

Assurance Argument
Central Ohio Technical College - OH

10/8/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Central Ohio Technical College's (COTC) [mission](#) is broadly understood within the institution and guides all college operations. The [2017 employee satisfaction surveys](#) indicated that 94.4 percent of participants believe that most employees are generally supportive of the mission, purpose and values of the institution, and 88.8 percent of faculty and staff believe that the mission, purpose and values of the College are well understood by most employees.

The College's mission statement was developed through a process suited to the nature and culture of the institution, and was adopted by the governing board. COTC was [founded](#) in 1971 as a "technical college," and has a long history of fulfilling its mission to meet the technical education and training needs of students and employers in the area. Technical college programs are defined to qualify students, after successful completion of such a program, normally two years in duration, to pursue careers in which they provide immediate technical assistance to professionals or managerial persons in technical or professional fields. Over the years, many Ohio technical colleges have revised their missions and/or dropped the word "technical" from their names. However, COTC remains steadfast in its commitment to technical education, and has retained its name and expanded its technical programs. The College's Board of Trustees believes that technical education is even more relevant today, and COTC continues to be highly aligned with local employer needs and economic development goals.

The COTC Board of Trustees, the governing board for the institution, formally adopted the mission statement in 1995 and reconfirmed it in 2007. In February and March 2013, the trustees held board retreats to discuss the mission and vision of the College, and to set the foundation for the development of the College's current strategic plan that was launched in 2014. During the retreats, the board members discussed at length the mission of the College, reconfirmed their commitment to technical education and confirmed the mission statement as currently written. The strategic plan was approved by the Board at their [November 2013](#) meeting.

The College's current strategic plan, [Focusing on our Purpose, 2014 – 2020](#), includes four primary guiding principles which are intended to support and guide the decision making of every employee,

helping the institution accomplish its mission and attain its vision in an appropriate manner. The first of the four guiding principles is to emphasize the College's commitment to technical education. As a technical college located on a campus with The Ohio State University at Newark, COTC's purpose was and continues to be to provide students with technical skills and professional training designed to meet the immediate and emerging employment needs of new and existing businesses. The integration of academics and applied career preparation to enhance student learning is essential in meeting the workforce demands and economic development needs of the people, businesses and communities served by the College.

COTC's academic programs, student support services and enrollment profile are consistent with its stated mission. The mission of COTC has been the driving force behind the institution since its inception. The foundational commitment to serving the local workforce continues to be what fuels growth and propels the institution toward the future. The current strategic plan recommits the institution to its mission with a renewed sense of importance for the work of the College in today's technology-driven job market.

The spirit of COTC's mission is woven throughout the institution, especially in academic programming. Every COTC program is required to have a [statement of purpose and defined learning outcomes](#) that are in direct alignment with the College's mission statement. Each course offered within each academic program must have a standardized course syllabus containing course competencies and student learning outcomes that align with the academic program's statement of purpose and learning outcomes. To meet employer needs, the student experience is designed with degrees heavily focused on technology, industry-specific certification and embedded practicums, co-ops, field experiences, internships and clinical experiences. COTC [academic advisory committees](#) meet a minimum of twice each academic year to review and validate program curricula offerings, and ensure alignment with employer needs.

Understanding the College's mission is further demonstrated through faculty and academic administrative development of online learning offerings and academic policies intended to allow students to receive college credit for non-traditional learning, such as [Credit for Prior Learning](#), [Military Credit](#) and other alternative credit options. The College actively seeks articulation agreements with [post-secondary career centers](#) and [four-year institutions](#), as well as contractual agreements with area businesses and industries. The Fire Science agreement with the Ohio Fire Academy is an excellent example of the College's contractual agreement with area businesses and industries.

Physical evidence of the institution's commitment to its mission is the four full-service campuses operating in Newark, Coshocton, Mount Vernon and Pataskala, as well as the [Workforce Development Innovation Center \(WDIC\)](#) which offers credit and non-credit training to meet specific workforce needs. The College utilizes a variety of tools to stay connected to current and emerging needs. These include [academic advisory committees](#), [extended campus advisory boards](#), and [employer and graduate](#) surveys.

The Gateway, a one-stop destination offering admissions, academic advising, registration and student records, guides students through their journey and ultimately into the workforce. With renewed recruitment efforts and the return of a formal new student orientation process, the Gateway partners with other student support areas on campus to support the College's mission. The [Center for Student Success \(CSS\)](#) encompasses academic support for students with the Communications Resource Center, Learning Skills Specialist, Math Learning Center, Testing Center, Transitions to College and Tutoring Services. The [Office of Student Life](#) strives to cultivate a campus community where students can achieve success and become responsible citizens by providing support services and programs that

encourage student learning in and out of the classroom. [Student organizations](#) supporting academic programs, such as the Society of Engineering Technology and the Radiological Technology Student Organization, create networks and events by partnering with local agencies and employers. In an increased effort to support employer needs, COTC and Ohio State Newark's annual [Career Fair](#) has partnered with Ohio Means Jobs-Licking County. More information on Student Life services including career development and experiential learning, counseling services, disability services, multicultural affairs, student involvement and recreational sports is provided in 3.D.

COTC's student profile validates the mission statement by making technical higher education accessible to students. As shown in the [Autumn 2017 Student Demographics report](#):

- Of the nearly 3,500 enrolled students: over 52 percent lived in Coshocton, Licking or Knox counties; 23 percent lived in Franklin County, home of Columbus, the state capital, which borders the Pataskala Campus; and 37 of Ohio's 88 counties were represented.
- The ethnic/racial diversity of COTC's student body has increased from 10 percent in 2009 to over 18 percent in 2017.
- With 23 as the average age of COTC students, many students worked and had family and community obligations while enrolled in a college degree or certificate program to improve, advance or change careers.
- Nearly 20 percent of students attended full-time and just over 80 percent attended part-time taking an average of approximately 7.4 semester credit hours.

Along with four full-service campuses, nearly 1,200 students were enrolled in at least one online course. Through its College Credit Plus and High School Options programs, COTC provides high school students the opportunity to earn college credit while still in high school. During the 2017-18 academic year, nearly 2,300 high school students enrolled in at least one college course on one of the four campuses, an online course, or a college course taken at their high school. Since the first graduating class in 1973, COTC has contributed to the area workforce with over 13,000 graduates earning certificates and degrees.

The College's planning and budgeting priorities align with and support the mission. According to the [2017 employee satisfaction survey](#), approximately 87 percent of faculty and staff agree that the goals and objectives of the institution are consistent with its mission and values, and 80 percent believe the institution makes sufficient budgetary resources available to achieve important objectives.

The College's budget process requires direct linkages to the strategic plan, ensuring that planning and budgeting priorities align with and support the institution's mission. [Planning Initiative Codes](#) are used as part of the budgeting process, and relate to strategic priorities and objectives. Each budget request must be directly linked to one or more of the codes, and must include evidence to substantiate its relationship to the identified priorities and objectives. The budget process clearly states that financial resources will not be allocated to any requests that do not align with the mission. For more information, see 5.C.1.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

COTC employs a broad range of methods and tools to clearly communicate its mission to the public. This includes current and prospective students, faculty, staff and the general community in all geographic areas served by the College.

Internally, the mission statement is referred to during meetings, listed on meeting minutes and agendas, and printed in [annual operating budget books](#), [academic policies and procedures](#), course syllabi, and [academic program handbooks](#). Specific examples include the agendas for [Strategic Planning Council \(SPC\)](#) meetings, [Board of Trustees'](#) meetings and [extended campus advisory board](#) meetings. Additionally, it is included in the [President's newsletter](#), *On the Same Page*, which is distributed electronically to all faculty, staff and board members on a monthly basis.

There are multiple external publications, both digital and print, in which the mission statement is regularly included. Some of these are items that are accessible to the general public on an ongoing basis, such as the [COTC website](#) and [social media accounts](#). Others are updated and reprinted annually, but distributed throughout the year at events such as county fairs, high school recruitment events, community activities and presentations made to service organizations such as Rotary Clubs. An example of this type of publication is the [College's Viewbook](#), which outlines the institution's programs and services, as well as the mission and vision statements.

A number of print publications in which the College's mission is stated are used to communicate broadly with current and prospective students and their families. These include [course syllabi](#), the [Student Handbook](#), [academic program overviews](#) that are printed and posted on the website, [PowerPoint slideshows](#) aired at commencements and student orientation sessions, the printed programs for academic program recognition ceremonies, and [marketing materials for the Workforce Development Innovation Center \(WDIC\)](#).

To communicate the mission to the general public, the President and other members of the Executive Leadership Team routinely include the mission and vision of the institution in their speeches and presentations. The mission statement also is clearly articulated in all news releases distributed to the public through the media and printed on the [back of many employees' business cards](#).

The mission is stated in strategic planning documents such as the [Points of Pride progress report](#), in the plan itself, and in the [Newark Campus Framework Plan](#). Additionally, the mission statement is

included in the College's [Profiles newsletter](#), which is distributed electronically to all college constituents on a monthly basis, and all [employment postings](#) developed by the Office of Human Resources (HR).

The planning documents are current and explain the extent of the College's emphasis on the various aspects of its mission. The College launched its [current strategic plan](#) in January 2014, so all planning documents are current. They clearly explain the College's commitment to technical education, and highlight its priorities of providing job-focused, career-driven academic programming and strengthening community connections.

The College's planning documents identify the nature, scope and intended constituents of the programs and services it provides. Since its [founding](#), COTC's purpose has and continues to be providing students with technical skills and professional training designed to meet the immediate and emerging employment needs of new and existing businesses. The integration of academics and applied career preparation to enhance student learning is essential in meeting the workforce demands and economic development needs of the people, businesses and communities with a primary focus in Coshocton, Knox and Licking counties. COTC continues to be well aligned with local employer needs and economic development goals. The strategic planning documents set a clear direction for the College and embrace its history as a student-centered institution focused on developing student potential.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

COTC addresses its role in a multicultural society. Respecting and promoting diversity is vital to the education of students and to the learning environment of the campus community. The institution articulates its role in a multicultural society through its guiding documents. Diversity supports the mission of the College. Incorporated into the [strategic plan](#), the stated institutional values of “*Sustainability*” and “*Collaboration and Collegiality*” indicate the importance the College places on creating an inclusive community that supports and appreciates mutual respect and diversity. The institutional priorities to “*Enhance Student Success*” and “*Strengthen Community Connections*” further demonstrate the College's commitment to building community and providing a learning environment dedicated to student achievement. Additionally, the institution proclaims its [commitment to diversity](#) via the College's website.

The College's [policy on equal employment opportunity and non-discrimination](#) provides a strong statement regarding the importance and inherent value of diversity. The policy applies to all COTC faculty, staff, students, volunteers and applicants. COTC's non-discrimination commitment is documented in the [Student Handbook](#). It defines the College's expectation that students function with integrity and honor, and respect the rich differences present in the student body and community.

Further, the institution is committed to providing each student with challenging and meaningful educational opportunities utilizing a holistic philosophy. The [identified General Education \(GE\) outcomes](#) are designed to encourage students to think critically, grow academically, and engage culturally in their community, the nation and the world. Specifically, one of the GE outcomes is “Students are aware of social and cultural differences.” Embedded into courses across the curriculum, these outcomes have a different emphasis depending on the course in which the student is actively engaged in the learning process. Additionally, a [statement on diversity](#) is included uniformly on course syllabi.

To assess progress towards meeting the goal of providing an inclusive and respectful college community, the institution elicits formal feedback from students, faculty and staff through a variety of surveys. In 2014, the [Community College Survey of Student Engagement \(CCSSE\)](#) asked students about a number of attributes of the College. Eighty-three percent of respondents indicated that COTC encouraged contact among students from different economic, social, and racial or ethnic backgrounds, 80 percent of respondents indicated that COTC helped them to understand people of other racial and ethnic backgrounds, and 67 percent of respondents indicated that COTC helped them to contribute to the welfare of their community. The [2017 Noel Levitz Employee Satisfaction Survey](#) indicated that overall most respondents believe the College is doing a good job of addressing certain aspects of diversity among employees. Seventy-nine percent of respondents stated that they believe the campus creates an environment that is positive for all employees, and 95 percent think that the College welcomes people from all backgrounds. Additionally, 85 percent stated that they are personally

treated with respect at the College, and 85 percent feel safe and secure at the institution.

COTC's processes and activities reflect attention to human diversity. Diversity and inclusion is the responsibility of all areas of the institution. All departments and offices are expected to promote and develop an awareness of and sensitivity to multicultural and diversity issues in order to enrich the educational and work experience of students and employees.

COTC's President and the Dean/Director of The Ohio State University at Newark are advised by a high-level group called the [Diversity and Inclusion Advisory Council](#). The charge of the council is to “work with and advise them and other senior leaders as appropriate concerning the promotion of diversity and the further development of a welcoming and inclusive campus climate.”

Each year, the President and the Dean/Director present a [diversity award](#) to a nominated faculty or staff person or committee of faculty and/or staff persons whom they deem had the greatest impact on “policies, procedures, and/or programs to enhance diversity” at the institutions. President Coe signed the American Council on Education’s National [Moving the Needle: Advancing Women in Higher Education Leadership](#) campaign which “asks presidents of colleges, universities and related associations to commit to help achieve the goal that by 2030, half of U.S. college and university chief executives are women.”

COTC’s Office of Academic Affairs recognizes and demonstrates the institution’s role in a multicultural society in a variety of ways. At [commencement ceremonies](#), flags representing the birth-nations of graduates are displayed on stage, and a list of those nations is provided in the [commencement program](#). In addition to GE outcomes, academic programs also recognize multiculturalism in technical learning outcomes, such as the [Human Services Technology](#) program, or in accreditation requirements, such as the [Business Management Technology’s Human Resource and Staffing planning](#) requirements.

Within the Office of Student Life, the ["Open Doors" program](#) is a four-hour training session designed to guide participants to recognize biases, learn to share identities, empathize with others and support those who are in distress. The Student Life Office, among other areas of campus, is designated as a "Safe Space." [Gender-neutral restrooms](#), lactation room, and meditation room are provided to students, faculty and staff seeking these specific services. Student Life has published a [statement](#) in support of gay, lesbian, bisexual, transgender and queer people on campus. Information for those seeking resources to address [relationship and sexual violence](#) is available through this office.

The Office of Multicultural Affairs within Student Life serves students, faculty, staff and the community by promoting cultural awareness events and programs both on and off campus, and creating an environment that is conducive to the overall collegiate experience for students regardless of ethnicity, socioeconomic status, origin, race, sexual orientation or disability. Some of the opportunities coordinated by this office include: the annual [Community Intercultural Relations Conference](#); the [IMANI Student Leadership Program](#); the [Diversity, Intercultural and Community Engagement Certificate Program](#); [Diversity through Artistry](#); the [Cultural Mixer](#); the [Martin Luther King Jr. Commemoration](#); the [Black Heritage Dinner](#); the [Black Heritage Entertainment Showcase](#); and the [Muslim Social](#). In addition, "Italy – A Cultural Immersion Experience" is COTC’s [foreign exchange program](#) through which COTC students exchange with a contingent of students from Reggello, Italy, in a two-week immersion, learning about similarities and differences in various aspects of society.

In addition to these services and activities, Student Life oversees the federal Perkins Grant and Title IX programs on campus. The Perkins Grant supports special populations such as single parents,

displaced homemakers, students with limited English proficiency, students with economic barriers, students with disabilities and students in non-traditional occupational programs. Building on Title IX requirements is the State of [Ohio's Campus Climate initiative](#) to raise awareness of and provide resources to individuals experiencing relationship violence, sexual assault, stalking or sexual harassment. COTC administered a [climate survey](#) in Spring 2018, and provides various training opportunities for students, faculty and staff.

