

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **EDISON STATE COMMUNITY COLLEGE**

February 3, 2010



Academic  
Quality Improvement  
Program

The Higher Learning Commission **NCA**

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**Table of Contents**

Executive Summary .....	1
Elements of the Feedback Report .....	4
Strategic and Accreditation Issues .....	6
Using the Feedback Report .....	8
Critical Characteristics Analysis .....	9
Category Feedback .....	12
<i>Helping Students Learn</i> .....	12
<i>Accomplishing Other Distinctive Objectives</i> .....	18
<i>Understanding Students' and Other Stakeholders' Needs</i> .....	21
<i>Valuing People</i> .....	26
<i>Leading and Communicating</i> .....	31
<i>Supporting Institutional Operations</i> .....	36
<i>Measuring Effectiveness</i> .....	39
<i>Planning Continuous Improvement</i> .....	41
<i>Building Collaborative Relationships</i> .....	44



## EXECUTIVE SUMMARY FOR EDISON STATE COMMUNITY COLLEGE

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

- Edison demonstrates a commitment to student learning. Student core values and general education outcomes have been developed by faculty and academic administrative units and are incorporated into all courses and non-classroom experiences. The cross-functional Assessment Committee guides and monitors the student assessment process "across-the-curriculum." Formative and summative assessment of student learning occurs at entry, at the course level, and upon graduation. Assessment processes for all but one of the student core values are in place. However, the review of general education objectives has been delayed for five years due to turnover in the vice president's position. Good progress has been made in gathering and using program specific learning outcomes results. A process for introducing new programs or courses seems comprehensive and well documented. Process improvement efforts might be enhanced by using the CCSSE and Noel-Levitz survey data, which were not mentioned. There does not appear to be a Dashboard metric that is a direct measure of student learning. Results and improvements reported using these data are limited. Processes for using results to make improvements do not seem to be systematic or comprehensive. Edison provides no benchmark comparative data for Helping Students Learn.
- Edison identifies four distinctive objectives: professional development, profession/public service, economic/workforce development, and enhancement of culture. From evidence presented, it is unclear if there is a college wide process on how distinctive objectives are determined. Reporting of limited results related to the objectives makes it hard to determine if Edison is achieving its identified distinctive objectives. It would benefit from becoming more systematic and routine in the ways in which it establishes, monitors, reviews, and reports on these objectives.
- Edison is actively engaged in efforts to understand and respond to its students' and other stakeholders' needs. Using data generated from a variety of satisfaction surveys, the college has begun to use tools such as the Dashboard/Balanced Scorecard, strategy and process mapping, and action plans to create a systems approach to developing new

programs and services to meet identified needs. Although Edison collects student satisfaction data, limited data were reported and no interpretation of the results was provided. Edison also has an opportunity to measure success in understanding the needs of its other key stakeholders (advisory board, alumni, board of trustees, college foundation, and accrediting bodies). As efforts are made to expand comparative data collection through the CQIN dashboard project and the University System of Ohio, Edison will have more information to inform their decision-making process.

- Edison has made a commitment to its people and has put multiple processes, measures, and metrics in place to continuously improve its focus on valuing people. The processes in this category are systematic and comprehensive. This may be at least in part attributed to a need for statutory and contractual compliance in most personnel related processes. Although Edison has implemented various processes aimed at valuing its employees, there do not seem to be specific objectives in place, nor are there measures of its performance from which the college can determine changes that can be made to improve its efforts. The college measures related to valuing people are limited to the Baldrige “Are We Making Progress” survey. Consideration could be given to gathering more process level measures of performance. These additional measures related to valuing people would provide the college with data that could be used to target improvements. Edison has an opportunity to use comparative results from similar and non-similar organizations for benchmarking purposes.
- Edison is focused on moving toward systemic change anchored in its culture but responsive to current events. The college uses multiple data sources including its Dashboard/Balanced Scorecard results in making data-informed decisions. Multiple methods of print and electronic communication are used to keep employees informed. It will become even more important during these challenging times in Ohio’s economic and academic environment for the institution to focus on improving leadership, decision making, and communication. Development of a formal succession plan along with the leadership development program will provide the College the leadership necessary to continue in its strategic direction. Limited results related to leading and communicating are reported. Additional measures and comparative results will provide Edison with data that can be used to help develop specific performance targets, to measure results, and

to implement appropriate changes for improvement in leadership, decision making, and communication.

- Edison has identified its key administrative and support services in the area of Supporting Institutional Operations. It does not, however, report specific measures of their effectiveness. Once collected and compared against trends and peers, this data could be used to inform and guide Edison's cross-functional process teams to identify processes for review and revision. The institution is to be commended for its commitment to continuous improvement and has the opportunity and structures in place to step up to the next level in its next review by focusing on results and linking them to processes for continuous improvement.
- Edison, which has a long-standing commitment to continuous quality improvement, had an opportunity to describe its processes, results, and improvements regarding measuring institutional effectiveness – a keystone of AQIP. While their commitment is evident, the details and results are not. Descriptions of some processes seem incomplete and unclear, possibly reflecting confusion about how some of these processes work. Some results were incomplete. There could be an overreliance on balanced scorecard and KPI measures to guide improvement efforts. These macro level measures are important, but may not serve well for department level process improvement. Department metrics consisting of process results measures and process capability measures may serve improvement efforts more effectively. For the next cycle the institution is advised to focus more closely on the AQIP questions and be prepared to answer them.
- Edison should be commended for the organizational planning structure that it has adopted, however its planning processes seem informal and perhaps confused. Descriptions of how processes work are missing or incomplete. The institution would benefit from increased use of metrics and indicators and a more well-defined process for evaluating its planning efforts.
- Edison, through an Action Project, has developed guidelines for developing and maintaining partnerships that it believes serves Edison well. As the college recognizes, it has additional work in defining measures and metrics to monitor such partnerships. Concentrating the same level of effort on determining performance objectives,

measuring results of its activities, and then using the results to inform future decision making should help Edison to maximize the impact of its key partnerships.

Accreditation issues and Strategic challenges for **Edison State Community College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## **ELEMENTS OF Edison's FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality



characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

## STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Edison State Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Edison State Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions,

so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that [Institution] will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- Many examples exist in this portfolio where the institution has not been able to describe the processes it uses. Development of a process orientation is fundamental and necessary to development of a continuous improvement effort. Systematic improvement cannot begin without understanding how important processes function. Attention could be given to documentation of institutional processes.
- Process outcomes and capability measures are generally missing from this portfolio. Process measures are needed to support a continuous improvement effort. Without process measures, systematic improvement cannot be done because there is no way to understand whether process changes have made improvement. Edison is to be commended for its development of a balanced scorecard, dashboard, and KPIs. It is important to note that these metrics are a limited number of macro level lagging indicators of past system performance and not usually useful as measures to assess process results. Attention could be directed toward development of process level measures.
- Analysis of results is generally missing from the portfolio. Analysis includes providing a description of the data source, pertinent collection methods, interpretation to understand meaning, and a discussion of how results are being used. In addition, Edison reports that it has limited or no comparative data in most of the categories making it difficult for the college to benchmark its results and to set targets for improvement. The expectation of a continuous improvement organization is that results are selected to reflect process capability and that analysis of those results accompanies the reporting.
- Edison reports it is striving to improve organizational performance in a very fragile economic environment characterized by no local tax support, delay in state funding payments, and high unemployment within its service area. Given the challenges posed by the current economic environment, Edison's ability to expand programs and services

as directed by the University System of Ohio Strategic plan will be directly linked to its commitment to use AQIP tools and processes effectively.

