

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

EDISON STATE COMMUNITY COLLEGE

March 23, 2006



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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EXECUTIVE SUMMARY

The Systems Appraisal conducted by the Academic Quality Improvement Program of The Higher Learning Commission of the North Central Association of Colleges and Schools provides a comprehensive examination of Edison State Community College conducted by a trained team composed primarily of higher education peer reviewers. In order to provide fresh and objective insights and perspectives the team also included reviewers from outside higher education.

The complete Systems Appraisal Feedback Report contains evaluation of the processes, performance results, and improvement strategies under each of the nine AQIP categories, pointing out where the team sees Edison State Community College current activities and practices as strengths and where it sees in them opportunities for improvement.

As you study the results of this Appraisal, do *not* ignore your strengths and focus *solely* on the possibility of improvements. Your strengths offer significant opportunities as well: they can be celebrated as model practices, deployed or imitated in programs throughout the institution, and used to inspire new approaches to performance enhancement in other areas.

ELEMENTS OF EDISON STATE COMMUNITY COLLEGE'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: Critical Characteristics Analysis, Category Feedback, and Strategic and Accreditation Issues Analysis. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

Each member of the Systems Appraisal Team devoted many hours to analyzing and reacting to your *Systems Portfolio*, first individually and then via a consensus process. There are no one-person idiosyncratic, or subjective opinions here. Most of the team's members have had executive responsibilities in colleges and universities, but the team also included at least one person whose work and experience lie outside of higher education, and who could help the team maintain perspective on the work higher educators still have to do to bring quality principles into all areas of the Academy. All team members are committed to promoting continuous quality improvement in higher education and have received training in quality processes. We know that you and your colleagues will find the astuteness of their perceptions, as embodied in this report, useful in your commitment for continuous quality learning.

Good as the team was, however, it is important to remember that they 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.

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. At the end of the list of strengths and

opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements 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 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 institutions 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 Edison State Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

ESCC provides data in the Dashboard/Scorecard about balancing revenues and expenditures, but the Portfolio does not address aggressive efforts to generate new revenue streams. Given the institution's concerns about the lack of local tax support and diminishing external financial support, perhaps a comprehensive financial plan could define specific strategies the institution will take to address the future financial picture of the institution.

ESCC is well on its way to gathering, analyzing, and using data for making improvements. The Dashboard/Scorecard is a good mechanism for sharing this information. However, while the institution reveals it collects a range of data from student success data to stakeholder satisfaction information, it is not clear in a number of categories in the Systems Portfolio how ESCC sets improvement targets based on the information it has collected. In order to improve continuously and to use the data effectively, the institution will need a systematic process for setting and achieving targeted improvements.

ESCC notes that 93% of students enrolled are Caucasian, 65% of the total are women, and 61% are part time, yet there is no indication that there are special programs designed to support this group—white females attending part time (over 3,000). Nor is there any indication that there are initiatives targeting the 7% minority population. Likewise, ESCC indicates that 64% of ESCC's students require remediation, and of those 55% need math. Although the Portfolio does provide evidence of data collected and analyzed in developmental education and alternate delivery modes, it is not clear how design of curriculum is particularly suited to clearly defined student cohorts. Given the institution's concern about balancing revenues and expenditures, perhaps priority should be placed on targeting the needs of unique student segments to help promote retention and attract new students.

A rapidly growing segment of ESCC's student population is the post-secondary option (PSEOP). In fall of 2005 this segment made up 22% of the population. This option is being challenged. With no local tax support, a decrease in state funding, and a cap on tuition increases, ESCC acknowledges its vulnerability to possible revenue shortfalls should PSEOP be eliminated.

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.

APPRAISAL FEEDBACK REPORT

The body of your feedback report contains two elements: a Critical Characteristics Analysis, and an exploration of your institution's Strengths and Opportunities for Improvement as perceived by the Systems Appraisal team.

