STARK STATE COLLEGE

AQIP Systems Portfolio 2014

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Institutional Overview
Stark State College (SSC) is located in northeastern Ohio. The College is a public institution governed by a local Board of Trustees and is a member of the University System of Ohio. The Board of Trustees consists of seven qualified electors residing within Stark County who are not employees of any governmental agency. Two trustees are appointed by the governor with the advice and consent of the Senate. The remaining five trustees are appointed by the county and city boards of education of school districts who territories are embraced by Stark County. SSC serves Stark County and surrounding counties (http://www.starkstate.edu).

The history of SSC is a record of academic change and incremental growth. When the College was first established as Canton Area Technical School in 1960, mechanical and electrical technology programs were the focus. In 1970, the name was changed to Stark County Technical Institute. In 1972, the name was changed to Stark Technical College and programs in business, public service, and health were added. In 1990, student headcount reached 4,000 students. In the 1990's, the College added information technology programs. The name of the College was changed to Stark State College of Technology in 1996. In 2011, the name changed to Stark State College in support of our comprehensive mission.

Stark State is the fourth largest community college in Ohio. In Fall 2013, our headcount was 15,453 students. The average age of our students is 29; 65% attend part-time, 60% are female, 24% are racial and ethnic minorities, and 42% are first generation college students. Our students are supported by 199 full-time faculty members, 493 adjunct faculty members, 207 full-time staff members, and 116 part-time staff members.

The Strategic Plan for 2011-2013 presented the following Mission, Vision, and Values:

Mission – Stark State College provides quality, high-value associate degrees, certificates and professional development in a diverse, student-centered learning environment. The College is dedicated to lifelong learning, affordability, transferable higher education and career success. We advance quality of life through access, inclusion, stewardship and business and community partnerships.

Vision – Stark State College will be a leader in higher education and a catalyst for economic growth and community prosperity.

Values -
1. Student Access: Increase student access
2. Student Success: Enhance student success
3. Academic Excellence: Continuously provide high value and quality
4. Business, Education and Community Partnerships: Build business, education, and community partnerships
5. Fiscal Stability and Stewardship: Promote stewardship
6. People: Foster a culture of integrity and valuing people

In 2012, the College reviewed the 2011-2013 Strategic Plan and added the Value of People, initiating Goal 6 Strategic Goals, Strategic Objectives, and Strategic Measures.

The 2011-2013 Strategic Plan, in the spirit of responding to access and to community and business needs, set challenging goals for the College and implemented specific Strategic Measures for each Goal to measure the College's success with each Value. To further strengthen all-college participation and to focus on continuous quality improvement, the College continues to use the Academic Quality Improvement Program (AQIP) as the accreditation model. AQIP is the perfect complement to all-college strategic planning and shared governance and has allowed the College to focus on the principles of high performing organizations to achieve a systematic approach to continuous quality improvement and to have an ongoing and systematic comprehensive self-study process.

In order to support clear communication and transparency with data, SSC implemented the Strategic Measures Dashboard available on the *my*starkstate portal. Figure 0-1 exhibits the main Annual front page of the Dashboard:

Measure - 2013	Benchmark	Benchmark Data	Current Goal	SSC Previous	SSC Actual	
Enrollment-Headcount	Ohio Association of Community Colleges (OACC)	-3%	-5.00%	0.90%	-1.40%	(green)
Minority/Service Area Comparison	Nine County Region	14%	15.30%	23.70%	25.10%	(green)
Full-Time Retention Rate	OACC - IPEDS	48%	48%	45%	46%	(yellow)
Part-Time Retention Rate	OACC - IPEDS	40%	40%	42%	43%	(green)
Transfer Out Rate	OACC	6%	6%	6%	6%	(green)
Graduation Rate	OACC	10%	10%	7%	9%	(yellow)
Satisfaction Rate	SSC	90%	90%	95%	97%	(green)
Engagement Rate	CCSSE	70%	70%	24%	70%	(green)
In-Field Employment Rate	SSC	60%	72%	58%	66%	(yellow)
Licensure/Certification Pass Rate	Accreditation standards	100%	100%	90%	100%	(green)
Percent Credit Hours Taught by FT Faculty	OACC	43%	43%	46%	48%	(green)
Cost/Full-time Equivalent Student	OACC	$7,573	$7,573	$5,855	$6,417	(green)
Grant Success - $/FTE Staff	CBD Cadre (Sinclair CC, Lorain Co. CC, Stark State College)	$4.23	$4.23	$2.97	$5.85	(green)
Senate Bill 6 Rating	OACC	3.9	3.9	3.7	4	(green)
Goal Met (green)	Goal Not Met (red)		Goal Not Met Improved From Previous (yellow)			

Figure 0-1: Annual Strategic Measure Dashboard

SSC clearly communicates the Measure, Benchmark, Benchmark Data, Goal, Previous, and Actual data, as well as the status of the goal as indicated by the color-coded dots. The Strategic Measures Dashboard also compares Fall to Fall, Spring to Spring, Summer to Summer, and Snapshot enrollment numbers, exemplified in the Figures 0-2 – 0-4.

Measure - Fall AY 2013-2014	Benchmark	Benchmark Data	Current Goal	SSC Previous	SSC Actual	
Enrollment-Headcount	OACC	-3%	-5.00%	0.90%	-1.40%	(green)
Enrollment-Full-time Equivalent (FTE)	OACC	NA	-5.00%	-4.10%	-2.67%	(green)

Figure 0-2: Fall to Fall

Measure - Spring AY 2013-2014	Benchmark	Benchmark Data	Current Goal	SSC Previous	SSC Actual	
Enrollment-Headcount	OACC	NA	-5.00%	0.59%	-3.50%	(green)
Enrollment-Full-time Equivalent (FTE)	OACC	NA	-5.00%	-1.69%	-5.40%	(red)

Figure 0-3: Spring to Spring

Measure - Summer AY 2013-2014	Benchmark	Benchmark Data	Current Goal	SSC Previous	SSC Actual	
Enrollment-Headcount	OACC	NA	1.50%	-4.20%	-9.50%	🔴
Enrollment-Full-time Equivalent (FTE)	OACC	NA	1.50%	-7.50%	-10.60%	🔴

Figure 0-4: Summer to Summer

This Strategic Plan review corresponds with our AQIP Systems Portfolio submittal. The Dashboard provides the College with a visual of areas of improvement. Goals have been established for enrollment, retention, graduation, and in-field placement in support of our Dashboard measures. SSC remains focused on academic quality as we strive to advance Stark County and the State of Ohio economically, educationally, and socially.

Category 1: Helping Students Learn
Includes Core Components: 1C, 2B, 2D, 2E, 3A, 3B, 3D, 3E, 4A, 4B

Overview
SSC's mission to provide high value, student-centered associate degrees, and professional development is characterized by our dedication to individual learning, transferable higher education, and career success. In our quest to be a catalyst for regional economic growth, SSC embraces the integration of integrity, professionalism, and real-world experiences into the wide variety of programs, moving from an *aligned* to *integrated* maturity level with Completion by Design and AQIP Action Projects serving as examples to support our processes and assessment. Experiences designed to support accomplishment of student learning objectives, both general and program, serve as the foundation for students' preparedness in their major field of study, growth in personal and professional attributes, and readiness for future career and educational opportunities. Completion by Design and SSC's assessment processes aid in aligning institutional objectives and student need.

Six general learning outcomes, each defined by several objectives, are established for all degree program graduates. Combined, these outcomes outline the pattern of general knowledge and skills SSC expects students to possess upon completion of their generalized and program studies. The General Learning Outcomes were updated in 2011(see Figure 1-1) to more accurately reflect the skills students need to be successful in their careers for the 21st Century:

EFFECTIVE COMMUNICATION (WRITTEN, ORAL, READING, AND LISTENING)
1. Organize and develop ideas effectively.
2. Present ideas in an appropriate, mechanically and grammatically correct, professional style.
3. Follow a standardized documentation format.
QUANTITATIVE LITERACY (INCLUDES COMPUTATIONAL SKILLS)
1. Determine a solution strategy and set up the problem with the pertinent information.
2. Solve the problem using the appropriate data, the mathematical operations (symbols and formulas), and the appropriate technology (such as calculators and computers) as needed.
3. Analyze and interpret the results for accuracy and reasonableness and explain the results using such tools as graphs, charts, and tables as needed.
INFORMATION LITERACY SKILLS
1. Locate, evaluate, and use effectively the needed information.
2. Manipulate current software and hardware to access and communicate information appropriately.
3. Understand copyright rules and the ethics of extracting, sharing and citing source information.
CRITICAL THINKING SKILLS
1. Understand and interpret data by analyzing and synthesizing information.
2. Challenge assumptions and draw informed and logical conclusions.

3. Test conclusions against relevant criteria and standards while considering practical and ethical implications.
GLOBAL AND DIVERSITY AWARENESS
1. Demonstrate appreciation and respect for individuals and groups and use effective interpersonal and collaboration skills.
2. Demonstrate awareness of the interdependence of factors of diversity: culture, history, sexual orientation, psychological functioning, education, economics, environment, geography, language, politics, age, gender, ethnic heritage, physical challenges, social class, social skills, and religion.
CIVIC, PROFESSIONAL, AND ETHICAL RESPONSIBILITY
1. Demonstrate personal integrity and social responsibility consistent with ethics, individual rights, and civility in a democratic society.
2. Accept responsibility for and act in a manner that reflects the values of the communities and organizations.
3. Relate to others in a respectful, courteous, and professional manner.

Figure 1-1: General Learning Outcomes

During the academic year of 2011/2012, each department within the College has either reviewed, revised, or developed Program Learning Outcomes (PLOs) as well as identified Student Learning Outcomes (SLOs) for each program/major/certificate. The General Learning Outcomes (GLOs) are aligned to course objectives which are aligned to specific methods of evaluation for each course. Each semester the courses are assessed to evaluate the student success in each GLO. Improvements will be identified during this review process to ensure our courses are achieving learned outcomes. Furthermore, SSC is dedicated to career success for our graduates. Each SLO is designed to provide the skills necessary for our graduates to be successful in their careers.

SSC promotes a climate of collegiality and respect among students. Students participate with faculty and staff in shared governance and Interfaith Campus Ministry. They have the opportunity to provide input in decision-making processes through service on recognized College entities such as President's Cabinet, advisory committees, the Student Government Association, Student Newsletter, Student Organizations, and the Phi Theta Kappa Honor Society.

SSC's key instructional programs include certificates (short-term and one-year), associate degree programs, associate of arts and associate of science degrees, competency credentialing, continuing education, contract training, and other opportunities for lifelong learning. As of spring 2013, SSC offers over 170 associate degrees, majors, and one-year certificates (http://www.starkstate.edu). Degrees awarded are the associate of arts, associate of science, associate of applied science, associate of applied business, and associate of technical studies. SSC also offers degrees in conjunction with Kent State University in associate of arts and associate of science. Furthermore, a wide range of short-term career enhancement certificates help employees improve skills and gain a competitive edge in a society with rapidly-changing technology. As of spring 2014, SSC offers approximately 115 career enhancement certificates. The career enhancement certificates may lead into one-year certificates which may lead into associate degrees in various fields of study.

Non-credit programs/courses are for non-degree seeking individuals and include, but are not limited to, continuing education and corporate contract training. These offerings provide continuing education credits, skills valuable within the context of the participant's career and financial gain goals, and self-development outside of a career area.

SSC courses are delivered in a variety of formats and vary by program offerings; the delivery methods are as follows: Traditional face-to-face instruction; Hybrid web courses - mix of face-to-face and web (Web 2); Web-based courses fully online (Web 3); Courses that combine diverse modalities of delivery and technology that go beyond a Web 3 (Web 4); Independent study; Face-to-face with clinical experience; Clinical experience; Laboratory; and Lecture/presentation.

SSC faculty members are focused on student-centered learning and use a wide array of teaching and delivery methods to facilitate the varied learning styles of students. We encourage the use of technology within the formal instructional context. Online and hybrid courses are supported by the ANGEL Learning Management System. The

number of faculty who use web-enhanced or web-based modes of delivery is increasing. Ongoing training in the use of ANGEL and other technologies, such as podcasting, enables faculty to develop additional courses for online delivery. Instructors are paid a stipend to develop new online courses which are reviewed by an instructional designer prior to being offered.

SSC has expanded the number of computer labs, computers within student areas, and wireless areas. Our campuses (main and satellite) have the following:
- All lecture classrooms have a multimedia workstation with a multimedia projector (computer, DVD/VHS combo, projector, and speakers)
- 98 classroom computer labs with approximately 2,000 computers
- 12 open public lab areas with 242 computers
- The entire main campus has internet access.

In 2011, Stark State received a five-year Completion by Design grant from the Bill & Melinda Gates Foundation designed to work with community colleges to significantly increase completion and graduation rates. The Gates Foundation awarded grant dollars to four community colleges in the state of Ohio to help transform the students' experience. The four community colleges in the state of Ohio include Sinclair Community College - Dayton Campus, Sinclair Community College - Courseview Campus, Lorain County Community College, and Stark State College. With the aid of Completion by Design, we implemented Career Coach in 2012, a system designed to help students research multiple career tracks in the area and beyond, and My Academic Plan (MAP) software to assist students with their academic pathways and department chairs with degree audits. During the 2013-2014 academic year, we began the implementation of Platinum Analytics, a software program that will aid in schedule planning and room utilization. In addition, we redesigned developmental education, offered boot camps in developmental education, redesigned placement testing for developmental education, implemented mandatory orientation, developed a College Completion Plan, reduced credit hours in degree programs, and customized intrusive advising and pathway redesign for pre-health students. We also addressed each of the opportunities for improvement identified in the 2010 Systems Appraisal.

1P1 Determining Common Learning Objectives
In response to the changing economic and social needs of our region, our Mission and Vision have become more student-centered and we have expanded academic program offerings. SSC is dedicated to providing high-value education to our local community as a catalyst for economic growth. Given this continuing evolution and expanded Mission, the College officially changed its name from Stark State College of Technology to Stark State College in 2011.

SSC determines common student learning outcomes through shared college governance processes. The General Learning Outcomes (see Figure 1-1) were developed by the department chairs of the Liberal Arts Division in collaboration with the Academic Policy and Procedure Committee, Institutional Effectiveness Committee, and AQIP Core Committee. They were approved by the President's Cabinet and as such included direct input by administrators, faculty, and staff. The six general learning outcomes outline the pattern of knowledge and skills SSC expects students to possess upon completion of their generalized and program studies. The General Learning Outcomes were updated in 2009 to more accurately reflect the skills students need to be successful in their careers for the 21st Century.

Assessment of student learning provides SSC with the tools to help students achieve their educational goals. Student Learning Outcomes (SLOs), which include General Learning Outcomes (GLOs) and Program Learning Outcomes (PLOs), expand the scope of inquiry from the individual student to the program level. These six GLOs are identified on each master syllabus, carefully analyzed for coverage in each course, and linked with the applicable learning objectives and the specific course assignments and graded assessments (see Figure 1-1). Through a formal assessment process, the courses are assessed in relation to student achievement throughout the curriculum.

*Core Component 3B: Through application of these general learning outcomes, SSC provides the students with an opportunity to develop the skills necessary to adapt to the changing needs of the environment. Our programs recognize the diversity that surround our students in their personal and professional lives and encourage learning throughout the process. SSC has the following General Education Philosophy (see Figure 1-2) to reinforce the objectives within our courses, the development of skills in our students, and to reinforce our Mission and Vision.

General education provides students with a breadth of knowledge and capacity for lifelong learning. It stretches students' minds, broadens their experiences, and develops skills to adapt to changing environments. General education prepares students with the skills to communicate effectively, problem solve, analyze, locate and gather information, and think critically and logically. It teaches students to understand and appreciate diversity and its interrelationships, sustainability, as well as community engagement and informed citizenship. Students are taught personal integrity, social responsibility, and the interpersonal skills needed to succeed in a professional environment. Our general education philosophy is embedded in our mission and vision and is supported by our core values. These core values serve to emphasize our commitment to our students, to learning, to shared responsibility, and to the continuous improvement of the education we offer. We work collaboratively to create a campus culture that is academically challenging and emotionally supportive.

Figure 1-2: General Education Purpose Statement

1P2   Determining Specific Program Learning Objectives

SSC determines program learning outcomes through the program specific department chair in conjunction with applicable advisory committees which includes faculty, local employers, and students. The Advisory Committees play an ongoing role in reviewing and updating curriculum based on employers' needs, industry trends, and changes in the employment market.

*Core Component 3B: The specific objectives cover the technical skills necessary to meet current professional requirements within the field of study. These course objectives are collected and approved by the Curriculum Committee. Each degree program must have a minimum of three program learning outcomes whose purpose is to determine and communicate to the student the expected outcomes of the degree program recipients.

*Core Component 4B: Through a commitment to program level assessment and on-going improvement, the College ensures that the students are learning the professional skills necessary to be successful in the workplace.

SSC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition, many individual programs are accredited by their respective accrediting organizations. The non-credit programs link technical objectives to the course goal. These non-credit objectives are determined by community surveys, committees, and by attending regional and national conferences.

1P3 Designing New Programs and Courses that Facilitate Learning and Compete with Other Organizations' Offerings

All new proposals for course and program design must follow a rigorous process (see Figure 1-3).

Course and Program Design	Faculty, department chairs, and/or deans bring forth suggestions for new programs/courses as needed. Academic deans analyze the course/program content to assure that it is aligned with SSC's Mission and Vision.
Feasibility/Suitability Analysis	Course/program developers conduct market analysis to determine the need for a new program/course. This involves collaboration with program advisory boards, surveys of the college/community, review of programs offered at neighboring institutions and current articulation agreements, and a detailed analysis of employment opportunities. This analysis is based on local information from The Employment Source, OhioMeansJobs.com, EMSI Career Coach, and national information from the Occupational Outlook Handbook. In reviewing industry-recognized certificates, Education-to-go (Ed2Go), JEROnline, and ProTrain, LLC were used to identify industry standard certificates. Additionally, one-year OBR certificates are evaluated according to the requirements laid out in the Department of Education's Gainful Employment regulations. Course/program creators also analyze college resources such as faculty, space, equipment, and supplies. Supporting documents regarding the above information are required when bringing forth proposals to the College Curriculum Committee.
Development and Approval of Curriculum	Course/program developers create complete curricula, including all courses. These proposals are discussed by the Academic Affairs Council and submitted to the College Curriculum Committee, which ensures that the proposals meet the stated needs, policy, and curriculum requirements prior to approval.

Review of Potential Collaborations/ Articulations	Deans investigate potential collaborations and articulations with other institutions to maximize transfer possibilities and collaboration among educational institutions in the service area.
OBR/Accreditation Submission	Deans and Provost must submit complete curriculum to the Ohio Board of Regents for preliminary and final acceptance, including consideration as a Transfer Assurance Guide (TAG), Ohio Transfer Module (OTM), or Career-Technical Credit Transfer (CT2) course, which ensures transfer to any public college or university in the state.

Figure 1-3: Course/Program Design Process

In the case of non-credit courses or programs, participant feedback sheets are completed at conclusion of courses to identify changes that would benefit the course, the instructor, and other courses that could be offered.

1P4 Balancing Learning Goals with Career Needs and Employment Market Realities
Student learning goals are supported by the College's scheduling process, providing courses that match employment patterns by offering day, evening, weekend, and online courses, including courses at satellite locations, to ensure student completion in the minimum possible time. This schedule also allows students to follow program sequences, complete with pre-and-co requisites. Multiple course and delivery options offer students the widest choice of course offerings possible to allow for individual circumstances.

*Core Components 1C, 3A, and 4A: With regard to programs that are responsive to career needs and employment market realities, a variety of activities ensure effective program design (see Figure 1-4).

Graduate Employment Analysis:	Provides an estimate of available positions using economic projections including position advancement prospects and income levels.
College Career Development:	Provides career services, career investigation, interviewing training, and various ongoing services designed to assist students in locating appropriate positions. Graduate/Certificate Completer Status Survey - Each year our Career Development Office reports how many of our graduates and certificate completers are employed, along with their average entry-level salaries.
Environmental Scan:	Provides detailed, up-to-date data about programs and degrees that will most benefit students in the community; assesses environmental demographics, trends, and professional opportunities.
Internships:	Provides hands-on applied education through collaboration with local employers.
Dual Credit:	Outreach into dual enrollment initiatives offered at local high schools and Early College High School.
Partnership / Linkages:	Provides various partnerships such as with industrial apprentices; The Timken Company; First Energy; and automotive training partnerships such as Toyota TTEN, Honda PACT, Caterpillar Lift Truck (CAT), and GM ASEP.
Academic Advisory Boards/ Committees:	Provides outside oversight from practitioners in each program, maintaining current knowledge of training needs for specific fields.
Articulation Agreements:	Provides written contracts to facilitate student transfer to a high degree from institution to institution with over thirty local institutions. SSC actively seeks additional articulation agreements with four year colleges and universities.
Transfer Agreements:	SSC abides by the Ohio Board of Regents Ohio Articulation and Transfer Policy.
Academic Program Review:	The purpose of the Academic Program Review (APR) process is to review, analyze, and assess the content, currency, direction, and quality of the program in relation to student outcomes. This review of all programs must facilitate program improvement in a meaningful, efficient, and timely way. The intent of the academic program review process is to promote student-centered educational excellence by academic programs through self-examination and self-improvement. Academic Program Review follows a three-year cycle.

Employer Forum:	Provides feedback from community employers regarding educational and training needs.
Multicultural Student Affairs:	***Core Component 1C:** A resource and support center for students from underrepresented groups; an active participant in the recruitment of students from various backgrounds to more accurately reflect the demographic make-up of the larger community that SSC serves; a provider of services designed to assist students in matriculation and persistence throughout the entire College experience from application to graduation; a promoter of cultural understanding across the College community.

Figure 1-4: Activities for Effective Design

A natural balance exists between goals, career needs, and market realities for non-credit courses and programs since learning goals are derived directly from career and/or personal development needs requested by employers or the market. Non-credit courses/programs ally themselves with the Employment Source and feedback forms.

1P5 Addressing the Special Needs of Student Subgroups
SSC maintains an open door policy to ensure that every person who wants and can benefit from higher education has the opportunity. We have numerous methods to determine whether potential students are prepared for their chosen curricula, programs, and courses, including COMPASS Placement Tests, ACT, the computer entrance exam, eStark State assessment, meetings with admissions counselors, and accreditation requirements. The students are also encouraged to complete the e-Discover software assessment program to determine what field of study would be best for their individual skill set. In addition, several courses have a "test-out" option which may include CLEP, proficiency testing, portfolio reviews, and/or objective exams and allows students to move through their programs more quickly and efficiently.

SSC supports and participates in pre-college programs such as Early College Academy, Post-Secondary Education Option (PSEO), Dual Credit, Early College High School, Tech Prep, FAME, and Upward Bound Math/Science.

In some cases, admission to SSC does not mean admission to a program. For example, students applying for admission to programs of study in the Health and Human Services Division have stringent pre-application requirements. Those requirements include minimum scores on placement tests, high school course requirements, and state and federal background checks. This information is clearly defined and posted on our website.

Along with program accrediting bodies, SSC works with faculty, department chairs, and deans to determine the preparation required of students for the programs and courses being offered. These requirements are determined through careful research and study. SSC's Institutional Research Department provides analytics to assist in determining which pre-requisite classes will impact student success. SSC follows the ACT methodology for pre-requisite courses by applying ACTs 50 percent of achieving a B or higher rule to a course. Faculty members determine the order of courses in a program of study and are the first to identify the need to change course requirements.

New students come to the New Student Advising Center and work with admissions counselors, orientation and student engagement advisors, and Career Services staff to determine their placement and course of study. Students whose test scores place them at the highest level of developmental education are encouraged to enroll in the College's math, reading, and writing boot camps. These week-long, intensive workshops are designed to prepare students for college-level work in general education courses.

Returning students may visit the Returning Student Advising Center and meet with faculty advisors and department chairs who will assist students in planning and progressing through a program. Online students may contact their advisors via email or phone. All students have access to the online Degree Evaluation system (MAP – My Academic Plan), which assists them in identifying courses needed to complete their degree. Additionally, students are encouraged to visit the "Ohio Means Success" website (www.ohiomeanssuccess.org) and Career Coach Software, which offers a multitude of tools to help students explore potential fields of study.

1P6 Communicating Expectations Regarding Student Preparations and Student Learning and Development Objectives

SSC communicates expectations regarding student preparation, student learning, and development objectives (for programs, courses, OBR certificates, career-enhancement certificates, and the awarding of specific degrees and credentials) to prospective and current students initially through face-to-face or online advising involving Student Services personnel, academic advising conducted by faculty, printed materials, and College policies and procedures. Printed materials range from letters of acceptance to SSC to dismissal from the College. Face-to-face or online advising of students by both Student Services personnel and faculty involves the presentation of curriculum sheets outlining program course sequences, program brochures informing students of program requirements, and the College Catalog which lists course offerings along with a brief summary of course content. The counselor will review COMPASS and ACT scores and discuss any required developmental coursework. Student Services personnel and faculty within a specific degree program also utilize numerous College and community events to engage prospective students in career goals and to advise them in proper application procedures. The Office of Financial Aid and Academic Records/Registration also assist in answering questions and providing student information.

*Core Component 2B: SSC presents itself clearly and completely to students and the general public through the College website, our media outlets, and program view books which are made available through the Office of Student Services and Enrollment Management as well as division offices. The website offers information regarding tuition costs, fees per credit hour, and a comparison to other two-year institutions. From a program standpoint, the website lists accreditation relationships and specific program requirements.

In addition, master and course syllabi are presented on the first day of class to convey course-specific expectations as well as College policies and procedures. The master syllabus is uniform for all sections of a particular course and states Catalog information for the course (course number, number of credit and contact hours, transferability), as well as course objectives and fulfillment of College-wide General Learning Outcomes. The class syllabus is tailored by each instructor for each section and states section-specific information such as instructor contact information, section number, grading criteria, and topic outline. These two documents can also be posted online through ANGEL LMS for additional access to course information. Online resources include the College Catalog, My Academic Plan (MAP), a software degree auditing system, and a self-conducted degree audit, utilized via the *my*starkstate portal, which aids in determining what courses the student has completed and what courses remain to be completed. In order to provide students with consistency, curriculum sheets and syllabi follow a standardized format.

Additionally, students with special needs can obtain more personal assistance from Disability Support Services. New students are required to participate in a "New Student Orientation."

There are a number of programs that have unique requirements such as the Nursing and Dental Hygiene programs. These programs' specific packets are located in the division offices, Student Services Office, and College website. Faculty members discuss program requirements with students during the advising process.

Non-credit courses and programs are administered by the academic divisions using syllabi and Feedback Data Sheets.

1P7 Helping Students Select Programs of Study
*Core Component 3D: SSC utilizes a variety of methods to help students select programs of study that match their needs, interests, and abilities:
- Career Development and various program staff assist students with assessments, internships, and employment opportunities. These staff persons specialize in interpreting career assessment results and advising students on programs of study that align with the assessment outcomes. Additionally, the Career Development Office focuses on establishing relationships with business and industry to ensure select programs include courses that match the skills required in the workforce.
- Connection Central connects students with the resources they need to become a successful student. Connection Central assists students with advising questions and provides free workshops that are designed to help students be successful in their selected program of study.
- SSC purchased Career Coach, which is a software designed to help the student find a suitable career by providing current data on salaries, local demand, and available job postings.

- The SSC Catalog and website contains general descriptions of programs and courses. Program brochures provide more detail about specific programs. Admissions counselors recommend that students who have not selected a program of study review the catalog and SSC website for descriptions of programs and courses.
- Each incoming student must meet with an admissions counselor as well as take the COMPASS test and/or have scored an appropriate level on the ACT exam. Incoming students must also complete the Computer Entrance Exam. Each student is assigned a faculty advisor in his or her program of study and is expected to meet with his or her academic advisor following the initial meeting with the admissions counselor. The academic advising process may involve:
  - analysis of student's long-range aspirations, goals, and abilities
  - analysis of educational and career objectives
  - planning course sequence in academic major
- All current students are required to take a Student Success Seminar which includes a focus on career planning and career readiness.
- Various courses throughout programs across the College are using the MyLab software as result of Completion by Design studies to encourage student success in reading, math, and science. The software enables students to utilize computer-based resources to meet their needs.
- SSC provides the infrastructure necessary to support effective learning through the Writing Center, the Science Learning Center, Math Emporium, and many labs, clinicals, and internships that are embedded within specific programs designed to provide hands-on opportunities to students to meet their needs, interests, and abilities.

For non-credit courses/programs, the Saville Hallsworth Ltd. set of tests help students identify whether they are a good match with a particular technical skill program. Assessments selected for the specific courses and guidance help students predict their success.

At times, student selection of a non-credit course/program is employer-driven resulting in a direct match between students' needs and abilities and the course/program goals. In these cases, employers identify employees to enroll in a specific course to enhance the employee's current job skills and/or to prepare him or her for new/additional job responsibilities. Sometimes financial or advancement incentives may be linked to successful course/program completion.

1P8 Dealing with Underprepared Students
SSC assists students who are underprepared for academic programs and courses in a number of different ways:
- Students applying to the College with no transfer credits complete the standardized COMPASS or ACT test to determine if they are prepared for specific curricula, programs, courses, and learning they will pursue.
- The Director of Institutional Research and Planning researches, assesses, and coordinates with department chairs of developmental classes on the scoring parameters of the COMPASS test.
- Students applying to SSC with transfer credits may or may not be required to complete all or part of the COMPASS test as determined by criteria applied by admission counselors.
- Underprepared students who are identified by COMPASS or ACT scores are required to enroll in developmental education courses. Students who test into multiple developmental courses or are on academic dismissal or probation are highly encouraged to enroll in the College Success Seminar. The courses are decentralized and integrated within the respective academic departments in the Education, Liberal Arts, and Mathematics Division.
- The Writing Center, Math Learning Center, and Science Learning Center provide tutors for individual or group consultation. The Digital Library and Learning Resource Center are additional resources students may utilize to assist them with their coursework. The Stark State Digital Library is a collection of electronic information, resources, links, and services available to help faculty, staff, and students succeed at SSC. The Kent State University-Stark Campus Library serves as the print library for SSC. The Kent State University-Stark Library provides traditional print resources for both Kent State-Stark Campus and SSC campus communities. Stark State College and Kent State University-Stark Campus are co-located campuses.
- The Tutoring Center helps students meet their academic goals by providing tutoring support for gateway and technical courses.
- The TRiO-Student Support Services program is a federally funded project offering support and academic services to qualifying students. TRiO staff provides education and career planning, advising, tutoring, and educational counseling.

- Disability Support Services assists students with disabilities to help them reach their maximum academic potential by providing them with various academic services.
- Full-time faculty members are available during office hours for additional student support. Adjunct faculty members also provide tutoring in the Tutoring Center.
- Completion by Design initiatives to improve retention and completion rates included redesign of developmental education, boot camps in developmental education, redesigned placement testing for developmental education, mandatory orientation, developed a College Completion Plan, reduced credit hours in degree programs, customized intrusive advising and pathway redesign for pre-health students, and implemented Career Coach, My Academic Plan, and Platinum Analytics.

Most non-credit courses are open enrollment with no pre-established admission criteria. At other times, individual companies will choose incumbent workers for specific training based on their own internal parameters. On occasion, employers will request that individuals are screened to determine their potential to be successful in an identified program or as part of the pre-hiring process. In these instances, a company will contract with Corporate Services to assess potential candidates utilizing identified subtests from the Saville Holdsworth Ltd. (SHL) battery.

1P9 Detecting and Addressing Students' Learning Styles
Detecting and addressing differences in student learning styles is an ongoing process with faculty. Faculty members are encouraged to attend professional development focused on addressing different student learning styles. SSC provides Focus Days, Best Practice series, Faculty/Staff Retreat, New Faculty Orientation (adjunct and full-time), workshops, and learning style and student engagement seminars for faculty participation. Additionally, faculty members are trained in advising to guide students into courses suitable to their needs and interests.

Instructors accommodate different learning styles through several diverse teaching methods. Instructors utilize lecture, project-based lessons, reading, writing, collaborative learning, visual and auditory components, kinesthetic activities, and assessments; these methods ensure that student learning styles are met within the context of course curriculum, regardless of the modality.

In 2010, SSC added a Student Success Seminar. One component of the course is for students to complete a learning assessment in order to gain a better understanding of their individual learning style. In spring 2012 the course was revaluated and four new qualifications were attached to the course:
- Students who transfer with 24 credit hours with at least a 2.5 GPA or with an existing degree from an accredited college will be encouraged but not required to take the course.
- All new and transfer students must take SSC101 within the first 24 earned credits at Stark State College. Students who do not take SSC101 within the first 12 credits will receive notification of the policy requirement.
- Students will be required to continuously enroll in the student success course until it is successfully completed.

In individual classrooms, instructors may assess learning styles by administering the VARK (Visual, Aural, Read/Write, and Kinesthetic) questionnaire, Index of Learning Styles, and Preference Inventory. These assessments provide students with a profile of their learning preferences. Micro-message Training, part of the STEM grant, enables instructors, staff, and counselors to be aware of verbal and nonverbal gestures that may impede the student's success in a particular course structure or modality. TRiO students also complete the LASSI (Learning and Study Strategies Inventory) assessment. This tool is designed to measure students' use of learning, study strategies, and methods.

To accommodate students' preferences and learning styles, courses are offered in several different modalities. We provide flexible learning places and times by offering Web 2, Web 3, Web 4 (see Figure 1-5), laboratory, and seminar courses. Some courses are also structured to allow students to work at their own pace, such as the math emporium model.

Type of Web Course	Web 2 (W2) Web-Enabled/ Hybrid	Web 3 (W3) Web-Delivered	Web 4 (W4) Web-Blended / Web-Essential
Course Type	2-day a week class meets once a week	Fully online^	Fully online^
Meet In-Person	Half-Time (meet once a week)	No	No
Assigned Class Time	Yes	No	Maybe
Required Orientation^^	Yes	Yes	Yes

Figure 1-5: Web Course Types

^**Proctored tests may be required for Web-Delivered (W3) and Web-Blended or Web-Enhanced (W4) courses. The tests may be completed at SSC or other approved testing facility.** A proctored exam is completed in a secure, monitored environment where verification of student identity is required. This process ensures the security and integrity of the testing process, which is required by both the Higher Learning Commission and the Higher Education Opportunity Act. Students are responsible for paying any fees required by the proctor or the proctoring agency.

^^All students taking W2, W3, or W4 courses are required to complete an online orientation course. This is available prior to the start of the semester. Students are notified approximately two weeks before classes begin with details.

1P10 Addressing the Special Needs of Student Subgroups

*Core Component 1C: In accordance with SSC's Mission, we acknowledge, respect, expect, and value diversity among our students, staff, and faculty. The Office of Multicultural Student Affairs provides services and support for students of various ethnic and cultural backgrounds to enhance each student's campus experience. The Office is designed to serve as a resource and support center for students from underrepresented cultures and groups. It is an integral component in the recruitment of students from diverse backgrounds in an effort to more accurately reflect the demographics of the larger college community. The Office of Multicultural Student Affairs also provides services designed to assist students in matriculation and persistence throughout their college careers from application to graduation and promotes cultural awareness across the College community.

Disability Support Services (DSS) assists students by providing a range of services including support for academic needs, admissions and financial aid matters, acquisition of special equipment and materials, and career guidance. Through DSS, the campus and classrooms are equipped with accessible features such as adapted restrooms, electric doors, handicapped parking, and Braille tactual room signs, as well as classroom support such as ASL (American Sign Language) interpretation and note-takers. DSS staff maintains communication with faculty to provide specialized assistance and training and serves as a liaison between the College community and state/local agencies. In support of the student's right to know, the College has a description of its facilities and physical accommodations for disabled students on the website: http://www.starkstate.edu/disability-support-services-dss.

SSC also has several student organizations and clubs whose objectives are to offer support to and meet the needs of students of varying cultures. These organizations include the Cultural Diversity Club; Lesbian, Gay, Bisexual, Transgender and Straight (LGBTS); Society of Women Engineers; and the Veterans' Club (see Figure 1-6).

SPECIAL INTEREST GROUPS	STUDENT ORGANIZATIONS
Cultural Diversity Club: Promotes the best of a culturally diverse atmosphere and is committed to assisting all students in their endeavor to attain a higher level of education by directing them to the appropriate organizations and offices.	**Heads-Up**: Men organizing to support other men; assists men in their transition to Stark State College.
FAME: Focus on African-American males in education and is designed to promote college-going among African American males by strengthening social skills, emotional well-being, and academic achievement through high school and college academic support systems.	**International Club:** Promotes a better international understanding and cooperation at Stark State College.
Project 60 / 60+ Club: A program that enables Ohio residents 60 years of age or older to enroll in credit classes tuition free.	**LGBTS Global:** Promotes harmony among all sexually diverse communities.

Society of Women Engineers: A non-profit, educational, service organization dedicated to making known the need for women engineers and encouraging young women to consider an engineering education.	**Native American Indian**: Provides a support network for Native American students on campus while providing opportunities to learn about Native American Culture.
TOPS (Taking Off Pounds Sensibly): The chapter's objective is to encourage healthy lifestyles through weight-management support groups and to sponsor obesity research and support our members as they take and keep off pounds sensibly.	**Women of Color**: Women supporting other women; assists women in their transition to Stark State College.
Veterans' Club: Allows and encourages veterans and family members of veterans to develop educationally and socially, gaining organizational and leadership skills.	

Figure 1-6: Student Organizations and Clubs

1P11 Expectations for Effective Teaching and Learning

*Core Component 2D and 2E: Expectations for effective learning are defined, documented, and communicated to students in several ways. The College Catalog and Student Handbook define the general learning outcomes expected of each graduate as well as academic standards and regulations. The Handbook covers policies on academic integrity and honesty in learning. These policies are enforced through a process beginning with instructor documentation, conference with the student, and submission of this information to the Provost for further investigation and action. The College Composition course required for all transfer- or degree-seeking students covers the topic of ethical use of information which includes finding and evaluating sources, integrating and documenting sources, and avoiding plagiarism.

Course syllabi define expectations for students by including the course description, outlining the course objectives, identifying which of the College's General Learning Outcomes are addressed in the course, and tying those Outcomes to one or more assessments in each course. The syllabus is reviewed with students at the beginning of the semester. Program matrices identify the level of accomplishment (introduce, practice, master) expected for each course in that particular area of study.

Each student is assigned to an academic advisor in his/her major upon admission into the College. Academic advisors help students plan their schedules, register for courses, and apply for graduation. Advisors relay expectations for the student's specific major, such as minimum grade requirements or outside tests/certifications, as well as expectations of major-specific and general education courses.

Students new to the College are required to attend the in-person orientation. The orientation is also available online. Prior to taking their first online course, students are required to complete "Succeeding Online," an online course designed to familiarize students with the College's ANGEL Learning Management System (LMS), and to review expectations in online learning. Students are also required to complete the student success class that is offered in each division to further understand and master the challenges of college. In addition, workshops are offered each semester for students on topics such as "Beating Test Anxiety," "How to Study," "Memory and Learning Techniques," "Time Management Techniques," and "Solutions for Dealing with Stress."

Upon graduation, successful completion of certifications and licensure exams are further benchmarks of student success. SSC also distributes Employer Satisfaction Surveys to employers to determine the success of graduates in the workforce.

SSC maintains a Copyright Policy which provides the guidelines to assist faculty, administration, staff, and students in complying with the Copyright Act of 1976 and the Digital Millennium Copyright Act of 1998.

*Core Component 2D and 2E: For full-time faculty, expectations for effective teaching are defined, documented, and communicated via five primary mechanisms. They include faculty position descriptions, advancement in rank criteria, annual faculty performance reviews, student evaluations of instruction, and College-sponsored professional development. Student evaluations of instruction are completed for adjunct faculty. All faculty are required, per College policy, to provide students with a syllabus the first day of instruction. In specific program areas, external

agency reviews and/or licensing board and certification exams also guide expectations for teaching and learning. The SSC Assessment Handbook serves as a guide and a summary of assessment processes.

Faculty position descriptions outline performance expectations in the specific areas of teaching and teaching-related activities, professional development and scholarship, and service. Performance reviews mirror those expectations and establish goals for professional growth and development. In order to advance in rank, faculty members must complete a portfolio of achievements, student evaluations of instruction, and other teaching-related activities, as well as participate in a group interview discussing their teaching theory and classroom practice. Whether or not a faculty member is part of the advancement in rank process, he or she will still receive feedback from students in the form of student evaluations of instruction, which are focused on instructor preparation, knowledge, effectiveness, and availability. Numerical data for each section of a course is provided to the faculty member and his/her supervisor along with institution-wide averages for comparison. Written student comments are provided to the instructor as feedback for improvement.

College professional development opportunities for faculty and staff include external conferences and seminars and internal programs offered by various divisions. The Student Success Division hosts annual events for Joining Others in Teaching and Learning (JOLT), Focus Day, and the Faculty/Staff Retreat. Various faculty and staff members present workshops on best practices in teaching. The Digital Library provides support and training to faculty on copyright law and the ethical use of information and sources in the classroom. Additionally, SSC brings representatives from the State Attorney General's office to campus for training sessions and discussions of ethics. eStark State provides training and support for online instruction both in using the tools and in best pedagogical practices for online teaching. IT provides ongoing training for hardware and software used at the College. The monthly All-College Communications forum provides another opportunity to share best practices and pertinent information. Any faculty or staff member pursuing higher education is also held accountable by the Internal Research Board guidelines.

For non-credit instruction, there are two primary methods of communicating expectations. They include the hiring interview process and feedback sheet results. Instructors of non-credit courses are hired based on their expertise to teach very specific courses. The interview process is designed to assure that an individual is well-qualified and prepared to teach the course and understands the expectations. Non-credit course participants complete feedback sheets regarding instructor knowledge and effectiveness. The results are discussed with the course instructor and used for improvement.

1P12 Building a Course Delivery System
*Core Component 3A: Ensuring both the effectiveness and efficiency of our credit course delivery system requires careful integration of our scheduling process and delivery modalities, as well as reviewing relevant data and maintaining expert faculty. Deans and department chairs use previous semesters' enrollment patterns to determine the number/schedule of course offerings. SSC participates in the Community College Survey of Student Engagement (CCSSE) as well as the ACT Student Opinion Survey. The results from these surveys help determine student preferences for class times/days and modes of delivery as well as what support services are needed. Administrators take this information into account when building programs and course offerings. Additionally, the College has implemented a course assessment process which reviews General Learning Outcomes (GLOs), Program Learning Outcomes (PLOs), Student Learning Outcomes (SLOs) prerequisite requirements, and student success to determine if any changes need to be made in the course delivery system.

All programs follow clear course sequences; these sequences are based on advice from advisory committees and institutional data that reflects the success of students in the various courses. The course delivery systems are consistent throughout all SSC locations, dual credit, consortia agreements, contractual agreements, and on-line modalities. Required prerequisites are based on the determined skill level required for the next class and data gathered demonstrating the pre-requisite course or courses which lead to student success. SSC moved to posting an annual schedule during spring 2014 which will enable students to plan their schedule for a full year. This access will further supporting students in completing their programs.

The Academic Affairs Council (AAC), which is composed of academic deans and directors, reviews data as part of the process to build an effective and efficient course delivery system. Data is reviewed from sections that were offered in the preceding semester to assist with identifying the number of sections to offer in the current semester.

The data includes courses that were offered but cancelled due to low enrollment, retention data for courses that were offered, and average class size for the College. The data is evaluated in relation to projected enrollment, the College's budget, students' needs, and student success. The implementation of Platinum Analytics software during the 2013-2014 academic year enables us to analyze course offerings, course times, and room utilization when scheduling to meet student demand and needs.

SSC's Committee on Curriculum reviews requests for new programs and program modifications to ensure that courses and programs are current and appropriate to the degree or certificate awarded. In 2012, the College convened a committee to review all program advising sheets to ensure that prerequisite and sequencing requirements are appropriate and consistent across SSC, which ensures that students are receiving accurate and up-to-date information to help them move through their programs quickly and successfully.

Currently, SSC is focused on improving its student success and retention through involvement with Completion by Design (CBD). Data provided by CbD indicates that students tend to lose momentum in developmental courses; SSC is working with CbD to streamline developmental education and encourage students to continue their educational goals. Current strategies include reading, writing, and math "boot camps" prior to each semester, offering modularized developmental math courses, reduction in course credits in developmental writing and math, and contextualization of reading and math courses. SSC also provides assistance to students with disabilities in order to provide equal access to programs and services to qualified individuals with disabilities. The Disability Support Services staff also assists students with disabilities by providing academic support services and accommodations.

Various instructional modalities are provided both at College sites and through online delivery. eStarkState provides important alternatives to traditional on-campus courses and furthers the College goal of creating access to higher education. SSC provides a mix of learning options including courses which are hybrid and fully online and which take advantage of new technologies to engage and provide secure access to students. These modalities provide the necessary variety of offerings at all sites, ensuring sequential program tracks for students. Following the SSC eLearning policy, the implementation and offering of degrees and courses online support the College's strategic goals of increasing student access and enhancing student success. Online courses are also being offered to students in dual enrollment programs in surrounding counties. The application of the Quality Matters© Rubric to online courses ensures that the course goals, objectives, and rigors are the same across all modalities.

With regard to non-credit courses and programs, course groupings support one another, and customized training is delivered. Qualified course instructors are identified before a non-credit course is scheduled. The courses are required to be run at profit; any low course registration is cancelled so that minimum enrollment requirement assures that costs are covered. Non-credit price structure relates to the course content.

1P13 Ensuring Programs and Courses are Up-to-Date and Effective
*Core Component 4A: SSC follows a process that includes feedback from various stakeholders to ensure that programs and courses are up-to-date and effective:
- The Program Advisory Committee/Board is a formal group comprised of the department chair, faculty member(s) from each program, and community practitioners. These committees are in place to provide outside oversight to ensure current knowledge of the training needs for each program of study. The Boards/Committees recommend changes to curriculum to ensure it is relevant and meets the current demands of industry.
- External accreditation bodies also play integral roles in ensuring the effectiveness of many of SSC's programs. Program accrediting bodies, division accrediting bodies, the Ohio Board of Regents, and the Higher Learning Commission provide SSC with feedback that assists with ensuring that courses and programs are up-to-date and effective.
- When appropriate, department chairs maintain records that track how many program graduates pass certification or licensure requirements, which helps the College gauge the effectiveness of the curriculum in preparing students for these exams.
- A formal process for modifying and adding/deleting courses, curriculum, programs, and certificates was adopted by the President's Cabinet and is administered by the College's Curriculum Committee.
- The College completes an Academic Program Review every three years to promote student-centered educational excellence by academic programs through self-examination and self-improvement.

