* ethical, fiscally sound management of educational budgets/services to meet institutional mission, maintenance of accreditation and enrollment
Edison Community College Foundation: Alumni Association, Scholarship/grant provision	*Need:* accurate, easy access to information, understanding of role and future plans
Accrediting Agencies: Higher Learning Commission (AQIP), Ohio Board of Regents, Federal Government, Program-specific accrediting bodies	*Need:* timely/accurate reporting, documented assurance of quality programs delivered in cost effective manner

Figure 0-8
Stakeholder Categories, Requirement and Expectations

Regional community colleges and universities offering program options not available at Edison draw from our general education classes. Many of our competitors are the receiver colleges within the area, such as Bowling Green and Wright State Universities. Articulation agreements, 2 + 2 programs, and completer degrees are in place in some disciplines, and transfer data are collected from these schools, when available. Competition for noncredit students comes from the Applied Technology Center, an adult training center of the Upper Valley Joint Vocational School, and from businesses that elect to do their own training. Branches of regional institutions such as Miami-Jacobs Career College and Urbana University have recently located within our service area, and increasingly, Internet-delivered education from area and out-of-area institutions competes with Edison's credit program offerings. The University of Phoenix began offering undergraduate coursework early in 2009.

Category 4 Context

Edison's work environment, work systems, and job classifications are designed to achieve our mission. (Figure O-2) We are represented by divisions of Academic and Student Affairs, Administration and Finance, Institutional Advancement, and our Business and Industry Center. Our employee base includes full-time faculty, adjunct faculty, full-time and part-time administration, full-time classified, permanent part-time classified, and Federal and non-Federal work study students. (Figure O-9) Our goal is to bring our communities to our campuses for credit and non-credit courses, certificate and degree options, and cultural activities that will encourage both intellectual and personal growth.

	Faculty	Administrative Professional Staff	Support Staff
Number of Employees	50	67	48
No Degree	0	5	27
Associate	0	15	14
Bachelors	6	17	6
Masters	36	28	1
Doctorates	5	2	0
Juris Doctor	3	0	0

Figure O-9
Employee group, number, educational level
Fall, 2009

A formal organizational structure is described in Category 5, Leading and Communicating, which depicts a traditional format for supervision, planning, budgeting, and reporting. (See also Figure O-10, Organizational Hierarchy). Multiple teams or committees serve to promote communication, interaction, knowledge/skill sharing, and to drive program and organizational improvement. Some teams are standing committees including the Deans' Council, the Curriculum Committee, the Assessment Committee, the Professional Development Committee, and the Edison Technology Committee (ETC). Other teams are project-focused, such as our AQIP Action Project teams and CQIN teams. Multiple CQI process teams and periodic task forces also contribute to a work environment that supports teaching and learning.

Cooperation among those on the main campus, the Darke County Campus, the Tipp City site, and area high schools participating in the dual enrollment program supports networking, innovation, and empowerment of faculty and staff as they respond to the specific needs of our students and stakeholders.
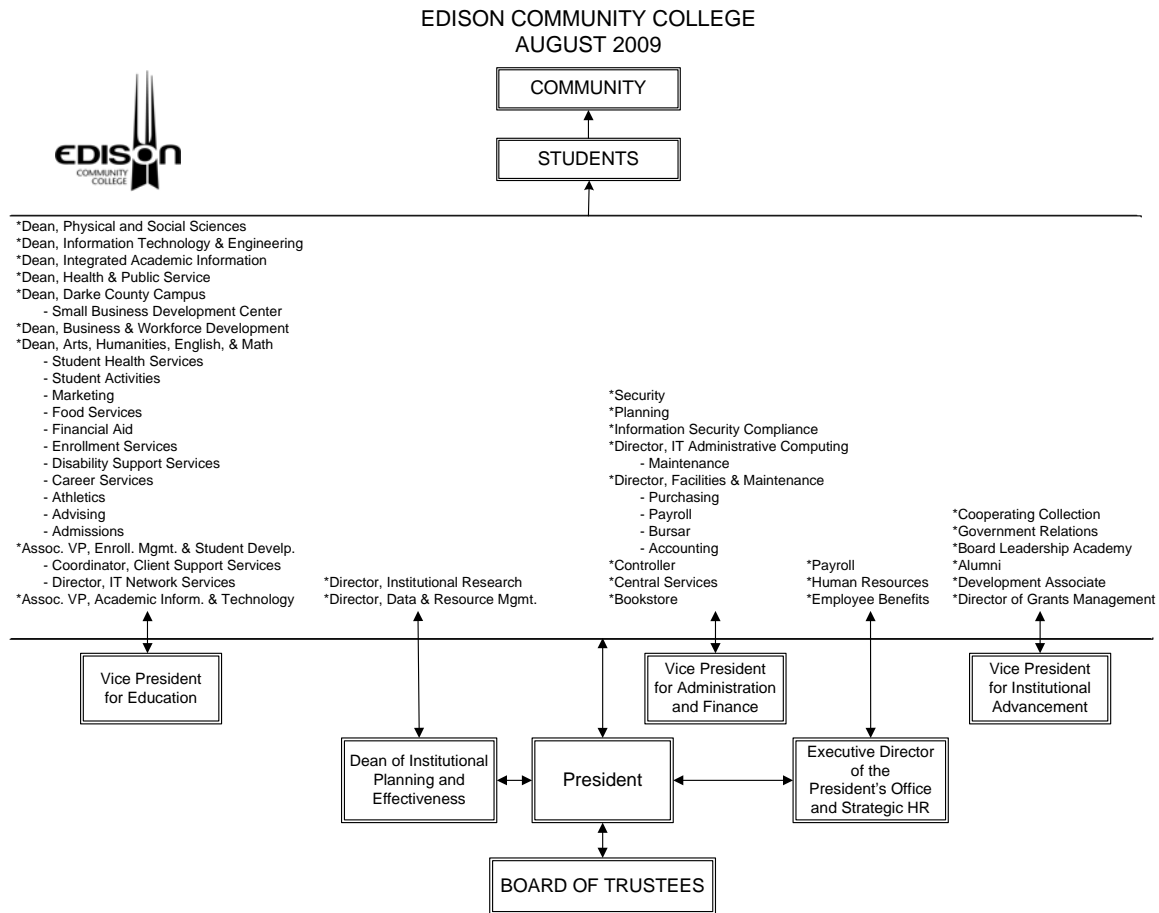
EDISON COMMUNITY COLLEGE
AUGUST 2009

EDIS_{ON}
COMMUNITY
COLLEGE

COMMUNITY

STUDENTS

*Dean, Physical and Social Sciences
*Dean, Information Technology & Engineering
*Dean, Integrated Academic Information
*Dean, Health & Public Service
*Dean, Darke County Campus
   - Small Business Development Center
*Dean, Business & Workforce Development
*Dean, Arts, Humanities, English, & Math
   - Student Health Services
   - Student Activities
   - Marketing
   - Food Services
   - Financial Aid
   - Enrollment Services
   - Disability Support Services
   - Career Services
   - Athletics
   - Advising
   - Admissions
*Assoc. VP, Enroll. Mgmt. & Student Develp.
   - Coordinator, Client Support Services
   - Director, IT Network Services
*Assoc. VP, Academic Inform. & Technology

*Security
*Planning
*Information Security Compliance
*Director, IT Administrative Computing
   - Maintenance
*Director, Facilities & Maintenance
   - Purchasing
   - Payroll
   - Bursar
   - Accounting
*Controller
*Central Services
*Bookstore

*Payroll
*Human Resources
*Employee Benefits

*Cooperating Collection
*Government Relations
*Board Leadership Academy
*Alumni
*Development Associate
*Director of Grants Management

*Director, Institutional Research
*Director, Data & Resource Mgmt.

Vice President for Education

Vice President for Administration and Finance

Vice President for Institutional Advancement

Dean of Institutional Planning and Effectiveness

President

Executive Director of the President's Office and Strategic HR

BOARD OF TRUSTEES

Figure 0-10
Organizational Hierarchy

Category 5 Context

Edison functions within a policy governance format lead by our nine-member appointed board of trustees and president. A traditional hierarchical leadership system is reflected in the organizational chart, Figure O-10. In reality, Edison's leadership and communication systems are a blend of the traditional along with our continuing efforts to decentralize decision-making by providing recommendation/decision-making opportunities at all levels throughout the college community, supporting an aligned approach to our college's governance.

The President's Cabinet is comprised of all vice-presidents, executive directors, the Dean of the Darke County Campus, the Dean of Institutional Planning and Effectiveness, the Edison State Education Association (ESEA) president, the chairperson of the Academic Senate, a classified representative, and an administrative/technical representative. Semi-weekly, agenda-driven meetings are scheduled wherein the president and Cabinet share issues related to all phases of the college's operation. Each Cabinet member is charged with sharing information pertinent to his/her work area with those affected. Cabinet meeting minutes are posted to the daily Update.

All academic deans, associate vice-presidents and the Academic Senate chairperson are represented in a bi-weekly Deans' Council where discussions include sharing from the President's Cabinet and working through the basic academically-related eventualities of divisions and departments. Most meeting minutes are

posted to the daily Update and in the Public Folders.

Also feeding this communication process are numerous standing committees, some listed in Figure O-11. All of these committees are cross-functional; many include community and student members.

From a functional perspective, the leadership and communication systems extend even further into the college fabric via multiple cross-functional CQI process teams facilitated by the Dean of Institutional Planning and Effectiveness. Nearly 70 teams have been used during the past nine years to address classroom, administrative, and operational issues. Approximately eighteen teams remain active, including teams reviewing distance learning, academic deficiency, computer laboratory deployment and upgrade, purchasing processes, hiring/placement, and parking. These teams are accountable to the CQI Steering Committee, a cross-functional team chaired by our Dean of Institutional Planning and Effectiveness.

- Curriculum Committee for curricula development and revision
- ETC for monitoring of campus technology capabilities
- Marketing to support College recruitment and community presence
- CQI Steering Committee to monitor college-wide process teams
- AQIP Action Project Teams to design, implement and review AQIP-related activities
- Advisory Committees for technical/career programs
- CQIN Teams to design, implement and monitor topic-specific project designs
- Professional Development Committee for Faculty and staff professional growth activities and opportunities
- Assessment Committee for monitoring college-wide assessment activities

Figure O-11
Selected Standing Committees

In addition to meeting minutes being posted as attachments to the daily Update and categorically posted in Public Folders, improvement-related

minutes are posted on the CQI Webpage. Meetings occur one-on-one, departmentally and divisionally at various intervals. Academic Senate meetings, ESEA meetings, and special topic sessions also support our communication efforts.

Figure 0-3, Employee Working Core Values, presents the performance expectations designed and agreed to by faculty and staff during the academic year 2001-2002. Again, this process involved eight all-staff forums facilitated by our president.

Employee Working Core Values posters have been made using group photographs to highlight those representing or considered to be moving toward such characteristics as excellence, integrity, and joy. Also, each week a different core value is highlighted on the employee home page and used as a talking point in meetings chaired by our President, Vice President for Education, and Dean of Institutional Planning and Effectiveness.

Our line leadership is also measured by the Leadership Characteristics resulting from an AQIP 5 Team Action Project. (Figure O-12) Those are supported through our on-going Servant Leadership and employee leadership module curricula in which many employees participate.

Leadership Characteristics
Elements of Effective Pedagogy/Androgogy
Listening Skills
Group Process/Facilitation Skills
Systems Thinking
Values-based Leadership
Enabling and Empowering
Teachable Point of View
Accountability and Assessment

Figure O-12
Leadership Characteristics
Source: AQIP Team Minutes March 2003

Board approved policies, administrative decision-making, legal updates, and our

mentoring of new employees reflect Edison's intent to abide with ethical and legal practices.

Social responsibility is defined through our mission statement, Figure 0-2, and represented by our willingness to be flexible and agile in our offerings and their delivery formats and in our public disclosure of business practices. Our support of community is shown through our employee participation in such things as the United Way, community blood drives, the Red Cross, Relay for Life, volunteering at Community Health Partners, and continuing 9-11 and Katrina relief efforts. Individual employees maintain membership in various service-related organizations, i.e., Rotary, Kiwanis, Lions Club,

or provide volunteer service such as court-mandated mediation or America Reads.

Category 6 Context

Figure O-13 lists the key processes which support administrative needs for Edison Community College. Also listed are stakeholder needs and supporting operations. These align with our KPIs and our college mission and also represent the organizational infrastructure that allows Edison to provide for stakeholders *A personal experience. A rewarding education*. These are the day-to-day activities that support a positive learning environment for students and employees.

Key Administrative Support Services		
Key Processes	**Stakeholder Needs**	**Support Operations**
Business Operations	• Fiscal stability • Integrity of records • Fiduciary responsibility • Reasonable cycle times	• Accounting • Cashiering • Purchasing • Payroll • College Foundation
Information Management	• Secure and reliable information • Efficient technology • Up-to-date systems	• Communication Systems • Network Management • Administrative Information Systems • Web Management • Technology Support
Institutional support	• Allocation of Financial & Human Resources • Safe and secure environment	• Physical Plant • Instructional Administration • Institutional Planning & Improvement
Personal Support	• Positive workplace environment • Recognition of personal needs	• College wellness activities • Childcare service • Professional Development support • Social Networking Opportunities

Figure 0-13
Key Administrative Support Services

Category 7 Context

Data and resulting information needs are determined by required reporting processes for accreditation and certification, for federal reporting, for program review and evaluation, and for determining improvement strategies. The college has developed processes that are repeatable and regularly reviewed.

Collection and storage of both student and employee records are managed through our Datatel Colleague platform and software. The college's financial information is likewise stored within this system. Datatel consultants worked with a core group of Edison employees to set up the system and to deliver continuing training as needed. System access is password protected and available according to work-related needs.

Information within our Datatel system may be available as a generalized report or a specially designed query. Output format is variable and can be determined according to need.

Information drawn from Datatel is used to build and maintain our Dashboard/Balanced Scorecard. Its format reflects a snapshot view and a drill-down process for analyzing our performance of our KPIs. The Dashboard is accessible to the general public via the Internet and the college community via a Web link. Balanced Scorecard access is password protected and accessible based upon work-related needs.

Also drawn from Datatel is student information for our instructional platform, Blackboard Academic Suite 7.3. Our Blackboard data base is monitored through an educational network managed by the University of Cincinnati. Blackboard access is password protected but all faculty, adjuncts, and academic administrators may enter the system.

Another data system extension from Datatel information is WebAdvisor, a platform for course scheduling, registration, and grade access. It also provides access to personnel information such as pay advices, accrued vacation, and sick leave. It, too, is password protected but all students and staff have

access to various aspects of this system. Prospective students may apply online and all students and employees have an Edison email account.

Narrow-focus data collection in the form of surveys is collected and stored within departments or shared folders within our Intranet system. Our Public Folders, the Edison Communication Repository, and program interest inventories are examples.

Support services for these storage centers are provided by the Edison Information Technology (IT) Department, the University of Cincinnati, and Datatel.

Category 8 Context

Edison is striving to improve organizational performance in a very fragile economic environment. We continue to function in "do even more with even less" circumstances. New initiatives are being implemented that should support our efforts. For example, in summer of 2008 we implemented a four-day, ten-hour per day work week that saved the college over $48,000 in utility costs but still provided the necessary student learning and support services. In summer 2009, a similar savings accrued.

The geographic area designated to be served by Edison State Community College is made up of Darke, Miami, and Shelby counties, a total area of 1400 square miles. It represents urban, small communities, and rural areas. Students from neighboring counties travel to Edison for specific programs and students from across the United States participate in our online classes and degree programs.

Regional community colleges offering program options not available at Edison draw from our general education classes. Many of our competitors are the receiver colleges within the area, such as Bowling Green and Wright State Universities. Articulation agreements, 2 + 2 programs, and completer degrees are in place in some disciplines, and transfer data are collected from these schools, when available. Competition for noncredit students comes from the Applied Technology Center, an adult training center, and from businesses that elect to do their own training. Increasingly, Internet-delivered education

from area and out-of-area institutions competes for Edison's credit program offerings.

Edison has many opportunities for growth and for expanded service to stakeholders. Student success is key to evaluating our continuous quality improvement projects and activities. Edison is committed to classroom success as well as to personal and professional success after a student leaves the college setting.

With the college Dashboard deployed, more data is being mined to determine specifically if and how well the college is meeting its key performance indicator goals. Professional development opportunities are being utilized to support our data-informed decision making practices, e.g., the December, 2008, Data and Decisions Workshop co-sponsored by the American Association of Community Colleges, the Association for Institutional Research, and the National Community College Council for Research and Planning. Documentable data will provide a better means for fact-based decision making while encouraging an alignment of our mission, vision, and values.

Most vulnerability concerns revolve about revenue levels and resources. While state funding in Ohio has increased 5.88 percent and tuition increases have been allowed up to 3.50 percent for the 2009-2010 academic year, it continues to be difficult to expand programs and services as required by the University System of Ohio Strategic Plan. Reimbursement for the state-sponsored Post Secondary Option Program, a major contributor to Edison's continued growth, is delayed 10–14 months resulting in cash flow issues at the end of the fiscal year. And new programs and programs provided in alternative delivery packages will not make up for delayed revenue. There is no local tax support for the college, and although there is indication the economy is rebounding, area unemployment remains above the national average within our service area.

Edison's long-term vision is to continue expanding our capabilities as a learning organization, thereby better serving our stakeholders on campus and throughout our service area. We are working toward more diverse and more plentiful partnerships with area education organizations and businesses so that

we may develop opportunities for learning and personal growth that support our stakeholders' changing needs.

Our requirement of supporting initiatives through a strategy mapping/action plan format, with discussion at multiple levels throughout the organization, ensures our strategies will be aligned with our mission and vision. (Figure O-2)

AQIP Action Projects, CQIN projects, and individual work plans determined during evaluations also support our continuous quality improvement efforts.

Our mission and vision and our Strategic Guide, accepted by the Board of Trustees in October of 2000 and reviewed in 2006, provide the context for planning and continuous quality improvement. That document is scheduled for update during the 2009-2010 academic year.

Category 9 Context

Edison State Community College must maintain viable partnerships with other organizations in order to fulfill its mission. These collaborations provide critical support to our learning systems and to our operational efficiency.

Key collaborative relationships that support our educational programs and services are listed in Figure 9-1. Some representative measures and results figures are also listed.

These collaborative relationships create opportunities for students in both educational and business arenas. Linkages among educational organizations allow for ease of transfer, program completion, and degree options beyond the associate degree level. Employment opportunities are enhanced as a result of close communication and information sharing relative to job skills needed and behaviors expected of those entering the workforce.

Category 1: Helping Students Learn

1P1 Processes

Edison's student core values and general education outcomes have been determined by faculty and academic administrative units through collaborative processes. The core values were discussed and agreed upon during an all-faculty, off-campus retreat in 1991. Since that time they have been incorporated into all course offerings and non-classroom experiences to some extent or another. General education outcomes are reviewed regularly by the Academic Senate membership. In 2002-2003, by recommendation of the Assessment Committee, those outcomes were reduced to the current six (Figure O-4) because some were immeasurable. During the fall of 2004, the Vice President for Education was charged with leading a college-wide review of general education objectives and the cascading of those objectives into specific disciplines and programs. That vice president and his successor have both since left the position because of personal health or family-related health issues. A newly appointed vice president began in July 2009 and is charged with completing this project by spring 2010.

1P2

Discipline-specific objectives are determined by those faculty teaching within the discipline and their representative dean, while technical program objectives have additional input from external advisory committees comprised of professional practitioners and employers. All objectives are juried against requirements of the Ohio Board of Regents, appropriate business and industry standards, and professional organizations specific to the subject area. Annual Outcomes Assessments of both general education and technical programs are done each spring with reports being submitted in August. More in depth discipline and program review processes occur on a five-year cycle, monitored by the college's Assessment Committee. The assessment process triggers curriculum changes, which then follow a well-established process from faculty to the Vice President for Education for change and adoption. Through an Access database, program outcomes will tie back to assessment. Examples of a general education and a technical program annual report are posted in Figures 1-1 and 1-2. Other reviews are available at http://www.edisonohio.edu/assessment .

1P3

New course design may be initiated by a faculty member or an academic dean. New courses may be the result of a specific interest or need. In either case, a faculty member designs the course syllabus indicating goals and objectives to be met, topics to be covered, possible activities and assessment processes to be used, available resources, student core values addressed, and course alignment with academic programming and the college mission, vision, and values. The faculty member and supervising dean present the completed course syllabus to the Curriculum Committee for discussion and approval.

Additions to and/or deletions from programs, as well as program re-designs, are also presented to the Curriculum Committee. Academic departments impacted by changes are notified and their concerns considered before changes are approved. Specific guidelines are published indicating what types of changes require Curriculum Committee approval.

Programs shared with other institutions, such as Biomedical Technology with Sinclair Community College or a 2 + 2 in Engineering Technology with University of Dayton, are facilitated by faculty, the deans within the specific area, and the Director of Advising and Transfer, and ultimately are approved by the Vice President for Education.

New program development is charged to the Vice President for Education who directs a sequential process determined by a cross-functional team representing academics, student development, and marketing. (See Figure 1-3) After completing the process, the proposal is forwarded to the Curriculum Committee.

General Education Outcomes for Mathematics

1. Use numerical, graphical and algebraic representations to describe and analyze applications and present and assess solutions to these applications.
2. Develop or interpret models to explain algorithms and relationships among variables.
3. Analyze real-world data and graphs to gain information and support solutions.
4. Increase confidence in learning and using mathematics.

Assessment Plan

In the fall of 2003 the Assessment Committee and the Mathematics Department determined an assessment strategy for the outcomes defined for all general education students. These include those completing an Associates Degree at Edison Community College as well as students completing the transfer module for completion of a degree at a four-year institution. At that time MTH 122S (College Algebra), MTH 123S (Trigonometry), MTH 125S (General Statistics) and MTH 226S (Calculus for Business and Life Science) were designated as the first courses for which the mathematics department would develop assessment techniques. Since then, MTH 221S (Calculus I) has been included as well.

The plan included preparing common final examinations for all sections of the selected courses. For each of the exams, a few course-specific questions were designed to test the students' attainment of the ideas described in the Outcomes. After the exams were graded the instructors for each of those courses determines whether each student has "achieved the goal" (assigned 2 points), "understood and attempted, but not achieved the goal" (assigned 1 point) or "failed to recognize the goal" (assigned 0 points) for each of these questions. This data was tallied and a percentage of successes, as defined by our 0 to 2 point system, was determined for each class. Finally, the data was averaged for all like classes to see an overall success percentage for each outcome. The goal was to obtain a 60% success rate on each of the three indicators.

A survey that was developed to determine the confidence levels of remediating students at the beginning and end of their developmental mathematics courses is being adapted for use in the courses identified for General Education assessment to gather data for evaluating the fourth Outcome. That initiative was implemented starting fall semester 2006. Follow up data was collected in the spring of 2007.

Plan for 2007-2008

It became obvious that our assessment plan had flaws. First, the questions being asked were reviewed to determine if they appropriately test the objectives. The questions have been an issue of concern but it was felt that we needed to keep the questions we had so we could compare data, During the 2007-8 academic year we adjusted the questions and collected data with the adjusted questions.

Also our scale was too limiting. We decided that a 6 point scale would give us a better picture of student knowledge.

0 = No apparent knowledge of this topic
1 = Emerging (struggling to know where to start)
2 = Developing (can start but not easily finish)
3 = Can do the arithmetic but weak on understanding the concepts
4 = Proficient (Understands the concepts but has arithmetic errors)
5 = Exemplary (no problems)

In addition, prior statistics looked at the averages of the students rather than the percentage of students who achieved a desired level of competency. We now look to see how many of our students fall into each of the above categories and will strive to have at least 60% of our students at the 3 or above level.

