

Student Success. COTC is committed to helping students achieve academic goals by improving learning and student support.

1. To support students' academic success, COTC has identified in the college's Completion Plan strategies to increase the number of degrees and certificates awarded to students. Ohio legislation requires each public college and university to prepare a campus completion plan and to update these plans every two years. Completion plans provide a continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials. COTC's completion plan is available at <https://www.ohiohighered.org/campus-completion-plans>. Graduation and retention rates and degrees and certificates awarded are as reported to Integrated Postsecondary Education Data System (IPEDS).

	COTC 2015	COTC 2016	COTC 2017	2024 Goal	Ohio Technical*
FT Student Retention Rate	46%	45%	53%	60%	61%
PT Student Retention Rate	42%	47%	39%	40%	35%

Retention rates are defined as the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall

** Based on Fall 16 to Fall 17 averaged over Ohio's Technical Colleges not including COTC.*

	2013 Cohort	2014 Cohort	2015 cohort	2024 Goal	Ohio Technical
3-year Graduation Rate	14%	17%	17%	25%	26%

Graduation rate is the number of full-time, first time degree/certificate seeking students completing their program within 150% of normal time to completion.

	COTC 2016	COTC 2017	COTC 2018	COTC Goal	Ohio 2-Yr w similar enrollment
# Degrees awarded	502	449	465	>500	397
# One year certificates	58	44	89	100	78
# Short-term certificates	35	39	52	75	116

2. COTC is committed to a culture that embraces the value of diversity. Learning is significantly augmented when students are exposed to a wide range of perspectives, especially those that challenge their own views in positive ways, enabling them to grow intellectually, to respect others from whom they are different, and to broaden their experiences and enjoy a higher quality of life. Diversity can spark creativity and enrich the lives of students who graduate ready to excel in a multicultural world. The different experiences and backgrounds of college faculty, staff, and students contribute to a lively academic environment and create a healthy, stimulating atmosphere for learning. Percentage of racial and ethnic minorities (REM) of faculty and staff as measured from autumn IPEDS reporting.

	COTC 2016	COTC 2017	COTC 2018	2023 Goal	Service Area
Overall	7.3%	8.1%	7.7%	8.4%	Svc Region = 8.4%
FT REM Instructional Staff	6.3%	6.0%	8.1%	8.4%	Licking = 10.6%
PT REM Instructional Staff	8.8%	10.2%	7.6%	8.4%	Coshocton = 4.3%
REM Non-Instructional Staff	5.8%	5.6%	7.7%	8.4%	Knox = 4.7%

3. Improving the quality of instruction leads to better student outcomes. As with any organization, faculty need support, guidance, and resources to achieve and maintain high levels of teaching effectiveness, and faculty development to help faculty learn about new evidence-based teaching approaches plays an important role in improving teaching practices. Increasing the number of our full-time faculty utilizing professional development funds aimed to improve instructional/teaching effectiveness contributes to students' achievement and success.

	COTC 2018	2021 Goal	Ohio Technical
% of FT faculty utilizing professional development funds	50.8%	70%	N/A

Institutional Growth. COTC is committed to increasing institutional growth and stability through efficient program, enrollment and fiscal management.

Enrollment & Program Management—

1. Student body demographics.

	Fall 2017	Fall 2018	Fall 2019	COTC Goal	Ohio 2-Yr w similar size expenses
Student headcount	3,479	3,442	3,552	4,200	4,032

	2015-16	2016-17	2023 Goal	Benchmark
% of COTC CCP students matriculating directly from high school graduation to COTC	5.8%	4.1%	10%	N/A

	Fall 2015	Fall 2017	Fall 2019	COTC Goal	Ohio 2-Year Colleges
% of COTC student population that are adult students (age 25 or older)	39.4%	28.8%	28.1%	30%	35.2%
Headcount	1,406	1,001	978	1,250	1,050

	COTC 2016	COTC 2017	COTC 2018	COTC Goal	Service Area
Student body diversity	17.5%	18.7%	17.8%	>15%	Svc Region = 8.4%

Racial and ethnic minority percentage by service county: Licking = 10.6%, Coshocton = 4.3%, Knox = 4.7%

2. The Workforce Development Innovation Center (WDIC)) provides customized contract training to improve the skills of the workforce for business and industry.

	FY2017	FY2018	FY2019	COTC Goal
# customized training contracts	10 (2016)	7 (2017)	10 (2018)	15
Increase/decrease in net assets	(\$142,717)	(\$120,659)	(\$86,092)	\$0

Fiscal Management--

3. The composite score is the primary indicator of fiscal health. The composite score equals the sum of the assigned viability score multiplied by 30%, the assigned primary reserve score multiplied by 50%, and the assigned net income score multiplied by 20%. A composite score of or below 1.75 for two consecutive years would result in an institution being placed on fiscal watch by the state. The highest composite score possible is 5.00.

	FY2017	FY2017	FY2018	COTC Target
Composite score	4.6	5.0	4.8	4.0 or greater

4. Community support has and continues to be a cornerstone to the college's viability. Philanthropic support is total dollars raised including gifts that come directly to the college, those that are made to the Newark Campus Development Fund (NCDF) for the benefit of COTC, and COTC's portion of cost-shared gifts made to NCDF. Total dollars raised includes annual giving, capital campaign, endowed gifts, and planned gifts.

	FY2017	FY2018	FY2019	FY20-24 COTC Target
Philanthropic support	\$240,930	\$4,297,604	\$3,191,090	\$6M
Pataskala renovation				\$2M*

The \$6M philanthropic support total includes the \$2M in support of the Pataskala renovation.

5. Progress on the construction of the Alford Center, the Pataskala renovation project, the development of the new facilities master plan, Framework 2.0 and new programs, and the addition of new technical academic programs.