- The Career Development Office uses graduate surveys and the Graduate Status Report to gather student information post-graduation.
    - The Five-Year Graduate Survey measures students' satisfaction with their respective programs as well as long-term career outcomes.
    - The Graduate Status Report surveys graduates to determine current employment status and if students are employed in their majors, to determine full-time versus part-time employment, and to gain contact information regarding graduate employers.
- The Annual Graduate Status Report summarizes the information collected in the Graduate Status Report and is sent to department chairs, Admissions Office, marketing, and funding agencies such as Workforce Initiative Act (WIA).
- The Employer Satisfaction Survey summarizes information collected from local employers regarding their opinion of SSC graduates in the workplace.
- Every program, major, and certificate completes a formal program review every three years.

SSC assures non-credit courses and programs are kept up-to-date by:
- Consulting with Advisory Committees and working closely with the local Chambers of Commerce, Stark Development Board, and the Employment Source.
- Collecting and analyzing data feedback sheets from course and program participants.
- Augmenting the catalog of courses offered at SSC to demonstrate its responsiveness to community training requests.

1P14 Changing or Discontinuing Programs and Courses
SSC determines the need to discontinue programs and courses through Academic Program Review (APR) and by completing an environmental scan. The formal APR and assessment process is completed every three years and includes enrollment data as well as strengths, opportunities, weaknesses, and threats of the program. The APR process was developed as an Action Project. The environmental scan identifies threats in the environment which may impact existing programs. This scan is completed by an internal committee in conjunction with every strategic plan update. When courses or programs are discontinued, students are notified of the cancellation of the course or program along with an explanation of the students' educational options. By policy (catalog-in-force), students who started a program are able to finish it.

A formal process, administered by the College Curriculum Committee, is used to oversee changes to courses, addition and retirement of courses, curriculum, programs, and certificates (see Figure 1-7).

In order to guarantee transferability of courses within Ohio public colleges and universities, a course may be changed to meet requirements for OTM (Ohio Transfer Module) approval, TAG (Transfer Assurance Guides) approval, or both. The Ohio Transfer Module provides students the opportunity to transfer courses as a block or on an individual course basis. OTM approved courses are typically general education courses that can transfer from one college or university to another. These guidelines can help students make progress towards general education requirements and avoid unnecessary duplication of courses. TAG approved courses are those foundational courses that represent a commonly accepted pathway towards a Bachelor's degree. A TAG approved course is guaranteed to transfer and apply to the degree or program requirements. A CTAG approved course applies to career technical courses and are eligible for transfer between career-technical education and adult workforce education.

Non-credit courses and programs are discontinued based on enrollment as well as feedback from course and program participants as well as needs of the community.
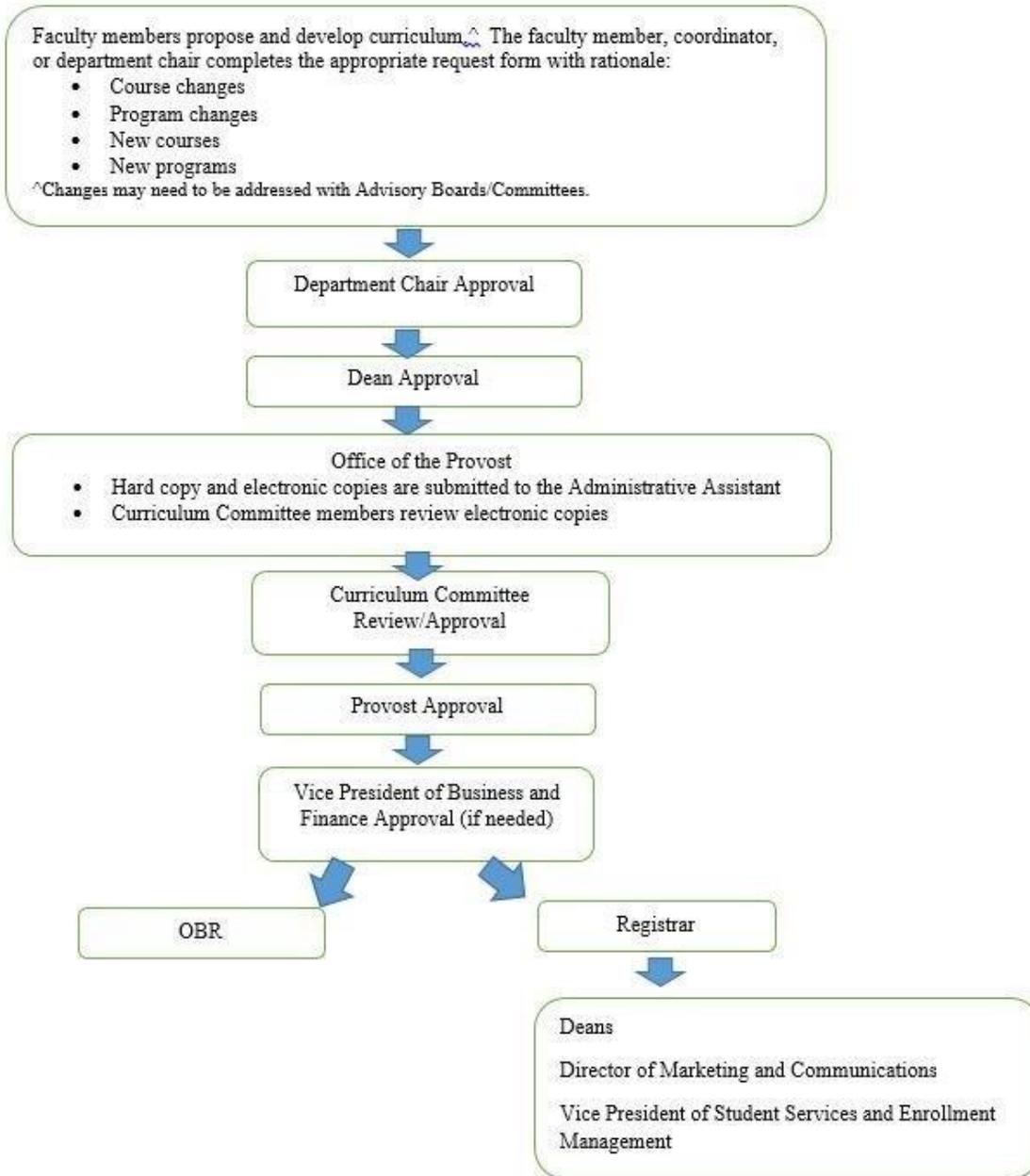
Figure 1-7: Process for Submission of Curriculum Changes to SSC Curriculum Committee

1P15 Determining and Addressing Learning
*Core Component 3D: SSC Learning Support Service needs are determined through the Strategic Plan as part of:
- Goal 1: Increase student access
- Goal 2: Enhance student success
- Goal 3: Continuously provide high value and quality
- Goal 4: Build business, education and community partnerships
- Goal 5: Promote stewardship
- Goal 6: Foster a culture of integrity and valuing people

Surveys and other feedback provided by the faculty and students (see Figure 1-8) on an annual basis are also used to determine and address learning support needs (see Figure 1-9). The annual assessment summary report assists the

College in documenting assessment progress and identifying areas where effective curricular learning experiences are needed at course, program, and institutional levels.

Learning support areas are involved in the student learning and development process by providing a variety of services to both students and faculty (see Figures 1-10 and 1-11).
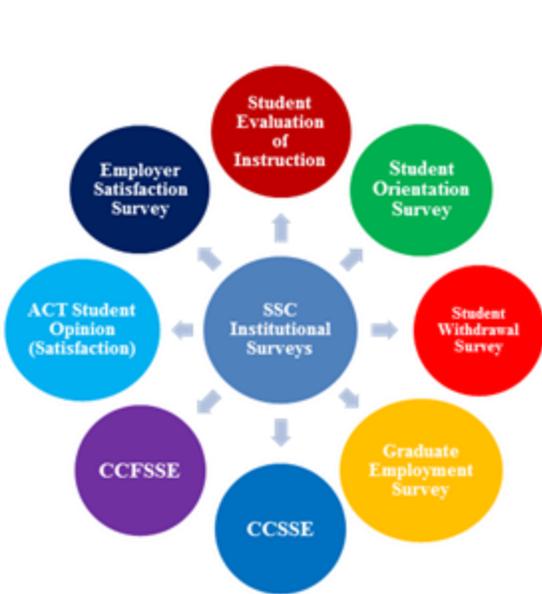
Figure 1-8: SSC Institutional Surveys
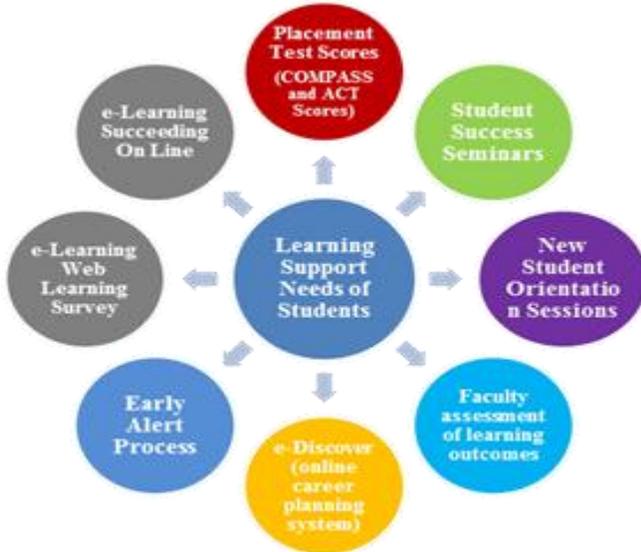
Figure 1-9: Student Learning Support Needs

Figure 1-10: Learning Support Areas
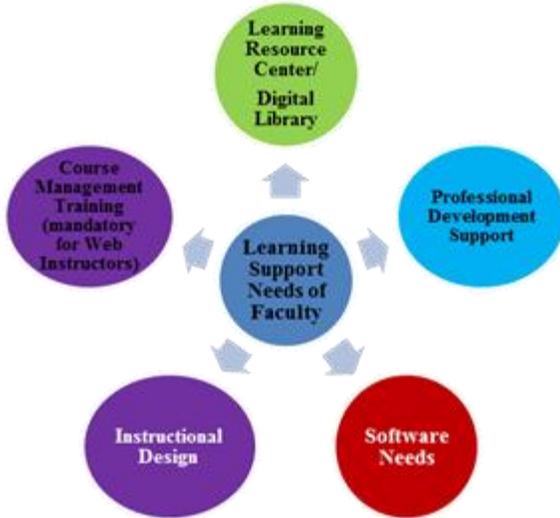
Figure 1-11: Faculty Learning Support Needs

1P16 Aligning Co-Curricular Development Goals
*Core Component 3E: The co-curricular offerings at SSC are designed to align with the mission of the College by supporting career success and quality professional development of our students. Co-curricular development goals are also aligned through the college-wide General Learning Outcomes (GLOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs). Co-curricular development goals are aligned with these objectives and Program Learning Outcomes (PLOs) through a variety of mechanisms including student organizations (see Figure 1-12), student government, and program-related activities such as required observation hours, practicums, internships, clinical experiences, and program related service learning projects with applied experience.

The Office of Student Life has a mission to encourage and support student organizations and activities that complement the educational environment. Individual programs may require or encourage co-curricular activity participation such as career and professional meetings, field trips, community engagement, and service-learning. Forty-two student organizations are directly associated with academic programs (i.e. Association of Information Technology Professionals [AITP]), communications (Future Speakers of America – a speech club), honorary (Phi Theta Kappa International Honor Society), or special interest organizations. Student government provides leadership opportunities and representation on President's Cabinet, Student Government Association, Inter-Club Council, Student Affairs Committee, grievance and grade appeal committees, and advisory committees. The Student Leadership Academy, which also provides leadership opportunities, is a collaboration between SSC and Kent State University – Stark.

American Society of Civil Engineers (ASCE)	Respiratory Therapy Club
American Society of Mechanical Engineers (ASME)	Ski and Snowboarding Club
Association of Information Technology Professionals (AITP)	Social Science Club
Association for Medical Laboratory Technicians (AMLT)	Society of Manufacturing Engineers (SME)
Beta Beta Beta (Tri Beta) Biological Honor Society	Society of Women Engineers (SWE)
C3 Club	Software Development Guild
Chess Club	Stark Raving Writers
Criminal Justice Student Association	Stark Voices – Student Publication/Newspaper
Cultural Diversity Club	Stark State College Association of Medical Assistants
Engineering Technology Club	Student Ambassador Program
Environmental Club Future Speakers of America	Student American Dental Hygienists' Association (SADHA)

Heads Up	Student Dietary Association at Stark State College
High Technology Crime Investigation Association (HTCIA)	Student Government Association/Inter-Club Council
Institute of Electrical and Electronic Engineers (IEEE)	Student Health Information Management Association (SHIMA)
Institute of Management Accountants (IMA)	Student Nurse Association (SNA)
International Association of Hydrogen Energy	Student Occupational Therapy Assistant Club (SOTA)
International Club	Student Physical Therapist Assistant Club (SPTA)
Kappa Delta Pi International Honor Society in Education	Students in Free Enterprise (SIFE)
LGBTS Global	Students in Human and Social Services Club
Native American Indian Organization	TOPS (Taking Off Pounds Sensibly)
Phi Theta Kappa International Honor Society	Veterans Club of Stark State College
	Women of Color

Figure 1-12: Student Organizations

1P17 Determining the Degree and Certificate Recipients have met Expectations
Students receiving a degree or certificate must have completed all stated learning and development requirements associated with the respective program. Expectations are identified within each program and are determined by faculty, department chairs, deans, and advisory committee/board input. These expectations are translated into Program Learning Outcomes, General Learning Outcomes, and program development requirements. Students must successfully complete all program requirements and maintain a minimum grade point average to be awarded a degree or certificate. Completion of the requirements are verified by the program chair and the Registrar's office. SSC then monitors the progress of graduates in the workforce through the Employer Satisfaction Survey and the Alumni Survey. The Employer Satisfaction Survey is comprised of a majority of key employers of SSC graduates. The results of the survey are reviewed to determine if employers were satisfied with the quality of the SSC graduates as well as with their program skills. Furthermore, departmental, board, or certification or licensure exams are required for some graduates to work in the industry, and the passage rates are considered.

1P18 Determining Processes for Assessing Student Learning
*Core Component 4B: SSC uses a multi-level approach for assessing student learning that includes initial (entry-level), general education, course, and program level processes (see Figure 1-13). Where possible, guidelines from Council for the Advancement of Standards in Higher Education (CAS) are incorporated into the process for non-academic assessment at the College.

On an as needed basis, the non-credit courses have instruments to assess student readiness for a particular training program and achievement level upon completion of a program. SSC provides an assessment library - a collection of links and books - to help its faculty and staff assess and evaluate academic programs and academic support services.

Assessment Level	Instruments
Initial (Entry) To determine basic academic skills	Compass Placement Tests and/or ACT Scores and Computer Entrance Exam
General Education To determine achievement of General Learning Outcomes (GLOs)	*Formative*: classroom assessment techniques *Summative*: written exams, papers, skill competencies, projects, demonstrations Courses are assessed through quantitative data that indicates student achievement of GLOs at a level of 70% or higher in each course.
Course To determine achievement of course objectives	Course-embedded assessments: Pre- and post-tests, presentations, rubrics
Program To determine achievement of program learning outcomes (PLOs)	Capstone projects, research papers, certification/licensure exams, internships, portfolios, service-learning projects

Non-Credit Placement To determine readiness level for a specific course or training program *(only as appropriate or as required by an employer client)*	Saville-Hallsworth Ltd. test library, pre-course advising, post-tests

Fig. 1-13: Student Learning and Course Assessment

Initial assessment is designed to determine entry-level skills in reading, writing, and math to identify developmental needs and to appropriately place students in courses and programs. The COMPASS and /or ACT test is required of degree-seeking students entering the College. Students are required to complete the College Entrance Exam to determine basic computer skills.

General education assessment occurs as students progress through the general education curriculum and as embedded assessments in program courses which have learning objectives and activities associated with one or more general learning outcomes. Courses are assessed through quantitative data compiled on student achievement of assignments that meet General Learning Outcomes.

Course-level assessment begins with a uniform master syllabus that includes course description, objectives, outline, and assessment methods. Faculty members within each department work together to determine the appropriate assessment methods for each course. Assessment occurs through the identification of General Learning Outcomes (GLOs) of each course. SSC has identified six GLOs that are considered integral to providing opportunities for lifelong learning, preparing students for successful transfer, and competence in the workplace. SSC implements methods of evaluation such as tests, written and verbal assignments and presentations, semester-long projects, and in-class assignments to quantitatively measure student achievement at a standard of 70% or higher for each GLO. The course assessment procedure is designed to ensure that all instructors who teach the course base the instruction and assessment in their respective classes on the same course expectations and objectives. The course syllabus, provided to students at the beginning of each course, is a more detailed presentation of the aforementioned course activities and requirements.

Program-level assessment occurs throughout the program in which students are enrolled and is based on the achievement of specific Student Learning Outcomes (SLOs) identified for each program and Program Learning Outcomes (PLOs) that use similar methods as those applied to the assessment of GLOs to quantitatively measure student achievement at a standard of 70% or higher for each. Processes such as research paper, tests, group projects, service learning projects, and capstone activities commonly provide comprehensive student assessment. SSC ensures the continuous improvement of student achievement in each course by implementing a process by which goals and objectives of each program are identified, approaches and measures of assessment are specified, the results of each are shared in each program, and changes are implemented.

Assessment Council provides leadership and guidance in developing and overseeing curricular assessment, co-curricular assessment, and Academic Program Review (see Figure 1-14). The Council examines outcomes reports for achievement of general learning, program learning, co-curricular learning, and APR. The Assessment Council strengthens the quality of the College and enhances our accountability by fostering a culture of continuous improvement in student learning.

Co-Curricular Assessment is the primary responsibility of the appropriate staff and vice presidents in the specific support areas in collaboration with the Director of Institutional Research, Planning, and Assessment. Vice presidents and other administrators are responsible for ensuring that their departments and divisions are engaged in biennial assessment of program improvement.

Non-Credit assessment occurs on a limited basis only as required for enrollment into a specific course or training program or at the direction of an employer client.

SSC Academic (Curricular) Assessment Process Timeline Spring 2013 – Spring 2016						
Spring 2013	**Fall 2013**	**Spring 2014**	**Fall 2014**	**Spring 2015**	**Fall 2015**	**Spring 2016**
Implement QVC Feedback	Implement QVC Feedback	Systems Portfolio Due to June 2014	Systems Appraisal report returned	Implement Systems Appraisal Feedback	Implement Systems Appraisal Feedback	Implement Systems Appraisal Feedback
Course assessment/ reassessment continues	Begin Cycle 2 course assessment	Cycle 2 course assessment Course reassessment continues	Cycle 2 course assessment Course reassessment continues	Cycle 2 course assessment Course reassessment continues	Cycle 2 course assessment Course reassessment continues	Cycle 2 course assessment Course reassessment continues
Begin APR training with dept. chairs and faculty	1st 3-year APR begins Fall 2013 APR programs	Spring 2014 APR programs	Year 2 Work Plan due for Fall 2013 programs Fall 2014 APR programs	Year 2 Work Plan due for Spring 2014 programs Spring 2015 APR programs	Year 3 Work Plan due for Fall 2013 programs Year 2 Work Plan due for Fall 2014 programs Fall 2015 APR programs	Year 3 Work Plan due for Spring 2014 programs Year 2 Work Plan due for Fall 2015 programs Spring 2016 APR programs 1st 3-year APR concludes
PLOs' analyses completed for AY2012-13 graduates of APR cycle 1 programs/majors/ certs	Review and update GLO rubrics (completed at beginning of every 3-year cycle)	PLOs' analysis completed for AY2013-14 graduates of APR Cycle 2 programs/majors/certs		PLOs' analysis completed for AY2014-15 graduates of APR Cycle 3 programs/majors/ certs		PLOs' analysis completed for AY2015-16 graduates of 2nd 3-year APR rotation Cycle 1 programs/majors/ certs
AY12-13 course assessment summary reported completed		AY13-14 course assessment summary report completed		AY14-15 course assessment summary report completed		AY15-16 course assessment summary report completed

Figure 1-14: SSC Academic Assessment Process Timeline

1R1 Results for Student Learning and Development
SSC tracks student learning from the start of their academic experience, after graduation, and as alumni. We engage in assessment of courses as well as in a concerted multi-year institutional survey effort to collect and assess data from key College stakeholder groups including students, employers, and the surrounding community. All divisions and departments in the College participate in the outcomes assessment procedure. Assessments lead to improvements in programs and services.

Each course at SSC contributes to a graduate's successful performance in one or more of the General Learning Outcomes. The purpose of this process is to allow instructors to document how their course(s), instructional strategies/activities, and evaluation methods contribute to the General Learning Outcomes achievement.

Instructors follow the steps below for assessing academic courses:
1. Identify course objectives that support the GLO (from the course's approved syllabus).
2. Identify evaluation method(s) used to measure and evaluate student success of this outcome.
3. Report the achievement level (number of students earning a 70% or higher out of the total number of students who completed the assignment and the course).
4. If actual percentage of completers falls below the college-wide minimum standard (70% or higher), identify course change(s) planned to improve student learning in this GLO.
5. If a General Learning Outcome falls below 70% it must be reassessed the next time the class is conducted.

The College Key Performance Indicators, Outcomes, and Results Report measures key performance indicators that support the College's Mission statement. Degrees awarded have increased over the past several years (see Figure 1-15).

Year	# of Graduates	Number of Degrees
2007-2008	781	813
2008-2009	872	901
2009-2010	912	951
2010-2011	912	959
2011-2012	1070	1135
2012-2013	941	1040

Figure 1-15: Graduate History

SSC considers retention of the student body an indication of the commitment to student development. The annual full-time retention rate for the 2010 fall cohort was 46% and 43% for the part-time cohort. The retention rate for part-time students is higher than the average for the other twenty-three community colleges in Ohio, which is 40%. However, the average for full-time students is lower than that of the other colleges in the state, which is 48%. Completion by Design initiatives are being implemented to assist with improvement of the full-time retention rate.

The ACT Student Opinion Survey collects and assesses data from key College stakeholder groups including current students, alumni, employers, employees, and the Stark County community. SSC uses the results to make improvements in teaching, learning, faculty development, and support services. The results of the fall 2011 Academic Environment section demonstrate success (see Figure 1-16). Seven out of the 12 benchmarks were met or exceeded.

Academic Environment Benchmarks	Met
Testing/ grading system	Yes
Course content in major area	Yes
Quality of instruction in major area	No
Out of class availability of instructors	No
Attitude of teaching staff toward students	No
Variety of course offerings	Yes
Class size relative to course type	Yes
Flexibility to design own program	Yes
Availability of advisor	No
Value of information from advisor	No
Program challenge	Yes
Preparation for chosen occupation	Yes

Figure 1-16: ACT Student Opinion Survey Results

Reason for not meeting or exceeding benchmarks: The 2011 respondents included a large number of students who entered 2009-2011 when enrollment increased 20-30%+ term over term. Because of this large growth, many services were strained and led to lower benchmark scores. This is an issue in which we are continuously working to improve.

The Community College Survey of Student Engagement utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow institutions to gauge and monitor their performance and to make appropriate and useful comparisons between their performance and that of other groups of similar colleges. Our goal is to score at or above the 70th percentile nationally for each of the benchmarks. The 2011 results indicate SSC met goal in four out of the five areas. Based on the CCSSE results, internal professional development was conducted to identify ways to enhance student-faculty interactions outside of the classroom. Examples include faculty members spending some of their office hours in the tutoring centers, becoming more involved in student clubs and organizations, and additional contacts with advisees.

Non-credit courses are evaluated at the end of each term by participants completing a feedback form.

1R2 Performance Results for Common Student Learning and Development
SSC has been successful in increasing the number of graduates (See Figure 1-15). The fall-to-fall retention rate of the College consistently exceeds the mean for Ohio Technical Colleges and is benchmarked against both the sector and College five-year mean retention rates.

During the academic year of 2011/2012, each department within the College has either reviewed, revised, or developed Program Learning Outcomes (PLOs) as well as identified Student Learning Outcomes (SLOs) for each program/major/certificate. The General Learning Outcomes (GLOs) are aligned to course objectives which are aligned to specific methods of evaluation for each course. Each semester the courses are assessed to evaluate the student success in each GLO. If the overall achievement level of the GLO falls below the 70% minimum College-wide standard, planned improvements are identified to improve student learning and overall student success. Each department is responsible for assessing the courses offered within their programs. The College-wide evidence of students achieving the learning outcomes is prepared by the Provost (see Figure 1-17). Less than 10% of the courses assessed during 2011/2012 academic year needed to be re-assessed, which indicates 90% of the courses have student success rates above the 70% minimum.

SSC is dedicated to career success for our graduates. Each SLO is designed to provide the skills necessary for our graduates to be successful in their careers. The College administers an Employer Satisfaction Survey every three years to key employers of SSC graduates. The results of the 2011 survey indicate that 100% of the employers surveyed indicate that SSC graduates are prepared and are performing at the expected level. Furthermore, 89% would employ additional SSC graduates.

Table 1. COURSE ASSESSMENT FALL 2012-SPRING 2013								
	Liberal Arts	Mathematics	Sciences	Business & Entrepreneurial Studies	Education & Human Services	Information Technology	Health Sciences	Engineering, Industrial & Emerging Technologies
Courses Assessed 2012-2013	22/62= 35%	2/13=15%	9/46= 20%	119/172=69%	21/48= 44%	40/193 21%	114/154= 74%	16/193= 8.3%
Programs/ majors/certs affected by courses assessed	11/11= 100%	2/2=100%	4/4= 100%	36/36=100%	6/6= 100%	30/32= 94%	16/21=76%	23/23=100%
Departments participating in course assessment	3/3= 100%	1/1=100%	2/3=67%	3/3=100%	2/2= 100%	3/3=100%	6/6=100%	3/3=100%

	Liberal Arts	Mathematics	Sciences	Business & Entrepreneurial Studies	Education & Human Services	Information Technology	Health Sciences	Engineering, Industrial & Emerging Technologies
Table 2. COURSE RE-ASSESSMENT FALL 2011-SPRING 2012								
Courses reassessed during this academic year	2	0	1	7	1	1	5	0

Figure 1-17 Course Assessment Results

1R3 Performance Results for Specific Program Learning Objectives

For accreditation purposes, all departments within the College use a course/program assessment plan to prove specific learning outcomes have been gained. Assessments lead to improvements in programs and services. Students within these departments must successfully complete the courses to receive their degree. Some programs administer pre-test and post-tests to gauge program specific proficiency. The results are used to make improvements within the program. SSC follows an assessment timeline (See Figure 1-17).

Measure - 2012	Benchmark	Benchmark Data	Current Goal	SSC Previous	SSC Actual
Minority/Service Area Comparison	Nine County Region	14%	15.30%	23.70%	25.10%
Full-Time Retention Rate	OACC - IPEDS	48%	48%	45%	48%
Part-Time Retention Rate	OACC - IPEDS	40%	40%	42%	46%
Transfer Out Rate	OACC	6%	6%	6%	6%
Graduation Rate	OACC	10%	10%	15%	7%
Satisfaction Rate	SSC	90%	90%	95%	97%
Engagement Rate	CCSSE	70%	70%	24%	70%
In-Field Employment Rate	SSC	60%	72%	58%	66%
Licensure/Certification Pass Rate	Accreditation standards	100%	100%	90%	100%
Pct. Credit Hours Taught by FT Faculty	OACC	43%	43%	46%	48%
Cost/Full-time Equivalent Student	OACC	$7,573	$7,573	$5,855	$6,417
Grant Success - $/FTE Staff	CBD Cadre (Sinclair, Lorain, Stark)	$4.23	$4.23	$2.97	$5.85
Senate Bill 6 Rating	OACC	3.9	3.9	3.7	4

Figure 1-18: Goals Displayed on Dashboard

SSC publishes specific goals and measurement of those goals in the College Dashboard (see Figure 1-18). The College is currently meeting or exceeding the majority of these measures. Licensure and Certification Pass Rate is one of the items that is measured and SSC has exceeded both benchmark data and the previous period.

Departmental, board, or licensure exams are required for some graduates to work in the industry. Each department monitors the results independently depending on the requirements of the industry. Passage rates of the mandatory exams are a clear result of successful specific program learning objectives. The Health and Human Services Division has a variety of programs that require licensure/ certification and the success rates compare favorably with expectations during 2009-2012 (see Figure 1-19).

Other programs recommend licensure exams to advance the profession. The Business and Entrepreneurial Studies Division offers programs with options related to gaining the knowledge to become certified. Such programs include accounting and finance with options focusing on preparedness for the Certified Public Accountant/Certified Management Accountant state exams. The Engineering Technologies and Information Technologies Division offers programs with options related to gaining knowledge to become certified. The Engineering program offers environmental certifications with OSHA. Students may take the Certified Administrative Professional exam. The automotive program enables students to gain the knowledge necessary to pass the Automotive Service Excellence test.

Accreditations by professional organizations attest to the quality of an academic program. Specific programs within the Business and Entrepreneurial Studies Division are approved by the Association of Collegiate Business Schools and Programs (ACBSP). Specific programs in the Engineering Technologies and Information Technologies Division are accredited by the Accreditation Board of Engineering and Technology, the Accreditation Council for Business Schools and Programs, and Council on Approved Student Education National Court Reporters Association (NCRA). Programs in the Health and Human Services Division are accredited by the Commission on Dental Accreditation, the Association of Nutrition and Foodservice Professionals, the Department of Safety/Division of EMS, the Commission on the Accreditation of Health Informatics and Information Management Education, the Commission on Accreditation of Allied Health Education Programs, the National Accrediting Agency for Clinical Laboratory Services, the Accreditation Commission for Education in Nursing, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association and the Commission on Accreditation for Respiratory Care. Select programs in the Education, Liberal Arts and Mathematics Division are accredited by the Ohio Department of Education. (See Figures 1-19 to 1-23.)

HEALTH AND HUMAN SERVICES DIVISION
Accredited Program Pass Rates (reflect 2009-2012)

Program	Number of Candidates	Number Passing	4 Year Percentage Pass Rate^^ (reflect 2009, 2010, 2011, 2012)	Annual Benchmark^
Associate Degree in Nursing	429	372	87%	91%
Dental Hygiene	94	2	87.20%	N/A
EMS: EMT-First Responder	3	3	100%	80%
EMS: EMT-Basic	469	413	88%	80%
EMS: Paramedic	211	175	83%	80%
Health Information Management	70	63	90%	75%
Medical Assisting	110	90	82%	70%
Medical Laboratory	58	58	100%	N/A
Occupational Therapy Assistant	21.25	19.75	93%	75%
Physical Therapist Assistant			100%	N/A
Respiratory Care (CRT - entry level)			94.80%	92.7% - Benchmark; 80% Accreditation Threshold

Reported as of: 4-11-2013
^Benchmark is annual
^^Pass Rate is a four year average. All Health Sciences accredited programs are currently compliant with annual pass rates.
Figure 1-19: Health Sciences Passage Rates

Accredited Programs
Accounting
Business Management
Corporate Finance
Financial Services

Marketing/Management

Figure 1-20: Business and Entrepreneurial Studies Division (ACBSP)

Accredited Programs
Administrative Office Professional
Automotive and Transportation
Broadcast Captioning
Civil Engineering Technology
Design Engineering Technology
Electrical Engineering Technology
Electronic Engineering Technology
Judicial Reporting
Legal Assisting
Mechanical Engineering Technology

Figure 1-21: Engineering Technology and Information Technology Division

Accredited Programs
Dental Hygiene Program
Dietary Manager Program
Fire/Emergency Medical
Health Information Management
Medical Assisting
Medical Laboratory Technology
Nursing
Occupational Therapy Assistant Program
Physical Therapist Assistant Program
Respiratory Care

Figure 1-22: Health and Human Services Division

Accredited Programs
Early Childhood Education

Figure 1-23: Education, Liberal Arts and Mathematics Division

1R4 Acquisition of Knowledge and Skills Required by Stakeholders
Stakeholders at SSC include students, faculty, staff, employers hiring the graduates, other educational organizations, and the local and global community.

The Employer Satisfaction Survey is sent to key employers of SSC graduates. The employers have responded favorably regarding the program expertise of the SSC graduates. In the 2011 Employer Satisfaction Survey, 100% of respondents reported that SSC graduates are prepared and performing at the expected level. Furthermore, the employers scored the technical education received by SSC graduates in their employment with an overall grade of 3.3 (B+), with 4.0 (A) being the highest, and 100% of the surveyed employers said they would employ additional SSC graduates.

Also referenced in 1R3, departmental, board, or licensure exams are required for some graduates to work in the industry. Other professions recommend licensure exams or certifications to advance the profession. Each department monitors the results independently depending on the requirements of the industry. Passage rates of mandatory exams

are a clear result of successful specific program learning outcomes. The Health and Human Services Division has a variety of programs that require licensure/certification and the success rates are above expectations (see Figure 1-19).

Specific capstone courses are developed within the program to require students to demonstrate the Program Learning Outcomes outlined by the program faculty.

SSC has articulation agreements with over 40 colleges and universities in Ohio and other states that span across each division, providing students gateways to achieving their educational goals.

A Community Awareness Survey was conducted in 2012 drawing a random sample of 404 Stark County residents. The results of the survey were favorable (see Figure 1-24).

Dimension	Percentage Favorable	Percentage That Had No Opinion
Convenience	87	6
Accessibility	82	9
Overall Quality	85	8
Quality of Education	76	17
Career Training Programs	66	30
Course Offerings	67	26
Degree Offerings	62	32
Quality of Faculty	54	40
Affordability	52	37
Community Service	50	44
Internet Offerings	36	60

Figure 1-24: Community Awareness Survey

1R5 Performance Results for Learning Support Processes
The ACT Student Opinion Survey collects and assesses data from key College stakeholder groups. The results of the fall 2011 Academic Environment section demonstrate success (see Figure 1-16).

Student evaluations of instruction are administered at the completion of each semester for all instructors. We began using a new evaluation instrument in fall 2012, which expanded the scope of student feedback on courses and instructor effectiveness. The questions within the evaluation are focused directly on instructor preparedness, knowledge, effectiveness, and availability. Students are permitted to write any comments regarding strengths and weaknesses of instruction which are provided to the instructor to allow for future improvements. The results have been consistent and favorable (see Figure 1-25).

(Average - 5 point Likert Scale; 5 = Excellent and 1=Well Below Average)	Fall 2012	Spring 2013	Fall 2013
Global Index	4.72	4.72	4.57
Instructor Preparedness	4.83	4.83	4.71
Instructor Delivery	4.69	4.71	4.56
Instructor Communication	4.78	4.78	4.64
Course Evaluation	4.51	4.51	4.3

Figure 1-25: Summary of Student Evaluation Surveys

SSC offers a Writing Center on campus to assist students. The Center uses a Socratic method to help students become better writers, which entails question-based tutoring to encourage student thinking and to ensure that the student retains ownership of the task. In 2011, an ACT Student Satisfaction Survey of students showed that over 97 percent of respondents are satisfied with the helpfulness of Writing Center assistants, and over 95 percent of respondents are satisfied with the overall quality of the Writing Center. Writing Assistants from the Writing Center conduct workshops (studio sessions) in developmental English classes. Between 2010 and 2011, 720 students were

surveyed about their studio sessions experiences; over 90% of respondents gave their studio session leaders a rating of A or B.

In a case study conducted on three College Composition classes offered at SSC's Downtown Canton Satellite Center in fall 2012, 96% of students who utilized the Writing Center passed the course. Of the students who did not utilize the Writing Center, only 25% were able to pass the course. While it is difficult to identify a single cause of success, the data supports the idea that visiting the Writing Center plays a positive role in the student's ability to pass the class. In other words, a student that visits the Writing Center is more likely to pass than one who does not.

SSC also offers Learning Centers for Math and Science. Student usage of the Science Learning Center has more than tripled since fall 2010, growing from 1,436 visitors to 5,026 in fall 2012. The Math Tutoring Center has helped over 8,250 students on the SSC Main campus and over 1,000 students at the satellite campuses. Tutoring is also offered for more specialized academic divisions including Business and Entrepreneurial Studies and Engineering Technologies and Information Technologies Division. Between the spring 2012 and spring 2013 semesters, tutoring assistance for these specialized areas was provided to 1,587 students. Tutoring services for gateway courses were added in fall 2013.

SSC offers Disability Support Services (DSS) to qualifying students. DSS assists with admissions, scheduling classes, counseling, and advising; provides equipment necessary to complete academic requirements; gives classroom assistance; and consults with faculty members. In spring 2012, 100% of DSS students surveyed reported that DSS had encouraged them to develop independence in their classes and around SSC. DSS scored A- in 7 categories and B+ in one category in a survey of 366 respondents (see Figure 1-26).

Disability Support Services	Score	Grade
Meets personally with you	3.46	B+
Speaks by phone with you	3.51	A-
Provides help when needed	3.58	A-
Exhibits solid understanding of issues	3.51	A-
Provides accurate, helpful information	3.51	A-
Shows courtesy and respect	3.63	A-
Demonstrates appropriate level of confidentiality	3.70	A-
Responds in timely manner	3.54	A-

Figure 1-26: Disability Support Services Survey

SSC's TRiO program (Together Realizing Individual Opportunities) is aimed at first-generation and low-income students and operates through a grant from the Federal government. Between academic years 2009 and 2011, 82% of students participating in TRiO either persisted in their studies, graduated from the College, or transferred to another institution of higher education. During that same time period, 85% of students in the program remained in good academic standing with a GPA of 2.0 or better.

SSC also maintains a Help Desk that is available to help students, faculty, and staff with a variety of computer related problems. The Help Desk is utilized heavily during the start of the semester and has increased proportionately to student enrollment over the past two years. In a survey of effectiveness published in spring 2012, students rated the Help Desk B+ in three categories and A- in five categories. 98.5% of respondents noted that they were either "satisfied" or "very satisfied" with their Help Desk experience. The average response time per request averages between 2 to 6 hours (see Figure 1-27).

Help Desk	Score	Grade
Meets personally with you	3.47	B+
Speaks by phone with you	3.60	A-
Provides help when needed	3.61	A-
Exhibits solid understanding of issues	3.38	B+
Provides accurate, helpful information	3.48	B+
Shows courtesy and respect	3.62	A-

Demonstrates appropriate level of confidentiality	3.63	A-
Responds in timely manner	3.58	A-

Figure 1-27: Help Desk Survey Results (Scale of A-F)

The Digital Library uses a variety of methods to assess performance results for library services. The Library is also part of the College Support Services assessment process and was assessed in May 2013. See Figure 1-28 for the results of the physical usage of the Library; see Figure 1-29 for the digital access results. The Faculty/Staff Satisfaction Survey delivered in 2012 included the Library it was viewed positively. The Digital Library has a Memorandum of Understanding (MOU) with Kent State University Stark Campus to support our print collection and provide supplementary support services.
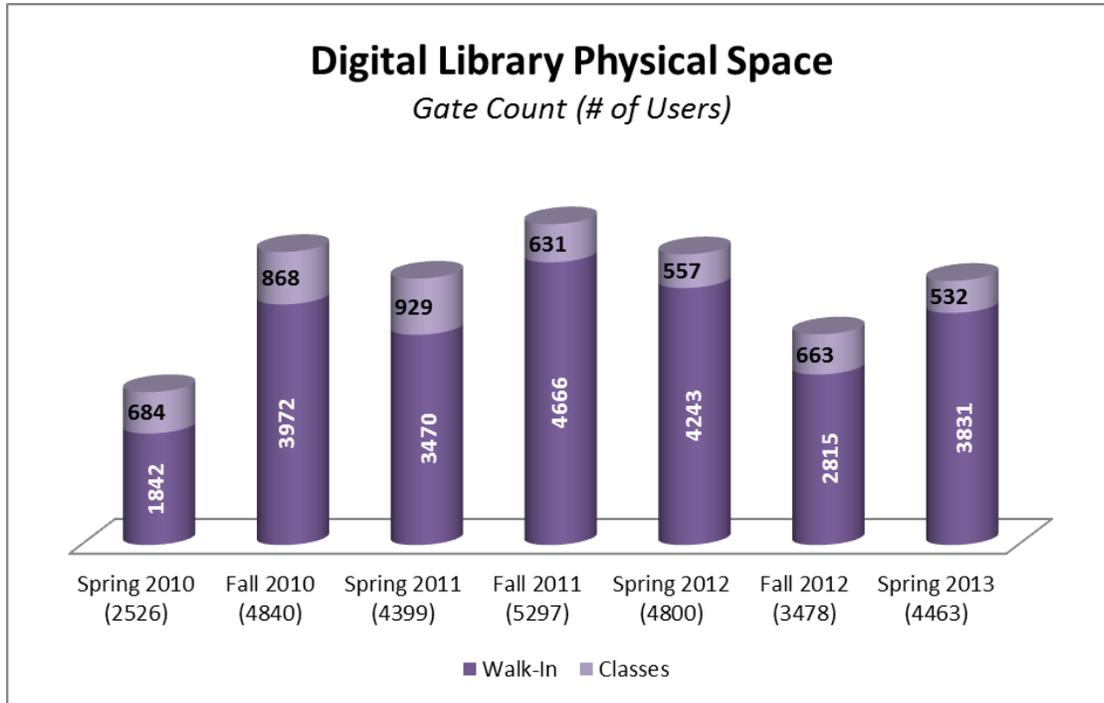

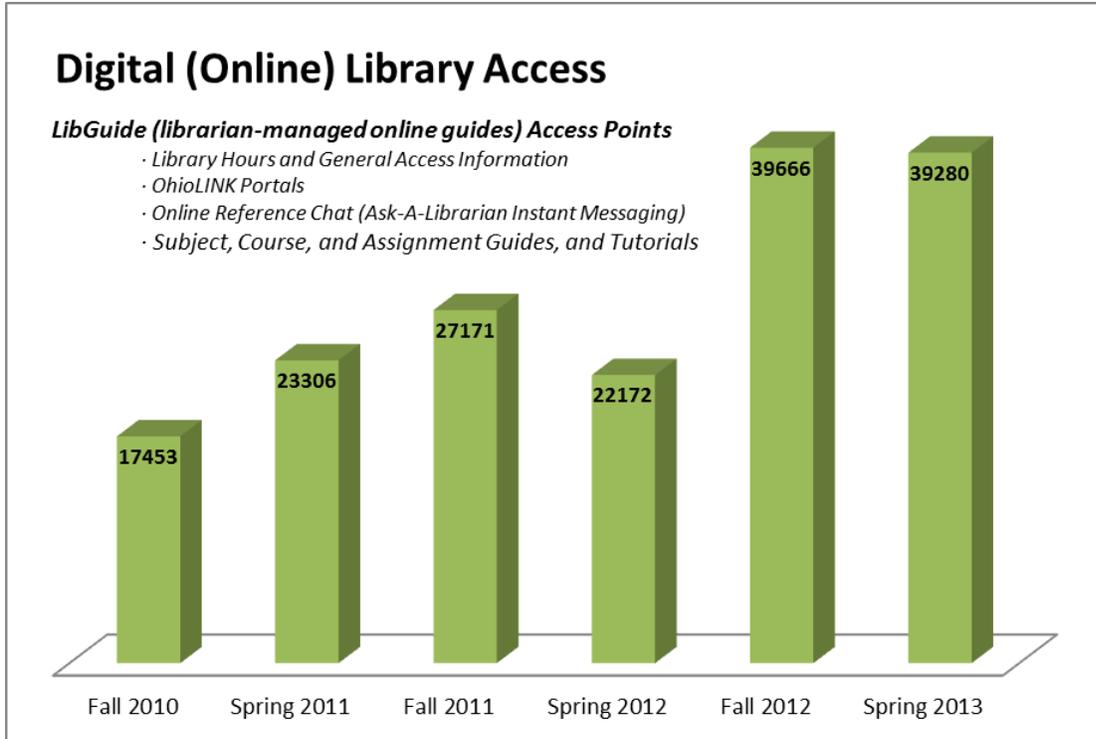**Figure 1-28: Digital Library Physical Space Usage**

Figure 1-29: Online Usage of the Digital Library

1R6 Comparison of Results

SSC utilizes state and national norms when analyzing specific survey results. As illustrated in Figure 0-1, the College benchmarks enrollment; retention, transfer, and graduation rates; percentage of credit hours taught by full-time faculty, cost per full-time equivalent student, and financial rating (Senate Bill 6 rating) with that of the other twenty-two community colleges in the state using the OACC benchmark measure. A nine county service area is used to compare minority enrollment. In the ACT Alumni Survey and CCSSE (see Figures 3-8 and 3-9), the actual results of SSC are compared to a survey norm based on the appropriate comparative group for each survey.

The pass rate on required licensure exams are compared to a benchmark. The benchmark consists of regional, state, or national average pass rates for each exam (see Figure 1-18). The success rates are primarily above the average.

1I1Recent Improvements

SSC has made great strides in broadening the understanding that the implementation of effective college-wide processes, projects, and sound measures is critical for an institution to help its students learn. We know that assessment is a complex and ongoing process that reaches far beyond tests and grades. Integrating assessment into our culture is a high priority focus of the College. Broad-based faculty, staff, and administrative participation in our improvement processes and reliance on data grounded in sound institutional research principles will propel us forward as a quality-driven institution.

During the academic year of 2011/2012, each department within the College has either reviewed, revised, or developed Program Learning Outcomes (PLOs) and identified Student Learning Outcomes (SLOs) for each program/major/certificate. The General Learning Outcomes (GLOs) are aligned to course objectives which are aligned to specific methods of evaluation for each course. Each semester the courses are assessed to evaluate the student success in each GLO. If the overall achievement level of the GLO falls below the 70% minimum college wide standard, planned improvements are identified to improve student learning and overall student success. Each department is responsible for assessing the courses offered within their programs. The College-wide evidence of students achieving the learning outcomes is prepared by the Provost (see Figure 1-17). Less than 10% of the courses assessed during 2011/2012 academic needed to be re-assessed which indicates 90%, of the courses have student success rates above the 70% minimum. In response to feedback from the 2010 Systems Appraisal, Quality Checkup

Visit, and Reaffirmation of Accreditation report, an Action Project on Academic Assessment was declared in 2013. The Project is designed to assess our assessment process and identify ways for continuous, quality improvement.