Two courses, MTH 123S and MTH 125S, underwent a variety of changes recently. Activities continued to be developed and implemented in all sections of MTH 123S in an attempt to provide a more interactive instructional experience for these students. These activities were introduced to the instructors of all sections of this course in the 2006 – 2007 academic year. Instructors need additional mentoring to fully incorporate the activities as most are explorative in nature. As instructors learn to use the activities appropriately, we expect to see a positive impact from this change in instructional technique.

As indicated in last year's report, a shift in curriculum was begun in MTH 125S to include additional foundation mathematics as well as more course content to meet the requirements of the TAGS.

Adjustments have also been made to a number of the activities in MTH 221S to reinforce the fundamental ideas necessary to appropriate understanding of calculus concepts and uses.

2008-09	% Scoring 3 or above				
Outcome #	MTH 122S FS08-09	MTH 125S FS08-09	MTH 123S FS08-09	MTH 221S FS08-09	
Outcome 1	59.83%	89.16%	62.22%	87.50%	
Outcome 2	64.10%	85.54%	64.44%	81.25%	
Outcome 3	68.38%	79.52%	60.00%	68.75%	
	MTH 122S SS08-09	MTH 125S SS08-09	MTH 123S SS08-09	MTH 221S SS08-09	MTH 226S SS08-09
Outcome 1	48.28%	76.23%	76.56%	83.33%	100.00%
Outcome 2	41.38%	69.67%	64.06%	83.33%	100.00%
Outcome 3	51.72%	68.03%	68.75%	75.00%	100.00%
Combined Terms - Outcome #					
Outcome 1	57.53%	81.46%	70.64%	85.71%	100.00%
Outcome 2	59.59%	76.10%	64.22%	82.14%	100.00%
Outcome 3	65.07%	72.68%	65.14%	71.43%	100.00%

Summary

Our goals from last year were:

- Use this tool and method of analysis again.
- Review the statistics questions again and revise as necessary.

The questions were reviewed and some were changed as needed to better measure the outcomes. Further adjustments may be needed.

The goal of the math department is to help students understand the concepts as well as do the mechanics to solve problems. The new form of analysis gave a better picture of the measuring this. Generally speaking we are doing much better than just meeting our goal of having at least 60% of our students demonstrating the ability to analyze a problem and do the calculations to achieve the answer.

Plan and Goals for 2009-2010

The assessment plan used this year shows promise for being a good instrument to track changes relative to the general education outcomes for mathematics. Changes in the plan may be necessary as we learn more about assessment plans from the unified Ohio University system.

- Review questions used for assessment to ensure we are using the best tools.
- Attain 60% success (score of 3 or higher) on selected concepts as determined by appropriate final exam questions

Figure 1-1
2008-09 Mathematics Assessment

1. Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale that was used to assess each of the outcomes.**

   Total number of students being evaluated: 7

Program Outcomes	Yes	No	-or-	5	4	3	2	1
1. Demonstrate the basic accounting theory and its application				7	0	0	0	0
2. Demonstrate skill in written and oral communication				5	2	0	0	0
3. Use good interpersonal skills and interact in a team environment				5	2	0	0	0
4. Interpret the impact of change in society, workforce, and the global world economy on business				1	0	3	1	1
5. Analyze and make decisions from accounting information				3	3	1	0	0
6. Recognize the need for a code of ethics in the field of accounting				5	2	0	0	0
7. Appreciate the need for lifelong learning, especially with the impact of computer technology				6	1	0	0	0
8. Apply the computer to the accounting information process				3	2	2	0	0

2. What is the trend for meeting the program outcomes?

Program Outcomes	2006-2007	2007-2008	2008-2009
1. Demonstrate the basic accounting theory and its application	4.5	5	5
2. Demonstrate skill in written and oral communication	4.5	4.8	4.7
3. Use good interpersonal skills and interact in a team environment	4	4.8	4.7
4. Interpret the impact of change in society, workforce, and the global world economy on business	3.5	4	2.4
5. Analyze and make decisions from accounting information	4	4.8	4.3
6. Recognize the need for a code of ethics in the field of accounting	5	4.8	4.7
7. Appreciate the need for lifelong learning, especially with the impact of computer technology	4	4.6	4.9
8. Apply the computer to the accounting information process	5	4.6	4.1

3. What interventions or changes from the previous year occurred, and what were the results?

Intervention/Change	Effect/Results
Introduce ethics and software earlier in introductory classes. Ask business faculty to incorporate ethics and software in their introductory classes. Monitor these ratings from students and compare them to industry raters.	Added Seaside Marina practice set to ACC-114. This is a combination of manual and computerized accounting. Not all adjunct faculty used the software and the results will not show up in assessment until next year when those students are in the capstone class.

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
#4 Interpret the impact of change society, workforce, and global world economy.	Continue to involve accounting students in outside class room activities. This year I was named director of student night for the IMA, so I will continue to expose my students to others and the business world.	Get the average above 4.

5. How do the results of the evaluations and changes support student learning for your program? (Note: Box will expand as you type.)

The results show me where to focus my attention in curriculum changes, book changes, and mentoring adjuncts. As these changes take place there will be a direct affect on student learning. My program is small and therefore when I get assessment results, the data may be skewed due to small sampling. I wonder if in the business department there is a way to assess accounting knowledge in business and marketing majors and visa versa.

Figure 1-2
2008-09 Accounting Assessment

New Program Proposal

To assist departments interested in proposing new majors, the New Programs Committee has developed the following guidelines/questions, which should be considered by the individual/department in the development of the proposal and based upon collected data.
 	
1. How is the new program congruent with the mission of the college?
2. What is the rationale for proposing the new program?
3. List four desired outcomes of the new program.
4. What demand is there for this new program amongst our current students and potential new students? Upon what information do you base your analysis of demand?
5. What is the demand by employers for graduates of this program? How will the proposed program satisfy a need within the community?
6. What additional necessities will the proposed new program require? Include estimated costs, ideas for partnerships and other funding resources if applicable.
    a. Staffing
    b. Facilities/Space Requirements
    c. Equipment
    d. Library holdings, Periodicals, AV, etc.
    e. Technology - computer hardware/software/multimedia
Other related items (i.e., licensing, credential requirements, etc.)

Procedures for New Program Proposals
1. The initiating employee will access the Criteria Sheet for New Program Proposals in Public Folders. 2. After completing the Criteria Sheet, the initiating employee will forward it to the Chairperson of New Programs Committee, who will then forward it to other committee members. A meeting with the New Programs Committee will then be scheduled. 3. The initiating employee will meet with the committee, who will request clarification or more data (i.e. community survey, etc.) if appropriate. The committee may suggest additional resources or assist with information gathering if appropriate. 4. The initiating employee and supporting committee members will present the completed New Program Proposal and supporting data at Dean's Council. 5. Copies of the Dean's Council Minutes and the proposal will be forwarded to the president.

Figure 1-3
New Program Proposal

1P4

The Business and Industry Center designs and implements programs independently and in partnership in response to expressed stakeholder needs. For example, a Police Academy is offered resulting in Ohio Peace Officer Training Association (OPOTA) certification in partnership with area law enforcement agencies, while an autonomous program would be The Society for Human Resource Management (SHRM) certification. Both programs can be merged into associate degree programs.

1P5

All students admitted to the college are expected to demonstrate their degree of preparation through ACT or SAT scores, previous college credit, or COMPASS testing. Cut-off scores defining college-level performance were determined by the State of Ohio and became effective in 2008. Based upon that information, students are placed into appropriate English and mathematics classes. Computer readiness for online learning is determined by testing, credit coursework, or a readiness workshop. Some programs require specific industry certification prior to enrollment. Through advising, students are encouraged to balance class loads and schedules with those personal issues commonly impacting success.

Within the curricula are prerequisite course requirements determined necessary for the foundational understanding of material that will support thinking and skills at higher levels. These prerequisites are determined in part by statewide regulations requiring that Ohio Transfer Module courses build upon 12th grade proficiencies and meet Ohio Board of Regents Transfer Assurance Guidelines (TAG). Our current AQIP 1 Action Project involves reviewing prerequisite coursework necessary for success in reading intensive coursework.

Examination of student failure rates and past practices has determined the practice of "C" or better in some classes, i.e., MTH 097D, 098D, before moving on to a higher level class. Courses offered in sequence, such as chemistry or physics require prior courses as foundational to new learning. Specific disciplines, such as computer information technology, require documented skill proficiency. This may be in terms of a prerequisite course, past performance, or a proficiency examination such as A++. These course requirements are suggested by the faculty and must be approved by the representative dean and the Curriculum Committee.

Some courses and/or programs may require that specific criteria be met before formal entry into the program curricula. These may include such things as grade point average (LPN transition program), computer proficiency (Cisco), or background checks (Social Work Assistant Program).

Student performance is monitored through classroom assessment, program advisory committees, employer feedback, and the Dashboard/Balanced Scorecard to determine if student academic/skill needs are being supported.

1P6

Expectations regarding student preparation and student learning objectives specific to courses, programs, certificates, and degrees are communicated through multiple venues. The college's catalog is published annually both in hard copy and online. The college's website also provides access to the Student Handbook, specific program information, individual faculty sites including course syllabi, and frequently asked questions and answers.

Orientation sessions are available for new students each term on each campus. Additionally, admissions, Advising Resource Center (ARC), and registration personnel are purposefully co-located and have access to materials necessary to provide information for all offered programs.

1P7

Various career interest inventories and the Holland Personality Types Inventory are available to assist students in determining programs that will match individual needs, interests, and abilities. Possible choices are discussed with the student in view of past experience, test scores, and general understanding of the program under consideration. Classroom presentations are made in some classrooms when choosing careers relates the class work. Designated career counselors are supported by the special needs coordinator and discipline-specific faculty.

1P8

Developmental coursework is required of students not meeting college readiness standards in reading, English, and mathematics. While the credit earned by completing developmental courses does not apply

toward graduation, the courses are essential in preparing students to be successful in upper level courses. The requirement to take developmental courses is based on assessment results, past academic performance, and the student's needs. The courses must be satisfactorily completed prior to enrolling in credit courses in the respective departments.

Generally speaking, courses offered in sequence must be taken in that sequence. For example, Circuits I must be satisfactorily completed before Circuits II can be taken because of foundational knowledge learned in the prerequisite course. Other courses may have prerequisites or recommended requirements because of that same "building-block of knowledge philosophy."

1P9

Once a student has selected and been enrolled into a specific program, a faculty advisor is assigned to monitor student progress until matriculation. Support services in terms of a Learning Center, an Internet Café, study tables, the Library, and personal support groups are available to further undergird student success.

Course delivery systems are varied in terms of time and format. See Figure 1-4.

Degree Certificate Options	Traditional	Flex	Web Flex	On Line	4 Weeks	8 Weeks	16 Weeks
AA	X	X	X	X	X	X	X
AS	X	X	X	X	X	X	X
AAB	X	X	X	X	X	X	X
AAS	X	X	X	X	X	X	X
ATS	X	X	X	X			X
CERT	X	X	X	X	X	X	X

Figure 1-4
Key Instructional Programs/Delivery Format/Length

1P10

Edison State Community College is a commuter college. Special needs of those students, including seniors, revolve about parking close to the buildings where their classes are held, food service while they are on campus, library and Internet access, and in

some instances, childcare. The college has six paved and well-lighted parking lots, the furthest being less than a four-minute walk to the building. There are 1240 spaces, 25 of which are designated for handicap access. On campus there is a full service cafeteria open for breakfast and lunch, a snack bar open from 8:00 AM to 6:00 PM Monday through Thursday and 8:00 AM to 1:00 PM on Fridays. Vending machines are available throughout the campus. The Library and Internet Café are open 8:00 AM to 8:00 PM Monday through Thursday and 8:00 AM to 4:00 PM on Fridays. Saturday hours are 10:00 AM to 2:00 PM.

All of Edison's buildings are handicap accessible**.** The Piqua campus is situated on 130 acres and features five interconnected buildings housing multiple classrooms, computer labs, science laboratories, and art and music facilities, along with faculty and administrative offices and student support services located in the main buildings. The Darke County Campus incorporates 17,000 square feet of classroom, laboratory, office, and student support facilities.

Further support for students with disabilities is provided through the Coordinator of Disability Services. Edison had 75 students with documented disabilities in fall of 2009.

1P11

Both direct and indirect measures of student learning are used at Edison. Direct measures include external validation testing such as the National Council Licensing Examination (NCLEX) taken by those completing the registered nursing program (Figure 1-5) or subject-related standardized tests. Capstone projects are required in several programs, for example, marketing and computer information technology. These projects are adjudicated by non-Edison professionals.

Indirect methods include student self-assessment via instructor evaluation, student satisfaction surveys, and employer feedback. Limited transfer data to other Ohio colleges and universities indicate Edison students perform at equal or higher academic levels than native students. See Figure 1-6 displays some transfer data.

NCLEX Data (National Council for Licensing Examination)				
Year	Number of Graduates	Passed on 1st attempt	Passed on other attempts	Not passed
2009	44	40		*
2008	56	45	7	3
2007	43	40	3	

*not all students have taken exam at time of posting

Figure 1-5

Nursing Pass Rates

Source: Ohio Board of Nursing

Student classroom evaluations are distributed in two classes per year for all faculty, and at least one class per semester for each probationary faculty, as well as to classes taught by faculty completing the third year of a four-year contract. Other faculty members, including adjuncts, are evaluated on a rotating basis determined by the area academic dean. Within the *Agreement Between Edison State Community College and the Edison State Education Association* there is a defined evaluation process that includes addressing perceived performance shortcomings.

Data is aggregated and segmented allowing faculty and administrators to use the gleaned information to generate areas of research, target areas for improvement initiatives, trend data internally, and to compare student results with our community college cohort, state, and national data when available. All student-related data is entered into our Dashboard/Balanced Scorecard and available through password access.

1P12

Edison's course delivery system balances known student and institutional needs based upon factors such as documented program need, qualified faculty availability, staff support, and classroom access. Figure 1-4 registers the various timeframes available for courses offered by the college. Courses are offered in the traditional, flex, web-enhanced, web-flex, and online modalities. Interactive video conferencing course presentations allow for multiple site course availability.

								University Transfers							
Reporting Year	Transfer College	Number of Students	Semester Hrs. earned prior to Xfer	CUM GPA prior to Xfer	Mean Cum GPA After Xfer	Number of Students W/Dev'l Coursework	% with Dev'l Coursework	Arts/HUM	Business	Education	Engineering	Health	NatSci/Math	Soc/Beh Sci	Unclassified
2003	Bowling Green	11	51.700	2.800	2.380	5	45%	5	1	3			1		1
	University of Cincinnati	3	41.700	3.470	3.460	0	0%	2	1						
	Miami University	8	39.400	2.200	3.250	0	0%		2	1	1		1	2	1
	Ohio State University	12	48.000	2.370	2.590	3	25%		1	2	3		5	1	
	Ohio University	4	48.000	1.780	3.020	1	25%		1				3		
	University of Toledo	7													
	Wright State University	41	63.600	1.970	2.820	15	37%	3	13	10	1	4	3	7	
2004	University of Toledo	5													
2005	University of Toledo	4													
2006	University of Toledo	6													
2007	University of Toledo	5		2.764	2.779						1	3	1		

Cohort: Students enrolled at exactly one Ohio Public college or university in any term of FY 2003 with the rank of SO, JR or SR and that institution was a university (including its branches) and who attempted at least 12 semester credits at that institution in FY 2003. This report is limited to students who transferred from 2-YR Institutions or 4-YR Branch campuses. Data as of 4-9-2007

Figure 1-6
Transfer Data
Source: Office of Institutional Research

Specific programs are also adjusted in offering format to accommodate stakeholder needs. For example, in fall 2004 Edison's first completely online degree program was introduced. It was a learning community, cohort-based curriculum in Office Systems and Administration, Medical Office Assistant option. Designed to accommodate the needs of students unable to come to campus, it attracted twelve full-time students. The cohort size has remained at twelve for years two through five of that program. Currently weekend classes are available in several disciplines including biology, history, sociology, computer information technology, and Cisco.

Other examples of alternative presentations include College Tech Prep in association with the Upper Valley Tech Prep Consortium and Greenville High Schools, Fast Track Programs (Figure 1-7), dual enrollment, and offsite degree opportunities.

1P13

Technical programs and general education disciplines provide annual assessment reviews and technical programs have a five-year program review. The Assessment Committee monitors all reporting and for the five-year program review there is additional input from the program advisory committee and selected professionals working in the field. Program modifications, expansions, and deletions are considered during this process. Changes that are considered appropriate by the Curriculum Committee and program faculty are implemented the following academic year.

General studies courses are state-mandated. Specific courses must be offered to meet the transfer module requirements of state colleges and universities and to maintain degree-granting privileges. These are seldom discontinued, but are reviewed for currency and applicability. Edison faculty began such a review in fall of 2004 and we will complete the process in spring 2010.

1P14

Student input gleaned from instructional evaluations provides anecdotal information for program enhancement. Academic administrators monitor course retention, completion, and student satisfaction data, three of Edison's key performance indicators (KPIs), through the college Dashboard/Balanced Scorecard. These processes facilitate data-informed decision making.

Edison has designed a program planning model and in the fall of 2009 all program faculty and their deans reviewed the model to evaluate its applicability and

usefulness in reviewing program viability. Each technical program will be evaluated during 2009-2010. General education areas will be reviewed in 2010 -2011.

Computers	Basic Computer, Networking, Computer Maintenance, Help Desk, Programming, Microsoft, and Cisco
Internet	Web Site Design, Interactive Media
Office Automation	Secretarial Skills, Medical Secretary, Medical Transcription, Office Automation, Desktop Publishing
Technical Writing	Using writing skills for technical literature
Art	Photography
Accounting & Finance	Accounting Clerk, Tax Consultant
Business & Sales	Management, Sales, Real Estate, Human Resource Management
Engineering & Manufacturing	Logistics, Manufacturing Management, Basic Human Relations, Quality Management, Six Sigma, Lean Manufacturing, AutoCAD, Pro/ENGINEER, Injection Molding, Extrusion and Blow Molding, Basic Electricity/Electronics, Industrial Electrical Controls, Factory Automation
Social Services	General, dealing with people and mental health referrals.
Early Childhood Education	General, involving programs for young children

Figure 1-7
Fast Track Programs
Source: College Catalog pp. 44-92

1P15

Learning support requirements are adjusted as needed. Faculty may make requests based upon curricular changes, perceived student difficulties through an increase in academic warnings issued or class withdrawals, or student requests. Documentation of student use of learning support practices occurs within the Library/Learning Center and the Writing Center, for ADA reporting, and for student athletes.

1P16

Co-curricular development goals are aligned with the student core values (Figure O-4) and efforts are made to be certain each student is introduced to and has

modeled the characteristics Edison wants its graduates to reflect, regardless of degree or discipline. Examples of activities are displayed in Category 3P2.

1P17

Edison has limited documentation confirming student preparedness. Licensure examinations for nursing, certification for phlebotomy, medical laboratory technician, medical assisting, and physical therapy assistant all require external validation examination. Early childhood programs, Police Academy graduates, Cisco, and Microsoft also require specialized certifications for job placement. Employer surveys are our most immediate data sources. Some preliminary information is received from internship supervisors as to student knowledge and skill levels, while student success after transfer to area state colleges and universities is displayed in Figure 1-6.

A mandate for external validation measures of program effectiveness was given by Edison's President during his Fall Address, 2005. All disciplines and programs are to be weighed against normed instruments that measure teaching/learning effectiveness by spring 2010.

1P18

Entry-level assessment is designed to assess entry-level student competency in basic reading, writing, and mathematics. It is managed by Student Development staff via interviewing and testing, and it results in appropriate placement within those class categories. In some instances, such as nursing or specific computer-related programs, additional assessments may be required.

Ongoing assessment occurs at the course level. Faculty members secure information through testing, papers and oral presentations, simulations, group activities, capstone projects, exhibition of skill proficiency, internship performance, portfolio development, etc.

The Assessment Committee, a cross-functional group comprised of faculty, administration, and staff, guides the "across-the-curriculum" assessment processes. In mathematics, departmental

examinations based upon learning outcomes are given to assess how well students are achieving outcomes and for instructional improvement, regardless of instructor. Three outcomes are assessed for Math 122S, College Algebra, and all showed improvement from Fall 2004 – 2009. Sixty-four percent or more of the students met the goals established. Math 125S, General Statistics, also measured three outcomes with eighty percent or more of the students reaching each goal. Samples of writing assignments are requested from faculty for randomly selected students whose writing skill development is tracked during their tenure at Edison. See Figure 1-9 for data regarding writing performance. Also within this exercise, critical thinking and inquiry/respect for learning are evaluated.

Exit assessment occurs upon program completion and is based upon student success on licensure/certification exams, capstone project evaluation by external evaluators, portfolio development, internship performance, and transfer success.

1R1 Results

The development and implementation of Edison's Dashboard/Balanced Scorecard has given impetus to gathering, segmenting, and interpreting assessment data from throughout the college. In some areas we have found our data to be rich, while in other areas major voids have been recognized. We currently have data for four or more years for each of our KPIs. There is still limited benchmarking information in some areas.

The KPIs reflected in Edison's Dashboard/Balanced Scorecard include developmental pass rates, course retention and pass rates, graduation rates, graduation surveys, licensure pass rates, and transfer success.

Advisory committee input and employer feedback are used within specific program areas to determine program effectiveness and to drive program enhancements.

Data-informed decision-making is our goal and efforts are being made to implement processes that will better track student progress and will provide

performance comparisons at regional and national levels.

1R2

The Assessment Committee has implemented measurement processes addressing five of our six student core values. Ethical behavior is measured by monitoring suspected and verified acts of student plagiarism and cheating. Figure 1-8 displays data for years 2006-07 through 2008-09.

Yr.	Verified Acts of Plagiarism	Suspected Acts of Plagiarism	Verified Acts of Cheating	Suspected Acts of Cheating
2006-07	33	84	30	99
2007-08	45	81	22	65
2008-09	68	131	16	89

Figure 1-8
Ethical Behaviors

As the data show, there is a significant amount of variability from year to year. Often, the report of one faculty member may significantly impact the overall results for a particular year. The results show that more incidents of plagiarism were verified or suspected during 2008-09 than in the previous two years. The verified incidents of cheating decreased from the previous two years while the number of suspected acts fell between the numbers of incidents for the previous two years.

Written communication, critical thinking, and inquiry are evaluated by randomly selecting and reviewing student papers from various classes including art, biology, communication, early childhood development, English, history, information technology, math, philosophy, psychology, religion, and sociology. Each paper is evaluated independently by two faculty members for three of the general education outcomes of written communication (3 items), critical thinking (6 items), and inquiry (3 items). These evaluations indicate whether or not each item was completed at a college skill level. Each paper is given a numerical identification to ensure that the author cannot be identified. Furthermore, inter-rater agreement continues to be between 80 percent and 82 percent.

College-level performance percentages are posted in Figures 1-9, 1-10, and 1-11.

	Fall 2006	58%
	Fall 2007	58%
	Fall 2008	57%

Figure 1–9
Written Communication

	Fall 2006	59%
	Fall 2007	61%
	Fall 2009	57%

Figure 1-10
Critical Thinking

	Fall 2006	49%
	Fall 2007	53%
	Fall 2009	51%

Figure 1-11
Inquiry

The data for semesters through fall 2008 are comparable to the baseline data that were reported initially for the fall 2001. Any discrepancies found between the current data and the baseline data may be due to increased error with the use of new raters or inconsistencies in ratings. There is an ongoing commitment to improving the effectiveness of the writing assessment process and increasing the validity of the assessment items. This commitment will continue in the current and future semesters.