The Offices of Student Life and Financial Aid also play critical roles in supporting veteran and active or reserve military students on campus. Resources are promoted on the [Veterans Services webpage](#) where an institutional contact is listed. The Financial Aid website provides information on available education benefits for service members and dependents.

The Office of Financial Aid maintains a broad range of available [scholarships](#), including funds that give preference to returning adult students, single mothers, and racial/ethnic minorities. COTC also has support from the Great Lakes Higher Education Guaranty Corporation [Dash Emergency Grant Program](#), which provides quick cash infusions of up to \$500 to Pell-eligible students to help them overcome unforeseen financial emergencies and mitigate the risk of dropping out.

The Office of Human Resources (HR) offers [professional development programming](#) for faculty and staff designed to raise primary consciousness of diversity issues focusing on such concerns as implicit bias, language barriers, women's programming, and sexual assault and harassment. In addition, HR hosts an annual diversity workshop in collaboration with Student Life. In 2018, the program featured a panel of speakers including nationally recognized antiracism activist and writer, Tim Wise, the Outreach Coordinator from the Southern Poverty Law Center, and the board chair and co-founder of Life After Hate which focuses on building a culture of respect and challenging unconscious and repressive behaviors. Additionally, HR oversees the recruitment and selection processes at the College. These processes are guided by a commitment to diversity through [equal employment opportunity and non-discrimination](#). Diverse search committees are recommended for all open positions, and are required for faculty and director-level positions. [Harassment Policy 2.1.20](#) is intended to protect the dignity of others, and specifically addresses cultural differences among international students and employees. Additionally, the institution maintains a formal [Employment Disputes and Resolution policy](#) and a [Workplace Violence policy](#) in order to promote an atmosphere that encourages learning and productive employment where quick, responsive action will be taken if violence or the threat of violence arises.

The library is part of The Ohio State University library system and the [Ohio LINK consortium](#). The library practices a deliberate approach to acquire materials that will be useful to students, faculty and staff of all ethnicities, nationalities, religions and sexual orientation using a diversity acquisition code. The Newark Campus library displays the artwork generated through the [Diversity through Artistry](#) program in the main lobby, and also manages an array of year-round display cases at all COTC campuses where women's history, African American history, Native American heritage, Earth Day, veterans' issues, immigration and more are regular topics.

The Gateway helps the institution address its role in a multicultural society through its outreach to potential students and interaction with them once enrolled. The Office of Marketing and Public Relations (MPR) and the Gateway deliberately promote multiculturalism in digital and print media for use when promoting COTC to potential students and their families.

The College's [Lifelong Learning Institute \(LLI\)](#) offers educational opportunities on a year-round schedule for the most experienced learners in our community. See 1.D.1 for more information.

Facilities usage on all of COTC's campuses reflect human diversity and support interactions with the community. Space is available and used by many [not-for-profit organizations](#), including but not limited to 4-H, Big Brothers/Big Sisters and Pathways of Central Ohio. These groups use the facilities on an annual basis, reaching hundreds of individuals in the process.

The College's [purchasing and procurement policy](#) extends the institution's processes and attention to human diversity with specific language and operational direction to support minority and small business development. The Purchasing Department engages with the Inter-University Council of Ohio Purchasing Group, which includes in its code of ethics direction to "grant all competitive suppliers equal consideration insofar as state or federal statute and institutional policy permit."

COTC's Office of Institutional Research and Effectiveness (IR&E) compiles and reports data on student, faculty and staff demographics. Faculty and staff diversity statistics are published annually and posted online. [Student census data](#) are reported on a semester basis. A select series of reports are made for [public consumption](#) while additional reports are maintained for internal use and research. IR&E reports data to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) and the Ohio Department of Education's Higher Education Information (HEI) system. Much of this data is reported with student race and ethnicity, allowing analysts to research equity in outcomes and shift state and federal policy as needed. Additionally, IR&E analyzes and disseminates the Ohio Association of Community Colleges (OACC) and the Community College Research Center's reports in support of the Ohio's [Guided Pathways initiative](#). It also reviews [multiple measures for placement data](#) examining how students are performing in key courses when broken down by factors including ethnicity, as well as [two-year cohort outcome measures](#), which disaggregates outcomes by students' racial composition, among other variables, to support research into equity of academic outcomes such as credit accumulation, persistence and completion.

Also the Office of Public Safety reports institutional data in compliance with the [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act](#). This federal reporting requirement covers a wide range of crime and security activities in higher education, including the reporting of hate crimes.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

COTC's educational role serves the public and entails a public obligation. The Board of Trustees ascribes to the objective that technical education should prepare students to assume their roles as intelligent, active and informed citizens; COTC is committed fully to educating the whole person. The College's [general education philosophy](#) is to provide every student with many opportunities to develop knowledge, technical skills, self-reliance and a sense of responsibility as a citizen of the community, the nation and the world. This is accomplished through quality academic courses and experiences in communications, mathematics, lab science, social science, computer literacy, community and cultural awareness, and wellness.

The Student Activities Office provides programming to enhance the cultural, intellectual and social growth of the college community. Cultural programs include visits to museums, concerts and theaters. Educational programs include lectures, debates, films and open forums on topics of regional, national and international interest. Social programs include leadership workshops, leisure activities, community service events, one-day trips, and sports and theme-based events.

Additionally, the College is devoted to the development of social awareness through volunteerism and civic engagement. Student Life promotes collaboration between the campus and community, and serves as a connection point for students, faculty, staff and community-based organizations interested in establishing service opportunities, partnerships and reciprocal learning experiences. Students have the opportunity to participate in an array of academic courses and community service activities that include service-learning requirements. Some examples include American Red Cross blood drives, Volunteer Income Tax Assistance (VITA), the Community Intercultural Relations Conference, Diversity Through Artistry and the Licking County Families Helping Families Program.

Beyond student service learning and volunteer partnerships, COTC also promotes lifelong learning opportunities for seniors and retirees in the communities it serves. COTC is home to the [Lifelong Learning Institute \(LLI\)](#), an organization dedicated to providing learning opportunities, programming and cultural experiences for area seniors. LLI classes include educational field trips, workshops, exploration of the arts, cultural exchanges, and lectures on healthy living and local resources available for seniors. The College also hosts an annual [Senior Expo](#) in partnership with local sponsors and vendors that is open to the public and serves as a one-stop resource fair for senior living information and opportunities.

As part of COTC's ongoing efforts to engage the community with the campus and bring campus

programming out into the community beyond its traditional academic programs, the institution embraces [community partnership opportunities](#), and provides space and sponsorships for events throughout the year. Additionally, academic programs are connected to community needs such as donations to the local food pantry with proceeds from Culinary Science program lunches; Engineering Technologies partnering with the local Society of Engineers to repair a bridge at a local park; using campus facilities, and law enforcement/public service and safety faculty and staff to host local law enforcement training and simulation demonstrations as well as social events and conferences for local police and fire departments.

COTC also is committed to promoting sustainability and the environment. Several recently completed sustainability projects include the campus storm water management plan, lighting retrofit/replacement in campus buildings and the firing range soil stabilization. Future sustainability initiatives currently in the planning phase include Facilities Operations Building solar panels, LeFevre Hall boiler replacement (tube boilers to high efficiency units), and parking lot and sidewalk lighting retrofit.

Several years ago, the College adopted a strategy to pursue LEED certification for all new building projects, and the Facilities Operations Building, which opened in 2015, received LEED certification. Additionally, the renovation of Adena Hall in 2016 included the installation of sustainable building materials and equipment, and further promotes the College's commitment to reducing its carbon footprint. COTC also promotes recycling throughout all four campuses and has instituted a single stream recycling program to maximize these efforts. The College's commitment to sustainability is further demonstrated through the use of bio-based products, electric vehicles and geothermal cooling.

COTC's Newark Campus is an active partner with Ohio State Newark in the University's plan to be recognized as a "world leader" in developing durable solutions to the pressing challenges of sustainability. Specific objectives within the plan include doubling the [tree canopy](#), increasing the multifunctional and productive acreage by 10 percent, and reducing the amount of maintained acreage by 2025. A [committee](#) of faculty and staff members has been charged to provide detailed recommendations aimed towards achieving these sustainability goals.

In 2015, COTC was gifted 31 acres of pristine, undisturbed woodland directly adjacent to its Newark Campus. The plans for this property are to maintain its existing natural ecosystem, and use it for academic and research purposes within the environmental and biological sciences. A new, small gravel parking area for faculty and students was constructed in Summer 2017. To further support teaching at the site, additional infrastructure including a shed, a composting toilet, benches, chalk board and a weather station were included in the FY19 budget.

In 2007, the State of Ohio passed a sweeping energy conservation law that established energy policy for many aspects of the state's operations. Incorporating the requirements set forth in the guidelines, each institution's board was charged with developing a [15-year plan](#) for phasing in energy efficiency and conservation projects with the goal of obtaining a 20 percent reduction in energy use. Through a series of energy conservation measures and best practices, the College was able to exceed the minimum requirement prior to the legislated target date.

Additionally, COTC has partnered in American Electric Power's energy incentives program for a number of years. The College's recent and on-going energy conservation measures have produced significant reductions in utility usage, resulting in substantial financial rebates.

The primacy of COTC's educational responsibilities is evident in its guiding documents and fiscal decision making. As indicated in Ohio Revised Code 3357.01, the purpose of technical colleges is to provide technical programs to the residents of the technical college district, normally not

exceeding two years in duration and not leading to a baccalaureate degree. Since the approval of the College's [initial charter](#), COTC has embraced its role to provide associate degree technical education to prepare students fully for paraprofessional or technician-level employment, which may also contribute to the upward mobility of students who qualify for and desire transfer into a baccalaureate program. The title of the College's current strategic plan, [Focusing on our Purpose, 2014 – 2020](#), and the first guiding principle outlined in the plan, "Commitment to Technical Education," demonstrate that its educational responsibilities are at its core.

The College does not remit funds to investors or a parent organization, but is instead accountable to taxpayers, governing bodies, students and the community. The administration and Board of Trustees carefully consider the value the College offers its constituents, which is demonstrated by the affordable tuition and fees, the outreach to local employers to provide training funded with state grants and the array of relevant academic program offerings that lead to career entry. Additionally, the College has a [conflict of interest policy](#), an [expenditure policy](#) and other policies in place to prevent expenditures that do not primarily support appropriate business purposes.

COTC engages with its identified external constituencies and communities of interest and responds to their needs. COTC is structured and aligned to routinely identify, research and build ongoing relationships with businesses, academic partners, local governments, non-profit organizations and external partners to meet the educational and workforce development needs in all of the communities it serves. Examples of the College's connections with external constituencies and communities include the following:

Academic advisory committees. By [college procedure](#) and through the leadership of the Vice President for Academic Affairs and academic program deans/directors, COTC directly engages and links local business leaders to academic programs through the use of [academic advisory committees](#). These program-specific committees, made up of industry professionals and employee representatives from businesses in the service district, meet at least [twice annually](#) with academic leadership and faculty to review current course offerings and discuss emerging technologies. These groups also review academic programming with respect to current and future trends in their profession. Committee members serve as key industry-specific liaisons to the College, and assist in identifying new career-specific equipment, training needs and skill sets. They also provide academic programs with updates on changing laws, certifications and industry standards, as well as identify skills that employers expect from program graduates.

Extended campus advisory boards. Each of COTC's extended campuses has a nine-member [advisory board](#) that serves in a consultative capacity to the President. The primary purpose of the extended campus advisory boards is to ensure a relationship between the College and the community it serves. The advisory boards assist in maintaining key relationships with external constituencies by developing support for its campus; being knowledgeable about the College, in general, and in particular about the campus served by the board; and, when appropriate, serving as a knowledgeable and effective advocate for its campus and for COTC with state and local agencies. All members of the extended campus advisory boards are appointed by the COTC Board of Trustees, in consultation with the President. Advisory board members are representatives of the communities in which the campus is located, and are selected with consideration given to their knowledge of the respective campus and its service area; the other extended campuses, and COTC as a whole; their record of community service; and the diversity of their professional expertise and perspectives.

Workforce Development Innovation Center. COTC also works directly with business and industry to provide enhanced workforce development training through the [WDIC](#). Training is delivered at the client site, at one of the COTC campuses or other third-party location. In support of its programming,

the WDIC has secured a number of grants to provide industry-recognized credentialing and skills training and to purchase of manufacturing-based lab equipment.

The Lifelong Learning Institute. Managed through the WDIC, the LLI provides experienced learners in Central Ohio over the age of 55 the opportunity to participate in educational programs, broaden and expand their knowledge, share life experiences, become more attuned to community resources and interact socially with other lifelong learners. Peer-led and membership-driven, the LLI offers a [year-round menu of courses](#), as well as lectures, a film-study series, technology workshops, book discussions, and "Coffee & Conversation" events that focus on the arts, literature, philosophy, science, languages, technology, spirituality, economics, and local, national and world affairs.

Internship programs. Through the Office of Career Development and various academic departments, COTC works closely with employers in the region to develop [internship programs](#). Additionally, the College provides recruitment opportunities for businesses in its service area through the annual Career Fair and other recruitment events, and offers an established electronic job board to post positions to students and alumni. The College also solicits feedback concerning graduates' performance through academic advisory committees as well as employer surveys.

Industry associations and economic development organizations. As part of the College's ongoing outreach efforts to support business and industry needs, the leadership of COTC works closely with all chambers of commerce in the communities it serves. College representatives meet with chamber members and leaders several times per year to discuss local and regional economic development initiatives. Several COTC staff members work with local chambers of commerce on a wide variety of events throughout the year. The Coshocton County Chamber of Commerce is even located in Montgomery Hall on the COTC Coshocton Campus. In addition, the College [hosts meetings](#) for many county, regional and state economic development organizations on its campuses.

Partnerships with area high schools, career centers and other education partners. COTC has formal articulation agreements with 29 area high schools and career centers. As mandated by the State of Ohio, the College implemented the College Credit Plus (CCP) initiative during the 2015-16 academic year, and has continued to expand and develop opportunities and partnerships. During the 2017-18 academic year, COTC collaborated with 81 [area schools](#) to offer at least one course at the career center or high school facility. In total, approximately 2,300 students representing 16 Ohio counties took at least one course at either their local school, one of the four COTC campuses or online.

The two most innovative partnerships are the Knox Initiative and CollegeU Business. The Knox Initiative is open to students from high schools in Knox County, and offers a cohort experience during students' junior and senior years of high school. Working toward an Associate of Science degree while at the same time fulfilling high school graduation requirements, these students attend school full-time at the Knox Campus, and ultimately graduate with both a high school diploma and an associate degree.

CollegeU Business combines courses at the local career center and the Knox Campus in a cohort model for students wishing to pursue an Associate of Applied Business. Students enter the program their junior year of high school, and work to complete both college and high school requirements during their junior and senior years, which allows them to finish with a high school diploma and an associate degree.

For middle or high school students who may not qualify for college-level courses or for whom funding was not allocated through the State of Ohio, COTC continues to offer a half-tuition option

called the Concurrent Enrollment program. College credit is applied to the students' COTC transcript and may be concurrently counted for credit at the discretion of the high school.

The College strategically works to refine outreach efforts that engage prospective students in unique hands-on opportunities and campus experiences. Three worthy of noting include the annual High School Egg Drop Competition, STEMfest Knox and College Aspire. COTC's egg drop competition was first introduced in 2013 as one element in a strategic plan to launch the College's newly redesigned Engineering Technologies program. The event features not only the actual egg drop competition but an opportunity for students to experience the Engineering Technology labs, meet with faculty members and tour COTC's Newark Campus. The event was marketed initially to high school juniors and seniors in the central Ohio region, and the first year there were 116 participants from 12 area high schools. The event has grown to include freshman through seniors with nearly 400 students from 32 high schools in 2018. Support for the event has grown throughout the local business community with several local companies providing both financial support and volunteers who serve as event judges. Winners of the competition receive a \$1,000 COTC scholarship.