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## USING THE FEEDBACK REPORT

The *AQIP Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an

institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of [Institution], its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes [Institution] distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### Item Critical Characteristic

- OVa Edison State Community College is a two-year, public, state-supported community college that was first chartered in 1973 as Ohio's first general and technical college.
- OVb The college operates two campuses; the main campus in Piqua, a second campus in Greenville and also has a satellite center located in Tipp City. Edison offers day programming at a local high school and dual enrollment options at four other high schools.
- OVc The college's mission is to provide "learning opportunities that enable and empower citizens, commerce, and communities in Darke, Miami, and Shelby counties." Edison State's vision is to be an organization that anticipates, initiates, and manages quality, accessible and innovative learning needed by citizens, commerce, and communities of Darke, Miami, and Shelby counties.
- OV1a Edison State Community College's student learning objectives encompass its *Student Core Values*, general education outcomes, and career program outcomes.
- OV1b Edison enrolls approximately 3500 students in about 30 technical programs at two campuses and several attendance sites, has a program for dual-enrolled HS students,

and conducts training for business and industry. Even though most students do not attend with a plan for completing a degree, Edison awards five associate degrees and a number of occupational certificates.

- OV1c Edison provides resources to support its diverse student population, including a Business & Industry Center (B&I), mandatory placement, Advising Resource Center (ARC), and a Student Development Department. Services provided include disability, veterans, tutoring, and personal services; personal counseling; childcare; short-term loan processes; campus wide Internet access; and student email.
- OV2a Edison provides economic and workforce development programming led by its Business and Industry Center providing opportunities for updating skills, for introducing new programs, and skills for earning college credits.
- OV2b Edison's primary other distinctive objectives include professional development for staff and faculty, professional and public service opportunities for students and alumni, and enhancement of cultural understanding including study abroad trips offered for students, employees, and community members.
- OV3a Edison identifies four major categories of stakeholders: educational community, board of trustees, college foundation, and accrediting bodies.
- OV3b Edison's competitors include receiver colleges within the area such as Bowling Green and Wright State Universities. Competition for non-credit students comes from the Applied Technology Center and from businesses that do their own training. Internet delivered education and the University of Phoenix also compete for Edison students.
- OV4a Edison employs 50 faculty, 67 administrative professional staff, and 48 support staff.
- OV4b Edison supports initiatives for professional development and lifelong learning activities for its faculty and staff.
- OV5a Edison's leadership and communication systems are a blend of the traditional along with efforts to decentralize decision making by providing recommendation/decision making opportunities at all levels throughout the college community. Edison uses an inverted organizational chart putting students at the top.
- OV5b A nine-member Board of Trustees, appointed by the Governor, governs the college using a policy governance philosophy. A President's Cabinet, Dean's Council, and area-

specific directors and coordinators complete the designated organizational leadership team. The concept of servant leadership is used to support leadership development and expectations.

- OV5c Eight leadership characteristics were developed as the result of an AQIP Action Project and are supported through ongoing Servant Leadership and employee leadership curricula in which many employees participate.
- OV6 The organization has identified stakeholder needs and supporting processes for key support process groupings: business operations, information management, institutional support, and personal support.
- OV7 Edison uses the Datatel platform to store student, employee, and financial information. From this repository, the college pulls information to maintain its Dashboard (available to the public) and Balanced Scorecard (available to designated employees) as well as student information to populate Blackboard courses. Edison has access to information from Datatel in the form of standard reports and ad hoc queries.
- OV8a Edison receives no local tax support and has identified revenue concerns related to delay in state funding payments and high unemployment in the area it serves. The revenue problems make it difficult for Edison to expand programs and services as directed by the University System of Ohio Strategic Plan.
- OV8b Edison is striving to improve organizational performance in a very fragile economic environment. New initiatives are being implemented that support this initiative. Examples include implementation of a summer 4-day, 10-hour work week that saved the institution over \$48,000 in utility costs while providing effective student learning and support services.
- OV8c Edison's long-term vision includes advancing employee capabilities to function as an effective learning organization and development of more and deeper partnerships with other organizations to leverage collective resources and capabilities.
- OV8d Edison requires initiatives to be supported through a strategy mapping/action plan format with discussion at multiple levels throughout the organization to ensure strategies are aligned with mission and vision.

OV8e Edison State Community College began its focus on quality improvement in 2000 and joined the Continuous Quality Improvement Network and AQIP in 2001. Cross-functional CQI process teams (responsible to the CQI Steering Committee) address classroom, administrative, and operational issues.

OV9 Edison seeks to maintain viable partnerships with other organizations in order to fulfill its mission. These collaborative relationships create opportunities for students in both educational and business arenas.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling,



learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item Critical Characteristic***

- OVa Edison State Community College is a two-year, public, state-supported community college that was first chartered in 1973 as Ohio's first general and technical college.
- OVb The college operates two campuses; the main campus in Piqua, a second campus in Greenville and also has a satellite center located in Tipp City. Edison offers day programming at a local high school and dual enrollment options at four other high schools.
- OVc The college's mission is to provide "learning opportunities that enable and empower citizens, commerce, and communities in Darke, Miami, and Shelby counties." Edison State's vision is to be an organization that anticipates, initiates, and manages quality, accessible and innovative learning needed by citizens, commerce, and communities of Darke, Miami, and Shelby counties.
- OV1a Edison State Community College's student learning objectives encompass its *Student Core Values*, general education outcomes, and career program outcomes.
- OV1b Edison enrolls approximately 3500 students in about 30 technical programs at two campuses and several attendance sites, has a program for dual-enrolled HS students, and conducts training for business and industry. Even though most students do not attend with a plan for completing a degree, Edison awards five associate degrees and a number of occupational certificates.
- OV1c Edison provides resources to support its diverse student population, including a Business & Industry Center (B&I), mandatory placement, Advising Resource Center (ARC), and a Student Development Department. Services provided include disability, veterans, tutoring, and personal services; personal counseling; childcare; short-term loan processes; campus wide Internet access; and student email.