Effective fall 2009, a new oral communication assessment process was deployed so there is no data available. (See Figures 1-12 and 1-13) It is hoped this process will better evaluate student accomplishment than did the former system used between fall 2004 and 2007. Edison is still searching for a process that will evaluate an individual's acknowledgement and appreciation of human diversity. Our previous working collaboration with Harvard University did not provide with the information we needed.

COM 121 ASSESSMENT PLAN

2009-2010

Beginning with the Fall 2009 semester, instructors will maintain two sets of data relating to the students in each of their classes.

Instructors will administer the Personal Report of Communication Apprehension [PRCA-24] twice during the term: once during the first week of the term; and, again during the last week. It may be administered either in paper-and-pencil form or as a posting on the section's Blackboard site. Be sure each student's name is on the scoring page for identification and follow-up purposes. The scoring pages should be transmitted to the assessment coordinator for tabulation and reporting to the College's Assessment Committee. It is advisable that instructors retain the first scoring page and turn in both together at the end of the term. *Instructors may wish to utilize the results of the first administration as a starting point for an in-class discussion of communication apprehension.*

Instructors will also utilize the new, standardized Oral Presentation Evaluation Forms to critique the three major speech assignments in the course {*Informative with visual aid; Persuasive to a hostile audience; and, Persuasive to a friendly audience*}. A copy of each evaluation for each speech for each student in the class will be forwarded to the assessment coordinator for analysis. These copies may be forwarded as each assignment is completed or may be compiled and sent as a set at the end of the term. It is **imperative** that all instructors use the same form and adhere strictly to the course requirements for each assignment. To assist in this effort, a new rubric for evaluation has also been developed {see: CRITERIA FOR EVALUATING ORAL PRESENTATIONS}.

The rationale for these two data streams is to create a longitudinal record of the "value-added" worth of the course both from the perspective of the student and through the evaluations by the instructor. The College's Assessment Committee is interested in measuring both the amount of change in student self-perception of communication apprehension and the level of improvement in oral communication skill competence as determined by the instructor.

During the Spring 2010 semester, instructors will be meeting to begin the process of "benchmarking" the use of the new evaluation forms.

Instructors from outside the College will be contacted during the Fall 2009 term to evaluate selected speeches collected during the 2008-2009 academic year using the new evaluation forms. Instructors from the COM 121 staff will also be asked to evaluate these same speeches. Once the data is collected and tabulated, each instructor will receive a report comparing her/his scoring results with those of the other instructors. This process will create material for future "professional development" activities and is expected to be continued in subsequent academic years using new speech examples, thus creating an on-going analysis of individual and group "inner-rater reliability".

Future assessment activities include developing the means to create "personal performance portfolios" that each student can use to further her/his skills development as well as to document her/his competencies. Video taping, CD recording, or some form of flash drive record are possible avenues for the production of these portfolios.

Figure 1-12
Oral Communication Assessment Plan

Oral Presentation Evaluation Form

Speaker: _____ Topic: _____ Reviewer: _____

Rating Scale: 1 {poor}; 2 {fair}; 3 {average}; 4 {good}; 5 {excellent}

Structure

Introduction:

Used an effective attention-getting device	1 2 3 4 5
Linked topic to audience's needs/interests	1 2 3 4 5
Presented a clear thesis and previewed main points	1 2 3 4 5

_____

Body:

Main and sub-points purposely organized and clearly labeled	1 2 3 4 5
Evidence relevant to claims and appropriately documented	1 2 3 4 5
Internal summaries/transitions smooth and effective	1 2 3 4 5

_____

Conclusion:

Reviewed thesis and main points	1 2 3 4 5
Referred back to attention getter and audience's needs/interests	1 2 3 4 5
Left the audience with a behavioral challenge	1 2 3 4 5

_____

Style

Word meanings were precise and clear	1 2 3 4 5
Imagery was vivid and sustained interest	1 2 3 4 5
Language choice was appropriate for audience and occasion	1 2 3 4 5

_____

Delivery

Physical Behaviors:

Appropriate appearance and proper posture	1 2 3 4 5
Meaningful movements and gestures	1 2 3 4 5
Proper facial expression and good eye contact	1 2 3 4 5

_____

Vocal Behaviors:

Good articulation and varied inflection	1 2 3 4 5
Proper rate and volume	1 2 3 4 5
Conversational tone with minimal "vocalizations"	1 2 3 4 5

_____

Visual Aids {if employed}:

"Professional" appearance	1 2 3 4 5
Appropriately displayed	1 2 3 4 5
Effectively employed	1 2 3 4 5

_____

Time: _____   Grade: _____

Figure 1-13
Oral Communications Evaluation Form

Employer satisfaction data regarding our student core values is gained through employer surveys and through input from advisory committee members. Surveys are sent to some organizations providing clinical experience for nursing graduates and to other organizations during the area program reviews. Data has reflected a 95 percent satisfaction with student preparedness, performance, and interpersonal relationship skills.

1R3

Annual Outcomes Assessment reports reflect how students are meeting program learning goals. **www.edisonohio.edu/assessment**

1R4

Seventy-five percent of the Police Academy graduates who have completed our on-campus program, have passed the Ohio Peace Officer State Certification Examination needed for employment, and have been employed as police officers.
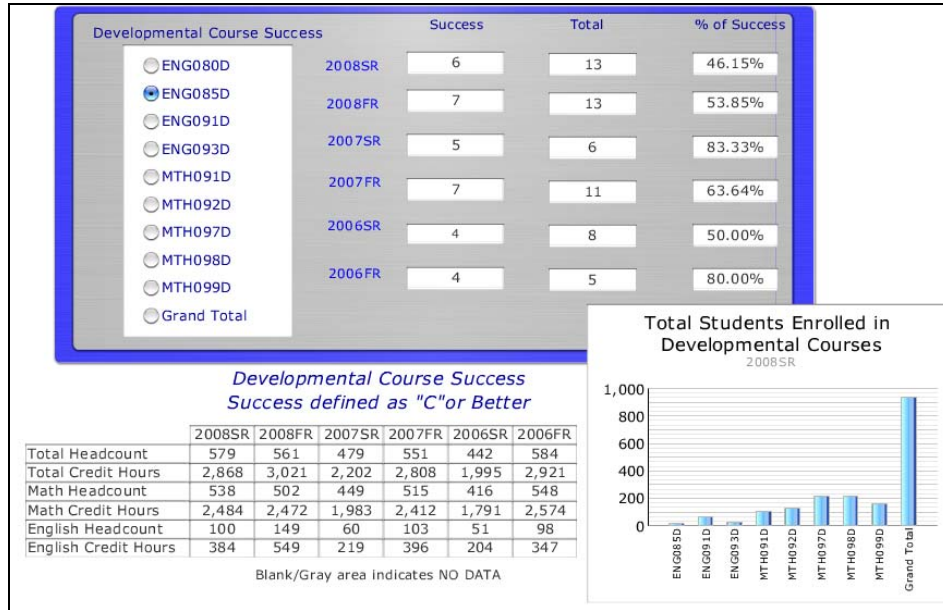
Figure 1-14
Developmental Success
Source: Office of Institutional Research

Figure 1-15
Developmental Courses
Source: Office of Institutional Research

Other student success data available is developmental student success, Figures 1-14 and 15, cohort graduation rates, Figure 1-16, and student transfer success. Figure 1-6.

	Cohort Grad Rate
Edison	27%
Cohort mean	15%
Ohio Public 2 year	25%
Ohio Private Non-profit 2 year	36%
Public 2 year 1000-5000 Students*	23%

Figure 1-16
Cohort Graduation Rate – 2008-09
Source: Office of Institutional Research

Self-reported measures of student learning are found in the annual graduate survey. When asked their primary purpose for attending, the 2009 graduates responded: upgrade skills, career change, complete degree or certificate, coursework for transfer, obtain a better job, better myself, etc. Ninety-five percent of those surveyed were satisfied or very satisfied with their instructional experience.

1R5

Sixteen new classes have been put into the online delivery format since fall of 2008 and overall enrollment in online classes has increased 50 percent over the past three years. Web flex classes have increased nearly 10 percent during that time period following a 66 percent increase during the previous three years. Maintaining academic integrity in those, while enhancing student success opportunities, was the focus of a now-completed AQIP Action Project, Helping Students Learn.

Student success defined as completing the course with a D or better, had averaged below that of the same class offered in the traditional format. In some instances, success was only 20 percent. The AQIP team studied and initiated several informational activities that better informed students of their responsibilities in online learning. They developed online surveys that could afford a better understanding of reasons for unsuccessful performance.

A Continuing Quality Improvement Network (CQIN) team developed and introduced a training program for designing and implementing an interactive, multi-

faceted online course. All faculty teaching online or Web flex courses must complete this six-week training and updated training as the Blackboard instructional platform changes.

Students also must demonstrate readiness. This can be verified by past success in online classes, the completion of a one-hour, online skills development class, or participation in an online readiness workshop also resulting in one hour of credit. All students must meet one of these requirements.

Service learning projects have been introduced in some disciplines, i.e., nursing, business, and general biology. No concrete data is available that gauges increased student learning; however, student participation continues to increase and feedback from the sites champions continuing the experience.

Library and Internet Café usage has increased since completion of the Emerson Center in April 2008, which included an expansion of the Library and its services. In 2007 -2008 there were 77, 086 visits to the Library and Learning Center while in 2008-2009 visits had increased to 86,404.

1R6

Figure 3-1 displays student satisfaction levels with processes/services that are designed to support Helping Students Learn.

1I1 Improvements

In an effort to expand opportunities for student success, Edison developed eight "stackable certificates" during the 2008-2009 academic year. Students can move through a multi-step process that culminates in an associate degree in areas of criminal justice, nursing, human resources, medical laboratory technology, management, and information technology.

With sixteen new courses being framed into an online format, eighteen additional full-and part-time faculty completed the online training program making available more online opportunities for student learning.

Thirty-seven classes are being offered on weekends in fall 2009 and 27 classes for spring semester to meet the needs of students unable to take classes either during the week or online. They include courses in art, biology, computer information technology, Cisco, English, humanities, history, manufacturing, management, office systems administration, philosophy, psychology, and sociology.

1I2

Academic classrooms serve as the primary venue for gathering student assessment data, for piloting improvement learning activities, and for establishing improvement strategies. Formative assessment is conducted during the course to provide feedback that will drive the modification of classroom activities intended to improve student learning. Surveys, discussions, and student performance may be used as formative measures.

Summative evaluation occurs when a course or program is completed. Comprehensive final examinations, capstone projects, portfolio development, and performance in internships are examples that may meet this need. An annual outcomes assessment is required of all technical programs and some general education disciplines.

The program review process and feedback from advisory committees, accrediting agencies, area businesses, graduate employers, and issue-specific process teams provide varying perspectives for considering change and innovation. The Dashboard/Balanced Scorecard and the program costing/planning model document direct and indirect indicators of student and program success. All these support Edison's intent to maintain programs that meet the needs of our service area and support our mission.

Category 2: Accomplishing Other Distinctive Objectives

2P1 Processes

Non-instructional processes are the responsibility of the departments to which they are assigned, for example, athletics to the Athletic Department, alumni affairs to the Office of Institutional Development, cafeteria services to Student Development, and economic development to the Business and Industry Center. Community enrichment activities are supported through the Theatre Department, the Art Departments, Student Development, Institutional Development, and some academic departments such as Nursing.

A group is charged with an objective; an intra-departmental or cross-functional team or task force is convened; and plans are made based upon the initial request or the intended goal.

2P2

The specific procedures for determining such things as "other distinctive objectives" are variable because of the number of stakeholders and their multi-faceted needs.

Input may come from faculty as a result of educational or professional development experiences, from advisory committee suggestions, from student input through surveys, or from sundry strategic planning-related committees such as the cross-functional college Marketing Committee or the cross-functional Edison Technology Committee. Viable suggestions are reviewed by Deans' Council, the President's Cabinet, or area-related committees, such as the Edison Foundation or the CQI Steering Committee. All initiatives must be viewed in regard to funding constraints and major initiatives must gain presidential support. For example, students brought forth the idea of a disc golf course on campus that would be available to both college and community stakeholders. Students and the Institutional Advancement Office secured funding through a

grant and donations, and Edison's maintenance staff, faculty representatives, and students designed and built the course.

Those suggestions not considered to be viable at a given time are referred back to the submitter for reworking or for submission at a later date.

2P3

Edison's small size and collegial environment allows for an ongoing dialogue exposing individual needs for both internal and external stakeholders. Administrative personnel practice an open-door policy that provides the needed access for sharing of concerns and expressing of needs.

Our internal communication processes begin each fall with the President's Fall Address, outlining the general state of the college and new initiatives for the academic year. There are four scheduled breakfast meetings with the president each academic year. These are non-agenda driven and allow for discussing issues or non-classroom objectives brought to the table by faculty and/or staff wishing to participate.

Divisional meetings provide a venue for academic deans to support adopted objectives, while non-academic departments have a similar opportunity within their department meetings. Those participating in the Academic Senate have monthly meetings where topics relating to student learning support are debated. Program advisory committees meet quarterly supporting currency to those programs.

External communication with those in our service area occurs through board of trustee meetings, advisory committee meetings, meetings with local economic groups, alliance members or activity partners, and with area school districts. The Edison Foundation prepares a monthly newsletter and the Advancement Office produces bi-annual newsletters for alumni. Other communication avenues include program-specific publications, including an expanded course schedule book, and our Edison website, along with Facebook

and Twitter sites. Media presence is registered through area television programs, radio, and news releases.

2P4

The faculty and staff most closely related to a specific objective are most involved in assessing and reviewing the determined "distinctive other objectives." Many of these objectives have data incorporated into the college Dashboard/Balanced Scorecard which can be reviewed. Members of the President's Cabinet, deans, and others in leadership positions can incorporate this information, as well as feedback from surveys, forums, or individually offered, into their data-informed decision-making process.

All meeting minutes are posted to our electronic daily Update so any staff member wanting to provide input on a suggested initiative has that opportunity. For example, Edison's 2007 CQIN team determined to expand our partnerships in the area of health and fitness. The area hospital partnered with Edison to develop an outdoor fitness center that could be used by students, staff, and the community. Suggestions were offered to enhance the original plan by maintenance personnel, Police Academy faculty, the Athletic Department, and a cross-functional CQI team charged with the initiative. The end result was a multi-station activity center that supports numerous programs and interests.

2P5

All faculty and staff are eligible for professional development funding including tuition reimbursement, in-house training, external training costs, and/or conference attendance. Full-time faculty and staff have annual reviews with their respective supervisors defining annual goals, areas needing performance improvement, and those support mechanisms that will be provided by the college. Our Institutional Advancement Office strives to stay in touch with faculty and staff needs through personal contact and active participation on various committees.

2P6

Edison Community College uses the strategy mapping concept of Kaplan and Norton to roadmap its college-wide initiatives, making certain each plays a role in moving the organization closer to fulfilling its mission. The initiatives are grouped according to the corresponding AQIP categories and the resulting document displays how the various objectives interrelate and support one another. Also on the map are the person(s) responsible for driving a given initiative and the anticipated completion date. www.edisonohio.edu/repository

2R1 Results

Edison collects and analyzes data from in-house student satisfaction surveys, employer surveys, business and client surveys, and instructional satisfaction surveys. The CCSSE survey of student engagement and the Noel-Levitz Student Satisfaction Survey have been deployed in alternating years since 2005. The College Dashboard/Balanced Scorecard also reflects data supporting our Key Performance Indicators, some of which are non-instructionally related. www.edisonohio.edu/dashbord

2R2

Our institution and our service area have been positively impacted by the opportunities Edison provides. Our main thrust is to design occasions for life-long learning, be it college transfer, entry-level job opportunity, or personal enhancement. We contribute to the economic well-being of the region by supporting a workforce current in philosophy and skill set, as well as delivering updated training to stakeholder organizations through our Business and Industry contract training programs. Over time Edison has supplemented the economic condition of our service area with $240 million in business sales and $91 million in labor income, according to a report by CCbenefits, Inc., March 10, 2005.

2R3

Edison is in the early stages of benchmarking against other organizations in areas not classroom-related. Our Dashboard/Balanced Scorecard implementation has given impetus to our searching out more sources of comparative data. Currently we set targets based upon data available from our selected community college cohort, from CQIN and other professional organizations, and, to a limited extent, from nationally-normed data sources such as CCSSE and Noel-Levitz surveys.

2R4

Since 2005 Edison's campus nurse has expanded offerings to students and staff, as well as providing programming for the community. Routine sick call, flu shots, diagnostic testing, and health awareness programming have increased, hopefully improving the level of health on campus, but at least, increasing awareness of services available. Less tangible is the impact of our cultural events.

We have for the past eight years offered a biannual international trip available to community members. Our Office for Institutional Advancement supports an annual Holiday Evening; our students' activities make available various bands and programming events for students, their families, and the community at large; and theatre programming includes public performances throughout the year. Our numbers were down the 2008-2009 year in all areas except theater because of the economic downturn in Ohio, which resulted in budget and programming cuts. Theater offerings are coordinated with the public school English course content. (Figure 2-2)

Our Small Business Development Center (SBDC) serves area small businesses and in so doing, contributes to positive relationships and the local economy.

	2005-2006	2006-2007	2007-2008	2008-2009
Holiday Evening	540	512	581	450
Theater	625	1580	1094	2100
Student Activities	865	456	832	575
International Trip	--	61 Ireland	-	25 Italy

Figure 2-2
Edison Cultural Events Participation
Source: Specific Campus Offices

2I1

Ohio's community colleges have related but yet unique missions and therefore it is difficult to get comparative data in areas related to Category 2. We do have trend data that reflects progress in serving our constituencies in non-classroom related programming. For example, our Business and Industry Center served a monthly average of 221 people during 2005 and in 2008 the monthly average had increased to over 300. Edison's campus nurse interacted directly through program presentation or student inquiry with 6767 persons during 2005-06 and 8343 during 2008-09. Computer access for students and the general public has increased from 500 to 702 PC stations.

2I2

Process improvements may be initiated by individuals, by work groups, or by requesting the deployment of a cross-functional process team. Processes addressed intra-departmentally may be facilitated by the Dean of Institutional Planning and Effectiveness, but more often are managed by a department member.

Approximately 70 cross-functional process teams have reviewed, studied, and recommended changes in processes that affect the greater college community. Fifteen teams remain active and meet on a schedule determined by the specific timeline of the process being reviewed. Their work is based upon data received from surveys, evaluations, and end results, and is

scrutinized by a cross-functional CQI Steering Committee, chaired by the Dean of Institutional Planning and Effectiveness.

Specific targets are determined or modified after considering goals of other institutions within our cohort, goals set by the University System of Ohio (USO), standards set by professional organizations and licensing agencies, enrollment projections, anticipated job availability, and/or budget constraints.

Related communication is managed through a multi-faceted approach. The Dashboard/Balanced Scorecard, Public Folders, the Edison Communication Repository, meetings, meeting minutes, the daily Update, and special announcements, published or through email, are our primary and recurring venues.

Category 3: Understanding Students' and Other Stakeholders' Needs

3P1 Processes

Edison determines student satisfaction concerning the institution, its programs, courses, and services through a variety of methods.

Student surveys measuring perception of instructional effectiveness are offered in online courses regularly while instructors of non-online courses are evaluated in at least two classes annually, as directed in the Faculty Evaluation Procedures document. A more global evaluation is the survey given all those graduating which addresses not only classroom instruction, but also support services. (Figure 3-1)

Student Satisfaction Rated by % Satisfaction with Use of Service

	May, 2007	May, 2008	May, 2009	
Admissions	94.44%	97.692%	99.119%	2008-09 Target - 95%
Advising Resource Center	95.91%	98.750%	95.000%	Previous years - 90%
Advising with your Faculty Advisor	94.90%	95.506%	95.305%	
Cafeteria	96.55%	94.118%	93.011%	
Career Advising	95.05%	94.615%	93.125%	
Cashier's Office	98.75%	96.648%	94.419%	
Childcare Center	94.44%	95.745%	98.485%	
Faculty Support	97.18%	98.630%	94.301%	
Financial Aid	91.46%	85.600%	85.802%	
Internet Cafe	97.01%	96.970%	99.408%	
Job Placement Services	95.00%	100.000%	91.304%	
Learning Center	98.43%	98.507%	97.701%	
Library Services	99.58%	100.000%	99.078%	
Parking	66.93%	70.330%	71.493%	
Quality of Instruction	99.19%	97.849%	94.884%	
Registration	97.57%	97.354%	94.545%	
Student Activities	95.68%	94.167%	92.361%	
Welcome Center	99.49%	96.732%	97.326%	
Overall Average	**94.87%**	**94.96%**	**93.70%**	

Figure 3-1
Graduation Survey 2007, 2008, & 2009

The CCSSE student engagement survey and the Noel-Levitz Student Satisfaction Survey are offered in alternating years; alumni surveys, marketing analyses, and employer surveys also provide information that can be used to determine if Edison students meet educational and performance expectations. Edison's most recent general external scanning was March of 2003 for a capital campaign feasibility study and it indicated the service area stakeholders were pleased with Edison and its impact. (Figure 3-2)

Overwhelmingly Favorable College	98%
Favorable Administration	87%
Faculty Caring	93%
Edison Board	90%
Foundation Board	96%
N=56	

Figure 3-2
Capital Campaign Information
Source: Capital Campaign Feasibility Study 2003

In spring 2009 an external environmental scanning process was deployed as a part of an AQIP 3 project. http://www.edisonohio.edu/cqi Results from that online survey posted 50 percent or more of those responding considered "very important" Edison's annual Job Fair, Job Placement Services, courses and degrees offered online, and public access to the Library and to the Internet. In each of these areas Edison is working to expand services.

Information from all these data sources is considered in the strategic planning process, as well as department operational planning. Key structures within the college analyzing data include advisory committees, the college Curriculum Committee, the college Marketing Committee, the Edison Technology Committee, Deans' Council, and President's Cabinet.

Concerns and needs are also expressed anecdotally through Student Development Office

contacts and student luncheons hosted by the president.

3P2

Relationship building with prospective students may begin with our Early Childhood Development Program. Childcare is available for student, employee, and community children on campus. An NAEYC accredited pre-kindergarten program is also available for those children. Sport camps, such as basketball, a Kids' 2 College program, and Children's Theater offerings introduce Edison to the young. Within the public school setting, Edison supports the America Reads Program, sponsors an area math contest each year, sponsors a Shelby County academic competition, offers an annual We are IT conference for girls in grades 8-12, and college students serve in practicum and intern roles that serve the community and that represent many of our major programming areas.

College admissions personnel visit feeder schools, job/career extravaganzas, and county

fairs on a regular basis. Our "To Get Information First" (TGIF) program is a Friday presentation with area schools bringing students to campus for mini-presentations describing Edison's educational opportunities. Edison's GED completion program is supported by multiple presentations off campus and by presentations made in partnership with our area Job and Family Services. Registration Celebration, VIP Night, Savings Saturday, Rock-en-Roll, and other programs allow prospective students to meet staff and faculty and to discuss program possibilities. Area principals and counselors are invited to campus for lunch and informational meetings and Edison hosts a College Career Odyssey Job Fair in conjunction with the Upper Valley Joint Vocational School that brings over 400 visitors to campus each year.

Financial aid and scholarship availability are critical to enrolling and retaining students. Data compilation is finalized by October 30 so Edison's most recent information is displayed in Figure 3-3, Financial Aid.