STEMfest Knox offers middle and high school students in Knox County the opportunity to compete in three STEM-related challenges. Developed in cooperation with The Works, the challenges typically focus on biofuel, engineering and 3D design/development. This unique event is hosted by the three institutions of higher education in Knox County – COTC, Mount Vernon Nazarene University and Kenyon College – with each one sponsoring and managing one of the challenges. The competition, which attracts nearly 100 students, introduces participants to the Knox Campus and its state-of-the-art labs and facilities, and offers an opportunity to interact with COTC faculty. Both team and individual winners of the 2017 competition received a \$1,000 COTC scholarship.

College Aspire offers youth ages 10 to 18 the opportunity to engage in a variety of summer workshops, exposing them to college programming as well as career pathways. In 2018, COTC offered 10 free workshops to 145 community youth representing eight counties and 58 area middle and high schools. The goal of College Aspire is to demonstrate to both students and their families that college is accessible in their community and possible regardless of their circumstances. During the eight years College Aspire has been offered, 1,213 community youth have participated in the workshops and 227 have matriculated to COTC.

COTC further links to area schools through its involvement in the Summer Teacher Externship Program (STEP), a program offered by the Licking County Educational Services Center. STEP provides opportunities during the summer for Licking County teachers to gain first-hand knowledge of business operations for the purpose of incorporating workplace competencies into the classroom setting. Each summer, COTC hosts a STEP teacher for a one-week immersion experience in the operations of the College, and sponsors the STEP reception in August which recognizes the participants and program sponsors.

Faculty and staff outreach and service. As part of COTC's effort to maintain deep relationships within the communities it serves, faculty and staff are encouraged and supported in their efforts as [volunteers in local non-profit organizations](#) such as service clubs, historical societies and community foundations. These connection points help the College identify community needs and opportunities for student involvement and service while reinforcing community awareness of college programs and services.

For example, the College's Director of Financial Aid sits on the board for [A Call to College](#), a local non-profit college access organization, and the Financial Aid staff participates in various FAFSA filing workshops in the communities it serves each year. Additionally, the COTC and Ohio State

Newark Admissions and Financial Aid offices co-host an annual event for the Ohio Association of Student Financial Aid Administrators (OASFAA) located in the area. Financial Aid staff conducts presentations on the financial aid process for junior and senior parents at many service area high schools each year. Both institutions also co-host a bi-annual [Counselor Awareness Day](#) in the spring for area high school counselors.

Community partnerships. COTC engages in a number of interesting and unique partnerships to respond to community needs and interests. For example, COTC and the Licking County Library teamed up to bring innovation to the far west region of the county. The library provides 24-hour public library service via a Library-In-A-Box located in the parking lot of the COTC Pataskala Campus. The Library-In-A-Box uses state-of-the-art technology to power a self-service, standalone unit. It enhances public library service to local residents and COTC students, supplementing bookmobile services and providing access to library materials 24/7. The library has a collection of more than 350 items including books, DVDs and audiobooks. In addition to serving as a Wi-Fi hotspot, it offers a place to return items, download free digital e-books, pay overdue fees and more. Community members can select from more than eight million library items, and pick up the items from the box when notified by text, email or phone. The Licking County Library is the first library in Ohio to offer the 24-Hour Library™ from EnvisionWare. COTC is supporting the initiative by providing space, an internet connection and electricity to the unit, and landscaping.

Community sponsorships. The College invests resources annually in [sponsorships of community events and activities](#) that take place in its service area, including county fairs, festivals, education-related activities and other events. These sponsorships vary in terms of the type and size of attendance, as well as in the specific methods used to promote COTC's sponsorship (i.e., display tables, program advertisements, live announcements, pre-event marketing, banners displayed at the events, and post-event thank you advertisements). Both the community and COTC benefit from sincere goodwill and long-term relations which are critical to the College's ability to meet its mission.

Hosting of community events on campus. The College participates in economic development activities vital to the region, and is committed to [partnering with diverse groups and individuals](#) to strengthen community ties. The College hosts a wide range of [external constituent activities](#) and events at each of its campuses. For example, COTC and Ohio State Newark host the annual Chamber of Commerce Groundhog Breakfast that attracts over 800 business and civic leaders and community members each year. The FIRST Lego League (FLL) district tournament is held on the Newark Campus each January, and attracts hundreds of 9-14 year-olds and their families. Additionally, a community room has been designated on each campus that is available for local professional and service organizations to use for meetings.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The mission of COTC—to meet the technical education and training needs of students and employers in the area—has been the driving force behind the institution since its inception in 1971. The Board of Trustees reconfirmed its commitment to technical education and to the mission statement in 2013, thereby setting the foundation for the development of the College's current strategic plan .

The College employs a broad range of methods and tools to communicate its mission clearly to the public using both digital and print. This insures that the mission is communicated to every constituent group in all geographic areas served by the College.

COTC provides a wide variety of educational opportunities for its diverse population, recognizes outstanding contributions to diversity through several avenues, and continually assesses its progress towards meeting the goal of providing an inclusive and respectful college community. Numerous policies involving recruitment, selection and hiring practices are also indicative of the College's commitment to diversity.

In an effort to demonstrate a commitment to the public good, COTC's mission clearly articulates that the high-quality education the institution provides is a benefit to both students and local employers. Additionally, through avenues such as volunteerism and civic engagement, the College maintains devotion to the continued development of social awareness.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions, and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty and staff. The COTC Board of Trustees is responsible for the governance and operation of the College. In accordance with Ohio Administrative Code 3357.09, the College adheres to rules established by the board in compliance with ORC 111.15. As public officials, the trustees and the President are required to complete an annual Financial Disclosure Statement pursuant to Ohio Revised Code (ORC) 102.02. These statements are reviewed by the Ohio Ethics Commission for any possible conflict of interest. In addition, trustees are required to participate in annual Ohio Ethics Law and related statutes training as outlined in Ohio Governor's Executive Order 2011-03K. The board adheres to Ohio Sunshine Laws requiring that all meetings are open and accessible to the public. Proper notice is given prior to such meetings.

The Finance/Audit Committee of the Board of Trustees oversees financial matters for the College, including review of the annual budget and end-of-year financial statements. The Business and Finance division oversees the [annual budget process](#), which allows all campus departments to have input in the annual budgetary process. Unit Budget Managers (UBMs) are required to uphold purchasing and [accounting policies and procedures](#) to ensure consistent and transparent financial processes. The College strictly enforces its [purchasing policies](#), which include bidding requirements and procedures. Standards for vendor engagement are outlined in the [Vendor Code of Conduct](#). The Services Center follows strict copyright restrictions, and outlines those restrictions in a [user guide](#) for faculty and staff. Additionally, the library and bookstore closely follow copyright regulations within those areas. Due to the unique partnership between COTC and Ohio State Newark, a [cost-sharing agreement](#) is maintained and monitored to ensure the equitable sharing of resources.

COTC's financial statements are audited annually by an independent certified public accounting firm to ensure compliance with governmental accounting standards. The College has a history of unqualified opinions. Additionally, the College has an [A133 audit](#) completed to comply with Ohio Department of Education (ODHE) requirements and various other audits by the ODHE, especially in the area of enrollment and financial aid. Mid-term, unrestricted fund financial reports are reviewed with the Board of Trustees to keep the board informed of annual budget to actual performance between the annual audit processes.

The College maintains a transparent and informed environment as evidenced by marketing communications, monthly executive communications and informational email updates. Various

constituency groups, such as Staff Forum and Faculty Council, serve as conduits for communications as well.

COTC establishes and implements policies to ensure the rights and responsibilities of internal constituencies are maintained consistently, fairly and ethically. The College strives to offer accessible, formally-approved, well-articulated, and understandable policies and procedures in a consistent, official format. [All policies and procedures](#), including human resources, fiscal, student, faculty and staff policies, are maintained in the President's Office and easily accessible on the College's website.

All personnel, including faculty, must adhere to all applicable [human resources policies](#) (i.e. EEO and Non-Discrimination; Equal Employment for Individuals with Disabilities; Nepotism; Conflict of Interest; Harassment; Drug-Free Workplace; wage and salary; discipline and grievances; health and safety; leaves ([cost-shared](#), [non-cost-shared](#)); and employment, including background checks for all faculty and staff). Additionally, college employees are covered by the Ohio Ethics Law for public officials and state employees. Each new employee is provided with information about this legislation, and must acknowledge receipt in writing. Full-time faculty are also governed by the [Faculty Handbook](#) and the [Agreement Between The Central Ohio Technical College and The United Faculty/Central Ohio Technical College, AFT/OFT](#).

Academic program integrity is established through a variety of methods. [Regional and national program accreditations](#) are obtained for each academic program, where possible. The [academic program review process](#) requires that each program be reviewed every five years. Additionally, as part of the assessment process, each academic program completes an [annual program assessment](#) to ensure the program's offerings support the College's mission. Furthermore, integrity is ensured as each academic program, and each individual course within the academic program, is reviewed and approved through the College's [curriculum review process](#). This process includes reviews by the appropriate academic department, the Office of Academic Affairs and the [Curriculum Committee](#).

Academic program integrity is further ensured through IPEDS reporting procedures at the national level. In the State of Ohio, [academic programs](#) and courses must receive ODHE approval before they can be offered. Annually and each semester, course-specific reports must be submitted to ODHE. Additionally, on a three-year cycle, COTC completes an ODHE audit of academic programs, enrollments, faculty credentials and facilities used for academic programming in accordance with Ohio law. Every semester, student evaluations are conducted for each course, offering further assurance of academic integrity from the student viewpoint.

Academic and student data reliability are ensured at the basic level through the policy on the [Responsible Use of COTC Computing Resources](#). Each student and staff member must read and sign an agreement statement. The College continues to use the established [Standards for Data Entry](#) document which is reviewed and updated annually by the Colleague Advisory Group. Several of the Colleague modules have a [Business Practice Re-engineering \(BPR\)](#) group established to meet, review, develop and implement Colleague user policies, procedures and practices. An [Institutional Data Policy](#) has also been established to ensure the integrity and security of sensitive/restricted data within the Ellucian Colleague System.

Academic policies and procedures are well defined for students and widely distributed via the website. For faculty, these policies and procedures are addressed in the [Faculty Handbook](#) and on the [Faculty Resources webpage](#) which includes a link to the [Class Roster Policy](#). Changes in academic policies and procedures are emphasized during academic advisory committee meetings and mandatory [Faculty Development Days](#). Student academic integrity is emphasized at student orientation sessions

and published in the [Student Handbook](#). In the appropriate orientation sessions, students, faculty and staff receive Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) training. All students are responsible for reviewing the provided [Code of Student Conduct](#), which was established to foster and protect the core missions of the College in a safe and secure learning environment.

Students are encouraged to meet with their faculty member or an ombudsperson to discuss specific problems with a course. They may also discuss the problem with an academic advisor or Student Life representative.

COTC, in partnership with Ohio State Newark, outsources its book store and dining services. The bookstore is outsourced to Barnes and Noble, and dining services is under the management of The Ohio State University internal food service operations. The Purchasing & Auxiliary Services Manager oversees the contracts of both operations and serves as the campus liaison.

The manager meets annually with [Barnes & Noble college representatives](#) and reviews operations and updated reports to ensure their practices are continually leading to added opportunities and savings for students while maintaining revenues for the institution. Additionally, the Bookstore Innovations Group, comprised of the bookstore manager, the Purchasing and Auxiliary Services Manager, students, faculty and staff, meets multiple times per year to review and discuss bookstore operations, offerings and opportunities to better serve the campus as a whole and that the needs of students are met in the most fair and equitable manner possible.

[Campus dining management](#) works with Ohio State's Office of Student Life to address complaints, concerns and suggestions in order to ensure our campus is being served fairly and in its best interest. Additionally, regular meetings between the management of the dining facility and the Purchasing and Auxiliary Services Manager help to ensure the relationship is meeting the college's needs. Affordability and quality offerings are regularly among the topics of conversation.

COTC enjoys a high degree of community ownership and expectation not only for its mission and value in the community but for the collaborative model it shares with its co-located partner, the Ohio State University at Newark. This is evidenced by its level of community involvement as well as the high degree of philanthropy for scholarships and fund raising. The Board of Trustees and employees feel a responsibility to their community as significant and pervasive as their responsibility prescribed as a state technical college.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

COTC uses a variety of communication avenues to provide access to its students and to the public with regard to programs, requirements, faculty and staff, costs to students, control and accreditation relationships. A vast amount of data and information about the College is presented through the institutional website, which is the primary mechanism for communication with students and the general public. Also COTC recently implemented a mobile application, making available much of this information on handheld devices. COTC releases [monthly newsletters](#), one from the President to all employees and an externally-focused newsletter called [Profiles](#). The institution also communicates through press releases, and maintains a news and events page on the website.

In 2014, the College undertook a major upgrade to its external website and made the decision to specifically focus on prospective students, alumni and communities served. Internal information for current students, faculty and staff was moved to the secured internal portal. During the College's mid-cycle comprehensive evaluation in 2014, the peer reviewers noted that the student-oriented website should be reviewed for effectiveness. As a result, the Information and Technology Services (ITS) Department completed an inventory of all institutional policies in 2015 and updated the website as needed to make those documents available to the general public. All of this information can be accessed from the footer that appears on every page of the website. In addition, each document can be accessed within three clicks, so it is easily accessible to the public.

Information on all programs of study, program requirements and learning outcomes can be found in multiple locations: the COTC website, the [Viewbook](#), academic program videos, program webpages and Program Overview [sheets](#), individual [plans of study](#), the course catalog, new student orientation, program information meetings, [marketing publications](#), public relations efforts and advertising, emails and social media. Course syllabi are provided to each student in person or via the learning management system. Additionally, syllabi are available to sister institutions in support of the transfer student process and articulation agreements. Program information is also made available during high school visits, college fairs, recruitment events and presentations at community events.

Faculty and staff contact information and [faculty credentials](#) are available through the COTC website, the faculty directory, program webpages and the internal portal. An online telephone and email directory and search option (People Finder) provides contact information, including office locations for full-time faculty and staff. Department administrative staff maintain [contact information and office hours](#) for all full-time faculty members. Faculty contact information is also published in all syllabi. A complete [organizational chart](#), including all positions held at the College, is available online along with a detailed pattern of administration.

Educational costs are accessible through the website and from detailed student billing provided by Fees and Deposits. The Net Price Calculator provided by the Office of Financial Aid offers estimated net price information for tuition, fees, books and supplies, room and board, and other related expenses to current and prospective students. Additional important information provided by Financial Aid includes the [Satisfactory Academic Progress Policy](#), the [effects of dropping all courses or](#)

[withdrawing, student rights and responsibilities, and how aid is adjusted when the student is less than full-time or drops some but not all hours.](#)

In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, the [Guide to Student Consumer Information](#) is sent to enrolled students each semester to inform them of the availability of required consumer information. This guide contains brief descriptions of important information about COTC, financial assistance, graduation rates, campus security, student rights and responsibilities, voter registration and FERPA. The guide also includes information about the Gainful Employment programs offered at COTC, which requires an outline of cost to the student. The guide is available online or by requesting a paper copy.

Under the terms of the Student Right to Know Act and the Crime Awareness and Campus Security Act of 1990, COTC maintains and reports statistics on the graduation rates of students by ethnicity, gender and other relevant information. These [statistics](#) are available on the website.

[Accreditation relationships](#) are also available on the website. In addition, this information can be found on specific academic program webpages, Program Overview sheets, effectiveness data webpages, marketing publications and the [COTC Snapshot](#) document.