**Here are what the Systems Appraisal Team identified as Edison's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1	S	Edison's process for determining student core values and general education outcomes is a long-standing one (since 1991) that has evolved through the years. Involvement is at the academic level with participation by faculty, the Academic Senate, and the Vice President for Education. By 2010, the updated learning outcomes will be reviewed and incorporated into disciplines and programs.
1P2	S	Specific learning objectives are developed by faculty and staff with input from professional and employer advisory groups. Outcomes assessments are performed annually for both general education and technical programs. In depth discipline and program review are preformed on a five-year cycle. Detailed results are publicly available on Edison's web site.
1P3	S	A process exists to allow faculty or administrators to initiate course or program changes to current curriculum. New programs are evaluated by a cross functional team directed by the vice president of education (Figure 1-3). Written guidelines and a procedure are used to ensure that new programs are competitive. All proposed changes are reviewed by academic departments and a curriculum committee.
1P4	S	Academic programs are designed to be responsive to student career needs following the new program guideline Figure 1-3 (see 1P3). In addition the Business and Industry Center develops programs in partnership with employers that meet specific needs.
1P5	S	Incoming students are placed in English and math courses based on ACT, SAT or COMPASS scores, or on the basis of previous college credits. State regulations led to the creation of an Action Project in the area of reading success. Some technical programs have additional prerequisites such as GPA, background checks. Performance in this area

is monitored and results are published on the Dashboard/Balanced Scorecard.

- 1P6 S Edison uses a variety of print and electronic methods as well as new student orientation sessions to communicate preparation requirements to students.
- 1P7 S Career interest surveys and other means are available to afford students an opportunity to explore career interest and requirements. Both career counselors and faculty use classroom visits to communicate career information and answer student questions.
- 1P8 S Developmental coursework is required of students who do not meet college readiness standards in reading, English, and mathematics. In addition to developmental courses, the college requires students to complete particular courses in sequence in order to have the requisite knowledge to be successful in the subsequent course.
- 1P9a S Faculty advisors monitor student progress within specific programs. Edison offers course delivery in a variety of time and delivery formats (Figure 1-4).
- 1P9b O However, with the majority of students not intending to graduate, it is unclear who the students rely on until they have chosen a major course of study. There may be an opportunity to assist this large cohort and to help improve success for the student and in retention.
- 1P10 S Edison's processes for addressing the special needs of various student subgroups appear to be well-defined and comprehensive. Issues such as parking, class schedules, access to support services, accessibility, childcare, and disability services have been addressed.
- 1P11a S Measures of effective teaching are gathered and reported. In some cases external standards apply, in other cases faculty are evaluated internally by the dean as well as students. Results are aggregated and shared via the college's dashboard. Additionally, national and state comparative data is used when available.

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|-------|---|---|
| 1P11b | O | A process with an aim to set expectations for effective teaching and learning is not clearly defined, documented and communicated. Various measures are used to evaluate learning, but there is no description of how a standard for effectiveness is defined and documented, and communicated.   |
| 1P12  | S | Edison responds to stakeholder course delivery needs with multiple on- and off-campus offerings, including traditional, flex, web-enhanced, and online formats, as well as weekend, dual enrollment, and Fast Track programs.   |
| 1P13a | S | General education and technical programs assessment reviews are performed annually informed by instructional evaluations, course retention, completion, and student satisfaction data. General Studies programs are state mandated for transfer requirements; however they are frequently reviewed to ensure they are up-to-date and effective. |
| 1P13b | O | Program modifications, expansions, and deletions are considered every five years during program reviews and changes are implemented in the following year. Edison might consider if a shorter review cycle could improve its response time to changing stakeholders' needs, and a new program planning model could be helpful in this process.  |
| 1P14  | O | A program planning model was referenced; however, the process was not described making it difficult to determine exactly how programs and courses are changed or discontinued.  |
| 1P15a | S | The process for determining and addressing learning support needs appears to be somewhat fluid and based on faculty observations and requests. There are processes for documenting use of these services.   |
| 1P15b | O | Although faculty may request student learning support activities, consideration should be given to development of a way to ask students if support services are meeting their needs. Data gathered from the CCSSE or Noel-Levitz surveys (not reported) may serve this purpose.   |

- 1P16 O Although Edison states that the co-curricular goals are aligned with student core values, no process is identified on how the co-curricular goals are aligned with the curricular learning objectives.
- 1P17a O Edison has limited documentation that measures whether students have met learning and development expectations. The Presidential mandate for 2010 that requires normed instruments to measure student achievement will provide external validation of student preparation upon completion.
- 1P17b S The college has a process to document whether its graduates have met learning and developmental expectations using examinations and certifications for some of its technical programs. It also has a process to gather data showing that in 2007, graduates who transferred to Ohio state universities had an average .55 higher GPA at the transferring university.
- 1P18 O The institution outlines how assessment occurs at various stages in a student's academic career, but it is not clear how the process for designing assessment takes place.
- 1R1 S Edison collects data and reports it on its Dashboard/Balanced Scorecard for the following KPI's: developmental pass rates, course retention and pass rates, graduation rates, graduation surveys, licensure pass rates, and transfer success. The college recognizes the need to continue expanding the data which is collected to better understand the outcome of students' learning.
- 1R2 S The college provides three years of common learning outcomes data in the areas of written communication, critical thinking, and inquiry (it began collecting these data in 2001). Results are presented in figure 1-10, 1-11, 1-12, and 1-13.
- 1R3 SS As shared at its website for assessment results, Edison has documented performance results for program learning objectives. Results across multiple years are provided for many programs. There is evidence that these results are used to guide improvement through a review process conducted every few years.

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|------|---|---|
| 1R4  | O | Other than self-reported measures, Edison does not seem to have data to indicate whether students have attained the knowledge and skills required by its stakeholders such as employers and transfer receiving institutions. The measures it does mention such as graduation rates do not provide evidence of the specific knowledge and skills students have acquired. Certification pass rates are tracked in some programs (no results provided) such as the police academy program. |
| 1R5a | O | Reported data related to performance results for learning support processes is limited to library and internet café usage. Performance results for other learning support processes are not provided.   |
| 1R5b | S | Visits to the newly expanded Library and Internet Café have increased 12 percent in one academic year. As online course offerings have increased, a required training program for faculty who will teach online courses was developed.  |
| 1R6  | O | Although Edison has provided data related to student learning, there is no benchmarked comparison data related to student learning.   |
| 1I1  | O | While Edison has identified improvements made in Helping Students Learn, it missed an opportunity to show results that illustrate how systematic or comprehensive the processes and performance results are for this category.  |
| 1I2  | S | The institution describes a culture that supports assessment processes and documents an infrastructure receptive to systemic and long-term improvements in helping students learn.  |

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives,

alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item Critical Characteristic***

OV2a Edison provides economic and workforce development programming led by its Business and Industry Center providing opportunities for updating skills, for introducing new programs, and skills for earning college credits.

OV2b Edison's primary other distinctive objectives include professional development for staff and faculty, professional and public service opportunities for students and alumni, and enhancement of cultural understanding including study abroad trips offered for students, employees, and community members.

**Here are what the Systems Appraisal Team identified as Edison's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
2P1	O	Edison describes ownership of key non-instructional processes as residing in the respective departments. However, the college has an opportunity to more clearly define and describe how they are designed and operated.
2P2	S	The college gathers input and ideas for key non-instructional objectives from multiple sources and has a process, albeit loosely described, for prioritizing and selecting among multiple ideas and suggestions.
2P3	S	Because of its small size, Edison appears able to use both informal and formal communication structures to communicate its other distinctive objectives internally and externally.