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 Edison State Community College, 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 Edison State Community College 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

- O1a Located in Piqua, Ohio, the college is a public, two-year co-educational state supported institution chartered in 1973 without local tax support as the state's first general and technical college.
- O1b ESCC is governed by an appointed nine member board that utilizes a policy governance model.
- O1c ESCC conveys its mission, vision and core values with its branding statement: "A personal experience, a rewarding education."
- O2a ESCC offers enrollment in about 30 technical fields, and degrees are granted in five degree areas with certificate and non-credit course opportunities, which total 1477 program offerings during 2005.
- O2b Post Secondary Option Program (PSEOP) constitutes 22% of the college's enrollment.

- O3a ESCC has a total unduplicated headcount of 5,396 and consists of two major student groups with 93% Caucasian, 65% female, 39% full time, 64% needing remediation (of those, 55% needing math remediation).
- O3b Course delivery options include web-enhanced, web-flex, online, or interactive television with course lengths ranging from 4, 8, 12 and 16 weeks. A total of 13 class starting dates for credit courses was noted in Fall, 04.
- O4 ESCC has partnerships and collaborations with 27 high school districts, community colleges, four-year colleges and universities, businesses, Advisory Committees, accrediting bodies, and higher education organizations.
- O5 ESCC consists of 143 full-time and 13 permanent part-time employees, segmented into 44 unionized faculty, 310 adjuncts, 62 administrative and professional staff, and 50 support staff.
- O6a ESCC consists of a main campus on 130 acres in Piqua, Ohio, a second campus in Greenville, Ohio, and offers courses at a satellite center in Tipp City, Ohio.
- O6b ESCC has technology integrated throughout its instructional and administrative environments, with 1000 computers at its two campuses and Internet access computers in all offices and work areas while all public venues have open access wireless network availability.
- O6c Facilities include 4 interconnected buildings on main campus and an annex for theater productions, a newly-renovated secondary campus, and plans for renovation of the third campus (capital campaign).
- O7a The service area consists of 1400 square miles representing urban, small communities and rural areas.
- O7b Competitors in the three-county area encompassing rural, urban, and small communities, include the area universities, businesses that train their own employees, and internet-delivered courses from other local and national regions.
- O8a A public dashboard/scoreboard was introduced in December 2004 that includes Key Performance Indicators (retention, course retention, employee satisfaction, student satisfaction, completion, enrollment) and reasonable benchmarks.

O8b Vulnerabilities involve balancing revenues with expenditures: shrinking state funding, capped tuition rates, no local tax support, and no indication that new alternative delivery modes will make up for lost revenue.

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.

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

- O1a Located in Piqua, Ohio, the college is a public, two-year co-educational state supported institution chartered in 1973 without local tax support as the state's first general and technical college.
- O1c ESCC conveys its mission, vision and core values with its branding statement: "A personal experience, a rewarding education."
- O2a ESCC offers enrollment in about 30 technical fields, and degrees are granted in five degree areas with certificate and non-credit course opportunities, which total 1477 program offerings during 2005.
- O2b Post Secondary Option Program (PSEOP) constitutes 22% of the college's enrollment.
- O3b Course delivery options include web-enhanced, web-flex, online, or interactive television with course lengths ranging from 4, 8, 12 and 16 weeks. A total of 13 class starting dates for credit courses was noted in Fall, 04.
- O4 ESCC has partnerships and collaborations with 27 high school districts, community colleges, four-year colleges and universities, businesses, Advisory Committees, accrediting bodies, and higher education organizations.
- O6b ESCC has technology integrated throughout its instructional and administrative environments, with 1000 computers at its two campuses and Internet access computers in all offices and work areas while all public venues have open access wireless network availability.

Here are what the Systems Appraisal Team identified as Edison State Community College'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>
1C1a	S	Student core values help guide ESCC in creating its educational programs and in creating an environment that helps students be successful throughout their educational journey. These values include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork.