The Office of Institutional Research and Effectiveness (IR&E) is responsible for providing executive leadership with information that supports institutional planning, policy formation and decision making; coordinating responses to inquiries for college-related information; serving as a comprehensive source for information about the institution; and administering the ODHE-HEI data collection and reporting system on campus. All information related to IR&E is located on COTC's website.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The board's deliberations reflect institutional priorities. The ORC and the Rules of the Board of Trustees ensure that the COTC board has the autonomy it needs to make decisions in the best interest of the College and ensure its integrity. The ORC and the [rules](#) state the board's powers and duties to establish rules and practices by which it must abide. They mandate how the board manages and directs the College's affairs, establishing rules and procedures for such things as the size and composition of the board, the schedule of board meetings, and the duties and roles of board officers.

Board meetings are held [monthly](#), and conducted in accordance with Ohio Sunshine Laws and Robert's Rules of Order. The meetings are usually conducted over the lunch hour at the Newark Campus. Periodically, a board meeting is extended to include an executive session to discuss personnel, legal or other matters, as appropriate. Planning sessions outside regular or special board meetings may be called by the Chair of the board or the President of the College. The board has established standing committees for Audit/Finance and Board Development. The Chair of the board can appoint special committees, as deemed necessary by the board. Additionally, individual board liaisons are appointed for strategic planning, accreditation and faculty negotiations.

The [strategic plan](#), the [Newark Campus Framework Plan](#) and the [annual budget](#) are key institutional, board-approved documents that set forth the College's priorities, plan for resource allocation, and plan for supporting the college infrastructure to meet current and future needs. These documents guide the board's deliberations.

During their meetings, the trustees consider, discuss and are informed about key matters. The [agendas](#) for regular meetings are planned to foster and support board deliberations that reflect the board's priorities to preserve and enhance the institution. The board Chair and Vice Chair meet with the President of the College two weeks prior to each meeting to develop the agenda. To prepare for each meeting, board members receive a packet of materials for review prior to the meeting. The packet includes the agenda, minutes from the prior meeting, and resolutions or other materials relevant to the specific agenda items. During meetings, board members consider and act upon the official business of the College, including the awarding of employment contracts to faculty upon the recommendation of the President, setting annual tuition and fees, accepting gifts and donations, adopting the operating and capital budget, and approving candidates for degrees awarded by the College. Board meetings also typically include presentations by faculty and staff that are consistent with identified institutional

priorities.

Institutional effectiveness, including student success, is a high priority for the board. In the spring of each year, the board receives and discusses information on [Key Performance Indicators \(KPIs\)](#) that have been identified by the College. Additionally, the board annually reviews [key academic metrics](#), including [programmatic and institutional accreditation](#) activities and assessments, and [student pass rates on licensure, certification and registration exams](#) for academic programs when available. In June 2018, the board approved the updated [College Completion Plan](#) which outlines numerous strategies that continue to be utilized by the Gateway and the Office of Academic Affairs to support students and retain them either until graduation or the attainment of a certificate.

As the legal governing authority, the board assigns high importance to and actively monitors the College's fiscal status, and directs its Audit/Finance Committee to deliberate fiscal topics and make recommendations to the full board. The board deliberates on the fiscal viability of the institution throughout the year, and during the annual meeting devoted to the operating budget, it makes recommendations on tuition and fees, compensation and the overall budget for the institution. The board consistently monitors interim financial statements and ultimately year-end fiscal results, including the fiscal watch ratios as required under the ORC. Additional financial topics are considered throughout the year as they apply, such as revisions to the funding formulas, the capital bill and any new developments.

During decision-making deliberations, the board considers interests of internal and external constituencies. The College's administration, including the President, may report input from campus constituencies to members of the standing committees and to the full board. The board liaisons for strategic planning, accreditation and faculty negotiations interact directly with faculty and staff to understand the interests of associated constituents on these important matters. For example, the board member appointed as the liaison for strategic planning serves as a member of the College's Strategic Planning Council (SPC) and participates in the regular meetings of the SPC, representing the board's interests during the meetings and reporting back to the full board the activities and decisions made by the council.

In their role as representatives of COTC, board members interact with key external constituencies such as employers, alumni, donors, politicians and members of professional organizations. These relationships provide contemporary insight into educational needs, career development and emerging trends that may help inform or impact board deliberations. Additionally, given the importance of the College's Newark Campus partner, the board also appoints a member to serve as the liaison with the Ohio State Newark Advisory Board. The liaison meets regularly with the Ohio State Newark board to provide updates regarding COTC's activities and plans and represent the College on matters under discussion by the Ohio State Newark board that may impact the College.

COTC's board preserves its independence from undue influence by external parties when such influence would not be in the best interests of the College. The ORC requires that each member of a technical college district's board of trustees, before entering upon their official duties, take and subscribe to an oath that they will honestly, faithfully and impartially perform the duties of their office. The board's Development Committee is responsible for nominating new board members, presenting a slate of officers each year for consideration by the full board succession planning and identifying additional opportunities for engagement of board members.

COTC's board delegates day-to-day operations of the College to the administration and expects faculty to advise on academic matters. The [rules](#) established by the board designate the President as the chief executive officer of the College with responsibility for the entire administration of the

College. The President is charged with the duty to enforce the bylaws, rules and regulations of the Board of Trustees to execute the mission of the College. The President, members of the Executive Leadership Team and their respective teams carry out the day-to-day operations of the College independent of direct board supervision.

Through the [Agreement Between The Central Ohio Technical College and The United Faculty/Central Ohio Technical College, AFT/OFT](#), the board and faculty have agreed to the faculty advisory responsibility for fundamental academic matters including, but not limited to admission and graduation requirements, curriculum, subject matter and methods of instruction, research, coordination, and those aspects of student life which relate to the educational process. The Faculty Council is the primary means through which the faculty makes its recommendations on those academic matters for which it has advisory responsibility.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

COTC is committed to freedom of expression and the pursuit of truth in teaching and learning. The [Code of Student Conduct](#), which is found in the Student Handbook, was established to foster and protect the core mission of the College; foster the scholarly and civic development of students in a safe and secure learning environment; and protect the people, properties and processes that support the College and its mission. Preservation of academic freedom and the free and open exchange of ideas and opinions for all members of the College are central to the mission. To further demonstrate its commitment to the open exchange of ideas and in response to a recommendation resulting from the 2014 HLC mid-cycle comprehensive evaluation, the College modified its Code of Student Conduct to include a parallel statement regarding the protection of student freedom of expression. The Code of Student Conduct now includes the explicit statement, “Central Ohio Technical College welcomes diverse beliefs and values academic freedom and the open exchange and expression of thoughts, opinions and ideas.”

The Code of Student Conduct states the expected behavior of all students on campus. Enforcement of the code resides with the Director of Student Life. A [disciplinary and appeals](#) procedure is written into the policy to ensure students are treated ethically and respectfully throughout the process. Detailed [policies for student grievances](#) in academic matters are well defined in the Student Handbook.

Academic freedom is a respected and protected value of the institution. [Article XI](#) of the *Agreement Between the Central Ohio Technical College and the United Faculty/Central Ohio Technical College, AFT/OFT* addresses professional rights and academic freedom. Faculty members are entitled to freedom in the classroom in discussing their subject, and full freedom in research and the publication of results. While faculty members are free from institutional censorship or discipline, the agreement also addresses correlative responsibilities attached to the exercise of academic freedom ([Article XI.2](#)).

Outside speakers are welcome to speak at COTC. Free speech is permissible on all of the College’s campuses, in all outdoor spaces and is not limited to designated areas. It is congruent with the belief in academic freedom and freedom of speech that all views be allowed.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

COTC provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students. As a technical college, COTC faculty focus on teaching for student academic success. Research and publishing are not part of routine work. However, scholarly activity does take place when faculty choose to perform such work as part of professional development. Some of these activities include presenting at professional conferences, holding subject-specific workshops or exhibiting best practices poster presentations. The Office of Institutional Research and Effectiveness has an established [process](#) to ensure the appropriate use and adequate oversight of the College's data in research.

Some technologies have specific scholarly oversight. For example, the Emergency Medical Services (EMS) Technology program has medical oversight from a physician medical director who reviews teaching materials and exams for medical accuracy. EMS and Nursing both use national testing software and case scenario development banks that undergo peer review processes to help their students prepare for licensure exams.

The Turnitin plagiarism application was implemented in all curriculum areas in August 2017. This application provides faculty with an easy-to-use tool to check students' written work and research papers for plagiarism. Through the use of this tool, students are offered guidance and support in the ethical use of information resources during their academic career at the College.

Students are offered guidance in the ethical use of information resources. The integrity, security, reliability and ethical use of the information technology resources are critical to the College's continuing success and mission. The Office of the Chief Information Officer (OCIO) has security processes and tools in place to protect the integrity of the campus network. These processes are enforced through formal written [policies and procedures](#), and numerous security controls are in place throughout the network environment. Standards are also implemented that allow for effective oversight and management of support services provided to faculty, staff and students. The [Responsible Use of COTC Computing Resources policy](#) is provided to faculty, staff and students. The policy outlines the acceptable social and ethical responsibilities and limitations associated with the rights of academic freedom and freedom of expression in connection with the use of the College's computing resources. During new student orientations, an overview of this policy is provided, so students understand appropriate practices when using the College's computing resources.

Library staff guide faculty and students in the ethical use of information, and include content on citation basics and the ethical use of information in the classroom in their instructional sessions to students. This training is augmented by various [flyers and handouts](#) available in the library.

A [copyright compliance statement](#) is posted at all public copiers in the library. Furthermore, copyright and citation information is posted on the library's webpage in various locations, and is included in the [library resources guide](#) called COTC: Research & More. The Responsible Use of COTC Computing Resources policy also is included on the [library webpage](#).

The Center for Student Success (CSS) provides resources that guide students in the ethical use of information resources. Students in writing labs are provided guidance in the areas of proper citation, copyright and the ethical use of information pertaining to research papers.

College-level communications courses provide students with guidance in the area of copyright law and providing proper credit for original work. Students enrolled in the Digital Media Design (DMD) Technology program discuss copyright in their capstone course. Plagiarism is addressed in the [Code of Student Conduct](#), and every course syllabi references policies relating to plagiarism, legal and ethical behavior, and privacy and confidentiality. Additionally, [academic program handbooks](#) address the ethical use of information within each given discipline.

COTC has and enforces policies of academic honesty and integrity. Defined policies and processes regarding expectations for academic honesty and integrity and for reporting and handling academic misconduct are documented and published in the [Code of Student Conduct](#) and on the COTC website. In addition, academic program handbooks include policies pertaining to each program's professional code of ethics, and language on academic misconduct is included on course syllabi. Faculty training is provided for a clearer understanding of the code expectations and the reporting process.

Student Life is responsible for acting on behalf of the College in matters of student discipline. Under this umbrella, Student Life manages alleged instances of behavioral and [academic misconduct](#) in order to determine how best to resolve these allegations consistent with the goals and mission of the College as an educational and intellectual community. In an effort to provide a clearer understanding of the conduct process, students referred to Student Life for adjudication are provided a [student rights document](#) with the initial summons. Any student found to have engaged in conduct that is in violation of the code while within the College's jurisdiction is subject to disciplinary action. In Summer 2017, a complete review of the [academic misconduct](#) reporting and adjudication process was conducted.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

COTC has a long history of operating with integrity in financial, academic, personnel, and auxiliary functions, and has implemented several safeguards to maintain its ethical and responsible conduct. These safeguards shape the operations of the College and its culture as a whole.

To demonstrate its commitment to transparency to both students and the public, COTC employs a variety of digital, mobile and print communication methods. These methods offer all constituent groups access to information regarding programs, requirements, faculty and staff, educational costs and accreditation relationships.

COTC's governing body has the autonomy it needs to make decisions in the best interest of the College and to ensure its integrity. Additionally, the board routinely receives and discusses important metrics and statistics that guide its decision making.

COTC employs several policies and procedures that emphasize the importance of integrity in all pursuits by all faculty, staff and students. The security, reliability and ethical use of campus resources is critical to the College's continued success, while policies regarding academic honesty and integrity foster and protect the core values of the College.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

COTC uses a variety of evaluative methods to ensure that courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The College's [program review process](#) serves to sustain the currency and appropriateness of the academic programs. The objective of the review process is to evaluate, assess and strengthen the programs offered by the College. Leadership ensures program integrity, and is accountable for ongoing quality assessment via data on student outcomes, enrollment and regulatory compliance.

Courses are [routinely evaluated](#) based on best practices and input from students, faculty, deans/directors, external regulatory or accrediting bodies, research data and academic advisory committees. Course syllabi are reviewed each semester. The [standard syllabus](#) includes credit and contact hours, course descriptions, required topics, and student learning outcomes and competencies for the course.

Curriculum is reviewed, and revisions are made based on formative and summative assessment findings, regulatory and accreditation requirements, feedback from the academic advisory committee, review of student and program outcomes, and workforce needs. New programs of study, revisions to programs of study, new courses and course revisions are [initiated by faculty](#) members in collaboration with the academic dean/director. A curriculum proposal is submitted to the dean/director for consideration, then forwarded to Academic Affairs for initial approval. The plan of study and/or course syllabi are then submitted to the Curriculum Committee for review and approval. It is important to note that the College's Student Learning Assessment Steering Committee (SLASC) is now an [integral part of this process](#). Final recommendations are made to the Vice President for Academic Affairs, after which the program or course is finalized.

Many technology programs are individually [accredited or regulated](#). For example, the Nursing program is regulated by the Ohio Board of Nursing and accredited by the Accreditation Commission for Education in Nursing and recently from the National League for Nursing Commission for Nursing Education Accreditation. The Radiologic Technology, Diagnostic Medical Sonography, and Surgical

Technology programs are all accredited through JCERT and CAAHEP, respectively. The Human Services, EMS, Business Management, Engineering Technology, Fire Science and Early Childhood Education programs are also accredited. Although specialty accreditation is voluntary, the College values program accreditation as a method to ensure programs are in compliance with industry standards.

Many COTC courses have been approved by the ODHE for [Ohio Transfer Module \(OTM\)](#), [Transfer Assurance Guides \(TAG\)](#), and/or [Career Technical Credit Transfer](#). This is a state level approval process that ensures course content is consistent, at an appropriate level and fully transferable to other state institutions.

Finally, faculty contribute to course currency and relevancy by pursuing their own academic progression and [professional development](#), achieving and maintaining specialty certifications, contributing to journals, presenting at professional conferences and networking with other professionals.

COTC articulates and differentiates learning goals for its undergraduate and certificate programs. The College offers undergraduate education at the associate degree level, awarding the Associate of Applied Science (A.A.S.), Associate of Applied Business (A.A.B.), Associate of Science (A.S.), Associate of Arts (A.A.) and Associate of Technical Studies (A.T.S.). The College also offers [certificate programs that are embedded within associate degrees](#). Each academic program, both degree and certificate, has clearly articulated [end-of-program student outcomes](#). The outcomes reflect academic guidelines and expectations, regulatory and accreditation requirements, and industry standards.

COTC's program quality and learning goals are consistent across all modes of delivery and at all locations. The College's Curriculum Committee is instrumental in ensuring the consistency of all course syllabi through clear curriculum policies and the use of a standardized syllabus template. The goal of the College is to ensure that all faculty adhere to published course syllabi regardless of location or mode of instruction. Academic Affairs, deans/directors, and lead faculty work together to provide oversight across all campuses and modes of delivery. Consistency is reinforced through faculty onboarding and in-class observations.

Online courses must meet the same requirements as on-campus classes in accordance with the standardized syllabus outline and course syllabus. In 2018, the College updated the COTC [ELearning Guidelines](#). These guidelines ensure a standard of consistency and quality for the structure and delivery of online courses. All of the College's online courses have been revised to ensure ELearning standards are met. The College is currently in dialogue with faculty regarding a revision of the master syllabus template.

Off-campus courses must demonstrate their fidelity to the same guidelines that govern on-campus courses, and are subject to a high level of review to ensure consistency. The College provides high school students the opportunity to earn college credit while still in high school. These dual credit courses can be offered in a flexible time frame rather than the College's regular semester blocks, per state guidelines; however, student learning outcomes, evaluation methodologies, assessment methods and course content are consistent with on-campus courses.