- 2P4            O     Although Edison involves faculty and staff in assessing and reviewing “other distinctive objectives,” there does not appear to be a clear process to assess and determine the appropriateness or value of the “distinctive objective.”
- 2P5            O     Faculty and staff needs relative to other distinctive objectives are expected to emerge from the routine process of employee annual review. There does not appear to be a systematic means to gather this information and provide it to particular departments responsible for operations so that they can utilize it for improvement activity.
- 2P6            O     Although a strategy map is used to identify college initiatives, it does not appear to identify initiatives related to the other distinctive objectives noted in the Overview. A description is not provided as to how faculty and staff needs are incorporated.
- 2R1            O     Several measures are listed such as the results from satisfaction surveys and cultural event participation; however, it is not clear how well these measures are aligned with the specific objectives that Edison classifies as its other distinctive objectives. A more clear linkage along with intentional development of additional outcomes measures for athletics and alumni affairs, would provide Edison with more relevant and targeted data that could be used to inform decision making.
- 2R2            O     Results related to measuring other distinctive objectives are limited to contributions that Edison has made to the local economy, and counts at cultural performances. Examination of results related to the other objectives could help Edison evaluate the appropriateness of the objectives.
- 2R3            O     Edison recognizes it is in the early stages of benchmarking against other educational and non-educational entities. The college reports using data from peer community colleges to set targets, but it does not include that data in the portfolio. Comparison of data to other institutions could aid Edison in setting targets for improvement.



- 2R4 O Edison provides anecdotal evidence which appears positive. However, without performance results measures associated with other distinctive objectives it is not possible to assess its impact on relationships with the communities it serves.
- 2I1 O Limited positive data related to select distinctive objectives are reported. Analyzing other distinctive objectives systematically and quantitatively could provide good opportunities for focusing efforts in the future.
- 2I2 S Edison's culture and infrastructure appear ready and able to support improved processes and performance results in accomplishing other distinctive objectives through resources including its 70 cross-functional process teams, the CQI Steering Committee, and its multi-faceted communications systems.

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item Critical Characteristic***

- OVC The college's mission is to provide "learning opportunities that enable and empower citizens, commerce, and communities in Darke, Miami, and Shelby counties." Edison State's vision is to be an organization that anticipates, initiates, and manages quality,

accessible and innovative learning needed by citizens, commerce, and communities of Darke, Miami, and Shelby counties.

OV3a Edison identifies four major categories of stakeholders: educational community, board of trustees, college foundation, and accrediting bodies.

OV3b Edison's competitors include receiver colleges within the area such as Bowling Green and Wright State Universities. Competition for non-credit students comes from the Applied Technology Center and from businesses that do their own training. Internet delivered education and the University of Phoenix also compete for Edison students.

**Here are what the Systems Appraisal Team identified as Edison's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	S	The primary mechanism for identifying changing needs of student groups is the use of a variety of satisfaction surveys including the Noel-Levitz Student Satisfaction Survey and Community College Survey of Student Engagement. In addition, Edison recently conducted an external environmental scan. Data from these multiple sources is used in the strategic planning process and in departmental operational planning.
3P2	S	Edison engages in a variety of outreach activities to begin building relationships with prospective students (e.g., Kids' 2 College program, To Get Information First, Children's Theater, and sport camps). Once enrolled, relationships are strengthened through sports, services, clubs and other co-curricular development activities, many of which are sponsored by faculty.
3P3a	S	Edison uses the data gathered from surveys, focus groups, advisory committees, and program review to determine the changing needs of its key stakeholder groups.
3P3b	O	Although Edison collects data from a variety of stakeholders, there is not a clear process on how the data is analyzed or systematically used to address identified needs described. Key stakeholders identified in the

- Overview were not addressed. Developing a clearer process may help Edison select courses of action based on analysis of stakeholder needs.
- 3P4a S Edison supports its faculty and staff in building relationships with stakeholders through memberships in local, state and regional organizations, and through interactions inside and outside of the classroom with students and other stakeholders. Some key stakeholder relationship building is addressed by a process that communicates information to those stakeholders periodically. Other key stakeholders are not addressed. By committing 8.5% of its marketing dollars to relationship building efforts, it demonstrates its commitment to the importance of this work.
- 3P4b O Although Edison has budgeted 8.5% of its marketing dollars to relationship building, it does not describe how that initiative will be evaluated. An evaluation process could provide Edison information on the value of this strategic initiative and provide a basis for continuation of funding.
- 3P5 O Although Edison collects data that could be used to assess the need for possible new programs, there does not appear to be a clearly defined process on how to determine new programs or educational offerings for specific stakeholder groups. The referral to figure 3-1 does not address this question.
- 3P6 S Edison has processes in place to collect and analyze complaints from students, faculty, staff and other stakeholders. Logs of complaints and resolutions are compiled and analyzed by the director of Institutional Research and published on the college's Dashboard.
- 3R1 S Edison determines student and stakeholder satisfaction through a variety of direct and indirect measures. Examples include: Noel Levitz, CCSSEE and community surveys. Data are included in the Dashboard/Balanced Scorecard and, where possible, are compared to the Ohio community college cohort and with other state and national standards. It would be

- helpful to have baseline target percentages reported for student and other stakeholder satisfaction.
- 3R2            O     Although many measures are used to gather satisfaction data, with the exception of one internal survey, no other student satisfaction results are provided. Of the results provided, no details are provided about the survey (when, how, who, how many?) or interpretation of results, i.e., satisfaction with quality of instruction appears to have declined the three year period from 2007 to 2009. Establishment of benchmarks should provide more actionable results and targets for improvement. Edison has a cross-functional team working on addressing issues related to student satisfaction.
- 3R3a           O     While Edison’s headcount has increased, the cohort retention data both full-time and part-time students is less than 50%. This trend is most evident among the college’s part-time cohort. The cohort retention data is the lowest of the reported comparative institutions. Analysis of how this data aligns with the short and long-term initiatives of Edison could provide a strategic direction for Edison.
- 3R3b           O     Results provided are for determining market penetration- freshman traditional age enrollment, term-to-term retention, FT/PT retention, graduation rate, and student drop status. While student relationship building efforts likely are one of the many factors figuring into these results, more direct measures of building relationships with student could be more useful for determining the efficacy of the \$65,000 marketing budget for relationship building. No interpretation of these results is provided.
- 3R4            O     Edison reports many processes for communicating with its stakeholders, but only reports results for current students and one 2003 external survey with 56 participants. Edison has an opportunity to expand its data collection in regards to soliciting stakeholder satisfaction such as Advisory board results, Alumni survey results, Board of Trustees, College Foundation, accrediting bodies, and Employer surveys. All are mentioned,

but no results offered. Some figure 3-1 results trends show declines that should be explained. Expanded data sources and data analysis could provide strategic direction for the College.