Financial Aid Summary	2006 07			2007 08		
Category	# Recipients	% of Recipients	Amount	# Recipients	% of Recipients	Amount
3rd Pty	218	12.71%	$ 784,008.85	168	9.86%	$ 354,349.44
Veterans Benefits				65	3.82%	$ 238,273.55
ECC Scholarships	207	12.07%	$ 316,800.75	182	10.69%	$ 274,320.72
ECC Waivers	112	6.53%	$ 66,321.00	94	5.52%	$ 75,910.75
Outside Scholarships	121	7.06%	$ 122,970.82	128	7.52%	$ 120,571.01
Federal	1,291	75.28%	$ 4,805,165.02	1,294	75.98%	$ 5,407,080.33
State	528	30.79%	$ 532,569.00	462	27.13%	$ 649,490.00
Total			$ 6,627,835.44			$ 7,119,995.80
Unduplicated Count:	1,715			1,703		

Financial Aid Summary
Figure 3-3
Source: ECC Dashboard

Once enrolled, students may participate in a variety of student organizations, athletics, or in incidental events such as the psychology retreat, computer gaming events, Edison Extravaganza, or musical activities. Intercollegiate sports include men's and women's basketball and

women's volleyball. And for the past six years Edison has sponsored a week-long international trip during alternating spring-semester breaks.

Co-curricular development goals are aligned with the student core values (Figure O-4) and efforts made to be certain each student is

introduced to and has modeled the characteristics Edison wants its graduates to reflect, regardless of degree or discipline. Examples of activities include:

- Phi Theta Kappa: supporting scholastic excellence
- Student Ambassadors: leadership development
- International Club: encourages understanding of other cultures
- Student Activity Council: organization and execution of events
- Campus Crusade for Christ: spiritual development

Discipline-related clubs include Society for Human Resources Management (SHRM), Photography Club, Stagelights Theatre Company, Writers Club, Digital Media Club, and Edison Arts League. Support groups are available as needed, such as Alcoholics Anonymous.

During fall 2009, Edison opened its Duke Foundation Disc Golf Course. Thanks to the generous support of local businesses and The Duke Foundation, 18 disc golf "driving" pads and target-baskets were installed around the campus creating what a committee behind the project hopes will become not only the first, but one of the premiere courses in the area for the sport.

Career Development personnel provide individual, group, and classroom and community presentations with prospective and enrolled students in areas of career choices, Internet resources, resume' building, etc., that foster relationship building.

Faculty relationships with students are very important to student retention and success. Faculty maintain posted office hours and many provide students with 24/7 access via email or a published home telephone number. Many faculty eat in Edison's cafeteria and interact with students there, as well as sponsor student organizations.

Relationships with nontraditional students are maintained primarily through their awareness of our offerings through print media, television and radio advertising, and the college website.

3P3

Student and stakeholder needs, expectations, and attitudes are assessed and monitored through a variety of listening and learning strategies. (Figure 3-4) Students have opportunities for input through various surveys, advisor/faculty relationships, open access to deans and vice-presidents, and lunch forums with Edison's president. Student enrollment credit course trends are monitored to determine course-offering needs for market segments, such as area business skills enhancement or summer transient students.

Alumni and community members share their perspectives both formally and informally through participation on various committees, such as our capital campaign and advisory committees, and through conversations with college employees via career fairs, chambers of commerce membership, etc.

Students
Graduation surveys (annually)
CCSSEE surveys (bi-annually)
Noel-Levitz surveys (bi-annually)
Classroom instructor evaluation (each semester)
CQI process team participation (as needed)
AQIP Action Project team membership (as needed)
Marketing surveys (twice annually)
Alumni
Follow-up surveys
Employers
Employer surveys
Needs assessments (as needed)
Focus groups (as needed)
Advisory committees (annually)
Program review (5-year cycle)
Community
Career fairs (annually)
Annual report
Board of Trustee contact

Figure 3-4
Stakeholder Input Strategies

Results from the various input mechanisms are used to develop new programs, to plan for new facilities, and to design student support services that meet the ever-changing needs of our service area. For example, our capital campaign for building expansion was modified to a two-phase process because our feasibility study revealed the community focus was on the expansion of health sciences and business and industry capabilities rather than the fine arts. Another example is the hiring of a full-time Coordinator of Student and Community Activities to better meet the social expectations of a younger student population. A full-time Coordinator of Disabilities was employed to support a growing population, and special emphasis is being placed on veteran services, as noted by Edison's selection as a "military-friendly school," reported by *G. I. Jobs Magazine,* August, 2009.

Employee participation in statewide and national professionally-related organizations such as the League for Innovation, the American Association of Community Colleges, the Ohio Chief Student Affairs Officers, Ohio Council of Chief Academic Officers, and the Continuous Quality Improvement Network also provide opportunities for sharing and learning of best practices, emerging trends, and new requirements.

3P4

Edison values its continuing dialogues with stakeholders. Students share acclamations and concerns during classroom evaluation processes, participation on college process teams, and through individual meetings with faculty and administrative staff. The college builds and maintains other relationships through such activities as board of trustees' presentations, presentations at local service clubs (Kiwanis, Rotary, etc.), internship development with area businesses, and the use of local business services, when possible. Faculty and staff are encouraged, and financially supported, in their membership within local, state, and regional organizations. Our Business and Industry Center maintains personal contact with area businesses

through attendance at area chamber and Job Center meetings to keep abreast of their changing needs, while email notifications of offerings of available classes and training options are forwarded to area employers on a regular basis.

The Edison Marketing Committee has allocated $65,000 or 8.5 percent of the 2009-2010 budgeted marketing dollars, to public relations in an effort to further encourage continuing relationship development.

3P5

We consider if new stakeholder groups should be addressed within our educational offerings and services through feedback received from our various input mechanisms (Figure 3-4) and from emerging trends recognized as supportive and aligned with our mission. Labor statistics, career services data, advisory committee feedback, internship feedback, and using our new program proposal process (Figure 3-1) support our decision making process.

3P6

Formal complaint management processes for students are published in the Student Handbook and published on the college website. http://www.edisonohio.edu/handbook/

Students may file a written complaint with a supervisor in the event a concern cannot be resolved at a lower level. The Student Handbook defines the process to be followed and a grievance form is available as a page within the Student Handbook, from the Student Development Office or as a link to the Student Development web page. Any complaint reduced to writing is kept in a file in the office of the appropriate supervisor. Each June the individual complaint logs are forwarded to the Director of Institutional Research. Complaints and their resolutions are aggregated and posted to the college Dashboard, thereby available for review by all supervisors. Recurring complaints are addressed specifically between supervisor and supervisee.

Complaint processes for full-time faculty are found in detail in the *Agreement Between Edison Community College and the Edison State Education Association.* Within the Edison Faculty Handbook is described the process for addressing sexual harassment. Administrative and classified staff processes are outlined in the Edison Policy Manual, Section 2, Personnel, item n. This is available in hard copy and within Edison's Public Folders. All Edison employees have access to the Repository for the posting of compliments, concerns, and suggested changes.

Indirect methods of identifying areas of dissatisfaction are instructor evaluation by students, graduate surveys, graduate follow-up surveys, and CCSSE and Noel-Levitz Student Satisfaction Inventory information.

3R1 Results

In an effort to provide continuing improvement, Edison has in place a number of surveys designed to assess student satisfaction. Current student satisfaction is determined through on-going course/instructor evaluations given at the end of a class, each Business and Industry offering, and following special activities, such as our new employee orientation modules. Additional information is gleaned from service areas such as the cafeteria, the Learning Center, the Advising Resource Center, career development, and the Library. Our graduates participate in a graduate exit survey, and those graduating from career programs are surveyed again 6 months after graduation.

In the spring of 2005, the CCSSE engagement survey was introduced as an indirect measure of student satisfaction, and in spring 2006, the Noel-Levitz Student Satisfaction Inventory was instituted to be used in alternating fashion with the CCSSE.

Edison's Dashboard/Balanced Scorecard reflects data of both quantitative and qualitative measures for program, department, and college-wide key performance indicators, thus providing trend data that flags stakeholder satisfaction issues. When possible, these data are compared

with our Ohio community college cohort and with other state and national standards.

Direct measures of community stakeholder satisfaction are general enrollment growth, enrollment in Business and Industry offerings, marketing surveys offered in fall, summer, and at graduation, and in feedback from external stakeholders surveyed in our capital campaign feasibility study. (Figure 3-2)

3R2

Figure 3-1 represents student satisfaction ratings in areas of academic presentation and student support services from graduate surveys of 2006, 2007, 2008 and 2009. Scoring reflects the percentage of students responding either "yes" or "satisfied/very satisfied."

The Noel-Levitz Student Satisfaction Inventory was added to our data collection in spring of 2006. The data received from Noel-Levitz has been reviewed for effect size, rescaled, and made more applicable to our organization. Eighty-five percent of item responses were statistically similar to national cohort.

Areas of strength (significantly greater than cohort average) included:

1. The number of papers that require integrating ideas from various sources has increased.
2. The presentation of Edison's core values in the classroom is either above average or statistically similar to our national college comparison group.
3. Student evaluations of their educational experience have significantly improved.
4. Coming to class without completing readings or assignments has decreased.
5. Students are more relatively satisfied with the personnel in registration.
6. Approximately half of the original areas of concern have improved within the two-year period.
7. All of Edison's strengths have been maintained and some improved within the two-year period.

Student responses indicated they were less satisfied with the timing of poor performance notification and less satisfied with their contribution to the welfare of their communities.

A cross-functional steering committee has been established and sub-committees formed to address issues of student satisfaction.

Edison is trying to establish benchmarks of performance. We use our community college cohort, mean scores from HEI and IPEDS reporting, and sister colleges through CQIN. In some instances we have determined to benchmark against ourselves when other data is not available. In those cases our goal is to improve each year. Targets for improvement vary according to the area being reviewed.

3R3

Enrollment rates for fall 2008 are reflected in Figure 3-5 representing the larger school districts within our service area. Prior to 2002, Edison

did not maintain penetration data and marketing and recruitment decisions were based more upon anecdotal information. With the implementation of our Dashboard/Balanced Scorecard in December 2004, we have begun focusing our relationship building efforts more specifically. Still, high school teachers, counselors, and principals throughout the service area are engaged on a regular basis because of the strong influence they represent in college selection.

Student retention relates to student satisfaction and relationship building and is posted in Figure 3-6. Comparative data from our selected community college cohort is also posted in Figure 3-7. Additional data for year 2008-2009 are available on our Dashboard/Balanced Scorecard. Attrition data is monitored in nursing and other health sciences programs because of a capacity limit and in our Office Systems Administration, Medical Office Assistant program because it is cohort-based. General attrition for 2006, 2007, and 2008 is indicated in Figure 3-8.
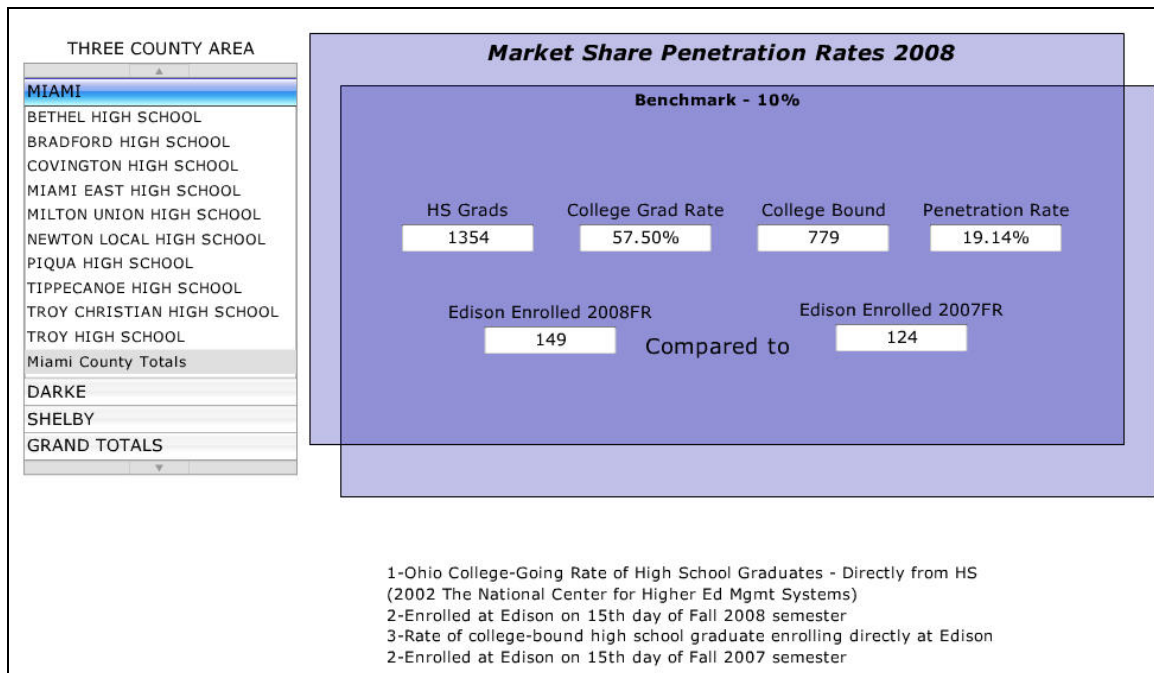

Figure 3-5
Penetration Rate
Source: Edison Dashboard

Our Business and Industry Center seeks to increase repeat business by increasing course offerings that meet changing student and market needs. Of those businesses requesting service during the past five years, nearly 50 percent have contracted for some type follow-up offering.

Edison's graduation rates have increased steadily since 2000 when 280 students graduated with degrees or certificates. In 2009, 310 graduated with an associate degree while 63 earned certificates.

3R4

Data gathered from various sources show positive stakeholder satisfaction with Edison, its programming, and its support services. See Figures 3-1, 3-2, 3-6, and 3-8.

3R5

See Category 9I1.

3R6

External comparatives for attrition and graduation are displayed in Figure 3-7, along with comparatives at the cohort and state levels. The percent of first-time, full- and part-time degree/certificate-seeking undergraduates returning from fall 2007 to fall 2008, and the percent of the 2006 cohort who completed a degree/certificate or who transferred out is displayed.

Efforts are being made to enlarge our comparative analyses of data beyond our cohort to include state and national data when available. For example, as a member of the Continuous Quality Improvement Network, we are participating in a CQIN project creating a dashboard of common performance indicators that are of interest to member institutions. The Ohio governor's University System of Ohio has target expectations of all community and four-year colleges and universities. Both should define data elements and performance levels that will assist us in analyzing our own performance data and in setting reasonable targets.
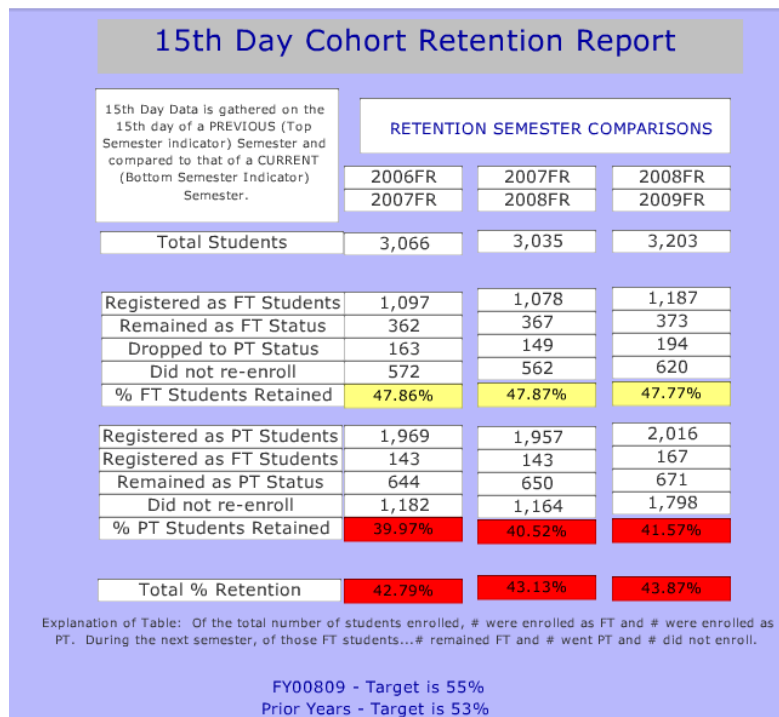
15th Day Cohort Retention Report

15th Day Data is gathered on the 15th day of a PREVIOUS (Top Semester Indicator) Semester and compared to that of a CURRENT (Bottom Semester Indicator) Semester.	RETENTION SEMESTER COMPARISONS		
	2006FR 2007FR	2007FR 2008FR	2008FR 2009FR
Total Students	3,066	3,035	3,203
Registered as FT Students	1,097	1,078	1,187
Remained as FT Status	362	367	373
Dropped to PT Status	163	149	194
Did not re-enroll	572	562	620
% FT Students Retained	47.86%	47.87%	47.77%
Registered as PT Students	1,969	1,957	2,016
Registered as FT Students	143	143	167
Remained as PT Status	644	650	671
Did not re-enroll	1,182	1,164	1,798
% PT Students Retained	39.97%	40.52%	41.57%
Total % Retention	42.79%	43.13%	43.87%

Explanation of Table: Of the total number of students enrolled, # were enrolled as FT and # were enrolled as PT. During the next semester, of those FT students…# remained FT and # went PT and # did not enroll.

FY00809 - Target is 55%
Prior Years - Target is 53%

Figure 3-6
Fall-Fall Retention
Source: Edison Dashboard

	FT Retention Rate (08)	PT Retention Rate (08)	Graduation Rate-Total Cohort (08)
Edison	55%	35%	27%
Community College Cohort	57%	42%	15%
Ohio 2 YR Public	63%	53%	25%
Ohio 4 YR Public	67%	43%	36%
Great Lakes Regional 2 YR Public	57%	40%	23%

Figure 3-7
Cohorts Retention and Graduation Rates
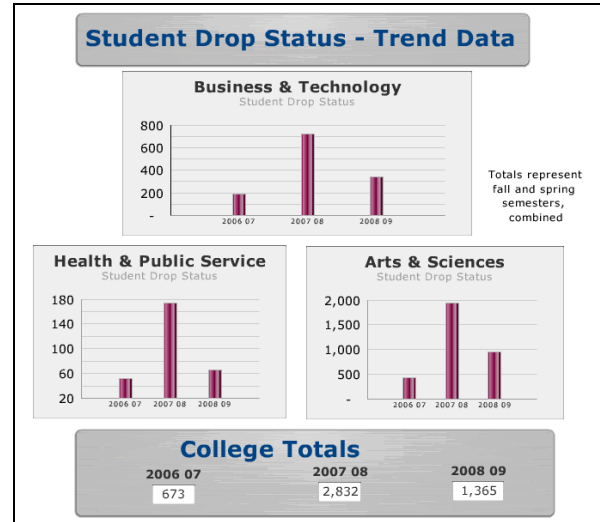*Source: Office of Institutional Research*

Figure 3-8
Attrition Rates
Source: Edison Dashboard

3I1

Category 8 describes Edison's process for gathering, compiling, and analyzing data that is used to implement effective strategies which promote improvement. Our organizational culture is gradually moving toward a more systems thinking, collaborative approach of doing business. More college leaders are demanding supporting documentation of suggested changes, be they functional such as our purchasing process, or programmatic such as the implementation of our Computer Games Program and Design degree.

Many quality tools and processes are commonplace on Edison's campus. Process teams review and recommend new or revised strategies for better meeting departmental and college-wide goals. Tools such as the Dashboard/Balanced Scorecard, strategy mapping, action plans, process mapping, logic models and cause and effect diagrams are commonly used.

3I2

When an issue is raised, from whatever source, it typically is juried by the cross-functional CQI Steering Committee and then commissioned to a departmental or cross-functional team. In several instances such issues have become a part of a CQIN project (faculty training for online teaching) or AQIP Action Project (leadership curriculum design and implementation).

Targets are typically set by looking at trend data, as well as comparable data from other institutions and from things learned through professional development opportunities. In November, 2008 Edison was required to submit a strategic plan with targets in areas of access, affordability, quality, and economic leadership that aligned our targets with those of other Ohio colleges and universities. As with all targets, the President's Cabinet analyzes data and makes recommendations with input from discipline faculty, their deans, and administrative leadership. These recommendations are shared with the Board of Trustees. Faculty and staff are informed of initiatives first through the President's Fall Address. Subsequently, meetings with area vice-presidents and divisional deans support the initiative development at individual and department levels.

Category 4: Valuing People

4P1

The first step of Edison's hiring process for full-time employees requires that the area supervisor and the Human Resources (HR) Department determine the characteristics and skills necessary to fulfill the needs of an open position. In so doing, senior leadership and divisional leaders will review the current position to determine if changes in the job description would increase organizational effectiveness or could support expanded service to our stakeholders. Job postings occur internally and externally simultaneously.

Specific requirements for academic credentialing are in place for full-time faculty based upon requirements of the Higher Learning Commission and the Ohio Board of Regents. Multiple situational questions asked by search committee members provide insight into an applicant's understanding of continuous quality improvement, as well as personal characteristics that support Edison's Employee Working Core Values. Adjunct faculty are hired on an as needed basis based upon academic credentials and/or professional experience. Their hiring process is managed through the area dean and is much less rigorous than for full-time faculty. Adjunct faculty contracts are not renewed if there is no need or if performance or interactions are not as expected.

Classified and administrative positions are filled by promotion, by transfer, or by new appointment. New appointments follow a similar process to that of full-time faculty.

4P2

Human Resources is responsible for verifying degrees, certifications, and references in addition to general background checks for all new employees.

4P3

A cross-functional process team defined a hiring process for non-faculty positions that is reflected in Figure 4.1. It can be found on our CQI Web page and in our CQI Processes Manual given to all full-time faculty and available in all office areas. Included in the manual are timelines for each of the hiring segments. At worst, the process should be completed within eight weeks.

Faculty hiring follows a similar process with modifications indicative of language in the *Agreement Between Edison Community College and the Edison State Education Association* and timelines more specific to the academic calendar.

In all instances of hiring, a cross-functional search committee works with the area supervisor and the HR department to select the best person from the candidate pool. Faculty and academic administrative position applicants also interview with the vice president of education and the president of the college. Edison makes a good faith effort to support diversity among its staff and currently reflects a minority population of about 3 percent, similar to our student and community populations.

For faculty and administration, we utilize national, regional, and local publications, in addition to professional/trade journals such as the *Chronicle of Higher Education.* For our classified employees we use local media and employment offices. All job opportunities are posted on our college web page.

Potential work-study students apply to and are hired through our Financial Aid and Human Resources Offices and are placed in positions that support their career goals. Some students are selected on a needs basis and paid through Federal Work Study while others are selected because of their specific skill sets and paid through budgeted departmental funds.

4P4

All employees, including student workers, must participate in an orientation process. For full-time faculty and staff , the process is a one-semester, eight-module procedure introducing

new employees to such things as the physical plant, technology training, department or area goals, customer service expectations, and college-wide initiatives. Sessions are scheduled with technicians, area-specific deans, student development, and the college president. The orientation module with the president specifically addresses our history, mission, and values. The HR Department monitors individual progress in completing the orientation modules. Student workers are given a handbook outlining expectations and discuss those expectations along with filing the appropriate paperwork with the HR Department. They participate in specialized training within the areas they will be working.

Throughout the year multiple presentations are made available to the college community explaining college initiatives, tools being used,

and processes being followed. These include the President's Convocations, meetings with the vice presidents and deans, Academic Senate, and topic-specific informational sessions. Each is intended to increase understanding of Edison's initiatives, how they align with our mission and vision, and how individuals and individual work areas fit into the global picture.