Additionally, the College offers courses and programs through contractual or consortia arrangements. For example, the College has agreements with the Ohio Department of Commerce, the Ohio Fire Academy (OFA), and the Career & Technology Education Centers of Licking County (C-TEC) to offer courses and certificates such as the State Tested Nurse Aide (STNA), Pharmacy Technician,

Medical Coding, and Firefighter 1 and 2.. All consortia program courses are held to the same standards as courses and programs offered on campus.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

COTC's General Education (GE) program is appropriate to the mission, educational offerings and degree levels of the institution. The GE program provides a strong foundation for student success in all degree offerings. The College is a proponent of students becoming lifetime learners, and also recognizes that education in both the arts and sciences is valuable in meeting the College's mission. COTC is committed to educating the whole person through a collection of courses that assist students in acquiring: (1) effective written and spoken communication skills; (2) problem solving and/or critical thinking; (3) mathematical and computation skills; (4) natural and physical laboratory sciences skills; (5) experiences in the social and behavioral sciences, arts and humanities, ethics, and cultural diversity; and (6) computer and information literacy. Each technology program includes GE courses that it regards as essential for every college-educated person.

The College's GE requirements satisfy the [guidelines](#) published by the ODHE for two-year programs. The A.A. and A.S. degrees fulfill the institution's Ohio Transfer Module (OTM); 36-40 semester hours or coursework in general education. The A.A.S., A.A.B., and A.T.S. degrees include at least 30 semester hours of non-technical coursework, which includes general education courses.

The GE program is grounded in a philosophy developed by the institution, and it imparts broad knowledge and intellectual concepts to students while developing skills and attitudes that the institution believes every college-educated person should possess. COTC recognizes the importance of a strong GE core to the success of its students, not only while they are pursuing their technical college courses, but in their lifelong aspirations as well. Assisting the College in achieving its mission, the Arts and Sciences Department serves an important role, empowering students with skills and knowledge critical to both their academic and personal success.

The College's [GE philosophy](#) is that every student should have many opportunities to develop knowledge, technical skills, self-reliance and a sense of responsibility as a citizen of the community,

the nation and the world. The College's GE requirements allow students to acquire the necessary abilities to obtain and keep a job, listen and read with understanding, speak and write clearly, think soundly, and employ mathematics quickly and accurately. Most GE courses are foundations for more specific technical courses at COTC.

The purposes, content and [learning outcomes](#) of the College's GE requirements are articulated in all programs. These general education outcomes are the foundation for the assessment plans that for each academic program and department.

Each COTC degree program requires the completion of GE core requirements providing knowledge in the areas of collecting, analyzing and communicating information; mastering inquiry methods; developing creative work; and acquiring skills to adapt to ever-changing environments. In AY2015-16 new general education outcomes (GEOs) were approved. Led by the SLASC, programs and departments began a [mapping project](#) to demonstrate the relationship of the GEOs to the respective program/department. All of the College's technical programs provide knowledge in the above areas at different levels of depth and scope. In the Health Sciences programs, simulation labs and clinical rotations are utilized to allow students to learn skills & knowledge in the areas of mathematics, communication, critical thinking, assessment and adaptations to changing environments. All technical programs have internships or co-ops or clinical rotations that provide an opportunity to apply skills and knowledge.

Challenging intellectual and creative work is central to student learning and collegiate quality. When asked how much their coursework at the College emphasized applying theories or concepts to practical problems or in new situations, 67.4 percent of student respondents in the 2014 [Community College Survey of Student Engagement \(CCSSE\)](#) indicated this occurred quite a bit or very much. The frequency range for comparison groups was 55-59.8 percent. The percentage for COTC was higher than the highest percentage for the comparison groups, and was significantly higher than the [aspirational comparison group](#).

COTC is aware of the importance of students continually applying the GE skills they learn, not only in the class in which a given skill is learned or perfected, but in all aspects of their education. In short, COTC goes beyond the well-known concept of "writing across the curriculum" to reinforce all of its GE courses across the curriculum. The goal is to avoid the pigeonholing of knowledge that occasionally manifests itself by students. Students learn, for example, that procuring credible research and disseminating it and using correct grammar and punctuation should occur not only in their composition classes, but in all of their classes.

Technical and GE faculty collaborate to ensure that students are effectively applying the skills they learn in their GE courses to their technical courses. One example is the Fire Science instructor who provided the Sociology instructor with a real-life scenario involving cultural sensitivity. Additionally, faculty presentations and workshops along with guided brainstorming during [Faculty Development Days](#) encourage faculty to share ideas across the disciplines.

The education offered by COTC recognizes the human and cultural diversity of the world in which students live and work. The College's institutional value of "[Sustainability](#)" emphasizes its commitment to mutual respect and diversity by building relationships that acknowledge the essential dignity of each individual and by valuing all races, genders, cultures, backgrounds, lifestyles and abilities. The College strives to create and sustain an intellectually stimulating environment for collective growth. Organizational structures, such as the [Office for Disability Services](#), the [Office for Multicultural Affairs](#), and the [Diversity & Inclusion Advisory Council](#), illustrate that the commitment to diversity is embedded institutionally.

COTC faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. While research is not required, faculty are engaged in many [scholarly activities](#). Faculty in Engineering Technologies, Nursing and Mathematics have presented at national conferences recently. Numerous faculty have written articles and presented papers at state and national meetings. Also, the College [supports and encourages](#) faculty to pursue advanced degrees.

In the classroom, student assignments are focused on the discovery of knowledge as well as the application of that knowledge. In many technical courses, a philosophy of transferring theory to practice is a major objective. Courses in the Engineering Technology, Digital Media Design, Culinary Science, Health Sciences, Early Childhood Education, Business Management, Human Services and Public Safety technologies all have major components of knowledge acquisition through discovery.

Many courses programs have capstone assignments, service learning projects and practicums/internships that allow the student to demonstrate discovery/creative [learning experiences](#). Opportunities to be creative and discover knowledge are also available to students through co-curricular activities.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. 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; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

COTC has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty. The student-to-faculty ratio at the College is [13:1](#), which promotes academic support and student engagement in classroom, laboratory and clinical settings. In addition to instruction, faculty engage in [college governance](#), academic program administration and program accreditation. Faculty also serve as advisors to students; advise administration on academic matters of the College, such as curriculum and graduation requirements; serve on college and departmental committees; participate in professional and community organizations; and engage in [professional development](#) activities. Approximately 72 percent of the full-time faculty have been with the College for five years or longer; therefore, continuity to carry out these functions is assured. In addition, full-time faculty representatives serve on the College's Curriculum Committee and SLASC. These committees are essential for ensuring continuous quality of student learning.

COTC has highly [qualified](#), motivated and engaged faculty who are dedicated to providing quality educational experiences to their students. The faculty's commitment to and engagement in these multiple roles ensures both continuity and sufficient numbers to carry out the work and the mission of the College.

All instructors are appropriately credentialed, including those in dual credit, contractual and consortia programs. Instructional personnel at the College must meet clearly established requirements for [academic credentialing](#). The College has fully implemented HLC credentialing guidelines with the goal of hiring faculty who demonstrate subject matter expertise. The College has established consistent procedures to promote careful consideration of faculty qualifications during the hiring process.

Faculty members who teach GE courses hold a master's degree or higher in their discipline. If their

master's degree is in another discipline, they must have completed 18 or more graduate hours in the discipline in which they are teaching. Several of the technical programs have differing or additional requirements of faculty depending on regulatory or accreditation requirements. For example, programs with regulatory oversight or external accreditation such as the Basic Police Academy, EMS, Nursing, and Surgical Technology specify degrees and/or certifications required to meet that technology's standards.

Position postings for faculty clearly state the required qualifications for each position. Applications are carefully screened by the search committee and appropriate academic administrator. Official academic transcripts are requested and reviewed to ensure consistency and compliance with position requirements. A [template](#) is utilized to record the the credential status and discipline(s) and/or course(s) in which they are qualified to teach.. In addition, certain technologies utilize forms specific to their discipline to ensure regulatory compliance. Transcripts and credentialing documentation are maintained in the office of Academic Affairs.

Faculty who teach under agency contractual arrangements are required to meet the standards of the appropriate regulatory agency providing oversight to the program. Academic Affairs monitors faculty credentials carefully and conducted a full faculty audit in the 2018 calendar year to ensure compliance.

COTC faculty are evaluated regularly in accordance with established institutional policies and procedures. Full-time [faculty are evaluated](#) in accordance with the process articulated in Article X of the *Agreement Between the Central Ohio Technical College and the United Faculty/Central Ohio Technical College, AFT-OFT*. Each academic year, excluding the year in which the faculty member is up for contract renewal, faculty participate in an annual performance review with their designated administrator. The faculty member provides a written narrative that includes identified strengths and areas for growth, progress toward previously established goals and objectives, and goals for the upcoming year. The faculty member then meets with their administrator to discuss their performance and receive feedback on the narrative.

Faculty members who are up for contract renewal participate in a comprehensive evaluation process. This process includes, but is not limited to an in-class observation, a review of teaching materials, an evaluation conference, submission of a comprehensive Faculty Narrative, a summary of student evaluation trends and an Administrative Final Evaluation Report. Final reports are submitted to Academic Affairs by the third week of each February.

Part-time faculty are observed by either their designated academic administrator or the coordinator of part-time faculty, following the [established process](#). Certain technologies have additional regulatory or accreditation requirements for evaluation of part-time faculty, and those processes are maintained by the individual technologies. For example, the Nursing Department conducts an on-site evaluation of part-time faculty during the semester of hire, repeats this at least annually for two years, and then moves to every other year. In addition, on-site observations are conducted as indicated depending on circumstances, such as clinical site transitions.

Students have the opportunity to contribute to faculty evaluations. This is a voluntary process with access provided to the students at the end of each semester for their assigned course. Students may also provide feedback by sharing concerns through completion of a [Student Concern Form](#), or directly communicating with the course instructor or appropriate academic administrator.

COTC has processes and resources for ensuring that faculty are current in their disciplines and adept in their teaching roles; it supports their professional development. The College is

committed to recruiting and retaining highly qualified faculty, and encourages them to pursue higher education. Full-time faculty members have access to tuition reimbursement for college courses and/or degree granting programs, and provides tuition assistance for up to seven credit hours of coursework per semester.

In accordance with [Article XV](#) of the collective bargaining agreement, funds are available for faculty members to attend professional meetings, conferences and workshops. A process is in place to give faculty members access to these professional development funds. In addition, departmental budgets or the Office of Academic Affairs often provide funding to support faculty attendance at regional, state and national workshops.

Faculty routinely attend state and national conferences. Numerous faculty are involved with state initiatives that are discipline specific. The College also sponsors annual Faculty Development Days prior to the start of each autumn semester, during which professional development workshops and activities are provided. Part-time faculty are provided professional development opportunities at least once each academic year on every COTC campus.

COTC faculty are accessible to their students. In addition to face-to-face meetings, students may contact faculty through email, telephone or the various communication functions available within the Moodle Learning Management System. Full-time faculty are expected to maintain [office hours](#), and are expected to post them on their office doors each semester for easy reference for students. Additionally, office hours are listed on course syllabi, and faculty are required to provide their course and office schedules to the academic affairs office each semester.

COTC students are generally pleased with the availability of faculty. As evidenced in the recent administration of the CCSSE, students engage frequently with their faculty. COTC's benchmark score for [Student-Faculty Interaction](#) was 51.1, as compared to the 2014 CCSSE Cohort standardized score of 50.0. When asked to indicate how often they had used email to communicate with an instructor, 85.8 percent of student respondents indicated often or very often. Further, 59.0 percent of the respondents indicated that they often discussed grades or assignments with an instructor.

Staff members providing student support services are appropriately qualified, trained and supported in their professional development. At COTC, every position has a specific job description which lists the duties, expectations and qualifications for the position. The qualifications, including experience and education, vary depending on the type of work performed in the position. The hiring committee initially confirms the applicant meets the minimum qualifications for a position. Members of the hiring committee, under the supervision of HR, review all the applications, meet to evaluate their findings, hold interviews and forward the top candidates to the hiring supervisor for further consideration. HR confirms qualifications prior to an offer being made. All staff providing support to students for academic advising and other student support (i.e., study skills strategies, accommodations for students with disabilities, counselors, career services, and multicultural affairs) have at least a bachelor's degree; some have a master's degree in the area related to their responsibilities. Members of the Office of Financial Aid have a minimum of a bachelor's degree or an associate degree with several years of related experience.

Professional development funds are available within each department to be used for external conferences, seminars, webinars and professional memberships. Additionally, supervisors arrange appropriate internal training which varies according to the department's responsibilities. For example, Financial Aid advisors are trained on federal regulations, policies/procedures and the College's information management system. Academic advisors are trained on FERPA and the College's programs, policies/procedures and information management system. As with faculty, all staff are

eligible to participate in the programs offered by HR.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

COTC provides student support services suited to the needs of its student populations. The institution provides academic, financial, information technology and personal well-being support to students at all of its campuses through the Gateway, the Center for Student Success, Academic Affairs, the library, Financial Aid, OCIO, Student Life and Public Safety. The College also offers dining services and a Barnes & Noble College bookstore, along with collaborations with local community resources.

Students have admission advisors, academic advisors, faculty advisors, and retention support through an early alert system and AmeriCorps Completion coaches. The Center for Student Success offers face-to-face tutoring, eTutoring and ESL tutoring along with a Math Learning Center, a Communication Resource Center, a Learning Skills Specialist and a Testing Center. Students in certain programs of study are supported by specialized labs. The library, which is shared with Ohio State Newark, provides access to OhioLink and offers LibChat services.

[Financial Aid](#) employs a Default Prevention Coordinator to educate students on student loan responsibilities. The office also provides scholarships and student employment opportunities as well as emergency grants including partnerships with local agencies.

The OCIO provides the Learning Management System (LMS), Moodle; Office 365; website, portal and mobile app access; computer labs; technical support; and Atomic learning modules.

The [Office of Student Life](#) consists of Career Services, Counseling, Disability Services and an Adaptive Technology Lab, Student Involvement, Multicultural Affairs, Recreation Sports, Student Conduct and Veteran Affairs. Student Life monitors the lactation room, the meditation room and voter registration. VITA tax preparation, Student Government, student organizations, and activities including family-oriented activities are provided. On-campus housing is available, and a state-of-the-art recreation facility opened in January 2017. [Stress reliefs](#) such as pet therapy are commonly offered, especially during high exam times.

[Public Safety](#) is available 24 hours per day and 365 days per year, and collaborates with the Newark

Police Department when necessary. Along with ensuring safety on campus, safety-to-car support, unlock services, tire changes, and other security measures are provided.

The institution provides for learning support and preparatory instruction to address the academic needs of its students, and has a process for directing entering students to courses and programs for which they are adequately prepared. The [Center for Student Success](#) offers academic support through specific services including the Communications Resource Center (CRC), Learning Skills Specialist, Math Learning Center, Testing Center and Tutoring Services. These services are provided free to students on all COTC campuses.

The CRC's primary goal is to provide assistance to students to improve their written and spoken communication skills, so they can be successful in current or future communication courses such as public speaking, reading or composition. In addition, support is provided for communication skills across the curriculum.

The Learning Skills Specialist provides training and resources to enhance student learning inside and outside of the classroom. Areas of support include study skills, time management, note taking, test-taking strategies and learning through technology. Services are offered in a variety of formats such as workshops, classroom presentations, on-demand online seminars, and individualized assistance via in-person and online meetings.

The Math Learning Center provides support for students to receive help in math courses as well as preparation for future classes.

The Testing Center provides support for many types of tests, including ACCUPLACER, COTC's placement testing, as well as ATI TEAS, classroom testing, distance learning testing, missed classroom tests, and class tests for students with authorized accommodations through Disability Services.