- 3R6            O        Partial benchmark comparisons are provided for retention, FT/PT attendance, and student drops. Although Edison's retention results are lower than other higher education institutions across Ohio, no interpretation of these results is provided. Noel-Levitz and CCSSE surveys include benchmark data, but these results are not reported. Edison has begun efforts to collect and analyze comparative data, for example, participation in a CQIN project creating a dashboard of common performance indicators. As the College enlarges its comparative data base, it will have additional resource and data to set improvement targets and develop initiatives.
- 311a           S        Edison is gradually moving towards a systems-oriented, collaborative approach in their operations. Tools used to facilitate the evolution to a quality-based culture include the Dashboard/Balanced Scorecard, Strategy and Process Mapping, action plans, logic models, and cause and effect diagrams.
- 311b           O        Currently, processes in this category are not yet systematic or comprehensive. Although Edison has made strides in developing an institutional culture that values continuous improvement principles, there is no evidence reported on which specific processes in this category have been targeted for improvement. A specific process for identification of targets for improvement can help assure that identified targets are aligned with strategic initiatives.
- 312            S        The cross-functional CQI Steering committee typically initiates action when an issue is raised and a cross-functional team is commissioned. Targets are set using trend and comparison data and the issue is submitted to the President's Cabinet. The Cabinet makes recommendations using other input and informs the institution of the initiative.

## **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item    Critical Characteristic***

- OV2b Edison's primary other distinctive objectives include professional development for staff and faculty, professional and public service opportunities for students and alumni, and enhancement of cultural understanding including study abroad trips offered for students, employees, and community members.
- OV4a Edison employs 50 faculty, 67 administrative professional staff, and 48 support staff.
- OV4b Edison supports initiatives for professional development and lifelong learning activities for its faculty and staff.
- OV5c Eight leadership characteristics were developed as the result of an AQIP Action Project and are supported through ongoing Servant Leadership and employee leadership curricula in which many employees participate.
- OV8c Edison's long-term vision includes advancing employee capabilities to function as an effective learning organization and development of more and deeper partnerships with other organizations to leverage collective resources and capabilities.

**Here are what the Systems Appraisal Team identified as Edison's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
4P1	S	A process is followed to identify the credentials, skills and values expected for full-time staff and faculty that addresses specific items related to State and HLC regulatory compliance, contractual issues from the Edison State Education Association, intutional values stated in Edison's Employee Working Core Values, and a leadership assessment of support needs for institutional initiatives. Edison considers an applicant's understanding of continuous quality improvement in selecting its full-time faculty. Part-time staff and faculty employees follow an abbreviated version of this process.
4P2	S	Candidate credential checks are made by the Human Resources department. Skills and values assessments appear to be addressed by the cross-functional search committee and others involved in the interview process (4P3).
4P3	S	A systematic process, clearly outlined in Figure 4-1, is followed to recruit and hire new employees. The process includes cross-functional search teams working with the area supervisor and human resources department. Good faith effort is made to hire a staff that reflects the diversity of its student population. Less clear are Edison's processes for retaining its workforce.
4P4	SS	All employees, including student workers and adjunct faculty, are required to participate in a structured orientation process. Presentations are made at all-college events during the year to reinforce skills development and institutional values and inform employees of Edison's procedures and initiatives. Adjunct faculty are welcomed to these college-wide activities. Individual progress through the process is monitored by the Human Resources Department.
4P5a	O	A succession plan exists for only the president's position. Other positions that may come open are posted and filled following the standard selection process. Lack of succession planning for key leadership positions could delay initiatives if interrupted by turnover. The institution would benefit

- from thinking about long-term succession planning at all levels to ensure that Edison is able to continue to move towards its strategic initiatives.
- 4P5b        S        While Edison has no formal process for succession planning, opportunities for developing abilities that support promotions are available through professional development, College leadership training, the CQIN leadership development project, and a faculty “flex contract” option. The “flex contract” option allows faculty the opportunity to learn administrative tasks to encourage development of new abilities.
- 4P6        O        Work processes are designed to include specific elements of continual learning and development to maintain high employee satisfaction. A position definition review process is in place to coordinate and align these with changing institutional performance goals and initiatives. Because job descriptions are typically updated only as employees leave or transfer, Edison may be missing opportunities to improve performance and satisfaction with current employees.
- 4P7        S        Employees are trained on and expect to adhere to Edison’s Employee Working Core Values statements. Targeted training is provided on topics of diversity, ethics, privacy, and sexual harassment. These values are a component of the environmental culture at the College. All employees have signed the Local Area Agreement (LAN). Policies related to ethical behavior are published for employees. Leadership models ethical behavior in the management of the college.
- 4P8a        S        Individual training needs are identified through the annual evaluation process for staff and faculty and are discussed during individual conferences with supervisors. Faculty professional development and general training for staff and student employees are also available along with general training as needed—such as when there are changes in technology platforms and software.
- 4P8b        O        Although individual training needs are determined through individual meetings between the supervisor and employee, it is unclear how these needs are aligned with short- and long-term planning. A clearly defined



process will help to ensure that training needs for employees will provide them with knowledge and skills as they help the institution accomplish its strategic initiatives.

- 4P9            S        Staff and faculty training and development is supported by targeted college funds, tuition waivers, and reimbursement for training and professional conferences. The portfolio does not report professional development for administrators. The institutional strategy map, which shows the interrelationship among the college initiatives, departments, and employee assignments, helps to identify development effort needed to support College initiatives. For example, efforts are underway to address faculty nearing retirement.
- 4P10a        S        The personal evaluation system is used to align personal and institutional training and development. All employees are evaluated on performance, which supports the college's mission, vision, and values. Individual and department goals are linked to strategic planning. It also allows for two way communication related to performance and expectations.
- 4P10b        O        In the spring of 2005, Edison implemented a 360-degree review process for its cabinet members, which was extended to line leadership positions later that year. Edison's President is also evaluated through this format. Although Edison has initiated the 360-degree evaluation process for its leadership, there does not appear to be a clear process on how the feedback is used for improvement. A process for use of the feedback will provide Edison a mechanism for improving development of its leadership.
- 4P11         O        Employee benefits, compensation, and rewards processes are typical of higher education institutions. There does not seem to be a systematic connection between compensation, rewards, and recognition and institutional priorities and initiatives. Alignment of the reward and recognition system with institutional priorities may help improve employee satisfaction.
- 4P12         S        Edison uses surveys, including the Baldrige-based "Are We Making Progress?" survey, and discussion opportunities, such as breakfast

- meetings with the President, to determine key motivational issues. Results of the survey were published on Dashboard/Balanced Scorecard and used by leadership in developing goals and initiatives. Two AQIP Action Projects have focused on employee satisfaction. Edison Communication Repository also provides an anonymous site for employees to identify concerns and offer suggestions for improvements.
- 4P13      S      Edison has processes in place and provides resources that promote employee satisfaction, health and safety, and well being. These resources include a security staff, campus nurse, fitness equipment, and financial support for employees who wish to join a health club.
- 4R1      S      Edison uses multiple measures to evaluate its progress in valuing people. Examples include the Baldrige-based “Are We Making Progress” survey, repository surveys, and 360<sup>0</sup> performance evaluations of supervisors.
- 4R2      O      Reported performance results related to valuing people are limited to one question related to job satisfaction on the Baldrige “Are We Making Progress” annual survey. No information is provided about the survey (who, when, how, how many). Results show that faculty and adjunct satisfaction is at the target while leader and staff satisfaction has decreased below the set target. No interpretation of the results is provided. Additional measures could provide Edison with data to help identify targets for improvement and develop initiatives.
- 4R3      O      Data reflecting Cost per Student Credit Hour and Cost per FTE are the only evidence provided regarding productivity and effectiveness of Edison’s faculty, staff, and administrators. No explanation is given for how these results were selected or calculated. Edison’s 2008 cost per credit-hour is highest and cost per FTE is second highest in the comparisons made. No explanation is provided to interpret these results. These measures do little to inform decision-making regarding Edison’s goals. Edison has an opportunity to explore the use of other data to document these measures.

