



INNOVATION AND CONTINUOUS QUALITY IMPROVEMENT BOARD OF TRUSTEES MONITORING REPORT

Executive Summary

The Board of Trustees' Ends Statement #6 focuses on innovation and continuous quality improvement and how the College improves programs and services continuously through a systematic, ongoing progress of strategic planning, assessment and review, guided by a "culture of evidence."

There are three sub-ends under Innovation and Continuous Quality Improvement addressing quality of operations and services, improvement strategies, and the economic impact to the service area.

Specifically the sub-ends state the following:

Sub-Ends

6a. The College engages in initiatives that enhance the quality of their operations and services.

6b. Continuous improvement teams will create, modify and implement strategies that enhance their programs and services.

6c. The College assesses their economic impact to the service district.

Key Performance Indicators:

- Accreditation of the College by the Higher Learning Commission and other agencies
- AQIP Action Project Focus and Results
- Continuous Quality Improvement Process Team results
- Strategic Plan Results
- Economic Impact Study

The College is accredited through the Higher Learning Commission and achieves accreditation through the rigorous and continuous requirements of AQIP – the Academic Quality Improvement Program. The AQIP Pathway differs from the other pathways in that it is premised on principles of continuous quality improvement, and its various processes and requirements are designed to assist institutions in achieving quality improvement, along with reaffirming the institution's accredited status with the Commission once every AQIP cycle.

The Systems Portfolio is the primary document by which institutions on the AQIP Pathway demonstrate they are meeting the Criteria for Accreditation. Through the Systems Portfolio, institutions also

document their approach to performance excellence and provide evidence of continuous improvement. The Systems Portfolio serves a number of purposes. It is:

- A means by which the institution will receive feedback on organizational strengths and opportunities from a team of quality improvement experts and educators.
- A common reference point that lets everyone in the institution share an understanding of how the institution is organized, what its key processes entail, what kind of performance those processes produce and how the institution subsequently improves.
- An opportunity for self-reflection on institutional key processes, results, and continuous improvement activities.
- A planning tool that helps the institution shape its future agenda and concentrate everyone's attention on those areas that should be the focus for improvement.
- A documentation of evidence, over time, that the AQIP Pathway is working to the institution's advantage and that continued participation in the pathway makes sense.
- A public information and relations tool that allows an institution's stakeholders to understand clearly and persuasively what the institution is accomplishing with its resources.¹

The 2014 Institutional Overview and Introductions to each of the nine AQIP Categories are included here in response to:

6a. The College engages in initiatives that enhance the quality of their operations and services.

and

6b. Continuous improvement teams will create, modify and implement strategies that enhance their programs and services.

Additionally, the current AQIP Action Projects and active CQI Process Teams are listed following Category 9 of the Systems Portfolio.

¹ The Higher Learning Commission, AQIP Systems Portfolio. <http://www.hlcommission.org/Pathways/aqip-portfolio.html>.
2/4/2015

2013 SYSTEMS PORTFOLIO

2014 Update

INSTITUTIONAL OVERVIEW

Edison State Community College (Edison) was chartered in 1973 under the provisions of the Ohio Revised Code as the first general and technical college in Ohio. We celebrated our 40th year of providing learning opportunities in 2013. The main campus is located on 108 acres in Piqua, Ohio, and a second campus is in Greenville, Ohio. The geographic area designated to be served by Edison is made up of Darke, Miami, and Shelby Counties of Ohio. It represents urban and rural areas as well as small communities.

Our mission statement is *“Edison Community College provides the learning opportunities, support services, and commitment that enable students to complete their educational goals and realize their dreams.”* Our vision statement is *“Edison Community College will be the region’s premier resource for higher education by employing our core values, commitment to student success, strategic initiatives, and community collaboration.”* (2014)

Edison also embraces the employee working core values of Excellence, Competence, Accountability; Integrity, Trust, Dependability, Cooperation; Diversity, Equality, Understanding, Respect; Agility, Responsiveness, Adaptability; and Attitude and Joy.

The mission is achieved through the guiding core themes identified in our five-year strategic master plan. These themes move the college through strategic initiatives to the achievement of five key results.

Edison also supports its mission through student learning objectives. Student core values represent a set of principles that guide the college in creating its educational programs and environment.