Tutoring Services provides support for all subjects other than math and communications. Students also have access to online tutoring [eTutoring](#), a collaboration of Ohio universities and colleges and their related programs.

Student Life provides various support services to students. Counseling services are provided free of charge to all currently enrolled students to attend to their mental health and emotional well-being. The Office for Disability Services (ODS) provides accommodations and support services for students with disabilities to maximize educational potential and develop independence to the fullest extent possible. It also provides adaptive technology services for students who need academic adjustments. These technologies include Dragon Naturally Speaking, JAWS, magnifiers, and Read and Write Gold. COTC is also a [Service members Opportunity College \(SOC\)](#), and has dedicated staff members to assist veterans and active duty service members with their transitions to college.

COTC utilizes multiple resources and measures to properly place students into coursework where they can succeed. The College has an [assessment and placement policy](#) whereby multiple measures are considered in determining appropriate placement. Placement test preparation is free and available through the Center for Student Success. All placement results are reviewed with the student by an academic advisor.

COTC has many resources available to help direct students into a program of study for which they are adequately prepared. All prospective and current students are provided access to [FOCUS 2[®]](#) to assist with career exploration. This is a self-paced, online career and education planning tool for college

students that enables students to self-assess their career-relevant personal qualities and explore career fields in areas of study that are most compatible with their assessment results. It also provides valuable occupation information. Students who complete FOCUS 2[®] are encouraged to meet with the Manager of Career Development to discuss possible programs of study.

Informational meetings are another way in which students are assisted in determining a program of study. Meetings are regularly scheduled throughout the academic year for all of the Health Sciences programs, the Basic Peace Officer Training program and the Engineering Technology program. During these meetings, specifics on the programs, admission requirements, expectations, licensing and advancement opportunities are discussed. This process helps to direct students towards career paths upon completion of their program.

Students have identified several services as positive contributions to their academic experience including a master schedule which extends a full academic year, free access to Microsoft Office 365, access to extended computer lab hours, a wide variety of student clubs and study rooms in the library which can be reserved.

COTC provides academic advising suited to its programs and the needs of its students. Upon registration, every student is assigned to an academic advisor in the Gateway based upon an alpha split model. Academic advisors are professional advisors trained in all academic programs offered at COTC. Through the generalist [advisor role](#), academic advisors assist students with admissions, program information, course planning, new student orientation, registration, and understanding policies and procedures. Academic advisors are positioned at all campus locations, and provide services to students through walk-ins, scheduled appointments, telephone, email and program information meetings. Additionally, academic advisors conduct ongoing outreach to at-risk students through the early alert system and refer students to appropriate campus resources. Additional outreach is provided through call center efforts, checking on progress and encouraging registration for the upcoming semester.

Each academic advisor is assigned as a liaison to one or more academic programs and acts as the program area expert for relationship building with the Office of Academic Affairs. Through the liaison role, academic advisors attend advisory committee meetings, update the program Fact Sheets, manage a program training manual, and provide program training and updates to all advisors. Additionally, all non-health students are assigned a [faculty advisor](#) based upon their declared major. Upon acceptance into a health career program, students are assigned to a program-specific faculty advisor. Faculty advisors provide guidance related to program and course requirements; career advising; academic concerns; referrals to campus resources; placement into internships, practicums, field experience or clinicals; sign petitions to graduate; and discuss transfer options for continued education opportunities.

COTC provides the infrastructure and resources necessary to support effective teaching and learning. As a technical college, COTC is committed to using current IT educational tools and offerings in support of its classroom teaching and learning environment. Advanced AV/Multimedia systems are installed in every classroom at all campus locations. Technology is integrated into SMART teacher stations, so a fluid and easy-to-use learning environment can be provided using multiple technology and video presentation methods. A few of these include the presentation of PowerPoint slides, document cameras, internet-based educational content and CD/DVD programs. There are 849 computers dedicated to classrooms on the Newark Campus. Of these, 195 are located in open student labs that can be used by all students. An additional 328 computers are available for student use at the three extended campus locations. All student-facing computers are replaced every three-four years to ensure currency. COTC has invested heavily in advanced technology tools for

faculty. These include lecture capture applications such as Panopto and the use of other video streaming systems to support course objectives.

A videographer is on staff who provides video editing and production services to assist faculty in their course content and incorporation into the LMS. Equipment such as cameras, video cameras and tablet devices are also made available for faculty use. Between 2015 and 2017, a faculty iPad/tablet program was completed that provided a limited number of tablet devices to faculty. Training on the use of these devices was provided and best practices were incorporated into classrooms. During 2016-17, new mobile-enabled devices were implemented in classrooms, so mobile devices could be seamlessly incorporated into the learning environment.

In 2017, a series of interactive tutorials became available to students to ensure they are well prepared to take an online course. This toolkit consists of multiple interactive tutorials and resources to use when taking online courses.

The College maintains a variety of laboratory teaching spaces for hands-on learning. Well-equipped science laboratories as well as nursing labs are maintained on the Newark Campus and one at both the Coshocton and Knox campuses. In Pataskala, the College partners with Licking Heights High School for science labs. Digital media design labs are available at all four campuses and EMS labs are available on the Newark, Knox and Pataskala campuses. Lab coordinators assist faculty in preparing lab materials, maintaining equipment, conducting safety audits and ordering supplies for each respective program/department.

COTC is committed to updating lab resources to ensure that students are current in their technological skills. The most recent updates to lab resources include 4-D ultrasound devices and ergonomic beds for the Diagnostic Medical Sonography program, a comparison microscope for the Forensics Lab, and updated equipment for technology integration support in the Computer Information Technology lab space. The Engineering Technology Department has added several trainers to their lab, including fluid mechanics, mechanical drives, hydraulics/pneumatics, instrumentation, temperature, materials science, metrology and electronic board trainers.

Updates have also been made to labs at the extended campuses. A dedicated refrigerator and autoclave have been added each to the natural and physical sciences labs at the Knox and Coshocton campuses, so microbiology can be offered for students at these locations. The Engineering Technologies lab at the Knox Campus features a manufacturing assembly trainer. Digital Media Design students on all four campuses have access to a Mac computer lab with Adobe Creative Suite Software and Adobe Premiere Pro. Students can also check out digital and video cameras when necessary for their assignments.

The Nursing program is offered at the Newark, Coshocton and Knox campuses. Each site has a well-equipped Nursing Lab that provides resources that support instruction in the art and science of nursing, including mid-fidelity human patient simulators at all three locations and a high-fidelity simulator at the Newark Campus. All labs are equipped with patient care stations to provide a realistic simulated patient care environment. Patient care equipment such as blood pressure cuffs, central line models, IV pumps, telemetry, and disposable practice supplies such as syringes, catheters, demo-dose medications (simulated) and IV solutions are available in all labs. The Nursing program has developed patient care simulation across the curriculum, moving from simple to complex clinical scenarios. This simulation provides excellent instructional opportunities in a safe environment, encouraging the development of clinical judgment as the students work through various patient care situations. Students utilize the Nursing laboratories for required class time as well as open lab skill practice sessions. Two full-time masters-prepared registered nurses oversee the operation of the labs,

serve as additional resources to students, and support instruction through skills remediation and assessment.

In addition to traditional classroom space and lab facilities, programs utilize a variety of sites including hospitals, long-term care and acute care facilities, clinics and schools to meet the learning needs of students. Affiliation agreements are secured with each site identifying the practice area that will best meet the needs of students. The full-time faculty make site visits each term to assess the quality of the learning environment. Students can also complete an evaluation of the site at the end of each semester. These sites and experiences meet or exceed external accreditation standards. All of the College's technological programs that offer practicums have clinical affiliation agreements, internship agreements, or field experience agreements with external businesses and/or non-profit organizations.

Students also have access to extensive research sources. All [library resources](#) are shared with The Ohio State Newark, allowing students to access books and journals owned by OSU Libraries. This partnership provides access to inter-library loan services, so faculty, staff and students are able to request articles and books from around the world to support their research and studies. With the main library located on the Newark Campus and satellite libraries located on each of the extended campuses, all COTC students have access to research and informational resources. COTC is also a member of [OhioLINK](#), a statewide consortium of over 121 college and university libraries. As a member, COTC students, faculty and staff have access to books, articles and videos. Members of OhioLINK can request materials from partner libraries and have them sent directly to their home campus, or visit the library of any OhioLINK institution to locate their materials. This consortium also provides access to over 135 online databases which students can access both on and off campus. These online databases contain peer-reviewed research articles, newspaper articles, statistics and videos to assist students in their academic coursework.

On the Newark Campus, the library is open during the day, evening and weekends. On the extended campuses, library services are available during normal hours of building operation. To assist students after hours or when off campus, librarians have created resource guides specific to majors and courses that provide students with a brief overview of library resources and links to a number of recommended databases and websites.

In addition to the library, COTC has an [Educational Media and Resource Center](#) located on the Newark Campus. The center provides space, resources and materials for students to use in planning and creating teaching materials for young children. It also provides a space for students to work on assignments for their Early Childhood Education courses.

The College provides students guidance in the effective use of research and information services. Professional librarians, with offices in the library at the Newark Campus, provide research services and library instruction to all students. All COTC writing courses cover research, and GE courses commonly include a focus on what counts as research in that discipline. Library instructional sessions offered focus on developing a topic and search terms, locating relevant information and evaluating that information based on the needs of the student researcher. Services are offered at all COTC campuses and are also arranged for CCP courses at their high school locations. The College adheres to the Association of College and Research Libraries' Framework for Information Literacy for Higher Education.

COTC students can receive research assistance by visiting librarians in the library, or through chat, email and phone. The library website serves as the primary portal for students working on and off campus, providing access to scholarly article databases as well as books from colleges and universities around the state. Also via the library webpage, the comprehensive [research guides](#) are

available, providing a starting point for students interested in general and discipline-specific research. [Librarian-created tutorials](#) that walk students through the research process and assist them in locating materials are available via the library webpage, and can be linked to Moodle class sites at the request of faculty.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

The College's co-curricular programs are suited to its mission and contribute to the educational experience of students. One of the College's primary objectives to "[Enhance Student Success](#)" is to provide an exceptional learning environment that prepares each student with the knowledge, skills and values to succeed in a dynamic world. [Co-curricular outcomes](#) support the overall educational experience. Focused on critical thinking and effective communication, global citizenship and service to others, marketing informed skills literacy, and self-authorship and ethical reasoning, these outcomes align with learning both in and out of the classroom. Such an environment calls for a rich array of co-curricular programs and activities.

[Student Life](#) provides diverse programming to enhance the cultural, intellectual and social growth of the campus community. As a result of student feedback, the Newark Campus developed a successful series of family-friendly programs which are offered monthly. In addition, leadership opportunities are encouraged through various [student organizations](#) that are based on a mission of academic, faith-based, multicultural, recreational, service, social, special interest or wellness.

With about 30 active student organizations each semester, there are a range of opportunities for students to get involved. These programs represent the visible and accessible avenue to student involvement. The interests of these groups include but are not limited to sports, social, cultural, religion and politics. By being involved in an organization, students have the opportunity to learn soft skills such as time management, communication, team building, leadership development, project planning, preparing meeting agendas, and the art of delegating and negotiating.

Through events and programs, the Office of Multicultural Affairs promotes cultural awareness, enhances exposure, and creates a learning environment of cultural differences for students, staff and faculty. The office strives to develop comprehensive programs to increase retention of minority students for academic success and professional development as well as collaborate with other offices and the community to create an inviting and relaxed atmosphere that promotes inclusiveness for all students.

The [Office of Career Development and Experiential Learning Services](#) provides students and graduates with individualized career planning and consultation with job search strategies, labor market information, and assistance with résumés and interviewing skills, among other services.

Atypical for a technical college in Ohio, COTC's students have access to on-campus housing through the partnership with Ohio State Newark. Access to on-campus housing enhances retention and academic achievement. COTC also provides students with a roommate finder application and an off-

campus housing informational packet to facilitate additional housing.

The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission. COTC is a technical college with a mission focused on workforce. It is firmly rooted in the tradition of community engagement and service to multiple community constituencies. Both education and co-curricular programs connect students, faculty and staff with external communities to help students develop the knowledge and skills that will better enable them to succeed in a diverse workplace and society.

A number of faculty members incorporate a hands-on, service-learning component into their courses, so that students can apply what they learn to real-world situations involving a local civic-oriented need. Examples include:

- [ECE-190 Professionalism in Education](#) – Students participate in service learning that is agreed upon by the class with a non-profit agency or program. They document the experience and make a final presentation connecting the value for children and families.
- [ECE-170 Children's Literature](#) – In collaboration with the dual enrolled class at C-TEC, students prepare a parent event focused on children's literature. Based on a topic like Diversity in Children's Literature, students prepare posters and an active learning experience. They then present in a post-session format for parents of young children in the Licking County area. Parents and their children are invited to come and experience the value of reading to young children. Students reflect on the experience in reaching out to parents as partners in the educational process.
- [NURS-201 Advanced Adult Health](#) – Qualified students conduct service projects as part of their work toward induction into Alpha Delta Nu, the honor society for associate degree nursing. Students who meet academic criteria for the honor society must successfully conduct a professional, service-oriented project to be inducted.
- [BUS-115 Introduction to Marketing](#) – Students create realistic marketing plans for their own business rather than a fictitious product or business, allowing them the opportunity to expand or begin their own small business. They have also created marketing plans for community organizations that approach faculty for possible inclusion and plan creation. For example, in Spring 2017, students worked with the Knox County Community Concert Association and presented their plans to members of the organization's leadership team at the end of the semester.

Internships and practicums also provide students with opportunities to practice social responsibility. Students have completed internships at many non-profit organizations including the American Red Cross, the Licking County Chamber of Commerce, the local domestic violence shelter and many others.

Students seeking experiential learning opportunities can obtain the support of the Office of Career Development and Experiential Learning Services. Additionally, the office provides guidance on how to maximize the experience, address employer expectations and make the experience more meaningful. Area employers looking to host students for these experiences can receive assistance developing internship descriptions and announcements, framing work experiences, and facilitating a connection to students and faculty in the appropriate programs of study. Additionally, the office hosts an annual [Career Fair](#) each spring. In 2017, 174 businesses, medical facilities and organizations from the region participated and over 186 students and alumni attended.

The College's [student employment](#) program provides students with the opportunity to gain hands-on work experience while earning money to help with educational expenses. Opportunities are available

across the College in a variety of areas such as the Gateway, the Center for Student Success, Student Life, the library, Newark Campus Dining, Safety & Security, Multicultural Affairs, Disability Services, Financial Aid, Career Development, OCIO, and Fees & Deposits.

The College has a deeply rooted history of service to its constituents, and is dedicated to outreach and engagement activities and initiatives within the communities it serves. For example, the Engineering Technology program hosts an [Egg Drop Competition](#) for area high school students. Another example is the [Diversity through Artistry](#) program which engages faculty, staff and student volunteers with area third graders in an eight-week art project that helps college students and elementary children gain valuable insight into global awareness and appreciation through various art mediums.

The College participates in economic development activities vital to the region, and is committed to partnering with diverse groups and individuals to strengthen community ties. This involvement extends beyond memberships in traditional organizations, and is evidenced by activities in Coshocton and Knox counties as well as Pataskala and Newark. The College hosts a wide range of [external constituent activities and events](#) at each of its campuses. For example, on its Newark Campus, the College in partnership with Ohio State Newark hosts the annual Chamber of Commerce Groundhog Breakfast. In 2018, the campus hosted over 800 business/civic leaders and community members. The Roscoe Village Foundation board meetings are routinely held on the Coshocton Campus, and the Mount Vernon Toastmasters Club holds its bi-monthly meetings at the Knox Campus.