- 4R4 O The only data that Edison has for valuing people is the Baldrige “Are We Making Progress” survey. There is no comparative data reported in this category. The use of the “Are We Making Progress” survey is a one area of comparison, but the institution would benefit from others.
- 4I1 S Edison has spent considerable time, effort, and resources on its processes for valuing people. Edison established two Action Projects to address employee satisfaction, and determined through research and experience that continuous improvement in this area requires more than a single initiative to address all needs.
- 4I2a S Edison follows a continuous improvement process and uses anecdotal and documented data to determine strategies for Valuing People. Valuing People appears to be a cultural norm rooted in the values and beliefs of the institution.
- 4I2b O Although Edison follows a continuous improvement process and has identified improvement priorities for Valuing People, no explanation or defined processes are provided for how the organizational culture and infrastructure helps to select processes to improve and to set performance targets in the category. One target is defined in 4R3 of ‘1’ for the “Are We Making Progress? Survey, although Edison does not report how that target was selected. A defined process for setting improvement targets may help ensure that identified targets are aligned with the strategic planning process.

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution’s leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership

development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item Critical Characteristic***

- OVa Edison State Community College is a two-year, public, state-supported community college that was first chartered in 1973 as Ohio's first general and technical college.
- OVc The college's mission is to provide "learning opportunities that enable and empower citizens, commerce, and communities in Darke, Miami, and Shelby counties." Edison State's vision is to be an organization that anticipates, initiates, and manages quality, accessible and innovative learning needed by citizens, commerce, and communities of Darke, Miami, and Shelby counties.
- OV5a Edison's leadership and communication systems are a blend of the traditional along with efforts to decentralize decision making by providing recommendation/decision making opportunities at all levels throughout the college community. Edison uses an inverted organizational chart putting students at the top.
- OV5b A nine-member Board of Trustees, appointed by the Governor, governs the college using a policy governance philosophy. A President's Cabinet, Dean's Council, and area-specific directors and coordinators complete the designated organizational leadership team. The concept of servant leadership is used to support leadership development and expectations.
- OV5c Eight leadership characteristics were developed as the result of an AQIP Action Project and are supported through ongoing Servant Leadership and employee leadership curricula in which many employees participate.

**Here are what the Systems Appraisal Team identified as Edison's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

***Item S/O Comment***

- 5P1 S Edison's Board of Trustees, using a policy governance model, sets strategic direction from which the institution's vision, mission, and general values emanate. Together with the president's cabinet, the Trustees affirm the vision and mission after providing input opportunities from the faculty, staff, and students. Faculty and staff develop working core values. This is a cyclical and regular process, with plans to review its Strategic Guide again in 2009-2010.
- 5P2a S Edison has an inclusive planning process, led by Cabinet, that sets directions for the college in alignment with its mission, vision, and values as well as supporting the institution's KPIs. Planning sessions are held throughout the year, and initiatives "bubble up" and "trickle down," and any requests which involve more than \$5,000 must be supported by a strategy map and action plan which reflects that alignment.
- 5P2b O There is no mention of strategic planning in seeking future opportunities.
- 5P3 O While current and potential students as well as key stakeholders are identified, it is not clear what process Edison uses as it considers needs and expectations of students and stakeholders when planning strategic direction. A process may exist, but it was not described.
- 5P4 O As noted in figure 5-1, Edison uses "ends" statements (goals) focused on students and community to guide the college's planning process and to select specific tasks or projects to accomplish those ends. However the process used for guiding the organization in seeking future opportunities while enhancing a strong focus on students and learning is not described.
- 5P5 S Data-informed decision making using the college's KPIs, dashboard, and CQI is at the heart of Edison's decision-making model. Using established bodies and processes the college focuses on multiple processes involving many people, but anchored by CQI principles.
- 5P6a S Edison relies on timely data to inform its decision-making process. Examples of the types of data used include the college's Dashboard/Balanced Scorecard, Repository, Datatel Colleague software, program costing/planning model, surveys and forums, and CQI process

- team results and recommendations. Issues often bubble up from teams and committees and if not resolved at that work unit level, they move to the Dean's Council or Cabinet level.
- 5P6b O Edison's process still holds the president ultimately accountable even as the institution moves towards driving data-informed decision making and recommendations lower down into the organization. As noted in 4P12, employees feel they have a limited voice and are of limited importance in reaching college-wide goals, therefore the institution has an opportunity to enhance employee perceptions and participation in this process.
- 5P7 S Communication at Edison takes place through a variety of formal and informal mechanisms including email, public folders, SharePoint, the Update, web pages, and the Communication Repository, which was the result of a CQIN project. Cross-functional teams and an expectation that leaders share information with their groups further aids in communication strategies.
- 5P8 S Edison's mission, vision and values are communicated at meetings and performance reviews, and through communications from the President at his Fall Address as well as email summaries following the Board of Trustee meetings. Senior leaders, faculty and staff demonstrate these values as they participate in local service activities. The use of data reinforces the messages.
- 5P9a S Leadership development is encouraged for all faculty and staff. Edison has multiple processes including the Great Teachers' Retreat, Great Classified Retreat, Leadership Piqua, Leadership Troy, regular professional development workshops, cross-training, and faculty flex contract options for leadership development and appears to be mindful of the ongoing need to provide opportunities for individuals to develop as leaders.
- 5P9b O Although Edison states it has resources for identifying and sharing leadership knowledge, skills, and best practices, it does not appear to have a formal process for communicating and sharing them, and would

be well-served to develop such a process while continuing to take advantage of the CQI Steering Committee and Communication Repository to support such a process.