We are represented by divisions of Academics, Student Affairs, Information Technology Services (ITS), Strategic Human Resources (HR), Administration and Finance, Institutional Advancement (IA), Institutional Planning and Effectiveness (IPE), and our Business and Industry Center (B&I).

Our enrollment for fall 2014, based on the 15th day report is 23,564 credit hours; 2,796 unduplicated head count. A snapshot of our 2014-2015 student population: 29% FT; 39% age 25 or older; 20.5% PSEO students; 65% female; 80% Main Campus; 11% DCC; 27% online; and average 8.86 credit hours.

In 2000, Edison adopted the CQI approach to organizational performance. Process teams apply the Plan-Do-Check-Act cycle of quality improvement and the CQI Steering Committee monitors the results. During 2001, the college joined the Continuous Quality Improvement Network (CQIN) and AQIP. AQIP Action Projects and CQIN Projects lead the campus in innovative initiatives. A comprehensive self-study was completed through CQIN’s Trailblazer Recognition Program and an AQIP Strategy Forum was scheduled for summer 2002. In 2003, six key performance indicators (KPI) were determined by the President’s Cabinet and the Board of Trustees, and a public dashboard was introduced in December of 2004 to monitor the KPI’s.

The CQI Process Teams are commissioned by the CQI Steering Committee to address college-wide opportunities for improvement. Requests for new teams, or the review of a process or work by a team, may be made by any Edison stakeholder, through the Office of Institutional Planning and Effectiveness.

In 2012-2013, the CQI Steering Committee reviewed all active process teams for cycles of improvement, ownership, and possible retirement of processes that were fully working and embedded in our daily business operations. As a result, 16 process teams were either retired or combined with another team, for a total of 22 retired since the last Systems Portfolio. Twelve teams are currently active. The total count of process teams commissioned during our quality journey is around 80.

AQIP Action Projects are embraced by the college and have benefited us with solid and continuing practices after retirement. Resulting from Category 1, the assessment of student learning now tracks the annual and program review assessments longitudinally; and four general education outcomes are assessed using common rubrics across the curriculum.

Also resulting from a Category 1 Action Project is a focus on retention and success from which we now have in place the concept of “Advising as Teaching,” mandatory orientation, and a first year experience class, GEN 101S, mandatory for all students who place at the developmental level for English and/or mathematics. These initiatives are all part of “Navigating Edison.”

A Category 4 Valuing People Action Project focused on motivating and valuing people on the job through focused conversations with their supervisor using a prepared document template to guide the conversations. The template revealed many areas of personal concern unique to the individual employees, and provided the supervisor with suggestions that staff members believed would be advantageous personally, professionally, and institutionally for the successful accomplishment of their goals.

“Moves Management” was the focus of a Category 9 Action Project that was successful in concept, but failed to be fully implemented. During the life of this Action Project, we experience unfortunate turnover in leadership and were unable to achieve the goals of the Project. The idea of having one database for external contacts continues to be on our agenda.

We are committed to continuous quality improvement and are the recipient of the 2011 and 2013 Silver Level Baldrige Award presented by The Partnership for Excellence for Ohio, West Virginia, and Indiana.

AQIP, supporting the Baldrige-based levels of maturity, moved to measuring the progress of the College’s quality journey through the maturity continuum. We are in various stages of maturity throughout the different AQIP Categories. Systematic - Categories 2, 4, 6, 7; Aligned - Categories 1, 2, 3, 5, 7; and Integrated - Categories 1,5,6,8, 9.

We are intentionally focusing on accountability, leadership development, and systems thinking. All serve to improve our processes and develop the maturity level so that we become fully Aligned and Integrated.

STAGES OF PROCESS MATURITY			
<i>Less Mature</i>		<i>More Mature</i>	
REACTING	SYSTEMATIC	ALIGNED	INTEGRATED
<p>Isolated tasks and activities rather than processes.</p> <p>“Putting out fires” rather than preventing them.</p> <p>Limited anticipation of future requirements, capacities, or changes.</p> <p>Goals are implicit, poorly defined, or disputed.</p> <p>Informal, varying procedures and processes.</p>	<p>Repeatable processes with clear, explicit goals.</p> <p>“Proactive” processes.</p> <p>Ineffective processes are evaluated and improved.</p> <p>Effective processes are deployed across the institution.</p> <p>Closer coordination among institutional units, eroding “silos.”</p>	<p>Processes are embedded into operations and are stable, consciously managed, and regularly evaluated.</p> <p>Learning is shared among institutional units.</p> <p>Emphasis on coordination among units, divisions, and departments.</p> <p>Processes address the institution’s key goals and strategies.</p> <p>People see “the big picture” and relate what they do to institutional goals and strategies.</p>	<p>Stable, well-designed processes managed by responsible individuals or groups.</p> <p>Key processes are regularly and collaboratively monitored and improved.</p> <p>Efficiencies across units are sought and achieved through analysis, innovation, and sharing.</p> <p>Processes and measures.</p> <p>Track progress on key strategic and operational goals.</p> <p>Outsiders request permission to visit or study the institution.</p>