Special informational presentations are designed for adjunct faculty. Beginning-of-the-term department meetings, round-table discussions, and individual mentoring sessions are offered to address their specific needs. They are invited to college-wide professional development activities and participate as their interests and schedules allow.
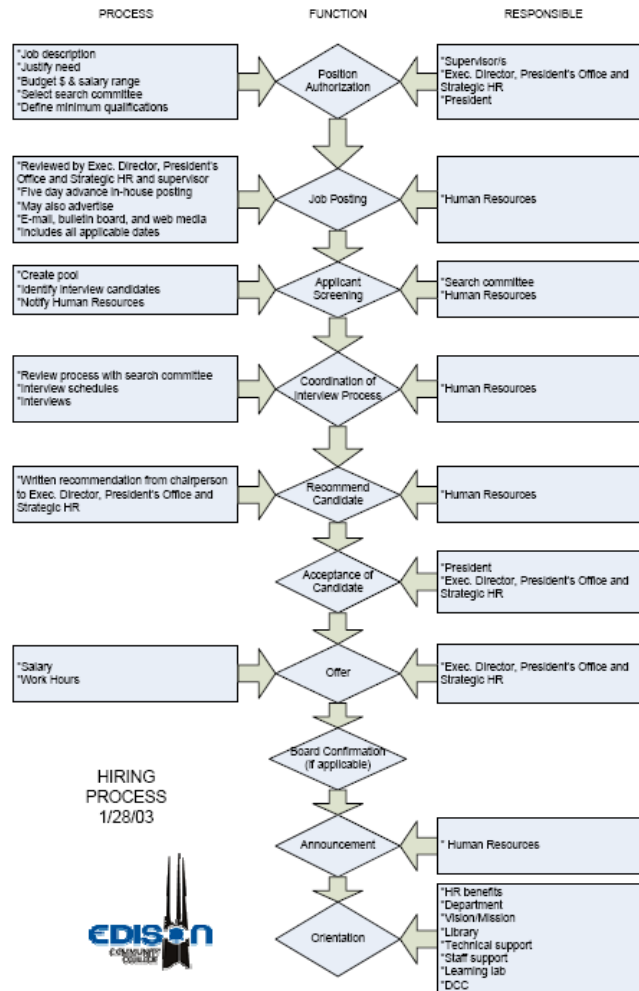

Figure 4-1
Non-Faculty Hiring Process

4P5

Edison has no formal process for succession planning except addressing the emergency loss of our president. All open positions are posted in-house and internal candidates are encouraged to apply if their educational levels and/or documentable skill sets meet minimum requirements. Transfers from faculty to administrative ranks or promotion within a given department are at the discretion of the college and rely on proven skill sets. The faculty contract allows for a "flex contract" option that provides faculty with the opportunity to learn administrative tasks and to receive some release time or additional compensation while maintaining faculty status and teaching responsibilities. This encourages the development of new abilities that could support an application for promotion or transfer, if one becomes available. Also, the CQIN project of college-wide leadership development programs provides for skill development and potential succession planning throughout faculty and staff ranks. Employee professional development funding is available in terms of tuition assistance and conference and workshop attendance.

4P6

Edison strives to be a learning college for students and employees. While students have learning opportunities in the classroom, on the playing field or court, and through exchanges with other students and employees, faculty and staff also have opportunities to update their skills, to learn new skills, to improve their interpersonal abilities, and to venture into new areas of endeavor. Periodically job descriptions are reviewed and updated, especially when there is a change of personnel. HR, area supervisors, and department staff discuss the job descriptions to determine what changes might be made that could expand service to students, increase organizational effectiveness, and adjust responsibilities of department employees. Often inter-departmental transfers provide for new opportunities and challenges that support employee satisfaction. Figure 8-2 lists some of the learning opportunities for employees that support their knowledge and skill development.

4P7

As an outgrowth of the 2001 CQIN Summer Institute and its theme regarding workplace environment, during 2001-2002 our president held eight employee forums to define what we call Edison's Employee Working Core Values. (Figure O-3) The values clusters represent a cultural thread that employees hope will become an integral part of our environmental culture. Qualities of open communication, cooperation, high performance, innovation, empowerment, and learning and sharing are embedded within those values.

Edison's HR Department offers training sessions in areas of sexual harassment and ethics throughout the academic year. All employees are required to attend one session in each of the areas.

Our technology platform supports ease of access to information to all employees. Email, Cisco IP Telephony, folder sharing, discussion boards through Blackboard, video conferencing, Public Folders, our Dashboard/Balanced Scorecard, our College-wide Initiatives Strategy Map, and area specific web sites all support communication and learning that in turn, support decision making.

Cross-training of administrators and of many classified staff, along with opportunities for participation on college-wide committees and cross-functional process teams, engenders knowledge and skill sharing, cooperation, and empowerment.

Ethical behaviors are encouraged through the signing of a Local Area Agreement (LAN) by all employees and by published policy, such as Edison's Sexual Harassment Policy found in the Faculty Handbook. Special training may be offered on individual topics such as diversity or privacy issues.

Edison operates legally, responsibly, and with fiscal honesty, as is indicated by our annual state audit report. We comply with all local, state, and federal regulations applicable to our operation. Our Board of Trustees' meetings are open to the public and the college Dashboard is accessible through our college web page. Monthly revenues and expenditures are included for public review.

4P8

Employee training is continuous, broad-based, and begins with our required orientation process. Education, training, and development opportunities are provided that address college and individual staff needs that surface through the evaluation process.

Full-time faculty and adjunct faculty have "duty-day" options prior to both fall and spring semesters. Those options might include outside speakers, in-house faculty issues, technology up-date training, or legal-issue updates such as copyright, confidentiality, or ADA compliance. Additionally, throughout the academic year the Professional Development Committee offers workshops or presentations that support professional development, and leadership development modules are provided by the CQIN 2008 team for any interested employee, be they faculty or staff. Additional classified staff development and student training are coordinated primarily at the department or office level.

Specific training needs for faculty and staff are determined through individual conferences with supervisors during annual evaluation processes or discussion. Additionally, more global training may be made available when changes in software packages or technology platforms transpire, and special area training, such as CPR, First Aid, and personal safety is offered as a special topic when requests are made.

4P9

Staff development funds are available for tuition waiver or reimbursement and conference or workshop attendance. Funds are provided based upon individual development need or organizational need as in the deployment of new initiatives. Full-time faculty are also eligible to apply for Professional Development Leave, as outlined in the *Agreement Between Edison Community College and the Edison State Education Association.*

Beginning fall 2005, departmental and college-wide goals were placed onto a strategy map outlining the goal, the person responsible, the timeline, and their alignment with the college mission. This tool provides a visual image of the interrelationships among initiatives, departments, and work assignments. The individual accountable for monitoring the initiative is also responsible for preparing an action plan that includes potential training needs and costs. Training is carried out using employee expertise when available. If not available, an outside consultant will be used, i.e., Datatel.

Academic alignment is a primary concern because of long-term staff members that are nearing retirement. Individual departments and/or academic disciplines have begun the implementation of processes and procedures are supporting a smooth transition when retirements occur.

4P10

Faculty evaluations focus on demonstrated effectiveness in the classroom, reaching annual goals set during individual conferences, and the alignment of those goals with Edison's mission, vision, and values. Individual goals and departmental/divisional goals are monitored on project matrixes or strategy maps that support the college's Strategic Guide.

During the spring of 2005, Edison implemented a 360-degree review process for Cabinet members to support their leadership development. That process was extended to all line leadership positions in fall of 2005. Individual, documentable support of college-wide goals and objectives is provided through personal development plans that encourage linking individual goals with those of the college, as well as establishing personal accountability.

Our president is evaluated annually by the board of trustees and in this evaluation process defines his personal/professional development plan, as well as his plan for the college. He is also evaluated through a 360-format by those reporting directly to him.

In all instances of evaluation, feedback is shared with the employee both through face-to-face and/or written follow-up. Employees have the right to provide personal written feedback responding to supervisor remarks, which together will be placed into the personnel file.

4P11

Edison's compensation plan is structured to attract and retain quality individuals. Initial salaries for full-time faculty and administrators are negotiable within a range determined equitable by the area supervisor, the HR Department, and the college president. Subsequently, faculty salaries are increased according to the negotiated master contract, while administrative salary increases are determined by the board of trustees.

Faculty and administrators may supplement compensation by teaching overload or summer school, participating in a flex contract, becoming a scheduling or program coordinator, or advising in the ARC. Additional recompense is available for the first-time development of an online course or for participating in program development via grants. Earning additional degrees or certifications may increase base salary by an amount determined by the Promotion and Recognition Committee (See meeting minutes, March 1999) and support increases in faculty rank.

Classified employees' and work study students' pay scales are determined after review and analysis of similar positions within our service area. Periodically a more global review process is managed by an outside consultant, such as Compease during September of 2009.

Work study students receive no benefits but all other employee categories do. Participation in the State Teacher Retirement System (STRS) or the Public Employee Retirement System (PERS) or a state identified alternative retirement plan (ARP) is required for full-time employees but work-study students may file for exemption. Full-time employees have the options of life insurance, medical insurance, and dental insurance. Sick leave and/or vacation, family medical leave (FMLA), and disability leave (ADA) are provided, as is tuition reimbursement or assistance. Part-time employees and adjunct faculty may participate in some benefit opportunities based upon employment level.

In an all-employee survey in spring 2003, responses indicated nearly 79 percent of those responding felt their job skills were recognized within the college community, while 38 percent responded they had received some type of award for their work. Over 87 percent of Edison's faculty and staff felt they were valued by their individual supervisor, and 94 percent of those participating reported they "enjoyed their work." (AQIP 4 Survey, Spring 2003, n = 150/154)

Recognition and reward opportunities include the following:

- Employee Recognition Banquet for service based upon five-year increments
- Selection for retreat participation such as Great Teachers or Great Support Staff, etc.
- Recommendation for area-specific awards such as NISOD Teacher of Year, Ralph Meardy Award, etc.
- Media write-ups in Update, area newspapers, Board recognitions
- Supervisor acknowledgement or thank you
- "On-The-Bus" Recognition
- SOCHE Teacher-of-the-Year

4P12

The determination of key issues related to employee motivation is based upon surveys and discussion opportunities. The AQIP 4, Valuing People, Action Project completed in June of 2005 incorporated the first formal survey of faculty/staff satisfaction. In spring of 2006, 2007, and 2008, the Baldrige-based, "Are We Making Progress?" survey was used to determine employee satisfaction. The latter results are posted to our Dashboard/Balanced Scorecard, and the results are considered in the president's goals for the upcoming year and in the individual work plans of those administrators being evaluated by the 360 process. Addressing the defined preferences should trickle down to those of the rank and file through meetings, training sessions, and individual professional development opportunities.

Although the AQIP project addressing the area of valuing people had formally ended, a newly-selected team was charged with continuing analysis and recommendation of strategies for the enhancement of our workplace environment. This was a cross-functional team lead by the Dean of Institutional Planning and Effectiveness.

In fall of 2008 a second AQIP 4, Valuing People Team was deployed to study and make recommendations in the area of internal motivational factors that might contribute to a sense of feeling valued. During fall of 2009 a pilot program involving Edison's Business and Industry Center, the Library, and IT staff was deployed to address the issue of some employees feeling they have limited voice and are of limited importance in reaching college-wide goals. This process involves personal interviews with supervisors where there will be discussions of personal goals and their alignment to the president's annual vision as delivered in his Fall Address.

Our president hosts a non-agenda-driven breakfast every other month during which he encourages the sharing of questions and concerns. Our Academic Senate and union leadership meet with the President regularly to discuss college-related issues, including employee satisfaction/motivation. The HR Department invites those employees celebrating birthdays in any given month to participate in a group luncheon.

The Edison Communication Repository holds an anonymous survey site for offering joys, concerns, and suggestions about improvement possibilities throughout the college.
http://www.edisonohio.edu/Repository/

 Any employee is encouraged to meet with a supervisor, including our president, when issues surface that impact employee morale or performance potential.

4P13

The Edison Community College Repository is available for employee input at all times and during February of each year employee satisfaction is measured directly by the Baldrige-based, "Are We Making Progress?" survey. The use of Zoomerang allows employees, including adjunct faculty, to access the survey electronically and anonymously, and to have responses scored expeditiously and without concern for scoring errors. Results from the survey are reviewed by the president, his cabinet, and the board of trustees and influence individual work

plans, training opportunities, and, in some cases, new initiatives.

The college promotes employee health, safety, and well-being through a variety of ways. Our Vice President for Administration and Finance is charged with campus safety, encompassing all issues related to buildings and grounds. There is an Emergency Procedures Handbook provided to all employees or office areas and in all classrooms there are postings for emergency exit procedures associated with fire and/or tornadoes. Science laboratories have eye baths, showers, fire blankets, and goggles accessible, if appropriate. Emergency phones dot hallways and dial directly to the Information Desk which follows defined response procedures.

Edison maintains a contracted security staff that monitors all aspects of the college. Parking lots are well-lighted and an evening escort service to one's car is available, if requested. Campus crime statistics are displayed in Figure 4-2.

From a pro-active perspective, Edison's campus nurse provides wellness opportunities through health promotion workshops, newsletters, classroom presentations, and the activities in the college weight/exercise room and outdoor fitness gym and walking trail, which she monitors. Equipment is varied and supports a range of exercise difficulty. Individual program design is an option. Our gymnasium is available for employee use when not scheduled for classes or intercollegiate sports. Volleyball, basketball, aerobics, and game activities provide loosely organized lunch time pick up activities. The college also gives financial support to those employees wishing to join a health-related club.

4R1 Results

The Baldrige-based "Are We Making Progress?" survey is deployed annually in February and the Edison Communication Repository surveys are reviewed monthly during the academic year. Evaluations of supervisors are done via a 360° process in October of each year for academic deans, directors, and coordinators with supervisory responsibilities. Cabinet-level administrators are reviewed annually in March. The 360° surveys ask

for responses that measure effectiveness in those leadership areas represented in Figure O-12. Figure 4-3 reflects data related to employee satisfaction.

Criminal Offenses - On Campus				
	Total criminal offenses on campus			
Criminal Offense	2005	2006	2007	2008
a. Murder/Non-negligent manslaughter	0	0	0	0
b. Negligent manslaughter	0	0	0	0
c. Sex offenses - Forcible	0	0	0	0
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0	0
e. Robbery	0	0	0	0
f. Aggravated assault	0	0	0	0
g. Burglary	0	0	0	0
h. Motor vehicle theft	0	0	0	0
i. Arson	0	0	0	0

Figure 4-2
Campus Crime
Source: Administrative Services

4R2

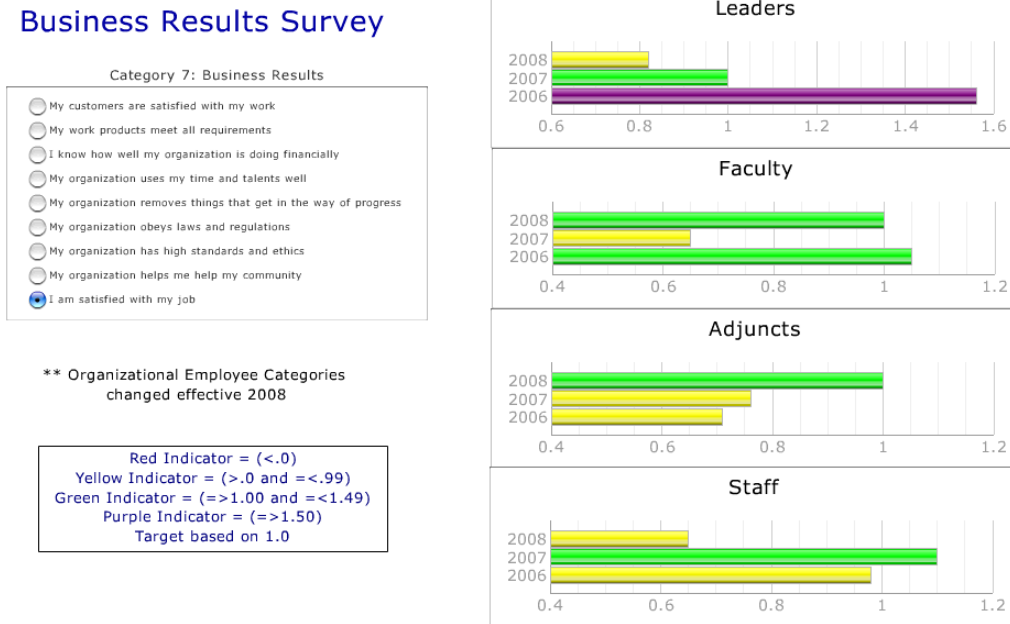Figure 4-3 reflects data related to employee satisfaction.

Figure 4-3
"Are We Making Progress?"
Source: Edison Dashboard

4R3

Our productivity and effectiveness results can best be represented by Figures 4-4, Cost per Student Credit Hour, and 4-5, Cost per FTE. (Note: ESCC is on semesters; other schools are on quarters.)

Institution	FY2006	FY2007	FY2008
	Cost per Credit Hour		
Clark State Community College	$86.18	$89.34	$100.45
Central Ohio Technical College	$92.55	$109.40	$97.15
Edison Community College	$119.79	$132.66	$162.05
James A. Rhodes State College	$91.28	$94.74	$88.23
North Central State College	$114.24	$114.22	$116.01
Northwest State Community	$141.87	$146.67	$119.67

Figure 4-5
Cost per Student Credit Hour
Source: Office of Institutional Research

Institution	FY2006	FY2007	FY2008
	Cost per FTE		
Clark State Community College	$3,881.58	$4,023.63	$4,524.13
Central Ohio Technical College	$4,167.60	$4,926.25	$4,374.56
Edison Community College	$3,593.90	$3,980.06	$4,862.02
James A. Rhodes State College	$4,109.40	$4,265.00	$3,971.70
North Central State College	$5,144.76	$5,143.87	$5,224.67
Northwest State Community	$4,256.52	$4,400.77	$3,590.45

Figure 4-6
Cost per FTE
Source: Office of Institutional Research

4R4

Edison's only assessable and documentable data for valuing people is the Baldrige-based "Are We Making Progress Survey?" Using "strongly agree, agree, not applicable, disagree, and strongly disagree, we are striving for an "agree," or a number 1. For the 2007-08 year the overall rating in the survey area that corresponds to Category 4, Valuing People was 0 .63. We continue to implement strategies to improve this rating.

4I1 Improvements

Edison tries to make improvements by continuously monitoring feedback provided by formal surveys, and by informal activities such as the President's Breakfasts, Academic Senate and ESEA discussion topics, and one-on-one meetings with supervisors. Although our first Valuing People Action Project was completed in June 2005, a cross-functional team was charged with continuing to review and recommend

actions and activities that might promote a more positive working environment. In fall 2008 a second Valuing People Team was deployed to review intrinsic motivational factors and strategies needed to encourage a sense of feeling valued. Research, along with Edison's experience, supports the contention that the sense of feeling valued is too specific to the individuals involved that no one initiative will address all needs. Edison continues to strive toward a better workplace environment but finds improvement comes slowly.

4I2

Supporting our employees is a priority. We review both anecdotal and documentable data before determining strategies that will align with our vision, mission, and values. Specific improvement priorities are as follows:

- Increase our staff diversity and promote an improved understanding and appreciation for multiplicity.
- Expand our orientation process with more information and support for new employees.
- Enhance our communication processes, as well as general understanding of the various college initiatives and their interdependence.
- Recognize more consistently the accomplishments of staff.

Category 5: Leading and Communicating

5P1

Edison's mission and vision statements are defined and reviewed by the President's Cabinet and Edison's Board of Trustees. While opportunities for employee and student input are provided during the development process, the board of trustees believes that only when the mission and vision are clearly stated can the organization be fully in alignment with its values.

As a part of Policy Governance, our Strategic Guide was adopted in October 2000 and contained revised statements of mission, vision, and values. In 2006 the Strategic Guide was reviewed and its review is an initiative scheduled for 2009-2010.

General values are determined by the resident and the board of trustees. Employee working core values were developed by the faculty and staff through a year-long process lead by the college's president.

5P2

Aligning mission, vision, and values is accomplished by developing strategies that support our KPIs, as reflected on our Dashboard/Balanced Scorecard. Since students are our primary customers, their needs and expectations become primary drivers in our annual strategy development processes. As a result of student surveys, advisory committee input, and program review recommendations, adjustments are made in budget requests, curriculum and program outcomes, textbook and software use, etc.

Planning meetings and retreats occur throughout the year but are especially prevalent during our budget preparation. At that time initiatives "bubble up" from individual or department levels and are juried at the President's Cabinet level. Should a budget request involve more than $5,000, it is to be supported by a strategy map and action plan that reflect the alignment with mission, vision and values, as well who is responsible, the timeline for deployment/completion, and how dollars will be spent.

Initiatives may also "trickle down" from the president, being stated in his annual President's Address, or from other administrators perceiving an academic or operational need.

All major initiatives within the college are monitored through our Edison Communication Repository that is accessible by all staff. Progress is shared within meetings and special presentations, such as the monthly board of trustees meeting.

5P3

Becoming more of a teaching-learning organization committed to providing a learner-centered environment is an Edison goal. Consequently, all employees are encouraged to offer new ideas for program development, partnership development, and improved or expanded support services.

Our academic and student development areas search for opportunities to develop new programs, articulation agreements, transfer options, and bridging programs that will support students and enhance their educational options. For example, we have joined in partnership with Franklin University and Urbana University for four-year degree options and with Bluffton University for MBA completion, all on Edison's campus.

To support our service to students, professional development funds, tuition assistance, and tuition reimbursement are available to faculty, administration, and classified staff. Likewise, during faculty duty days prior to each semester and throughout the semester, different professional growth opportunities are sponsored by the Professional Development Committee, the Information Technology Department, CQIN Leadership development, and on the departmental level.

Cross-functional process team membership is determined not only by stakeholder perspective, but also as a means of enhancing skills sets and global understanding of employees with growth potential.

5P4

College direction and those strategies most supportive of that direction are set by the board of trustees and president in terms of Ends Statements. (See Figure 5-1) The specific tasks or projects used to move toward those ends are determined through consultation with different bodies within the college.

Student Ends
• High Quality
• Transfer success (annual survey)
• Career graduates employment placement and salary (annual survey)
• Employer satisfaction of career program graduates (annual survey)
• Pass rates for graduates requiring licensure and certification (tracked annually for nursing graduates, etc.)
• Career program viability (determined by periodic program review)
• B&I training and programming satisfaction by both recipients and employers
• Accessible
• Penetration rate (% of recent college-bound HS graduates enrolling at Edison)
• Yield rate (% of received applications vs. those who matriculate)
• Success of developmental students upon engaging regular college curriculum
• Affordable
• Annual tracking of tuition and fee ranking
• Scholarship and financial aid awards annual tracking

Community Ends
• Economic Development
• Recognized as valuable partner of regional business and industry
• Volume of annual training tracked
• Cultural Development
• Recognized as premier center for regional cultural education and presentation
• Program development progress

Figure 5-1
Ends Statements

5P5

Edison is committed to data-informed decisions and, therefore, utilizes our Dashboard/Balanced Scorecard, our Colleague software, our program costing/planning model, surveys and forums, and our CQI process team results/recommendations to support decisions made within the institution.

Several on-going groups such as the President's Cabinet, the Deans 'Council, standing committees (Figure 5-2), the Academic Senate, divisional and departmental meeting units, and CQI process teams offer new initiative or improvement suggestions. Each of these groups provides input and justification, often in terms of strategy maps and action plans, to the appropriate oversight body. The President's Cabinet and the Academic Senate report directly to the president, and CQI process teams report to the CQI Steering Committee. The Deans' Council is accountable to the vice president for education and standing committee recommendations are directed to the vice president for education or the college president. Divisional/departmental issues bubble up through the Deans' Council and are addressed there or moved to the Cabinet level, depending on the nature of the issue. Survey information, forum dialogues, and area-specific task forces report results to the initiator to be taken forth appropriately.

5P6

When recommendations are supported by data, are aligned with our mission, vision, and values, and are within Edison's financial means, they are generally accepted. Even though decision-making is being driven lower into our organizational structure, our president is ultimately accountable for all decisions and is, therefore, informed by those directly accountable to him.