- 5P10      O      Edison does not yet have a formal succession plan, except for a plan to address the emergency loss of the President. It is aware of the need and making efforts to develop such a plan. A new position has been created (i.e., Executive Director of the President’s Office and Strategic HR) with development of a succession planning process and formal mentoring processes as primary responsibilities. Plans are being developed in other areas, including formal mentoring processes. Lack of attention to this issue may result in loss of continuity in key areas when turnover occurs.
- 5R1      O      Edison has used the Baldrige-based survey “Are We Making Progress” since 2005. It is the only set of measures used to assess leading and communicating. Over-reliance on one survey may limit the usefulness of this evaluation.
- 5R2      O      Although the “Are We Making Progress” survey has been conducted for five years, only results for one question is provided in the Portfolio. Five years of trend data and comparable results could be useful to inform decisions for Leading and Communicating. Results from 2003 are listed in Figure 5-4, and Edison reports that ratings in this area have been declining, though no details, except the data from one question on the survey, are provided.
- 5R3      O      Edison reports that all performances are within 5% of or exceed targets, although no supporting data is offered. The college has access to CQIN (and presumably to other Baldrige-based results), but has not included those in the portfolio.
- 5I1a      OO      The college cites numerous external factors for low and declining satisfaction in the area of Leading and Communicating. It outlines actions that were taken to try to reverse this trend; however, most of the actions are one-way communications (emails, posting minutes). Edison has an

- opportunity to utilize their participatory structure which might yield additional ideas for improving Leading and Communicating on campus.
- 5I2a            O    The president interacts with employees and groups in a number of different settings and has the opportunity to hear suggestions for changes in leadership processes. This approach may be too informal as evidenced by the fact that no processes have been identified for improvement in this category. Likewise, data from the Baldrige survey does not seem to have helped to identify a process for improvement. Edison could enhance its identification and use of best practices in this area. For example, while external ratings from the 2003 capital campaign feasibility study of Edison are high, internal ratings in the areas of leading and communicating are declining. These are areas that Edison should consider as high priority targets for improvement.

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item    Critical Characteristic***

- OVb    The college operates two campuses; the main campus in Piqua, a second campus in Greenville and also has a satellite center located in Tipp City. Edison offers day programming at a local high school and dual enrollment options at four other high schools.



OV6 The organization has identified stakeholder needs and supporting processes for key support process groupings: business operations, information management, institutional support, and personal support.

**Here are what the Systems Appraisal Team identified as Edison's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1	S	Changing needs of students for support services are gathered by surveys, focus groups, and recommendations from staff. Other key stakeholders may express changing needs during routine interactions with college staff or faculty.
6P2	O	Edison has identified its key administrative support services. However, it is not clear how it assesses the needs of faculty, staff, and administrators in relationship to those services.
6P3	S	The Vice President for Administration and Finance is responsible for design, maintenance, and communication of processes that contribute to safety and security. Edison uses both print and electronic methods to communicate safety and security actions.
6P4	SS	Cross functional process teams working through the CQI Steering Committee review and rework both academic and support processes. Communication of the revised processes is done through both electronic and print methods. Since 2001, over 70 processes have been reviewed and reworked using this method.
6P5	S	Edison documents and maintains momentum for improving its support processes through the cross-functional CQI teams, its dashboard, process review and improvement, and AQIP Action Projects.
6R1	OO	Measures of student, administrative, and organizational support processes are not reported in the Systems Portfolio. Edison reports they are within the Dashboard/Balanced Scorecard, but they are not publically accessible.

- 6R2 OO Although Edison discusses the deployment of the CCSSE and Noel Levitz survey, no performance results for student support services processes are reported.
- 6R3 O While Edison states that administrative support process effectiveness is measured somewhat through the “Are We Making Progress” survey, only one result is reported. With the exception of faculty, all reporting groups show a decrease in perception of having everything needed to do their job. Results of all groups are below the target.
- 6R4 O Responsible managers are expected to use performance results and information to develop action plans for improvement to guide those improvement efforts. It is unclear whether that process is taking place at Edison, and if follow up takes place to close the feedback loop.
- 6R5 O Although Edison reports using the CCSSE and Noel Levitz surveys, no comparative data are reported for student and administrative support processes. Some additional sources might be found through national organizations such as NACUBO or CQIN.
- 6I1a S Edison documents numerous improvements in administrative support services primarily involving IT.
- 6I1b O However, the institution does not document the systematic and comprehensive nature of these improvements, and it is not clear these improvements are the result of CQI and AQIP processes.
- 6I2a S Edison reports that its culture and infrastructure support CQI, AQIP, KPIs and processes for continuous improvement. It cites examples of monitoring the Dashboard/Balanced Scorecard and using the planning process to set short- and long-term targets in this area.
- 6I2b O In the absence of clear measures and results, it is unclear how or if improvement within Supporting Institutional Operations is intentionally driven by this culture and infrastructure.

## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item Critical Characteristic***

OV7 Edison uses the Datatel platform to store student, employee, and financial information. From this repository, the college pulls information to maintain its Dashboard (available to the public) and Balanced Scorecard (available to designated employees) as well as student information to populate Blackboard courses. Edison has access to information from Datatel in the form of standard reports and ad hoc queries.

**Here are what the Systems Appraisal Team identified as Edison's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
7P1	O	Edison's process for using, selecting, managing, and distributing data and performance information to support its instructional and non-instructional programs is not clearly described.
7P2	O	Edison's process for selecting, managing, and distributing data and performance information to support its planning and improvement efforts is not clearly described.

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| 7P3  | S | Edison describes a comprehensive process for determining the needs of its departments and units related to collection, storage, and accessibility of data and performance information.  |
| 7P4  | S | Top level administration is responsible for organizational level analysis of overall performance, using gap analysis and other basic methods; measures on the institutional balanced scorecard are available to all employees, and some measures are also available to the public.                                    |
| 7P5  | S | Edison recognizes the challenges in identifying useful comparative data and describes strategies for improving the type of data it currently uses for this purpose.   |
| 7P6  | O | Although Edison has some processes in place for aligning department and unit analysis data with organizational goals, these measures may not be adequate for making improvements at all levels.   |
| 7P7  | S | Edison has hardware and software processes in place to ensure the security, reliability, timeliness, and accuracy of its information system. In addition Edison has training for faculty, staff and students available when new software is introduced, and the helpdesk supports students with technology questions. |
| 7R1  | O | Edison does not report what measures of performance and effectiveness it regularly collects and analyzes with regard to its information system.   |
| 7R2  | O | Edison relies on only one report (number of work orders submitted to IT) for measuring the effectiveness of its processes for measuring effectiveness. There are many other ways to measure these processes.  |
| 7R3  | O | Although Edison recognizes the need for comparative data in measuring effectiveness, at this point it has no methods in place for obtaining such data.  |
| 7I1a | S | Edison lists many improvements related to institutional effectiveness.  |
| 7I1b | O | Edison does not clearly explain how the institutional effectiveness improvements emerged from CQI and AQIP processes.   |

712            S        Edison is committed to, and has some methods for facilitating, ongoing improvement.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item    Critical Characteristic***

- OV8a Edison receives no local tax support and has identified revenue concerns related to delay in state funding payments and high unemployment in the area it serves. The revenue problems make it difficult for Edison to expand programs and services as directed by the University System of Ohio Strategic Plan.
- OV8b Edison is striving to improve organizational performance in a very fragile economic environment. New initiatives are being implemented that support this initiative. Examples include implementation of a summer 4-day, 10-hour work week that saved the institution over \$48,000 in utility costs while providing effective student learning and support services.
- OV8c Edison's long-term vision includes advancing employee capabilities to function as an effective learning organization and development of more and deeper partnerships with other organizations to leverage collective resources and capabilities.
- OV8d Edison requires initiatives to be supported through a strategy mapping/action plan format with discussion at multiple levels throughout the organization to ensure strategies are aligned with mission and vision.