In addition to events on campus, COTC is active and visible in the communities it serves through Student Life and individual academic programs. Students, faculty and staff participate in an array of community service activities. For example, in 2015 and 2016 a team of faculty, staff and students participated in A Brush For Kindness through Habitat for Humanity to make exterior visual and structural improvements to homes near the Knox Campus.

The College invests resources annually in sponsorships of community events and activities such as county fairs, festivals, education-related activities and other events. (See 1.D.3 for examples). The community and the College both benefit from sincere goodwill and long-term relations, which are critical to the College's ability to meet its mission.

The [Workforce Development Innovation Center \(WDIC\)](#) offers opportunities for innovative partnerships between higher education and businesses with a focus on improving the skills of the workforce to increase Ohio's economic development and competitive edge. (See 1.D.3 for additional information).

COTC is a formal, contractual partner with Aspire, formerly known as [ABLE](#) (Adult Basic Literacy and Education). Ohio Aspire programs provide free services for individuals who need assistance acquiring the skills to be successful in college for post-secondary education, training and ultimately employment. Specifically, the Transitions to College program provides instruction to eliminate the barriers many students experience when taking their next educational step whether it is after high school, achieving their high-school equivalency or re-entering the educational setting. Free instruction and learning services are offered to any adult needing pre-college coursework in reading, writing or math based on ACCUPLACER or through a referral. In Knox County, the College provides office space and a classroom, and in Coshocton the campus serves as the only high-school equivalency test site in the county.

A healthy, economically vibrant community requires strong collaboration among business, education and government. In Licking, Knox and Coshocton counties, Job and Family Services, in conjunction with [OhioMeansJobs](#), has developed independent employment and training centers. These are

excellent community resources for employers and job seekers, providing access to services from local and state economic and education partners in one convenient location. As an educational partner, COTC Gateway and WDIC staff work collaboratively to visit the centers to meet with potential students.

COTC has a proven and measurable economic impact in the communities it serves. The College was ranked number one in Ohio and number 19 in the nation by PayScale in its [2016-17 College Salary Report](#) ranking the best community and career colleges by salary potential. Also, an [economic impact analysis](#) conducted in 2014 by the independent research firm, Impact Data Source, found that COTC has a local economic impact of \$58 million and supports 705 direct and indirect jobs in its three-county service area. Based on the study of 2011-12 fiscal data, these jobs contribute \$29.9 million annually to the local economy in workers' earnings.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

COTC employs a variety of internal and external methods to ensure that courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. All courses follow consistent syllabus template with information provided by the full-time faculty of the respective departments/divisions.

The College's general education requirements provide an educational foundation for all degree-seeking students while also satisfying the guidelines published by the Ohio Department of Higher Education for two-year programs. These requirements demonstrate a commitment to empowering students with education in both the arts and sciences, thereby arming them with the tools necessary for lifelong learning.

COTC maintains a generous student-to-faculty ratio which allows for academic support and relationship building. Longevity of faculty members provides stability and continuity so that classroom and non-classroom functions remain consistent. All faculty meet credential requirements and all staff members working in a role of student support have the appropriate education and training as outlined in their specific job description.

Infrastructure and resources necessary to support both students and faculty in their learning and teaching endeavors are provided by the College. Available support services for students include admissions, financial aid, tutoring, academic placement and career services, among others. A few examples of support provided to faculty include technology, laboratories and teaching space, and professional development.

Beyond academics, COTC offers students a large array of co-curricular opportunities including but not limited to student activities, service learning, internships and practicums, and student employment. COTC students also have access to on-campus housing due to the College's cost-shared partnership with Ohio State Newark.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Argument

COTC maintains a practice of regular program reviews. The College and its programs are guided by the mission, vision and values as well as KPIs related to student outcomes and academic excellence. Program review is an important part of the continuous quality improvement cycle, reflecting the values of the College and assuring its mission is met. The College maintains regular program reviews through both internal and external processes. External program reviews are conducted in [advisory committee meetings](#) as well as programmatic accrediting and regulatory agency reports.

The College's formal [program review process](#) is linked to the assessment of student learning and the budgetary process. The process includes comprehensive program performance data, including but not limited to demographics, program completion statistics and regional market data. The program review

process is mapped on a [multi-year schedule](#) available on the IR&E webpage.

COTC has defined policies on the evaluation and transcription of all transfer credit, non-traditional credit and other forms of credit for prior learning. Evaluation of transfer credit occurs for all courses transcribed for college credit at COTC. Guidelines for transferring college credit from another regionally accredited institution is outlined in the [Prior Learning Assessment Policy](#). Transfer credit is evaluated and articulated by a member of the Gateway using course descriptions from the [Transfer Evaluation System](#) (TES) from College Source. TES is a resource that allows the transcript evaluator to examine almost any college course description from any regionally accredited institution, which helps uphold the quality of the course work the college transfers. Once an equivalency has been determined, it is built in the student information system within Ellucian Colleague to ensure consistency on credit evaluations of that course. If the course cannot be determined as a college-equivalent course through the course description, the course syllabi may need to be provided by the student to determine the possibility of transfer credit. Any student wishing to challenge their transfer credit award can appeal to have their credits re-reviewed per the Prior Learning Assessment Policy.

The College offers diverse opportunities for students to earn non-traditional credit. A student meeting the established standards and/or the minimum scores can earn non-traditional credit through National Standardized Placement Test such as CLEP, AP exams offered through College Board, International Baccalaureate (IB) credit, portfolio assessment, industry and workplace credit as defined in the Prior Learning Assessment Policy.

The institution has policies that ensure the quality of the credit it accepts in transfer. COTC's credit policy is established within the tenets of [The Ohio Articulation and Transfer Policy](#) adopted by the ODHE in 1990. COTC only accepts transfer credit from post-secondary institutions holding regional and/or professional accreditation from an association recognized by the Council for Higher Education Accreditation (CHEA). In addition, the College accepts [international transcripts](#), but only after they have been evaluated by a member of the National Association of Credential Evaluation Services (NACES).

COTC is a member of the University System of Ohio (USO) which comprises all public two- and four-year higher education institutions in the state. This provides guaranteed portability of courses approved for transfer within the USO. The USO-approved transfer courses are comprised of TAG, OTM, MTAG and CTAG courses. [TAG](#) courses are generally associated with courses that students take in their major or plan of study. [OTM](#) courses fulfill GE requirements such as English, mathematics, arts and humanities, social and behavioral sciences, natural sciences, and in some cases, interdisciplinary studies. [MTAG](#) refers to college-level learning that took place through military training, experience and coursework. College credit will be granted to students with military training, experience and/or coursework that is recognized by the American Council on Education (ACE) or a regionally accredited military institution, such as Community College of the Air Force. [CTAGs](#) refer to course credit for students in secondary or adult career-technical schools who successfully complete specified technical programs and thus have technical credit transfer to public colleges and universities.

COTC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The College maintains authority over the quality and rigor of courses, programs and the qualifications of program faculty. The authority rests with the Office of Academic Affairs and faculty-driven committees such as the Curriculum Committee and the Student Learning Assessment Steering Committee (SLASC). Quality and rigor are achieved through effective collaboration among faculty, administration and academic advisory committees.

Course prerequisites are identified during the development of course or program proposals. These proposals are then submitted to the Curriculum Committee by faculty through academic administrator for review and approval prior to recommendation to the Vice President for Academic Affairs. All course prerequisites are explicitly stated in the published course descriptions and reviewed regularly.

Rigor of courses is ensured through both internal and external processes. Internally, courses are developed by faculty and staff, and recommended for review through the Curriculum Committee. Externally, courses are submitted to the ODHE and, when applicable, reviewed through a state-mandated process for TAGs, OTMs, CTAGs and MTAGs. State and national regulatory bodies and programmatic accrediting agencies provide guidance for the technical programs. Additionally, program review and academic advisory committees aid in providing recommendations for program and course development and assessment. All of these processes validate consistency and rigor as well as transferability of the courses.

Expectations for student learning are clearly articulated at the college, program and course levels. The College has identified [general education outcomes](#) that should be achieved by every student completing a plan of study. Programs have identified student learning outcomes that students accomplish upon completion of that program. Finally, every course utilizes a syllabus to clearly identify the student learning outcomes as well as the performance objectives for students.

Faculty qualifications are ensured by the Office of Academic Affairs in collaboration with HR. Academic administrators review application materials and transcripts to ensure compliance with HLC, ODHE and, when applicable, programmatic accreditation requirements. In addition, the Director of Academic Operations reviews the credentials of all faculty to ensure compliance with policies established by the College in accordance with standards and guidelines set forth by regulatory bodies. A standard background check performed by HR confirms the conferral of academic degrees listed on the applications of potential instructors, and official transcripts are housed in Academic Affairs.

Courses that are offered as part of Ohio's dual enrollment program, [College Credit Plus \(CCP\)](#), must comply with all standard college courses offered by COTC. All courses use a standard course syllabus. Instructors teaching CCP courses are provided with the syllabus and relevant teaching materials for the respective course. The faculty credentialing process for instructors teaching in the CCP program is the same as the process for all COTC faculty.

The institution maintains specialized accreditation for its programs as appropriate to its educational purpose. COTC takes great pride in seeking, acquiring and maintaining specialized accreditation for its academic programs. Attaining and sustaining [programmatic accreditation](#) demonstrates the College's commitment to maintaining specialized accreditation. Between March 2016 and March 2017, eight programs successfully completed the programmatic accreditation process with their respective accrediting body. Of those eight, four were initial accreditation attempts. At present, COTC has program accreditation for the following associate degree programs: Early Childhood Education, DMS, Surgical Technology, Radiologic Science Technology, Nursing, Human Services, EMS, Business Management, Fire Science, and Engineering. Culinary Science Technology is scheduled for an on-site accreditation visit in November 2018. The Accounting, Digital Media Design and Computer Information technologies are investigating the process for obtaining

accreditation.

COTC regularly evaluates the success of its graduates, and ensures that the degree or certificate program prepares the students for advanced study or employment. A variety of metrics are utilized including, but are not limited to, job placement rates, graduate satisfaction, employer satisfaction, program completion rates, program licensure/registry/certification rates and graduate articulation to advanced degree programs. These results are obtained either through IR&E, periodic surveys distributed by the College or technical programs, external sources such as state and national pay scale results to assess graduate success, as well as progression and completion reports from state agencies such as the ODHE. Results are then aggregated, analyzed and shared appropriately to communities of interest including the Board of Trustees and advisory committees as well as the College website and programmatic webpages. Certain measures are monitored as KPIs.

Anecdotal feedback is also received from graduates through communications with faculty and social media. Employers provide informal feedback through preceptorships, practicum experiences, clinical site visits and academic advisory committee meetings.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

COTC has clearly stated goals for student learning, and effective processes for assessment of student learning and achievement of learning goals. The College clearly defines student learning outcomes for each program of study and individual course. [Student learning outcomes](#) include common GE outcomes in all programs. In the technologies, learning goals and outcomes include skills and professional competence essential for an employee working in a diverse workforce. They are also influenced by the specific goals and ethical standards of the field of study.

All courses at COTC articulate learning outcomes and skills required to meet these outcomes. Courses that are TAG or OTM employ the learning outcomes established by the ODHE. Faculty members can alter learning activities to reflect their individual approach to addressing the learning outcomes. The standardized course syllabus defines learning outcomes, instructional methods and assessment strategies to ensure curriculum integrity. All faculty teaching a section of the course utilize the standardized course syllabus. Syllabi are made available to students on the first day of class.

COTC and the SLASC have created an integrated, college-wide approach to learning outcome data collection and assessment activities. The assessment process involves a continuous practice of assessing, reviewing and implementing. Annual presentations are given by program area faculty and reflect program learning outcomes as measured in the courses that make up that program.

Measures for program assessment of courses and sections utilize a variety of assessment methods and tools. Within programs, outcomes are assessed using a variety of methods such as the use of rubrics, homework, projects and items embedded into course examinations. In many of the technical programs, assessment may be provided by guidelines of external accreditation agencies and national examinations specialized for content. This historical assessment data is used to "close the loop" on the assessment process by capturing changes proposed in the previous assessment cycle for comparison with future assessment reviews.

The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. Learning outcomes involving curricular content is formally assessed from the College's GEOs to the course level. The SLASC is the faculty-led committee responsible for curricular assessment. Emphasis in yearly evaluation of assessment focuses on each plan of study as a collective group of courses preparing the student for entry-level skills and knowledge. [Co-curricular assessment](#) efforts are led out of the office of Student Life. Using the values of the college as a

foundation, outcomes were developed focusing on critical thinking and effective communication, global citizenship and service to others, market informed skills literacy, and self-authorship and ethical reasoning. These outcomes guide activities and programs available to students contributing to and supporting the mission of the College.

COTC uses the information gained from assessment to improve student learning. The College routinely collects and analyzes student learning assessment data in order to help faculty better identify necessary changes in curriculum and instruction for the purpose of improving student learning. The following examples demonstrate how the College has used assessment data to improve student learning:

- HSV-200 Family Systems: AU17 assessment data included a statement from a part-time faculty member indicating that although the final paper project was good and effective,, it needed to take it one step further and ask students to identify community agencies that they would refer their families to for services. The curriculum and the final paper assignment were adjusted to add in this learning component beginning SM18.
- Surgical Technology: In response to pass rates on the licensure exam fluctuating from acceptable range to below standard, faculty have integrated student self-assessment as a component of an integrated “self-improvement” process.
- Biological and Physical Sciences: Faculty identified that students struggle using lab reports. A pilot lab report has been used for BIO-130 and BIO-131. The faculty determined that incorporating a standardized rubric for science courses may assist students with their lab reports, so the standardized rubric was implemented in AU18.

Beginning in 2016, SLASC hosted a roundtable discussion for programs completing their program review as well as those showcasing outstanding assessment techniques or results.

The College’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. In 2015, the SLASC initiated an assessment [mapping project](#) to map the new general education outcomes to the program or department outcomes and then to the course level of competencies and student learning outcomes. The mapping project outlines the processes and methodologies to assess student learning. Since that time, the SLASC has provided written guidance to faculty through various resources including an [Instructor Assessment Guide](#) and the [SLASC Handbook](#). The Handbook notes the mission of the SLASC, the importance of assessment, levels of assessment, general definitions, a guide to connecting and mapping the three levels of assessment, and the SLASC and program review. In the 2017-18 academic year, all academic programs and departments presented their assessment plan and findings to the SLASC. The SLASC utilized a [spreadsheet](#) to note progress of the mapping project, ‘closing the loop’ of the assessment data, and compliance with HLC Criterion 4.B. This log allowed SLASC members and academic leadership the opportunity to track reports provided at SLASC meetings as well as note successes and areas of opportunities of each program/department.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations and educational offerings. COTC's strategic plan identifies "Enhancing Student Success" as Priority 1, demonstrating the College's commitment to promoting a learning environment dedicated to student achievement by developing and implementing a recruitment, enrollment, and retention plan that grows enrollment and fosters successful student completion, job placement or further education; provides educational pathways for under-prepared students; and provides a comprehensive array of effective student and academic support services.

In 2014, the Ohio legislature passed [legislation](#) requiring the Board of Trustees of each two- and four-year public institution of higher education to adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan was to be consistent with the mission and strategic priorities of the institution, and submitted to the Chancellor of the Ohio Department of Higher Education by June 30, 2014. This legislation is ongoing, and COTC has submitted three completion plans to the Chancellor reflective of 2014-2016, 2016-2018, and 2018-2020. Both the 2014-2016 and 2016-2018 plans had six areas of focus reflecting the various points a student may be impacted by the institution: Connection to the Institution, Successful First-Year Entry, Student Progress, Student Completion, Other Aspects of Completion Success, and Workforce.