1C1b	S	ESCC has developed outcomes for general education that include open-mindedness, tolerance, critical thinking, perspective, creativity, and a sense of values.
1C2a	S	ESCC's brand provides a context in which to develop and assess programs and services for students.
1P1a	O	Although program outcomes are reviewed in a five-year cycle by the Assessment Committee, and the Curriculum Committee monitors all programs, courses, and outcomes, it is not clear what the relationship between the two committees is.
1P1b	S	General education objectives and core values are mapped to specific disciplines and programs, courses, and non-classroom experiences.
1P2	S	The New Programs Committee reviews proposals submitted by the department/individual, but new program development resides with the VP for Education who oversees a process that involves working with cross-functional teams representing academics, student development and marketing. After the new program proposal goes through a process of development, the Curriculum Committee reviews it.
1P3	O	While student preparation is assessed and course prerequisites are incorporated into the curricula, it is not clear how the level of student preparation necessary for success is determined.
1P6	S	Direct measures of student learning include external validations (NCLEX) or subject-related standardized tests. Capstone projects and external reviewers may be used to validate skills. Indirect measures are also used. Data may be viewed through the Dashboard/Balanced Scorecard.
1P7	SS	Courses are offered in the traditional, web-enhanced, web-flex, and online modalities to meet the diverse needs of students on and off campus.
1P9	O	It is not clear how requirements for learning support areas, such as the library and tutoring, is determined.
1P11	S	Assessments are done at the entry and exit with some across-the-curriculum assessment in general education.
1P13	S	KPIs on the Dashboard/Scorecard include developmental pass rates, course retention and pass rates, course retention and pass rates,

- graduation rates, graduation surveys, licensure pass rates, and transfer success.
- 1R1 O The use of the Dashboard/Scorecard has given support to gathering, segmenting, and interpreting assessment data. Some areas have major voids.
- 1R2 OO Data from direct measures are limited to a select group of students.
- 1R3 SS The CQIN team developed a mandatory 12-week training course for all faculty teaching online or web-flex courses and required that students similarly demonstrate readiness to succeed in these non-traditional classes.
- 1R4 O Although data is presented which suggests online success, ESCC does not provide cohort data or benchmarked comparisons to validate learning.
- 1I2 O It is not clear from the information provided how targets are set for improvement.

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

- O1b ESCC is governed by an appointed nine member board that utilizes a policy governance model.
- O1c ESCC conveys its mission, vision and core values with its branding statement: "A personal experience, a rewarding education."

- O2b Post Secondary Option Program (PSEOP) constitutes 22% of the college's enrollment.
- O4 ESCC has partnerships and collaborations with 27 high school districts, community colleges, four-year colleges and universities, businesses, Advisory Committees, accrediting bodies, and higher education organizations.
- O5 ESCC consists of 143 full-time and 13 permanent part-time employees, segmented into 44 unionized faculty, 310 adjuncts, 62 administrative and professional staff, and 50 support staff.
- O6a ESCC consists of a main campus on 130 acres in Piqua, Ohio, a second campus in Greenville, Ohio, and offers courses at a satellite center in Tipp City, Ohio.
- O7a The service area consists of 1400 square miles representing urban, small communities and rural areas.
- O8a A public dashboard/scoreboard was introduced in December 2004 that includes Key Performance Indicators (retention, course retention, employee satisfaction, student satisfaction, completion, enrollment) and reasonable benchmarks.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2C1	S	ESCC characterizes objectives beyond those directly relating to student learning, such as: a) indirect support of student learning and b) meeting the specific needs of its service area which include direct and indirect measures in the following areas: Professional Development, Professional/Public Service, Economic/Workforce Development and Enhancement of Culture.
2C2	S	Since 2000, ESCC's Board of Trustees has used its Strategic Guide as the mechanism to ensure that initiatives are aligned with its mission and a strategy mapping process to depict the interrelationships of those initiatives.
2P1a	S	ESCC determines other distinctive objectives by the submission of suggestions from internal and external stakeholders across faculty,

students, advisory committees and strategic related committees. When those suggestions are determined “viable,” they are then considered by established councils or “area related committees” but are not implemented without presidential support.