OV8e Edison State Community College began its focus on quality improvement in 2000 and joined the Continuous Quality Improvement Network and AQIP in 2001. Cross-functional CQI process teams (responsible to the CQI Steering Committee) address classroom, administrative, and operational issues.

**Here are what the Systems Appraisal Team identified as Edison’s most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	O	Edison’s key short-and long-term planning initiatives emerge from a loosely structured process based on strategic priorities, student and stakeholder needs, and internal and external benchmarks; some clarification of what Edison means by “loosely structured” or some refinement of the planning processes may be needed.
8P2	O	While Edison describes current short-and long-term strategies and reports how strategies are aligned and developed, it does not clearly explain the processes for selecting these strategies.
8P3	S	Edison develops and aligns action plans—including assignment of responsibility, timelines, and budget needs—at lower organizational levels, using strategy mapping and action plan development. Progress is monitored by the President’s cabinet and by the college through the Repository.
8P4	O	Work units and departments align planning processes with institutional strategies and the President’s cabinet verifies alignment of planning processes during the budget process. The process, however, is not fully described.
8P5	S	Edison uses multiple sources of input and data, such as local and regional trends, data from other community colleges, reviews of other available benchmarks, and the expectations of the University System of Ohio, to establish objectives and set targets. In some instances, however, Edison might describe more explicitly the metrics used in this section.

- 8P6 S Edison links strategy planning and action plans through its strategy mapping and action plan proposals, thus providing a mechanism for the president's cabinet to prioritize funding.
- 8P7 S The institution has built risk assessment into its processes, considering such factors as initial and future costs, potential benefits to stakeholders, and mission consistency to evaluate initiatives. Risk assessment factors are considered by departmental, cabinet, and board reviews of initiatives.
- 8P8 S Edison provides a variety of educational and development opportunities for faculty, staff, and administrators to ensure the College's ability to meet the changing needs of its students and stakeholders. The college might wish to describe more clearly the relationship between its human resource development programs and specific initiatives.
- 8R1 O While the institution reports that indirect and direct measures are collected and presented to the appropriate offices, teams, administrators, etc. these measures are not identified or described. The institution would benefit from defining and using methods for evaluating its planning processes.
- 8R2 O Edison's Dashboard/Balanced Scorecard effectively communicates results in meeting action plan targets; however, results are limited and no interpretation of these results is provided.
- 8R3 O Although Edison states that projections are available in Figure 8-3, the figure presents results for the past three years only. No projections for the next 1-3 years are presented. The institution would benefit from explicitly stating its projection or targets for performance of its strategies and action plans.
- 8R4 O Although Edison presents comparative data for the KPI's of unduplicated head count, FTE enrollment, total graduation rate, and retention, it is not clear how these variables reflect the institution's processes for Planning Continuous Improvement. Additionally, no benchmarking has been established, and comparative data for state and national cohorts are not apparent.

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| 8R5 | O | Edison cites increased headcount and enrollment, improving retention and graduation rates, and repeat business with area organizations as evidence its systems for planning continuous improvement are effective. It is unclear, however, how these variables demonstrate effectiveness, especially since the data in Figure 8-4 show mixed results for head count, a decline in FTE enrollment, and unchanged retention for the previous three academic years. Furthermore, such results as these cannot be attributed solely to planning processes and may therefore not be accurate measures of institutional planning. |
| 8I1 | S | With its shift in function from advisory to working group and with a change in its membership and composition, the CQI Steering Committee should help Edison meet its goal of keeping teams moving forward.  |
| 8I2 | S | Edison has described a commitment to ongoing improvement in its processes and results. Most notable are the many communication channels it uses to provide information about action plans, processes, and results to internal and external stakeholders so as to continuously gather feedback.   |

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Edison State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item    Critical Characteristic***



- OV2a Edison provides economic and workforce development programming led by its Business and Industry Center providing opportunities for updating skills, for introducing new programs, and skills for earning college credits.
- OV8c Edison’s long-term vision includes advancing employee capabilities to function as an effective learning organization and development of more and deeper partnerships with other organizations to leverage collective resources and capabilities.
- OV9 Edison seeks to maintain viable partnerships with other organizations in order to fulfill its mission. These collaborative relationships create opportunities for students in both educational and business arenas.

**Here are what the Systems Appraisal Team identified as Edison’s most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1	O	No process is described. Examples of partnerships provided in 9P1 and 9P2 refer to guidelines (not provided) that are used to develop partnerships. These guidelines were developed through an AQIP Action Project, but the process is not clear.
9P2	S	Edison developed specific guidelines for all partnership development as part of an AQIP Action Project. By having these guidelines, the college appears to have a process to focus on partnerships that best fit its mission, benefit the college, and comply with regulations set forth by the State of Ohio and the Ohio Board of Regents.
9P4	S	Edison selects suppliers and products based on quality and need. Its preference is to work with area suppliers to support the communities they serve.
9P5	O	Referred to 9P2. No process is described.
9P6	S	Edison monitors the benefits of its partnerships by using discussions, surveys, and participant performance results to determine if a partnership is still viable and meeting the needs and expectations of all stakeholders.

- 9P7            S        Edison makes considerable efforts to promote communication and build and maintain relationships among its employees. Examples of these efforts include cross-functional teams, breakfast and social hours with the President, administrative presentations at Academic Senate meetings, recognition dinners and special occasions, and other planned activities on campus.
- 9R1            S        Figure 9-2 describes some measures of building collaborative relationships. The analysis of these measures is included in the processes described in 9P6. These measures include enrollment from feeder and receiving schools; students participating in internships, clinical and practicums in the community; funding; accreditations; and vendor-use and outcome statistics.
- 9R2            O        Edison has a limited number of indirect measures to monitor external customer satisfaction. Development of a formal process with measures may yield additional data for evaluation of external partnerships.
- 9R3            O        As the college recognizes, it has little or no comparative data for measuring performance results in its collaborations and partnerships. There is an opportunity to strengthen and more clearly define such measures, metrics, and benchmarks for the purpose of ongoing and continuous analysis of partnership results, especially as compared to other institutions.
- 9I1b          S        Edison states it has made improvements in its partnerships and collaborations and appears to recognize the importance of routinely and methodically evaluating new and ongoing partnerships, however examples of recent improvements made in the category are not provided, nor have the specifics of the AQIP Action Project been delineated. The institution may have systematic and comprehensive processes and performance results, but it was difficult to discern.
- 9I2            O        Edison's culture and infrastructure appear to value building collaborative relationships. By using an AQIP Action Project the institution states it has continuously improved its processes (not described) for establishing and

maintaining its partnerships and collaborations. Improvement efforts appear to be driven by performance results (not provided).