- Curriculum Committee for curricula development and revision
- ETC for monitoring of campus technology capabilities
- Marketing to support College recruitment and community presence
- CQI Steering Committee to monitor college-wide process teams
- AQIP Action Project Teams to design, implement and review AQIP-related activities
- Advisory Committees for technical/career programs
- CQIN Teams to design, implement and monitor topic-specific project designs
- Professional Development Committee for Faculty and staff professional growth activities and opportunities
- Assessment Committee for monitoring college-wide assessment activities

Figure 5-2
Selected Standing Committees

Our president gives a Fall Address each year that describes our status on current initiatives, new initiatives, and related issues pertinent to the global college. Those addresses are posted to the CQI webpage and referred to by leadership throughout the year as a guiding document that encourages a systems approach to aligning activities throughout the organization.

Data reflecting our KPI status are posted to our Dashboard/Balanced Scorecard within two weeks of its availability. For example, individual course retention statistics are reflected on the Dashboard/Balanced Scorecard within two weeks after grades have been entered. This allows those in need of related information to have the most current data supporting their decision-making processes.

Meeting minutes are available in Public Folders, on the CQI webpage, and sometimes in the daily Update. Relevant points from meetings are available in the Edison Communication Repository, which includes a discussion board. Interactive video and conference calling provide strong communication links between campuses and with remote employees. Special topic informational sessions, the Academic Senate, and the ESEA also provide informational sharing that supports decision-making.

5P7

Edison employees are aware of the importance of clear and effective communication. We utilize several strategies such as email, distribution lists, Public Folders, SharePoint, the electronic Update, and area-specific web pages. Our Edison Communication Repository, a CQIN project, was developed to further encourage information sharing and to support our valuing people efforts. We understand that those not aware of campus activities sometimes feel less valued. We also understand that better communication supports our desire to consider multiple perspectives of issues during our decision-making processes.

Leadership associated with each group is responsible for sharing with members of that group. In addition to emails and phone calls, this is supplemented by meetings and face-to-face sharing. The cross-functional nature of many of our teams aids in this communication process.

5P8

Communication of institutional expectations begins with the President's Fall Address. It is then supported through meetings and conversations at the Cabinet, divisional, departmental, and individual levels. Initiatives are expected to be aligned with vision, mission, and values, and supervisors work with individuals to verify this alignment during the performance review process. Although the evaluation process varies among the employee groups, consistencies of direction and organizational alignment with the overall mission of the college are common discussion elements.

Following monthly board of trustees meetings, our president summarizes the actions taken and the implications of those actions and reports them to the employees via email.

Senior leaders, as well as faculty and staff, are generally active in community service and involvement. Edison is well represented in area service organizations such as Rotary, Lions Club, and the YMCA board, Habitat for Humanity, area business boards, and professional organizations. Through our Community Activities Office, we

participate in community-wide activities such as Corporate Challenge, Relay for Life, blood drives, Crop Walk, winter coat and food drives, and school supply projects.

5P9

Leadership abilities are encouraged, developed, and strengthened among Edison employees through a multitude of ways. Academic deans recommend individuals for participation in the Great Teachers' Retreat and for other leadership positions at the regional and state levels. A three-person committee led by the vice president for administration and finance recommends classified personnel to a similar leadership development retreat, the Great Classified Retreat. Faculty or administrative employees may be sponsored for Leadership Piqua or Leadership Troy. All faculty and staff are encouraged, and supported financially, in professionally-related leadership activities at the regional, state, and national levels. Tuition assistance or reimbursement dollars can be used for approved courses of study or leadership programs. Of course, our Professional Development Committee plans and implements regular professional workshops.

Cross-training of classified personnel is practiced in several office settings, i.e., Student Development, the Dean's offices, Faculty Support, and the Darke County Campus. This practice allows a broadening of skill-set characteristics supporting leadership development. Full-time faculty members may be given a flex contract that provides release time or additional compensation to perform administrative tasks that can help in developing their leadership abilities. These contracts are voluntary, renewable, and may lead to promotion.

Although Edison does not have a formal process for communicating best practices for leadership, multiple venues of sharing are available and encouraged: adjunct faculty meetings, special topic round table discussions, brown bag lunches, an Information Fair

offered semiannually, Academic Senate meetings, faculty handbooks, and the CQIN Learning Model posted on our Intranet.

5P10

At this time, Edison has no overall leadership succession plan. All job positions, along with their academic, skill-set, and experience requirements are posted internally at the same time they are externally advertised. Some internal candidates have been promoted into leadership positions. In July 2006, a newly created position of Executive Director of the President's Office and Strategic HR was implemented with one of its primary responsibilities being the development of a succession planning process. To date, a succession plan to address the emergency loss of our president has been completed and is reviewed each January. Other areas of the college are in the process of developing their succession plans, including a mentoring process to ensure a smooth transition.

5R1

Edison uses the Baldrige-based, "Are We Making Progress?" survey to evaluate our leadership's performance in providing an understandable mission, guiding values, a positive work environment, information sharing, individual career advancement opportunities, prioritization of initiatives, and opportunities.

5R2

In February 2005, the Baldrige-based, "Are We Making Progress?" survey was offered, scored, and published to our Dashboard/Balanced Scorecard. It provided baseline data for determining employee satisfaction in the area of leading and communicating. Some 2007-08 survey data are listed in Figure 5-3.
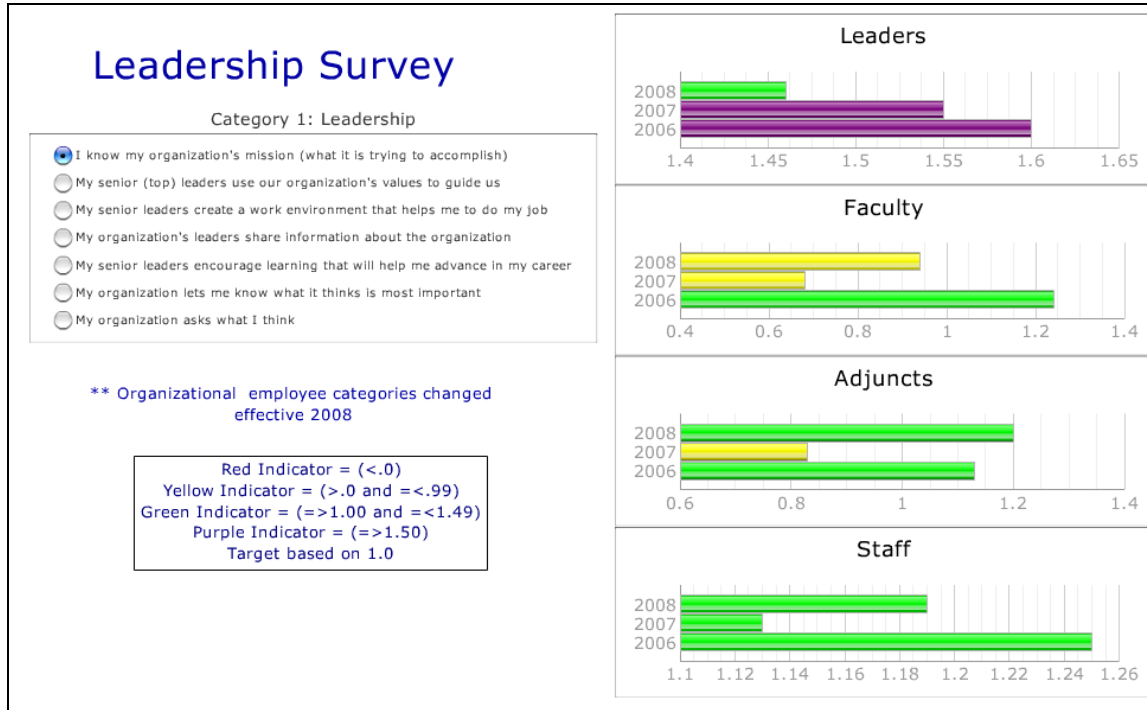
Figure 5-3
Leadership Baldrige
Source: "Are We Making Progress" Survey

5R3

When reviewing our Dashboard/Balanced Scorecard it is apparent that all performances meet within 5 percent or surpass determined targets. Because our targets have been set based upon governmental standards or cohort averages, we are pleased yet realize current targets may need to be re-evaluated.

As a member of the Continuous Quality Improvement Network, Edison can access a national benchmarking initiative that provides additional data for comparative purposes.

5I1 Improvements

With regard to our current results, the targets we set are to improve our performance each time we administer a survey document. We are supporting these target points with strategies that encourage communication, providing a basis for a better understanding within our employee base. We believe better understanding of what is being done, how it is being done, and how it aligns with our overall

mission, vision, and values, will enhance employee satisfaction.

In spite of our efforts, some areas reflect a lower satisfaction response than previously and it is our belief the lower scores are at least partially a result of a confluence of issues impacting Edison, Ohio, and the country. Ohio's economic condition is dreadful and has resulted in a substantial loss of manufacturing jobs within our region. Coupled with the fact there have been few if any new businesses brought into Ohio, this has led to high area unemployment levels.

Related and specific to Edison are changes in the structure of the community college system of Ohio, the development of the University System of Ohio, moving adult education to community colleges from vocational schools, and expanding Tech Prep opportunities, to name a few. Each of these has in some manner increased workload requiring that Edison's already lean staff continues to do more with less. When retirements or vacancies occur, job responsibilities have been reviewed and in some instances, reassigned. This has contributed to

increased workloads with limited or no increases in pay. Annual pay increases have been below the cost of living or non-existent for administrators and classified staff for the past three years.

A delay in finalizing the FY 2010 State of Ohio budget required Edison's president to issue non-renewal of contract notices to all administrators, classified staff, and non-tenured faculty in March 2009. This action was taken because of negotiated contract language with faculty and board policy relating to administrative non-renewals. Understandably, employees suffered considerable anxiety that created employee unrest and indisposition.

The president and his board of trustees are working with employees to address these issues and others. The president communicates regularly with employees through the following venues:

- Emails regarding the state budget
- Forwarded emails from the Ohio Association of Community Colleges and the Chancellor's office regarding the state budget and related information
- Forwarded articles to applicable employees pertaining to higher education
- President's Cabinet expansion to include elected representatives from the ESEA, the Academic Senate and classified and administrative/technical staff
- President's recap of Cabinet meetings emailed to all employees
- Board of Trustee meeting recap sent to all employees
- President's Fall Address to relay state of the college and major initiatives for the academic year
- President's Employee Breakfasts
- President's after hours social

Communication initiatives by other means include:

- Academic Senate chair participating in Deans' Council
- Meeting Minutes being posted to daily update, CQI web page, and/or Public Folders

- Faculty representation in the Ohio Faculty Senate
- Dashboard access
- Meetings and face-to-face discussions with supervisors
- Sharing of costing/program planning model with all faculty to support decision making

5I2

Data from surveys measuring employee satisfaction of our leadership and its communication practices are analyzed by the Dean of Institutional Planning and Effectiveness and reported to the college president. He reviews data and discusses results and possible strategies for performance enhancement with his Cabinet and his board of trustees. Edison's president is available to meet with the Academic Senate leadership, the ESEA leadership, and administrative/technical and classified representatives to gain a broader perspective of workplace issues.

Standard practices used to increase leadership/communication effectiveness include monthly opportunities for rank and file employees to interact with our president, the Edison Communication Repository, the selection of Action Projects, and training in the use of quality tools that might be used to study issues, prioritize actions, and establish appropriate target metrics. The employee satisfaction survey is provided to employees, full- and part-time, each February. Survey responses are stored and analyzed through Zoomerang in the Edison Communication Repository. Results are posted within Employee Satisfaction of our Dashboard/Balanced Scorecard.

Our capital campaign feasibility study during March 2003 provides a second source of data for leadership effectiveness. Figure 3-3 displays external perception of Edison's leadership performance, while Figure 5-4 reflects the internal perspective.

Overwhelmingly Favorable College	89%
Favorable Administration	51%
Faculty Caring	69%
Edison Board	57%
Foundation Board	72%
N=29	

Figure 5-4
Capital Campaign—Internal
Source: Capital Campaign Feasibility Study 2003

While Edison leadership is not pleased with declining ratings in the area of leading and communicating, they are proud of the fact that no employees have been discharged; no one has been furloughed; and new programs are being developed and deployed. Those new programs have solid enrollments that will translate into continuing enrollment growth supporting our service to the surrounding communities.

Category 6: Supporting Institutional Operations

6P1

Edison capitalizes on several different sources to determine changing support needs for students. Figure 6-1 highlights some of the sources. When needs have been identified through surveys, focus groups, staff recommendations, etc., discussion and prioritization of issues render action plans to address the desired objective. Major initiatives are monitored through the Edison Communication Repository, and all initiatives for change are reviewed for progress at departmental levels. Communication of plans and progress is available for the college community via the Repository, the Update, and meeting minutes posted on the CQI web page and/or Public Folders.

The Edison Board of Trustees, the Edison Foundation Board, alumni groups, advisory committees, and special interest groups have periodic work sessions and meetings where changing needs can be expressed. Addressing those needs follows a similar process as is followed for student concerns.

Key Student Support Processes		
Key Processes	Stakeholder Needs	Support Operation
Enrollment Services	• Convenient • Personal Quality Service Counseling • Varied Availability of format	• Recruitment Retention • Admissions • Course placement • Orientation Advising • Registration • Financial Aid • Personal Counseling • Special Needs counseling and support • Off-site availability

Learning Support	• Quality educational opportunities for transfer, employment, or personal enrichment	• Excellence in programming design delivery
		 • Educational Resources
		     o Library
		     o Lab facilities
		     o Tipp City and Darke County campuses
		 • Internet Café
		 • Instructional Administration
		 • Learning Center/Computer Labs
		 • Business & Industry Center
		 • Activities
		 • Child care services

Student Life	• Outdoor recreation • Athletics • Cultural activities	• Interscholastic teams • Intramurals • Weight Room • Wellness Activities • Disc Golf Course
Career and Placement Services	• Transferability • Application work experiences • Employment in field	• Articulation Management • Co-ops & Internships • Career Services/Job Placement • Work Study Program
Business Services	• Convenient and affordable access to education and auxiliary services	• Food services • Bookstore services • Financial services • Ample Parking

Figure 6-1
Key Student Support Processes

Key Administrative Support Services		
Key Processes	Stakeholder Needs	Support Operation
Business Operations	• Fiscal stability • Integrity of records • Fiduciary responsibility • Reasonable cycle times	• Accounting/budget monitoring • Cashiering • Purchasing • Payroll • College Foundation
Information Management	• Secure and reliable information • Efficient technology • Up-to-date systems • Comfortable/clean environment	• Communication systems • Network management • Administrative information systems • Web management • Technology support
Institutional Support	• Allocation of financial & human resources • Safe and secure environment	• Physical plant • Instructional administration • Institutional planning & improvement
Personal Support	• Positive workplace environment • Recognition of personal needs	• College wellness activities • Childcare service • Professional development support

Figure 6-2
Key Administrative Support Services

6P2

Figure 6-2 reflects the college's primary administrative support needs and details the KPI they align with and the support operation that provides the service.

6P3

The vice president for administration and finance is ultimately responsible for the design, maintenance, and communication of support processes that contribute to physical safety and security. In 2005 a comprehensive plan for addressing campus-related disasters was developed and posted to the college website. After the shooting incident at Virginia Tech, an additional strategy pertaining to on-campus shooters was added to the plan, and in September 2009 a process for dealing with the H1N1 flu was determined. In each case a CQI process team played a key role in the design process.

Campus security personnel are visible throughout the campus as they pass through buildings and patrol parking lots, both on foot and in campus vehicles. All parking areas are well-lighted and escort service to one's car is available upon request.

Security cameras are located in many areas of the campus. The Business Office, the Internet Café and Library are examples. Most classrooms are locked through a computerized time controlled and key card system.

Signs are posted throughout campus indicating no firearms are allowed and smoking is relegated to areas away from the buildings to further reduce the chance of fire. Signage is also present describing fire and tornado exits.

Communication of all actions designed to promote and maintain safety is through signage, the CQI website, email, meeting minutes, and direct discussion.

6P4

Over 70 academic and support processes have been reviewed and re-worked by cross-functional process teams since 2001. Some of these processes were brought forth because of urgent need, such as our conversion to Datatel's Colleague, and some because of stakeholder dissatisfaction, such as perceived inequities in the hiring/transfer policies of the college. In any case, requests for process team commission is juried by the CQI Steering Committee, and if deemed truly cross-functional in need,

assigned with representative stakeholder membership. The team sets timelines and determines the CQI tools to be used in the process review. Once a recommendation is complete the CQI Steering Committee reviews the process and recommends its implementation. Issues not needing a cross-functional team will be supported by the Dean of Institutional Planning and Effectiveness in an intra-departmental team activity.

New process deployment is communicated through attachments to the daily electronic Update, through meeting minutes posted to the CQI web page, through a CQI Process Manual (both online and hard copy), and in some cases, through presidential memo. Special training sessions are scheduled for those processes requiring updated skills, i.e., Blackboard upgrade training for faculty.

6P5

Day-to-day oversight of process deployment is managed by the appropriate managers. The driving CQI process team will meet periodically to verify process compliance and review processes for additional improvements. If a process is anticipated to require substantial change in approach or deployment and will have major impact throughout the campus, it may be charged as an AQIP Action Project, such as our revamping of online learning requirements for both faculty and students.

Because Edison is committed to continuous quality improvement, we take seriously input from stakeholders. We are also cognizant of our need to contain costs in view of Ohio's declining economic condition. The creation of online catalogs and student handbooks, online grade distribution, expanded childcare services, and new laboratory

deployment are examples of our responsiveness to changing stakeholder needs.

Meeting minutes, AQIP reporting, and our Dashboard/Balanced Scorecard document improvements. Periodic review of processes and in some instances changing stakeholder requirements or reporting requirements will precipitate a change in procedure. These changes will be reviewed by stakeholder representatives and then communicated through standard channels.

6R1

Figures 6-1 and 6-2 indicate process measures collected and analyzed on a regular basis. Most of these measures are reflected as satisfaction survey results within the Dashboard/Balanced Scorecard.

6R2

The CCSSE survey was first offered in spring of 2005, and then in 2007 and 2009. Spring of 2006 was the first time Edison employed the Noel-Levitz survey and again in 2008. Results from both national surveys are analyzed and presented to our board of trustees in the month of August. A steering committee and focused sub-committees address areas reflecting poor student satisfaction ratings. The two national surveys are used in addition to our graduation survey.

6R3

Administrative support process effectiveness is measured somewhat through our "Are We Making Progress?" survey and anecdotally through our CQIN survey on the Edison Communication Repository.
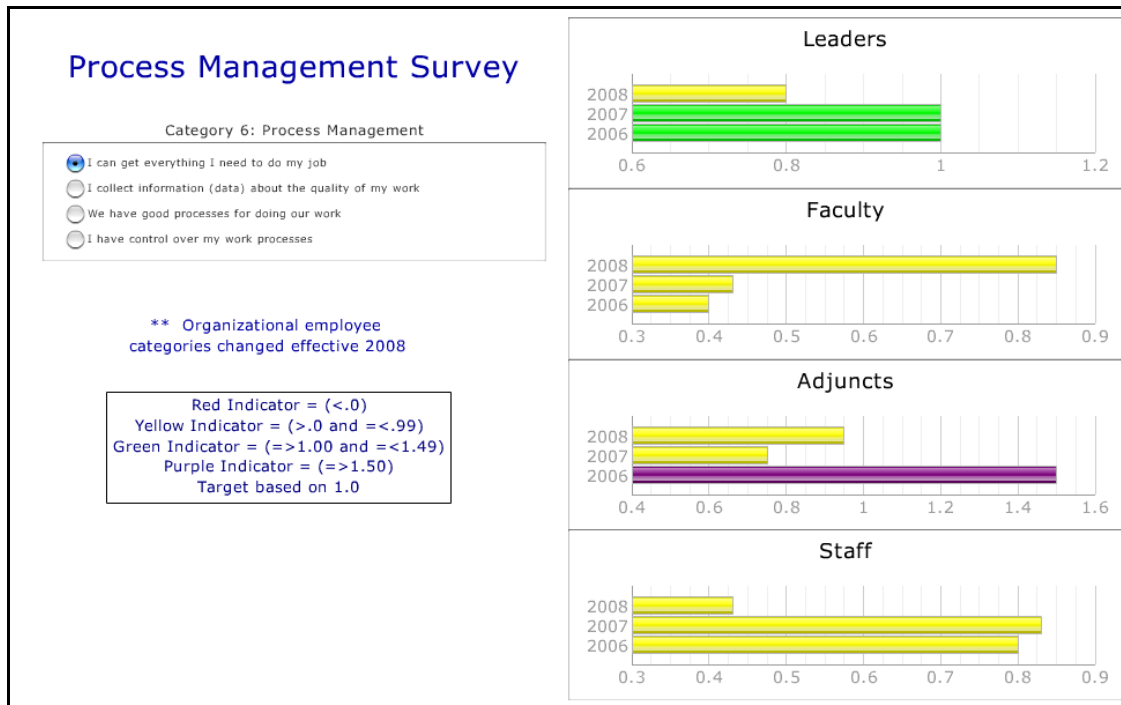
Figure 6-3
Process Management
Source: "Are We Making Progress?" Survey

6R4

In addition to specific surveys, measurements, and reviews conducted by individual units to evaluate effectiveness, the Dashboard/Balanced Scorecard reveals gaps in performance or failure to reach projected targets. Area leadership is responsible for reviewing the results and in conjunction with the department workforce, developing an action plan to address the shortcoming. This may be done departmentally or divisionally, and often is placed on the college-wide strategy map as a specific imitative contributing the college's mission.

6R5

Benchmarked results for performance of processes supporting organizational operations are limited to those areas addressed through CCSSE and Noel-Levitz surveys. Specific questions on our graduation survey reflect positive trend data but do not constitute true comparative data. See Figure 3-1, 3-2, and sections 3R1 and 3R2.

6I1

Several areas of institutional operations have been improved since Edison's last portfolio. A major emphasis has been in the area of technology with the goal being improved service. Our IT infrastructure is a good example. Edison has had a ten-fold increase of user accounts with no increase in personnel. With the implementation of student email in 2007, our user accounts increased from 500 to 5,800. The process was shepherded by an in-house CQI process team.

The college has upgraded from Exchange 2003 to 2007, added an additional Exchange server, increased storage space to 20TB, and installed a new firewall to increase security. After the implementation of the student email accounts, a student-based Helpdesk was implemented to address all support calls.

Student and employee picture identification badges were required as of summer 2008. Those nametags also carry a student/employee identification number that is used for all record keeping and library access so that social security numbers are seldom needed.

Financial aid has partnered with the Upper Valley JVS Adult Division in providing FAFSA help sessions and the Admissions Department has instituted walk-in hours to better serve students without appointments. Registration began using the National Clearing House for transcript requests and all degree and enrollment certifications in fall 2008.

Edison's Business Office has instituted electronic employee pay advices and has implemented electronic notification of student pay due dates and online payment. The Discover Card has been added to the list of credit cards through which payments can be made.

The main cafeteria has expanded its offerings to include full entrée and ala carte offerings. Their hours have been expanded and they have begun accepting credit card payment.

6I2 Improvements

Edison improves its processes and systems for institutional support through daily and semester monitoring of KPIs reported in the Dashboard/Balance Scorecard. Gaps in performance are reviewed and often action plans for correction or improvement are initiated at departmental or divisional levels. Progress on those plans is monitored at the unit level as well as the Cabinet level.

We proactively address performance trends by encouraging faculty and staff to bring back from professional development experiences ideas that might be tailored to Edison's organizational structure. New ideas are considered and supported if they fit into alignment with Edison's mission, vision, and values. An example would be our Student Development Department's physical re-organization and cross-training effort to facilitate better customer service.