In June 2010, SSC submitted its first Systems Portfolio to the Higher Learning Commission. We received our Systems Appraisal in October 2010. Upon receiving the Systems Appraisal, the Accreditation Liaison Officer (now the Provost and Chief Academic Officer) produced three reports to assist the College with review of the appraisal and to prepare for next steps in our quality improvement initiatives. An executive summary was produced that summarized the strengths, opportunities for improvement, Category summary statements, and strategic issues identified in the Systems Appraisal. The executive summary was distributed to various committees for discussion, including the Board of Trustees. The Accreditation Liaison Officer also prepared a document that compared SSC's self-evaluation on each question to the evaluation received from the peer reviewers. Discussion of SSC's self-evaluation compared to that of the peer reviewers occurred with various College committees, including Executive Council, especially on those topics where there were opposing views. Lastly, the Accreditation Liaison Officer created the scale below and provided it to each of the 2010 Systems Portfolio Category Committees. The Systems Portfolio Committees were asked to meet and assign a rating, from one to six, to each of the O and OO evaluations received for their respective Categories.

    1 = I do not understand the comment offered.
    2 = I believe we do this well, but suspect we didn't describe it well. We should clarify what we do in the next Systems Portfolio.
    3 = I believe we do this well now; we have improved on this topic.
    4 = While this is an opportunity for improvement, it is not critical and should not be a priority.
    5 = I believe this is an opportunity for improvement that should be addressed by the respective administrator/ division instead of an Action Project Committee.
    6 = I believe this is a critical opportunity and should be addressed by an Action Project.

The Committees did not identify any feedback in the Systems Appraisal that was not clear. The questions that received a "2" and a "3" were passed on to the 2014 Systems Portfolio committees for clarification in our 2014 Systems Portfolio. Questions that received a "4" were noted as important but with a lower priority for the College at this time. Questions that received a "5" were sent to the respective administrator/division with the request that they be incorporated into their strategic initiatives in preparation for the 2014 submission of the Systems Portfolio. Questions that received a "6" were included in the *AQIP Quality Culture and Infrastructure Survey*, which was sent to all College employees so the Action Projects could be prioritized.

The AQIP-Strategic Planning Steering Committee and Executive Council used the Systems Appraisal Executive Summary, self-evaluation/peer reviewer evaluation report, Category committee ratings, and feedback from the *AQIP Quality Culture and Infrastructure Survey* to prioritize SSC's opportunities for improvement. Administration of the *AQIP Culture and Infrastructure Survey* provided the College with the opportunity to gain feedback from College employees on Action Projects that they felt the College should declare in the future. The topics for Action Projects from 2010-2013 were based on following this process.

The College conducted the *AQIP Culture and Infrastructure Survey* again in 2013. Once again, employees were asked to identify topics for Action Projects as part of the survey. Based on the feedback received from employees, the top ten Action Projects were identified. The list of Action Projects from employee feedback was combined with the Action Projects identified in our Quality Checkup Visit and Reaffirmation of Accreditation, which provides the College with a list of Action Projects for the next several years.

The College has successfully completed several Action Projects over the last few academic years.
- Process of Student Evaluation of Instruction Action Project: The College's initial goal in establishing this Action Project was to improve the current student evaluation of instruction process, specifically the form used to collect data and policies and procedures associated with the process. SSC has actively pursued this Action Project and it is clear the project is near to achieving its original goals, having spent the past year on the two stated tasks. The College showed institutional commitment to obtaining the stated goals by committing the financial resources necessary to purchase a new Scantron machine. The new student evaluation forms provide more areas for the students to give meaningful feedback to the instructors to support continuous improvement within the course. The forms were implemented in the 2012-2013 academic year.

- Development of the Academic Assessment Template: The purpose of this project is to develop an assessment template for the academic division. The assessment template for co-curricular departments was developed in a previous Action Project. This project will modify that document to meet the needs of the academic division with the goal of having a common document and reporting process for both academic and non-academic assessment. The assessment of academic programs is intricately linked to tracking and improving the quality of programs that support student learning. This is an important Action Project and connects with many AQIP Categories on planning for continuous improvement. Program Review (academic and non-academic) is a critical process for supporting the organization's strategic priorities and systems thinking.

- Development of a Systematic Process for Academic Program Review: The purpose of this project is to develop a systematic process to review and evaluate academic programs for viability or obsolescence in support of the teaching and learning environment, institutional effectiveness, and accountability. Development of a systematic process for Academic Program Review aligns well with AQIP Category 1 Helping Students Learn. SSC showed a real commitment to students through this Action Project. Program review helps the institution respond to learning goals, student career needs, and realities of employment. The reviewer suggests that the committee responsible for this Action Project consider rotation of membership to increase the involvement of more of the campus community over time, thereby building an expansive network of individuals who help build the culture of improvement. This approach supports AQIP Principles and Systems thinking.

- Developing a Plan to Implement "Fast-Track" Career Enhancement Certificates: The Action Project is designed to develop a comprehensive plan to successfully implement fast-track Career Enhancement Certificates. "Fast-Track" Career Enhancement Certificates are designed to offer courses that focus on career training in core skills that lead to employment in manufacturing, engineering, information technology, business, and health care. The certificates will be aligned with industry-recognized skills credentials. The certificates support the national initiative for students to obtain industry-recognized credentials that lead to employment. The certificates also support the national initiative to reduce the financial aid debt among college students. Development of industry-recognized certificates supports SSC's Mission to provide quality education, build economic business partnerships, and advance economic development in Stark County. The certificates provide students with work opportunities prior to finishing their degrees. Advisory committees/boards will provide input into the prioritization of certificates.

The College is currently working on several Action Projects:
- Advancing, Communicating, and Celebrating our Quality Initiative Successes: While this project specifically deals with AQIP Category 8, the process of evaluating Action Projects is being discussed. The project will:
    1) Develop a process to review/assess our past Action Project successes and ensure they are still working as expected;
    2) Develop a process to report completion of an Action Project, its accomplishments, and lessons learned; and
    3) Develop a process to celebrate our quality improvement successes in support of our strategic value and goal on People.
  The three goals build momentum for additional achievements and will answer, in part, the process question of "how effective are we at communicating our successes?" and the results-related question "how well is our quality initiative working?".

  The plan will include a review of current certificates as well as the development of potential certificates. The local economy will be analyzed to determine economic development priorities. Strategies will be identified to support internal commitment, ongoing engagement, and implementation of the approved certificates. The implementation process will include plans for marketing, student recruitment, and assessment of learning outcomes. The Action Project was developed based on recommendations in the 2010 Systems Appraisal, Quality Checkup Visit, and Reaffirmation of Accreditation.

- Advancing Academic Assessment: Feedback from our 2010 Systems Appraisal, Quality Checkup Visit, and Reaffirmation of Accreditation included advancing our academic assessment process. We developed a new Action Project designed to review the current process of assessing student learning outcomes, determine if the data obtained is utilized to make appropriate plans for improvement, and measure the impact of student learning outcomes on employers. This plan will determine if the assessment of student learning outcomes is providing a clear and accurate picture of the general learning outcomes students should have and if employers are gaining

these skills from our graduates. Local employers, advisory board members, and College employees will be surveyed and the results will be analyzed to identify opportunities for improving the assessment process.

- <u>Transforming Financial Aid to Help Students Reach Academic Success:</u> This Action Project is designed to create a second disbursement date for financial aid to meet two goals. One goal is to provide a second disbursement for loans based on attendance at midterm. Students that stop attending would not receive the second disbursement. The other goal is to provide a second disbursement for those taking classes during a second 8-week session once attendance is confirmed. The purpose of this project is to reduce student loan debt, reduce the College's accounts receivable, improve student retention and success, and improve student loan default rates.

- <u>Implementing an Honors Program to Enhance the Educational Experience:</u> The primary goal is to provide an opportunity for academically motivated students to expand their educational and career prospects. This project is designed to create a climate of excellence, recognize the talent of outstanding students, promote a sense of scholarship and community, raise awareness of our quality of education, and attract and retain good students. Additionally, with university transfer being a major theme of our 2014-2016 Strategic Plan, we are better serving the students by preparing them for transfer to high quality baccalaureate programs.

SSC has also implemented multiple technological advancements to enhance communication and processes concerning students. During the 2012-2013 academic year, we implemented the MAP – My Academic Plan – online academic advising system for students. The program enables students to track their progress in current degrees and perform What-If scenarios to explore any degree SSC offers.

With the aid of Completion by Design, we implemented Career Coach in 2012, a system designed to help students research multiple career tracks in the area and beyond. During the 2013-2014 academic year, we began the implementation of Platinum Analytics, a software program that will aid in schedule planning and room utilization. Also during the 2013-2014, we began implementation of CurricUNet, a program aligned with the Ohio Board of Regents to add in curriculum design and change.

1I2 Selecting Processes and Setting Targets
Within the College infrastructure, the AQIP-Strategic Planning Steering Committee and Executive Council used the Systems Appraisal Executive Summary, self-evaluation/peer reviewer evaluation report, Category committee ratings, and feedback from the *AQIP Quality Culture and Infrastructure Survey* to prioritize SSC's opportunities for improvement. Administration of the *AQIP Culture and Infrastructure Survey* provided the College with the opportunity to gain feedback from College employees on Action Projects that they felt SSC should declare in the future. The topics for Action Projects from 2010-2013 were based on following this process. In addition, the AQIP Systems Portfolio Categories were cross walked with the College's strategic goals to illustrate alignment of processes, strategic goals, and key performance indicators.

External bodies also impact our processes and influence our culture and infrastructure to encourage improved performance. The six major entities or initiatives that are strong factors in helping us select specific processes we seek to improve and in setting targets for improved results are: Ohio Board of Regents, University System of Ohio, Community Stakeholders, SSC Strategic Plan, SSC Continuous Quality Improvement (AQIP), and SSC Shared Governance.

Our Mission and Vision drive our Strategic Plan, shared governance structure, and commitment to continuous quality improvement. They, along with our external governing bodies and stakeholders, interdependently promote the strategic goals of access and success (quality and retention) and accountability for our performance results.

The University System of Ohio bears the primary responsibility for raising educational attainment. This includes graduating more students, keeping graduates in Ohio, and attracting more talent to Ohio. Toward this end, goals and measurements of success in the areas of access, quality, affordability and efficiency, and economic leadership are established for all Ohio institutions of higher learning.

Completion by Design projects into the College's culture identified many initiatives that have already been integrated into SSC processes. Mandatory Student Orientation is now required for every new student; the English

and Modern Languages Department redesigned the developmental writing courses, reducing credit hours from 13 possible hours to only six for students who place into the courses; the Communication, Humanities, and Reading Department created four contextualized reading courses, designed to help integrate students into their majors when they enter the College; and the intrusive advising of pre-health majors, helping those students to earn associate of science degrees while on wait lists for health programs.

SSC has also increased clear communication efforts between all levels of stakeholders with the @*StarkState* newsletter, the addition of the Provost's column in the @*StarkState* newsletter, Lunch with the Provost meetings throughout the semester, and the Chronicle's Great Colleges to Work For survey integration and discussions concerning the data. SSC is also dedicated to enhancing the success of students through new initiatives such as requiring the Student Success Course through College policy and the reduction of credit hours in all degrees.

Within the influencing factors already noted, there are numerous positions or efforts supporting them. A few of note include: Institutional research; Operational projects; AQIP Action projects; E-College advisory committee; TAG (Transfer Assurance Guides), CTAG (Career Transfer Assurance Guide), and OTM (Ohio Transfer Module); Division/Program-specific accrediting agencies; President's Cabinet; Standing Committees; and Completion by Design Initiatives.

Category 2: Accomplishing Other Distinctive Objectives
Overview
A common theme throughout Category 2 is the importance of continually aligning non-instructional processes and distinctive objectives with the College's Strategic Plan to focus on building businesses, education, and community partnerships - a goal that is achieved in coordination and cooperation among the College's academic divisions, corporate services and continuing education, and the Strategic Grants Office.

Processes for accomplishing the College's other distinctive objectives are generally *aligned* for the Strategic Grants Office and *systematic* for corporate services and continuing education. For example, corporate services and continuing education respond in real time to the needs or corporate clients and community stakeholders. While processes are in place, decision-making is streamlined to support customization of training, which allows for flexibility and creative problem-solving. This supports a Systematic approach which invites coordination of several academic and co-curricular units within the institution whereby noncredit students are regularly introduced to credit opportunities and credit students are invited back to the institution for their continuing education needs.

An example of the institution operating in an aligned fashion can be seen in the ShaleNET collaboration. While ShaleNET began as noncredit training for the Oil and Gas industry, a second Department of Labor grant has afforded the expansion and development of credit-based certificates and degrees, creating a true career pathway for the industry. Strategically, this serves to fill the education and training needs identified by the industry leaders within the region. Additionally, this example of alignment is reflected in SSC's Strategic Plan.

As the ShaleNET project illustrates, grant support is integral to both specific non-instructional initiatives and to the processes that generate and sustain them. The extent to which grant activity has grown and matured over the past four years is a good indication that this service has achieved a level that advances alignment and moves toward integration. During this time, the College accepted more opportunities to collaborate with new partners and created a model of workforce training and curriculum development that has been recognized nationally.

For example, SSC's highly successful fuel cell technology partnership with businesses, economic development organizations, and the state and nation became a model within the state of a progressive workforce development initiative that benefitted all invested/involved stakeholders. A similar arrangement with a local Fortune 500 company demonstrated that the model is replicable. These collaborative efforts secured SSC's reputation as an innovator statewide and nationwide.

These successes imply that our processes are working, but the growing reality of limited resources means we must always be striving for greater efficiencies of operation both within grant-funded projects and the Strategic Grants Office. Finalizing the development and implementation of the *Grant Development & Management Handbook* and Grant Project Director Training are expected to have a significant impact on improved operations in both of those

areas. Continued institutional assessment of the Strategic Grants Office will drive enhanced communication about what the Office does, how it can work with faculty and staff to help them achieve their professional and program goals, and ensure success for our students.

During the spring 2013 semester, SSC underwent a reorganization of its divisions. As a result of this reorganization, the Corporate Services and Continuing Education Division was dissolved. While the College continues to provide services related to Corporate Services and Continuing Education, the services are now managed by the appropriate academic divisions following a decentralized process. SSC is currently in the process of hiring an Executive of Workforce and Economic Development, who will be responsible for maintaining and strengthening existing relationships, cultivating new relationships, and growing existing opportunities with business, industry, and community organizations.

2P1 Design and Operate Key Non-Instructional Processes
Numerous activities that we are involved in are prompted by the institution's focus on economic development or community enrichment within the region. Over the past decade in particular, when the country had the most serious recession since the Great Depression, the community, state, and nation looked to community colleges for assistance because continuing to provide a well-trained workforce for local businesses and organizations was a critical economic driver.

College partnerships with local and state businesses and economic development entities that pursue grant funding is a typical way that these activities evolve. They can begin in one of three ways: 1) from the College's leadership becoming aware of grant opportunities that fit economic development strategies that we want to pursue with regional partners; 2) from regional businesses and colleges bringing project ideas to us for development; and 3) from College staff and faculty generating ideas that would help us achieve economic and community development (and sometimes educational) goals for the region.

In the first two situations, if the project idea is presented to and approved by the Executive Council, the Strategic Grants Office proceeds to seek external funding and coordinates the development and submission of funding applications. In the latter case, the College has a process whereby the person generating the idea discusses his/her idea with department and division managers and, if they are supportive of the concept, the "idea person" completes the Application to Develop Project with Grant Support that is available on the employee web portal. At this stage, the person completing the application must indicate how the proposed project addresses the institutional Mission and/or Strategic Plan. The application is submitted to the Senior Director of Emerging Technologies & Strategic Grants who submits it to the Executive Council for approval. Once this is given, individuals from affected departments and Strategic Grants staff collaboratively pursue funding. Once funding is secured, the project generally operates within the division/department where the idea was generated and is managed by that entity throughout the grant period.

SSC is regularly approached by, and at other times reaches out to, other postsecondary institutions, community business partners, and workforce development organizations in an effort to integrate services or collaborate on grant initiatives. Once the initial contact has been made, there is generally a meeting of all invested parties. This may include administrators, deans, faculty, staff, and business or workforce development representatives. Projects are assessed on multiple criteria such as the degree to which they are congruent with the College's Mission and Vision, the resources required, economic development outcomes, and student success outcomes.

One example has been our involvement in the Regional Information Technology Engagement (RITE) Board. This was a direct result of our involvement in the Ohio Skills Bank (OSB), a workforce development initiative put forth by former Governor Ted Strickland. All Northeast Ohio OSB areas were asked to work collaboratively. Lorain County Community College suggested an employer panel model for assessing the IT needs throughout the region. This evolved into an employer-led group that provided input into curriculum design in order to create an IT workforce that is tailor-made to the demands of the major employers throughout the region. Several positive outcomes have resulted. For example, employers who previously would not have considered an associate degree graduate for an interview now see the value and are altering job descriptions and advertisements through their respective human resource departments in order to attract more community college graduates. Diebold, a very large local IT entity, is one of those companies which has altered its hiring practices as a result of RITE Board engagement.

An example of a community enrichment grant-related project is our Community Sustainability Project co-funded by SSC and the Herbert W. Hoover Foundation. The Foundation's three-year $300,000 grant is enabling the College to formalize its sustainability initiatives already underway, expand them, and provide extensive outreach in the community to raise public awareness and increase collective action toward community sustainable behavior.

2P2 Determining SSC's Major Non-Instructional Objectives
SSC's major non-instructional objectives were identified through the AQIP Strategic Planning Steering Committee and are supported in the 2011-2013 Strategic Plan. The objectives include:
- Strengthen the community infrastructure for research and development designed to further the economic development of the region.
- Create a synergy between education and businesses, community organizations, and local government that allows for mutually beneficial development of the community.
- Serve as a conduit for community projects to tap government funds that address community and college priorities.

SSC's non-instructional objectives are aligned with the College's Mission, Vision, strategic priorities, values, and principles of sustainability. Once new initiatives are identified and approved by the Executive Council, internal and external resources and personnel requirements are identified so that collaborative initiatives can be implemented. An ongoing assessment of initiatives, including regular updates to the College's administrators and stakeholders, are provided through various communication media.

SSC's distinctive grant-related non-instructional activities demonstrate that we "advance quality of life through...business and community partnerships" (Mission) as well as striving to be a "catalyst for economic growth and community prosperity" (Vision). The concept of sustainability, added to the College's Values in recent years, also is reflected in grant projects underway and to be pursued in the future.

An initiative that have evolved from this commitment to bettering our community is our fuel cell grant project which spanned from 2003 to the present and generated more than $20 million in grants and another $12 million in cost share from the College and business collaborators, to represent SSC's largest business/government/college initiative in its history. This successful experience led to the College having developed a model formula for creating successful public/private partnerships which it was asked to share with others, and did so at a conference of the American Association of Community Colleges and an event hosted by the University System of Ohio.

SSC's fuel cell initiative spawned partnerships with such businesses as LG Fuel Cell Systems (formerly Rolls-Royce Fuel Cell Systems) led to the building of a Fuel Cell Prototyping Center and location of the company's global headquarters on our campus. Inevitably, more partnerships were formed, most recently one with the Canton-based Timken Company to build a Wind Energy Research & Development Center, currently under construction on our campus. Additionally, Lorain County Community College invited SSC to join its Innovation Fund, which provides financial and other support to emerging businesses in northeastern Ohio. Together, these collaborations have understandably earned us a reputation as being very workforce development-friendly, which has really been the case since the institution was formed in 1960.

While these grant projects strongly support the College's ability to achieve its distinctive non-instructional objectives, all are connected to the instructional side of the institution. In every case mentioned above, the project also serves one or more educational objectives that include strengthening related curricula, providing internship opportunities for students, and providing professional development for faculty. We pursue activities that strengthen economic development in the region as well as enhance educational programs.

2P3 Communicating Expectations Regarding Objectives
SSC's expectations of major non-instructional objectives, as described in the Strategic Plan, are communicated by the President internally at the monthly President's Cabinet meetings, by the President's and Provost's monthly report to the College community and Board of Trustees entitled *@StarkState,* at the all-college updates at the beginning of each semester, the all-college communication semester meetings, and by various internal email updates such as the *Stark State College Insider*. The Academic Affairs Council, which includes deans and directors from Academic Affairs, meets weekly to ensure continuous improvement on all initiatives. Policy decisions, resource allocation, and

other issues related to execution of identified objectives are addressed through the standing committees of SSC's system of shared governance. Meetings of the Human Resources, Academic Policy and Procedures, Institutional Effectiveness, Curriculum, and Student Affairs Committees are open to the College community and minutes are distributed electronically to all SSC personnel.

External communication of expectations is made through a host of mechanisms including news releases to local newspapers, SSC's website, emails to select audiences, social media, and through meetings with advisory boards/committees and local economic groups. The Strategic Plan is available to the public through the College's website or hard copy.

2P4 Assessing and Reviewing the Appropriateness and Value of Objectives
SSC assesses and reviews the objectives of corporate services and continuing education, as well as those related to grant-funded projects. The Division completed a strategic planning exercise with an external facilitator. In accordance with the co-curricular assessment process within the College, those results are being utilized to assist in the creation of an ongoing assessment plan which includes identified mission and vision statements, and measurable goals with identified outcomes. Surveys, evaluations, and continuous feedback from all stakeholders, including students, faculty, staff, administrators, and advisory teams, are collected and evaluated during the planning process. This information is collected and reviewed through a traditional comprehensive model to determine if the services currently provided continue to be in line with the College's Mission, Vision, and Strategic Plan and to identify the need for additional programs or initiatives. In addition, a variety of data are collected on an ongoing basis to evaluate the effectiveness and financial efficiency of SSC's non-instructional services and programs. These data are also used as a means of improving existing offerings. This review involves the Strategic Planning team, College President, Executive Committee, and management of the various divisions who oversee the programs and deliver the services.

2P5 Determining Faculty and Staff Needs
Once a new service or program area has been identified, determination of faculty and staff needs is part of the overall assessment of financial viability done during the formal proposal process. Executive Council holds staffing meetings to decide on personnel and needs specific to the scope and scale of each project. The identified needs are based on sustainability projections covering either the anticipated life of the opportunity or, at a minimum, a multi-year look forward as specified by Executive Council. In some cases, services may be provided with existing personnel and resources. Where a need for additional faculty or staff is identified, this may be filled with permanent, full-time positions, adjunct or part-time personnel, or contract professionals. If additional needs are identified, existing resources are reallocated to fulfill the needs of the initiative. Instructors for Kids' College, for example, are frequently elementary and middle school instructors hired just for the duration of the program. In other cases, accommodating an entirely new industry, such as oil and gas, requires acquisition of space, faculty with specialized credentials, and unique technologies.

2P6 Incorporating Information on Faculty and Staff Needs
Assessments of the workforce development services and programs occurs in an ongoing manner to determine whether they are meeting their operating and financial objectives. These assessments are performed by the responsible division and/or department with input from stakeholders. It is subsequently reviewed by the Provost and Chief Academic Officer, Chief Operating Officer and Treasurer, and President.

With regard to grant-funded faculty and staff needs, applications to develop projects with grant support, which are submitted to the Strategic Grants Office for Executive Council approval, must tie into the College's Strategic Plan, thereby resulting in projects that are aligned with institutional goals and objectives. When grant proposals are developed, the technical, professional development, and compensation needs of faculty and staff who will be involved in the project are considered. Grant project objectives and operations are determined by the individuals who develop the proposal, which includes faculty and/or staff that will be most affected by the project. Occasionally, objectives are mandated by the agency to which a grant proposal is submitted, but in all cases, the individuals developing the proposal and the administration approving the project have some input into project objectives and operations. Upon completion of the grant initiative, a determination will be made regarding the continued employment of designated faculty and staff.

2R1 Results for Accomplishing Major Non-Instructional Objectives and Activities

Academic Divisions manage the delivery of customized corporate training, open enrollment, professional development, community interest programs, and summer activities for children and adolescents. Employees completed a strategic planning process in an effort to explore opportunities for expanded outreach to community partners. (See Figure 2-1).

Additionally, questions were added to the Stark State Community Awareness Survey to assess general awareness and understanding of workforce development offerings. Non-instructional program planning stems from feedback received from advisory boards/committees, reviews of labor market trends, engagement with the Workforce Investment Boards, and response to state initiatives. As a result of feedback and internal evaluation of these programs, goals have been established to identify areas of need related to corporate and community training and targeted outreach which supports lifelong learning. (See Figure 2-1.)

Pre-assessment of programs may involve engagement of advisory boards/committees. Specific programming requires preapproval. Some examples include:

- Curriculum resulting in Continuing Education Units (CEU's) for social workers and counselors must be reviewed by a committee consisting of at least one social worker and one counselor prior to scheduling the event.
- CEU's for Nursing Home Administrators must be preapproved by the State Board of Examiners for Nursing Home Administrators.
- Most CEU's for health care professionals require review by a State Board specific to an identified profession.
- The Ohio Real Estate Board mandates the use of identified curriculum.
- The Ohio Environmental Protection Agency approves all curriculum and presenters delivering continuing education regarding water and wastewater issues.

2R2 Performance Results

A formalized evaluation system to assess corporate services and continuing education programs has been implemented (See Figure 2-1). Upon completion of training, assessment forms are completed by each participant. A process is followed to ensure anonymous completion of the forms. Instructors are also required to provide feedback regarding their concerns and/or satisfaction with the experience. These feedback sheets are reviewed by the department chair who developed the program, the dean of the division, and the individual instructor. When assessing child and adolescent programming, a parent feedback form is emailed to each parent on file and reviewed by the staff for continuous improvement.

Corporate Services and Continuing Education								
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Corporate Services								
Classes	140	119	146	181	78	67	33	34	36
Companies Served	37	44	55	57	39	38	35	30	32
Registrations	2207	1782	2452	2816	1015	652	560	347	279
Continuing Education								
Classes	258	245	223	239	248	259	260	250	319
Companies Served	392	423	398	343	328	312	287	266	235
Registrations	2835	2887	2938	2996	2931	2837	2577	2628	2999
Total Division								
Classes	398	364	369	420	326	326	293	284	355
Companies Served	429	467	458	400	367	350	322	296	267
Registrations	5042	4669	5392	5812	3946	3489	3137	2975	3278
Unduplicated Headcount	2896	3105	3312	3799	3007	2677	2708	2365	3170

Figure 2-1: Contract Training and Continuing Education

SSC's spring 2012 Support Services Effectiveness Survey revealed that, on a 4.0 scale, the Strategic Grants Office received an average score of 3.36 or B+ in matters such as "meets personally with you" and "responds in timely manner." National data is not available to allow benchmarking of grant-related achievements, so the College

primarily uses the dollar amount of grant awards received as a measure of accomplishment, as well as growing diversity in the sources of grants awarded over time. In examining the accomplishments of the Strategic Grants Office over the past decade (see Figure 2-2), more than $52.5 million in grant dollars have been awarded to the College, for an average of more than $5.25 million per year. Comparing the 2003-04 grant year with 2011-12, the number of grants increased by 54%, the amount awarded to SSC increased by 528%, local funds nearly doubled, state funds increased 13 times, and "other" funds climbed from zero to more than a half million dollars. Despite a decline in federal funds reflected in those two years, the College has been awarded noteworthy grants from the U.S. Departments of Education, Department of Labor, Bill and Melinda Gates Foundation, Small Business Administration, Energy, Defense, and the National Science Foundation.

Grants Received 2003-13					
	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	
Local	53,900	15,000	10,000	15,000	63,602	
State	819,656	4,396,342	610,248	613,471	838,767	
Federal	1,255,079	1,022,483	1,202,245	683,518	670,213	
Other			13,350	13,825		
Total	2,128,635	5,433,825	1,835,843	1,325,814	1,572,582	
	2008-09	**2009-10**	**20010-11**	**2011-12**	**2012-13**	**TOTAL**
Local	15,000	64,449	152,449	860,412	100,000	1,349,812
State	5,405,751	4,676,261	2,928,586	11,879,486	703,516	32,872,084
Federal	2,445,524	2,226,703	5,850,955	538,496	1,719,318	17,614,534
Other			40,000	97,911	523,398	688,484
Total	7,866,275	6,967,413	8,971,990	13,376,305	3,046,232	52,524,914
Annual Average: $5.25 million						

Figure 2-2: SSC Strategic Grants Funding 2003-2013

In recent years, SSC's grant-funded collaborations with other two- and four-year colleges have expanded. These projects include our 2011-16 partnership with Lorain County Community College and Sinclair Community College on the Bill and Melinda Gates Foundation-funded Completion by Design initiative, with Ohio being one of only three states in the nation participating in this project. See the outline of grant-funded projects and sources for 2009-12 in Figure 2-3.

Grant-Funded Projects – 2009-2012	
LOCAL	**FEDERAL**
United Way	Department of Defense
Focus on African American Males & Education	Fuel Cell Genset Demonstration
Herbert W. Hoover Foundation	Department of Education
Community Sustainability Partnership	FIPSE Textbook Rental
Timken Foundation	TRiO – Student Support Services
Wind R&D Center Laboratory Equipment	TRiO – Upward Bound Math Science
Health Foundation of Greater Massillon	Department of Energy
Human Simulators for Nursing Program	Lockheed Martin Fuel Cell Project
eSTATE	Rolls-Royce Fuel Cell Systems Project
Ohio Department of Commerce	Department of Labor

Financial Literacy Program	CBJTG – Expanded Capacity in Healthcare Occupations
<u>Ohio Department of Development</u>	
Energy Efficiency Conservation	WIA – Soft Skills Training for Unemployed
Labor Management Program	<u>Environmental Protection Agency</u>
RDCAP – Timken Wind R&D Center	Brownfields Training Program
Wright Projects (2) – Expansion of Fuel Cell Prototyping Center	<u>National Science Foundation</u>
	ATE – Computational Science w/Sinclair CC
<u>Ohio Department of Education</u>	ATE – Fuel Cell Education Partnership
College Tech Prep (3) – Federal, State	STEP – Ohio Sustainable Science & Engineering Talent Expansion Program w/Ohio State U
Performance, and Expanded Enrollment	<u>Small Business Administration</u>
Perkins Funding	Energy Systems Design Center
<u>Ohio Board of Regents</u>	**OTHER**
Choose Ohio First (3 w/Universities of Akron, Kent and Toledo)	<u>Bill & Melinda Gates Foundation</u>
	Completion by Design
Textbook Affordability Program	<u>National Center for Academic Transformation</u>
<u>Ohio Rehabilitation Services Commission</u>	Developmental Math Emporium Lab
Assistive Technology	
Interpreting Services	
THEME Project	
<u>State Capital Appropriation</u>	
Downtown Canton Energy Center	

Figure 2-3: Grant Funded Projects 2009-2012

Most grant-funded initiatives at SSC are economic development in nature or are designed to enrich the community, whether they support research and development and student internships in emerging technologies or incorporate sustainability into education programs at the secondary and postsecondary levels. All such projects have measurable goals and objectives that guide their implementation and determine their success. Quarterly, semi-annual, and/or annual reports, depending on the requirements of the funding source, are sent to the funding sources of all grants, providing them updates reflecting achievements that have taken place as well as corrective actions planned to ensure achievement of goals and objectives. These reports are also shared with the project director's supervisor and may be shared through the chain of command within the institution; they also are filed in the Strategic Grants Office. Occasionally, when projects are of major significance to the College, reports are shared with the Executive Council and Board of Trustees to keep them apprised of achievements, impacts, and next steps.

2R3 Comparison of Results
There are no local data available from Ohio's public university system regarding Kids' College. Our next step is to look nationally for programs similar to Kids' College so that we can identify benchmarks and set goals for continuous improvement. However, SSC's summer Kid's College program continues to serve as a model of an exemplary learning opportunity on a college campus for children in grades 1-7. Kids' College received a Program Excellence Award from the Ohio Continuing Higher Education Association (OCHEA). The College has been invited to give presentations about Kids' College and its success at the Learning Resources Network (LERN) annual conference and the National Council for Continuing Education and Training (NCCET) annual conference.

Grant Benchmarking Data – Select Ohio Two-Year Colleges (May 2013)	2009-10	2010-11	2011-12	3-yr Average
Cuyahoga Community College				
# of Grants Submitted	251	288	254	264
# of Gifts/Grants Received	2,238	2,752	3,141	2,710
$ Total Submitted	$48,800,610	$61,284,207	$102,241,342	$70,775,386
$ Total Received	$15,708,241	$13,997,681	$19,032,763	$16,246,231
FTE Staff^	-	-	-	-
$ of Grants Received per FTE Staff^	-	-	-	-
% of Grants Applied for Received^	-	-	-	-
Lorain County Community College				
# of Grants Submitted	27	26	26	26
$ of Grants Submitted	$30,587,033	$33,748,574	$25,718,619	$30,018,075
# of Grants Received	10	11	8	10
$ of Grants Received	$6,098,321	$7,058,313	$2,377,958	$5,178,197
FTE Staff	1	1	1	1
$ of Grants Received per FTE Staff	$6,098,321	$7,058,313	$2,377,958	$5,178,197
% of Grants Applied for Received	37%	42%	31%	37%
Sinclair Community College				
# Grants Submitted	111	78	78	89
$ Grants Submitted	$21,357,213	$19,341,052	$18,124,122	$19,607,462
# Grants Received	74	57	53	61
$ Grants Received	$9,227,848	$7,189,790	$12,572,400	$9,663,346
FTE Staff	3	3	3	3
$ of Grants Received per FTE Staff	$3,075,949	$2,396,596	$4,190,800	$3,221,115
% of Grants Applied for Received	67%	73%	68%	69%
Stark State College				
# of Grants Submitted	17	24	22	21
$ of Grants Submitted	$8,943,755	$17,247,928	$19,570,475	$15,254,052
# of Grants Received	14	14	12	13
$ of Grants Received	$6,914,749	$6,241,169	$16,381,034	$9,845,651
FTE Staff	2	2.4	2	2
$ of Grants Received per FTE Staff	$3,457,374	$2,600,487	$8,190,517	$4,749,459
% of Grants Applied for Received	82%	58%	55%	65%
^Because numbers combined grants and gifts and included no staff numbers, comparable data are not available.				

Figure 2-4: Grant Benchmarking Data

Data on the four Ohio two-year colleges that responded to the survey reveal that Tri-C ranks first in the number of grants submitted. Based on information from the three colleges that provided complete data on which comparable 3-year averages could be determined, SSC is first in grant dollars received; second in grant dollars per FTE staff, number of grants received, and percentage of grants applied for that were received; and third in number of grants submitted and amount of grants submitted.

2R4 Strengthening and Enhancing the Institution
Unquestionably, the value that corporate services and continuing education and the Strategic Grants Office brings to SSC, its surrounding communities, and the region is significant. The College is committed to strengthening the economic development of the region and state and enriching the community. After more than 50 years of being a key player in providing well trained technicians and other workers for the hospitals, manufacturers, government offices, and other employers of the area, the community has a solid understanding of the importance the College plays and of its capabilities that evolve as the needs of the region change. As the College goes beyond the act of simply educating individuals and partners with businesses to ensure they meet the needs of the future and succeed within a global economy, SSC's role within the region continues to diversify and strengthen. Evidence of this can be seen in the institution's committed engagement with such organizations as the Stark Development Board, Canton Regional Chamber of Commerce and all other chambers in the area, Stark Education Partnership, Ohio Association of Community Colleges, Ohio Board of Regents, and numerous other organizations of local, statewide and national significance.

2I1Recent Improvements
The Strategic Grants Office has recently improved its grant development processes which are expected to not only improve our grant approval rate, but also smooth out rough edges as they relate to successful grant implementation. First, the Office is now utilizing the Application to Develop Project with Grant Support form for all grant-funded initiatives undertaken by the College. In the past, some projects bypassed this process when they were initiated by a top administrator, but our President has decided the form should be presented to the Executive Council for all projects to ensure top administrators from all areas have an opportunity to comment on the viability of all proposed projects.

Second, the Strategic Grants Office has formalized its efforts to obtain Business Office approval of all grant budgets prior to submission to funding agencies and organizations. The process requires grant budget approvals from SSC's Grant Accountant and Budget Director before proposals are completed and submitted, which ensures that current rates are used in the creation of budgets and that accurate growth rates are applied to maintain accuracy for the full grant period. In the process of developing budgets, the Strategic Grants staff analyzes and shares with administrators the full implication of project growth to ensure that any institutional commitments to future cost sharing on projects are based on the most factual information possible.

Finally, the Strategic Grants Office is in the final stages of creating a new Grant Development & Management Manual which updates and significantly improves any used in the past. Once this is complete, staff will develop complementary Grant Management Training for project directors.

All of these improvements to Strategic Grants processes are expected to significantly improve SSC's production of quality proposals and management of funded projects and decrease the likelihood that unexpected project costs could negatively impact the College's budget. As a result, they will contribute to SSC's ability to more successfully achieve its other distinctive objectives.

As a result of the systematic and comprehensive processes described above, the Strategic Grants Office and corporate services and continuing education have developed recent improvements resulting in the awarding of grants available for new College initiatives. Some examples include:
- Over the past biennium, SSC has developed a Wind Energy Research & Development Center in partnership with the Timken Co., the State of Ohio through various funding mechanisms, Stark County Port Authority, and Stark Development Board. While it will primarily house Timken Co. employees conducting research and development, the Center will feature a classroom/lab where SSC and University of Akron students will receive related instruction and do applied research.
- With the addition of an account executive for IT services, SSC is better able to meet the needs of corporate customers and the community. This has supported the successful acquisition of a DOL H1B grant. This grant

has facilitated an even greater collaboration among the corporate services and continuing education, Career Development Office, and the Workforce Investment Board as they join forces to improve the IT skills of regional incumbent workers.

- As SSC has expanded its regional involvement with partners outside of the state, DOL grants involving ShaleNET and ShaleNET US were awarded. These allow SSC to be more responsive to the expanding needs of the oil and gas industry. SSC is now identified as a Regional Hub for ShaleNET programming, one of only four in the country, and the State of Ohio has awarded us $10 million to develop a Sustainability Energy Center.
- Corporate services and continuing education was aligned with the academic divisions as a decentralized model in 2013.

With the development of the Entrepreneurship program and space available in our new building, we are partnering with companies that align with our credit course offerings, Mission, and academic programs. We have also begun to incorporate more external input into the development of our Strategic Plan with the help of established and new external stakeholders.

2I2 Selecting Processes and Setting Targets
Because of SSC's robust growth in recent years, combined with our culture of being data-driven, we have had to devise innovative ways to distill and share strategic priorities and accomplishments with growing numbers of stakeholders. In 2012, the administrative IT division created a dashboard designed to provide the Board of Trustees and College personnel with a quick-and-easy overview of information (data) on which performance measure tracking is based. With our culture being one that values grant funding as making a critical contribution to the achievement of institutional goals, grants are tracked annually on this dashboard (see Figure 0-1). By adding this new component to our infrastructure, we have strengthened the capacity of the Strategic Grants Office to track its grant submissions and awards. In the future, we will develop goals and identify external benchmarks related to this - all of which will further enhance our performance of Accomplishing Other Distinctive Objectives.

Corporate services and continuing education has made notable progress in alignment with the academic divisions. Workforce development offerings have been tailored to meet the needs of our own graduates, with expanded offerings for Dental Hygiene, Occupational Therapy, Physical Therapy, IT, and others. The offerings have also become integral to career pathways leading to credit programs, such as Pharmacy Tech to Pre-Pharmacy, and ShaleNET Oil and Gas programs.

Category 3: Understanding Students' and Other Stakeholders' Needs
Includes Core Criteria 1D and 4C

Overview
Understanding students' and other stakeholders' needs is integral to upholding the Mission and Vision of SSC. The complexities of these *strategic* to *aligned* relationships require a comprehensive and managed approach to achieve an essential degree of understanding student success. Figure 3-1 delineates the range of key student and stakeholder requirements and expectations of the College.

Stakeholders		Requirements and Expectations	
		Short-Term	**Long-Term**
Internal	All Students	Affordable, flexible educational opportunities; wide variety of programs; support services	Fulfillment of academic, career, personal, and employment goals
	Enrolled Students	Quality instruction; safe and supportive environment; assistance in establishing academic and professional goals; enhanced academic, behavioral, and social skills	Degree and certificate completion; coursework transferability; career counseling and job search assistance; accredited programs; student life opportunities

	Prospective Students	Open enrollment policy; career selection guidance	Enrollment and educational opportunities
	Employees	Employment and benefit package; professional development and continuing education; employee safety	Support and development for quality employees; understanding needs of employees; prediction of and responsiveness to change
External	Local Community	Affordable local educational opportunities; community education resources; sponsorship for local events	Economic impact; affordable local educational opportunities; impactful community relationships
	Alumni	Networking opportunities; employment opportunities; career counseling; transfer and articulation	Employment and continuing education opportunities
	Business/ Employers	Production of a qualified field of potential employees; continuing education opportunities; training programs	Partner for educational technologies; support of emerging technologies

Figure 3-1: Student and Stakeholder Requirements and Expectations

To understand student and other stakeholder needs, SSC examines processes, policies, and procedures to determine institutional awareness and responsiveness. Institutional Research, Planning, and Assessment maintains a comprehensive matrix of surveys that serve as the formalized method of gathering information to enhance understanding. This coupled with the implementation of a robust non-academic assessment process and the monitoring of key success indicators has given us an Established, Systematic method to gather invaluable stakeholder information. The launching of the Strategic Measures Dashboard established an efficient and effective avenue for sharing this information with the College community.

As stakeholder feedback is gathered and shared, we make use of that information as a foundation for data-based decision making. The Strategic Plan has helped to integrate and align stakeholder feedback with institutional operations. From the executive level through specific departments and committees, SSC utilizes this information to establish direction for resources and initiatives that impact student and stakeholder satisfaction. For example, we developed Action Projects designed to transform financial aid disbursement in support of student success as well as to develop an Honors College.

3P1 Determining Changing Needs of Student Groups and Selecting a Course of Action
Information about students' need is gathered from graduates, enrolled, and prospective students and is a key source for decision-making throughout SSC. Information is gathered through the administration of key surveys and the analysis of retention, persistence, and completion rates. Figure 3-2 illustrates the national and SSC developed surveys used in this process.

National Surveys Administered Directly to Students	CCSSE Survey, ACT Student Opinion Survey, Pre-enrollment testing (ACT, SAT, and COMPASS), Computer Entrance Exam, ACT 5-yr Alumni Survey
Stark State College Developed Surveys Administered Directly to Students	Student Evaluation of Instruction, Student Orientation Survey, Graduate Employment Survey, ACT 5-yr Alumni Survey items developed for SSC, Co-Curricular Assessments, ACT Student Opinion Survey items developed for SSC

Figure 3-2: Student Surveys

Further identification of students' needs happens within the shared governance process. Key groups in this process include Academic Advisory Committees/Boards, Academic Affairs Council, Student Affairs Leadership Council, Executive Council, Student Government Association, Student Affairs Committee, and President's Cabinet. There is direct student representation on President's Cabinet and the Student Affairs Committee. A student was elected Vice Chair for the Student Affairs committee for the 2012-2013 academic year.

Informally, data is gathered through student communication with advisors, faculty, and student groups. This information is then channeled to the appropriate departments or the shared governance process to address the expressed student need.

*Core Component 4C: SSC's procedure for change begins once the information gathered through these sources is vetted with the appropriate individuals and groups throughout the institution. Data gathered through Institutional Research, Planning, and Assessment is disseminated through Executive Council to the College community. Results are discussed through the chain of command (deans, department chairs, etc.). Common themes are identified for areas of improvement and action plans are developed and applied. Areas for improvement in specific divisions and/or departments that are not college-wide are explored through the chain of command in those specific areas. Courses of action are selected and developed. Information gathered through the shared governance process is used to revise policies, procedures, and develop strategic projects.

Through targeted teams, Completion by Design has generated changes in response to identified needs, including Career Coach software; Degree Works software; mandatory student orientation and Welcome Week; targeted advising of pre-health students; mandatory and enhanced faculty mentoring and advising; improving STEM communication; developmental course redesign in English, reading, and math boot camps in English, reading, math, and computer concepts; and gateway course contextualization.

3P2 Building and Maintaining a Relationship with Students

The process used to build relationships with our students is well developed. Students are presented with many opportunities to develop a connection to SSC faculty and staff through marketing, recruiting, admissions, financial processes, initial advising, registration, and orientation.

As part of the relationship building process, SSC sponsors many activities both on campus and throughout the community. Our marketing efforts encompass a region targeting a diverse population of potential students. Through various recruiting forums (see Figure 3-3), SSC attracts students to the broad spectrum of educational opportunities offered at the main campus, satellites, and off-site locations. Our open admission policy, initial academic advising, orientation, financial-aid availability, disability services, and various community programs foster an atmosphere of both personal attention and professionalism, demonstrating the high-quality, student-centered environment that is SSC.

The relationship with the student is maintained through multiple opportunities of engagement, both face to face and electronic. Students' pathways toward their academic goals are supported through a variety of academic and co-curricular support initiatives. The creation of Connection Central, a support service connection hub that offers students a centralized point of communication, established an avenue through which students can easily access supportive services at SSC, further strengthening relationships with students. In addition to this strong face-to-face initiative, we have expanded our electronic relationship with students beyond the SSC home page and ANGEL Learning Management System by utilizing social media. The Stark State Mobile App, Facebook Pages, Twitter, RSS Feed, Flickr, LinkedIn, YouTube Channel, and the online Stark State Calendar of Events have expanded communication opportunities, further strengthening students' relationship with the College. Information presented in Figure 3-3 further delineates relationship maintaining initiatives.