CATEGORY 1: HELPING STUDENTS LEARN

INTRODUCTION

Category 1 is the crux of our enterprise, and is the undergirding of everything we do. We strive for quality improvement always and in all areas. With the advent of “Edison 2.0” in October of 2012, our Student Services rolled out a re-aligned and versatile ‘one-stop’ environment, integrating formerly disparate processes into a fluid and streamlined customer experience. From our new call center that answers 80% of student requests for information without a transfer of the call, to mandatory new-student orientation sessions, to Faculty Advisors and email accounts assigned to students upon application, we have increased our proactivity tremendously. We have

aligned our processes that help students select programs of study that match their needs, as well as those that address the special needs of student subgroups, and are working toward integration.

In direct response to an opportunity for improvement in our last systems portfolio, we specifically have allowed for program reviews more often than our usual five-year cycle. Program Review Procedures—in effect since August 2009—have resulted in us moving from Systematic to Aligned processes in how we design responsive academic programming that balances and integrates learning goals and outcomes with the realities of the employment market. Additionally, our processes that ensure our programs and courses are up-to-date and effective are Aligned.

We intentionally targeted assessment of learning objectives as our 2011-2012 AQIP 1 Action Project, thus progressing from Aligned to Integrated in our processes and for the assessment of student learning. We have greatly improved our instruments and processes for assessment of student learning both in terms of our General Education outcomes and across our degree program offerings. We evaluated and revised our system for assessment of student learning to include longitudinal reporting, created a schedule for General Education outcome assessments using nationally accepted tools and benchmark data, and implemented a report of the three- to five-year program review of student learning and actions flowing from this report.

Several of our recent AQIP 1 Action Projects have resulted in spin-off initiatives that are serving us and our students in a more systematic fashion. A previous Action Project involved reviewing prerequisite coursework necessary for success in reading intensive coursework and resulted in the processes improving from Aligned to Integrated. These processes address how we determine the preparation required, and how we communicate those requirements for specific curricula, programs, and courses to our students. Another Action Project established an active communication and support system for students. This project developed the First Year Experience course, GEN 101S, now required for all students who place into a developmental course, and led Student Services to take an increasingly active role in supporting student admissions with its Navigating Edison initiative. Our Library has launched online LibGuides, thus embedding bibliographic instruction and the impartation of research skills into individual classes. This, combined with our Learning Center's eTutoring initiative, has improved how we address the learning support needs (tutoring, advising, placement, and library) of our students and faculty from Aligned to Integrated.

We completed a new five-year strategic planning process, during which we learned that we can do a much better job of marketing ourselves, both internally and externally. Consistently we hear from our stakeholders their desires that we do many of the things we are already doing very well. Similarly, in reviewing our 2010 Systems Portfolio feedback, we realized many of our processes are far better developed and running more smoothly than we have previously described in writing. Thus, many of our opportunities for improvement were in fact easily remedied herein simply by doing a better job of reporting our activities and results.

Our President and our Board of Trustees are committed to a three-year strategic investment in our technological infrastructure, which ultimately impacts our abilities to help students learn. From a complete data migration of our Enterprise Resource Planning software system into a more stable and versatile environment, we intend to implement document imaging in our admissions, registration, and financial aid departments, followed by an overhaul and unification of our online web presence, including the possibility of a student portal. The re-unification of our Academic and Administrative Computing Departments in 2011 under the supervision of a single Chief Information Officer has facilitated our ability to be more responsive.

CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

INTRODUCTION

The design and operation of our key non-instructional processes through which we serve our stakeholder groups are Aligned, stable and well managed, and are regularly evaluated by our CQI Process Teams. The determination of our institution's major non-instructional objectives varies because of the number of stakeholders and their multi-faceted needs. The specific procedures for determining such things are systematic with clear specific goals. Because of Edison's small size and collegial environment, we are able to communicate our expectations regarding these objectives. This allows for coordination among divisions and departments exposing individual needs for both internal and external stakeholders. The Faculty and staff most closely related to a specific objective access and review the appropriateness and value of these objectives which is in alignment with the institution's Key Results and strategies. Faculty and staff needs relative to these objectives are aligned with our Key Results. All Faculty and staff are eligible for professional development funding including tuition reimbursement, in-house training, external training costs, and/or conference attendance. Edison includes Faculty and staff needs on our college-wide Strategy Map of initiatives that is regularly reviewed and updated.

CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

INTRODUCTION

Edison Community College is taking active steps to improve Understanding Students' and Other Stakeholders' Needs. The College has maintained liaisons between specific departments, such as Nursing, and their corresponding community representatives for years. We have now taken this drive to understand and respond to our stakeholders to the next level. In addition to our collection of data from formal organizations like HEI, our collection of survey responses, and anecdotal understandings from Faculty and staff, Edison has begun seeking feedback through a series of focus groups representing all of our stakeholders. The use of focus groups has allowed the College to hear from a wider collection of people and organizations than we have in the past.

We have seen our College move forward in maturity. The review of our processes has allowed us to see our own growth as we have moved from Reacting through Systematic and into the Aligned approach to Understanding Students' and Other Stakeholder's Needs. As the College continues to gather individual data from a variety of sources, we have begun working toward a general alignment centered on a campus-wide Strategic Master Plan which incorporates Key Results that cross all institutional silos. Leadership teams are comprised of individuals from across the campus and across responsibilities: from students to members of maintenance to the President.

The College has operated at a Systematic level for a long time that makes the move into an Aligned maturity challenging. The first couple of years of the newly integrated approach to leadership and of understanding stakeholder needs has been challenging for many members of the College. The general feeling is that the process is taking hold; however, should the new united methodology falter, the consequence would be the resorting to old habits characteristic of a Systematic maturity. To allow the College to continue on its current positive maturity trajectory, we must maintain our consciously managed processes, continue to reach out to our stakeholders, and strive to improve our across-unit teamwork. As the College's use of processes is quite effective, the focus on teamwork beyond institutional silos is our next step in improvement. The new Strategic Master Plan and its emphasis on Understanding Students' and Other Stakeholders' Needs will allow Edison Community College to gain maturity in approach to Category 3.

CATEGORY 4: VALUING PEOPLE

INTRODUCTION

Edison Community College believes that organizational excellence derives from engaged employees who are motivated by an environment of mutual respect and are committed to student success. The College is persistent in its efforts to sustain positive employee engagement by creating a culture that recognizes employees, celebrates accomplishments, measures and advances accountability and innovation, and integrates leadership learning opportunities that empower employees. Regular data-informed reviews and assessments drive future planning and assist in the establishment of strategic goals. By utilizing the SMART (Specific, Measurable, Attainable, Relevant, Timely) tool in developing Action Plans, the College maintains a Strategic Master Plan that focuses on the continual improvement of policies, practices, processes and systems to ensure long-term sustainability. Fiscal sustainability is supported through the maximization of both human and capital resources to produce optimum organizational effectiveness. Creating an environment that advocates the personal and professional growth of students, employees and community members is the ultimate objective as expressed in our mission.

Edison's work environment, work systems, and job classifications are designed to achieve this mission. Our processes concerning Valuing People are Systematic to Aligned. "Employee

Illumination,” an AQIP Action Project for Category 4 had a goal of coordinating our efforts among departments and focused recognition of achievement on our core values, AQIP Categories, and the Principles of High Performing Organizations.

CATEGORY 5: LEADING AND COMMUNICATING

INTRODUCTION

Leading and Communicating has been a focus of the College for the past five years. Several improvements have been made in our processes and systems, including how we evaluate and assess our results. Our culture has improved through accountability and a focus on internal service quality. Our leadership development partners, LifeSkills Training and Partners in Leadership[®], have been instrumental in our efforts to develop all employees into leaders.

We view this category as Aligned to Integrated based on stable processes that are regularly evaluated through cross-functional process teams, improved results scores, open communication, improved leadership development, and an improved culture. The Strategic Master Plan, deployed in 2013, serves as our guide and focuses all initiatives and planning through the identification of Core Themes, Key Results, and Implementation Strategies.

CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

INTRODUCTION

Edison has made significant progress since the 2009 Systems Portfolio in supporting institutional operations. The processes of collecting and analyzing data from external sources such as previously used Noel-Levitz SSI and the Community College Survey of Student Engagement (CCSSE) instruments have been refined to better meet the College’s needs and budgetary constraints. In 2011, Edison joined the National Community College Benchmark Project (NCCBP) in order to be able to compare itself with the aggregate data obtained from other consortium institutions in 38 states. In January and February of 2013, the College began implementing the SOAR strategic planning method. A key feature of the method is obtaining input from key stakeholder groups, both internal and external, by answering questions in a focus-group format to determine stakeholder needs. Once analyzed to determine the needs, the input is being used to shape the College’s Strategic Master Plan. Goals for our current academic year have also been re-fitted to meet these Key Results.

Edison has 12 current CQI teams that address college-wide opportunities for improvement in support operations. In general, the current teams have moved Edison from being Reactive to more Integrated and increased the maturity of processes. The teams range in scope from Learning Support in processes such as Academic Deficiency Notices and Student Complaints to Business Operations with our Parking and Purchasing teams. Teams such as our Attendance Reporting for No-Show Students encompass more than one key process as it helps our students

by allowing them to not be billed for class sections that they aren't attending; it also saves the College significant costs by identifying these students early enough in the process that they are removed before receiving unearned aid or incurring costs that may not be recoverable and sent to collections.

Because of increasing integration and maturity, we have retired 22 CQI teams since the last Systems Portfolio. The processes have become integrated into the culture and only need periodic review. Sixteen of these teams were retired in 2012 showing great improvement in the goal development, deployment, action, and commitment on the part of all constituencies affected.

In two areas that are less mature, AQIP action projects were designed and worked with CQI process teams to improve those areas that were in the Reactive to Systematic levels of maturity. AQIP Action Project "Student Government Board" focused on the student life process by addressing the need for student government to govern activities and provide a voice in college affairs. AQIP Action Project "Employee Illumination" addressed the administrative support process of Personal Support by addressing the stakeholder need for a positive work environment by exploring ways to recognize employee contributions in achieving the College mission.

CATEGORY 7: MEASURING EFFECTIVENESS

INTRODUCTION

Edison has made significant strides in our ability to consistently measure the effectiveness of our institution. Numerous projects have been completed which have resulted in well-designed processes aimed at preventing problems and evaluating improvements. Retention records, uniform program assessment and a system for benchmarking with national data are a few examples. AQIP action projects have been initiated and designed to focus efforts on quality improvement as well as provide an avenue to oversee the project outcomes.

Recent changes in the state funding model have prompted greater focus on the college's over-reaching goals of ensuring student success through course completion, retention, and graduation or transfer. State funding is entirely dependent on student success instead of enrollment. Measuring effectiveness has become critical for the overall success of our college and our students.

The measures we have in place have been effective in helping Edison receive a substantial increase in funding at a time when many other institutions did not. However, we have also learned what measures we still need to know.

A major area of emphasis has been to involve Faculty and staff in the development and implementation of programs, rubrics and reorganizations. This emphasis has been an effort to ensure they understand their importance as part of the process and how it relates to institutional Key Results and strategies to accomplish those results. Monthly meetings allow for a consistent time for Faculty and staff to be updated on process findings and progresses that have been made.

In terms of evaluating effectiveness, Edison would like to focus on designing a process to measure outcomes that are not data driven. For instance, how do we measure the effectiveness of student services or the advising center? The effectiveness of these services is measured through the Student Satisfaction Survey, the Noel-Levitz SSI, and sign-in sheets to record wait time for some services, but a more direct measurement would be desirable. In addition, identifying specific benchmarks for improvement is another area where we seek improvement. We do comparative analysis, longitudinal and gap analysis for various services and satisfaction levels in order to continually measure and improve services.

Overall, we view this Category as Systematic to Aligned. We have moved the culture beyond that of silos to one of coordination and collaboration. Our processes align directly with the achievement of our Key Results and our environment is one of continual learning. Our new Action Project template allows us to measure effectiveness of an initiative by identifying measureable outcomes for success of each initiative.

CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

INTRODUCTION

Edison Community College's planning processes are integrated from the highest level of strategic planning to the daily implementation of our divisional Action Plans. Through deep inquiry and deployment of a Strategic Master Plan, a clear and complementary divisional Action Plan template, and a strategic mapping process that allows for broad monitoring and personal ownership of the College's initiatives, Edison has established a stable, clear and well-designed path we all can walk to accomplish the College's common mission.

Our requirement of aligning college-wide and divisional initiatives with a Strategic Master Plan and supporting initiatives through a strategy mapping/action plan format, with discussion at multiple levels throughout the organization, ensures our strategies will be aligned with our mission and vision.

Edison's Leadership Team has built clearly established mechanisms by which any stakeholder, from the Board of Trustees to a community member, may measure Edison's progress toward our strategic initiatives at any given moment. We continue to improve our data-gathering processes, mining data to assess our progress toward achieving our Key Results.

Student success and completion remain paramount to Edison's mission. Within that context, Edison is committed to investing in its employees, fiscal responsibility, and active engagement with the community.

Edison's Continuous Quality Improvement processes are a silver standard not only in education, but for industry as well. Edison is a recognized Baldrige-award winner, and has presented at national conferences on its Continuous Quality Improvement initiatives.

Edison's Leadership Team creates opportunities for employees to grow personally and professionally. We have created a college-wide culture of accountability and set an expectation for internal service quality. We have established a climate for all employees to provide focused feedback with regard to any and all of our processes and initiatives.

Through it all, Edison remains agile and responsive to the needs of its stakeholders. We are committed to expanding our capabilities as a learning organization, thereby better serving our stakeholders on campus and throughout our service area. We are working toward more diverse and more plentiful partnerships with area educational organizations and businesses so that we may develop opportunities for learning and personal growth that support our stakeholders' changing needs.

CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

INTRODUCTION

In our Strategic Master Plan, Edison has a Core Theme of understanding student and stakeholder needs. In that document, we state: "We believe in developing strong partnerships and seek to enhance relationships to create stronger communities and contribute to the workforce and economic development challenges in the communities we serve." The plan has four implementation strategies:

- Establish and maintain partnerships to enhance community outreach
- Discover common needs and opportunities to strengthen community relationships
- Develop educational partnerships to provide learning opportunities to current, prospective and past student populations
- Collaborate with business and industry leaders to strengthen workforce development and economic viability of the region

All of our stakeholder groups participated in our SOAR focus groups in January and February of 2013 which informed our strategic planning process.

An AQIP Action Project (2006-07) developed a handbook describing the process for identifying potential partnerships and the engagement/ sustainability rules for any partnership.

Since the last Systems Portfolio, we have been intentional in our efforts to increase the number of partnerships and to strengthen relationships with our partners. An AQIP Action Project (retired October 2013) introduced the concept of Moves Management reinforced through the offices of IA, the President, and B&I, and the need for a single point of information, specifically a relational database for all contacts.

We view Category 9 as Integrated. Processes dedicated to building relationships are regularly evaluated for improvement and are managed by key persons. Processes are aligned with our 2013 Key Results Implementation Strategies. There is collaboration between departments and

affected units. Other institutions contact the Dean of IPE for details of our success and assistance in developing their processes.

AQIP ACTION PROJECTS

An AQIP institution completes an ongoing cycle of Action Projects that over time constitute its record for quality improvement activities. Our current Action Projects are:

- **Category:** 1 - Helping Students Learn
- **Title:** **Identifying and Overcoming Risk Factors that Affect Student Success**
- **Overview:** This Action Project will determine if our largest number of at-risk students, according to data collected by the Ohio Association of Community Colleges (OACC), are actually taking GEN101S First Year Experience. The Project team will also review the effectiveness of the GEN101S classes. Recommendations to improve the implementation and effectiveness of GEN101S classes will then be made. Additionally, this Action Project will analyze the three reports created by CCCSE’s initiative “Identifying and Promoting High-Impact Educational Practices in Community Colleges.” Based on CCCSE’s findings, recommendations as to which high-impact practices are most likely to help Edison’s at-risk students will be made.

- **Category:** 2 - Meeting Student and Other Key Stakeholder Needs
- **Title:** **Getting to 12**
- **Overview:** The Action Project “Getting to 12” is a result of our 2014 Strategy Forum and is one that will focus on students successfully completing 12 credit hours at Edison. The completion of 12 college-level credit hours is the first of the success milestones (12, 24, and 36 hours, and completion). These milestones are one element of the state’s student performance-based funding model, and an area that we need to improve. The work of the Action Project will identify the students that will be targeted; define impact and interventions for success; and institutionalize the outcomes. The key organizational areas that will be involved with the Action Project include Student Affairs, Academic Affairs, Faculty, The Learning Center, Institutional Research, Controller, and students. The key organizational processes that may be affected include identification of risk-factors, enrollment, and interventions for success.