Short- and longer-term targets are set as a part of our annual planning/budgeting activities. Work units, departments, or divisions determine improvement projects and the necessary support processes to promote teaching and learning throughout the

organization. For example, the Child Development Center must meet Ohio Department of Jobs and Family Services Regulations and the National Association for Education of the Young Child accreditation standards. Initiatives are prioritized at unit and Cabinet levels and actualized within budgetary restraints.

Category 7: Measuring Effectiveness

7P1

Edison selects, manages, and utilizes information drawn from numerous sources to support student learning. Direct measures of student performance are the primary focus, however.

Entry-level assessments are required in areas of reading, writing, mathematics, and computer literacy to determine appropriate placement into general education and/or developmental classes. Classroom assessments are on-going to monitor formative learning. Exit assessments in the form of capstone courses, internships, and/or licensing examinations are used within many Edison programs.

An Edison graduate is expected to exhibit the student core values listed in Figure O-4. Writing, critical thinking, inquiry/respect for learning, oral communication, ethical behavior, and some aspects of diversity appreciation are currently measured. Faculty are strongly encouraged to provide active learning opportunities within the classroom, as well as service learning options, if appropriate. Team-based assignments incorporating problem-solving, project design, or case study analysis support the development of critical thinking skills, inquiry/respect for learning, and teamwork. Direct measures of these core values are being researched by the Assessment Committee.

7P2

Supporting these direct measures of student learning are those issues reflected as KPIs, such as retention, completion, and student satisfaction. This information is used for operational and strategic planning at classroom, department, division, and Cabinet levels. It helps define strategies for enhancing our program offerings, developing and implementing new programs, discontinuing programs, and reaching out into our service area to provide better service, especially through our Business and Industry Center.

Additionally, there are data requirements for our external reporting at state, federal, and special-interest agency levels. This data is reported through our Office of Institutional Research.

7P3

Work units and academic departments determine the information and data needs they have. Once needs are identified, either reports are requested from the Institutional Research Department, special department queries are built, or increased access is given to such data sources as the Dashboard/Balanced Scorecard or to Datatel.

If data are not available through in-house sources, assignment of data collection will be given to an individual such as the Dean of Integrated Academic Information, the Director of Institutional Research, the Director of Advising and Transfer, or the Coordinator of Career Services.

Process team improvement data on process and outcome measures are gathered and analyzed as teams monitor their implemented process designs. That data is shared with work areas most impacted and the global organization, if appropriate. The Marketing Committee shares data it secures through the marketing process with the appropriate departments or the overall Edison community. These data sources supplement data identified by work unit, as necessary for informed decision making.

Data are exported from the Datatel Colleague system rather than re-entered in order to ensure accuracy of all reports and the Dashboard/Balanced Scorecard.

7P4

Institutional-level evaluation of data occurs at the Cabinet and board of trustees levels. These are primarily gap analyses between actual and targeted performances and against meaningful comparative data, including in-house trends. Differences are examined and moved to divisional or departmental units if appropriate.

Across the college, regular reviews of KPI status through the Dashboard/Balanced Scorecard or through department specific reports such as 14th day enrollment provide opportunities to take corrective action before a negative trend is established.

At work unit, program, or discipline levels, deans monitor closely enrollment trends, retention, completion, and student learning. Our Career Services personnel support these efforts by keeping close watch on area and state-wide employment trends that might impact our program offerings.

Our participation in AQIP has provided a venue for comparing Action Projects and Action Project results with other colleges and universities. Feedback on our Action Project Updates has supported our improvement efforts.

Likewise, the Baldrige-based "Are We Making Progress?" survey has been tendered regularly since February 2005 to determine levels of our performance excellence framework deployment. Those results have been reported in part throughout this document and are being used throughout all levels of our organization to drive strategic change.

CQI-related information, including AQIP, is shared openly across the campus. KPI data is accessible to all employees. We have a systemic drill down mechanism to address initiative planning and implementation.

7P5

Edison seeks key comparative data and information from within and outside academe to ensure performance effectiveness, especially as it relates to our KPIs.

One source of comparison is through our chosen Ohio community college cohort made up of five higher education organizations similar in size, resource availability, and program offerings. These have been used to determine KPI targets in many areas of retention and completion.

National sources of comparative data include such organizations as those sponsoring the licensing examinations in nursing or certification examinations for Microsoft or Cisco. Some state and national data are available through our required reporting sites and through data received from CCSSE and Noel-Levitz.

Edison is trying to improve the quality and regularity of performance data on transfer students to those

college and universities within the state. Wright State University is beginning to work more closely with us and has reported that Edison transfer students perform at a higher level of achievement than do native Wright State University students. These data support that we are preparing students well to move into the four-year university setting. Limited data is also available from other state colleges and universities. (See Figure 7-1)
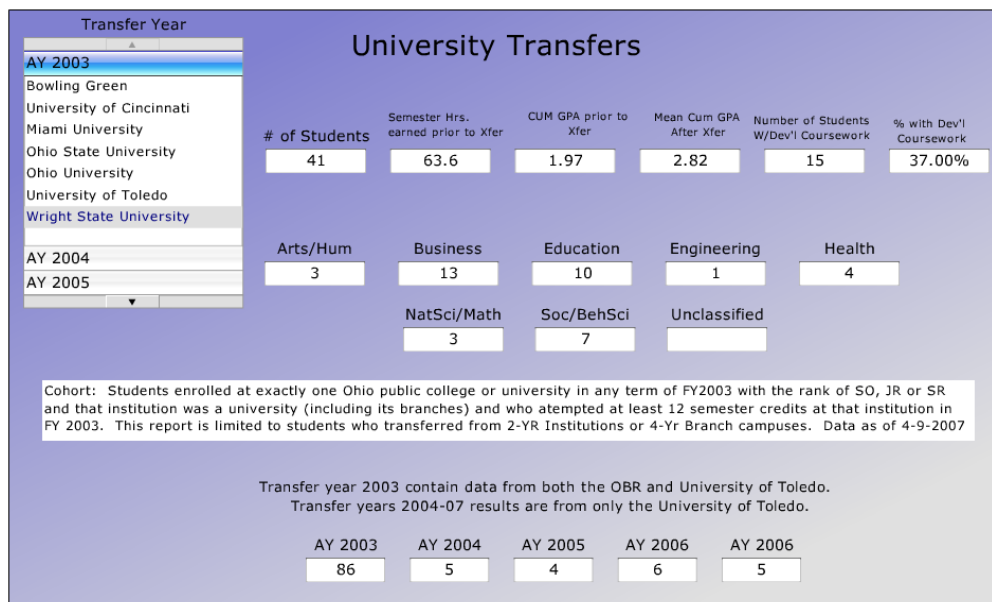
Figure 7-1
University Transfers
Source: Edison CC Dashboard

The Noel-Levitz Student Satisfaction Survey and CCSSE data provide us with nationally-normed, comparative data for many areas of college service. Additional comparative data indicating cost per FTE is displayed in Figure 7-2.

Cost per FTE	
Clark State Community College	$4,524.13
Edison State Community College	$4,862.02
James A. Rhoades State College	$3,971.70
Northwest State Community	$3,590.45
Central Ohio Technical College	$4,374.56
North Central State College	$5,224.67

Figure 7-2
Available Comparative Data
FY 2008

7P6

See 7P4 and 7P5.

7P7

The effectiveness of our information system is maintained jointly by Administration and Finance, Academic Information and Technology Division, the Information Technology Systems Department, the Computer Replacement Fund committee, and our hardware and software vendors. Funds for support come from the general fund, the Computer Replacement Fund, an assessed technology fee, departmental budgets, and grant dollars.

The primary administrative system is kept current through daily and weekly patches and updates. The system version is updated during the rollout period and prior to the removal of version support. The systems are protected by a variety of security methods including physical security, hardware-based firewalls, password changing, encryption, and security certificates.

Adequacy is determined through audit procedures, both annual and special purpose. Hardware is evaluated by manufacturer and software system vendors who make recommendations. Faculty and staff request hardware and software changes needed to address the changing technology needs of programs such as AutoCAD and Cisco.

Edison's commitment to provide current technology and applications for all users, whether in faculty or staff offices or in classrooms and laboratories, is evidenced by our five-year replacement practice for PCs and supporting technology. Edison's wireless

access allows students to use Edison laptops or personal laptops in most classrooms, the cafeteria, in study lounges, and in hallway gathering areas.

Training for faculty, staff, and students is available when new software is introduced, such as moving from Blackboard 7.1 to 7.3. This reduces software-related problems in the classroom as well as in office areas. The IT Helpdesk supports students with technology questions, being manned by student workers or CIT interns. Administrative support personnel are also available for student and employee support for software issues and our 711 Helpdesk provides technology support for employees during open hours.

Because most of our data collection is entered into Datatel by our trained office personnel managing that data on a daily basis and then exported to other storage sites rather than re-entered, we have confidence in the accuracy and integrity of our information. Levels of security provide limited access to critical data banks.

Edison's LAN agreement, signed by all employees, interns, and student workers, ensures that each person is aware of and acknowledges understanding of the expectations of professional, responsible, legal, and ethical use of the college's technology resources.

Our technology recovery plan includes automatic backup for data once per 24-hour period. A full-system backup is done weekly and stored in a bank safety deposit box, being in compliance with state audit requirements.

7R1

We encourage our technical staff to remain current with new hardware and software possibilities. They participate in regional and national training seminars and are members of listservs that encourage information sharing. In so doing Edison hopes to remain cutting edge in areas of operational services.

7R2

Figures 7-3 and 7-4 reflect a decline in the number of work orders that have been posted through the IT

Helpdesk. This decline is interpreted as increased effectiveness.
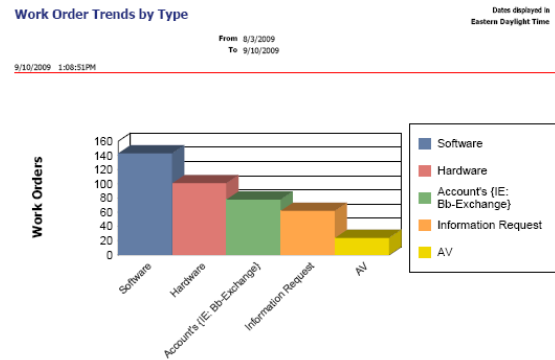
Figure 7-3
Work Order Trends by Type
Source: IT Help Desk
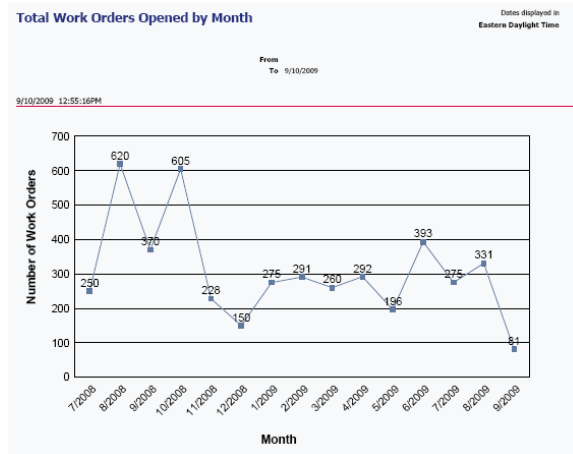
Figure 7-4
Work Orders opened by Month
Source: IT Help Desk

7R3

At this time Edison does not have a process in place for a comparative evaluation of its information system. We hope our CQIN alliance will provide such a venue through its dashboard project. Other possibilities rest in the Datatel Users Groups to which we belong.

7I1

Numerous improvements processes have been deployed to enhance Edison's operational

effectiveness. Some technology issues were addressed in Category Six. Others initiatives include:

- POS in bookstore for better inventory management
- Electronic employee pay advices to reduce paper and mailing costs
- Blade server deployment to reduce space requirements, power consumption and cooling costs
- Student email account implementation to expand communication
- Online textbook purchasing to support student needs
- Deployed Internet Small Computer System Interface Storage Area Network (ISCSI SAN) to replace more expensive Fiber Channel SAN
- Utilizing National Clearing House for transcript requests and degree and enrollment verification to reduce paper usage
- Outsourcing of building and grounds responsibilities
- Producing an online Academic Catalog and Student Handbook to reduce costs and to maintain currency
- Implementation of summer, four-day, ten-hour per day workweek

7I2

Improvement of our processes and systems begins with our Administrative Services and IT Departments. Line leadership meetings are scheduled weekly to discuss customer service needs throughout the college.

Other mechanisms include:

The ETC Committee meets periodically to support technology needs of the classrooms in particular, and faculty input is paramount in these discussions.

Edison's Marketing Committee tracks effectiveness of various technology-based marketing strategies including our website, hits to the website and its sub pages, and email communications.

A Distance Learning Advisory Committee meets each semester to improve online instruction support to our learners.

Our Professional Development Committee provides and monitors training for faculty teaching online using the Blackboard platform.

The English Department provides and monitors training for faculty using ConnectWeb as a teaching platform.

Our IT Department has been reorganized to allow specialization in areas such as Cisco Telephony, Pocket PC support, office/classroom PCs, and Datatel. This promotes better customer service.

Category 8: Planning Continuous Improvement

8P1 Processes

Edison's strategic planning process is guided by our mission and vision within the parameters set by our Strategic Guide. This process is loosely structured but still allows us to establish strategic priorities, to address changing student and stakeholder needs, and to enhance our performance according to both in-house and external benchmarks. It is our relatively small size and our collaborative workplace environment that allows this structure to serve us well.

Planning processes may be longer-term such as those for technology replacement or facility expansion/renovation, while other processes are annual, operational goals. Figure 8-1 reflects some strategies representative of both categories.

The strategic initiatives are monitored through our Edison Communication Repository, accessible to all Edison employees.

The drivers of all these strategies are increased student learning, market share, revenue availability, and student and stakeholder satisfaction. All faculty and staff are given opportunities for input regarding innovation of programs and/or services. The President's Cabinet reviews all proposed initiatives to be certain they are in alignment with our mission, vision, and values; prioritizes those initiatives; and builds a budget of support.

	Person Responsible	Timeline
General Education Review	Brown	Spring, 2010
Complete ABA Accreditation/Site Visit for Paralegal Studies	Moore/Cooper	Fall, 2009
ELP Package Implementation	Myers	Spring, 2010
Academic Alignment Project	Brown	Spring, 2010
Develop Resource/Support for Single Parents	Francis/Bean	May, 2010
Implement First-Year Experience	Brown	Fall, 2010
Submit Systems Portfolio	Salisbury	November, 2009
Develop College-wide Succession Plan	Peltier	Fall, 2010
Athletic Building Renovation	Reke	November, 2010
Implement Student/Employee Picture ID	Student Development/HR	December, 2008
Conduct Strategic Planning with Foundation Board	Jacomet	May, 2010
Develop College-wide Departmental Procedures Manuals	Peltier	Fall, 2010
Create JVS Career Technical Program Articulation Agreements	Ross	Spring, 2010
Complete 2+2 in MIS with WSU	Ross	Spring, 2010
Develop Assessment Tracking Tools	Brown/Deans/Heintz	Spring, 2010
Job Grade Evaluation System	Peltier	Spring, 2010
Replace Roof on 400-Wing	Reke	November, 2010
Design/deploy data retrieval process	Salisbury	January, 2010
Introduce New College Web Site	Brubaker	March, 2010
Develop Articulation Agreements in STEM with STEMM schools	Myers	May, 2010
Investigate New Computer Programming to Assist in Math Classes	M. Walters	Spring, 2010
Online Pay Advices	Hirtzinger	September, 2009
Revise Online Faculty Training and Certification Process	Gansz	Summer, 2010

Figure 8-1
Initiatives
Source: Department of Institutional Planning and Effectiveness

8P2

Basic strategies are aligned with our KPIs and are developed at department and division levels. These may change somewhat during the year because of changing circumstances, but remain consistent with our overall goals. The tracking of measures within our Dashboard/Balanced Scorecard by our administrative staff allows corrective action to be taken if strategies reflect performance gaps.

Agility/Responsiveness/Adaptability represents an Edison Employee Working Core Value cluster. With statewide budget changes for higher education over the past ten years, Edison has had to be agile, to be responsive, and to be adaptable on several occasions. Also, our service area economy has been negatively impacted by plant closings and resulting unemployment that surpasses the state and national averages. These external factors and others present challenges that may demand a change of plans, but not of direction.

8P3

Action plans are developed at work unit, department, or division levels and bridge between process and outcomes. Edison uses a strategy mapping and action plan development process that is posted to the Edison Communication Repository for public review. Action plans include assignment of responsibility, timelines, and budget needs. Progress on action plans is monitored by the President's Cabinet and reported to those areas of the college directly related to the action being taken. The college's board of trustees is also kept aware of progress on key project designs.

In addition to college-wide monitoring, individuals or departments responsible for initiatives reflect the progress made in self-assessment aspects of our employee evaluation process. Depending upon goals achieved, this may impact upcoming action plan development.

Funding sources are a key factor impacting our action plan development and deployment. Operational dollars are allocated within the budget development process while capital funding is awarded on

documented need. Grant dollars supplement many new and/or emerging initiatives.

8P4

Aligning planning processes with overall institutional strategies is managed at work unit and department levels through the development of their short- and longer-term action plans. This alignment is verified at the Cabinet level when department and divisional budgets are juried for budgeted dollars.

8P5

Performance projections for institutional strategies and action plans are determined by review of local and regional trends, analysis of data from our Ohio community college cohort, USO expectations, and the review of benchmarks available through networking with AQIP- and CQIN-member organizations. Department and division leaders evaluate the projections for their reasonableness and a budget development committee recommends the allotment of dollars to the college's president. The president finalizes the plan for presentation and decision by the board of trustees.

8P6

As a part of our planning process, resource needs are identified at the work unit or department level. These needs become a part of the required strategy map and action plan proposal to the Cabinet, and at that point, enter into the process of prioritization and funding.

8P7

Risk assessment is a part of our planning processes and includes various tactics determined by the type initiative being considered. Consideration is given to such things as market penetration, initial cost of deployment and then maintenance, potential benefits to stakeholders, job placement opportunities or workplace enhancements, and consistency with our mission.

8P8

Edison provides multiple opportunities for training and development of its employee base to ensure its

readiness to address changing needs and expectations of our student and stakeholder base. Figure 8- 2, Professional Growth Opportunities, lists some of those opportunities.

Tuition assistance/ reimbursement	All employees including adjuncts
Conference/workshop attendance	All employees including adjuncts
SOCHE workshops	All employees
Technology training in Blackboard, Datatel, CAS, IP Telephony, etc.	All employees and students
Cross-training within departments and divisions	All employees
Faculty in-service	All full-time and adjunct faculty
Brown bag Informational Series	All employees
Wellness initiatives	All employees and students
Safety Seminars	All employees
Legal Updates	Administrative and faculty personnel
On-demand training issues	All employees
Servant Leadership	Line leadership
CQI Process, AQIP, and CQIN team memberships	All employees and student stakeholders

Figure 8-2
Professional Growth Opportunities

8R1 Results

Measures of effectiveness for our systems for planning continuous quality improvement are both indirect and direct. Indirect measures would include the updates that are presented to the CQI Steering Committee of each CQI process team, each AQIP Action Project team, and the CQIN project teams. Adherence to timelines and documentation of results are components of those updates.

Divisional deans report to the Deans' Council on departmental and divisional progress on initiatives and the vice president of education carries that information to the President's Cabinet level. Monthly updates to the College-Wide Strategy Map are made

prior to each Board of Trustees meeting in an effort to keep the board apprised of college initiatives and progress.

8R2

Results posted on our Dashboard/Balanced Scorecard reflect our progress in reaching target measures for our determined key performance indicators. A summary of some of those results is listed in Figure 8-3, for years 2005-2006 through 2008-2009.

KPI	2006-07	2007-08	2008-09
Student Satisfaction		94%	93.7%
Enrollment	96% of target	98% of target	6.4% over target
Retention	58%	56%	55%
Course Retention		87%	85%
Completion	24%	28%	25%
Financials	1.8% under budget	3.6% over budget	1.2% under budget

Figure 8-3
KPI Results: 2009
Source: College Dashboard

8R3

Performance projections for key measures related to some institutional strategies are listed in Figure 8-3. These performance projections are reviewed throughout our planning cycle for corrective action, if necessary. Projections, although determined in good faith, are susceptible to unexpected changes in service-area demographics, workplace conditions, and funding availability.

8R4

Edison currently resources four categories of comparative data: internal trend, Ohio community college cohort, state, and national.

As we continue to build our databases and network with other institutions through such organizations as AQIP and CQIN, we hope to enlarge our cadre of resources including the benchmarking of non-educational organizations   Available KPI comparative data is listed in Figure 8-4. Headcount

and enrollment reflects student numbers and
graduation rate and retention display percentages.

	Unduplicated 12 mos. Headcount		
Institution	AY05	AY06	AY07
Central Ohio Technical College	4371	4601	4688
Clark State Community College	5173	5038	5915
Edison State Community College	4352	4381	4303
James A Rhodes State College	4217	4524	4560
North Central State College	4495	4514	4567
Northwest State Community College	5073	4820	4957

	FTE Enrollment		
Institution	AY05	AY06	AY07
Central Ohio Technical College	2295	2309	2383
Clark State Community College	2291	2266	2450
Edison State Community College	1928	1904	1895
James A Rhodes State College	2251	2458	2562
North Central State College	1972	1977	2035
Northwest State Community College	2045	2079	2082

	Total Graduation Rate		
Institution	2006	2007	2008
Central Ohio Technical College	13	16	15
Clark State Community College	9	12	11
Edison State Community College	21	24	27
James A Rhodes State College	24	25	17
North Central State College	50	11	19
Northwest State Community College	28	23	16

	Retention		
Institution	2005 to 06	2006 to 07	2007 to 08
Central Ohio Technical College	53	54	56
Clark State Community College	71	46	51
Edison State Community College	55	55	55
James A Rhodes State College	55	59	64
North Central State College	48	54	57
Northwest State Community College	56	75	57

Figure 8-4
Cohort Comparisons
Source: Office of Institutional Research

8R5

Planning system effectiveness is evidenced by our
continued credit count and head count increases, our
improving retention and graduation rates, and our
repeat business with area organizations through our
Business and Industry Center. (See Figure 8-5)

Business & Industry Repeat Company Business			
July 2005 – June 2008	Area Companies	Repeat Business	Percentage
	187	81	43.32%

Figure 8-5
Business & Industry, Repeat Business
Source: Business and Industry Center

8I1 Improvements

The structure of Edison's CQI Steering Committee
was changed in fall 2009. The committee is now
chaired by the Dean of Institutional Planning and
Effectiveness and includes as permanent members
the Vice President for Education, the Assessment
Committee chair and the Director of Institutional
Research. "Floating" membership is assigned to the
chairpersons of all active Action Projects, all active
CQIN teams, and all active CQI process teams.

The new structure is one of a working team rather
than an advisory group. This format lends itself to
more active participation, better communication
throughout the campus, and more opportunities for
timely input beyond the committee. It is hoped that
this new design will keep teams moving forward with
their initiatives.

8I2

Edison sets targets for improvement based upon
feedback from surveys, forum discussions, and
comparative data analysis. Our goal with our
community college cohort, state, and national targets
is to exceed the mean score and then to improve upon
that each year. With employee satisfaction measured
by the Baldrige-based "Are We Making Progress?"
survey, it is to score 1 or above. Student satisfaction
targets currently are measured as 95 percent
satisfaction or higher in all areas except parking.

If a performance gap is identified, an action plan is
developed to address the performance issue. This
action plan will be developed and deployed at the
organizational level appropriate with the
accountability being assigned to the unit or area

supervisor. In some instances multiple action plans may be initiated throughout the college community.

Initiatives, accountability, timelines, and results are communicated through meetings and their posted minutes, email listservs, newsletters, and the Edison Communication Repository. Each of these communication resources supports our premise that varied venues of communication provide knowledge and understanding of our initiatives and their alignment with our mission, vision, and values, which in turn encourages employee participation and satisfaction.