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| 2P1b | O | There does not appear to be a process of informing the submitters of suggestions when those are not found to be “viable.” |
| 2P2a | S | A multifaceted approach across the Dashboard/Balanced Scorecard, Edison Communication repository, the daily update, as well as traditional and electronic publications, are used to manage external and internal communications regarding institutional objectives. |
| 2P2b | O | It is not clear how the “360-review process” is linked to the College’s performance. |
| 2P3 | S | Full-time faculty and staff participate with their supervisors in an annual performance review process, and ESCC supports professional development for all staff with a 1.47% allocation of the total budget. |
| 2P4 | O | It is unclear how feedback is incorporated and related objectives or processes are adjusted. |
| 2P5 | SS | Key process indicators of accomplishing distinctive objectives are captured via a variety of satisfaction surveys, some of which are nationally-normed, from external stakeholders with some representative data presented in the college Dashboard/Balanced Scorecard. |
| 2R1-2R2 | O | The actual results provided are limited to a selected cohort and from limited nationally-normed data sources. |
| 2I1-2I2 | O | It is not clear what specific improvement priorities are being targeted. |

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

- O1b ESCC is governed by an appointed nine member board that utilizes a policy governance model.
- O3a ESCC has a total unduplicated headcount of 5,396 and consists of two major student groups with 93% Caucasian, 65% female, 39% full time, 64% needing remediation (of those, 55% needing math remediation).
- O4 ESCC has partnerships and collaborations with 27 high school districts, community colleges, four-year colleges and universities, businesses, Advisory Committees, accrediting bodies, and higher education organizations.
- O5 ESCC consists of 143 full-time and 13 permanent part-time employees, segmented into 44 unionized faculty, 310 adjuncts, 62 administrative and professional staff, and 50 support staff.
- O6a ESCC consists of a main campus on 130 acres in Piqua, Ohio, a second campus in Greenville, Ohio, and offers courses at a satellite center in Tipp City, Ohio.
- O7a The service area consists of 1400 square miles representing urban, small communities and rural areas.

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

Item S/O Comment

3C1/3C2	S	ESCC identifies four broad stakeholder categories and the needs of each.
3P1a	S	ESCC determines changing student and stakeholder needs in a variety of ways, including instructional effectiveness surveys, the CCSSE, the Noel-Levitz Student Satisfaction Survey, by conducting student focus groups, and other means.
3P1b	O	Although ESCC indicates that collected data is considered for strategic planning purposes, it does not indicate how systematic the review and analysis of data is, or how systematically data is used for addressing changing needs of students.
3P2	SS	ESCC describes ways used to build and maintain relationships with students, among them, the "To Get Information First" (TGIF) program, various outreach efforts, and career and job fairs.
3P3	O	ESCC indicates how it listens to and learns from stakeholders (Fig. 3.4), but does not indicate how frequently these methods are used or how systematically they are deployed.
3P4	O	ESCC notes a number of ways it develops relationships with students and business and industry groups, but it does not indicate how organizational development occurs as a result of those relationships.
3P5	OO	ESCC does not describe how it identifies new student groups and associated programs, or how such a process is aligned with the strategic planning process.
3P6	O	ESCC acknowledges that there is no systematic process for aggregating and analyzing student complaint data.
3P7	S	ESCC determines student and stakeholder satisfaction using locally-developed and nationally-normed surveys and incorporates the results into the ESCC Dashboard/Balanced Scorecard.
3R1	S	In a graduation survey, ESCC indicates that student satisfaction has improved in a number of areas in the last year, most notably in quality of instruction, registration, job placement services, and advising.