ACTIVITY	DESCRIPTION
Building Relationships	
Marketing	Community-wide advertising campaign
Recruiting	On campus events such as Open House, career fairs, middle school and high school visits, business and industry events/visits; program-based scholarships; I Am Engineering; Dual Enrollment; Post-Secondary Enrollment Option; Early College High School; Articulated Credit
Student Services and Enrollment Management	Admissions/new student advising, New Student Orientation, financial aid and registration processes, Disability Support Services, Veterans' Affairs, Welcome Week, Quality Reception initiative, Quick Start, Connection Central, walk-in advising
Maintaining Relationships	

Academic Support	Writing Center; Math Learning Center; Science Learning Center; Tutoring and Testing Center; academic advising; Early Alert Process; Help Desk; My Academic Plan (MAP); Career Coach software
Student Services and Enrollment Management	Disability Support Services, Multicultural Student Affairs, Interfaith Campus Ministry, Career Development, Student Support Counseling, advising interventions, student clubs and organizations, Connection Central, Career Development, TRiO Student Support Services, FAME, Student Government Association, Student Life, Registration, Financial Aid, Academic Outreach, Veterans' Affairs, Marketing, *mystarkstate* portal and training
Communication Processes	Monthly President's Report (both online and face to face), RAVE Alert, *Stark Voices*, Behavioral Assessment Team, ANGEL Learning Management System, news and information monitors, SSC website

Figure 3-3: Processes for Building and Maintaining Relationships with Students

3P3 Identifying and Analyzing the Changing Needs of Key Stakeholders and Selecting a Course of Action
*Core Component 1D: Identifying the changing needs of key stakeholders at SSC involves many areas of the College gathering information and collaborating to decide on a course of action. Institutional Research, Planning, and Assessment administers surveys to key stakeholder groups such as employers, employees, graduates, and business and industry, offering the college the opportunity to obtain information about stakeholder needs. In addition, Institutional Research, Planning, and Assessment compiles and assesses data supporting the planning and decision making processes within academic, co-curricular, and administrative areas. Crucial information is collected through advisory committees and boards yielding knowledge for the development and success of programs as well as for insight into new industry technologies and skill sets. The University System of Ohio, Ohio Board of Regents, Higher Learning Commission, and accrediting bodies provide data and input regarding changing program requirements. Articulation agreements with local educational institutions also help to identify needs. Registration statistics such as enrollment in programs, courses, and majors are analyzed to determine shifting local trends.

After the needs are identified through these various avenues, the data is reviewed and feasibility determined through shared governance, including Standing Committees, President's Cabinet, and Executive Council. Annual reviews of programs by the appropriate administrators and governing bodies of SSC can result in institutional changes.

3P4 Building and Maintaining Relationships with Key Stakeholders
Relationships with key stakeholders are built and maintained through a variety of College activities. Establishing open and regular communication with external stakeholders gives SSC the opportunity to utilize feedback to improve and expand College services and programs. The communication network includes regular face-to-face meetings, advisory committee/board meetings, informal breakfast meetings with the President of the College, surveys of external stakeholder satisfaction and needs, and designating liaisons to enhance and promote open dialogue. In order to continually keep our key external stakeholders on board with the Mission and Vision of SSC, we strive to meet their expectations through encouraging a culture of high quality customer service using the activities described in Figure 3-4.

ACTIVITY	DESCRIPTION
Open House	Open to the public (main campus), satellite locations open houses are held at various times
Special Event Hosts	EnviroFun, Waste Management Day, Kids' College, TechnoKids, CampScrubs, Career Development/Exploration Events, Homegrown Entrepreneur Speaker Series, Professional Society meetings, Black History Month and Multi-cultural speakers and events, Recycle Mania, Book Fair, Completion by Design (CbD)
Marketing and Advertising	Targeted marketing using billboards, radio ads, TV ads, newspaper releases, website (homepage, Facebook, YouTube, user friendly apps)
Community Service	Walk for the Cure, United Way, blood drives, toy drives, Mitten Tree, Hunger Taskforce, Habitat for Humanity, Community Service Day, Health and Wellness Fair (featuring local

	organizations), Stark County Rotary, Trillium Family Solutions & VITA free tax clinics, book buy backs, Heart and Cancer Walk, food drives for Akron-Canton Regional Food bank
Tours	Bi-monthly open tours published on website, local middle school and high school students, anatomy lab tours, community ministries, entrepreneurs, county and state government representatives
Liaisons	Articulation institutions, Project Lead the Way, Advisory Committee/Board meetings, Upward Bound Math-Science, Bridges Out of Poverty
Continuing Education Programs	Local business requests, numerous adult education classes, ACT prep classes
Financial Programs	Grants and scholarships
Alumni Events	Graduation Fair, Distinguished Alumni Award, established a SSC Alumni & Friends Association (including a Board of Directors), established a Service Project (flower sales) at Graduation, Spring - Employment preparation event, Fall – Networking/Employment Opportunities event

Figure 3-4: Processes for Building and Maintaining Relationships with External Stakeholders

Maintaining internal stakeholder relationships includes open-door policies within the chain-of-command hierarchy, internal surveys, monthly faculty/staff meetings, combined social events, and shared governance within the College. To help maintain our internal stakeholder relationships, SSC pursues the activities outlined in Figure 3-5.

ACTIVITY	DESCRIPTION
Financial Reimbursement	Scholarships, education, professional development, and employee tuition reimbursement
Social Events	Holiday luncheons, employee recognition event, Faculty/Staff Retreat, and social activities
Services	Faculty Association, College Staff Association, *my*starkstate portal, and organizations

Figure 3-5: Processes for Building and Maintaining Relationships

3P5 Targeting New Student and Stakeholder Groups within Educational Offerings and Services
*Core Component 1D: There is an ongoing effort by SSC to identify student and stakeholder needs and to develop and evaluate new educational offerings and services. The Institutional Research, Planning, and Assessment Department has developed numerous surveys, assessments, and forums, and reviews records for enrollment to measure further possibilities for departments and divisions within the College. In alignment with the University System of Ohio's guidelines for Academic Program Review, SSC assesses the need for a program by reviewing data-driven market research that addresses the potential for employment upon graduation. Additionally, alliances such as the Oil and Gas Advisory Committee engage with external constituencies, responding both to their needs and the educational needs of students.

The assessments in place by SSC are published on the *my*starkstate portal, recorded in meeting minutes and attendance records, and illustrated in articulation documents. The results of these measurement tools are new programs, facilities, training opportunities, program certificates/courses, technology, certified faculty, articulation agreements, and alliances between employers and SSC.

Figure 3-6 provides a sampling of methods used by SSC to address educational offerings and services that target new student and stakeholder groups.

Name	Purpose
Informally Initiated programs	To respond to information gathered from students, faculty, staff, and interested parties
Emerging Technologies	To provide a trained workforce for future employment
Program Location Assessment	To provide courses in multiple modalities, programs, and certificates at various locations, including satellites
Career Certifications	To help employers meet state mandated requirements; to help employees obtain and maintain employment and meet continuing education requirements
Grant/Federal Funding	To meet the grant or funding stipulations
Customized Corporate Training	To re-train employees for changing job descriptions
Advisory Boards/Committees	To assure that programs-of-study are up to date; to identify employment and industry trends in order to be responsive to their needs
Career Design	To link noncredit and credit offerings; to provide stackable certificates
Career Development Office	To identify and monitor government, business, and industry trends both locally and nationally in order to assist students with career goals
Office of Institutional Research and Planning	To identify and assess student and stakeholder needs through the collecting, analyzing, and interpreting of relevant data

Figure 3-6: Targeting New Students and Stakeholder Groups

3P6 Collecting and Analyzing Complaint Information from Students and Other Stakeholders
If a student has reason to believe that he/she has been unfairly treated and wishes to file a complaint against the College and/or an employee, that student may bring forward a complaint. A complaint may be initiated based on discrimination, academic reasons including classroom or course related issues, or non-academic reasons relating to non-classroom issues. Distinct procedures are established for each of the types of complaints and are set forth in the College's Policies and Procedures Manual on *my*starkstate and the Student Handbook. Students are given a written decision; and if no further appeal is initiated, no further action is taken. If a student is not satisfied with a decision, the student has the right to appeal through the chain of command. Students complete a Non-Academic or Academic Complaint Form, which is kept on file in the Office of Admissions.

In accordance with section 3357:15-13-08 of the Policies and Procedures Manual, students may submit a formal grade appeal when they believe that a final grade is inaccurate. The Grade Appeal Form is obtained from the Admissions Office and completed by the student. Students must meet with and obtain a signature from the Instructor, Department Chair, and Dean of the Division in which the grade is being appealed. At the culmination of the process, students are given a written decision prepared by the appropriate administrator regarding their complaint. Completed Grade Appeal Forms are filed in the Provost's Office.

As for other stakeholders, SSC has established a grievance procedure, applicable to all SSC employees, to ensure fairness and consistency in employee relations and to resolve misunderstandings as quickly as possible. Issues that require a grievance include a violation, misinterpretation, inequitable, or inappropriate application of College policies and procedures, as defined by the College's Policies and Procedures Manual or law affecting the employee. Distinct formal grievance procedures for complaints not concerning discrimination and for complaints concerning discrimination are set forth in section 3357:15-14-07 of the Policies and Procedures Manual and also addresses an informal resolution procedure.

The President of SSC instituted a new process to review all complaints on a semester basis. Themes are documented based on the number of complaints, the type of complaint, and the resolution of the complaint. Trends from one semester to the next are noted. Information gathered through an analysis of the themes and trends are used to identify areas of improvement. Improvement can include updating a policy or procedure, offering professional development for employees, and explanation of policies to students.

3R1 Determining, Measuring, and Analyzing Student and Other Stakeholder Satisfaction
SSC administers surveys to determine the satisfaction of students and other stakeholders. Figure 3-7 outlines the various instruments we utilize to collect key measures of satisfaction.

Instrument	Stakeholders Surveyed	Sample Size	Survey Focus
ACT Student Opinion Survey	Sample of Current Students	1100 Current Students	Student Satisfaction
Student Evaluation of Instruction	Current Students	All Students	Instructional Effectiveness
Student Orientation Survey	Entering Students	All Orientation Attendees	Marketing and Initial Services Satisfaction
Employer Satisfaction Survey	Stark County Employers	Varies	Employer Satisfaction
Five-Year Graduate Survey	Alumni	All Five-Year Graduates	Long-term outcomes
Employee Satisfaction	SSC Employees	Representative Sample of Employees	Employee Satisfaction
Co-Curricular Assessments	Students and Employees	Varies depending on area being assessed	Satisfaction in Departmental Services
Support Services Effectiveness Survey	Employees	All Employees	Satisfaction in Interdepartmental Customer Service

Figure 3-7: Instruments for Measures of Satisfaction

The survey results are analyzed by the Director of Institutional Research, Planning, and Assessment and presented to the Academic Affairs Council, Institutional Effectiveness Committee, and Executive Council. Executive Council utilizes this information for determining short- and long-range planning. This information is also presented to the SSC community and is readily available on the College portal. This is being addressed through meetings with students, mandatory student orientation, advising sessions, as well as other avenues. Co-curricular assessment is being used to assist service operations to progress with areas of improvement.

3R2 Performance Results for Student Satisfaction
SSC has chosen to conduct the ACT Student Opinion Survey as a comprehensive assessment of student satisfaction. Overall, satisfaction with and opinion of SSC service operations/programs and the general academic environment was generally positive among fall 2011 students. Measures of satisfaction met or exceeded national user norms on almost half of survey items (27/61). Key findings are highlighted in Figure 3-8.

College Impressions	Seventy percent of respondents indicated that SSC was their first-choice, 72% would definitely/probably choose SSC again, and 79% rated overall quality as excellent/good.
College Services	11 of 17 items relating to SSC services met or exceeded national benchmark scores.
Academic Environment	7 of 12 items related to the academic environment of SSC met or exceeded national benchmark scores.
Facilities	Satisfaction with facilities and the condition of the grounds was met or exceeded survey norms with the exceptions of study areas, athletic facilities (none exist on the SSC campus), the Student Union (essentially non-existent), and the availability of housing (non-existent).
Admissions	5 out of 5 Admissions operations items fell below national benchmark scores.
Registration	2 out of 4 Registration operations fell below national benchmark scores.

Figure 3-8: ACT Student Opinion Survey Results

While generally positive, satisfaction with and opinion of SSC service operations/programs and the general academic environment declined from 2008 to 2011. As we change processes and policies to comply with new regulations and further adjust to becoming a large institution, it is vital that two-way communication is established with students to inform them of changes and gather information regarding the student experience.

3R3 Building Relationships with Students
Our methods for assessing the building of relationships with students have been greatly enhanced over the past three years through the development of a co-curricular assessment process. Seventeen service areas are participating with each area developing assessments of their departmental goals. With twelve service areas having completed their first cycle of assessment, SSC has experienced an unprecedented level of feedback about SSC's relationship with students. The results of these assessments are being used to enhance services to students, faculty, and staff. This process is exemplified by the assessment of SSC's Help Desk services. Feedback from assessments has been utilized to redesign the Help Tab on *my*starkstate to be more user friendly and better meet the needs of those that use help desk services.

CCSSE has been integrated into the SSC Strategic Plan as an outcome measure for Key Performance Indicator (KPI) Four: Student Satisfaction and Engagement Profile. By incorporating this survey into the Strategic Plan and setting a goal of at or above the 70th percentile nationally for each of the five benchmarks for effectiveness, SSC has sharpened its focus on building relationships with students. The results over the past three submissions have fluctuated as the College grew at an astounding rate (see Figure 3-9). The 2011 results indicate a renewed level of satisfaction with the student experience.

	2005^	2008^	2011^^
Benchmark 1: Active and Collaborative Learning	60th	10th	80th
Benchmark 2: Student Effort	20th	20th	80th
Benchmark 3: Academic Challenge	80th	20th	70th
Benchmark 4: Student-Faculty Interaction	20th	<10th	50th
Benchmark 5: Support for Learners	70th	60th	70th

^Among medium sized colleges of 4,500-7,999 students participating in the CCSSE
^^Among large-sized colleges of 8,000-15,000 students participating in CCSSE
Figure 3-9: CCSSE Benchmark Percentiles

Items that have been identified as areas for improvement through the CCSSE administration include faculty-student interaction outside of the classroom and career counseling. As part of SSC's CbD initiative, a Divisional Career Mentor/Advisor project is being developed that will create new opportunities for faculty members to move student interactions beyond the classroom. Additionally, career assessment has been included in the redesign of the SSC's Student Success course required of all incoming students. This coupled with a Completion by Design initiative aimed at Early and Continuous Career Advising integrates career counseling into the student's pathway to completion.

The results of the ACT Student Opinion Survey have identified opportunities for improvement with the results showing a general academic environment decline from 2008 to 2011. Student Services operations including Admissions and Registration saw a marked drop in national benchmark scores. SSC is revisiting the method of service delivery through an assessment and redesign with a primary focus on admissions, financial aid, registration, marketing, orientation, and student accounts. The co-curricular assessment process is being used to assist the departments with identifying areas of improvement.

3R4 Stakeholder Satisfaction
A concerted multi-year institutional survey effort to collect and assess data from key College stakeholder groups, including current students, alumni, employers, employees, and the Stark County community, is underway. Results of three surveys represent key findings in stakeholder satisfaction.

The Employer Satisfaction Survey was administered for the second time in 2011. A few key trends are apparent in the results. First, employers were satisfied with the quality of SSC graduates (97% performing as expected) and their technical skills (3.30 GPA/ B+ grade). Second, graduates' skills and abilities (note that these link directly to SSC General Competencies) were rated above average (B grade). Third, graduates' work habits were rated above average (B to A- grades). These results support the contention that SSC produced quality graduates and that these students fulfilled employer needs and expectations. Figure 3-10 shows a breakdown of the grades given to SSC graduates by employers.

	2011	2008 Score
Willingness to learn	A-	B+
Honesty, ethics	B+	B
Quality of work	B+	B
Ability to apply knowledge to work	B+	B+
Teamwork – interpersonal skills	B	B
Computational Skills	B	B
Professionalism – attire, demeanor	B	B
Oral communication	B	B
Critical thinking – problem solving, creativity	B	B
Developmental - managing personal, professional growth	B	B

Figure 3-10: Employer Satisfaction Grades (Scale A-F)

Graduate satisfaction is assessed through the employment findings reported in the 2011 Five-Year Alumni Survey. Overall, satisfaction with and opinion of SSC was very positive among 2,005 graduates. Measures for College contributions to personal growth met or exceeded survey norms on all 15 measures, including the five that relate to College General Competencies. Respondents also reported fewer problems than the norm group with finding a job and that SSC prepared them well for their occupation. Perhaps most impressive was the reported income mobility of students, with almost five times as many alumni reporting current annual income of $50,000 or higher as compared to the time of their first job.

In 2012, the Chronicle's Great College to Work For survey was administered for the first time to faculty, administrators, exempt, and non-exempt staff. The overall survey average was within the Good range with 40% of the categories in the Good to Excellent range. Areas showing the most need for improvement included communication, collaboration, and fairness with concerns specifically from the non-exempt staff. The establishment of Goal 6 to foster a culture of integrity and valuing people in the 2012-2013 update of the College's Strategic Plan exemplifies our focus on this improvement opportunity. Strategic initiatives designed to address the areas of improvement included practicing fairness in hiring, promoting, professional development, and treatment of employees; providing appropriate recognition and communication; practicing a transparent, consistent, and efficient culture of shared governance; and supporting the communication of ideas, issues, and concerns.

3R5 Building Relationships with Stakeholders
SSC utilizes various methods to assess performance results for building relationships with key stakeholders. A combination of surveys and established collaborative relationships illustrates the results. We utilize the surveys in Figure 3-11 to gather information about the different relationships with varying stakeholder groups.

Assessment Tools	Assessment Focus	Survey Population
Co-Curricular Assessment Surveys	Departmental services and functions	SSC Students
AQIP Culture and Infrastructure Survey	Action priorities for AQIP	SSC Employees
Support Services Effectiveness Survey	Inter-Office assessment of support services	SSC Employees
Employer Satisfaction Survey	Employers' satisfaction with graduates	Stark County Employers
Community Awareness Survey	Community awareness and satisfaction	Stark County Households
Employee Satisfaction Survey	Employee Satisfaction	SSC Employees

Figure 3-11: Stakeholder Surveys

In the past two years, we have worked to expand assessment through the co-curricular areas. Information has been collected as part of the Co-Curricular Assessment process regarding level of effectiveness and satisfaction with SSC's services. The final stages of this assessment cycle call for reflection on results, plans for change, and tracking effectiveness of any changes. As a result of the Career Development Office's Co-Curricular Assessment, the office has altered its data collection method for tracking employment, which enables the data provided to students, advisors, and faculty to be more accurate. Because of data gathered through the Help Desk assessment process through annual focus groups with faculty, staff, and students, the area's webpage *my*starkstate portal tab was redesigned to be clearer and more user friendly. To date over twenty areas have participated in the co-curricular process. From the development of case study assessments across several areas of the college to the integration of CCSSE and ACT Student Opinion Survey results into area assessments, the Co-Curricular Assessment process is becoming woven into the fabric of the decision making and planning processes within participating areas.

With the establishment of Strategic Goal 6: People, we have initiated an institution-wide focus on fostering a culture of integrity and valuing people. Included in the measures for this goal is The Chronicle of Higher Education Survey of Great Colleges to Work For. This survey was conducted for the first time in 2012. The results of this survey pointed the administration toward areas that warrant attention including communication and collaboration. The establishment of Goal 6 to foster a culture of integrity and valuing people was added to the 2012-2013 update of SSC's Strategic Plan.

Expanding beyond the survey, all academic areas convene advisory boards/committees. These boards/committees are invaluable in understanding our relationships with outside stakeholders. SSC has collaborative relationships with education institutions, community organizations, businesses, and other external partners.

3R6 Comparison of Results
The CCSSE is used by SSC to benchmark performance against national norms and has been integrated into the College's Strategic Plan through establishing the goal of scoring at or above the 70th percentile nationally for benchmarks for effective educational practice for comparative participating colleges. SSC met or exceeded that goal in all but one area (see Figure 3-12).

Benchmark 1	Active and Collaborative Learning	80th
Benchmark 2	Student Effort	80th
Benchmark 3	Academic Challenge	70th
Benchmark 4	Student-Faculty Interaction	50th
Benchmark 5	Support for Learners	70th

Figure 3-12: 2011 CCSSE results

Even though we did not meet our goal for Benchmark 4: Student-Faculty Interaction, the 2011 CCSSE results showed a significant positive difference over the 2008 results of <10th percentile (see Figure 3-9 and 3R3). SSC will be conducting the CCSSE and Faculty CCSSE in spring 2014. In spring 2013, a campus team comprised of a Vice President, a Dean, and a faculty member attended the CCSSE Best Practices Institute in San Antonio, Texas in an effort to connect campus results and actions plans with national best practices.

On the ACT Student Opinion Survey, SSC experienced a decline in measures of satisfaction; fifty-six percent of survey items (34/61) were below national user norms. The method of service delivery in the areas of admissions, financial aid, registration, marketing, orientation, and student accounts are the primary focus of an intensive co-curricular assessment and redesign process. SSC will be conducting the Noel-Levitz Student Satisfaction Inventory (SSI) fall 2014.

As part of the Ohio Cadre: Completion by Design, SSC undertook an extensive research and analysis process that included working with the multiple campuses included in the project and the analysis of statewide and national trends. This work has resulted in a major shift toward identifying and addressing major loss points in student's pathways to graduation.

In addition, the Office of Institutional Research and Planning has developed a Summary of State, Regional, and National Aspirant/Peer Institutions for SSC so that regional and national performance benchmarks can then be developed and used in conjunction with other outcome measures to assist in setting performance goals and to plan upcoming strategic projects.

3I1 Recent Improvements
The creation and implementation of co-curricular assessments has led to a new and exciting focus on continuous improvement in the service areas. The 18 service areas listed in Figure 3-13 are working in different phases of the assessment cycle which is evidence if the comprehensive focus on achieving service excellence.

Admissions	Human Resources
Advising and Student Engagement	Library
Bursar's Office	Multi-Cultural Student Affairs
Career Development	Physical Plant
College Store Assessment	Retention Counseling
Computer Services	Student Life Assessment
Disability Support Services	TRiO Student Support Services Assessment
Financial Aid and Registration	Upward Bound Math Science
Help Desk Assessment	Writing Center

Figure 3-13: Areas Participating in Co-Curricular Assessment

The continued administration the CCSSE and ACT Student Opinion Survey has allowed us to begin to look at student opinion and satisfaction trend data and the utilization of this data has become integral to our decision-making processes. Identifying issues through tools such as these has led to CbD projects such as Early and Continuous Career Advising, Mandatory New Student Orientation, and Early and Regular Faculty Mentoring and Advising. In addition, the plan to redesign Student Services methods of delivery is evidence of the impact the utilization data has on SSC decision-making process.

With the establishment of Strategic Goal 6: People, Foster a culture of integrity and valuing people, SSC asserts to promote excellence by creating avenues that encourage and support the communication of ideas, issues, and concerns while providing timely feedback and implementation. Evidence of this new focus can be found in the establishing a formalized method of gathering feedback from employees through the administration of the Chronicle Great Colleges to Work For survey. Additionally, several Action Projects have been established to strengthen communication and collaboration including Advancing, Communicating, and Celebrating our Quality Initiative

Successes; Initiating an Ongoing Program to Create and Support a Quality Workplace; Quilt Project: Academic Quality Woven into the Fabric of our College Culture; Advancing Academic Assessment; Transforming Financial Aid to Help Students Reach Academic Success; and Implementing an Honors Program to Enhance the Educational Experience.

The Action Project on the Process of Student Evaluation of Instruction modified the current student evaluation of instruction rating form by adding reliable and valid measures that tie to faculty performance in the classroom. A pilot was conducted in spring of 2011 and the new process was fully implemented in the Fall Semester of 2012.

3I2 Specific Processes and Setting Targets
From the individual work done in one-on-one student activities and participation on advisory boards/committees to the higher level analysis completed through the shared governance and AQIP processes, SSC identifies stakeholder needs from multiple sources. In addition, the Institutional Survey Administration Matrix prepared by the Director of Institutional Research, Planning, and Assessment is evidence of the data driven decision-making approach that is an integral part of this process.

The exploration of the information gathered from these sources has driven the further analysis of opportunities for improvement through AQIP and Completion by Design institution-wide initiatives. Recent AQIP Action Projects have taken a comprehensive look at the Student Evaluation of Instruction process and a Plan to Implement "Fast-Track" Career Enhancement Certificates. Through our participation in Ohio's Completion by Design Cadre, SSC conducted a comprehensive assessment of issues and policies impeding our students' success, and the analysis resulted in current and future projects that have had a significant impact on a students' experience at SSC. Shortening students' pathways through developmental education, implementing focused advising for at-risk pre-health students, and requiring new student orientation are all initiatives that resulted from the CbD effort.

The SSC Strategic Plan, with its clear goals and objectives, acts as a guiding document throughout the College and as a cornerstone of these improvement initiatives. The Strategic Measures set for each of the goals create an institution-wide guide for the monitoring and assessment processes. This document has been translated into an electronic visual format in the form of the Strategic Measures Dashboard. The Dashboard increases the accessibility and understanding of SSC's performance on Strategic Measures. The Systems Portfolio Categories were also cross-walked with the Strategic Plan Goals.

Category 4: Valuing People
Includes Core Criteria 2A, 2E, and 3C

SSC has made continuous improvements in progress in Category 4: Valuing People since the 2010 Systems Portfolio as we move from a *systematic* to an *aligned* approach. In order to foster a culture of integrity and valuing people during the Strategic Plan review process in the spring of 2012, SSC aligned the Strategic Plan with the budget, taking into consideration recognition, reward, compensation, and the entire benefits system during the planning process. SSC also added a sixth Value: People to the Strategic Plan, with the goal to foster a culture of integrity and valuing people.

SSC has implemented multiple strategic measures in the Strategic Plan to support the strategic Goals of valuing people. During 2012, SSC implemented the Chronicle's Great Colleges to Work For survey to solicit feedback from the faculty and staff in regards to SSC's strengths and weaknesses. To support the expectation of ethical behavior, the Quality Workplace Action Project initiated a few processes to ensure all employees are trained and recognized. SSC has sponsored multiple Ethics training sessions conducted by the Ohio Ethics Commission and makes those training sessions and Ethics-focused webinars available to all employees through the *my*starkstate portal. The Character Counts recognition program was also a result of the Quality Workplace Action Project. Based on the six pillars of character, a nomination and awards program recognizes displays of each pillar and rewards those recipients.

In line with the various improvements to the Strategic Plan, data collection, and employee feedback, SSC's Human Resources (HR) Department implemented a new business partnership model approach in their work. Each Human Resources Representative is now trained in each area of Human Resources and assigned specific divisions to work

with, covering all of each division's HR needs.

4P1 Identifying Credentials, Skills, and Values required for Faculty, Staff, and Administrators
Processes are in place to identify the specific credentials, skills, and values of employees. The SSC *Policies and Procedures Manual* and Mission, Vision, and Value statements identify the specific credentials, skills, and values required for faculty, staff, and administrators as part of the recruitment, interview, and selection process. Position descriptions are established by the hiring manager, the respective department, and Human Resources and reflect the credentials, skills, and values required for the position. Second, the Higher Learning Commission provides guidelines for determining qualified faculty to teach general education and program courses. Third, the Ohio Board of Regents provides minimum standards for faculty qualifications relating to the standards for approval of associate degree programs. Additionally, accreditation organizations (i.e. ABET, ACEN, and ACBSP) for approved programs specify standards that programs must follow as part of the program accreditation process. SSC is committed to hiring faculty, staff, and administrators that will assure fulfillment of the institution's Strategic Plan.

4P2 Ensuring that Employees Possess the Credentials, Skills and Values Required
College policies, procedures, and hiring processes ensure that employees possess the credentials, skills, and values required for employment at the College. The hiring manager and respective department are responsible for developing a position description, delivering the charge to the committee that identifies the ideal candidate, and forming the interview committee. Interviews for full-time faculty, adjunct faculty, and staff may incorporate teaching presentations, open forums, and/or demonstrations of previous work to assure that new employees possess the skills and values required for the position in addition to a question and answer session. The interview committee then narrows down the candidate pool to those who meet the position description, and these individuals are moved forward for consideration. The final candidate is selected from this pool. The HLC guidelines and Ohio Board of Regents standards are followed when hiring faculty. Staff and part-time employees are hired following guidelines appropriate for the respective position.

HR process verifies the specific credentials, skills, and values for faculty, staff, and administrators and requires that original transcripts are on file prior to a contract being provided to the employee. HR utilizes a third-party provider who verifies the highest degree obtained and performs a background check on each employee. All instructors are appropriately credentialed, including those in dual enrollment, contractual, and consortia programs. Instructors are evaluated by students via student course evaluations each semester, and instructors are evaluated by their supervisors yearly.

*Core Component 3C: SSC has the faculty and staff needed for effective, high-quality programs and student services. SSC has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, establishment of academic credentials for instructional staff, and involvement in assessment of student learning. Our current percentage of credits taught by full-time faculty is 48%. SSC has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles, which supports their professional development. Instructors are accessible for student inquiry through ten posted office hours required by the Policies and Procedures Manual. SSC staff members also have professional development available to support them in providing services.

4P3 Recruiting, Hiring, and Retaining Employees
Recruiting, hiring, and retaining employees is a cornerstone to a good organization. SSC has implemented a Strategic Plan in which People is one of the six values, and fostering a culture of integrity and valuing people is one of its Strategic Goals. SSC employees are recruited by the HR department, department chairs, and other stakeholders. SSC advertises its open positions primarily online through its own website, as well as on job posting websites (i.e. Monster, CareerBuilder, Inside HigherEd, etc.), and in limited print media. Additionally, recruitment fairs are held when necessary to attract adjunct faculty.

The hiring of new employees begins with the approval of the position through SSC's Executive Council or through the Strategic Staffing Committee. All requests are discussed by the Strategic Staffing Committee and evaluated in relation to the Mission, Strategic Plan, and budget availability. Hiring managers of approved positions must submit a personnel request to HR identifying the credentials, skills, and values required of applicants. Once received, appropriate advertising is conducted by HR to ensure a qualified applicant pool.

All applicants must submit a letter requesting consideration for the advertised or posted position. They must submit a written resume or curriculum vitae, present an official transcript, sign a statement verifying accuracy of employment information and background, sign a consent form that permits the College to conduct a background check, and complete a drug-screening test as part of the hiring process.

For full-time positions and part-time staff positions, a search committee is formed with a minimum of three members to a maximum of seven members. After reviewing the position requirements, the search committee evaluates candidates based on their application, curriculum vitae, references, and transcripts to determine who is brought forward for interviews.

The responsibility for the selection of SSC personnel lies with the HR Department, the hiring supervisor, and the responsible division dean or vice president. The recommendation for the appointment of personnel resides with the President. The responsibility for the selection and appointment of the President lies with the Board of Trustees. All appointments are made in conformance with SSC policies and procedures by the Board of Trustees.

SSC has many ways to retain productive employees once hired. SSC offers a competitive salary and benefits package to its employees. Through the College, Perkins, and Foundation funds, employees receive support for ongoing professional development. Tuition assistance is available to provide for further education of employees in support of the College Mission. Instructional fees are also available to SSC employees and their dependents.

SSC also has an employee evaluation process in place to provide feedback to the employee and help maintain employee focus. Specific goals and areas for improvement are addressed on an ongoing basis and formally on an annual basis to provide feedback.

College-wide employee events, such as Focus Day, JOLT (Joining Others in Learning and Teaching), and the Faculty/Staff Retreat are held annually to create a climate of collegiality. Additionally in 2012, the College participated in the Chronicle's Great Colleges to Work For Survey, a vehicle to provide feedback to SSC's administration.

4P4 Orienting Employees to SSC's History, Mission, and Values
New employees meet individually with their program coordinators, department chairs, dean, director, and with HR to discuss specific duties as well as the institution's history, Mission, and Values.

During the HR New Hire Orientation for each new employee, HR thoroughly discusses the Strategic Plan, Mission, and Vision of the College as well as a profile of the institution, including statistics about SSC, the organizational structure of the administration and divisions, diversity and demographics of the College, satellite campuses, accreditation, AQIP, College policies and procedures, safety and security, communication outlets, responsibilities, duties, and the Code of Ethics for employees as well as training and professional development and benefits.

SSC firmly believes in peer-to-peer mentoring as well. Many departments have full-time members that serve as mentors who orient employees to specific courses and SSC's Mission and Values.

Mission and Value statements are posted throughout the College, on employee business cards, and on the website to orient all stakeholders to SSC's culture and goals.

Ongoing orientation of SSC's history, Mission, and Values occurs through various professional development and training opportunities such as JOLT, Focus Day, Faculty/Staff Retreat, Staff Professional Development Week, and the Faculty/Staff Best Practices Series.

4P5 Planning for Changes in Personnel
SSC has utilized a Strategic Staffing Committee to review staffing needs in regards to changes in personnel. In order to aid in the promotion of current employees into vacated positions, we provide opportunity for tuition assistance, professional development, advancement in rank, and annual performance evaluations. Professional development opportunities are provided for employees who wish to enhance their careers and continue their education. This ultimately results in employees who are trained to advance in their careers and take on more responsibility. Adjunct

faculty members provide a pool of potential candidates with experience in teaching and their applied fields, which also supports SSC changes in personnel.

Informal succession planning is done through mentoring, training, and professional development, and SSC employs multiple sources in determining and aligning training needs. Program Advisory Committees/Boards provide an important link between the College and local business and industry by reviewing and updating curriculum, program recommendations, marketing, and recruitment feedback to enhance focus on preparing students for employment. Needs for training are also identified through the shared governance process, which submits information to the respective department or division. Annually faculty/staff focus group discussions are conducted soliciting cross-divisional and departmental information about training needs and the prioritizing of those needs. The Academic Chairs Council (department chairs) meets monthly to further determine needs and challenges of academics.

To improve employees' skills and assume new roles, SSC offers multiple training opportunities. SSC has dedicated IT training, ANGEL Learning Management System training, and academic training, which strengthen programs and services. Training in Microsoft Office software programs and the Banner operating system is offered regularly. For those who develop and teach web-based courses (hybrid and online), mandatory training is required. Additional training is available for those who wish to supplement their courses with the ANGEL Learning Management System. Faculty members who advise students are strongly encouraged to attend an advising training workshop. It is the direct supervisor's responsibility to provide employees with the appropriate training required for the position or assignment.

Employee training is aligned with annual performance evaluations that encourage goal-setting to achieve best practices and professional development. Management and teaching practices are monitored by classroom observations, which are used to identify areas of needed improvement. Plans addressing professional development and technology have been developed.

The Executive Council is also committed to Leadership Stark County and Summit County Leadership. These organizations are designed for individuals who are seeking to enhance their personal leadership skills and knowledge of Stark County's assets and challenges. SSC involvement contributes to the development of a core of motivated leaders with a lifelong commitment to community trusteeship through training in leadership skills and education about the community.

4P6 Designing Work Processes and Activities to Contribute to Organizational Productivity and Employee Satisfaction
SSC follows a shared governance team philosophy when it comes to how the institution designs work processes and activities that contribute to organizational productivity and employee satisfaction. Work processes and activities are discussed and vetted through multiple levels of faculty, staff, and administration. Shared governance promotes cooperative interaction among faculty, staff, administration, and students. AQIP principles focus on the quality of all aspects of the College that contribute to organizational productivity and employee satisfaction, both current and in the future. Federal, state, and independent audits provide decision-makers with credible management information to promote improvements in accountability and stewardship.

Both the Executive Council and the Academic Affairs Council meet weekly. The information discussed at those administrative meetings is then communicated to the Academic Chairs Council that meets once a month.

The President's Standing Committees - Curriculum Committee, Institutional Effectiveness Committee, Human Resources Committee, Academic Policies and Procedures Committee, and Student Affairs Committee - meet twice a month and report to the President's Cabinet that meets once a month. Each committee covers all areas of work processes and activities using different approaches per the committee's charge, involving multiple representatives from every area of the College to ensure employee buy-in, thus heightening employee levels of participation that results in employee satisfaction.

The Strategic Staffing Committee discusses the work processes and activities that contribute to organizational productivity and changes that need to be made in support of those areas. The Committee reviews various data such as enrollment, budget, seat count, and percentage ratio of full-time to part-time to make staffing decisions. The

Committee meets periodically throughout the year to review staffing data and employees finalize decisions based on SSC's needs.

SSC offers professional development, evaluations, and support for informal grievances to encourage productivity and satisfaction. College-wide professional development opportunities include Focus Day, JOLT, and the Faculty/Staff Retreat, training in Microsoft Office software programs, Banner operating system training, My Academic Plan (MAP), and Career Coach Software. College, Perkins, and Foundation funds are provided to employees for professional development training.

College policy on the evaluation of personnel ensures that employees have a voice in their evaluation process. The evaluation process includes accomplishments of the current contract year, identification of areas needing improvement, and establishment of mutually acceptable objectives for the upcoming contract year. In addition to the required evaluation, employees are urged to request evaluations by other constituencies such as peer groups.

SSC recently implemented the Chronicle's Great Colleges to Work For survey in 2012, offering all employees the opportunity to offer feedback about employee satisfaction. The results of the survey are available on the *my*starkstate portal for all employees to review, and our administration utilized a Focus Day session and multiple President's Cabinet meetings to address the results.

4P7 Ensuring Ethical Practices of Employees
SSC has initiated several interventions to ensure ethical practice throughout the College. Characteristics and behaviors of all employees necessary to maintain ethical practice have been defined and clear expectations of these are communicated through our Code of Ethics, Responsibilities, and Duties in the College's Policies and Procedures Manual.

*Core Component 2A: College policy requires employees to conduct themselves "in accordance with the Ohio Ethics Law and Related Statues." Ohio Ethics Law includes, but is not limited to, behavior regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personnel information, and contracting. The College's Policies and Procedures Manual address ethical practices in its Responsibilities, Duties and Code of Ethics policy (3357:15-14-04), which states ethical responsibilities for all SSC employees defined by the College, including honestly describing qualifications for a position, functioning as responsible and loyal members of their divisional or administrative units, cooperating by timely completion of assigned work or duties, and refraining from disorderly conduct. Policy violations of the Policies and Procedures are investigated and addressed through the Corrective Action and Discipline Procedure (3357:15-14-18).

The Quality Workplace Action Project has already produced multiple incentives to communicate ethical practices College-wide. The Character Counts program has distributed wristbands to promote and educate about this effort, and an annual awards program based on the Pillars of Character categories has been established, beginning in 2013. An Ethics and Conflict of Interest Procedure was approved by Cabinet and the Board of Trustees. A statement of ethics is now attached to each employee contract yearly, requiring the employee signature to verify the review of the Ohio Code of Ethics and conflict of interest policies. A conflict of interest questionnaire accompanied employee contracts beginning in May 2013. Contract packets will also include specific memos addressing ethical issues.

The Attorney General's (AG) Office and the Ohio Ethics' Commission Ethics Training has been provided and is mandatory for all employees. Ethics training for the Board of Trustees was completed by the Attorney General's Office. SSC is also working on implementing a Whistleblower policy, establishing the executive administrator, College Staff Association President, Faculty Association President, or Director of HR as agents to receive reports of ethical concerns.

The Institutional Research Board (IRB) helps to ensure that employees who collect data or utilize student information do so in an ethical manner. The IRB and the Director of Institutional Research, Planning, and Assessment help to safeguard human subject's data.

*Core Component 2E: Students are made aware of the guidelines for ethical use of information through the Student Handbook, the Digital Library, College Master Course syllabus statements, and various course curriculum. SSC has an Honesty in Learning policy addressing ethical behavior and the ramifications of violations of the policy.

4P8 Determining, Aligning, and Strengthening Training Needs
Program Advisory Committees/Boards provide an important link between SSC and local business and industry by reviewing and updating curriculum, program recommendations, marketing, and recruitment feedback. Areas where training is needed can be identified through this process. The need for training is also identified through the shared governance process with the request submitted to the respective department or division.

SSC has full-time positions dedicated to IT training, ANGEL Learning Management System training, and academic training, which strengthens programs and services. Training in Microsoft Office software programs and the Banner operating system are offered often. For those who develop and teach web-based courses (hybrid and online), a mandatory training is offered. Additional training courses are available for those who wish to supplement their courses with ANGEL Learning Management System. For those faculty members who advise students, it is strongly recommended that they attend an advising training session. It is the responsibility of the direct supervisor of the trainee to provide the appropriate training required for the position or new assignment.

Employee training is aligned with annual performance evaluations that encourage goal-setting to achieve best practices and professional development. Management and teaching practices are monitored by classroom observations. These observations are used to identify areas of improvement. Plans addressing professional development and technology have been developed.

4P9 Training and Developing Faculty, Staff, and Administrators
Professional development initiatives are offered both internally and externally to provide ongoing training and education to full-time and adjunct faculty and staff at SSC. JOLT, Focus Day, Faculty/Staff Retreat, Faculty Orientation and Employee Orientation promote teaching and learning and create a climate of collegiality. CPR, safety, and technology training are offered to educate the College in the various disciplines. FERPA training prepares the College in understanding the responsibility of handling student record information. SSC also offers advising training for those faculty members who advise students.

Tuition assistance agreements with other campuses as well as tuition reimbursement are offered to employees. Instructional Fees for courses taken at SSC are reimbursed for full and part time employees. Chair Academy, Leadership Stark County, and Future Leaders Institute provide opportunities for faculty, staff, and administration to build decision-making and leadership skills at all levels of the College. Faculty Advancement in Rank recognizes leadership abilities and encourages development. The Distinguished Teacher Award and Excellence in Teaching Award recognizes excellence and promotes best practices among full-time and part-time faculty throughout the College. The Staff Excellence Award recognizes exceptional job performance, willingness to promote teamwork, and excellence in customer service. Perkins funds are provided to each academic division to support ongoing professional development of full-time faculty members.

Individualized training and development workshops are offered upon request for any area of the college. BRIDGE has created an online resource directory for all to consult in exploring research utilized for professional development activities, which is located on the BRIDGE channel in the *my*starkstate portal. *My*starkstate also contains professional development flowchart in the Employee/HR tab.

4P10 Designing and Using Personnel Evaluation System
The SSC Strategic Plan drives the personnel evaluation system, aligning the goals of the College with the specific areas evaluated. During the spring of 2012, the President utilized multiple focus groups to review the Strategic Plan, giving all employees the opportunity to offer feedback concerning the development and implementation of the Plan. Accordingly, the institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs. Required credentials are determined by HLC, OBR, and the accrediting body.

*Core Component 3C: Full-time instructors are evaluated regularly by their department chair in accordance with established institutional policies and procedures. Teaching observations and evaluations forms are completed by department chairs annually. Personnel evaluation systems are designed in accordance with Policy and Procedure 3357:15-15-03. The Human Resources Standing Committee, as needed, will create, revise, or give recommendations

with regard to current evaluation practices. All supervisors at SSC have in place an employee evaluation process. This applies to administrative and professional; instructional; technical/paraprofessional; and office, maintenance, and service positions per Policy and Procedure 3357:15-14-06. Human Resources creates and maintains the evaluation forms, and completed evaluation forms are maintained in the employee's personnel file. Evaluations are designed to assist in the assessment of the achievements and align the expectations of all faculty and staff with the College Mission Statement.

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are also appropriately qualified, trained, evaluated, and supported in their professional development. Annual staff performance evaluations in conjunction with the co-curricular assessment process ensures objectives of non-instructional services are met.

SSC has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; SSC supports their professional development. Several onsite workshops are held every semester to promote faculty and staff growth and professional development. Limited funding is also available for conferences and other, similar professional development opportunities.

Instructors are accessible for student inquiry. Full-time instructors are required to hold, at minimum, 10 office hours per week.

4P11 Designing the Recognition, Reward, and Compensation Systems to Align with Instructional and Non-Instructional Programs and Services
The recognition, reward, and compensation systems are aligned with the SSC Strategic Plan with a particular focus on student success, academic excellence, fiscal stability and stewardship, and valuing people. SSC employees are offered a competitive compensation and benefits package. Our compensation and benefits philosophy is to offer it to ensure our compensation structure remains competitive in order to have the ability to attract and retain top talent, but still be able to provide a quality, affordable student-centered learning environment.

SSC engaged with the Hay Group in 2012 to conduct a competitive review of the compensation and benefits package offered to employees. The analysis reviewed internal equity, external market competitiveness, and a total remuneration analysis to provide a comprehensive picture of SSC's market competitiveness. HR also participates in compensation surveys to ensure SSC remains competitive with the local area and other institutions of higher education annually.

As part of our salary administration policy for full-time employees, additional compensation may be awarded for degrees and certification that are completed subsequent to employment at SSC. Master's degree and major certification are considered the same level; compensation is awarded for either a master's degree or the major certification, but not both. Additional compensation will only be awarded once for each level achieved.

SSC cares about its employees and their families, which is why we offer comprehensive benefits to eligible faculty and staff members. We provide subsidized benefits which include medical, prescription, dental, life insurance, paid sick leave, paid holidays, personal days, vacation days (for hourly staff), and tuition assistance for furthering employees' professional development. Additionally, SSC contributes the employer's share (14% of annual salary) to the applicable state retirement plan and offers employees the opportunity to enroll in tax sheltered annuity programs.

As part of SSC's Instructional Fees benefit, eligible employees and their dependents may take SSC classes without paying tuition, thus providing professional development for employees and their families. Employee compensation and benefits are generally revised and renewed every three years subject to approval of the Board of Trustees.

SSC completes annual performance reviews of full-time employees and part-time staff at the end of each academic year to encourage goal setting, to achieve best practices and professional development, and to support the needs of students and other stakeholders in an exemplary manner. The evaluation criteria are directly tied to SSC's Mission, Vision, and Strategic Plan.

Full-time faculty have the opportunity to apply for Advancement in Rank from Instructor to Assistant Professor, then to Associate Professor, and finally to Full Professor according to prescribed timelines, which provides

recognition and pay increase to faculty who have completed a minimum number of years of service and exhibited commitment and growth to the College community as a whole. This process begins and is available to full-time faculty who have been employed for three years and are eligible in their fourth year of full-time employment.