Collaborative Culture. Promote a culture of collaboration and build a college community that values diversity and mutual respect.

COTC uses the Ruffalo Noel-Levitz employee satisfaction survey to measure employee satisfaction. The survey uses a scale range from: 1 = “Not Satisfied at All” to 5 = “Very Satisfied.” The college administers the survey in odd numbered years.

1. Employee satisfaction is a measure at COTC that asks faculty and staff to, “Rate your overall satisfaction with your employment here thus far.”

	COTC 2013	COTC 2015	COTC 2017	COTC Goal	National Public 2-Year (2017)
All Employees	4.03	3.99	3.7	3.85	
FT Faculty	4.0	3.88	3.27	3.85	3.85
PT Faculty	4.0	4.05	3.84	3.85	
Staff	4.08	4.08	3.8	3.85	

2. The 2017 administration of the employee satisfaction survey revealed a level of dissatisfaction expressed by the faculty with regard to communication between the faculty and the administration. The spirit of teamwork and collaboration at the institution was identified as another area of dissatisfaction with faculty and non-cost shared staff.

	COTC 2013	COTC 2015	COTC 2017	COTC Goal	National Public 2-Year
Faculty satisfaction with communication between faculty and administration	3.46	3.0	2.63	3.0	3.06
The spirit of teamwork and cooperation					
Faculty satisfaction	3.46	3.0	2.63	3.0	3.06
NCS staff satisfaction	3.19	3.61	2.66	3.0	3.06

3. The population has become increasingly diverse in our institution and our communities. To succeed in our multicultural society, institutions must value the differences of our diverse population, respect employee and student’s individuality, and maintain a climate whereby everyone is treated with dignity. The following items from the employee satisfaction survey serve as measures of our efforts towards building a college community that values diversity and fosters mutual respect.

	COTC 2013	COTC 2015	COTC 2017	COTC Goal
Faculty and staff in my department generally respect each other	4.12	3.91	3.98	4.0
I am personally treated with respect at this institution.	4.06	3.95	3.79	4.0
Institutional personnel welcome employees from all backgrounds	4.27	4.12	4.10	4.0

4. Research indicates that employees who feel appreciated and are shown signs of gratitude can be up to 50 percent more productive. Additionally, appreciated employees have higher morale and satisfaction, leading to lower rates of turnover. A culture of appreciation leads to an environment conducive to collaboration and productivity. Feeling valued and recognized is measured using the following Ruffalo Noel-Levitz survey item:

	COTC 2013	COTC 2015	COTC 2017	COTC Goal	National Public 2-Year
This institution consistently follows clear processes for recognizing employee achievements	3.45	3.32	3.06	3.5	3.13

Operational Effectiveness. Aim for the most efficient use of resources and optimal alignment of processes to improve institutional effectiveness, deliver consistently high quality and provide exceptional services.

1. First time pass rates for graduates from programs with licensure, certification and/or registry requirements serve as an indicator of instructional effectiveness.

	2016	2017	2018	COTC Goal	Benchmark/Threshold
NCLEX-RN	87%	91%	92%	National threshold	2018 Benchmark = 83.88%/ threshold = 95% of yr end national
NCLEX-PN	82%	86%	84%	National threshold	2018 Benchmark = 81.63%/ threshold = 95% of yr end national
Radiologic Tech	100%	100%	100%	90%	75% threshold
Surgical Tech*	70%	39%	26%	70%	70% threshold
Diagnostic Med Sonography**	92%	85%	100%	85%	60% threshold
Police Office Basic Training	100%	100%	100%	90%	70%
NREMT Basic	77%	65%	57%	70%	70%
NREMT Paramedic	50%	55%	100%	70%	70%
Fire Fighter I	86%	92%	85%	85%	75% state
Fire Fighter II	100%	100%	100%	90%	75% state

*- Certification not required for employment.

**- Percent of graduates earning a credential within one year of graduation.

2. Accreditation is the gold standard indicator of institutional and programmatic quality and of our commitment of continuous improvement. Maintaining good standing with programmatic accreditors serves as the measure of operational effectiveness and quality. Required activities over the life of the framework plan are outlined below.

Activity	Academic Program	Accrediting Agency
<u>Due in 2020--</u>		
Fall site visit	Nursing Technology (Associate Degree)	Accreditation Commission for Education in Nursing
Re-approval	Nursing Technology (Practical Nursing)	Ohio Board of Nursing
Full reaffirmation	Emergency Medical Services (EMS) Technology	Commission on Accreditation of Allied Health Education Programs and State Department of Public Safety
<u>Due in 2021--</u>		
Interim report	Radiographic Technology	Joint Review Committee on Education in Radiologic Technology
Self- study	Human Services Technology	Council for Standards in Human Services Education
Comprehensive review	Engineering Technology	Technology Accreditation Committee of the Accreditation Board for Engineering and Technology
Re-approval	Nursing Technology (ADN)	Ohio Board of Nursing
<u>Due in 2022--</u>		
Comprehensive review	Fire Science Technology	International Fire Services Accreditation Congress
Site visit	Culinary Science Technology	American Culinary Federation Education Foundation Accrediting Commission
Comprehensive review	Surgical Technology	Commission on Accreditation of Allied Health Education Programs
<u>Due in 2024--</u>		
Comprehensive review	Early Childhood Development Technology	National Association for the Education of Young Children
Six-year review	Central Ohio Technical College	Higher Learning Commission

Operational Effectiveness (Cont'd)

3. Measures of effectiveness in raising awareness of and maximizing collaboration between COTC and Ohio State Newark; in building relationships to promote advocacy, enhance state financial support, ensure positive public perceptions and support fundraising, and of new marketing strategies.