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| 3R2-3R5 | O | ESCC has begun benchmarking activities, but has limited years of comparative data. |
| 3I1 | S | ESCC has created a 12-member cross-functional CQI Steering Committee to address issues that involve improving processes for determining stakeholder satisfaction. |

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

- O5 ESCC consists of 143 full-time and 13 permanent part-time employees, segmented into 44 unionized faculty, 310 adjuncts, 62 administrative and professional staff, and 50 support staff.
- O6a ESCC consists of a main campus on 130 acres in Piqua, Ohio, a second campus in Greenville, Ohio, and offers courses at a satellite center in Tipp City, Ohio.
- O6b ESCC has technology integrated throughout its instructional and administrative environments, with 1000 computers at its two campuses and Internet access computers in all offices and work areas while all public venues have open access wireless network availability.
- O7a The service area consists of 1400 square miles representing urban, small communities and rural areas.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4C1	S	Committees cover major aspects of the organization and include the Dean's Council, the Curriculum Committee, the Assessment Committee, the Professional Development Committee, and the Technology Committee. Other teams are formed as needed for specific projects.
4C2	S	ESCC has technology in place to connect its sites, allowing all employees access and communication capabilities.
4C3	O	The challenges of decreasing population in Drake County, changing high school graduate pool, and a general decline in economic viability throughout the three-county service area will affect the college and its employees.
4P2a	S	A cross-functional search committee works with the appropriate area supervisor and HR to select the best person from the candidate pool.
4P2b	S	All employees must participate in an extensive orientation process. Multiple presentations are made available to the college community throughout the year. Professional development opportunities are also available, with 68% of faculty and staff taking advantage of the professional development funds.
4P2c	O	ESCC has no formal process for succession planning.
4P3	S	ESCC has processes in place that contribute to communication and organizational learning, which encourage ethical practices and contribute to the definition of the intended culture at Edison.
4P4	S	The Servant Leadership program curriculum is based on leadership characteristic categories determined through an AQIP Action Project. Most supervisors are required to participate in the program.

4P5	S	A strategy map is used to communicate departmental and college-wide goals, and illustrate interrelationships.
4P6	O	It is unclear how the process for faculty and staff performance evaluations is aligned with ESCC's objectives for AQIP Categories One and Two.
4P7	O	It is unclear how recognition, reward, and compensation systems align with ESCC's objectives in AQIP Categories One and Two.
4R1-4R4	O	Although ESCC continues its processes related to employee evaluation and valuing people, longer-term trend data should be available to analyze and use for improvement.
4I2	S	ESCC has identified specific improvement priorities regarding valuing people.
4I2	O	The connection between data collected and targets is unclear (as an example, the improvement strategy for expansion of orientation process does not appear to be linked to the data provided).

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

01b ESCC is governed by an appointed nine member board that utilizes a policy governance model.

08a A public dashboard/scoreboard was introduced in December 2004 that includes Key Performance Indicators (retention, course retention, employee satisfaction, student satisfaction, completion, enrollment) and reasonable benchmarks.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5C1-5C2	S	Administrators use a variety of tools (Blackboard discussions, Public Folders, the CQI webpage) to share information related to their work areas.
5C3	S	Most administrators participate in the Servant Leadership curriculum.
5P1	S	The leaders appear to align the KPIs with the college's mission, vision and values as reflected by the Dashboard/Balanced Scorecard.
5P1	O	Whether "bubble up" or "trickle down," it is not always clear how ESCC takes into account the needs of students and other key stakeholders.
5P3-4	S	Data gathered for the Dashboard/Balanced Scorecard, Colleague software, surveys and forums, and CQI process team recommendations are used to support decisions made.
5P5	S	A variety of strategies (e-mail, distribution lists, public folders, area-specific web pages, meetings, etc.) are used to communicate within the organization.
5P6	S	The President's Fall Address describes current and future institutional initiatives. Strategies are supported in discussions and actions at Cabinet, divisional, departmental, and individual levels.
5P7	O	ESCC lacks a formal process for sharing best practices, knowledge, and skills.
5P9	S	ESCC has begun the process of regular collection and analysis of multiple internal and external measures of leading and communicating.
5R2	O	While ESCC is participating in a national benchmark initiative, it currently lacks data comparing the performance of the institution to that of other higher education institutions.

