

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

- 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 2020	COTC 2021	COTC 2022	2024 Goal	Ohio Technical*
FT Student Retention Rate	46%	46%	55%	60%	51%
PT Student Retention Rate	47%	48%	43%	40%	40%

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 20 to Fall 21 averaged over Ohio's Technical Colleges not including COTC. Zane State did not report retention data.*

	2017 Cohort	2018 cohort	2019 cohort	2024 Goal	Ohio Technical
3-year Graduation Rate	24%	30%	28%	25%	25%

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 2020	COTC 2021	COTC 2022	COTC Goal	Ohio 2-Yr w similar enrollment
# Degrees awarded	458	406	344	>500	327
# One-year certificates	135	98	74	100	57
# Short-term certificates	74	188	175	75	117

- 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 2020	COTC 2021	COTC 2022	2023 Goal	Service Area
Overall	7.5%	7.6%	6.3%	8.4%	Svc Region = 8.4%
FT REM Instructional Staff	8.6%	9.1%	9.3%	8.4%	Licking = 10.6%
PT REM Instructional Staff	10.1%	9.7%	8.2%	8.4%	Coshocton = 4.3%
REM Non-Instructional Staff	4.1%	5.2%	3.4%	8.4%	Knox = 4.7%

- 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 2019	COTC 2020	COTC 2021	COTC 2022	2021 Goal	Ohio Technical
% of FT faculty utilizing professional development funds	54.2%	32.2%	5.4%	24%	70%	N/A

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

Enrollment Management—

1. Student body demographics.

	Fall 2020	Fall 2021	Fall 2022	COTC Goal	Ohio 2-Yr w similar size expenses
Student headcount	3,042	2,636	2,581	4,200	3,110

	2019-20	2020-21	2021-2022	2023 Goal	Benchmark
% of COTC CCP students matriculating directly from high school graduation to COTC	3.7%	3.1%	3.4%	10%	N/A
<i>Past years revised to reflect data updates.</i>					

	Fall 2015	Fall 2019	Fall 2020	Fall 2021	Fall 2022	COTC Goal	Ohio 2-Year Colleges
% of COTC student population that are adult students (age 25 or older)	39.4%	27.9%	30.9%	29.9%	26.0%	30%	42.7%
Headcount	1,406	967	940	787	672	1,250	836

	COTC 2020	COTC 2021	COTC 2022	COTC Goal	Service Area
Student body diversity	23.2%	23.0%	28.4%	>15%	Svc Region = 8.4%

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

Fiscal Management--

2. 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.

	FY2020	FY2021	FY2022	COTC Target
Composite score	4.6	5.0	5.0	4.0 or greater

3. 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.

	FY2020	FY2021	FY2022	FY20-24 COTC Target
Philanthropic support	\$2,816,217	\$1,959,115	\$1,571,942	\$6M*
Pataskala Renovation	\$0,	\$0	\$0	\$2M

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

Data restated to include NCDF gifts previously not included.

Program & Facilities Management—

4. Planning for the \$12M Pataskala Campus expansion was completed in Feb. 2023, and we are currently working with the State of Ohio to fund this project. New academic programs include Expanded Functions Dental Auxiliary, Unmanned Aircraft Systems (Drone), Supply Chain Management AAS and short-term certificate, CIT short-term certificate and 1-year certificate, Electrocardiography for Cardiac Sonographer certificate, DMS Pediatric Echocardiography certificate, Industrial Electrician short-term certificate. Working with Intel to develop a one-year certificate. Anticipate launching RN to BSN completion program in AU24 and AAS in Respiratory Therapy Technology in AU23.

The source document for measures for Collaborative Culture is the employee satisfaction survey that is administered every other year. Therefore, the measures for this priority are the same as reported in 2022.

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 2017	COTC 2019	COTC 2021	COTC Goal	National Public 2-Year (2021)
All Employees	3.70	4.02	3.90	3.84	
FT Faculty	3.27	4.25	4.07	3.84	3.84
PT Faculty	3.84	4.20	4.21	3.84	
Staff	3.80	3.90	3.72	3.84	

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 2017	COTC 2019	COTC 2021	COTC Goal	National Public 2-Year
Faculty satisfaction with communication between faculty and administration	2.63	3.46	3.67	3.0	3.14
The spirit of teamwork and cooperation					
Faculty satisfaction	2.63	3.48	3.45	3.0	3.14
NCS staff satisfaction	2.66	3.14	3.08		

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 2017	COTC 2019	COTC 2021	COTC Goal
Faculty and staff in my department generally respect each other	3.98	3.98	3.90	4.0
I am personally treated with respect at this institution.	3.79	4.04	4.01	4.0
Institutional personnel welcome employees from all backgrounds	4.10	4.15	4.06	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 2017	COTC 2019	COTC 2021	COTC Goal	National Public 2-Year
This institution consistently follows clear processes for recognizing employee achievements	3.06	3.45	3.28	3.14	3.14

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.

	2020	2021	2022	COTC Goal	Benchmark/Threshold
NCLEX-RN	92%	86%	84%	75%	Threshold=95% of year end national
NCLEX-PN	84%	82%	86%	76%	Threshold=95% of year end national
Radiologic Tech	100%	100%	100%	90%	75% threshold
Surgical Tech*	37%	58%	30%	70%	70% threshold
Diagnostic Med Sonography**	100%	100%	94%	85%	60% threshold
Police Office Basic Training	100%	100%	100%	90%	70%
NREMT Basic	69%	71%	NA	70%	70%
NREMT Paramedic	100%	100%	NA	70%	70%
Fire Fighter I	100%	100%	70%	85%	75% state
Fire Fighter II	80%	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 through 2027 are outlined below.

Activity	Academic Program	Accrediting Agency
<u>Due in 2023-</u>		
Self-Study	Early Childhood Development Technology	National Association for the Education of Young Children
Assurance Review	Institutional Accreditation	Higher Learning Commission
<u>Due in 2024--</u>		
Comprehensive review	Early Childhood Development Technology	National Association for the Education of Young Children
<u>Due in 2025--</u>		
Comprehensive review	Radiographic Technology	Joint Review Committee on Education in Radiologic Technology
Self Study	Diagnostic Medical Sonography (Bachelor)	Joint Review Committee on Education in Diagnostic Medical Sonography Technology
<u>Due in 2026—</u>		
Reaffirmation visit	Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography Technology
Reaffirmation visit	Business Management Technology	Accreditation Council for Business School and Programs
Site Visit	Human Services Technology	Council for Standards in Human Services Education
Reaccreditation	Nursing Technology, A.D.N. & PN	Ohio Board of Nursing
<u>Due in 2027-</u>		
Site Visit and Self-Study	Electrical Engineering Technology	Technology Accreditation Committee of the Accreditation Board for Engineering and Technology (TAC-ABET)
Reaccreditation	Fire Science Technology	International Fire Service Accreditation Congress

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. See https://www.cotc.edu/sites/main/files/file-attachments/strategy_status_update.pdf?1675873405