SSC's goal of employee reward and recognition is to show appreciation for an employee's achievement and motivate employees to continue with good performance and loyalty to the College. SSC's reward and recognition programs align with Goal 6: People in the Strategic Plan to "Foster a culture of integrity and valuing people." Successful employee recognition assists to retain key employees and keep employees engaged. SSC provides faculty, staff, and students the opportunity to nominate eligible employees on an annual basis. Full-time and adjunct faculty are nominated for the Distinguished Teaching Award and Adjunct Instructor Excellence in Teaching Award, respectively. They are nominated based on their knowledge of and enthusiasm for the subject matter which they teach; that they stay current with new information; attend conferences and/or workshops in their field; develop classroom techniques and/or materials that reflect new concepts in their subject area; establish good rapport with students; acknowledge diversity of student attitudes and values; recognize and consider student needs; encourage students to explore ideas effectively; demonstrate thorough knowledge of the subject; develop, revise, and/or maintain learning materials for particular courses; stimulate student interest in subject matter; and use a variety of instructional methods and materials that are appropriate and supportive of student learning.

Staff members are eligible to be nominated for the Staff Excellence Award. They are nominated based on their exceptional job performance, personal qualities, customer service, and service to the College. Consideration will be given to the quality of the employee's work product, work ethic, years of service, and the extent to which these attributes support the Vision and Mission of SSC, as well as their support for the College by involvement with special projects, organizations, and/or committees.

These awards provide recognition and reward (a stipend for professional development and compensation) for those outstanding faculty and staff members who are selected for the awards. The Distinguished Teacher is invited to deliver the January graduation address.

SSC also recognizes employees' service in five-year increments beginning with five completed years of service. These service awards provide recognition and a small gift as well as a ceremony to celebrate devotion and tenure to the College community. Lastly, SSC awards annually an outstanding alumnus or alumna to recognize outstanding achievement after their SSC experience as exhibited in professional success and community contribution. The Distinguished Alumnus is honored at each May graduation ceremony.

4P12 Determining Key Issues Related to the Motivation of Faculty, Staff, and Administrators
SSC is committed to motivating its faculty, staff, and administrators. There are several processes that are employed to determine and identify key issues related to motivation. SSC employs common practices to motivate employees. SSC offers a competitive compensation and benefits package to exhibit its commitment to its employees. Faculty and staff are awarded other achievements that are based on their performance. An employee recognition celebration is held to honor the following: years of service at SSC, Distinguished Teaching, Adjunct Instructor Excellence in teaching, and a Distinguished Staff Award. In addition to the above, student evaluations and performance evaluations serve as a motivating factor for faculty members.

In 2012, SSC implemented the Chronicle's Great Colleges to Work For survey. The survey reviews employee satisfaction in the following categories: Job Satisfaction/Support; Teaching Environment; Professional Development; Compensation, Benefits & Work/Life Balance; Facilities; Policies, Resources & Efficiency; Shared Governance; Pride; Supervisors/Department Chairs; Senior Leadership; Faculty, Administration & Staff Relations; Communication; Collaboration; Fairness; and Respect & Appreciation. The mean score across all 15 categories was 66% satisfaction with the College. The survey offers all employees the opportunity to express their feedback about employee satisfaction. The results of the survey are available on the *my*starkstate portal for all employees to review, and SSC administration utilized a Focus Day session and multiple President's Cabinet meetings to address the results.

The Strategic Plan's Goals and initiatives are aligned to enhance employee satisfaction and motivation. With the addition of Goal 6: People, SSC seeks to foster a culture of integrity and valuing people. The objectives of the Goal are to: practice fairness in hiring, promoting, professional development and treatment of employees; expect ethical

behavior, provide appropriate recognition and communication, and monitor stakeholder satisfaction; encourage alumni and college stakeholders to actively engage with the college community; define and practice a transparent, consistent and efficient culture of shared governance; promote excellence by creating avenues that encourage and support the communication of ideas, issues and concerns while providing timely feedback and Implementation; foster a College-wide, systematic perspective of accountability, fairness and compliance to codes of conduct, policies and procedures and regulatory agencies. The Strategic Measures to assess key issues related to motivation and to analyze these issues are: The Chronicle of Higher Education Survey of Great Colleges to Work For; number of employees working toward higher degrees; number of employees engaging in professional development; Alumni Survey; Employer Satisfaction Survey; and formal performance evaluations.

4P13 Providing and Evaluating Employee Satisfaction, Health and Safety, and Well-being
SSC offers a variety of benefits to full- and part-time employees that foster employee satisfaction, health, safety, and well-being. Benefits, some of which may be provided only to full-time employees, include: health/ dental insurance, flexible benefit plan (medical or dependent care), instructional fee reimbursement, tuition assistance, retirement benefits, 403b, and an Employee Assistance Program (EAP). The IMPACT employee assistance program offers access to confidential professional support 24 hours a day, 365 days a year and is available to all full- and permanent part-time employees and their household members, dependents in and away from home, and parents/parents-in-law. Services, provided free of charge, include access to face-to-face or phone consultations with a qualified professional for guidance and support related to a wide variety of personal matters. SSC's health care providers provide covered employees with information on fitness, wellness, nutrition, and preventative care. SSC offers a benefits fair annually to its employees and on a periodic basis a health fair is conducted for the campus. In 2013, SSC coordinated on-campus cardiovascular screenings for employees and family members to support employee health and well-being, and the local YMCA offers a discount for SSC employees and students.

Both the on-campus dental hygiene and massage therapy clinics provide low cost services to employees. The Reflection Room, co-sponsored by the massage therapy program and Interfaith Campus Ministry, is available as a place for respite and quiet reflection on a regularly scheduled basis during fall and spring semesters.

SSC's Security Office has a visible presence on campus. The Office is located in the Student Center and its officers patrol the campus buildings. The Security Office takes the lead in responding to medical-related situations including emergencies (average EMS response time is three-five minutes), providing basic first aid, and monitoring AED units, emergency phones, 911 trace back switchboard service, and personal injury reports. It also administers SSC's disaster plan, provides escort service for employees, and as required by law, periodically publishes campus crime statistics. Security officers will be dispatched in response to faculty or staff reports of a threat or disturbance in a classroom or office.

SSC has created a Behavioral Assessment Team (BAT) to assess potential threats or behavioral risks to the campus community in an effort to prevent violence. The main intention of the BAT is to eliminate threats to campus. Proactive actions include early alert for faculty and staff, withdrawal outreach, and educating faculty on best practices. The Team's mission is to provide proactive assistance to students who are exhibiting concerning behaviors. BAT provides a safer campus environment supporting and protecting students, faculty, and staff.

4R1 Measures of Valuing People Collected and Analyzed Regularly
In 2012 SSC participated in the Chronicle's Great Colleges to Work For survey. The survey is sponsored by The Chronicle of Higher Education and ModernThink LLC. The survey provides colleges with information gathered from their faculty and staff in areas of job satisfaction/support, teaching environment, professional development, compensation, benefits, work/life balance, facilities, policies, resources and efficiency, shared governance, pride, supervisors/department chairs, senior leadership, faculty, administration and staff relations, communication, collaboration, fairness, respect and appreciation. SSC will participate in this survey every three years to evaluate progress and compare SSC to peer educational institutions.

In November 2012, SSC held a Focus Day professional development session dedicated to a presentation on themes for areas of improvement from the Great Colleges to Work For survey, letters to leaders, and the 2012 Faculty/Staff Retreat. Small groups were facilitated to discuss how areas of concern could be addressed.

SSC is committed to tracking the development of faculty, staff, and administrators. The Human Resources Department tracks the number of years of service provided by part-time and full-time employees (see Figure 4-1). Annual service awards are granted for years of service.

Number of Full-time Employees	2010-2011	2011-2012	2012-2013
5 years	33	20	18
10 years	29	7	9
15 years	10	10	5
20 years	3	3	3
25 years	5	4	4
30 + years	7	4	3
Total	87	48	42
Number of Part-time Employees			
5 years	15	51	62
10 years	25	13	14
15 years	5	3	5
20 years	1	3	1
25 years	0	0	1
30 + years	1	1	1
Total	47	71	84

Figure 4-1: Number of Service Awards Received

SSC provides tuition waivers for its employees. Tuition Assistance is tracked by the College as well as additional degree/certification for compensation (see Figures 4-2 and 4-3).

Degree	2009-10	2010-11	2011-12	2012-13
Associate's	2	1	1	0
Bachelor's	2	3	4	1
Masters	1	6	2	6
Major Certificate	2	1	3	5
PhD/EdD/DN	2	2	3	3
Total	9	13	13	15

Figure 4-2: SSC Additional Degree/Certification - Number of Advances by Year

	2009-10	2010-11	2011-12	2012-13
Bachelor	15	18	11	11
Masters	17	14	23	29

PhD/EdD	17	23	24	25
Total Credits Reimbursed	540	507	449	588
Total Amount Reimbursed	$187,786	$287,312	$173,083	$235,670

Figure 4-3: Tuition Assistance - Number of Employees Working Toward Degree

4R2 Performance Results in Valuing People

SSC introduced People as one its core Values in our 2011-2013 Strategic Plan, with a goal specifically titled "Foster a culture of integrity and valuing people." To measure results, SSC collects and analyzes a variety of evaluations, surveys, and reviews to measure performance for valuing people.

Most recently, SSC participated in The Chronicle's national survey Great Colleges to Work For. Results indicate that, overall, the 297 employees whom participated in the survey provided SSC with an overall average within the "Good" range. Specifically, 72 percent rated the college within the "Good" range regarding compensation, benefits, and work/life balance and 74% ranked the college in the "Good" range regarding job satisfaction/support. SSC provided the results of the survey through a Focus Day as well as made the results available to all employees through the *my*starkstate portal.

SSC supports the faculty ranks of instructor, assistant professor, associate professor, and full professor. The rank is awarded by the President and confirmed by the Board of Trustees based upon the recommendation of the Advancement in Rank Committee, taking into account the degrees attained, professional license, experience, number of years employed by the College, and responsibility of administrative duties (see Figure 4-4). The committee is a peer evaluation committee that is composed of faculty peers with an Assistant Professor rank or higher. The process of selective advancement in rank mandates that the individual's level of performance be based on specific measurable criteria to determine which individuals have achieved an outstanding level of performance. The major thrust of the selective process is toward what the individual has achieved during his/her employment at SSC.

Inherent in an outstanding level of performance is the faculty member's desire to achieve excellence in the classroom by understanding the worth of continuing professional development, the worth of participating within the College community, and the worth of developing a rapport within the greater community in which the College serves. There is a need for measurable criteria to determine those who are eligible for advancement. The measurable criteria are based on the following requirements: basic requirements, the supervisor's letter of recommendation for promotion; teaching and teaching-related activities; professional development and scholarship; and service to the College and the community.

	2010-2011	2011-2012	2012-2013
Assistant Professor	10	12	1
Associate Professor	3	4	9
Professor	0	1	14
Total	13	17	24

Figure 4-4: Number of Faculty Members Advancing in Rank

SSC provides tuition waivers for its employees. Tuition assistance is provided to employees for the purpose of development in recognition that a better educated employee will assist the College in fulfilling its mission to provide quality education and training opportunities to the citizens of our community. Tuition assistance is tracked by the College as well as additional degree/certification for compensation (see Figures 4-2 and 4-3).

4R3 Productivity and Effectiveness of Faculty, Staff, and Administrators

SSC measures the productivity and effectiveness of faculty, staff, and administrators to assist us in achieving our goals. The Strategic Plan guides the measurements and the goals of the employees, and the addition of the Value of People in Goal 6 of the Plan exemplifies SSC's commitment to valuing and supporting its employees.

SSC measures the Value of People using multiple methods: The Chronicle of Higher Education Survey Great Colleges to Work For, tuition assistance used to help employees work toward higher degrees, professional development funds available for employees, the Alumni Survey, the Employer Satisfaction Survey, and formal Performance Evaluations of employees.

The Great Colleges to Work For survey measures multiple categories at the College: Collaborative Governance; Professional/Career Development Programs; Teaching Environment; Compensation and Benefits; Facilities, Workspace, and Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect and Appreciation; Tenure Clarity and Process; and Diversity. Overall, the College employees scored SSC as good at 66% for the full survey average compared to the 67% average of other institutions.

SSC also evaluates Alumni satisfaction through the Alumni Survey, administered most recently in 2011. Alumni gauge various aspects of the College, and 60% of respondents feel that SSC prepared students exceptionally well for continuing education, with 84% selecting SSC as their first choice for education.

SSC also gauges the effectiveness of its employees through the Employer Satisfaction Survey, last administered in 2011. When asked if SSC graduates are prepared and performing at the level of work the employer expects, 97% answered yes, with 89% willing to hire more SSC graduates without hesitation.

4R4 Comparison of Results
SSC utilized the Chronicle's Great Colleges to Work For survey in 2012 to compare the performance of processes for Valuing People with other higher education organizations (see Figure 4-5). SSC compared itself with both the average percent of all schools that surveyed their non-exempt staff in addition to their faculty, administrators, and exempt staff and the schools that utilized the survey and reached the 2012 Honor Roll and 2012 Carnegie Association results.

Overall, SSC's average for the survey was 65% satisfaction, while the average for benchmark colleges was 67%. Areas of improvement identified in the survey were incorporated in the College's strategic plan. The College plans to continue applying the Chronicle Survey to gauge employee satisfaction as well as utilize the benchmark comparisons to implement goals of the Strategic Plan.

Measure	Overall SSC Percent Satisfaction	Two-Year Benchmark
Job Satisfaction/Support	74	77
Teaching Environment	61	67
Professional Development	70	72
Compensation, Benefits & Work/Life Balance	72	73
Facilities	77	79
Policies, Resources & Efficiency	62	65
Shared Governance	63	61
Pride	78	80
Supervisors/Department Chairs	71	74
Senior Leadership	60	63
Faculty, Administration & Staff Relations	61	59
Communication	55	57
Collaboration	57	61
Fairness	55	61
Respect & Appreciation	64	65
Survey Average	**65**	**67**

Fair to Mediocre = 55-64%; Good = 65-74%; Very Good to Excellent = 75-100%
Figure 4-5: Great Colleges to Work For Survey Summary Results

4I1 Recent Improvements
In the fall semester of 2012, SSC administered the Chronicle's Great Colleges to Work For survey. Based on resulting data, various interventions and supports are in process. The fall 2012 Focus Day featured a workshop of brainstorming for ways to improve College processes and procedures, which was forwarded to College leadership

for action. The President appointed an operational committee, the Financial Accountability and Sustainability Committee (FAST), to consider and recommend changes based on budgetary considerations for the College.

Based on the Quality Workplace Action Project, SSC now offers ethics training at various times throughout the year as well as sessions and information available through *my*starkstate. Also in response to the findings of the Action Project, HR includes a conflict of interest questionnaire attached to each employee contract, and the employee must complete the questionnaire and return it to HR. The Quality Workplace Action Project also produced the Character Counts awards, a process through which faculty, staff, and students are nominated for awards based on the six Pillars of Character: trustworthiness, respect, fairness, caring, and citizenship. Faculty/staff and students receive annual awards after being nominated by a College stakeholder, and the intent of the awards is to initiate an ongoing program to create and support a quality workplace.

HR reviewed all job descriptions in 2012 to ensure the consistency of skills across all positions at the College. The faculty in Administrative Office Technology created an assessment for administrative skills to use for Administrative Assistant position applicants.

During the spring of 2013, HR implemented a Business Partner Model to align all HR Generalists with specific divisions to focus on improving HR services to the College overall, having one individual handle the employee life cycle - from hire to retire/exit.

In the 2012-2013 academic year, the President and marketing department began sending a monthly newsletter, *@StarkState*, to all SSC employees, highlighting accomplishments and offering a transparent communication tool. In 2013, the Provost began contributing academic-specific communications to enhance knowledge across the College. The President also began holding meetings three times a semester: at the beginning, middle, and at the end of the semester to communicate information to internal stakeholders.

4I2 Selecting Processes and Setting Targets
The goal of continuous improvement in SSC's culture enables us to select initiatives to improve processes and set targets for improved performance results. The Strategic Plan guides the budget planning process, including the hiring of staff and the reorganization of SSC divisions. The creation and review of the Strategic Plan is a College-wide collaborative effort, giving each stakeholder a voice in processes and setting targets for improvement throughout the College.

SSC implemented the Chronicle's Great Colleges to Work For survey during 2012 in order to scan the internal stakeholders concerning their satisfaction with the institution as well as to be able to benchmark results with colleges across the country. The survey results have helped SSC improve processes by listening to the feedback of stakeholders.

HR distributed an HR Effectiveness Survey in October 2011 with results received in November 2011. Based on the survey results, HR implemented many changes to improve efficiency in its processes. The immediate changes HR implemented in the fall of 2011 are as follows: the first SSC Benefits Fair and continuous benefit information sessions; PeopleAdmin training for supervisors and search committee members; and the creation and revision of New Hire Orientation materials. HR also reviewed and revised its communications system to all SSC employees; developed and held training for the HR team; developed HR101 Manager & Supervisor training; reviewed all position descriptions across the College; and created a specific HR channel on the *my*starkstate portal for easy access to all employee HR needs.

Category 5: Leading and Communicating
Include Core Components 1A, 1B, 2A, 2C, 2E, 3C, 5B, and 5C

Overview
SSC is making the transition from implementing *systematic* processes to stabilizing those processes and *aligning* them with our continuous improvement plans. Since the last Systems Portfolio, SSC Leadership has aligned its processes for improvement with the Strategic Plan and budget, enabling SSC stakeholders to relate their respective positions to the institutional goals and strategies.

SSC involves all stakeholders in the planning and implementation of its strategic planning process, which sets the institutional goals; makes decisions; seeks prospective opportunities; and communicates the decisions and goals. SSC is committed to shared governance at all levels, involving faculty, staff, students, the Board of Trustees, and the community in the strategic planning process and development. The Institutional Effectiveness Standing Committee reviews the Strategic Plan and processes, involving focus groups consisting of volunteers from across the College. The recommendations then move to Executive Council and President's Cabinet for College-wide review. Once the review is complete, all SSC stakeholders have the opportunity to review and offer suggestions for the Strategic Plan before the Board of Trustees accepts and implements it. SSC strongly emphasizes and implements the collaborative focus of the Strategic Plan development.

In order to broaden the scope of communication at the College, SSC Leadership developed and publishes the Strategic Measures Dashboard (see Figure 0-1) on the *my*starkstate portal. The real-time Dashboard communicates the goals, benchmark comparisons, and SSC actual for multiple measures and College-wide initiatives. In addition to offering real-time data and comparisons, the Dashboard offers SSC stakeholders a stronger analysis of metrics to utilize comparisons and broaden the date set available in decision-making processes. The Dashboard was implemented shortly after the College distributed and analyzed the Chronicle's Great Colleges to Work For survey, employed to strengthen SSC's ability to compare itself with regional and national peer institutions.

SSC continues to make improvements in its communication process. The President sends a monthly newsletter to all SSC, which includes a Provost column, communicating not only specific events to the College, but also highlighting information about specific people, Board of Trustee meetings, or initiatives to keep all stakeholders more thoroughly informed. Based on feedback from the faculty and staff, the President also holds all College updates throughout the semester, meetings focused on specific topics with question and answer time. The multiple avenues of communication available to all SSC strengthens the resources and subsequent knowledge gained from them to all levels of SSC.

5P1 Definition and Review of Mission and Values
*Core Component 1A: Institutional missions and values have historically been defined and reviewed through the strategic planning process, which involves input and feedback from a broad group of internal and external stakeholders and approval at the highest level of the organization.

The current Mission and Vision were comprehensively evaluated in 2012 when the President held Strategic Planning Focus groups for students, faculty, staff, administrators, business and community leaders, and the Board of Trustees. This process supports the institution's inclusive, collaborative culture.

A further review of the Strategic Plan is done by the Board of Trustees at least once a year at its Board Retreat, further demonstrating the important role the Strategic Plan plays in guiding the institution. The Board approves the annual operating budget consistent with the objectives in the Strategic Plan. The Strategic Measures that support the Values, Objectives, and Goals of the Strategic Plan are overseen and implemented by each member of the SSC culture. For example, the Institutional Research and Planning Department oversees the various surveys that support and measure the Values of Student Success; Business, Education and Community Partnerships; and People. The faculty members support the areas of Academic Excellence and Fiscal Stability and Stewardship through the sections taught. The main responsibility for the Strategic Plan planning process falls under the President and the Director of Institutional Research, Planning, and Assessment in order to align the values with the Mission of the College and plan for the measurements of those Values.

The Strategic Measures gauge the Strategic Objectives, Strategic Goals, and the Values of the SSC Strategic Plan. For example, the Value of Student Access has a goal is to increase student access; the Objectives are: to provide helpful access to admissions and college services, enhance outreach, provide course offerings and modalities to meet student and business needs, and maintain the most affordable tuition in a 30-mile radius. The objectives are measured by enrollment, Community College Survey of Student Engagement, Student Opinion Survey, Scholarships awarded to SSC students, and a tuition comparison.

5P2 Leaders Set Direction
*Core Components 1A, 2C, and 5C: Our leaders use a variety of methods to set and maintain alignment with the Mission, Vision, and Values of SSC. We involve key internal and external stakeholders in the process of strategic

planning through focus groups and electronic surveys to encourage stakeholder input, development and initiative, and achieve higher levels of organizational learning and innovation. The shared governance structure and process evolved from the input of the stakeholders during the strategic planning process. This is a dynamic and cooperative interaction among administration, faculty, staff, and students, which facilitates the decision-making process. Within this structure, an Institutional Effectiveness Committee was established to consider policy matters related to quality, continuous improvement, and strategic initiatives.

Through the Institutional Effectiveness Committee, comprised of faculty, department chairs, administrators, and staff across the College, AQIP Action Projects and operational projects are selected that align with SSC's Strategic Plan. This representative group of key stakeholders provides focus and ongoing leadership into SSC's processes for planning, decision-making, and action. By supporting a quality-driven culture through the collaborative efforts of the College's constituents, our leadership is able to set direction and communicate a comprehensive and focused Vision. Strategic planning sessions are held periodically with the Board of Trustees and College divisions to discuss and evaluate the Strategic Plan of the College. The leadership at SSC, including the Board of Trustees, also participates in Ethics training opportunities modeled after the Ohio Ethics Law and presented through the Ohio Ethics Commission or the Ohio Attorney General's Office.

Our leadership uses a variety of methods to assess internal stakeholders input and utilize the data to make necessary changes. SSC understands its capabilities within the environment it operates and takes into account fluctuations in resources from revenue, enrollment, economic factors, and state support. SSC utilizes various surveys to aid in reviewing environmental data, and these survey results are located on *my*starkstate under the AQIP reports tab. One specific survey used for national comparison of environments is the Great Colleges to Work For survey. The distribution of data from this survey is located under "2012 Great Colleges to Work For survey" link in the AQIP Reports tab. The data is categorized according to the information that is provided and provides an overview, full data, summary results, job category results, demographics, and benefits responses. This information is specific and includes all components of employee satisfaction.

5P3 Needs and Expectations of Stakeholders
*Core Component 1B: SSC's Mission statement is published on the College website: http://www.starkstate.edu/mission, as well as posted and available as a flier throughout the College's various campuses. SSC's Mission statement directly addresses the various needs of our students and the community in which they live. The statement clearly outlines the types of degrees the College awards: quality, high-value associate degrees, certificates, and professional development. We meet the needs of the students by supporting a diverse, student-centered learning environment. The purpose of the Mission is a dedication to life-long learning, affordability, transferable higher education, career success, and advanced quality of life. SSC supports the various aspects of its Mission through its Values, Strategic Goals, Strategic Objectives, and Strategic Measures.

The needs and expectations of current and potential students and key stakeholder groups are currently addressed through various practices. The most recent Strategic Planning process took place in 2012, and the President spearheaded a plethora of focus groups to receive feedback about the Strategic Plan and its revisions from all stakeholders possible. The purpose of this approach is to encourage stakeholder input, development and initiative, and achieve higher levels of organizational learning and innovation. The Institutional Effectiveness Committee measures the instructional process through evaluation and considers the needs of current students by means of the stewardship of instructional resources. Input for planning using a shared governance process is encouraged through a variety of communication vehicles (see Figure 5-1).

@Stark State Newsletter (President's and Provost's newsletter)	Microsoft Outlook and Gmail
Academic Affairs Committee minutes (Deans and Provost)	*my*starkstate portal
Academic Chairs Council minutes (Department Chairs and Provost)	New Employee Intake Process
Academic division newsletters	Open Houses
ANGEL Learning Management system	Open student forums
BRIDGE retreat and events	Presentations to Board of Trustees

Bulletin boards	President's Advisory Council meeting minutes
Catalog/Class schedules	President's Cabinet meetings and minutes
College Central Network	Program advisory committee/board meeting minutes
College website	RAVE wireless (Emergency Alert)
Communication forums	Standing Committee meetings and minutes
Department listservs	Student Handbook/Planner
Department meeting minutes	*Stark Voices* newsletter
Executive Council meetings (President and Vice-Presidents)	Student orientations
Faculty Association and College Staff Association meeting minutes	Switchboard communications
Financial Accountability and Stewardship Team (FAST)	TRiO newsletter
Insider newsletter	TV monitors throughout campus

Figure 5-1: List of Communication Vehicles

5P4 Guiding Organization while Focusing on Students
SSC leadership is proactive in pursuing opportunities to strengthen programmatic offerings, student internships, and practicums; engage in leading-edge technologies; and support faculty and staff in the same endeavors; development of stackable, industry-recognized and career enhancement certificates to increase completion of degrees; creation and articulation of transferable degrees; coordination of articulation agreements with local and state-wide institutions; and implementation of service-learning initiatives. Examples of these opportunities include SSC's involvement with dual enrollment as a targeted population related to Completion by Design, a grant funded by Bill and Melinda Gates, focusing on creating clearer student pathways to increase graduation rates; Early College High School, a partnership with Stark Education Partnership and the Canton City School District; Post-Secondary Education Options; and involvement in oil and gas and fuel cell/alternative energy initiatives, such as construction of the Fuel Cell Prototyping Center, and subsequent partnerships with LG Fuel Cell Systems (US) Inc., Lockheed Martin, and Tesla NanoCoating. These activities often are the result of leadership and other stakeholders' involvement in community/regional/state/national organizations and professional development activities, which lead to new partnerships and enhanced awareness of new practices and funding opportunities. Our leadership involvement in the community includes the Canton Tomorrow Board, Community Building Partnerships Board, membership on the State Share of Instruction Committee, and the State Efficiency Committee – all local and state boards and committees.

Other factors positively impacting SSC and students are the leadership's commitment to conduct and respond to environmental scanning, the extensive use of advisory committees/boards throughout academic and service sides of the institution, shared governance, faculty-led and student-run clubs, organizations, and publications, and the implementation of student representatives who serve as members on the Student Affairs Standing Committee in order to voice student concerns and provide student perspectives.

5P5 Decision-Making
*Core Component 5B: Decisions are made at various levels depending on the issue at hand. The Board of Trustees makes the final approval of all hiring and contracts based on the recommendations of the Executive Council, which consists of the President, Provost and Chief Academic Officer, and vice-presidents. The Executive Council functions as the implementing and executing body of SSC. Planning and improvement recommendations are done by the President's Cabinet. The Cabinet makes decisions by a majority vote of all members. The Cabinet reviews proposed policy considerations submitted by the five Cabinet Standing Committees that serve as working bodies to develop new and review existing policies to ensure their appropriateness, validity, and effectiveness. The Institutional Effectiveness Committee leads the accreditation and strategic planning processes of SSC and reports to the President's Cabinet. SSC also enable the involvement of administration and faculty in setting policy and processes by participation in shared governance (see Figure 5-2), allowing issues and concerns to be mentioned and discussed first during department meetings and, if applicable, during division meetings before being submitted to President's

Cabinet, the President, State of Ohio, and to the Board of Trustees. Standing committees allow administration, faculty, staff, and students to become involved in the collaborative processes, and recommendations from operational committees are reviewed by the appropriate standing committee for possible policy changes. For example, the Curriculum Committee approves all course changes once those revisions have gone through the proper chain (i.e., from the department to the Curriculum Committee). Another example is the Student Affairs Committee, which affords administration, faculty, staff, and students the opportunity to collaborate and discuss student concerns that, if deemed appropriate, are taken forward to President's Cabinet.

Program Advisory Committees/Boards review and evaluate program offerings, curriculum, industry trends, and community needs on an annual basis. Such recommendations are reviewed and evaluated by the program faculty with the direction of the department chairs. Executive Council, Academic Affairs Council, and Academic Chairs Committee meet regularly to participate in combined decision making and communication. Day-to-day decision-making is executed at division and department levels.
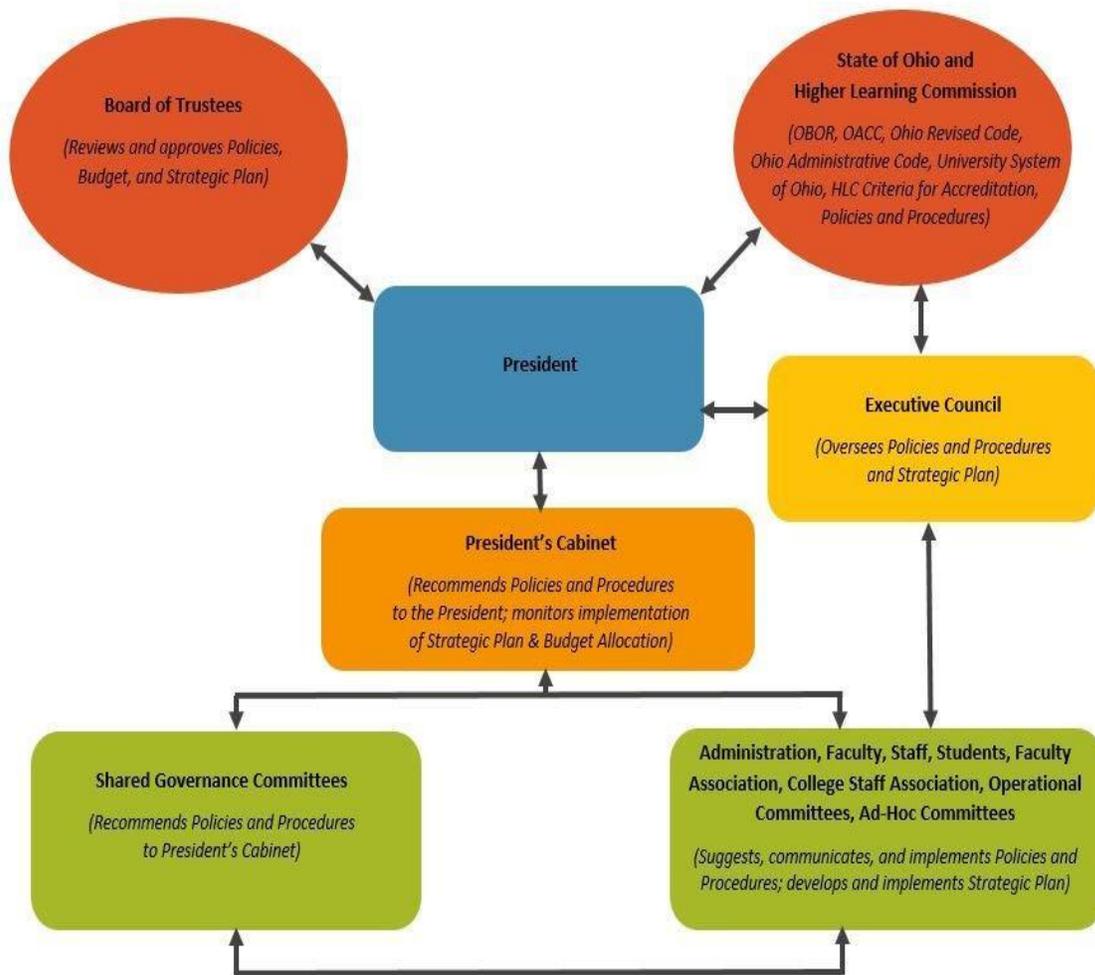

Figure 5-2: SSC Shared Governance Flowchart

5P6 Use of Data, Information, and Performance Results
*Core Component 5C: SSC uses data, information, and performance results in all the decision-making processes. SSC aligns our resources with the Strategic Plan, with each Value's Goals directly correlating with specific Strategic Measures within the Plan.

Performance evaluations, assessment, operations, planning, and budgeting align with the Value and Strategic Goal of Academic Excellence. SSC uses completion rates, licensure/certification pass rates, credit hours taught by full-time faculty, course sections taught by full-time faculty, and institutional and program accreditations to measure the success of the following Strategic Objectives: emphasize academic rigor and maintain high standards of teaching and student support; continue to improve licensure, certifications, and in-field job placement; and continue academic program assessment. The data from the Strategic Measures help guide SSC in its decision-making processes concerning staffing, scheduling of classes, and curriculum.

Both faculty and staff are informed of the performance evaluation process in their new hire orientation. Staff performance evaluations stay on file with their supervisors and are utilized in employee improvement and planning. Faculty performance evaluations are kept on file in both HR and with each faculty member's supervisor, and those evaluations are used for improvement, planning, and the advancement in rank process. Student evaluations are now given to students to evaluate instructors and classes both electronically and hard copy format, depending on the class. Student evaluations are used by the faculty member to assess the instruction of the class, by department chairs to assess the faculty's performance and each course, and by the employees involved in evaluating instructors during the advancement in rank process.

The Strategic Plan is developed through focus groups involving all SSC stakeholders. SSC uses the data from the focus groups and various surveys, such as the Chronicle's Great Colleges To Work For survey, to anticipate possible changes in the environment, such as revenue, state support, or emerging technologies, to initiate change at the College. The *my*starkstate portal contains the results of the various measurements, with the Strategic Measures Dashboard containing the specific benchmarking results. In addition to the strategic planning process, SSC also utilizes college-wide involvement through President's Cabinet and its standing committees to aid in decision-making processes. Each Standing Committee addresses various areas of the College and each is charged with collecting, communicating information, and disseminating information to President's Cabinet, and thus the College as a whole.

5P7 Communication
SSC uses many communication systems to ensure clarity at all levels and in all directions. Each semester begins with "Start-up week," the week before the semester begins. At the initial meeting, an all-College update is given from the administration to update faculty and staff on changes for the new semester, followed by a question and answer session. All divisions in the College meet during this week to update on division specific issues.

President's Cabinet meets monthly and has an open forum as part of every meeting. President's Cabinet membership was restructured to represent each division and include all Standing Committee Chairs to ensure communication reaches every level of the College. Other efforts include three semester all-College communication forum that is sponsored by the President and serves as a one-on-one conversation with the administration to all levels of the College. Each member of the Executive Council also attends the all-College communication forums to encourage two-way dialogue throughout all levels of the College. SSC strongly promotes open and consistent communication throughout the campus and to its stakeholders. Minutes of all SSC committees are made available through the College's web portal (*my*starkstate), and President's Cabinet and Standing Committee meeting agendas and minutes are sent to all SSC employees' email prior to each meeting and archived on *my*starkstate. The President sends monthly email updates communicating events and changes at the College in the President's and Provost's Report. Executive Council and Academic Affairs Council meet weekly, and the information discussed in these meetings is communicated to the Divisions via the Deans. The Deans have weekly staff meetings with Department Chairs to ensure the information is discussed at the department level and enable feedback from the faculty and staff to occur.

5P8 Communicating a Shared Mission, Vision, and Values
*Core Component 1B: The leadership at SSC communicate a shared Mission, Vision, and Values in a variety of ways. The Mission statement is an important foundation of our Strategic Plan that includes the overarching goals of increasing student access; enhancing student success; continuously providing high value and quality; building business, education, and community partnerships; promoting stewardship; and fostering a culture of integrity and

valuing people. Through these goals, SSC enables students the opportunity for affordable, transferable higher education and career success. The Strategic Plan is vital as it is the central guiding document and contains the Mission, Vision, Values, and Strategic Goals for the College.

The Strategic Plan is created with faculty and staff input to help focus emphasis on the institution's Mission, academic rigor, and diversity. The Plan is then distributed to all faculty and staff members, both in hard copy form and electronically, and posted on SSC's webpage and the College's portal (*my*starkstate) for public consumption. The Mission and Vision statements are also posted in all classrooms and offices as well as on the back of employees' business cards. Two College updates are held at the beginning of fall and spring semesters each year where the institutional direction is presented by the President, Provost and Chief Academic Officer, and each vice president. Weekly meetings of Executive Council are scheduled for leaders to collaborate and promote shared support for the Mission, Vision, and Values. The President's and Provost's Report is emailed to all faculty and staff monthly before each Board of Trustees meeting to provide news and information about the College. The Provost and Chief Academic Officer holds weekly Academic Affairs Council and monthly Academic Chairs Council meetings to further the collaborative communication efforts. In alignment with communicating the direction of the institution, individual divisions and departments regularly meet to discuss and disseminate all new information. The President facilitates an all-College communication forum twice a semester to update the faculty and staff on current SSC issues, field questions, and receive feedback.

As a means of continuous improvement and through building a culture of engagement, SSC supports, through the Student Success Division, several "best practices" sessions for faculty and staff throughout the semester and an annual Faculty/Staff retreat where participants are encouraged to share expertise and build consensus to strengthen the Mission, Vision, and Values of the College. The Student Success Division also facilitates two professional development days per academic year that focus on communicating the Mission, Vision, Values, and Goals of the College to the faculty and staff.

5P9 Encouraging, Developing, and Strengthening Leadership
*Core Component 5B: SSC's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. Leadership knowledge, skills, and best practices are shared and communicated through the President's and Provost's Report email updates, at BRIDGE events, Focus Days, the annual Faculty/Staff retreat, and JOLT professional development sessions. Monthly open forums sponsored by the Student Success Division have been adopted to provide an avenue for sharing best practices. Participation in the College update sessions, Committees, and all-College communications are encouraged. Faculty, staff, and administrators engage in College policy and procedures through President's Cabinet, the Standing Committees, Faculty Association, and College Staff Association. The President also involves focus groups with cross-College representation in the development of SSC's Strategic Plan. These endeavors are cross-divisional and include the participation of full-time and part-time faculty, staff, and administration.

Leadership abilities are encouraged, developed, and strengthened through internal and external professional development. Tuition waiver and reimbursement encourage faculty and staff to seek professional development opportunities and advanced degrees, while annual performance evaluations provide goal setting in order to achieve best practices. Faculty Advancement in Rank, Distinguished Teacher, Adjunct Excellence, and Staff Excellence Awards recognize leadership throughout the College and encourage sharing of best practices both in the classroom and with College-wide administration. Membership in professional organizations, paid for by SSC, allows employees to remain current and informed in their respective professions and positions. Each year, SSC sponsors a faculty or staff member to participate in Leadership Stark County and Leadership Summit County. Other outside efforts such as The Chair Academy, The Academy for Leadership and Development, and Future Leaders Institute support active participation of faculty, staff, and administrators who strive to advance in their careers.

5P10 Maintaining and Preserving Mission, Vision, Values, and Commitment to High Performance
Through President's Cabinet, the Standing Committees, AQIP, and our shared governance process, faculty and staff have the opportunity to engage in decision-making, policy-setting, and serve in prime leadership positions throughout the College. The Faculty Association has established a Faculty Mentoring Committee made up of faculty who have advanced to the assistant professor rank who then mentor new faculty through the Advancement in Rank process. SSC offers a tuition reimbursement program to encourage faculty and staff to pursue advanced degrees. Faculty and staff are supported for conference attendance and presentation as well as workshops and meetings

locally, regionally, and nationally. SSC also provides and encourages leadership opportunities. Each year, we sponsor a faculty or staff member to participate in Leadership Stark County and Leadership Summit County. Other outside efforts such as The Chair Academy, The Academy for Leadership and Development, and Future Leaders Institute, support active participation of faculty, staff, and administrators who strive to advance in their careers.

SSC does not have a formal succession planning process. We offer professional development to support employees gaining the skill sets necessary to move into leadership positions. Employees are encouraged to develop themselves through professional development and tuition reimbursement. Leadership encourages committee participation to demonstrate leadership skills as well as attainment of advanced degrees. In this manner, administrators and board members support employees toward developing the skill sets needed for leadership roles.

5R1 Performance Measures
SSC employs a variety of evaluations, surveys, and reviews to measure performance for Leading and Communicating. The most significant performance measure to date is the Employee Satisfaction Survey, a national survey distributed by The Chronicle Great Colleges to Work For, in which the College participated in 2012. SSC is also guided by the Strategic Plan that takes into consideration the input of stakeholders in order to guide us in the present and toward the future. The development and implementation of this plan not only sets the direction of SSC, but also demonstrates our level of involvement with and commitment to students and quality education. This also reflects our work toward improving our communication efforts. The incorporation of AQIP into our strategic planning process illustrates support of and involvement in continuous improvement and accountability.

Evaluation of faculty by students is conducted on an annual basis. Student (CCSSE) and community awareness surveys are conducted every three years, and Key Performance Indicators are analyzed by the Executive Council throughout the year. Full-time faculty members are evaluated annually by their respective department chairs, and part-time faculty are observed and mentored annually by department chairs, coordinators, and/or full-time faculty. Staff members are annually evaluated by their supervisors. Finally, the Board of Trustees reviews the performance of the President annually.

Measure - 2013	Benchmark	Benchmark Data	Current Goal	SSC Previous	SSC Actual	
Enrollment-Headcount	OACC	-3%	-5.00%	0.90%	-1.40%	🟢
Minority/Service Area Comparison	Nine County Region	14%	15.30%	23.70%	25.10%	🟢
Full-Time Retention Rate	OACC - IPEDS	48%	48%	45%	46%	🟡
Part-Time Retention Rate	OACC - IPEDS	40%	40%	42%	43%	🟢
Transfer Out Rate	OACC	6%	6%	6%	6%	🟢
Graduation Rate	OACC	10%	10%	7%	9%	🟡
Satisfaction Rate	SSC	90%	90%	95%	97%	🟢
Engagement Rate	CCSSE	70%	70%	24%	70%	🟢
In-Field Employment Rate	SSC	60%	72%	58%	66%	🟡
Licensure/Certification Pass Rate	Accreditation standards	100%	100%	90%	100%	🟢
Pct. Credit Hours Taught by FT Faculty	OACC	43%	43%	46%	48%	🟢
Cost/Full-time Equivalent Student	OACC	$7,573	$7,573	$5,855	$6,417	🟢
Grant Success - $/FTE Staff	CBD Cadre (Sinclair, Lorain, Stark)	$4.23	$4.23	$2.97	$5.85	🟢
Senate Bill 6 Rating	OACC	3.9	3.9	3.7	4	🟢

Figure 5-3: Strategic Measures Dashboard

5R2 Results for Leading and Communicating

SSC collects and analyzes a variety of evaluations, surveys, and reviews to measure performance for *Leading and Communicating* (see Figure 5-3). Over recent years, additional avenues have been made in all areas of the College resulting in improved coordination of in-house communication. Most recently, SSC participated in The Chronicle's national survey Great Colleges to Work For. Results indicate that, overall, the 293 employees who took the survey feel that communication among the College is effective. Specifically, 67.7% of participants chose that they strongly agree or agree that they receive helpful feedback from supervisors or department Chairs and 59.1% of participants strongly agree or agree that they feel their new ideas are considered. Further, 68.9% of participants believe that communication within their departments is effective and open, choosing strongly agree or agree. Regarding the communication between "Senior Leadership" and faculty and staff, 56.6% strongly agreed or agreed that communication was open. And 56.1% strongly agreed or agreed that communication among faculty, administration, and staff was regular and open.

The use of the *my*starkstate portal has positioned SSC to further advance facilitation of communications between and among individuals and groups and also houses the results from The Chronicle survey. Recently added to the *my*starkstate portal under the AQIP/Reports tab is the Strategic Measures Dashboard which contains real-time data addressing everything from enrollment to graduation rates. The Dashboard presents information specific to SSC as well as our current goal and Benchmark data.

5R3 Comparison of Results

SSC began using the Chronicle's Great Colleges to Work For survey in 2012, performing not on an environmental scan of SSC employee feedback, but also utilizing the survey and its results for the benchmark data offered from the national survey. Overall results show that 65% of SSC employees are satisfied compared to the national benchmark average of 67% (see Figure 4-5).

SSC also implemented the Strategic Measures Dashboard, a real-time report that shows specific measures, their benchmarks, goals, previous SSC measurements, and the current SSC percent. A screenshot of the Dashboard is exemplified in Figure 5-3.

5I1 Recent Improvements

SSC's implementation of shared governance has led to a number of improvements in leading and communicating. The agendas and minutes of all standing committees of the President's Cabinet are available on *my*starkstate portal and are circulated College-wide as are the minutes of the meetings of the Board, Academic Affairs Council, Academic Chair Council, and Completion by Design. Revisions to the Policies and Procedures Manual are also distributed from the President's office.

SSC holds three all-College communication forums on a variety of topics at the beginning, middle, and end of a semester. These forums include a brief update from the President and presentations on current events and developments taking place at SSC. Communication forum updates are available on *my*starkstate. The President holds periodic Pizza with the President meetings with students to discuss their questions and concerns.

Communication with students and other stakeholders has improved through the development of the *my*starkstate portal for use in disseminating various types of announcements, links to resources, and emergency notification. In addition, the presence and increased activity of the Student Government Association has improved student communication and leadership. There is an increased focus on including student representation on SSC decision-making bodies. Feedback from students is being solicited through the use of various student satisfaction and engagement surveys. SSC has implemented several surveys, including but not limited to: Employer Satisfaction Survey, ACT Student Opinion survey, Socio-Economic Impact Study, Community Awareness Survey, and Student Orientation Survey. Surveys and results are available on *my*starkstate.

To be more transparent with all data concerning SSC, the Strategic Measure Dashboard is now available through *my*starkstate. The Strategic Measures Dashboard directly correlates with the Strategic Measures in the Strategic Plan and is reviewed by the Board of Trustees, Executive Council, and various SSC committees to analyze and showcase performance results of various items throughout the College.

The new President and Provost made additional improvements upon hire. The President developed the dashboard for internal stakeholders and the Board of Trustees to see progress towards completion of Key Performance Indicators. She has Pizza with the President for our students and visits classrooms to meet with students. Under her leadership, the College is reviewing the entire Policies and Procedures Manual to ensure information is consistent in different policies. We also updated our Shared Governance Process and added mid-semester and end-of-semester presidential updates to reflect integration of our leadership and communication processes. Our Provost and Chief Academic Advisor developed a column to add to the President's monthly newsletter to internal stakeholders. She has meetings with the faculty at the beginning, middle, and end of the semester. She was selected to the American Council on Education's Chief Academic Officer Institute. She also developed the College's Completion Plan, which is cross walked with the Systems Portfolio, Criteria for Accreditation, Strategic Plan, and operational plans.