- 512 O No specific improvement priorities have been established in the area of leading and communicating.

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

- O3b Course delivery options include web-enhanced, web-flex, online, or interactive television with course lengths ranging from 4, 8, 12 and 16 weeks. A total of 13 class starting dates for credit courses was noted in Fall, 04.
- O6b ESCC has technology integrated throughout its instructional and administrative environments, with 1000 computers at its two campuses and Internet access computers in all offices and work areas while all public venues have open access wireless network availability.
- O6c Facilities include 4 interconnected buildings on main campus and an annex for theater productions, a newly-renovated secondary campus, and plans for renovation of the third campus (capital campaign).
- O8a A public dashboard/scoreboard was introduced in December 2004 that includes Key Performance Indicators (retention, course retention, employee satisfaction, student satisfaction, completion, and enrollment) and reasonable benchmarks.

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

Item	S/O	Comment
6C1	S	Multiple processes including surveys, needs assessments, focus groups, program review processes, etc. are used to identify student and other stakeholder needs.
6P2	SS	ESCC has a variety of processes in place for identifying stakeholder needs which have resulted in the implementation of numerous improvement initiatives to include new program development, capital campaign and professional development activities.
6P3	S	Fifty support processes have been re-worked by cross-functional process teams since 2001.
6P4	S	Day-to-day process development and evaluation is handled at appropriate work unit, department or division level.
6P5	O	It is not clear what measures of student and administrative processes ESCC collects and analyzes (for example weight room, food service, etc.)
6R2	S	Grant funding has increased each year and provides opportunities for service initiatives.
6R3	O	ESCC acknowledges that no comparative data is available relative to student support service nor administrative support service processes.
6I2a	S	Short- and long-term improvement goals are linked to the annual planning/budget activity.
6I2b	O	It is unclear what specific improvement priorities are being targeted.

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

- O6b ESCC has technology integrated throughout its instructional and administrative environments, with 1000 computers at its two campuses and Internet access computers in all offices and work areas while all public venues have open access wireless network availability.
- O8a A public dashboard/scoreboard was introduced in December 2004 that includes Key Performance Indicators (retention, course retention, employee satisfaction, student satisfaction, completion, and enrollment) and reasonable benchmarks.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7C1a	S	ESCC’s use of an integrated administrative software system permits the institution to collect and use data in a systematic way to guide and affect institutional behavior and change.
7C1b	S	The Dashboard is available to the general public via a weblink.
7P1	S	ESCC utilizes a variety of sources to collect data and utilizes that data with a primary emphasis on direct measures of student performance.
7P2a	S	Individual work units and academic departments determine data needs with the assistance of the Institutional Research Department.
7P2b	O	It is not clear how the collection of data is coordinated to ensure consistency.
7P3	S	ESCC utilizes comparative data from other Ohio Community Colleges, CQIN institutions, and national data such as Noel-Levitz.

7P4-7P5	S	The institution's practices, committee structure, and use of data, are evidence that ESCC is well underway in gathering, analyzing, and sharing data regarding institutional performance.
7P6	S	ESCC possesses a comprehensive administrative and information technology infrastructure to support research and the measurement of effectiveness.
7R1	O	It is not clear whether the system for measuring effectiveness (i.e. data collected) meets the institution's needs in determining if its mission and goals have been accomplished.
7R2	O	ESCC does not have comparative data for measuring the effectiveness of its systems.
7I1-7I2	S	ESCC has developed a process for improvement measures and has identified targets for data collection systems.