- **Category:** 2 - Meeting Student and Other Key Stakeholder Needs
- **Title:** **Enrollment Strategies**
- **Overview:** The Action Project “Enrollment Strategies” is a result of our 2014 Strategy Forum and is one that will focus on improving total credit-based enrollment at Edison. The key organizational departments and processes that will be affected include Admissions, Advising, Business and Industry, Enrollment Management, Institutional Research, Marketing, and Student Life/Athletics. These strategies will have a broad impact operationally on Academic Affairs, Administration and Finance, Information Technology, Institutional Advancement, Strategic Human Resources and Student Affairs.

CQI PROCESS TEAMS

A cross-functional CQI Steering Committee oversees all process improvement teams and is kept abreast of all CQIN and AQIP initiatives, including those necessary for maintaining our accreditation. Since 2001, the Steering Committee has commissioned over 80 process teams charged with reviewing and recommending changes to processes of organizational operation and classroom procedure. Some of the processes were brought forth because of urgent need, such as our conversion to Colleague, and some because of stakeholder concern, such as notifying students of their poor academic performance in a timely manner. In any case, requests for process teams are juried by the CQI Steering Committee, and if deemed truly cross-functional in nature, assigned with representative stakeholder membership.

Active CQI Process Teams and their charge are:

- **ACADEMIC LAB DEPLOYMENT** -- To address needed computer lab design, enhancement, and implementation.
- **ATTENDANCE REPORTING FOR NO-SHOW STUDENTS** -- To design, pilot, assess, adjust and implement a process to report students who have never attended class.
- **ELECTRONIC USERS ACCOUNT** – To establish and review procedures for E-Mail/Exchange and LAN processes for faculty, staff, and student users.
- **EXTERNAL EVENTS PLANNING** -- Establish a process and timeline for external event planning. External events are all Edison Community College events held on campus to which the public is invited.
- **FACULTY AND STAFF HIRING POLICY** -- To review current hiring and placement protocols for faculty and staff.
- **HANDLING CASH** - To define a process for cash management collected at sponsored events, special events, and places other than the cashiers' window at main campus.

- INSTITUTIONAL COMMUNICATION (Previously Department Brochures) -- Create a process for designing and producing printed material to support departmental activities, excluding classroom materials.
- ORIENTATION -- Developing a comprehensive campus-wide orientation program for new faculty and staff.
- PURCHASING -- To address general and specific purchasing processes in view of Datatel implementation.
- ROOM RESERVATION/SCHEDULING/RESERVATIONS/MAINTENANCE -- To address the room scheduling process.
- SPACE RENNOVATION – To review the processes concerning requesting, assigning, and renovating physical space.
- STUDENT COMPLAINT -- Define and deploy a multi-faceted complaint process that includes aggregating, analyzing, and responding to student and stakeholder complaints.

ECONOMIC IMPACT

Sub-end 6c requires that the College assesses their economic impact to the service district. In March, 2014, EMSI was contracted to complete an Economic Impact Study for Edison. The Key Facts from that study are presented here in response to Sub-end 6c. The Executive Summary is available online at <http://www.edisonohio.edu/index.php?page=executive-summary>. The full report is available upon request.

FACT SHEET

Demonstrating the Value of Edison Community College

MARCH 2014

Edison creates a significant positive impact on the local business community and generates a return on investment to its major stakeholder groups—students, society, and taxpayers. Using a two-pronged approach that involves a regional economic impact analysis and an investment analysis, the study calculates the benefits to each of these groups. Results of the analysis reflect Fiscal Year (FY) 2012-13.