5I2 Selecting Processes
SSC's Strategic Plan guides our decisions when selecting specific processes to improve and to set targets for improved performance results in leading and communicating. SSC sets targets using the Strategic Measures based on Goals of the Strategic Plan; those Goals are: increase student access; enhance student success; continuously provide high value and quality; build business, education and community partnerships; provide stewardship; and foster a culture of integrity and valuing people. Decisions made on what processes to improve are based on strategic initiatives and measurements such as institutional research and data from student engagement and student satisfaction surveys, graduate surveys, yearly program advisory board meetings, and student evaluations.

A culture of shared ideas is supported through shared governance and demonstrated by the increased popularity of the annual Faculty/Staff Retreat and JOLT professional development sessions. Open forums have been adopted to provide an avenue for sharing important information cross-divisionally and include the participation of full-time and adjunct faculty, staff, and administration.

SSC has adopted a shared governance approach to elicit input from all levels of the College and to allow for active participation in the decision-making process. Through collaboration with the faculty and staff, we have put a Strategic Plan in place to address the Goals of the College. The President sends out a monthly President's Report through @*StarkState* and holds an all-College meeting once a month. The communication structure of SSC is illustrated in Figure 5-4.

In the 2013-2014 academic year, an ad hoc committee comprised of President's Cabinet revised the composition of President's Cabinet and the Standing Committees to represent the divisional reorganization across the College, improving representation from all College areas in the shared governance process.
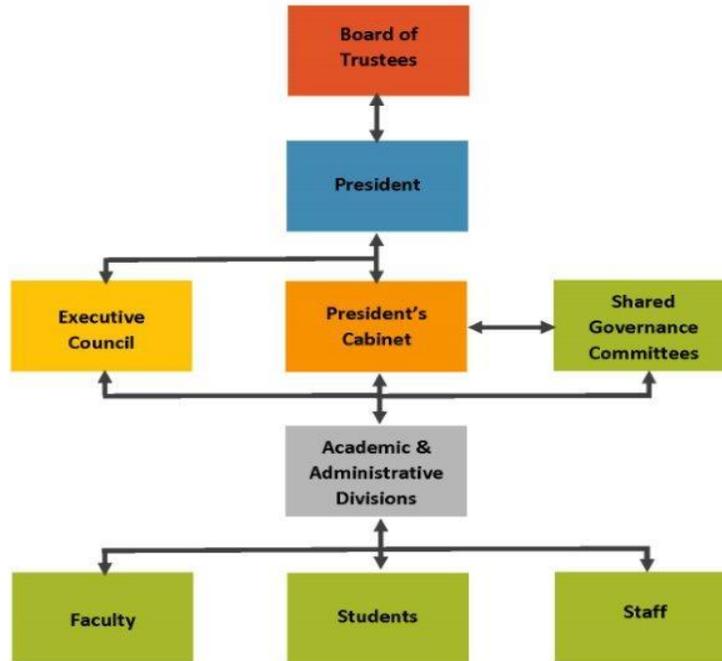
Shared Governance Communication Flowchart

Figure 5-4: Internal Communication Flowchart

Category 6: Supporting Institutional Operations
Overview
Since the adoption of AQIP, SSC has taken several steps to enhance Category 6: Supporting Institutional Operations, moving from a *systematic* to an *aligned* maturity level. We have accomplished this mission through several steps: action projects that help integrate the goals of our Strategic Plan, surveys that provide measures of support services effectiveness, and new and improved mechanisms to help align and coordinate institutional goals and strategies.

SSC has integrated a process to evaluate support services via an annual survey; the Support Services Effectiveness Survey assesses all non-academic areas and provides important data to track progress towards strategic institutional Goal 2: Enhance Student Success. Adoption of this survey means SSC is moving from *aligned* to *integrated* process when it comes to assessing support services. These departments are now reviewing data gathered from the survey (as discussed in 6R1) on a bi-annual basis to continuously improve their services. The Action Project on co-curricular assessment supported moving from alignment to integration by identifying areas where coordination of institutional units, divisions, and departments was needed.

Several Action Projects have allowed us to foster a more inclusive environment at the College, which help prevent institutional silos, i.e., the *Initiating of an Ongoing Program to Create and Support a Quality Workplace*. This Action Project also aligns well with Goal 6 of the Strategic Plan, which is concerned with fostering a culture of integrity and valuing people. As always, SSC follows a systematic process in identifying, designing, and implementing Action Projects so that goals are explicitly stated, and are always aligned in seeing "the big picture." These procedures are now allowing SSC to move from a less to a more mature institution, as far as institutional support services are concerned.

The reorganization of divisions in academic affairs in order to group related departments is another example of moving from *aligned* to *integrated*. In addition, the Corporate Services and Continuing Education Division was decentralized to more closely align services and offerings with the academic divisions. Each academic division is now responsible for non-credit and corporate offerings. The new model supports increased efficiencies between the academic divisions and non-credit/corporate offerings.

6P1 Identifying Student and Stakeholder Needs

SSC identifies the support needs of our students and other stakeholder groups through a variety of channels and measures (see Figure 6-1). We discover student support needs in different areas through the functional areas servicing the students, committees analyzing student needs, and key stakeholders, including Alumni, the Board of Trustees, and the University System of Ohio. Moreover, support needs are identified through a variety of different measures such as student input from surveys, data obtained from various technological tools (e.g., queries within the College Central Network), and other formal feedback mechanisms. Key College organizations, such as the Standing Committee for Student Affairs, help consolidate, analyze, and act on key findings. When new needs or requirements are identified, we determine budget needs for support services and identify or reallocate resources to meet those needs. For example, recent student and stakeholder feedback resulted in the creation of new position in the Career Development Office: the Alumni Affairs Coordinator.

Area of Need	Means to Provide Support	Evidence
Student Support		
Academic Assistance	Writing Center, Math Learning Center, Science Learning Center, TRiO-Together Realizing Individual Opportunities and Student Success Seminars, Digital Library, Early Alert Process, Disability Support Services, THEME-Transitioning Individuals into Higher Education, Mentoring to Employment, additional tutoring in gateway courses Financial Aid Standards of Academic Progress	ACT Survey, Review of Attendance Records, Point of Use Surveys, Student Academic and Support Services Satisfaction Survey, Upward Bound and TRiO reporting (e.g., Annual Performance Report, case studies and focus groups) Standards of Academic Progress SALT
Academic Outreach Programs	FAME, Upward Bound Math/Science, Early College High School, PSEO, College Credit Plus, STEM Initiatives	Portfolio Assessment, Mentorship Program, Review of enrollment, attendance and retention records, standardized test scores, completion rates, partnerships
Administrative Assistance	Admissions Office, Registration/Financial Aid Office, Advising and Student Engagement, Business Office	KPI (Key Performance Indicators), Review application data
Student Life & Engagement	Student Activities Office, Multi-Cultural Affairs Office, Campus Interfaith Ministry, Student Government	Club and Organization Membership
Career and Graduate Assistance	Career Development Office, Advisory Committees/Boards, Job Placement Internship Program	Exit interview, Graduate Status Report, Employer Satisfaction Survey, Queries on College Central Network

General Support	Student Affairs Standing Committee, Help Desk Call Center, informal faculty and staff interactions, Security Services, College Store	Student Academic and Support Services Satisfaction Survey, Help Desk Call Logs, Help Desk classroom software change requests, Help Desk Q & A section of *my*starkstate portal, College Store Satisfaction Survey
Quality Improvement Input	Student orientation survey, Focus groups, Student Withdrawal and Course Drop Process, College retreat, Regional and National reviews, accreditation regulations	Student Orientation Survey, Student withdrawal and Course Drop Survey, CCSSE Survey, ACT Student Opinion Survey, Student Evaluation of Instruction survey, Faculty/Staff Retreat survey, AQIP Culture and Infrastructure Survey, strategic and operational plans
Stakeholders		
Alumni	Alumni Coordinator outreach, Alumni Advisory Council, and the Annual Alumnus of the Year Award	Career development services provided to alumni forever, a formal alumni association, 2011 five year Alumni Survey
Board of Trustees	Board meetings, College President, Strategic Planning Process, Budget Process, Board Retreat	Board of Trustees meeting minutes
Employees	College Staff Association, Faculty Association, Institutional Effectiveness Committee, Human Resources Committee	Great Places To Work For survey, Human Resource Satisfaction Survey
Employers	Career Development Office, non-credit and corporate services offerings, partnerships	Employer Satisfaction Survey, College Central Network, partnerships
Practicum and Clinical Sites	Agreements established between local educational and healthcare institutions	Exit interviews, qualitative evaluations
Stark State College Foundation	Assists in bridging the gap between the needs and resources of SSC in support of the College's Mission	Foundation Board meeting minutes
Academic Advisory Boards/Committees	Outside community practitioners	Consult and advise on courses and curriculum

Figure 6-1: Identifying Student and Stakeholder Needs

6P2 Administrative Support Needs

We identify the administrative support service needs of our faculty, staff, and administrators via interactions between administration and key stakeholder groups. Regarding specific stakeholders, faculty needs are communicated through the Faculty Association, professional development activities, and regular department and

division meetings. The College Staff Association addresses concerns specific to SSC staff. Employees have the opportunity to communicate their needs at the BRIDGE (Building Relationships, Integrating Divisions, Generating Excellence) cross-functional activities, including annual Faculty/Staff Retreats. We also use tools such as the College budget and strategic staffing to identity current and planned future needs.

The needs of faculty, staff, and administrators are brought to various committees for action. The Policies and Procedures Manual located on the *my*starkstate portal outlines the purpose of each College committee, which include, but are not limited to, the following:
- Strategic Staffing Committee
- Executive Council
- President's Cabinet
- Standing Committee on Student Affairs
- Standing Committee on Curriculum
- Standing Committee on Institutional Effectiveness
- Standing Committee on Academic Policies and Procedures
- Standing Committee on Human Resources
- Academic Affairs Council with Deans and Directors
- Academic Chair Council with Provost and Chairs
- Student Affairs Leadership Council
- Banner Steering Committee
- FAST Committee

More specific needs are identified by the administrative support in each area. The Director of Institutional Research, Planning, and Assessment coordinates the assessment of the co-curricular areas through a process which can include surveys, focus groups, or other types of data collection. Examples of co-curricular surveys are the Great Places To Work For survey, College Store Faculty Survey, Digital Library Instruction Survey, and Human Resources Satisfaction Survey. For the strategic staffing process, data is used to assist with identifying the strategic staffing needs of the academic divisions. Each division provides data on the number of full-time and part-time faculty, the number of students in their programs, credits hours taught by full-time and adjunct faculty, FTE students per division, seat count, sections delivered, ratio of full-time to adjunct faculty, percentage of credit hours taught by full-time and adjunct faculty, and FTE generated per full-time faculty member. The data for the different divisions is discussed by the Strategic Staffing Committee and used to determine strategic staffing needs.

SSC has an ongoing process of identifying and improving the policies and procedures of each College committee so that the process by which each committee addresses concerns is more clearly identified. These processes are then made available to all faculty, staff, and administrators through the *my*starkstate portal.

6P3 Design, Maintain, and Communicate Processes
Our Campus Security Department has developed emergency plans to ensure the safety and security on the main campus as well as our satellite campuses. The design of our emergency plan has been a College-wide effort determined by our Safety Committee; feedback sessions with students, faculty, and staff; and regular meetings with campus personnel from the Student Services Department and satellite coordinators.

The Campus Security Department maintains the safety and security of the campus through a continuous review of policies, procedures, and current trends in crime statistics for the main and satellite campuses. Moreover, the Campus Security and the Facilities Department participate in state-wide and local planning meetings, conferences, first responder training, and training requirements to comply with federal requirements (e.g., OSHA, Clery Act) for the physical safety and security of the College.

In the event of a campus evacuation, employees are designated throughout the College by Campus Security to assist as part of our Evacuation Leader Program. Evacuation leaders are trained every six months by the Coordinator of Emergency Planning & Security. The duties of an evacuation leader are to: ensure that everyone in their area exits and is aware of the alarm; lead employees to exit by their planned evacuation route, if possible; advise everyone outside to move away from the building; discourage re-entry to the building until properly cleared to do so; and periodically remind employees in their area of evacuation plans.

An Annual Security Report is created and disseminated to the College community in order to communicate details regarding timely warnings and campus safety alerts, notifying employees and students of situations that may be threatening in nature. This report also communicates crime reporting procedures, medical emergency response, and our escort service program. In addition, an emergency desktop reference guide is distributed to employees for a quick reference of AED locations and evacuation guidelines. Emergency information is communicated to employees and students through the *my*starkstate portal and the College website. Finally, communication is enhanced through SSC Text Alerts, email alerts, public address announcements, and orientations. In the event of a pandemic flu situation, a dedicated phone extension and email to the response team has already been established.

Our IT staff installed cameras on the College campus and some satellites as well as card readers to better control door access. Both projects will continue to progress within the next 2-4 years, contributing to the enhancement of our security measures that are already in place for our faculty, staff, and students.

Legal regulations and requirements are implemented and maintained in science laboratories such as OSHA safety training, hazardous material management, and inspections and storage of chemicals and equipment; and emergency procedures for everyone's physical safety.

Individual counseling and intervention services are available to the entire SSC community for personal or academic concerns through our Student Support Counselor. With the addition of the Student Support Counselor, a Behavioral Assessment Team (BAT) was created to assess potential threats or behavioral risks to the campus community in an effort to prevent violence and provide a safer campus environment for all faculty, staff, and students. The mission is to provide proactive assistance to students who are exhibiting concerning behaviors and to assist employees in recognizing those behaviors. Proactive actions include behavioral early alert for faculty and staff, withdrawal outreach, and educating faculty on best practices.

6P4 Manage Support Service Processes
SSC manages our support service processes on a College-wide, day-to-day basis through the organizational structure we deploy, the automated processes built within our systems, and the feedback avenues made available to our students, staff, faculty, and key stakeholders. For example, as with each support area outlined in Figure 6-1 and in section 6P2, the organizational structures are managed on a day-to-day basis by the directors and staff for each support area via various assessment measures (e.g. surveys, reports, focus groups, etc.).

Members of the College divisions and departments also meet regularly to identify areas of concern effectively and efficiently to manage and coordinate the service needs of each area. Banner allows each service area to address long-term changes and day-to-day needs through data collection in order to more effectively respond to any concerns that develop. Part of the data available for assessment comes directly from the Great Places to Work For survey.

6P5 Document Support Processes
SSC documents our support processes to encourage knowledge sharing, innovation, and empowerment in several ways. First, the College as a whole and many of the individual divisions and programs are overseen by accreditation organizations, including the HLC.

Our Institutional Effectiveness Standing Committee leads and documents the College's AQIP accreditation and strategic planning processes, encouraging knowledge sharing by providing multiple open forums for communications and feedback. We also have the opportunity to discuss support processes at College-wide meetings, including College-wide updates and all-College communication forums, President's Cabinet meetings, @*StarkState* newsletter from the College President and Provost, and standing committee meetings. All of these meetings are open to any member of the SSC community. Other meetings where support processes are discussed and innovations encouraged include numerous operational committees, the College Faculty and Staff Associations, program advisory committees/boards, Executive Council, and Academic Affairs Council.

We have the ability to define and document all the processes through the updated Policies and Procedures Manual, College-wide emails, and *my*starkstate, our portal with information pertaining to Faculty, Human Resources, Campus, Student, and Help Desk processes. Internal departments all have the ability to document departmental procedures via shared drives and departmental websites. SSC uses technological tools to enhance the distribution of

support processes, the most recent addition being the SSC Mobile Apps. All of these processes are communicated by ongoing workshops, training, new employee orientations, and non-academic assessments.

6R1 Measures of Support Service Processes
As outlined in 6P1, SSC uses a variety of measures (e.g., surveys, focus groups, data logs, etc.) to gather information pertaining to our student, administrative, and organizational support services. One of the most useful measures SSC uses is a survey. Figure 6-2 details the surveys SSC administers to measure our institutional operations. The Figure also outlines the frequency of these surveys.

Instrument	Cycle	Survey Population	Assessment of:
Community College Survey of Student Engagement (CCSSE)	Every three years	Current Students	Student Engagement
ACT Student Opinion (Satisfaction)	Every three years	Current Students	Student Satisfaction
Support Services Effectiveness Survey	Annual	SSC Employees	Inter-office Support
Employee Satisfaction Survey (Great Places to Work For)	Every three years	SSC Employees	Employee Satisfaction
Alumni Survey	Every three years	Current students, alumni, employers, employees, and key stakeholders in Stark County community	Educational experiences and employment outcomes

Figure 6-2: SSC Institutional Surveys Administrative Matrix (for Institutional Operations)

For example, the Support Services Effectiveness Survey, administered annually to key SSC stakeholder groups such as current students, alumni, employers, employees, and the Stark County Community, shows overwhelming support for SSC's support services (see Figure 6-3 below).

	Bus. Affairs	Comp. Services	Digital Library	Dis. Support Services	HELP Desk	Inst. Rsrch.	Maint./ Grounds	Mrkting/ Comm.	Strategic Grants	Tching. & Lrning.
Meets personally with you	B+	B+	A-	B	B+	A-	B+	B+	A-	A-
Speaks by phone with you	B+	A-	A-	A-	A-	A-	B+	B+	B+	B+
Provides help when needed	B+	A-	A-	A-	A-	A-	A-	B	B+	B+
Exhibits solid understanding of issues	B+	A-	A-	A-	B+	A-	A-	B	B+	B+
Provides accurate, helpful information	B+	B+	A-	A-	B+	A-	A-	B+	B+	B+
Shows courtesy and respect	B+	B+	A-	A-	A-	A-	A-	B+	B+	A-
Demonstrates appropriate	B+	A-	A-	A-	A-	A-	A-	A-	B+	A-

level of confidentiality										
Responds in timely manner	B	B+	A-	A-	A-	B+	B+	B+	B	B+

Figure 6-3: Average Grade Given to Each Department on Support Services Effectiveness Survey (Scale A-F Grades)

SSC continually strives to measure how effective its institutional operations are in meeting the needs of all its stakeholders, including students, administration, employers, employees, alumni, and local community members. As a result of the ongoing process of improving our support services, SSC found an area that was not being addressed adequately: employee satisfaction. To address this weakness in our assessments processes, SSC implemented, in 2012, the Great Places to Work For survey from The Chronicle of Higher Education, which is a measure of employee satisfaction.

6R2 Performance Results for Student Support Service Processes
As outlined in 6P1, SSC uses a variety of surveys to gauge the effectiveness of institutional operations. To measure the overall performance of support service, SSC relies heavily on a triennial process of conducting two major surveys, the ACT Student Opinion (Satisfaction) Survey and Community College Survey of Student Engagement (CCSSE).

The 2011 ACT Student Opinion (Satisfaction) Survey was administered as part of a concerted multiyear institutional survey effort to collect and assess data from key College stakeholder groups including current students, alumni, employers, employees, and the Stark County community. Figures 6-4 and 6-5 display results of student satisfaction with various institutional operations and services.

Area	Question	N	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
Computer/Help Desk	Hours of operation	760	76%	4%
	Modes of contact	745	72%	6%
Disability Services	Recommended accommodations are provided	606	65%	3%
	Availability of staff for appointments and assistance	632	64%	8%
	Overall quality of service	637	66%	4%
Teaching & Learning Division	Types of workshops & services	665	66%	6%
	Overall quality of offerings	682	63%	6%
TRiO Student Support Services	Availability of SSS program information	627	64%	6%
	Types of offerings	664	58%	5%
	Overall quality of SSS academic advising services	639	63%	5%
The Testing Center	Effectiveness in securing testing environment against cheating	711	75%	5%
	Overall quality of the testing center	690	70%	5%
Writing Center	Friendliness of Writing Center staff	580	65%	6%

	Helpfulness of Writing Center assistants	585	63%	6%
	Overall quality of the writing center	553	65%	5%
Multicultural Affairs	Academic, social, and emotional support of staff	545	60%	7%
	Overall quality of Multi-Cultural affairs	502	56%	4%
Admissions and Registration	Hours of Operation	650	71%	5%
	Accessibility of online information (Website, *my*starkstate portal, etc.)	659	73%	6%
College Store	Hours of Operation	649	70%	5%
	Availability of course materials	655	69%	6%
Bursar	Accessibility of online Business Office functions (Web account access and payments, etc.)	597	65%	5%
	Clarity of payment and withdrawal date information	610	67%	7%
Career Development	Accessibility of the office (hours and location)	533	64%	5%
	Overall quality of types of service (mock interviews, resume review, job board, etc.)	537	63%	6%
Financial Aid	Ease of understanding printed financial aid materials or verbal instructions	635	64%	11%
	Accessibility of online Financial Aid information (website, *my*starkstate portal, etc.)	616	65%	9%
Campus Life	Number and types of clubs available to students	527	51%	10%
	Overall quality of student life on campus	563	58%	7%
Orientation	Helpfulness of Orientation activities	538	56%	6%

Figure 6-4: 2011 ACT Student Satisfaction of Institutional Operations

As shown in Figure 6-5, while generally positive, satisfaction with and opinion of SSC service operations/programs and the general academic environment declined from 2008 to 2011. Measures of satisfaction were below national user norms on fifty-six percent of survey items (34/61). Items related to student engagement (see 2011 CCSSE reports for details) scored significantly below benchmarks. These include opportunities for student employment, opportunities for involvement in college activities, availability of advisors and instructors (out-of-class), and the need for a student union. Other low-rated items, such as student government and College (student) media were also rated below benchmarks in 2008. Important services and engagement activities remain plagued by low student utilization - orientation – 31%, career planning – 16%, social activities – 7%. Based on the results, areas of improvement were identified and prioritized. For example, tutors for additional gateway courses were added in 2013.

	Pct. Utilization	Pct. Satisfied/ Very Satisfied	SSC mean score	Survey Norm mean score	Score Difference
Academic advising	65	67	3.77	3.92	-0.15
Personal counseling	10	58	3.64	3.97	-0.33
Career planning	16	65	3.83	3.99	-0.16
Job placement	4	22	3.78	3.78	-0.52
Financial Aid	71	65	4.07	4.07	-0.30
Recreational/Intramural	3	39	4.08	4.08	-0.28
Learning Resource Center	41	81	4.26	4.26	-0.19
Residence Hall	NA	NA	NA	NA	NA
Health	4	47	4.06	4.06	-0.36
College-sponsored tutoring	18	66	4.17	4.17	-0.36
Student employment	4	40	4.00	4.00	-0.27
Cafeteria	61	72	3.66	3.66	-0.27
College-sponsored social activities	7	56	4.07	4.07	-0.16
Cultural programs/activities	4	47	4.11	4.11	-0.16
Orientation	31	65	3.94	3.94	-0.04
Credit by examination, etc.	6	57	3.97	3.97	-0.02
Computer Service	67	81	4.25	4.25	-0.10
Parking	80	40	3.51	3.51	-0.50
Veterans services	5	39	4.07	4.07	-0.11
Day care	NA	NA	NA	NA	NA

Figure 6-5: 2011 ACT Student Satisfaction of College Services

In addition to the ACT survey, SSC conducted the spring 2011 Community College Survey of Student Engagement (CCSSE) report, which utilizes five benchmarks. These benchmarks allow institutions to gauge and monitor their performance and to make appropriate and useful comparisons between their performance and that of other groups of similar colleges. Figure 6-6 details the student services summary data.

Student Service	Very Important	Rarely/ Never Used	Somewhat/ Very Satisfied
Financial aid advising	72%	29%	83%
Computer lab	69%	21%	95%
Academic advising/planning	63%	42%	86%
Transfer credit assistance	41%	65%	69%
Job placement assistance	51%	84%	56%

Career counseling	49%	73%	73%
Skill labs (writing, math, etc.)	53%	48%	91%
Disability Services	50%	82%	72%
Peer or other tutoring	43%	63%	84%
Child care	28%	89%	47%
Student Organizations	20%	79%	73%

Figure 6-6: CCSSE Student Services Summary Data

Three categories stood out as very important: financial aid advising, computer lab, and academic advising/planning. Moreover, while generally positive, three categories stand out with less than 60% satisfaction. These categories were transfer credit assistance, job placement assistance, and child care. Also of concern is the low usage of faculty advising, computer lab, academic advising, and skill labs. Financial aid advising as well as academic and career advising are strategic initiatives for SSC.

6R3 Performance Results for Administrative Support Processes
As outlined in 6P1, SSC uses a variety of surveys to gauge the effectiveness of administrative services. Students, employees (faculty, staff, and administrative), and alumni are surveyed about a variety of key units at SSC.

In addition to those units assessed in the results shown in 6R2, students were also asked about the Admissions Office in the 2011 ACT Student Opinion (Satisfaction) Survey. Figure 6-7 details those results.

	N	Satisfied/Very Satisfied	SSC mean Score	Survey Norm mean score	Score Difference
General admissions procedures	596	64	3.78	3.92	-0.14
Accuracy of pre-enrollment information	607	63	3.75	3.90	-0.15
Availability of financial aid information	597	59	3.72	3.83	-0.11
Staff assistance upon entry to college	614	62	3.75	3.88	-0.13
College catalog/admissions publications	486	52	3.70	3.92	-0.22

Figure 6-7: 2011 ACT Summary Data for Admissions

Unfortunately, in the 2011 ACT assessment, all Admissions operations items fell below national benchmark scores. These results are a complete reversal from the 2008 survey results. The College has identified this as a key area of improvement.

In addition to students, faculty and staff are also surveyed about key administrative services. In 2012, SSC adopted the Chronicle of Higher Education's Great Places to Work For survey. The results of this survey should help SSC determine how faculty and staff view College services. The Community College Faculty Survey of Student Engagement (CCFSSE) is also used by SSC to elicit information from faculty about their teaching practices, the ways they spent their professional time, both in and out of class, and their perceptions regarding students' educational experiences. The CCFSSE report enables us to view faculty expectations and perceptions of student engagement alongside student responses. However, it is important to remember that the side-by-side tables, while illustrative, are not entirely equivalent – that is, the CCSSE asks students to report perceptions and experiences

across the period of the current academic year. Full and part-time members of the faculty, in contrast, were asked to describe their practices in a specific selected course, as well as to indicate their perceptions of student experiences in the College more generally. Nonetheless, the comparisons of student and faculty responses provide a useful prompt for campus discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience. Figures 6-8, 6-9 and 6-10 show results from the 2011 CCFSSE on how regularly faculty (both part-time and full-time) use a variety of academic support services and how some of these measures compare to national norms. (Figures 6-8 and 6-10 are presented disaggregated by full and part-time employment status.)

Academic Support	Rarely/Never		Often	
	Full-time	Part-time	Full-time	Part-time
Computer labs	28	21	34	43
Disabilities services	34	31	16	24
Career counseling	45	47	9	13
Peer or other tutoring	29	24	33	33
Academic advising/planning	49	45	24	11
Skills labs	30	20	31	40
Job placement assistance	68	64	6	7
Student organizations	68	80	1	2
Transfer credit assistance	73	76	2	1
Financial aid advising	64	65	7	4

Figure 6-8: How Faculty Used Academic Support Services

Academic Support	Rarely/Never		Often	
	SSC Faculty	National Norm	SSC Faculty	National Norm
Computer labs	24	29	39	35
Disabilities services	33	39	20	17
Career counseling	46	48	11	16
Peer or other tutoring	26	29	33	30
Academic advising/planning	47	41	17	20
Skills labs	25	37	36	29
Job placement assistance	66	66	6	9
Student organizations	74	63	2	8
Transfer credit assistance	75	65	2	8
Financial aid advising	64	65	5	8

Figure 6-9: How Frequently Faculty Used Academic Support Services compared to National Norms

	Rarely/Never		Often	
Academic Support	**Full-time**	**Part-time**	**Full-time**	**Part-time**
Academic advising/planning	19	42	32	13
Career Counseling	43	73	15	4
Job placement assistance	53	84	10	4
Peer or other tutoring	17	63	47	11
Skills labs	14	48	47	17
Child care	89	89	1	6
Financial aid advising	29	29	21	25
Computer labs	20	21	39	49
Student organizations	60	79	2	5
Transfer credit assistance	60	65	6	8
Disabilities services	23	82	24	13

Figure 6-10: Frequency of Referral to Support Services

While Figure 6-8 reveals that there is a lack of agreement between faculty ratings of the importance of and the frequency of referrals to support services (see Figure 6-8), there was not a statistically significant difference between full-time and adjunct faculty responses. Figure 6-10 shows that faculty referred students more frequently to support services on seven of eleven items than did students. Figure 6-10 also shows a significant improvement from 2008 to 2011 in the percentage of adjunct faculty who incorporated academic support services into their course sections (as frequently as did full-time faculty).

The Great Colleges to Work For survey from the Chronicle of Higher Education was administered in 2011. This survey indicates that employers were satisfied with the supervisors/department chairs (72%), compensation, benefits and work/life balance (73%), professional development (72%), and job satisfaction/support (74%). However, this survey indicates that employers were not as satisfied with policies, resources and efficiency (62%), shared governance (63%), senior leadership (62%), faculty, administration, and staff relations (62%), communication (56%), collaboration (60%), fairness (56%), and respect and appreciation (64%).

The Human Resources Effectiveness Survey surveyed 99 staff and 154 faculty members in the spring of 2012, and the results were posted November 11, 2011. Results were categorized as letter grades, A being the highest and F being the lowest. There were six categories of responses:
1. Access and Availability. The average percent of A and B ratings was 61.9%. The highest result was 71.9% A and B ratings for the location. The lowest result was 49% A and B ratings for availability to meet personally.
2. Reliability. The average percent of A and B ratings was 56.9%.
3. Customer Relations. The average percent of A and B ratings was 56.9%. The highest was 66.8% for shows courtesy and respect and 66% for appropriate level of confidentiality. The lowest, when taking into account the number of N/A responses, was responds in a timely manner at 51%.
4. Communication of Information. The average percent of A and B ratings was 62.3%.
5. Responsiveness. 68.7% rated the time for a response as 2-3 workdays or less.
6. Programs and Services. The high rating categories were the following: Benefits Information at 64.8% A and B ratings, Compensation Information at 46.5% A and B ratings, Contract Administration at 47.1% A and B ratings, Leave Information at 43.9% A and B ratings, and Employee Recognition at 49% A and B ratings. The low ranking programs were the following: Hiring Process with 29.2% D and F ratings, Performance Evaluation Process with 23.7% D and F ratings, and Professional Development Training with 22.9% D and F ratings. Based on the responses, a committee was formed to evaluate hiring processes, training was provided on conducting effective performance evaluations, funding for professional development was increased in

2013-2014, and additional national speakers were scheduled for on-campus presentations.

Finally, the 2010-11 Five-year Alumni Survey was administered as part of a concerted multi-year institutional survey effort to collect and assess data from key College stakeholder groups, including current students, alumni, employers, employees, and the Stark County community. The Alumni Survey addresses many AQIP areas, including the satisfaction of several administrative services SSC offers. Figure 6-11 details the satisfaction of some key areas from the 2010-11 Alumni Survey.

	SSC	Survey Norm
Advising and career planning	78%	63%
Financial aid	74%	66%
Library	59%	70%
Cafeteria/food services	65%	59%
Parking/facilities	56%	62%
Job placement	50%	46%

Figure 6-11: Rating of Percentage of Excellent of SSC Services

Several student services areas, those rated below survey norms, have undergone or have significant changes underway (increased parking, Digital Library, etc.). Low utilization of the Career Development Office was also reported, which further supports the need to assess student awareness of and the internal marketing of the services of the Office (also noted in the 2008 five-year Alumni and Employer Satisfaction Surveys). The results of these surveys are often used to make quality improvements in support services through Action Projects, which is further discussed in 6I1.

6R4 Information to Improve Services
SSC student, administrative, and organizational areas use information and results obtained to improve its support services in a variety of ways. These formal improvement measures are more than just top-down initiatives. Critical information pertaining to improving support services is available on the SSC website and *my*starkstate. As a result, students, employees, and many key stakeholders (e.g., the Board of Trustees, alumni, and community members to name a few) are included in the discussion. These measures (detailed in Figure 6-1) might be broken down into strategic and operational procedures.

Strategic
- Planning- College and division strategic planning, annual planning, and budgeting
- Improvement - Design new and innovative programs and services, address specific needs through Action Projects, and update policies and procedures
- Review/Self-Assessment - Conducted by individual departments and divisions in an ongoing manner

Operational
- Ongoing monitoring of critical measures (through surveys, data review, case studies, focus groups, etc.) by individual divisions, departments, or support services
- Continual discussion through regular meetings

SSC continuously collects relevant data about its support services, measures these against national norms, and strives to improve all of its support services. For example, for updating a new Strategic Plan, our President conducted strategic discussions with approximately 300 students, faculty, and staff to review and revise the *2011-2013 Strategic Plan* and *2014-2016 Strategic Plan* and produce an update. Strategic Plan Update Committee members assisted with facilitation and note-taking. In each session, participants reviewed the College Mission, Vision, Values, and Strategic Goals and Objectives and offered validation, additions, and revisions. The Strategic Plan update team analyzed and summarized the comments to create a draft update to the *2011-2013 Strategic Plan*, which was presented to the Executive Council, President's Cabinet, and then to the Board of Trustees. Executive

Council and Trustee input was incorporated and a preliminary list of accompanying strategic measures developed. After approval, the *2011-2013 Strategic Plan* and the *2014-2016 Strategic Plan* were then distributed to all faculty and staff so that divisions, departments, and committees could develop operational and tactical plans.

In the past, the continual review and self-assessment, in addition to the ongoing monitoring of critical measures, has led to several important Action Projects. For example, review by several co-curricular, support service areas led to a completed Action Project, entitled "Assessment of Support Services and Support Departments." Through this Action Project, SSC was able to create the assessment criteria that are consistent for all support services and support departments. Similar to other Action Projects that are initiated at SSC, this particular project consisted of the following assessment criteria: Goals, Outcome Measures, Research Completed, Findings, Review Process, Actions, and Improvement. The Action Project form used for the Action Project documents if the assessment criteria were met, action steps required to meet the assessment criteria, and the timetable for the action steps. For the "Assessment of Support Services and Support Departments," a Program/Service Assessment Report was completed for each service/department goal and described the "Outcome Measures," "Research Completed," "Findings," "Review Process," "Actions," and "Improvement for that Goal." Nine faculty and staff members volunteered to serve on the project. A chair was elected from the nine members. The chair scheduled monthly meetings so the Action Project committee could stay on task. The chair of the committee provided monthly updates to the AQIP Coordinator. The AQIP Coordinator passed the updates on to the AQIP-Strategic Planning Steering Committee (currently the Institutional Effectiveness Committee). Updates were also provided to the Executive Council, Academic Affairs Council, and President's Cabinet on a bi-weekly to monthly basis. The Action Project committee met on a monthly basis. They met with each of the support services and support departments to determine current performance benchmarks. Once the committee had the templates in final draft form, they were reviewed by various committees (including the College Staff Association, the support service/support department directors and Vice-Presidents, the Executive Council, and the President's Cabinet) before receiving final approval. Once the templates were approved, they were used to collect, store, manage, and use information and data to improve institutional measures of effectiveness in those areas. The templates also allow documentation of "best practices" for each of the support services and support departments, in addition to the biennial benchmarking for improved efficiency in each service/department.

Upon review of results of operational procedures, SSC identified inconsistencies in our publications. Therefore, an Action Project entitled "Consistency of Policies in Internal and External Publications, including the Web" was created and completed. This project ensures consistency in publication documents in support of communication to internal and external stakeholders. To complete this Action Project, the committee met on a bi-weekly to monthly basis throughout the year. Inconsistent policies identified in the previous year were referred to the respective standing committees to revise and bring to President's Cabinet for approval. Each of the respective Vice-Presidents was charged with reporting any changes in policy to their divisions to ensure that documents were updated accordingly. The committee members developed a list of recommendations on steps needed to ensure policies were consistent in all documents. As a result, clarifying our policy approval process and making the policies in our documents consistent were steps towards improving our communication with internal and external stakeholders.

The Great Places to Work For survey from the Chronicle of Higher Education was administered in 2011. Through this survey, supervisors/department chairs and facilities were identified as the areas of satisfaction. The survey also identified opportunities for improvement, which were identified as strategic initiatives (see Figure 4-5).

6R5 Comparison of Results
SSC benchmarks its performance against peer institutions in higher education both state-wide and nationally when possible. We collect and compare results from multiple surveys and reports. While some results show that SSC fell below national norms for other higher education organizations, some measures indicate that SSC met or exceeded national benchmark scores.

ACT Student Opinion Survey Report
As indicated in 6R2, measures of satisfaction for several SSC services were below national user norms on 56% of survey items (34/61). Specifically, Advising, Counseling, The Learning Resource Center, and Tutoring are key learning support areas which fell below national benchmark scores in addition to student review of the Admissions Office (see 6R3). Overall, 11 of 17 items relating to College services met or exceeded national benchmark scores.

CCSSE

The Community College Survey of Student Engagement (CCSSE) utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow institutions to gauge and monitor their performance and to make appropriate and useful comparisons between their performance and that of other groups of similar colleges. Community colleges differ significantly - even dramatically - from one another on variables including size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark comparisons.

The five benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the most powerful contributors to effective teaching, learning, student retention, and student success. The five benchmarks are briefly described below.

SSC has integrated CCSSE into the College Strategic Plan as an outcome measure for Key Performance Indicator (KPI) Four: Student Satisfaction and Engagement Profile. This profile is one of five profiles which measures progress on Strategic Goal One: To Enhance Student-Centeredness and Accessibility. The Outcome statement and 2005, 2008, and 2011 survey administration results are presented below (in Figure 6-12). Outcome 1: Stark State College will score at or above the 70th percentile nationally for each of the five Community College Survey of Student Engagement (CCSSE) benchmarks for effective educational practice for comparative participating colleges.

Benchmarks	2005^	2008^	2011^^
Benchmark 1: Active and Collaborative Learning	60th	10th	80th
Benchmark 2: Student Effort	20th	20th	80th
Benchmark 3: Academic Challenge	80th	20th	70th
Benchmark 4: Student-Faculty Interaction	20th	<10th	50th
Benchmark 5: Support for Learners	70th	60th	70th

Figure 6-12: Percentile Ranking
^Among medium sized colleges 4500-7,999 students participating in the CCSSE
^^Among large-sized colleges 8,000-15,000 students participating in CCSSE

There were 257 participating institutions in the 2005 cohort (61 medium-sized), 585 in the 2008 cohort (147 medium-sized), and 699 in the 2011 cohort (125 large-sized).

Five-Year Alumni Survey

As noted in 6R3, although satisfaction with SSC met or exceeded survey norms on a number of key measures, several student services areas rated below survey norms have undergone or have significant changes underway (increased parking, Digital Library, etc.). Low utilization of the Career Development Office was also reported, which further supports the need to assess student awareness of and the internal marketing of the services of the Office (also noted in the 2008 five-year Alumni and Employer Satisfaction Surveys).

Great Places to Work For Survey

The Great Places to Work For survey results reflect that the SSC average percent positive for each category shows very similar satisfaction results when compared to those of all colleges. Results from this survey will help to determine the opportunities for improvement for employees' (both faculty and staff) satisfaction with support services (see Figure 4-5).

6I1 Recent Improvements

The 2011-2013 Strategic Plan has been revised and improved to include People as a key Value. In addition, the comprehensive Strategic Plan has been expanded to include Strategic Objectives and Strategic Measures. The new Plan is designed to foster a culture of integrity and valuing people and includes several strategic objectives:
- Practice fairness in hiring, promoting, professional development, and treatment of employees

- Expect ethical behavior, provide appropriate recognition and communication, and monitor stakeholder satisfaction
- Encourage alumni and college stakeholders to actively engage with the College community
- Define and practice a transparent, consistent, and efficient culture of shared governance
- Promote excellence by creating avenues that encourage and support the communication of ideas, issues, and concerns while providing timely feedback and implementation
- Foster a College-wide, systematic perspective of accountability, fairness, and compliance to codes of conduct, policies and procedures, and regulatory agencies

The successfulness of these improvements is based on the data from several different types of measurements:
- The Great Colleges to Work For survey
- Number of Employees Working Toward Higher Degrees
- Number of Employees Engaging in Professional Development
- Alumni Survey
- Employer Satisfaction Survey
- Formal Performance Evaluations

In further efforts to value People, SSC identified several areas to improve in response to The Great Places to Work For survey from the Chronicle of Higher Education (see Figure 6-12 in 6R4). The Strategic Plan also aligns with the development of Action Projects.

Action Project: Assessment of Support Services and Support Departments
SSC's Action Projects included the development of an assessment template that is now used to assess all support services and support departments for continuous quality improvement. The importance of assessing support services and support departments was stated as a challenge in our 2000 Accreditation Report. The biennial assessment of these areas also supports our Strategic Enrollment Management Plan as well as the Student Success Plan that is a requirement of our Ohio Board of Regents.

Action Project: Initiating an Ongoing Program to Create and Support a Quality Workplace
The Action Project was designed to initiate ongoing professional development programming to disseminate information and to provide the tools and skills required to maintain a positive, ethical, and productive work environment. The project focused on the necessity of ethical conduct in the workplace, the tools and skills required for ethical decision making, and the promotion of pillars of character. Stakeholders were trained on the Ohio Ethics Law and Related Statues as well as an introduction to resolution/mediation of conflict. This Action Project establishes a starting point for both formal and informal professional development to support a commitment to excellence, collegiality, respect, professionalism, and personal integrity. SSC believes that a sense of community is achieved when these ideals and values are reflected in the behaviors of its members towards one another.

Action Project: Transforming Financial Aid to Help Students Reach Academic Success:
This Action Project is designed to create a second disbursement date for financial aid to meet two goals. One goal is to provide a second disbursement for loans based on attendance at midterm. Students that stop attending would not receive the second disbursement. The other goal is to provide a second disbursement for those taking classes during a second 8-week session once attendance is confirmed. The purpose of this project is to reduce student loan debt, reduce the College's accounts receivable, improve student retention and success, and improve student loan default rates.

In addition to these Action Projects, SSC has identified several other areas for improvement.

Other Recent Improvements
The College is committed to shared governance which has led to improvements in communications and administrative and student support needs. Figure 6-13 details the recent improvements made throughout the College.

Area of Improvement	Improvement
Facilities	Two new buildings (North Academic Building and the Business and Entrepreneurial Studies Center) Math Emporium Center Science Learning Center Satellite Writing Center (at Timken) Quick Cafe
Technology	14 Mobile Apps ANGEL eLearning systems hosted externally IT Help Desk call management software Data Network upgrades Data Center Archiving Solution IT Disaster Recovery planning Electronic refunds My Academic Plan (MAP) Degree Audit/Advising Software Platinum Analytics Class Scheduling Software CurricUNET (Curriculum Process Software) IT Disaster Recovery Plan was developed
Security	Security cameras to high-risk areas inside and parking lot areas outside Staff and Faculty photo IDs
Administrative	HR Process Improvements College Dashboard for Board of Trustees Web time entry for timesheets Developed the Financial Accountability and Stewardship Team (FAST) composed of faculty and staff to recommend improvements in efficiencies in support of the College's budget Began process to document knowledge transfer in support of succession planning

Figure 6-13: Recent Improvements to Support Areas

SSC has a long-term Strategic Plan for both facilities and technology updates which will provide the necessary support for both administrative and student support services. SSC also uses a variety of surveys (e.g., the Great Colleges to Work For survey, the Student Support Services Satisfaction Survey of Faculty and Staff, and the College Store Satisfaction Survey of Faculty, etc.) to document and determine areas for comprehensive improvement and continued support. By utilizing the data from The Great Colleges to Work For survey from the Chronicle of Higher Education, SSC has improved upon its processes to support organizational operations, as discussed in 6I2.

6I2 Selecting Processes and Setting Targets
SSC's culture and infrastructure provide a framework for continuous improvement at the College. An important cultural value at SSC is a planning process that involves all key stakeholders, as outlined in 8P1. Relying upon all key stakeholders' input, a Strategic Plan is crafted every three years, voted on by the Board of Trustees, and adopted. This Strategic Plan guides the improvement process by encouraging departments, divisions, non-academic support services, etc. to meet regularly, review results from their assessment processes (i.e., their strategic measures), and to discuss how their individual efforts support each of the six goals outlined in the Strategic Plan. Through these regular meetings and discussions, support services can assess any need for improvement and address that need through Action Projects. Specifically, the Institutional Effectiveness Committee develops policies and procedures for consideration by the President's Cabinet on matters related to strategic planning, governance, accreditation, and quality/continuous improvement.

Several Action Projects have developed from the above process. For example, the Action Project "Consistency of Policies in Internal and External Publications, including the Web" allowed us to identify areas where improvement was needed. Placing our documents online facilitated the use of consistent language. In support of ongoing improvement and institutionalization of the project, SSC continues to implement an annual review of policies. Having consistent language in all documents also supports our teaching and learning effectiveness. In addition, the Action Project on co-curricular assessment also supports annual benchmarking and improved efficiency in several support services. The goal of this Action Project was to use the same templates for assessment of all co-curricular

areas, with language changes where appropriate. The template allows us to have a common assessment process and reporting mechanism for all departments at the College.

In particular, discussions at all-College open forums facilitated by the SSC President led to revision of the Strategic Plan with the inclusion of an additional value (People) and Goal 6 entitled "Foster a culture of integrity and valuing people." In order to better address this additional value, SSC created another Action Project, Initiating an Ongoing Program to Create and Support a Quality Workplace (outlined in answer 6I1). All Action Projects at SSC demonstrate support for our Mission, Vision, and Values and the high performance expectations of the College.

The infrastructure at SSC also provides support for improving performance results in Supporting Organizational Operations. For example, one important part of the digital infrastructure is the use of Banner. This system provides an important tool for storing information relevant to improving support services as results from the Support Services Effectiveness Survey were uploaded and stored on Banner. Results are now accessible to all faculty and staff.