Category 9: Building Collaborative Relationships

9P1 Processes

Edison creates, prioritizes, and builds relationships by researching possible partnerships that provide opportunities for innovation with other educational organizations, with our communities, and with business and industry. As listed in Figure 9-1, Edison has partnerships with public schools in areas such as Tech Prep and PSEOP and with higher education for bachelor's degree and Master's degree programs (Franklin University, Urbana University, Bowling Green University, University of Cincinnati, and Bluffton University). Our community service learning projects (Bruckner Nature Center) and our practicum/clinical experiences (Upper Valley Medical Center) encourage a continuing communication with our communities, while contract training supports our connection with area businesses. Working with the Upper Valley Joint Vocational School, Edison builds educational options and programming, along with support services for area displaced workers. All the partnerships listed in Figure 9-1 support our mission.

Partners	Purpose	Measurements
Educational Relationships	Collaboration with area schools and business for targeted enrollment growth. • 27 area school districts • Bluffton University • Franklin University • Urbana University • University of Dayton • Miami University • Area Colleges for transfer, 2 plus 2 and articulation agreements • Consortium Membership • Ohio Learning Network • Ohio Link • Regional Learning Network • Cooperating Collection	Enrollment of Post Secondary, Tech Prep and recent high school graduates Enrollees in advanced degree programs completed on Edison campus ECC transfer GPA and success rate Usage rates Information center for area grant availability
Regional and Community	Area hospitals and business organizations Advisory committees Alliance for Business and Industry Job Centers for Workforce Development SkillsTrac Partnerships Professional associations and organizations	Number of students participating in clinicals, practicum experiences, service learning or internships Workforce development Number of student, staff, and community members participating in health education activities
Accreditation Agencies	Higher Learning Commission Specialized program accreditation bodies	Institutional accreditation Continuing accreditation
State of Ohio	Ohio Board of Regents	Funding Standards for transfer and articulation
National Relationships	CQIN	Consortium to promote Continuous Quality Improvement
Edison Foundation/Donors	Edison Community College Foundation Edison Alumni Association Individual and business donors	Professional development funding Scholarship support Capital campaign donations
Vendors	U.S. Security Associates Inc. City of Piqua AVI Food Systems Assorted suppliers of classroom and office supplies	Low crime statistics Adequate utility Cafeteria use; catering services Appropriate classroom and office supplies

Figure 9-1
Key Collaborative Relationships

9P2

Specific guidelines for all partnership development were developed as a part of an AQIP Action Project. The guidelines have been put into a booklet format and are available in all deans' offices for use when a partnership is explored. Requirements of all collaborations include that they be consistent with our mission; they are beneficial to Edison and its stakeholders; and that they comply with the regulations set forth by the Ohio Board of Regents and the State of Ohio.

9P3

See Category 9P3.

9P4

Supply materials and vendor products are selected based upon the specific need and the quality of services rendered. In some instances a bidding process is required and if possible, area suppliers will be selected in order to further support the communities we serve.

9P5

See Category 9P2.

9P6

Partnerships are monitored for their continuing vitality through open discussions, surveys, and participant performance results. Information gained from these sources becomes a part of our continued planning and provides insight into possible changes needed to better meet stakeholder expectations. For example, the increase in the number of students interested in Tech Prep, but the fact there has been no increase in the associated scholarships, has required multiple meetings of area stakeholders to determine if partnerships remain beneficial to all partners.

9P7

Considerable effort is made to build and maintain working and social relationships among college employees. Our president encourages use of his open-door policy and includes the leadership of the

Academic Senate and the ESEA and representatives from administrative/technical and classified employee groups on his Cabinet. Bi-monthly there are college-wide breakfasts with the president, and on alternating months a late afternoon social hour.

Our vice president of education attends Academic Senate meetings to share information, and to address questions and concerns of that body. Other administrators representing academics and student development are generally in attendance and often make short, informational presentations regarding initiative actions.

The wide use of cross-functional team design also promotes a camaraderie that might not develop within an organizational structure more hierarchically focused. The President's Cabinet, the Deans' Council, the Curriculum Committee, the CQI Steering Committee, all CQI process teams, and employee search committees are representative of many college areas and provide opportunities to share, to learn, and to grow as a college body.

Other relationship building activities include our new employee orientation process, our annual recognition dinner for years of service, recognition of accomplishments, birthdays, and other special occasions in our daily Update, retirement recognition, the adjunct faculty banquet, and planned activities of the Joy Committee within Student Development, the Community Activities Committee, and the Professional Development Committee.

When disagreements between employer and faculty occur, they may be handled through a formal grievance policy found in the *Agreement Between Edison Community College and the Edison State Education Association.* All employees may share concerns and make suggestions through the Edison Communication Repository. Those registered concerns are monitored and addressed or re-directed by the CQIN team responsible for the development and implementation of that site.

9R1 Results

See Figure 9-1.

9R2

Edison has limited comparative data for measures of collaboration. Those available are largely indirect measures such as external customer satisfaction, Figure 3-2, and penetration rate, Figure 3-5.

9R3

Edison has limited comparative data for measures of collaboration. Those available are largely indirect measures such as external customer satisfaction, Figure 3-2, penetration rate increases, Figure 3-5, Business and Industry repeat business, and increased enrollments and retention.

9I1 Improvements

Edison's process for determining if a partnership is viable has promoted a more defined procedure for partnership development/maintenance and tends to separate partnerships from the individual employees associated with them.

Several partnerships provide grant dollars, equipment, or services. For example, our disc golf course resulted from a partnership with the Duke Foundation that provided grant dollars while our partnership with the Upper Valley Memorial Hospital funds one-half the salary of a campus nurse. Working with the Piqua Community Foundation, the Stouder Foundation, and the Troy Foundation, we were able to equip two nursing simulator laboratories. Partnerships with area businesses support our student internships and our partnership with the city of Piqua supports our campus Diversity Task Force along with encouraging our continuing relationship with the committee on Community Diversity. As a result of area hospital support for our capital campaign, Edison has doubled the size of its nursing program and added two new health-related degrees (PTA and MLT) and two new certificate programs (medical assisting and phlebotomy). These programs will serve the employment needs of our service area.

9I2

We improve our partnership relationships through constant monitoring of our performance and of stakeholder satisfaction. This is done through face-to-face meetings, end of course evaluations by participants, and by meeting legislative and accreditation standards. An AQIP Action Project for 2006-2007 resulted in the study of our processes for developing and maintaining community partnerships. Ultimately, a handbook describing the identification process for potential partnerships, the engagement protocols, rules for engagement, and sustainability considerations was prepared and distributed throughout the college.

Targets for improving our collaborative relationships may be established at different levels. The Board of Trustees, President's Cabinet, Deans' Council, or department/division primarily affected may determine a reasonable target. AQIP Action Project teams determine targets in those project designs where external collaboration is a key factor.

Generally speaking we use as targets increased participation or student success and/or increased revenue generation. When using our Ohio community college cohort, state, or national results, we hope to exceed the mean at this time. Eventually we hope to be best in class in several areas, especially those that support our brand, *A personal experience. A rewarding education.*

Communication of results and improvements occurs through meetings and their posted minutes, area media, and the Edison Web page.

Edison State Community College
November 2009

Glossary

ADA
Americans with Disabilities Act

AQIP
Academic Quality Improvement Process

ARC
Advising Resource Center

B & I
Business and Industry Center

COMPASS
Computer Adaptive Placement Assessment and
Support System

CRF
Computer Replacement Fund

CQI
Continuous Quality Improvement

CQIN
Continuous Quality Improvement Network

EEOC
Equal Employment Opportunity Commission

EMC
Edison Marketing Committee

ESEA
Edison State Education Association

ETC
Edison Technology Committee

Fast Track
Four to six courses completed in one year or less for
job placement or advancement

Flex class
Classes meet half the amount of time a regular class
meets and require individual or group out-of-class
assignments to make up missed time

FMLA
Family Medical Leave Act

HLC/NCA
Higher Learning Commission of North Central
Association

ISCSI SAN
 Internet Small Computer System Interface Storage
Area Network
ITS
Information Technology Service

KPI
Key Performance Indicator

LAN
Local Area Network

LPN
Licensed Practical Nurse

NAEYC
National Association for Education of the Young
Child

NANDA System
North American Nursing Diagnosis Association

NCLEX
National Council Licensing Exam

Online class
Classes delivered totally online using ConnectWeb or
Blackboard

OPOTA
Ohio Peace Officer Training Association

OSHA
Office of Safety and Health Administration

PSEOP
Post Secondary Enrollment Option

SHRM
Society for Human Resource Management

SBDC
Small Business Development Center

SOCHE
Southwestern Ohio Council for Higher Education

Edison State Community College
November 2009

TAG
Transfer Assurance Guidelines

TGIF
To Get Information First

Transfer Module (TM)
Courses within general education which all public
colleges and universities of Ohio have agreed to
apply toward general education requirements.

Web-enhanced class
Face-to-face class with web-based assignments

Web-flex class
Instructions and assignments are delivered partially
online and partially in a traditional face-to-face
classroom

UPDATE
Daily email communication of activities and
information

VPN tunnel
Virtual Private Network

**Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in Edison State Community College's
*Systems Portfolio***

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The board and president have determined the organizational mission and vision through an ongoing learning process drawing upon information from stakeholders within our legal service area of Darke, Miami, and Shelby counties. [Overview, O-5, 5P1, 5P2]

- Edison undergirds its mission with student learning objectives of different types, including student core values and general education outcomes that are printed in the General Information sections of the Academic Catalog and the Student Handbook. [O-1,1P1,1P2]

- A multi-disciplinary Curriculum Committee reviews individual courses and programs on a rotating basis to ensure they are current and in alignment with the college's mission and vision. [O-1,1P3, 1P5]

- In October 2000, Edison's Board of Trustees adopted its Strategic Guide that defines the parameters within which individuals and departments must function, clearly stating the expectations that all initiatives will be aligned with the college's vision and mission. [5P1, 5P2]

- Each fall departmental and college-wide goals are placed onto a strategy map outlining the goal, the person responsible, the timeline, and the alignment with the college-mission and the nine AQIP Categories. [2P6, 8P1]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Mission and vision statements are supported by processes and expectations designed to enhance the learning experience, regardless of learning style, readiness, or area of study. [O-1, O-3, 1P3, 1P5, 1P9, 1P13, 1R5]

- Our brand, *A personal experience. A rewarding education,* reflects Edison's commitment to the individual and his/her needs. [O-6, 1P6, 1P7, 1P11, 3P3]

- Our Employee Working Core Values support expectations of interaction among employees and with students that recognize diversity. [Overview]

- Diversity recognition events, classroom strategies, and student and staff recruitment practices support our mission to serve our constituency and to enable and empower our stakeholders. [O-3, 1P9, 1P10]

Core Component 1c.   Understanding of and support for the mission pervade the organization.

- Participation in a multi-module orientation process is required of all new employees. Two modules address directly the college's mission (President's Target) and the expectation level of service to our stakeholders (Engineered Experience). [4P4]

- The Edison Board of Trustees functions within a policy governance format that supports initiative development throughout the college community. [O-5, 2P2, 5P5, 5P6]

- Edison's traditional hierarchy is supported by a team-based, functional platform that encourages understanding of the college's initiatives and their alignment with Edison's vision, mission, and values. [O-4, O-5, 2I1, 2I2]

- The utilization of strategy mapping as a means of justifying budget dollar requests encourages understanding of aligning mission, vision, and our daily activities. [2P6, 8P1]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- The Edison Board of Trustees functions within a policy governance format that supports initiative development throughout the college community. [O-4, O-5, 2P2, 5P5, 5P6]

- Edison's traditional hierarchy is supported by a team-based, functional platform that encourages understanding of the college initiatives and their alignment with Edison's, vision, mission, and values. [O-4, 2I1, 2I2]

- The utilization of strategy mapping as a means of justifying budget dollar requests encourages understanding of aligning, mission, vision, and our daily activities. [2P6, 3I1, 4P9, 8P1]

- College stakeholders have numerous opportunities for input that have resulted in new delivery options, new program design, additional support services, etc. [1P12, 2P3, 2R1, 3P1, 3P3, 3P4, 3R1]

Core component 1e. The organization upholds and protects its integrity.

- The Strategic Guide adopted by the College Board guides our strategic planning process, including the setting of institutional, departmental, and personal goals. Our Employee Working Core Values, our 360 evaluation process, and our initiative-development process requirements also support our intent to function with integrity. [5P1, 5P2]

- Edison's Dashboard/Balanced Scorecard provides a transparency to our organizational operations that reflects our intent to operate within legal and ethical bounds. [1P13, 1R1, 2P4, 5P5, 6P5]

- College stakeholders have numerous opportunities for input that have resulted in new delivery options, new program design, additional support services ,etc. [1P12, 2P3, 2R1, 3P1, 3P3, 3P4, 3R1]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The Strategic Guide adopted by the College Board guides our strategic planning process, including the setting of institutional, departmental, and personal goals. Our Employee Working Core Values, our 360 evaluation process, and our initiative-development process requirements also support our intent to function with integrity. [5P1, 5P2]

- Edison develops and maintains partnerships with other institutions and agencies that enhance its ability to be agile and responsive to changing stakeholder needs. [9P1, 9p2, 9P6]

- Faculty and Staff within the college are given continuing opportunities to increase knowledge and to learn new skills so that they remain current in their fields and are better able to adjust to a changing higher education environment. [2P5, 4P9, 5P9, 8P5]

- Edison's Dashboard/Balanced Scorecard provides a transparency to our organizational operations that reflects our intent to operate within legal and ethical bounds. [1P13, 1R1, 2P4, 5P5, 6P5]

- College stakeholders have numerous opportunities for input that have resulted in new delivery options, new program design, additional support services, etc. [1P12, 2P3, 2R1, 3P1, 3P3, 3P4, 3R1]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Faculty and staff are appropriately credentialed upon their hiring and have continuing opportunities for professional growth. [2P5, 4P9, 5P9, 8P5]

- The strategy mapping process/action plan documentation required for budget requests over $5000 begins with the initiative requestor and then is juried throughout the organizational structure to the President's Cabinet. This supports thorough research and understanding of proposed initiatives, as well as being certain they are in alignment with the college mission and vision. [2P6, 3I1, 4P9, 8P1]

- Edison selects, manages, and utilizes information from numerous sources to determine appropriate actions that will support student learning and/or non-student stakeholder needs. [Category 7]

- The college is committed to developing and deploying those programs necessary to provide the educational support of our constituency. Numerous information sources are utilized to better understand stakeholder needs. [3I1, 4P8]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The determination of key performance indicators and the development of Edison's Dashboard/Balanced Scorecard, including a community college cohort for benchmarking, reflect Edison's intent to develop reasonable targets for goal attainment for our continuous quality improvement. [1P14, 1P15, 3R1, 6I2, 8I2]

- Edison has in place some assessment measures for student learning, stakeholder satisfaction, institutional effectiveness, and relationship development. [1P18, 1R1, 1R2, 3P1, 4P6, 6R1]

- Edison's student satisfaction ratings have approached 95% for both academic and support processes for the past five years. [Figure 3.1. Employee results for selected areas are found in Category 4 and Figures 4.3 and 5.3.]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The strategy mapping process/action plan documentation required for budget requests over $5000 begins with the initiative requestor and then is juried throughout the organizational structure to the President's Cabinet. This supports thorough research and understanding of proposed initiatives, as well as being certain they are in alignment with the college mission and vision. [2P6, 3I1, 4P9, 8P1]

- Our leadership participates in Servant Leadership training and in a 360-review process. All employees are encouraged to participate in the CQIN Training module. Both processes are designed to develop leadership skills that include understanding and being able to help others understand the college's initiatives and how they contribute to the fulfillment of the college mission. [4P8, 4P10, 5P9]

- College stakeholders have numerous opportunities for input that have resulted in new delivery options, new program design, additional support services, etc. [1P12, 2P3, 2R1, 3P1, 3P3, 3P4, 3R1]

- An Education Communication Repository maintains the organizational strategy map of initiatives, several discussion boards, and multiple surveys providing information on department and college activities. [5P2, 5P7, 5R2]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Assessment of student learning is both formative and summative at Edison. Classroom assessment practices, program assessments, and all-college assessment programs are in place. [Figure 1-5, 1P5, 1P13, 1P15, 1R3, 1R4]

- Employer surveys indicate high levels of satisfaction with Edison graduates and their entry-level skills. Transfer students perform well at area institutions. [1R3]

- Graduation and retention rates are equal to or surpass those of our community college cohort. [Figures 3-6, 3-7, 3-8]

- Edison's cross-functional Curriculum Committee monitors program development and changes making certain that program outcomes are consistent with our Student Learning Core Values and General Education Outcomes. [O-1, 1P3]

- The Edison Dashboard/Balanced Scorecard provides trend data to help in data-informed decision making. [1P13, 1R1, 2P4, 5P5, 6P5]

Core component 3b. The organization values and supports effective teaching.

- Faculty and staff training opportunities begin with new employee orientation and continue through one's tenure at Edison. These opportunities include discipline-related workshops and conferences, special topics, and continuing education. [2P5, 4P9, 5P9, 8P5]

- Specific training activities are required of all faculty teaching online or web flex classes in order to ensure teaching quality is maintained. Adjunct faculty are also required to participate in this training and are paid for their participation. [1R5]

- All adjunct and fulltime faculty are evaluated according to the criteria published in the procedures handbook. Fulltime faculty are further supported by the *Agreement Between Edison Community College and the Edison State Education Association.* [4P10]

- Board members and administrative units support the nomination of faculty for regional and national awards recognizing effective teaching. [4P11, 4I2, 5P9]

Core component 3c. The organization creates effective learning environments.

- The Student Handbook and Academic Catalog delineate specific expectations for classroom and personal behaviors. The behaviors are supported by committee structures that allow students to challenge both classroom and general campus disciplinary actions. [O-1, 1P1, 1P2]

- Some program designs are cohort based while others encourage an informal learning community format in order to provide student support. [1P12]

- The Assessment Committee monitors college-wide learning trends in some areas including oral communication, writing, critical thinking, appreciation for diversity, and inquiry/respect for learning. Likewise, career programs provide annual outcomes assessment and five-year program reviews as vehicles for improvement. [1P11, 1P18, 1R2, 1R3]

- Student advising and counseling services are available through Student Development and all fulltime faculty are assigned advisees who may meet with faculty during faculty office hours. [O-1, 1P5, 1P6, 1P7, 1P8, 1P9]

- The college attempts to stay in touch with changing student needs through multiple input venues including formal surveys, classroom evaluation of instructor performance, advisory committee input, etc. [1R4, 1R5, 3P1, 3P3, Figure 9-1]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- Support services such as academic advising, tutoring, study tables, and accommodations for students with special needs are readily available and used to support the learning endeavor. [O-1,1P10, 1P15, 1P17, 1P18]

- The college attempts to stay in touch with changing student needs through multiple input venues including formal surveys, individual conversations with faculty and staff, etc. [1R4, 1R5, 3P1,3P3, Figure 9-1]

- Technology is available for student use within classrooms, computer laboratories, the Library and Learning Center, and the Internet Café. [7P7, 7I1]

- Faculty and area deans develop strategy maps and action plans that define needed resources for learning support. [8P3]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Lifelong learning for faculty and staff is encouraged, and in some instances required, through multiple professional development activities on campus, conference attendance and tuition reimbursement for advanced study. [O-2, 4P9, 5P9, 8P8]

- Faculty and staff are appropriately credentialed upon their hiring and have continuing opportunities for professional growth. [2P5, 4P9, 5P9, 8P5]

- Faculty and staff training opportunities begin with new employee orientation and continue throughout one's tenure at Edison. These opportunities include discipline-related workshops and conferences, special topics, and continuing education. [2P5, 4P9, 5P9, 8P5]

- Specific training activities are required of all faculty teaching online or web flex classes in order to ensure teaching quality is maintained. Adjunct faculty are also required to participate in this training and are paid for their participation. [1R5]

- The Assessment Committee monitors college-wide learning trends in some areas including oral communication, writing, critical thinking, appreciation for diversity, and inquiry/respect for learning. Likewise, career programs provide annual updates of learning objects and plans for improvement. [1P11, 1P18, 1R2, 1R3]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Edison undergirds its mission with student learning objectives of different types, including student core values and general education outcomes that are printed in the General Information sections of the Academic Catalog and Student Handbook. [O-1, 1P1, 1P2]

- Edison's cross-functional Curriculum Committee monitors program development and changes making certain that program outcomes are consistent with our student core values and general education outcomes. [O-1, 1P3]

- The Assessment Committee monitors college-wide learning trends in some areas including oral communication, writing, critical thinking, appreciation for diversity, and inquiry/respect for learning. Likewise, career programs provide annual updates for learning objectives met and plans for improvement. [1P11, 1P18, 1R2, 1R3]

- Learning style, disability, and preparedness issues are addressed through multiple venues in order to support all students in their learning. [Figure 1-4, 1P5, 1P12]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The college's student core values and general education outcomes are intended to help prepare our students for living and working in a global, diverse, and technological society. [O-1, 1P1, 1P3]

- Technology is available for student use within classrooms, computer laboratories, the Library and Learning Center, and the Internet Café. Documented computer literacy is a requirement for entry into several courses and course delivery options, as well as for graduation from Edison. [7P7, 7I2]

- An international study program is available at Edison. Every other year students, faculty and staff, and community members may participate in a travel abroad program that includes studying the culture and/or related issues that reflect diverse views of those commonly held in the mid-west. [Figure 2-2]

- The college attempts to stay in touch with changing student needs through multiple input venues including formal surveys, individual conversations with faculty and staff, advisory committee input, and employer surveys. [1R4, 1R5, 3P1,3P3, Figure 9-1]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Edison supports a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions. [1P1, 1P13, 4P7]

- Behavioral expectations for both students and employee units of Edison are published on the College web site and in numerous other media formats such as the Academic Catalog, the Student Handbook, and the Faculty Handbook. [Overview, Figure O-3, 4P7]

- The master contract, *Agreement Between Edison Community College and the Edison State Education Association* defines faculty responsibilities related to intellectual property. [4P3]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Advisory committees representing working professional and community members provide input into our career program design and modification processes. [1R1, 1I2]

- The college attempts to stay in touch with changing stakeholder needs through multiple input venues including formal surveys, individual conversations with faculty and staff, advisory committee input, and employer surveys. [1R4, 1R5, 3P1,3P3, Figure 9-1]

- Fast Track programs address immediate and support services for those requiring work-related skill development or upgrade. [Figure 1-7]

- Student satisfaction with academic and support services has been measured at above 90% for the past five years. [Figure 3-1]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The college attempts to stay in touch with changing student needs through multiple input venues including formal surveys, individual conversations with faculty and staff, advisory committee input, and employer surveys. [1R4, 1R5, 3P1,3P3, Figure 9-1]

- Edison supports professional development, public service, workforce development, and cultural enhancement of its students, employees, and community partners. [Figure 2-2, 2R4, Figure 5-1, 5P8]

- Multiple opportunities for co-curricular activity participation, music and theater events, and community service are available through Edison's Student and Community Activities Office. [1P16, 2R2, 3P2]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Numerous partnerships between Edison and stakeholder groups are maintained to support learning and community service. [Figure 1-9]

- The College has responded to community needs in areas such as new program development, program expansion, the development of a Police Academy, and modification of our last capital campaign planning process. [1P3, 1P4, 3P3]

- Student performance is monitored through classroom assessment, program advisory committees, employer feedback, and the Dashboard/Balanced Scorecard to determine if student academic/skill needs are being supported.   www.edisonohio.edu/dashboard

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Internal and external satisfaction measures are generally positive supporting that our service to students and the community are appreciated. [Figures 3-1, 3-2, 4-3, 5-3]

- Our Business and Industry Center provides continuing education and skills upgrades to area businesses and organization. [1P4]