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

- O1a Located in Piqua, Ohio, the college is a public, two-year co-educational state supported institution chartered in 1973 without local tax support as the state's first general and technical college.
- O1c ESCC conveys its mission, vision and core values with its branding statement: "A personal experience, a rewarding education."

- O2b Although the Post Secondary Option Program (PSEOP) constitutes 22% of the college's enrollment, some are challenging the concept and alternative delivery programs may not compensate for the revenue generated by that program.
- O4 ESCC has partnerships and collaborations with 27 high school districts, community colleges, four-year colleges and universities, businesses, Advisory Committees, accrediting bodies, and higher education organizations.
- O7b Competitors in the three-county area encompassing rural, urban, and small communities include the area universities, businesses that train their own employees, and internet-delivered courses from other local and national regions.
- O8a A public dashboard/scoreboard was introduced in December 2004 that includes Key Performance Indicators (retention, course retention, employee satisfaction, student satisfaction, completion, enrollment) and reasonable benchmarks.
- O8b Vulnerabilities involve balancing revenues with expenditures: shrinking state funding, capped tuition rates, no local tax support, and no indication that new alternative delivery modes will make up for lost revenue.

Here are what the Systems Appraisal Team identified as Edison State Community College'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>
8C1-8C2	S	In the next 5-10 years ESCC plans to expand diverse partnerships with educational organizations and businesses in their service area within the context of their mission, values and Strategic Guide as reflected by currently identified initiatives.
8P1	SS	All ESCC employees and students have the opportunity to input improvement initiatives the impetus of which is to increase student learning, market share, revenue availability and satisfaction of internal and external stakeholders. These initiatives are reviewed and approved by the President's Cabinet to ensure strategic alignment.

8P2	S	ESCC acknowledges its vulnerabilities and uses these challenges to establish strategies for improvement.
8P3-8P4	S	ESCC uses short- and long-term action plan development and strategy mapping across work units, and departments. College-wide monitoring occurs at the cabinet level, and is reported to the Board of Trustees. Alignment of planning with institutional strategies occurs during the budget process.
8P5-8P8	S	ESCC uses indirect (e.g. CQI, etc.) and direct (e.g. "Are we making Progress, etc.) survey measures to determine the effectiveness of their systems for planning continuous improvement.
8R1-8R4	O	ESCC has begun data collection. However, longer term data are needed to understand trends.

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

- O1a Located in Piqua, Ohio, the college is a public, two-year co-educational state supported institution chartered in 1973 without local tax support as the state's first general and technical college.
- O4 ESCC has partnerships and collaborations with 27 high school districts, community colleges, four-year colleges and universities, businesses, Advisory Committees, accrediting bodies, and higher education organizations.

- O6a ESCC consists of a main campus on 130 acres in Piqua, Ohio, a second campus in Greenville, Ohio, and offers courses at a satellite center in Tipp City, Ohio.
- O7a The service area consists of 1400 square miles representing urban, small communities and rural areas.
- O7b Competitors in the three-county area encompassing rural, urban, and small communities, include the area universities, businesses that train their own employees, and internet-delivered courses from other local and national regions.

Here are what the Systems Appraisal Team identified as Edison State Community College’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>
9C1	S	ESCC identifies seven broad areas of collaborative relationships, the purpose of each, measures, and results.
9P1	O	While ESCC indicates that they research possible partnerships, it is not clear that a systematic process for prioritizing and building those partnerships exists.
9P3	S	ESCC uses a variety of ways to build internal relationships.
9P4	S	ESCC itemizes a number of processes used to measure effectiveness of collaborative relationships.
9R1	S	ESCC has begun gathering data in key areas that suggest the effectiveness of building collaborative relationships.
9R2	O	ESCC provides only limited comparative data for measure of collaboration.
9I1-9I2	O	ESCC does not describe a systematic process for setting targets for improvement.