Moreover, SSC's adoption of the AQIP pathway developed a culture of continuous improvement. For example, prior to this adoption, there was no assessment measure of co-curricular support services. As a direct outcome of adopting the AQIP pathway, SSC completed the Action Project, Assessment of Support Services and Support Departments (non-academic), described in 6R4, which helped to create a template for surveying students about the effectiveness of various support services (e.g., the Writing Center, Help Desk, Digital Library, etc.). The 2012 Support Services Effectiveness Survey was administered to students for the first time. The results from this survey, and future Support Services Effectiveness Surveys, will provide SSC a measure for ongoing improvement of its support services. And finally, by utilizing the data from The Great Colleges to Work For survey from the Chronicle of Higher Education (as discussed in 6R1, 6R3, 6R4, and 6R5), SSC is in an ongoing process to improve its supporting organizational operations.

Category 7: Measuring Effectiveness
Includes Core Criteria 5D

Overview
The Mission, Vision, Values, and Strategic Goals of the College are the central focus of information resource management efforts at SSC, and each aspect aids with our *aligned* maturity level. Compliance with external data requirements, rules, and regulations at the federal level (such as IPEDS, financial aid, and grants), at the state level (such as Ohio Board of Regents and University System of Ohio), and accreditations at all levels have the highest priority. SSC recently implemented My Academic Plan (MAP) and Platinum Analytics for course scheduling and room utilization. These resources/technologies are a strategic investment aligning IT, academics, and enrollment management and hold promise for streamlining and integrating processes and enhancing capabilities.

The Strategic Plan Key Performance Indicators, Outcomes, and Results Report provides detailed performance information for all six strategic goals of the College. Data are organized to provide summary results for key outcomes related to institutional effectiveness. Key Performance Indicators are benchmarked internally, state-wide, and nationally when available to provide historical context in support of evaluation and goal-setting. Select KPI's and term enrollment data are available to all employees via the Dashboard on the *my*starkstate portal along with the annual KPI report.

At the national and state government levels, SSC reports information concerning enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid through the Integrated Postsecondary Education System and the Higher Education Information system. Other governmental reports include crime statistics (Jeanne Cleary Act) and state or grant supported access programs (e.g. TRiO).

The faculty members of SSC view accreditation as a point-of-pride. SSC has a long history of positive reports and site visits across a variety of academic programs. Disciplinary/program level accreditations exist in the Business and Entrepreneurial Studies, Health and Human Services, Engineering Technologies and Information Technologies, and Education, Liberal Arts, and Mathematics divisions. College and program-level accrediting organizations require curricular evaluation and assessment of student competencies, as well as tracking of licensure and certification exam outcomes.

SSC administers a broad range of institutional surveys in support of assessment, advancement, marketing, and strategic planning. These instruments collect data on student engagement, satisfaction, employment, and other outcomes and are fully integrated with AQIP efforts.

Over the last several years SSC has devoted significant resources to information technology hardware and software. These include the Banner ERP system, ARGOS reporting tool, *my*starkstate portal, ANGEL Learning Management System, My Academic Plan (MAP), Platinum Analytics, CurricUNET, and other upgrades to classroom technology. Each upgrade represents a strategic investment for the future well-being of the College.

7P1 Instructional and Non-instructional Programs and Services
Computer Services, the Registrar, the Budget Office, and the Office of Institutional Research, Planning, and Assessment all provide data support to instructional and non-instructional programs and services. Departments require performance data to satisfy both external requirements (e.g. government, accreditation, and grant agencies) and for internal day-to-day operations. Data sources are selected on the basis of reliability and accuracy.

Data are selected for the following purposes:
1. Enrollment management data
2. Student Success data
3. Program level: day-to-day management information for academic programs and support services
4. External requirements
   a. Ohio Board of Regents
   b. Accreditation: program and College
5. Financial/Fiscal responsibility
   a. Classroom size
   b. Strategic staffing
   c. Course sections
6. Strategic Planning Goals
7. Support Learning Environment
8. Support for Grant Data
9. Space and location data
10. Community outreach program
    a. Community needs
11. Community Partnerships

Data in Banner are managed through assigned data stewards to ensure the integrity of the data. Each data steward is responsible for the data in their area (see Figure 7-1).

Data Steward	Banner Module
Registrar	Student
Dean, Financial Aid and Registration	Financial Aid
Director, Human Resources	Human Resources/Payroll
Comptroller	Finance

Figure 7-1: SSC Data Stewards

Data are distributed on the basis of the type of request and by administrative level. Department-level requests generally are only applicable to an individual department with limited additional distribution. Division-level requests typically emanate from a Dean's or Vice President's/Provost's office and may be shared with faculty, staff, or other College administrators. College-level data and information are most often produced at the request of College administrators and flow down the chain-of-command as needed. Many common requests have been addressed through the development of standardized ARGOS reports. Data may be distributed in "raw" form or as

formal written and/or presented reports. Data and reports are made available to SSC employees and the Board of Trustees on the *my*starkstate portal and to the public on the SSC website when appropriate.

7P2 Planning and Improvement Efforts
The strategic planning process at SSC supports system-wide continuous improvement, shared governance, and College-wide communication as ways to enhance overall organizational performance. Strategic planning, institutional effectiveness, and continuous improvement are accomplished through teamwork and collaboration among all members of the campus community, led by members of the Institutional Effectiveness Committee and other cross-component committees and teams. This process ensures broad-based stakeholder input at all levels. A multi-level review process for operational projects and institutional performance data support project planning and oversight.

The planning process is also supported by several key reports and surveys (see Figure 7-2). At the start of each multi-year planning cycle, an environmental scan is undertaken to assess the College's external environment.

*Core Component 5D: SSC continuously monitors organization performance through the strategic plan Key Performance Indicators Report and the KPI dashboard available on the *my*starkstate portal. The Indicators Report is updated every year or two and is continuously refined as new goals and data sources are developed. Executive Council reviews the goals and measures annually. The Office of Institutional Research, Planning, and Assessment produces the Indicators Reports and maintains the dashboard in conjunction with Computer Services. The dashboard KPI's include annual and term-level data, as well as "real-time" data on enrollment and FTE's.

Planning reports and data are shared with the College community. Data are presented to and reviewed by a variety of committees and work groups on campus. Performance data are distributed to AQIP Action Project committees as needed, as well as President's Cabinet and Cabinet standing committees. Planning data and reports are posted to the Web and the *my*starkstate portal with email notification to the campus community.

Instrument	AQIP Category	Cycle	Year	Term	Survey Population	Sample Size	Type	Coordinating office	Assessment of:
Student Evaluation of Instruction	1,7,8	Per Term	NA	NA	All students	All students	Paper/ Web	HR	Instructional effectiveness
Student Orientation Survey	1,3,7,8	Per Term	NA	NA	Entering students	All Orientation Attendees	Electronic	Advising & Engagement	Marketing and initial services satisfaction
Student Withdraw Survey	1,3,7,8	Per Term	NA	NA	Exiting Students	All Withdrawing students	Paper	Registrars	Reasons for withdraw
Graduate Employment Survey	3,7,8,9	Annual	NA	NA	Graduating students/ Recent Alumni	All Graduates	Paper/ Phone	Career Services	Employment outcomes
Support Services Effectiveness Survey	1,4,6,7,8	Annual	2013	Spring	SSC employees	all employees	Web	IR&P	Inter-office support
Culture and Infrastructure Survey	All Categories	Every three years	2013	Fall	SSC employees	All	Web	IR&P/ HLC Liaison	Action priorities for AQIP

Employer Satisfaction	2,3,7,8,9	Every three years	2013	Fall	Stark County Employers	NA	Paper/ Web	Career Services	Employer satisfaction
5 Year Graduates	3,7,8,9	Every three years	2013	Fall	Alumni	All 5 year Graduates	Paper	IR&P	Long term outcomes
CCSSE	1,3,7,8,9	Every three years	2014	Spring	Current Students	87 sections	Paper	IR&P	Student engagement
CCFSSE	1,3,7,8,9	Every three years	2014	Spring	Current Faculty	All faculty	Web	IR&P	Faculty engagement
ACT Student Opinion (Satisfaction)	1,3,6,7,8,9	Every three years	2014	Fall	Current Students	1100	paper/ web	IR&P	Student satisfaction
Employee Satisfaction Survey (Great Places to Work For)	4,5,6,7	Every three years	2015	Spring	SSC employees	approximately 700	Web	IR&P	employee satisfaction
Community Awareness Survey	3,7,8,9	Every five years	2017	Spring	Stark County Households	400	Phone	IR&P	Community awareness and satisfaction
Socio-Economic Impact Study	All Categories	Every five years	2014	Spring	NA	NA	NA	IR&P	Impact of College on community

Figure 7-2: Survey Matrix

7P3 Needs of Departments and Units
Individual department needs are determined via requests. Generally speaking, institutional level data is very well managed as evidenced by clean audits and accreditation reports. Divisional and departmental level requests for accreditation data are also met. Banner allows for enhanced self-service for many of these types of requests. Processes have been put in place or are under development to greatly enhance services and data management. Banner and the *my*starkstate portal support a culture of data-based decision-making.

The IT area is split between administrative and academic functions. Each area has its own computer system and complete support to meet the information technology needs of the College, including hardware and software.

Most of the data needs of SSC fall into one of the broad categories outlined below:
1. Governmental/External - IPEDS and organizations such as the Ohio Board of Regents (OBR) require data reports to comply with governmental rules, regulations, and laws pertaining to data reporting to ensure compliance with data storage and reporting standards. SSC also supplies external agencies with the appropriate records for audits relating to academic, student, or financial areas.
2. Accreditation – The needs vary according to the requirements of the specific accrediting organization (departmental, divisional, HLC annual reports, and College-level accreditation) and can include employment outcomes, exit survey results, self-study documents, and quality improvement reports.
3. Student Records - The Registrar's Office maintains confidential student academic and personal information as well as OBR and internal trend reports. The student record includes the application to the College, transcripts, registration, major, and graduation information.

4. Academic Data - Course, division, and College-level academic data such as course grade distributions and seat utilization data are maintained. Summary reports are provided for course, departmental, divisional, and College academic management and decision-making processes.
5. Financial - Business Affairs maintains the financial accounts for the College to provide accurate financial data for business management and external reporting requirements. The department creates several key reports including a Key Performance Indicators report, the HLC financial report, and the IPEDS financial report.
6. Personnel Information - In order to support effective staffing for College operations, HR and Payroll maintain the database for college personnel, including staff, faculty, and student workers.
7. Common Requests - ARGOS provides an efficient data query tool to support recurring data requests by departments and divisions.
8. Ad Hoc Requests - The Department of Institutional Research and Planning provides data support to Executive Council, divisional deans, and both academic and non-academic co-curricular departments. The information is used to support institutional decision-making processes, systems analysis, management, and student success.
9. SSC Portal - AQIP/Reports tab on the SSC portal contains links to selected Argos Reports, Strategic Plan information, and survey results.

7P4 Analyze Data and Information
*Core Component 5D: The Key Performance Indicators, Outcomes, and Results Report provides an update to College stakeholders on institutional outcomes and provides detailed feedback on KPIs for each strategic goal. The KPIs are a set of outcomes and performance statistics used to measure key aspects of College activity related to the Strategic Plan. The report also contains KPIs for Completion by Design initiatives. Annual performance data are evaluated relative to outcome goals. These goals are reviewed by the Executive Council each year and are developed by the assessment of a number of internal, state, and national-level benchmarks.

Strategic planning information and results are disseminated to the College community via a number of different communication vehicles. These include:
- Print copies and presentation of the Key Performance Indicators, Outcomes and Results Report to the Executive Council, Institutional Effectiveness Committee, President's Cabinet, and the Board of Trustees
- Print copies and presentation of the Dashboard (an "At-a-glance" update on KPIs) to the Executive Council, Institutional Effectiveness Committee, President's Cabinet, and the Board of Trustees. The Dashboard is also available on demand to faculty and staff in the AQIP/Reports tab of the *my*starkstate portal
- Ad hoc presentations to various stakeholder groups (e.g. Board of Trustees, Executive Council, Academic Affairs Council, and President's Cabinet) to provide for the presentation and explanation of reports/data related to institutional performance
- Research and strategic planning webpage to create and maintain a publicly accessible web-location for important research and planning documents
- The AQIP/Reports tab in the *my*starkstate portal provide the faculty and staff an internal web location for strategic planning documents and research (survey) results
- Stark State Insider, a listing of College-wide events and announcements, is posted on the *my*starkstate portal and e-mailed to College staff, faculty, and students to communicate topics of College-wide interest
- Campus-wide emails to all faculty, staff and/or students to provide for electronic communication of Institutional Research and Planning related information
- Semester College-wide President's Update meetings are held in which performance data is able to be highlighted and shared with faculty and staff

7P5 Determining and Selecting Comparative Data
Comparative data and information is collected, compiled, and disseminated to satisfy both internal administrative needs and external requirements, such as accreditation or to comply with government regulations. The Executive Council, in conjunction with Board of Trustees and President's Cabinet, determines the priorities of the College. The Strategic Plan provides an outline of the goals, key outcomes, and strategic projects of the College over a multi-year time period.

In additional to these data, we also engage in an external environmental scanning process. The scan provides data on external regional demographic and industry trends, as well as changes to the political and regulatory landscape that may impact the College.

The key criteria that we use to select comparative data sources are reliability and accessibility. Accordingly, most data sources are either state or federal government agencies. These include Ohio Board of Regents, Ohio Department of Education, US Department of Education, IPEDS, US Census Bureau, and US Bureau of Labor Statistics. A variety of other widely recognized and trustworthy data sources are also drawn upon, such as accreditation agencies and state and national professional organizations. Finally, as related to institutional surveys, we use instruments developed by several nationally-known organizations including Survey, ACT, CCSSE, and the Chronicle of Higher Education.

SSC maintains two key strategic benchmarking documents. The first, the Strategic Plan Key Performance Indicators, Outcomes, and Results Report, provides an annual status update of the Key Performance Indicators (KPI) of the Strategic Plan Goals, discussed in 7P4. The second, the Peer-Aspirant List, provides a list of institutions matched to SSC on the basis of both institutional and regional socio-economic demographic characteristics. The Peer-Aspirant List is used for the comparative analysis of program offerings and a number of student success outcomes (e.g. retention and graduation rates).

7P6 Ensuring Department Analysis Aligns with Goals
SSC ensures alignment of information and data analyses across organization levels through shared governance, cross-component committees, and work teams that regularly review data/IT needs and processes. Several committees meet on a weekly basis including Executive Council, Academic Affairs Council, and each academic dean with respective department chairs to discuss issues concerning their division and the College. Other committees meet twice per month or monthly, such as Institutional Effectiveness Committee, the Assessment Council, President's Cabinet, and President's Cabinet standing committees. Individual academic and non-academic departments meet as needed. The Assessment Council oversees both the Academic Program Review process and the assessment of student learning and student support services outcomes.

Information flows from both the top-down and bottom-up through the various College committees and work teams, wherein data, and information analyses, and needs are discussed.

Official Data	
Office	**Data Applications**
Financial Aid	Student financial aid, IPEDS/OBR Reports
Human Resources	Personnel data, IPEDS, and OBR Reports
Institutional Research	Institutional surveys, assessment data, inter-departmental data, IPEDS, and Strategic Planning Information
Registrar	Enrollment and graduation data, OBR Reports
Deans, Provost, Strategic Grants	Accreditation reports and grant applications
Unofficial Data	
All Other Offices/ Academic Departments	*For comparison -* e.g. enrollment and FTE snapshots
	Not for comparison - e.g. Ad hoc reports

Figure 7-3: SSC Data Sources and Applications

As outlined in Figure 7-3, a select number of offices are responsible for the management of official College data and external reports. Unofficial data reports for the day-to-day operation of instructional programs and support services

have been standardized and are available through ARGOS reports. Ad hoc reports may be generated via self-service through ARGOS or Banner or by request. The Banner Data Standards Committee works to ensure standardization of data elements in Banner. SSC also publishes student success data on the public website, as well as on the *my*starkstate portal. The AQIP/Reports tab on the portal provides internal access to a wide variety of reports and management data. Data used in support of assessment are available on the AQIP/ Reports tab and on the Faculty/Advising tab - for Academic Program Review.

7P7 Timeliness, Accuracy, Reliability, and Security
SSC continuously devotes significant time and financial resources into several IT infrastructure upgrades. These include the Banner ERP, the Luminus Portal, and ANGEL Learning Management software and other hardware or software infrastructure. As additional security and backup measures, we image all student information and financial aid documents, which are stored using OnBase and ApplicationXtender (Banner products). Data are also backed up off-site as well.

Banner is the world's most widely used collegiate administrative system for student, financial aid, advancement, and enrollment management. Banner uses the Oracle Regional Database Management System. It maintains records for the College admissions, registration, academic history, financial aid, space usage, finance, and HR information.

The *my*starkstate portal gives individuals personalized, 24 hour, seven day a week access to information and services previously limited by location or hours of operation. It integrates with Banner, so users can access the information and services they need through a single sign-on. The Luminus Platform functions as the foundation of a unified digital campus through a combination of portal features, enterprise applications, and infrastructure.

ANGEL Learning Management System provides web-based support for teaching and learning. ANGEL delivers access into key course metrics instantly at login. Academic performance and student activity are automatically assembled, quickly communicating behavior, participation, and performance with options to take immediate action.

ARGOS is a web-enabled reporting solution designed from feedback of Banner institutions utilizing Baseline, Operational Data Store, and Enterprise Data Warehouse. The result is a single, feature rich, user-friendly, and easily implemented tool. ARGOS effectively meets reporting needs from simple ad hoc queries to advanced dashboards and data cubes**.** ARGOS was designed so users can quickly access the information needed and in the formats needed.

The Help Desk Problem Tracking System provides the first line of technical support for the SSC campus computing community. It provides the campus community with the technical support and answers to technical questions. It is available by phone, walk-up counter, email, and online.

Security of the SSC's IT system is maintained through software, hardware, and other activities to deny unauthorized access to SSC data. We utilize levels of security authorization for confidentiality and compliance with FERPA regulations. Management of spam, viruses, and backup of confidential student and personnel records ensures the highest level of security.

7R1 Measures of Information and Knowledge
The Computer Services department developed an assessment process in conjunction with the Director of Institutional Research, Planning, and Assessment in 2012-13. The mission of the Computer Services Department is to provide access to information for SSC employees in support of the administrative functions of the College by maintaining administrative servers, network hardware and software, and the centralized computing system. The Computer Services department assessment focuses on three goals, each with multiple measures to ensure timely collection and evaluation of critical IT system performance measures. The measures include tracking software/reporting for seven server groups, seven applications, a replacement schedule for servers, tracking of hardware/software patches and upgrades, tracking of the percentage of system downtime each month, a survey of support services effectiveness with access and customer-service related items, feedback data from the Help Desk ticket resolution software, focus groups with employees, and case studies of major software installation/upgrade processes.

7R2 Organization's Needs in Accomplishing Its Mission and Goals

SSC has developed a systematic process for collecting and disseminating performance data and information for each strategic goal. The Director of Institutional Research, Planning, and Assessment in conjunction with Computer Services maintains the College Strategic Plan Dashboard (see Figure 7-4).

Measure - 2013	Benchmark	Benchmark Data	Current Goal	SSC Previous	SSC Actual	
Enrollment-Headcount	OACC	-3%	-5.00%	0.90%	-1.40%	🟢
Minority/Service Area Comparison	Nine County Region	14%	15.30%	23.70%	25.10%	🟢
Full-Time Retention Rate	OACC - IPEDS	48%	48%	45%	46%	🟡
Part-Time Retention Rate	OACC - IPEDS	40%	40%	42%	43%	🟢
Transfer Out Rate	OACC	6%	6%	6%	6%	🟢
Graduation Rate	OACC	10%	10%	7%	9%	🟡
Satisfaction Rate	SSC	90%	90%	95%	97%	🟢
Engagement Rate	CCSSE	70%	70%	24%	70%	🟢
In-Field Employment Rate	SSC	60%	72%	58%	66%	🟡
Licensure/Certification Pass Rate	Accreditation standards	100%	100%	90%	100%	🟢
Pct. Credit Hours Taught by FT Faculty	OACC	43%	43%	46%	48%	🟢
Cost/Full-time Equivalent Student	OACC	$7,573	$7,573	$5,855	$6,417	🟢
Grant Success - $/FTE Staff	CBD Cadre (Sinclair, Lorain, Stark)	$4.23	$4.23	$2.97	$5.85	🟢
Senate Bill 6 Rating	OACC	3.9	3.9	3.7	4	🟢

Figure 7-4: Strategic Measures Dashboard

The Dashboard details key annual and academic term measures of institutional effectiveness. The Dashboard is closely monitored by President's Cabinet, the Executive Council, and the Board of Trustees and is accessible by all employees on *my*starkstate. In addition to the Dashboard, an institutional surveys matrix was developed in 2008 and is periodically updated. The matrix details the linkage of every College-level survey to AQIP categories and contains other pertinent process management information, such as how often the survey is conducted, which department coordinates the survey, etc.

In support of the Strategic Plan, an annual Key Performance Indicators and Results Report provides further detail on results and trends for College performance outcomes. These measures are benchmarked internally, state-wide, and nationally where appropriate. The Executive Council also maintains an Operating Plan dashboard to track and assess progress on operational projects at SSC. Each project has an assigned Vice President(s) and the dashboard shows the current status of the project - proposal, authorization, or implementation phase as well as their connection to College Strategic Goals. Since implementation of the Operating Plan dashboard, thirteen projects have been completed, including opening of a satellite campus, an enrollment management plan, and an IT disaster recovery plan. The dashboards and reports are updated regularly, and faculty and staff are encouraged to access information to keep apprised of institutional progress in completing operational projects and accomplishing Strategic Goals.

7R3 Comparison of Results

In support of continuous quality improvement, SSC participates in a number of nationally benchmarked surveys (see Figure 7-2). The surveys are integrated into SSC strategic planning processes and are linked to AQIP Systems

Portfolio Categories. Several of these surveys and benchmarking reports are nationally recognized as best practices including CCSSE (see Figure 3-9), CCFSSE (see Figures 6-8 to 6-10), ACT Student Satisfaction Survey (see Figure 6-5), and The Chronicle of Higher Education's Great Colleges to Work For survey (see Figure 4-5). SSC has participated in each survey over the last three years as part of a systematic and comprehensive survey plan for the College.

7I1 Recent Improvements
SSC has completed a number of improvements related to Measuring Effectiveness. Improvements include:
- Completion of the first round of assessment for academic courses in spring 2013 (two year process).
- Implementation of Academic Program Review, which includes measures of program enrollment, retention, completion, transfer, and employment outcomes.
- The inclusion of multiple additional student and employee support services into the co-curricular assessment process, e.g. Physical Plant, E-Learning.
- The identification and tracking of Key Performance Indicators for the new Strategic Goal to Foster a culture of integrity and valuing people, e.g. Great Colleges to Work For survey.
- A Board of Trustees tab was added to the College Dashboard.

SSC has developed a systematic and comprehensive process for collecting key performance metrics that is continuously improved. Processes at SSC are designed to ensure that each stakeholder category (administration, faculty, staff, and students) is directly involved in determining targets and identifying specific processes needing improvement. The culture for improvement is such that targets and processes can be identified by each major group without these decisions being exclusively top down. A three-year cycle for Academic Program Review ensures that all academic programs at SSC will be evaluated. By clearly identifying the linkage between operational projects and strategic goals, the effectiveness of projects can be evaluated through SSC assessment processes and KPI tracking measures.

7I2 Selecting Processes and Setting Targets
Through shared governance and the focus on quality developed through participation in AQIP, the culture of SSC can be best described as collaborative. Faculty, staff, students, and administrators serve on the Standing Committees of President's Cabinet and typically on all operational and ad hoc College committees. Faculty and staff participation on AQIP Action Projects and Systems Portfolio Category Committees exceeds 250 unduplicated employees since 2006.

A number of infrastructure improvements have occurred over the last several years. The AQIP Culture and Infrastructure Survey was implemented to allow for the systematic gathering of employee feedback on potential AQIP Action Projects and to prioritize processes for improvement. As part of the 2012-13 Strategic Plan Update, a Values statement for People was developed along with a sixth Strategic Goal: to Foster a culture of integrity and valuing people. Six Strategic Objectives were also created and six Strategic Measures were identified to allow the College community to assess progress. These measures include participating in the Chronicle of Higher Education survey of Great Colleges to Work For and tracking the number of employees working toward higher level credentials and engaged in professional development. The Culture and Infrastructure Survey and the Great Colleges survey have been integrated into the SSC survey process and are linked to AQIP Systems Portfolio categories.

Executive Council sets the outcome targets for the Key Performance Indicators (KPIs) in the Strategic Plan Key Performance Indicators, Outcomes, and Results Report via analyses of multi-level performance benchmarks for each item. The President's Cabinet and the Board of Trustees monitor the status of operational projects and Key Performance Indicators via dashboards, the Strategic Plan KPI report, and various updates and presentations. Operational projects address deficiencies in meeting the KPIs which are all directly related to the Strategic Goals. AQIP Action Projects have addressed issues raised in past accreditation reviews and issues raised by the Systems Portfolio committees, Quality Checkup Visit, and Reaffirmation of Accreditation. Action Projects have been given top strategic priority as well. Priorities are also defined by divisional or departmental accreditation reviews and state and federal governing bodies including the Ohio Board of Regents and the US Department of Education. Results of strategic projects and initiatives are communicated through a variety of electronic and print media as well as through presentations. Key information is posted on the SSC website and portal, sent out in all campus emails, presented at the College update, posted via dashboards and reports, and regularly presented to the Board of Trustees, Executive

Council, President's Cabinet, College Staff Association, Faculty Association, and at other divisional/departmental venues.

Category 8: Planning Continuous Improvement
Includes Core Criteria 5A

Overview
Planning processes are designed to create an organization of strategic thinkers by reflecting the input of both internal and external stakeholders in decision making and action. SSC's Mission, Vision, Values, and Strategic Goals reflect the strategic thinking of these stakeholders. As such, SSC is well positioned to meet not only local community and business workforce development needs, but also its commitments to a variety of federal, state, and accreditation organizations. Through the strong positioning and development of a strategic thinking culture, SSC is making the transition from *aligned* to an *integrated* maturity level.

Several key commitments define the operating environment and culture of SSC. First, we are steadfast in our commitment to our core values: student-centeredness, high value, accessible education, community and business partnerships, stewardship, and people. Second, federal and state regulatory compliance and mandatory reporting provides for organizational stability. Third, the University System of Ohio has and will continue to influence funding and program development. Fourth, SSC has made a commitment to both College- and program-level accreditations.

A number of critically important constraints have and will continue to affect College planning processes. These include limitations on both financial and human capital, declining state support (over the long-term), and a significant change to The University System of Ohio funding model from enrollment growth to a focus on student success. While enrollment growth stretched the local labor market to its limits in some disciplines and core support areas over the last several years, implementation of The Affordable Care Act has altered and exacerbated staffing issues.

The key challenge we face is how to improve student success rates, from course pass rates to retention to completion rates. In an effort to respond to declining student success rates, SSC has taken steps to modify processes and policies impacting student outcomes. These include:
- Establishing an Access and Success Committee (Spring2011)
- Participating in the Completion by Design Grant (Fall 2011)
- Creating Argos reports for tracking course withdrawals (Spring 2012)
- Developing a KPI Dashboard for campus-wide use (Fall 2012)
- Updating the Enrollment Management Plan (Spring 2013)
- Implementation of My Academic Plan (MAP) software (Fall 2013)
- Development of the College Completion Plan (Spring 2014)

8P1 Key Planning Processes
SSC's planning process involves all College stakeholders, including our Board of Trustees. Our processes incorporate 1) an environmental scan, completed by an internal committee that identifies external opportunities and threats and provides a framework to develop our Strategic Plan; 2) the Strategic Plan that is reviewed at least every three years to affirm the Goals, Mission, Vision, and strategies and also lists the Objectives and Measures to achieve them; 3) the Institutional Effectiveness Committee manages the AQIP and strategic planning processes for the College; 4) the College Dashboard, viewable by all internal stakeholders, tracks Key Performance Indicator (KPIs) that measure performance against the measures tied to Strategic Plan objectives. It reflects Ohio Board of Regents Key Performance Indicators, as well as benchmark data from the Ohio Association of Community Colleges (OACC) and other national survey results, and is assessed monthly by the Board of Trustees; 5) 2010 Systems Appraisal, AQIP Culture and Infrastructure Survey, Quality Checkup Visit, and Reaffirmation of Accreditation. Figure 8-1 shows the stakeholder groups involved in the Strategic Planning Process.

Stakeholder Groups	Focus Groups	Survey Groups	Focus Groups
	2005-07	2007-10	2012 Update
Administrative Council	x	x	x
Administrative Services/Information Technology Division	x	x	x
Advancement/Student Services Division and President's Office	x	x	x
Alumni Council	x	x	
Business Affairs Division	x	x	x
Business & Entrepreneurial Studies Division	x	x	x
College Foundation	x	x	
Corporate Community Services Division	x	x	x
Academic Affairs Council	x	x	x
Extended Executive Council	x	x	x
Engineering Technology and Information Technology Division	x	x	x
Arts and Sciences Division	x	x	x
Public Services Division	x	x	x
Health Sciences Division	x	x	x
Minority Student Awareness	x	x	
Phi Theta Kappa	x	x	
President's Advisory Committee	x	x	
President's Cabinet	x	x	x
Student Focus Groups	x	NA	x
AQIP-Strategic Planning Steering Committee		x	x
Board of Trustees	x	x	x
Enrollment Management Team		x	x
Executive Council	x	x	x
Strategic Planning Team		x	x
Advisory Board/Committee members	x	x	
Community Representatives	x	x	

Figure 8-1: Strategic Planning Stakeholders

8P2 Short- and Long-term Strategies
The comprehensive all-College strategic planning process provides the input on important issues for SSC's long-term and short-term strategies. SSC also addresses OBR requirements, as well as guidance from the University System of Ohio. Numerous national surveys are also used to assess our performance, measure against benchmark data, and establish short term objectives to address shortcomings and opportunities. SSC integrates this information into our Strategic Plan via report review and administrative conversations about the identified opportunities and threats as part of the strategic planning process.

Internally, President's Cabinet is the chief planning and recommending body of the College, comprised of administrators, deans, department chairs, faculty, staff, and students. The Cabinet is a forum to discuss and resolve College-wide policies, procedures, issues, and concerns. Executive Council is the executive-level decision making body, which is an advisory group to the President. The Academic Affairs Council is the division-level decision making body that is an advisory group to the Provost and Chief Academic Officer. The Institutional Effectiveness Standing Committee provides oversight and management of College accreditation and AQIP Action Projects. SSC Standing Committees review and recommend College-wide policy issues. At the academic department level, Academic Department Advisory Committees/Boards are involved in reviewing and updating curriculum, program recommendations, marketing, and recruitment, as well as providing an important link between SSC and local business and industry.

For the 2012 update to SSC's Strategic Plan, the President conducted strategic discussions with approximately 300 students, faculty, and staff to review and revise the 2011-2013 Strategic Plan using the current version of the plan as the discussion agenda. Ten Strategic Plan update committee members assisted with the meetings, documenting and summarizing comments and identifying key themes. A subgroup of three committee members created a draft plan update, which was presented to the Board of Trustees at their annual retreat. A similar process has been utilized in prior updates and is planned for future strategy planning.

8P3 Key Action Plans
Key Action Plans include the following processes:
- The Strategic Plan, updated at least every three years, affirms the Mission, Vision, Values, Goals, and Strategies and list actions to achieve them. The Plan provides the criteria of judgment for any potential long-term and short-term strategy to support the vision.
- The Institutional Effectiveness Committee provides for oversight and management of the SSC accreditation process, including Action Projects.
- President's Cabinet functions as the chief planning and recommending agency of SSC and provides a forum to discuss and resolve issues.
- Through the Shared Governance Process, activities are authorized and progress is measured to achieve the strategic goals and outcomes.
- The Strategic Staffing Committee is charged with monitoring and amending staffing to assure proper staffing.
- The Faculty Association and College Staff Association serve as official channels of communication among members and between members and the administration.
- Academic Affairs Committee, comprised of the Provost and Chief Academic Officer, Academic Deans, and academic staff Directors, sets College projections for course offerings and enrollment.
- The College Completion Plan is designed to streamline the College's efforts in support of student success by following a continuum from Connection to Completion. It was aligned with the College's 2014-2016 Strategic Plan, Completion by Design initiatives, HLC Criteria for Accreditation, AQIP Systems Portfolio, Action Projects, Academic Affairs Operational Plan, and Enrollment Management Plan.
- The Facilities Plan ensures that space needs are being addressed as College enrollment increases, locations are opened, and new programs are developed.
- The Enrollment Management Plan provides a management framework to ensure that enrollment goals are met and key processes are followed and kept up to date.

8P4 Coordination and Alignment of Planning Processes, Organizational Strategies, and Action Plans
The implementation of a shared governance model and AQIP as our model of continuous improvement has been critical in the integration of our planning processes. We are active in addressing and integrating the entire College community. With the update of the 2011-2013 Strategic Plan conducted in 2012, SSC carefully cross-walked the Strategic Plan with AQIP and HLC requirements, confirming that the plan addressed the nine AQIP categories and HLC Criteria for Accreditation. See Figure 8-2.

Values	Student Access	Student Success	High Value	Community and Business Partnerships	Stewardship	Employees
Strategic Goals	Increase student access	Enhance student success	Continuously provide high value and quality	Build community, education, and business partnerships	Promote stewardship	Value our employees
Higher Learning Commission's Criteria for Accreditation Links	Criteria 1,2,3,4	Criteria 1,2,3,4	Criteria 1,2,3,4	Criteria 1,3,4	Criteria 1,2,5	Criteria 1,2,5
AQIP Systems Portfolio Category Links	Categories 1,3,9	Categories 1,3,6,7	Categories 1,5,7,8	Categories 2,3,5,9	Categories 2,5,6,7	Categories 4,5,6

Figure 8-2: Alignment of Strategic Plan and Accreditation

HLC Criteria for Accreditation:
1. Mission
2. Integrity: Ethical and Responsible Conduct
3. Teaching and Learning: Quality, Resources, and Support
4. Teaching and Learning: Evaluation and Improvement
5. Resources, Planning, and Institutional Effectiveness

Additionally, the Institutional Effectiveness Standing Committee increased its areas of responsibilities in 2012-2013 incorporating functions previously addressed by the AQIP-Strategic Planning Steering Committee. This allows key College planning processes and action plans to be administered through one body. There are numerous initiatives involving the planning processes, organizational strategies, and action plans. Action Projects are listed in the Strategic Plan, and a timeline was developed along with prioritization of AQIP projects from the System Portfolio and other priority projects (via the strategic planning process). The continuous improvement method provides direction for Executive Council, strategic planning, and AQIP processes. The synchronization of the processes is achieved through the implementation of the "Integrated Model of the Interrelationships between Strategic Planning, AQIP, Institutional Effectiveness, and Shared Governance" (see Figure 8-3).
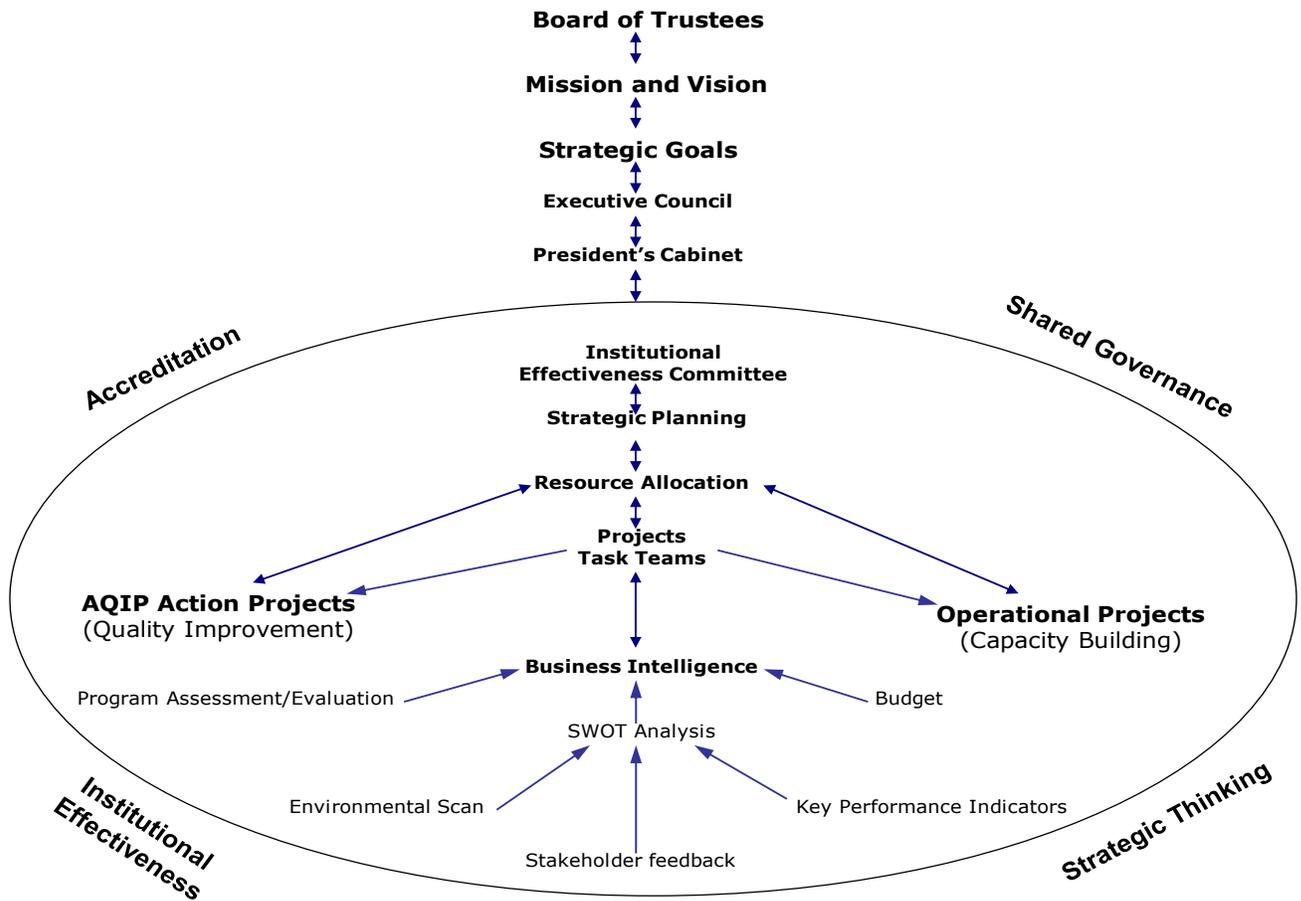
Figure 8-3, Integrated Model of the Interrelationships between Strategic Planning, AQIP, Institutional Effectiveness, and Shared Governance

8P5 Selecting Measures and Setting Performance Targets
Executive Council monitors attainment of strategic goals through the Key Performance Indicators, Outcomes, and Results Report. The Report contains multiple benchmarked measures for each KPI. The Executive Council reviews and sets performance targets for each outcome annually and also identifies new measures when needed. A peer-aspirant institution list is updated each year to ensure that the College is benchmarking against appropriate institutions as it grows and changes. The College Dashboard is used to visually depict the current status of key performance indicators. The College and Board of Trustees monitor organizational performance through the Strategic Measures Dashboard available on the SSC portal.

Measures are selected to provide multi-level performance benchmarks wherever possible. Strategic Planning and AQIP processes integrate continuous improvement reviews, survey results, SWOT analysis, and environmental scanning information to use as a foundation for goal, project, and objective planning. Survey tools gather key data from across all stakeholder groups important to SSC planning processes. The surveys include the Community College Student Engagement Report (CCSSE), the ACT Student Opinion Survey, and the ACT Alumni Survey, as well as others mentioned in Figure 3-7. The Environmental Scanning process is completed by an internal committee in conjunction with every Strategic Plan update. It is used, in conjunction with a SWOT analysis, to identify opportunities and threats in the environment that will provide a framework to set performance targets and objectives for our strategies and action plans.

8P6 Levels of Current Resources and Future Resources Needs
Core Component 5A: SSC utilizes comprehensive data for strategy selection and action plan implementation. A number of committees provide input into the planning processes, strategy selection, and resource allocation (see Figure 8-1). These committees incorporate the ideas, suggestions, and continuous improvement processes that assess the current and future resource needs. The Executive Council reviews the fiscal, human, facility, and technology resource needs while utilizing fiscal restraint and responsibility and available outside resources.

8P7 Assess and Address Risk
An environmental scan, in conjunction with a SWOT analysis, provides assessment of the internal weaknesses and external threats. Any identified issues are then addressed in the Strategic Plan. SSC manages risk through strategic planning and through shared governance by gaining input from all institutional stakeholders. Other activities include strategic retreats with the Board of Trustees and President's Cabinet meetings. SSC also has ongoing partnerships with community and advisory groups to gain external input. SSC has strategic plans for facilities and information technology, including disaster preparedness, emergency response, and staffing.

The Budget Director provides financial analysis and reviews potential budgetary impact. We use the Carver Governance Model in budget management and budget a percent of allocation, not reaching 100%. Over the last three years, the budget increased from $59.1 to $69.0 million, but SSC took on a $20 million debt in construction bonds. In addition, SSC paid for additional land and leasehold improvements in leased buildings at three satellite locations. SSC kept a reserve in proportion to overall budget growth and increased our investment in faculty and staff as a proportion to budget at 83.6%. We rent buildings instead of purchasing them, which gives the option of an exit strategy. SSC expanded through satellite projects to manage enrollment, and the expansion overall helps reduce economic risk. We have filled positions from within in support of succession planning.

8P8 Develop and Nurture Capabilities
SSC ensures that faculty and staff are able to address changing organization requirements through a comprehensive process of professional development. We have several plans and processes in place for the professional development of faculty and staff: a professional development plan, which complements the strategic staffing plan and supports professional development for current administrators, faculty, and staff equipping them to handle changes in organizational strategies; a strategic staffing process which identifies areas of need in response to the changes in program enrollment and additional instructional locations at the College; tuition reimbursement plans support degree attainment to help address changing accreditation and state requirements; ethics training for all employees; managers training for academic department chairs; and College-wide meetings and communications whereby the President gathers feedback from employees and informs the campus of changes to organizational strategies and operational plans.

In addition to these systems, SSC offers numerous computer software training sessions to keep employees up to date on technology and to train employees on new software. In fall 2013, we provided training to all faculty and staff advisors on MAP software. This software allows advisors to quickly assess student progress towards completion, a critical capability given changes to the subsidy funding model of the state of Ohio. Staff members in Financial Aid and Registration have been cross-trained to serve in multiple roles in the department. SSC also provides advisor training each semester and has cross-trained faculty advisors to be able to advise students across multiple disciplinary areas. SSC also has employees complete the Leadership Stark County and Leadership Summit County programs that provide training for new and prospective community board members. Service on community boards allows employees to interact with critical College stakeholder groups and to develop and maintain contacts with other community leaders.

8R1 Measures of Effectiveness
We use three primary universal tools to measure our planning systems. First, we confirm adherence to our strategic goals and initiatives, recognizing that our energies must be focused on the activities that support the College's Mission, Vision, and Strategic Objectives. Continued review of our actions at committee and other SSC meetings remind us to conform to our Plan. Part of the agenda at standing committee meetings is to ask and answer the question "What processes are we improving based on our decision?". Second, SSC has developed a Strategic Measures Dashboard and an Executive Council Operating Plan available on our portal that measures our performance against our own goals and national best-in-class standards, measures that also tie to our Strategic Plan. Finally, our strategic planning process has included our constituents' review of the prior plan and input for changes

since 2005. Each iteration of the planning process begins with review of the prior Plan and planning process and a SWOT analysis by hundreds of stakeholders.

At an operational level, the Institutional Effectiveness Standing Committee considers matters related to strategic planning, governance, accreditation, quality, and continuous improvement, including institutional process evaluation, assessment, efficiencies, and stewardship of institutional resources.

What are our planning systems?	Measures of effectiveness of the systems we collect and analyze regularly
Strategic planning process (AQIP-Strategic Planning Committee merged with IEC)	Our president reports on measures and actions to the Board of Trustees and the OBR, HCL, and other regulating agencies and to the College at updates, via e-newsletter and these stakeholders discusses effectiveness and continuing opportunities. Track performance via the dashboard on key performance measures.
Executive Council Operating Plan	Track completed projects. Track performance via the dashboard on key performance measures.
Annual Budget	We carefully follow and track our financial budget and explain any discrepancies to College/Board of Trustees.
Enrollment Management Plan	Are we accomplishing our enrollment goals?
Completion by Design Cadre Planning (Planning Year Process and Framework & Overview)	Cadre review and Gates Foundation review Student completion
Student Access and Success/Enrollment Management Committee	Student enrollment and completion Student satisfaction
Strategic Hiring Plan and regular meetings	Confirm appropriateness of current workforce at meetings, and make adjustments to plan and planning process.
Grants	Develop plans during grant application process and confirm action to plan during grant implementation.

Figure 8-4: Planning Systems and Analysis

8R2 Performance Results

The AQIP Action Project: Advancing, Communicating, and Celebrating our Quality Initiative Successes, is a current initiative in which a procedure for assessing the relative success of Action Projects and other initiatives, as well as celebrating that success, are being developed. The Project Committee has developed a survey template that can be adapted and delivered to primary stakeholders for individual Action Projects to provide a measurement of "success." Once an individual Action Project is deemed "successful," several options are being explored to recognize those involved with the project. Further, marketing will be developing and distributing a pamphlet (designed by the committee) listing current initiatives as well as those that have been successfully completed. The process developed by the Project Committee is not limited to the assessment of AQIP Action Projects, but can also be used to assess other "successful initiatives."