INCOME CREATED BY EDISON IN FY 2012-13 (ADDED INCOME)

\$13.2 MILLION

Effect of college operations

\$58.7 THOUSAND

Effect of student spending

\$111.4 MILLION

Effect of student productivity

\$124.6 MILLION

Total effect

IMPACT ON LOCAL BUSINESS COMMUNITY

During the analysis year, Edison and its students added **\$124.6 MILLION** in income to the Edison Service Area economy, approximately equal to **1.7%** of the region's Gross Regional Product. The economic impacts of Edison break down as follows:

Impact of college operations

- Edison employed 389 full-time and part-time employees in FY 2012-13. Payroll amounted to **\$11.7 MILLION**, much of which was spent in the Edison Service Area to purchase groceries, clothing, and other household goods and services. The college spent another **\$5.5 MILLION** to support its day-to-day operations.
- The net impact of college payroll and expenses in the Edison Service Area during the analysis year was approximately **\$13.2 MILLION** in added regional income.

Impact of student spending

- About **0.4%** of students at Edison relocated to the Edison Service Area from outside of the region and spent money at local businesses to purchase groceries, rent accommodation, pay for transport, and so on.
- The expenditures of students who relocated to the region during the analysis year added approximately **\$58,658** in income to the economy.

Impact of student productivity

- Over the years, students have studied at Edison and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former students are employed in the Edison Service Area.
- The accumulated contribution of former students currently employed in the regional workforce amounted to **\$111.4 MILLION** in added income during the analysis year.

JOB EQUIVALENTS BASED ON INCOME

Job equivalents are a measure of the average-wage jobs that a given amount of income can potentially support. They are calculated by dividing income by the average income per worker in the region. Based on the added income created by Edison, the job equivalents are as follows:

Effect of college operations = **312** job equivalents

Effect of student spending = **1** job equivalent

Effect of student productivity = **2,638** job equivalents

Overall, the added income created by Edison and its students supported **2,951** job equivalents.

FOR EVERY \$1 SPENT...

\$5.30

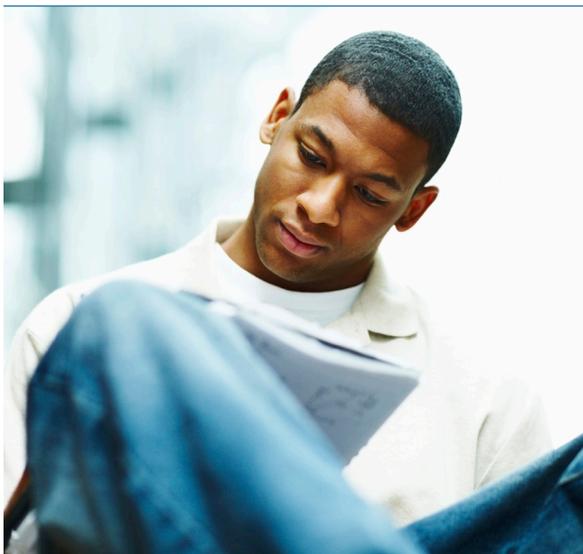
Gained in lifetime income for STUDENTS

\$53.20

Gained in added state income and social savings for SOCIETY

\$4.30

Gained in added taxes and public sector savings for TAXPAYERS



RETURN ON INVESTMENT TO STUDENTS, SOCIETY, AND TAXPAYERS

Student perspective

- Edison's 2012-13 students paid a total of **\$7.2 MILLION** to cover the cost of tuition, fees, books, and supplies. They also forwent **\$27.6 MILLION** in money that they would have earned had they been working instead of learning.
- In return for the monies invested in the college, students will receive a present value of **\$182.4 MILLION** in increased earnings over their working lives. This translates to a return of **\$5.30** in higher future income for every \$1 that students invest in their education. The average annual return for students is **20.8%**.

Social perspective

- Society as a whole in Ohio will receive a present value of **\$361.5 MILLION** in added state income over the course of the students' working lives. Society will also benefit from **\$8.3 MILLION** in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.
- For every dollar that state taxpayers spent on Edison during the analysis year, society will receive a cumulative value of **\$53.20** in benefits, for as long as Edison's 2012-13 students remain active in the state workforce.

Taxpayer perspective

- In FY 2012-13, state taxpayers in Ohio paid **\$7.0 MILLION** to support the operations of Edison. The net present value of the added tax revenue stemming from the students' higher lifetime incomes and the increased output of businesses amounts to **\$27.6 MILLION** in benefits to taxpayers. Savings to the public sector add another **\$2.0 MILLION** in benefits due to a reduced demand for government-funded services in Ohio.
- Dividing benefits to taxpayers by the associated costs yields a **4.3** benefit-cost ratio, i.e., every \$1 in costs returns \$4.30 in benefits. The average annual return on investment for taxpayers is **11.5%**.