AQIP Action Projects	Completion Date	Outcomes as of 2013
Capitalizing on Information/Learning Resources to Foster Learning	August 2008	Digital Library established; Director and Asst. Director hired 2009
Assessment of Support Services and Support Departments (non-academic)	August 2008	Four years of data collected; Twenty-one different functional areas assessed

Consistency of Policies in Internal and External Publications, including the Web	September 2008	Policies and Procedures Manual reviewed; staff dedicated to long-term maintenance
Development of the Academic Assessment Template	February 2008	Multiple years of data collected; APR process underway
Development of a Systematic Process for Academic Program Review	November 2009	APR process pilot spring 2013, underway fall 2013, Assessment Council established
Improvement of the Academic Advising Process	December 2009	Multiple staff advisors hired; New and Returning Student Advising Centers; Connection Central
Student Success: Tracking of Transfer Students (Part A) and Career Goals (Part b)	September 2010	National Student Clearinghouse membership, transfer data part of APR
Implementation of the Associates of Arts and Associates of Science Degrees	May 2011	Ten AA program options; Five AS program options available to students
Improve the College-wide Employee Performance Evaluation Process	May 2011	Revision of performance evaluation forms to tie performance to College policies and procedures, Strategic Plan, and quality improvement efforts
Quilt Project: Academic Quality Woven into the Fabric of our College Culture	November 2012	AQIP Culture and Infrastructure survey implemented; quality related questions added to Standing Committee meetings and minutes
Process of Student Evaluation of Instruction	November 2012	Scantron Class Climate Software implemented; summer evaluations established (summer 13)
Getting to Know You: Acknowledging Employees as Central to Fulfilling our Mission	December 2012	People added as Strategic Value and Goal, outcomes and measures identified in 2012-13 Strategic Plan update
Initiating an Ongoing Program to Create and Support a Quality Workplace	September 2013	Training of all employees and Board of Trustee members on the Ohio Ethics Law and Related Statutes; Promotion of the Pillars of Character
Developing a Plan to Implement "Fast-Track" Career Enhancement Certificates	September 2013	Developing an internal matrix showing current certificate offerings and new offerings; determine the economic development priorities and high-growth industries to target for certification efforts

Figure 8-5: Completed AQIP Action Projects and Long-term Outcomes

8R3 Projections for Strategies and Action Plans
SSC completed fourteen AQIP Action Projects from 2008-2013 (see Figure 8-5) addressing critical learning, student support, and employee issues. Additional AQIP Actions Projects have been identified based on information gathered in the Quality Check-Up visit and Reaffirmation of Accreditation feedback.

AQIP Action Projects identified for 2012-14 include: Advancing, Communicating, and Celebrating our Quality Initiative Successes; Initiating an Ongoing Program to Create and Support a Quality Workplace; and Developing a Plan to Implement "Fast-Track" Career Enhancement Certificates.

In addition to Action Projects, we have a number of strategic initiatives underway which should be completed over the next 1-3 years. These include: Implementation of the College Completion Plan; implementation of the Strategic Enrollment Management Plan; Akron/Summit County outreach efforts (Akron City Schools Community Learning Centers, Barberton Satellite); opening of the new downtown Canton Satellite campus location; enhanced university partnerships to increase transfer rates; veterans outreach; student success initiatives (including retention, completion, and in-field job placement rates); curricular redesign - credit hour reductions in academic programs; development of additional co-op, service learning, and internship opportunities to improve in-field employment rates; and employee engagement efforts to improve employee satisfaction, sense of fairness, and accountability.

8R4 Comparison of Results
SSC's Strategic Plan, as a tool for planning continuous improvement, is measured for performance results on the Dashboard (see Figure 7-4). The Dashboard includes benchmark goals based on information from the Ohio Association of Community Colleges, Community College Survey of Student Engagement, and our Completion by Design Cadre.

SSC has worked with outside consultants and speakers in the past few years on student enrollment and completion goals. These consultants have provided benchmarking data about continuous improvement initiatives in their own states (Florida). Our participation in the Ohio Cadre for Completion by Design with Sinclair Community College and Lorain County Community Colleges has also allowed comparison with the Ohio Cadre colleges as well as colleges in North Carolina and Florida.

College administrative personnel are active on state of Ohio committees and peer groups, allowing the opportunity to share data and benchmark with other institutions individually or all Ohio public community colleges.

On Strategic Goals, SSC compares favorably on financial measures of continuous improvement and enrollment growth. We are focused on student success and completion, particularly where we fall below peer or aspirant institutions. The Dashboard and other standard reports are provided at President's Cabinet and to the Board of Trustees, which include information about other Ohio schools and other nationally-normed data.

8R5 Effectiveness of System
In 2012 SSC underwent a Quality Checkup Visit and was found to have met the Commission's requirements on all eight Federal Compliance Program Components. In the Recommendation for Reaffirmation of Accreditation, SSC was found to have met the Commission's requirements on all five Criteria for Accreditation with no follow-up needed for any Criterion. SSC has also completed fourteen Action Projects since beginning the AQIP process in 2008 and continuously maintains at least three active Action Projects.

SSC aligned AQIP with strategic planning and the University System of Ohio planning processes in 2012; AQIP was aligned with the College Completion Plan in 2014. All of our operational projects are mapped to a Strategic Goal so we can review their effectiveness. The progress toward meeting each goal is reviewed by Executive Council and the appropriate shared governance committee. Operational committees, task groups, and SSC departments also evaluate processes and data to determine the areas where improvements are needed. AQIP participation includes over 250 employees in unduplicated headcount over the last six years, as well as additional personnel involved in shared governance. SSC tracks participation in strategic planning focus groups and surveys to ensure representation of all stakeholders. Input from internal and external stakeholders in the decision-making process supports a climate of strategic thinkers and a culture of continuous quality improvement.

The linking of AQIP and strategic planning serves as a qualitative measure of our continuous improvement. Institutional effectiveness is reviewed at all levels in the organization. The Institutional Effectiveness Committee, which is a shared governance standing committee reporting to President's Cabinet, is charged with policy matters related to quality and continuous improvement. SSC plans, implements, and then follows-up with checks on areas that still need improvement. Lastly, any necessary changes to the plans for improvement are made.

The SSC community can monitor progress on operational projects through the Executive Council Operating Plan Dashboard and attainment of Strategic Goals through the Strategic Measures Dashboard. Both Dashboards are kept up-to-date and are available for all employees on the AQIP/Reports tab on the College portal - *my*starkstate. We also use the Dashboards as visual data displays of key performance indicators to provide warnings, action notices, next

steps, and summaries of business conditions. We have comparison data for more than five years for most measures. The Key Performance Indicators, Outcomes, and Results Report is a set of outcomes and performance statistics to measure key aspects of SSC activity related to the Strategic Plan as well as update SSC stakeholders on institutional performance.

The Stark State Board of Trustees reviews the Strategic Measures Dashboard on a monthly basis and the KPI report yearly to evaluate organizational performance. The Board of Trustees approved the College Completion Plan. The SSC Executive Council functions as the implementing and executing body and meets weekly to review operational projects. The President's Cabinet meets monthly and functions as the chief planning and recommending agency that provides a forum to discuss and resolve issues of concern to the entire College.

8I1 Recent Improvements
SSC has developed and updated the Strategic Plan continuously over the last twelve years (2002-2005, 2005-2007, 2007-2010, 2010-13, and 2014-2016 Plans). The President of the College convened a series of cross-component focus groups to provide input for the 2012-13 Update to the Strategic Plan. An External Environmental Scan is completed by a group of faculty subject-matter experts as part of the process of updating the strategic plan. The College Strategic Plan is fully integrated with AQIP processes and is aligned with the College Completion Plan. Multiple Key Performance Indicators, Outcomes, and Results Reports for the College Strategic Plan have been completed since 2008, with the most recent Report completed in fall 2013. The KPI Report is reviewed in detail by the President, Executive Council, and the Institutional Effectiveness Committee. KPI Reports are posted to the College portal for all employees to access and review.

Institutional surveys and reports are systematically reviewed and updated continuously. There is strong central administration support for the continued enhancement of planning processes and infrastructure and utilization of strategic data. Long-term planning and use of outcomes data at the departmental level is increasing across the College. SSC participated in the National Community College Benchmarking Project (NCCBP) for the first time in 2012-13, which will allow us to assess various processes and identify additional areas for improvement.

The AQIP-Strategic Planning Committee was merged with the Institutional Effectiveness Committee in fall 2012. Rotation of Committee members along with broad-based participation of faculty and staff in AQIP and strategic planning processes serves to enhance familiarity with and utilization of planning processes and data. The Assessment Council was convened in fall 2012. The Council is comprised of a representative group of faculty, staff, and administrators and provides oversight for both learning outcomes and student services assessment. The Council is also responsible for oversight of the Academic Program Review reporting process. The Director of Institutional Research, Planning, and Assessment serves as the Assessment Council liaison to the Institutional Effectiveness Committee, effectively linking operational data and results to strategic planning and AQIP processes. The shared governance process was reviewed and updated in 2014. In addition, the Policies and Procedures Manual is being reviewed, rewritten, and streamlined.

To date fourteen AQIP Action Projects have been completed. Action Projects identified for 2012-13 include: Advancing, Communicating, and Celebrating our Quality Initiative Successes; Advancing Academic Assessment; Transforming Financial Aid to Help Students Reach Academic Success; and Implementing an Honors Program to Enhance the Educational Experience.

8I2 Selecting Processes and Setting Targets
With internal and external stakeholders encouraged to provide input to the Strategic Plan since 2007, SSC has created a culture of inclusion in planning processes. Employees also have opportunities to provide input about quality improvement initiatives at All-College Updates, Faculty and Staff Association meetings, Academic Affairs Committee meetings, and other less formal events.

Our 2012 AQIP Quilt Action Project, with the theme of weaving quality into the fabric of our culture, presented a visual quilt highlighting the Systems Portfolio and those who dedicated themselves to creating it. SSC's annual Faculty/Staff retreat, Focus Day, and other internal professional development activities allow faculty and staff opportunities to discuss key initiatives and opportunities for enhancement.

SSC utilizes a model of shared governance where open standing committee meetings create a forum for idea-sharing, communication, and feedback. There are other formal methods in place to gather input from all stakeholders, such as systematic reviews at President's Cabinet, Executive Council, Institutional Effectiveness Committee, Academic Affairs Committee, and the Board of Trustees.

We conducted the Great Colleges Survey For survey for the first time in spring 2012 as well as the Support Effectiveness Survey, both of which are employee surveys that allow us to systematically gather feedback from employees on key College processes and satisfaction. In spring 2013 we conducted the AQIP Culture and Infrastructure Survey for the second time. This survey allowed us to assess the culture for improvement and identify processes employees thought needed improved. We also gather feedback prioritizing potential Action Projects.

Category 9: Building Collaborative Relationships
Overview
Since the adoption of AQIP, SSC has taken several steps to enhance Category 9: Building Collaborative Relationships. The process of building collaborate relationships is a multifaceted, *aligned* to *integrated* process. First, we create relationships through contract agreements, articulations, curriculum, grant partnerships, and Memorandums of Understanding. Second, we build relationships through continual participation at all stages including performance reports and evaluations. Third, we prioritize the organizations based on which relationships best meet Goal 4 of SSC's Strategic Plan, which is to "Build Business, Education and Community Partnerships."

SSC utilizes formal and informal interactions with business, education, and community partners in the region to build collaborative relationships. Representatives from educational partnerships as well as private and public employers serve on Advisory Boards/Committees and provide information on industry and employment career needs. SSC ensures the varying needs of educational and community relationships through guidance generated from boards, committees, advisory councils, surveys, and accrediting bodies with which the College collaborates. In addition, SSC creates relationships between and among departments based on the outcomes of institutional research, planning surveys, and feedback from a variety of focus groups comprised of students, faculty, and staff.

SSC collects and analyzes surveys with components that are designed to measure some aspect of relationship building. SSC measures the number of employees working toward higher degrees, engaging in professional development activities, and providing formal performance evaluations for self-improvement. Improvements in articulation agreements and collaborative relationships are continually evaluated. We assess our current status by conducting College-wide advisory committee/board meetings within the designated program areas and gather feedback from the business community that currently employs or may employ our students and graduates. Our goal is to review articulation agreements annually and develop new agreements as new programs/certificates become available within the institution. By collecting and analyzing relevant data, SSC continues to create, maintain, and build collaborative relationships that benefit the College, students, and our partners.

9P1 Educational and Other Organizations
SSC creates, prioritizes, and builds relationships through formal and informal interactions with regional business, education, and community partners. We create these relationships through contract agreements, articulations, curriculum, grant partnerships, and Memorandums of Understanding. We prioritize educational partnerships based on which relationships best meet Goal 4 of SSC's Strategic Plan, which is to Build Business, Education and Community Partnerships. All stakeholders can submit ideas, suggestions, and requests that are communicated to the appropriate department within the institution for further dialog with the Executive Council, who decides on what proposals are submitted to the SSC Board of Trustees for approval. Strong partnerships in key areas are vital to support and promote the mission of SSC. These partnerships are listed in the Appendix A and include: Public Education (K-12), Higher Education, Government, Economic Development, Community, Business, and Resource Development partnerships. College-wide partnerships are prioritized by faculty, staff, and administration.

In July 2011, the Ohio Department of Education and the Ohio Board of Regents released an RFP in order to develop six regional Tech Prep/Program of Study (POS) support centers in Ohio. In August 2011, the proposal submitted by Kent State University (KSU), The University of Akron (UA), and Youngstown State University (YSU) was funded with the goal of providing all Tech Prep/POS support for the East Central Region of the state. Through this joint venture, the four institutions (SSC being the 4th partner) have come together in a unique partnership with the goal of

supporting students, teachers, counselors, and administrators. The main purpose of the collaboration is to create meaningful articulation agreements with local secondary high schools and Career Technical Planning Districts. As this partnership grows, we look forward to increasing the number of college graduates in Ohio.

SSC currently has a dual enrollment Memorandum of Understanding (MOU) with over 45 local school districts. Memorandums of Understanding currently serve students from nine counties including Stark, Carroll, Wayne, Summit, Mahoning, Portage, Tuscarawas, and Ashland. The MOU's outline the responsibilities and funding arrangements pertaining to dual enrollment courses taught at the high school site. SSC's Director of Outreach has ongoing communication with high school superintendents and curriculum directors. These communications include:

- An annual MOU review, which is when adjustments to MOU's are made.
- Quarterly update meetings/site visits with all superintendents and high school curriculum directors to monitor progress.
- High school administrators meeting once a year to present their best practices.
- SSC faculty meeting once a semester with dual enrollment faculty to participate in professional development and networking.
- On-boarding new partners in dual enrollment.
- Teleconferences and webinars hosted by the Director of Outreach and interested high school administrators, introducing them to the dual enrollment program.
- The Director of Outreach and department chairs assisting the high school administrators with identifying qualified faculty who have the required credentials.
- Developing the MOU with the new dual enrollment partner.

Stark State College originally developed Early College High School in 2005 in partnership with the Stark Education Partnership, the Canton Teachers Union, and Canton City Schools. The Early College High School Steering Committee meets quarterly and drives the mission of the Early College High School. There is also a Design/Curriculum Committee, which is a working team with 15 members from SSC academic divisions, Canton City Schools, and the Stark Education Partnership. This team has been working on streamlining degrees offered at the Early College High School. The Director of Outreach for SSC and the principal of the Early College High School are the bridge between both committees. Early College High School follows a co-teaching model with one high school teacher and one SSC faculty member. This model has helped make the Early College High School very successful as it promotes collaboration and has received national recognition for outstanding graduation rates.

9P2 Educational Institutions and Employers Who Depend on Our Students and Graduates
SSC's Strategic Plan is created, prioritized, and built through formal and informal interactions with business, education, and community partners in the region. Representatives from educational partnerships as well as private and public employers serve on Advisory Boards/Committees providing information on industry and employment career needs. In addition, Goal 4C specifically promotes collaboration and entrepreneurial activities with business partners. Partnerships most directly related to the mission such as community need, program accreditation, and response to established partnerships receive top priority. For some partnerships, SSC develops a Memorandum of Understanding (MOU) to formalize the relationship of the partners and define their respective roles and responsibilities.

The Career Development Office collects statistics on the number of graduates obtaining employment or continuing on for further education, as well as related salary information. This information is communicated through the Annual Graduate Status Report which is broken out by degree fields. Our key business and industry relationships are further enhanced by the Career Development Office. Several services and activities give employers access to our alumni and students including College Central Network, mock interviews, on-campus employer interviews, and Stark County Collegiate Job Fair.

College Central Network is an on-line job board that connects employers with alumni and sophomore level students seeking job opportunities related to their course of study. 3,437 employers, 2,407 students, and 2,187 alumni are currently registered users of this SSC service. Since its introduction in 2005, 3,917 jobs have been posted on College Central Network. Figure 9-1 shows the growth of College Central Network.

Year	Number of Registered Users		
	Employers	Students	Alumni
2005	518	48	152
2006	1023	94	252
2007	1532	200	416
2008	1930	675	790
2009	2107	1135	1150
2010	2142	1345	1215
2011	2814	1814	1758
2012	3304	2342	2064

Figure 9-1: College Central Network

Employers have been volunteering their time since 2002 as participants in the on-campus mock interview program. The program gives students the opportunity to practice and hone job interview skills prior to an actual interview. At the same time, this mutually beneficial program gives employer volunteers the opportunity to assess the participating soon-to-be graduate students. At present, 71 professionals/employers are active participants. Employers are invited to conduct actual job interviews on campus. The Career Development Office announces these interviews and accepts student appointments. Over 78 employers have participated in this event.

The Stark County Collegiate Job Fair is an annual event, now in its 24th year, and hosted by a consortium of five institutions in the local area. Kent State University, Malone University, the University of Mount Union, and Walsh University partner with SSC in producing this event. Divisional job fairs are also conducted in conjunction with the Career Development Office. Examples include the Information Technology Division hosting an employer fair of twelve employers seeking full-time, part-time, and internship positions for students and alumni as well as the Health and Human Services Division hosting a job fair for students of health programs to connect with area employers including hospitals, medical and dental offices, labs, temporary placement services, and home care services.

Since 2003, SSC has been hosting a two-day Graduate Fair designed to connect soon-to-be graduates who wish to continue their education with colleges, universities, and military organizations. We now hold a fall and a spring Graduate Fair to meet the needs of our students. The Graduate Fair is offered in conjunction with the College Store's distribution of graduation caps and gowns in the highly visible student center. We are reaching out to students and graduates by providing career development information, alumni information, and transfer information. Attendance at the event is increasing each term based on an increase in the number of graduates. The University System of Ohio initiative has facilitated the transfer of students to and from SSC, thus assisting in meeting the goals of educational institutions that depend on our graduates.

SSC is taking the lead on development of our region's oil-and-gas industry by convening a meeting of key stakeholders. Representatives of new companies locating to the area as well as local companies involved in the oil-and-gas industry are members of the Advisory Committee. The goal is to understand and respond to educational and training needs of the industry. The Stark Development Board, the Canton Regional Chamber of Commerce, and other community leaders also meet with the Advisory Committee with the goal of having one meeting that assists the entire community with responding to and addressing the needs of the emerging oil-and-gas industry. In addition to SSC College leaders, business and industry representatives comprise the Advisory Committee.

SSC is also responding immediately to the employment needs of the oil and gas industry partnership with the ShaleNET Grant. The grant supported a recruitment, training, placement, and retention program to help provide the gas industry with a ready and well-trained local workforce for occupations that are in high demand. Education partners in this grant include Westmoreland County Community College, Eastern Gateway Community College, and

Pennsylvania College of Technology. New programs and certificates are being developed and implemented in credit and noncredit educational training.

9P3 Organizations that Provide Services to Our Students
SSC's Strategic Plan supports creating, prioritizing, and building relationships with the organizations that provide services to our students. SSC has created relationships with external organizations that lead to SSC student access, success, and completion. SSC's process for communicating services that are available to students includes a Student Activities Fair attended by internal and external service providers, student clubs providing information about their services and the student club's external relationships, and communications of all services through electronic and print media. This process aligns with Goal 2C of the Strategic Plan, which is to continue to enhance student orientation and student life engagement. SSC assesses and evaluates student needs using surveys, a suggestion box, faculty and staff recommendations, and student feedback. The information obtained is used to prioritize services for students. Advisory committees/boards, academic partnerships, libraries, Interfaith Campus Ministry, child care, counseling services, and community agencies are examples of services that have been prioritized for students.

Advisory committee/board members, established for academic programs, are selected to represent their professional expertise in their field, both public and private sectors, and communities and organizations of interest. These advisory committees offer input and suggestions as to SSC's initiatives and projects that would better serve the students to be successful in meeting their goals. SSC is responsive to advisory committee/board input especially in the areas of program development and assessment, facilities development, curriculum change, and career development services.

There are over 290 academic program partnerships, created by deans, department chairs, and/or faculty that meet the unique needs of the programs and their students. Accreditation requirements, student professional and career development, clinical placements, externships, service learning opportunities, competitions, guest lecturers, and other program requirements or enhancement initiatives are key examples.

SSC students have access to two library systems: The Learning Resource Center, which is co-located on the Stark campus of Kent State University, and the SSC Digital Library. The Digital Library has digital access 24 hours a day. Both libraries are staffed with professional librarians available to provide library services for SSC students, research support, and assistance to faculty and staff in the selection and acquisition of program- or course-related references and journals. They also assist in creating web pages designed for specific SSC programs and students. Use of on-site resources and access to OhioLink are other important services available to students.

Interfaith Campus Ministry (ICM) is an outreach of the Youngstown Catholic Diocese and is a partnership between SSC and the Kent State University-Stark Campus. Its purpose is to serve the spiritual needs of students, (along with faculty, staff, and administration) of SSC and KSU- Stark Campus and exists to provide a "safe and caring place." ICM also serves as a link between the campus and area religious congregations or volunteer service organizations. Each campus is staffed by a minister from ICM. SSC's Campus Minister provides support and facilitates services for our students including emergency assistance, referrals, and support for SSC students; faith-based counseling and spiritual guidance; reflection rooms; prayer services: September 11th, Ash Wednesday, and Cadaver Services; Interfaith Symposium, which provides information about various religious traditions; the Rock Bible Club, which offers scripture study, prayer, singing, and fellowship; and community service opportunities.

In addition to the ministry, Interfaith also directs the Interfaith Campus Ministry Preschool and Childcare Center, which is located across from SSC in the John Knox Presbyterian Church. The Center's directors work thoughtfully with students who may be able to only afford limited care during the specific hours they are in class. Countless students have been helped to complete their programs while the Center provides a safe and caring environment for their infant through age six children and latchkey programs for children under age ten. Department of Jobs and Family Services may offer Interfaith Campus Ministry preschool vouchers for eligible students.

Counseling Support Services offered to students include:
- Individual counseling sessions available to assist students with a wide variety of personal concerns including self-esteem, family conflict, loss and grief issues, adjusting to life's challenges, relationship problems, eating disorders, physical and/or emotional abuse, domestic violence, assessments and intakes.

- SSC's intervention services assist the College administration, faculty, and staff in the support of our students' academic and personal success. Services include referrals to community agencies; crisis planning and intervention with faculty and staff; training for faculty and staff to recognize and assist students in need; classroom assistance as requested, such as meetings with instructors and classroom observations; and campus wide, awareness-raising activities. All counseling services are free, confidential, and available by appointment.

SSC's Student Support Counselor maintains and builds relationship with community organizations in order to provide referrals to appropriate services. Some of the agencies the SSC Student Support Counselor commonly uses for referrals are Community Services of Stark County, YWCA of Canton; Homeless Hotline, Crisis Intervention and Recovery Center, Quest Recovery and Prevention Services, Phoenix Rising Behavioral Healthcare and Recovery Inc., and Coleman Professional Services.

9P4 Organizations Supplying Materials and Services to Our Institution
SSC builds good relationships with high quality and high value suppliers for purchases that do not exceed the bidding thresholds, which includes the vast majority of our professional services. Additionally, the College is a member of the State of Ohio Cooperative, which hosts a broad range of vendors, purchasing opportunities, and multiple styles of contracts. This allows us to select the best companies that fit our economic model of sensitivity to price, customer service, maintenance contracts for equipment, miscellaneous items that require on-site service contracts, and a RFP process for sole source products, such as software. This process is designed to build value-based relationships with many key vendors and businesses. By building value-based relationships and standardization on products that are high dollar-volume, our Purchasing Department has contributed to the fiscal well-being of the institution and the administrative streamlining that is needed for the efficient and effective operation of each department.

Ohio laws mandate specific purchasing requirements for construction, renovations, and improvements that exceed $50,000 and to printed materials that exceed $5,000. Certain professional services, such as hiring auditors and architects, also have some mandates in state law relating to how they are selected. Beyond that, the Board of Trustees is responsible for establishing policies for all other purchases. The policies of the Board of Trustees state that "goods," including supplies, costing $10,000 or more will be competitively bid by the Purchasing Department with department chairs' assistance. Inter-University contracts, State of Ohio contracts, General Services Administration Pricing, and Cooperative Agreements may be used in lieu of competitive bidding. Printed materials costing $5,000 or more will be competitively bid by our Purchasing Department with department chairs' assistance. Professional services costing $25,000 or more are also competitively bid by our Purchasing Department with department chairs' assistance. Exceptions are established in law for cooperative purchasing agreements with other governmental agencies and institutions, including the Inter-University Council, the State of Ohio Department of Administrative Services Cooperative Purchasing Program, the Educational and Institutional Co-op, and the Stark County Schools Council of Governments. There are many contracts available from these sources that are widely used at the College.

For certain items, such as computer equipment, office supplies and furniture, the IT Department and Purchasing Department have developed standards over time to maintain consistency throughout the College. These purchases are almost always under a contract. We have standardized on Dell and HP products, Office Max for office supplies, a local dealer for Steelcase furniture, National Office for refurbished furniture, Cartridge World for toner and ink, a local dealer for KI furniture, and a local dealer for American Seating. We extended our special arrangements for office supplies to the students. They can get our pricing at Office Max with a program card. This provides a strong tie between local business, students, and the College. We also have the same arrangement with Cartridge World.

Specific departments who research and use the products and services we purchase are able to tell us who they want us to include on our list of potential bidders when we send out bid solicitations. Departments may consult with community partners to seek out services that enhance the higher education experience for students. Advisory committees/boards provide input to programs regarding the latest practices as well as budget issues that impact programs. The departments keep track of who has provided them with good service and good overall value. All vendors who request to be included on future bid lists are included as a matter of good public policy.

Preferred vendors, selected by our Purchasing Department and Information Technology Department, are chosen based on price, service, and overall value to the College. When departments are choosing preferred vendors, we believe they are looking at price and/or convenience. Purchasing will almost always challenge the departments' request for a specific vendor if it is believed that convenience was the determining factor. This is a function of the Purchasing Department, and is in the best interest of a public institution for fiscal and accountability reasons. Occasionally, our Purchasing Department will "qualify" products from multiple vendors. Copy paper is a good example. For this commodity, we have determined that the quality must be tested prior to allowing vendors to participate in bids.

Preferred vendors will typically not change much from year to year unless there is a breakdown of the relationship with the company. The three categories of change agents for preferred vendors are decline in product quality, increase in cost, and loss of customer.

9P5 Interactions with Educational Associations, External Agencies, Consortia Partners, and the General Community
The Strategic Plan 2011-2013 Goal 4: Build Business, Education and Community Partnerships supports and values the creation of relationship building with educational associations, external agencies, consortia partners, and the general community. SSC's business, education, and community partnerships provide a catalyst for outreach to provide additional opportunities for student access and success. We create these partnerships based on the evolving needs of our students and of our local economy. Relationships are created via participation in association events, memorandum of understanding with educational associations, partnering for grant opportunities, and hosting advisory committees/boards for our education divisions. We continue to build these relationships based on the needs of our students and business partners, prioritizing based on the goals set in the strategic plan. For example, the partnerships driven by our Oil and Gas Advisory Council have helped prioritize the education and training needs of the growing oil and gas industry in the area. The Oil and Gas Advisory Committee consists of business leaders, workforce development agencies, chambers of commerce, and education partners. Select goals of the Council are to identify specific skill sets needed by the oil and gas industry; develop partnership opportunities with community, education, Workforce Investment Board, and industry; determine how community can support the industry; explore grant and funding opportunities; outreach to community, state entities, and impacted business to provide insight on how development is impacting them; and identify and predict jobs.

Other examples of partnerships with education associations, external agencies, consortia partners and the general community include conversations with the president, Employment Source, educational associations, and SSC Foundation Board.

Conversations with the President, is an opportunity for key small groups of members of the local community to interact with and visit SSC. Members of the Foundation Board invite select community business leaders and community members to campus for interaction with the President; informational sessions about the campus, Vision, and Mission of the College; and opportunities for collaboration with the institution.

Employment Source include involvement in advisory groups, economic development initiatives, and free weekly career development training. The Employment Source also partners with SSC in many grant programs and grant opportunities that provide funds for educational training for our students and community members.

Educational associations: Partnerships with American Association of Community Colleges, the Ohio Association of Community Colleges, Ohio Board of Regents, and the Ohio Association of Two-Year Colleges are developed in order to provide policy recommendations, professional development opportunities, and educational resources for SSC's students, faculty, staff, and administration. SSC provides facilities for these entities to conduct educational meetings and workshops. In 2013, SSC hosted the Ohio Board of Regents monthly meeting, which was open to the public as an educational forum. In addition, SSC organized and hosted the 2013 OATYC annual educational conference for two-year colleges in Ohio.

Stark State College Foundation: The Stark State College Foundation is committed to providing resources to help SSC accomplish its mission of providing accessible, quality associate degree programs, training, and lifelong education in a diverse and supportive learning environment. The Stark State Foundation exists to bridge the gap between the needs and resources of the College. The non-profit, tax-exempt corporation was established in 1986 to

attain funds to provide assistance to SSC students who would like to enhance their lives through education and training. The Foundation supports the College in areas that are not supported by taxes, tuition, or grants.

As a 501(c) 3 organization, the Stark State College Foundation is managed by Board of Directors comprised of business and community leaders. They oversee the Foundation's fund-raising and investment management to ensure that donors' interests are always met. In addition, they ensure they work closely with the College President and Executive Director of Advancement and the Stark State College Foundation to ensure that SSC has the resources it needs to accomplish its mission and serve students.

The Foundation creates a climate that encourages personal and academic growth by offering a variety of programs to meet the needs of our changing world. In reaching out to meet the varied needs of our student population, the Stark State Foundation encourages charitable giving by the private sector. Individuals, corporations, foundations, and service organizations that choose to invest in the Foundation have a number of giving options: provide funds for scholarships that can be named for a business, foundation, or individual; establish a memorial – a gift in honor or in memory of a friend or loved one; donate special equipment to enhance student education in a particular degree program; and naming SSC as a beneficiary in a will, trust, insurance policy, or annuity.

9P6 Ensuring Partnership Relationships Meet Needs
SSC ensures the varying needs of educational and community relationships through guidance generated from boards, committees, advisory councils, surveys, and accrediting bodies with which the College collaborates. Meeting minutes provide evidence of these relationships as well as the outcomes that are generated based on Goal 4: Business, Education, and Community Partnerships of the strategic plan. Examples of these partnerships are as follows: Board of Trustees, President's Advisory Committee, Program Advisory Committees/Boards, Tech Prep/East Central Regional Center, The Stark State College Foundation Board, Stark State College Alumni and Friends Association, and Alumni Advisory Council.

Multiple surveys present feedback from the community, College, and alumni, such as the Graduate Employment Survey, Community Awareness Survey, Employer Satisfaction survey, and Five-Year Graduate Survey. Program accreditation reports offer ongoing review of relationships with accrediting bodies.

9P7 Building relationships and assuring integration and communication between and among departments
SSC embraces a culture of relationship building, integration, and communication within and between all areas of the College in order to achieve effectiveness and consistency in organizational processes.

We create relationships between and among departments based on the outcomes of institutional research, planning surveys, and feedback from a variety of focus groups comprised of students, faculty, and staff. These outcomes define and generate the types of initiatives that will best support the goals of our strategic plan.

SSC builds relationships and assures communication and integration across departments and units by encouraging continual participation in the vast array of college-supported activities such as the ones listed below.
Building Relationships
- BRIDGE (Building Relationships Integrating Divisions and Generating Excellence) professional development activities: JOLT (Joining Others Learning and Teaching), Focus Day, Best Practices Workshops, and Annual Faculty and Staff Retreat
- Faculty orientation: New full-time and adjunct faculty members receive orientation
- Faculty best practice seminars: The objectives are to provide teachers with innovations and ideas to improve teaching and to create a more wide-reaching academic community of teachers.
- Faculty Association: Communication, shared governance representation, advocacy, professional development, and social connection among faculty members
- College Staff Association: Communication, shared governance representation, professional development, and social connection among staff members
- Department Chair meetings: Educate and mentor new department chairs; communicate information across departments
- Student Forums: Began in 2011-2012 under the direction of the Student Government Association, open forums are designed to address student concerns
- Student Clubs: Clubs are designed to support student engagement and co-curricular activities

- Student Leadership Academy: Student Leadership Academy is designed to help students develop valuable skills future employers are looking for including communication, motivation, goal setting and presentation skills

Integration and Communication
- Semester Start-up Week: College, division, and department level meetings are scheduled prior throughout the semester
- SSC Mobile (Stark State mobile app for iPhone and Android): SSC Mobile helps all employees stay connected to SSC and provides the latest campus news, upcoming events, videos, and the course catalog.
- Internal Communications (Campus wide) include *The Insider,* department newsletters, meeting minutes, President's Cabinet, shared governance process, *my*starkstate portal, Communicator instant messaging, @*StarkState* President's and Provost's newsletter, SSC Foundation, SSC Alumni Advisory Council, SSC Alumni and Friends Association, Faculty Association, College Staff Association, and email.
- Social Media / Professional Networking Media: Twitter, Facebook, Linkedin, and StarkState YouTube Channel serve as social media communication sources
- President's Updates: College-wide information and discussion forums for faculty, staff, and administrators to keep abreast of current topics at the College
- ANGEL Training/Updates: eStarkState uses a blog, Twitter, Facebook, email, and announcements for communicating updates. Training is done through ANGEL courses, face-to-face at Departmental meetings, and through scheduled training.

9R1 Measures of Building Relationships
One of our strategic goals is to foster a culture of integrity and value of people. Among the strategic measures of the goal are activities to build collaborative relationships internally and externally. SSC measures the number of employees working toward higher degrees, engaging in professional development activities, and providing formal performance evaluations for self-improvement. SSC collects and analyzes surveys with components that are designed to measure some aspect of relationship building. Examples include the Employer Satisfaction Survey, Five-Year Graduates Survey, Community College Survey of Student Engagement, Community College Faculty Survey of Student Engagement, and Stark State College Community Awareness Survey.

One example of the survey results is the 2011 Employer Satisfaction Survey, which is designed to measure the satisfaction level of employers that have hired multiple graduates from SSC over the past two years. This survey assesses the reasons for hiring, the overall preparedness and performance level of the hires, and the probability of future hiring of SSC graduates. Overall, SSC graduates are prepared and performing at levels expected with the percentages showing 97% employer satisfaction with performance and 3% unknown. Based on an employer's experience with SSC graduates, 100% of employers (89% without hesitation and 11% with hesitation) are likely to employ additional graduates in the future, which is a 3% increase from the 2008 Employer Satisfaction Survey (see Figure 9-2).
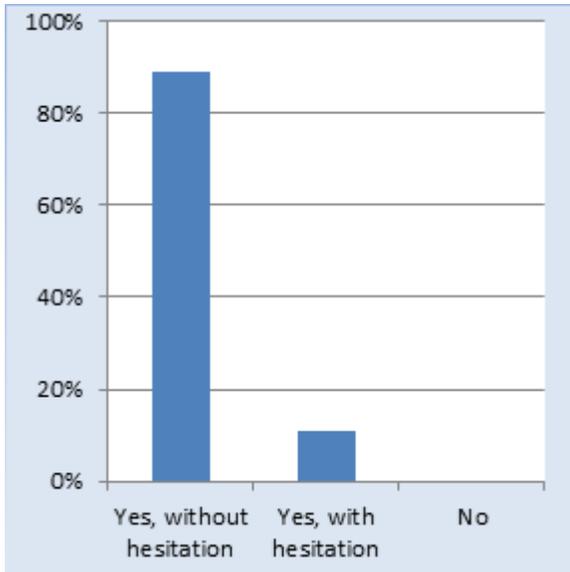
Figure 9-2: Response to Employing SSC Graduates

In addition, community agencies and/or businesses evaluate SSC's practicum and internship experiences. The number of posted internships in academic year 2010-11 exceeded 100 positions and has increased to over 200 posted internship positions for the academic year 2012-13. The employers provide feedback to faculty and the Career Development office regarding strengths as well as opportunities for improvement in these programs.

Additional measures of relationship building are collected and analyzed according to the type of relationship. Examples include the number and diversity of partnerships with educational, community, and business organizations; Career Development Office measurement of participation by employers, students, and alumni; academic program affiliations; and faculty and staff members' participation in SSC activities designed to assure integration and communication between and among departments.

9R2 Performance Results in Building Relationships
The SSC Strategic Plan 2011-2013, Goal 4 is to Build Business, Education, and Community Partnerships. Figures 9-3 and 9-4 provide examples of strategic goals the College has developed to measure our partnerships.

Academic year	2008-09	2009-10	2010-11	2011-12	2012-13
# of Internships	67	65	101	132	175

Figure 9-3: Number of internship and co-ops available to students annually

Academic year	2008	2011
Employer Satisfaction with SSC graduates	95%	97%

Figure 9-4: Percentage of employers satisfied with SSC graduates

The number of grants received in 2010-11 ($8.9 million) increased by 49% in 2011-12 ($13.3 million), largely due to a $10 million grant from the state of Ohio to build an education center in downtown Canton that would focus on programs for the burgeoning oil and gas industry. New partnerships developed over that time included development of the Stark State College and Timken Company Technology & Testing Center; creation of a Community Sustainability Partnership project with the Herbert W. Hoover Foundation; and participation in the Bill and Melinda Gates Foundation's Completion by Design project.

The SSC Foundation conducts annual internal and external fundraising campaigns. Employee participation in the 2012 Faculty and Staff Annual Fund increased over the previous year by 75% to an overall employee participation rate of 62%. Funds received through this campaign are designated for student scholarships, College projects, and

instructional resources. In addition, through the 2012 Community Annual Fund, five new scholarship endowments were established.

The SSC Institutional Surveys Administration Matrix defines all of the internal and external surveys designed to assist the College with measuring our performance (see Figure 7-2). Examples of these surveys include Student Evaluation of Instruction, Community College Survey of Student Engagement, Employer Satisfaction Survey, Employee Satisfaction Survey, Stark State Community Awareness Survey, Five-year Alumni Survey, Socio-Economic Impact Study, Great Colleges to Work For Survey, Socioeconomic Impact (SEIM) Study, and Career Development Annual Graduate Status Reports. The results of these surveys are posted on *my*starkstate portal AQIP/Reports tab for all employees to view.

9R3 Comparison of Results
The SSC Strategic Plan 2011-2013, Goal 4, which is to Build Business, Education, and Community Partnerships, has resulted in the creation of relationship building with education associations, external agencies, consortia partners, and the general community. The results of these partnerships is the catalyst for developing new curriculum and degrees offered. The number of Dual Enrollment students increased by 26% during the 2011-12 academic year. SSC is the third largest Dual Enrollment provider when compared to all two-year institutions in the State of Ohio.

As a result of SSC's collaboration within the East Central Tech Prep Regional Center, Figure 9-5 compares the performance results of articulation agreements created collaboratively with secondary educational institutions.

Institution Name	Number of Articulation Agreements for Secondary Career and Technical Programs
Stark State College	257
University of Akron/Summit	158
Youngstown State University	127
Kent State University	320

Figure 9-5: Performance Results of Articulation Agreements

9I1 Recent Improvements
SSC's strategic Plan supports advancing existing partnerships and building new partnerships. Examples of new collaborations are listed below.

- The Ohio State University Partnership Articulation Agreement which allows a SSC student completing an Associate of Arts or Associate of Science degrees to be admitted to the OSU as a junior level student. Stark State College, according to Dr. E. Gordon Gee, the former President of The Ohio State University, is "the front door to the American dream."
- The Northeast Ohio Council of Higher Education and the Northeast Ohio Medical University are giving consortium members the opportunity to apply for twelve positions in the Pharmacy School at Northeast Ohio Medical University. SSC students with 72 hours of completed coursework and a score of at least 75% on their PCAT are guaranteed an interview at the Pharmacy School.
- SSC partners with The University of Akron and Lorain County Community College to offer massage therapy at Midpoint Campus Center. SSC will offer both massage therapy certificates and degrees at Midpoint. While Lorain County Community College offers associate degrees and certificates, it does not have a massage therapy program. SSC is supplying all needed equipment.
- Additional manufacturing partnerships include Bridgestone, Akron Global Accelerator, National Tooling and Machining Association, Manufacturing Advocacy and Growth Network (MAGNET)

Articulation agreements and collaborative relationships with SSC partnerships are continually evaluated to identify areas of improvement. We assess our current status by conducting College-wide advisory committee/board meetings within the designated program areas and gather feedback from the business community that currently employs or

may employ our students and graduates. Our goal is to review articulation agreements annually and develop new agreements as new programs/certificates become available within the institution.

As a result of the statewide Tech Prep collaboration, each postsecondary institution is working with all partners within the East Central Regional Center to provide more opportunities for students by aiding in remediation activities to ensure college readiness. SSC has increased secondary partnerships by 40% across the region by providing opportunities for students to obtain college credits while in high school.

9I2 Selecting Processes and Setting Targets
As a part of Goal 4 of the Strategic Plan, our Strategic Objectives are to increase service learning, co-op, internship, practicum, and related opportunities for students; increase dual enrollment, transfer courses, program articulation and other pathways with educational partners; promote collaboration and entrepreneurial activities and business partners; and to create signature/vanguard programs in new and emerging technologies. SSC measures these objectives through completion rates (retention, graduation, transfer, and placement), private fundraising, scholarships, economic impact, number of internships and co-ops, articulation agreements, participation in corporate and/or non-credit offerings, Employer Satisfaction Survey, and Community Awareness Survey. These measurements set the targets for improved performance results in building collaborative relationships. A few examples include the creation of the new position of Executive Director of Workforce and Economic Development; the creation of the Business and Entrepreneurial Center; the relocation and upgrading of the Downtown Canton Satellite Center; and the collaborative relationship established with The Timken Company in the creation of the Wind Energy Research and Development Center.

Appendix A
Key Partnerships

Public/Private Education Partners

Akron Public Schools
All Northeast Ohio High Schools with Automotive Programs
Alliance High School
Ashland High School
Barberton High School
Buckeye Career Center
Canton City Schools Canton City ACT (Adult Education)
Canton South High School
Carrollton High School
Central Catholic High School Canton
Chippewa High School
Cuyahoga Valley Career Center
Dalton High School
East Canton High School
East Central Regional Tech Prep Center
Education Enhancement Partnership
Fairless High School
GlenOak High School, Canton, OH
Green High School
High School Initiatives in STEM Disciplines
Hoover High School (Project Lead the Way-Fuel Cells)
Jackson High School
Kent Roosevelt High School
Lake High School, Uniontown, OH
Louisville High School
Maplewood Career Center
Marlington High School
Massillon City Schools
McKinley High School
Minerva High School

New Philadelphia High School
North Canton City Schools
Northwest High School
Ohio Department of Education
P – 16 Compact
Perry High School
Plain Local Schools
Portage Lakes Career Center
Polaris Career Center
Ravenna High School
Rittman High School
R.G. Drage Career Center
Sandy Valley High School
St. Thomas Aquinas High School
Stark County Education Partnership
Timken High School (Project Lead the Way)
Tuslaw High School
U.S. Department of Education
Wayne County Schools Career Center
Waterloo High School
Waynedale High School
West Branch High School
Wooster High School

Higher Education Partners

Ashland University
Central State University
Cuyahoga Community College
Eastern Gateway Community College
Enterprise Ohio Network (53 campuses)-project ended 2009
Ferris State University
Franklin University
Kent State University
Kent State University at Stark

Kent State University at Tuscarawas
Lakeland Community College
Lorain County Community College
Malone University
Sinclair Community College
The Ohio State University
The Ohio State University ATI-Wooster
Tiffin University
Tri-State College
University of Akron
University of Mount Union
University of Phoenix
University of Toledo
Walsh University
Youngstown State University
Zane State College

Government Partners

City of Alliance
City of Barberton
City of Canton
City of Massillon
Federal Department of Defense
Federal Department of Education
Federal Department of Energy
Federal Department of Labor
Job & Family Services
National Science Foundation
Ohio Board of Regents
Ohio Department of Development
Ohio Department of Education
Ohio Rehabilitation Services Commission
Ohio Small Business Administration
Ohio State Board of Education

Economic Development, Community Partnerships, Business Partnerships, and Resource Development

3D Services
AC Delco TSS
Akron Global Accelerator
All Ohio Academic Team Advisory Council
Allen Aircraft
Alliance Area Development Foundation
Area Churches and Religious Organizations
Area Civic Organizations
Ariel Corporation
Associated Builders & Contractors
Atmosphere Annealing
Blind & Sons
Bridgestone
Canton Country Day School Board
CISCO
Cleveland Punch
Colfor Manufacturing
Corporate and Community Services Training Partners
Dell
Diebold
Electron Microscope connection to Ohio Supercomputer Center
ellucian (formerly SunGard)
Family Economic Services
First Energy
Formtech
GE Money
Gerstenslager
Greater Cleveland Automobile Dealers Association
Haiss Fabripart
Hewlett Packard
HP Products
IBEW Local 540

Independent Repair Facilities
Institute for Education and the Arts Board
Jobs Ohio Regional Office
Junior Achievement
K-Company
Lauren Manufacturing
Leadership Stark County
LockHeed Martin
Luk
M.K. Morse
MAGNET (Manufacturing Advocacy and Growth Network)
Mentoring Network of Stark County
Multicultural Development
National Tooling and Machining Association
Norfolk/Southern Railroad
NORTECH
North Canton Economic Development Task Force
Northeast Ohio Council of Higher Education (NOCHE)
Ohio Association of Community Colleges
Ohio Department of Development Services
Ohio Fuel Cell Coalition
Oil and Gas Advisory Committee
One Community Credit Union
Pioneer Tool
R.L. Deppman
Rolls Royce
SGS Tools
Stark County Area Chambers of Commerce
Stark County Auto Dealers Association
Stark County Regional Development Board
Stark Development Board
Stark Tuscarawas Labor Management Council No longer in existence /funding ended 06/30/2011

Technology Management Inc.
Timken Research
United Grinding
United Way Agency Review
United Way Board of Stark County
United Way Business Advisory Committees, etc.
Viking Forge
VITAC Corporation
Workforce Investment Association (WIA) Board