The [2018-2020 plan](#) reorganized these focus areas into five goals: Align the College's academic and workforce programs to the state's workforce development priorities; Place students on clear pathways to graduation or transfer (if that is their goal) and careers; Increase the percentage of new degree-seeking students completing gateway mathematics and English courses within their first 12 months of study; Increase retention rates for students on an academic pathway to graduation or transfer; and Increase completion rates for students in the following access groups--Pell eligible, minority, over age 25, students placing in developmental coursework in English and mathematics. The completion plan identifies focus areas for each goal, providing guidance to staff and faculty.

The institution collects and analyzes information on student retention, persistence and completion of its programs. The completion plan articulates a variety of measures, including but not limited to placement, course progression, graduation rates, time to completion and term-to-term persistence rates. The strategic plan encompasses KPIs, and the COTC operational plan identifies initiatives underway, with the overarching goal of both plans being quality and performance improvement. External reports such as survey results from the CCSSE and the National Community College Benchmark Project (NCCBP) are also utilized to determine quality improvement in the student experience.

A variety of internal reports are generated to assist with assessment of student retention, persistence and program completion. Various reports related to student retention, early alerts, and enrollment are provided to Gateway and academic leadership and used in the program review process.

The following are ways in which the institution currently collects and monitors student retention, persistence and completion:

IPEDS data is used to track college-wide retention, persistence and graduation rates for full-time, first-time students and completion for all enrolled students. This data is used as part of the annual KPIs for the college-wide strategic plan which is analyzed by executive leadership and the Board of Trustees.

Since the majority of the COTC student population does not fall into the full-time, first-time student category used by IPEDS, the College uses additional methods to analyze retention, persistence and completion rates. Beginning in 2014, COTC started using a measure which includes essentially all students. The new two-year cohort outcome measure is the percentage of students entering a specific term who fall into one of these mutually-exclusive groups: earned a credential by the end of their second year, transferred out before earning a credential prior to the end of their first year, or were still enrolled the second year divided by the total number of students entering that particular term.

COTC participates in the NCCBP and has collected four years of data. The College utilized the NCCBP information about which institutions were achieving the most recognition for best practices to define a group of aspirational peers to compare IPEDS and CCSSE data.

Reporting used for measuring retention and persistence include HEI reporting, National Student Clearinghouse, Student Tracker research, NCCBP research, OACC Benchmarking Student Connection and OACC/CCRC Momentum KPI's research.

Internal reports include two-year cohort outcome measure research, Retention Alert reporting, fail/withdraw reporting, sequential course completion reporting, stop out reporting, duplicative transfer credit reporting, potential graduate reporting, AmeriCorps College Completion Coaching reporting, felony student reporting and Multiple Measure Cut Score reporting.

Early Alert is a software utilized by the College that assists faculty, staff and students with retention issues. Additionally, the College has 1 FTE staff member dedicated to retention.

In Autumn 2017, the College implemented the Student Planning Software by Ellucian which assists faculty, staff and students with retention and persistence.

Specific requirements for collecting and analyzing retention, persistence and completion data are embedded in the College's academic program review process. Faculty analyze data from IR&E, which includes factors such as cost of program and equipment to determine how improvements can be

made to increase completion rates. Data from program reviews are presented to executive leadership to allow for comment and recommendations. The program review schedule is available on the website.

Furthermore, programs that are specifically accredited by an external accrediting agency may require their own set of retention and completion standards. For example, the Nursing program collects and analyzes multiple data sets, including program completion data by program and by campus, completion within 150 percent of program length, and performance on national licensure examinations. Thresholds for licensure pass rates are set by the Ohio Board of Nursing and the accrediting bodies. Reports are submitted to regulatory and accrediting bodies on an annual basis.

The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data. In addition to attention to educational improvement at the college level, faculty also utilize various data sets for operational and regulatory purposes as well as quality management. Some programs monitor enrollment, attrition, program completion, graduation rates, employment rates, and licensure and registry rates. This data is analyzed and program adjustments are made as appropriate to facilitate educational improvement.

The College carries its commitment to educational improvement through to the course level. As evidenced in Criterion 4.B, faculty utilize classroom and programmatic assessment data to make improvements in the curriculum and delivery of instruction. The Gateway utilizes data to impact strategies and processes related to recruitment, admissions and advising. Academic Affairs utilizes data in developing the master schedule to ensure course offerings are available for students to continue on their academic career path. Administration utilizes this data in the budget development process and programmatic offering decisions, to name a few.

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. Information collected on student retention is used by Gateway staff to compile weekly reports on student enrollment per term. Using this information, Gateway staff adjust their retention strategies to recruit and encourage returning students to enroll and persist to the following term. One example is COTC's Gateway call center initiative. The center receives reports of students earmarked at various potential points within their college career. These reports guide each week's retention call center efforts. Additionally, advisors will use these reports to specifically identify and target students who are close to graduating in an effort to ensure they persist to degree completion. The information gathered on student retention is used by several committees to specifically address student retention and persistence.

Student success data is also considered in making curricular changes. For example, Multiple Measure placement is now utilized to allow students to use their high school GPA to place into college-level classes. Further curricular changes include redesigning the mathematics pathways for college statistics. The new pathway allows a co-requisite to be used for students to place into college statistics. Multiple pilot sections ran in Autumn 2017 with full implementation in Spring 2018. Additionally, ENGL-112 implemented a co-requisite model as well with pilot sections beginning in Autumn 2018.

Another resource the College has implemented to help students persist to degree completion is to offer independent studies. The Office of Academic Affairs approves independent course studies to students who need a course to complete degree requirements. The independent study gives students the flexibility to complete their degree and is offered on a case-by-case basis.

Early Alert software was purchased and implemented by the College specifically to address college-wide concern about retention. Faculty and staff use the alert to identify students early in the term who are in need of advising intervention and/or student support services. The program gives advisors an advantage when advising and working with students because it collects and compiles student data in one centralized file per student.

Retention programs and resources have been implemented and are offered throughout the College to address specific concerns with student retention and persistence. The Center for Student Success works with students who require additional academic support. It offers assistance in math and writing, as well as tutoring in other subjects to students who require it.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

COTC demonstrates a responsibility for the quality of its educational programs through the vast number of programs accredited by their respective profession. Further demonstration of quality is in the program review process that showcases program/department assessment plans.

COTC has defined policies on the evaluation and transcription of all transfer credit, non-traditional credit and other forms of credit for prior learning. To measure the success of its graduates, the College tracks job placement, and evaluates whether alumni are employed full-time or part-time and in a field that directly or somewhat directly relates to their COTC education.

The Student Learning Assessment Steering Committee (SLASC) and the College have created an integrated, college-wide approach to learning outcome data collection and assessment processes. Learning outcomes are evaluated at the program and course level. Information gained through assessment is used to continually improve student learning.

Student success is the College's number one priority as demonstrated by the development and implementation of the college completion plan which embeds recruitment, retention and completion. The College has a number of specific programs and resources in place to effectively promote and ensure student retention, persistence and completion.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

The College has sufficient personnel, physical resources and technological infrastructure to support its operation and offer high quality programs. COTC operates four campuses within its legal service district that includes Licking, Knox, and Coshocton counties within central Ohio. The College's physical property includes approximately 600,000 square feet of building space and over 200 acres of grounds at the four campus locations. COTC shares its main and largest campus with The Ohio State University at Newark. In addition to sharing a 175-acre campus, the two institutions have a strong partnership whereby they share all buildings and general purpose classrooms, approximately 100 staff, operating expenses and a number of capital equipment investments. While the governance, mission, curriculum and faculty of each institution remain autonomous, an annual [cost-sharing agreement](#) designates shared costs for select personnel, facilities, operating expenditures and capital equipment investments. Both institutions maintain separate operating budgets, which in FY18 included over \$11.9 million of shared expenses. Cost-shared departments provide services to both institutions. Shared departments include Building and Grounds, ITS, Business and Finance, the library, HR, Purchasing and Auxiliary Services, Student Life, Financial Aid, Development, and Marketing and Public Relations. The cost-share agreement is updated annually, and is designed equitably to allocate expenditures to each institution and protect the institutions in times of shifting enrollments.

The sharing relationship significantly increases the range of facilities and programs that the community and COTC students, faculty and staff can access and use. For example, campus residence halls are an unusual technical college amenity and are a direct result of the cost-share arrangement. As a further demonstration of the depth of the partnership, COTC employees have access to The Ohio State University's health benefits.

This partnership not only produces operational efficiencies but also is viewed favorably by community members and governing bodies, resulting in stronger community support. For example, the College's Next Generation Challenge scholarship campaign resulted in nearly \$21 million to provide endowments yielding annual scholarship dollars for both COTC and Ohio State Newark students. Of that, \$10.1 million was dedicated for COTC-specific scholarships. As a result, in FY18 the College was able to offer over \$830,000 in total scholarships. Further, a local philanthropic foundation, the Newark Campus Development Fund, supports both institutions by funding scholarships, grants, innovative projects and capital improvements that are not funded by state resources.

Within academic programs, some individual courses are taught in off-campus locations, including area high schools. Courses in technological programs such as Human Services and Accounting are offered via distance technologies to the extended campuses when appropriate for the course content. Contracted courses are offered through career centers, including C-TEC, the Knox County Career Center and the Ohio Fire Academy. These partners sign a [contract](#) agreeing to follow COTC's credentialing and program policies. All of the College's technological programs offer a clinical, practicum, internship or field experience course. The College has responded to increased needs at its off-campus locations by adding additional staff positions, including a College Credit Plus Manager in the Gateway. Through the OCIO, the College also employs a learning management specialist to assist faculty in building and maintaining high-quality online courses, and help students comfortably navigate and engage with their online course materials.

Several external financial indicators provide compelling evidence that COTC has a strong resource base. As a state institution, COTC is subject to fiscal watch rules commonly known as Senate Bill 6 ratios. Three ratios are measured and a weighted composite ratio is calculated. In FY17, the College achieved a composite score of 5.0 on a 5.0 scale, placing COTC in the top 20 percent of all public colleges and universities in the State of Ohio. The College has consistently scored above 3.5 over the last decade. The College currently has no debt.

COTC's revenue stream is primarily made up of two sources: tuition and fees, and state support. Tuition and fees had been the larger component for most of the decade but for FY18 and projected for FY19, state support is now over 50% of the total. This shift has been largely due to an investment in state support with a specific requirement for tuition restraint. COTC's annual tuition rate for FY19 is \$4,536 and [benchmarks](#) very well to the other two-year colleges in Ohio that do not have local levies. Annual tuition increases, when allowed, are determined by the Board of Trustees. A new state funding formula was introduced for FY15. COTC fared well with the launch of the new system which rewards outcomes such as course completions, degrees attained and other student success metrics. The College was challenged in the planning for FY19 due to enrollment declines and decreasing state support. Legislation in the state operating bill allowed for and the College enacted a tuition increase of \$10 per credit hour starting in Autumn 2018. This increase helped the College deal with the declining revenues and allowed for a balanced FY19 budget.

The College demonstrated its ongoing commitment to financial health and stability in its performance against [annual budget projections](#). Over the last decade, COTC has consistently performed well to budget, even in times during revenue shortfalls. The College's fiscal health is further evidenced by its steady and dramatic growth in net assets. These assets increased substantially over the last decade from close to \$32 million in FY08 to over \$53 million in FY17. A subset of this metric, the College's unrestricted fund balance or "rainy-day fund" went from just over \$2.75 million in FY07 to \$9 million in FY17. The College's extended campuses are budgeted separately, and each campus's budget is monitored to maintain an acceptable level of financial performance each year.

The College's low student-faculty ratio (11:1), high percentage of full-time faculty with master's or higher degrees (92 percent), and low average class size (94.5 percent of Autumn 2017 classes had 24 or fewer students) point to the College's support of its strong commitment to foster academic excellence. In Autumn 2017, the College had 217 full-time employees for approximately 3,707 students. This included 60 full-time faculty, 93 full-time administrative/professional staff (52 cost-shared and 41 non-cost-shared employees), and 65 full-time support staff (47 cost-shared and 18 non-cost-shared). The cost-share agreement with Ohio State Newark reduces duplicative staffing, improves efficiencies and attracts highly skilled individuals. Approximately 182 part-time faculty members augment the teaching ranks.

One of the more historically significant COTC planning documents is the [2012 Newark Campus Framework Plan](#). The plan is the result of a 12-month comprehensive and collaborative effort between COTC and Ohio State that guides decision making and physical change on the campus over the next 50 years. As outlined in the plan, future development is separated into distinct strategic phases with each timeline containing specific capital improvements with financial resources being appropriately and strategically apportioned. A number of "mission-critical" projects in Strategic Phase 1 (to 2020) have already been completed and the Science and Technology Building project has been initiated. A funding plan for the building has been developed in partnership with Ohio State Newark. The Board has approved the use of \$2.5 million for the project and a joint capital campaign of \$9.6 million.

The process utilized to develop the *Newark Campus Framework Plan* was extended to COTC's Coshocton Campus in 2015, resulting in the creation of the *Coshocton Campus Framework Plan* ([part 1, part 2](#)). Master planning for COTC's Pataskala Campus and an extensive renovation project of \$3.2 million are slated to commence in FY19. Knox Campus master planning will follow.

COTC reviews its existing facilities and infrastructure as part of the annual budget process. The submission of action plans related to capital improvements aligns with the College's strategic initiatives including the *Framework Plan*. Since the last accreditation period in 2014, the College has undertaken several significant capital improvement [projects](#).

Looking towards the future, the College currently is planning a number of major renovation/infrastructure projects:

- Science and Technology Building – a proposed 60,000 square-foot facility to house world-class STEM-based academic programs
- Founders Hall – renovation
- Campus Grounds – underground electric loop and primary line replacements
- Roof Replacements – Reese Center and Hopewell Hall
- Emergency Generators – Reese Center, LeFevre Hall and Hopewell Hall

In Autumn 2017, the College entered into a [service level agreement](#) with the Office of the Chief Information Officer (OCIO) at The Ohio State University to provide technology services to COTC and Ohio State Newark. This agreement deepens the College's partnership with the university, and improves the IT infrastructure and security posture. It provides a wider breadth of technical services for both institutions than could be obtained if each institution was required to support separate information technology infrastructures, allows for a larger IT organizational structure that is cost-effective for both institutions, and provides additional resources and skills. Personnel resources are available to support expanding academic operations while providing high levels of customer service support, including resources needed to expand online course offerings and implement other cutting-

edge technology tools in COTC's classroom environments.

The College is also able to leverage hardware and software savings by taking advantage of larger combined purchases. Other enterprise-wide IT application systems and best practices are made available to COTC that normally would be beyond its means. An example of one best practice is the development of an [Information Security Risk Strategic Plan](#). The document outlines the risk management approach and multi-year strategy used by the OCIO, and is used to prioritize efforts and manage information security risk.

The same technology systems and tools used at the Newark Campus are available at all extended campus locations. Multiple computer labs are available and dedicated IT student employees are onsite to provide timely support when needed. Remote troubleshooting of computer systems is also available.

Each extended campus has a dedicated video conferencing room, so students can remotely attend classes that may only be offered at the Newark Campus. This allows students to take the classes they need for degree completion in a timely manner regardless of their location.

The IT structure provides expanded support for Ohio's College Credit Plus (CCP) initiative, providing access to all technology learning systems that are used on campus.

COTC has implemented a Constituent Relationship Management (CRM) system. The first student success CRM toolkit includes admissions, student course planning and advising support areas. These new integrated tools help Admissions and Advising staff support students during their entire college career.

During 2017, the campus implemented the "Skype for Business" telephone/unified communications system. The features of the system have enhanced communication between all academic support areas and the students they serve.

COTC's resource allocation process ensures support of educational purposes. As evidenced by the current 50 percent budget allocation for instruction and academic support, the College ensures that its resource allocation process makes its educational purpose a priority. The College requires that all new budget requests are directly linked to the strategic plan, so only requests that are aligned with the College's priorities are considered for funding. Additionally, COTC has a system of checks and balances to ensure that education is the top priority, including board approval of capital and operating budgets, purchasing transaction approvals, and academic program reviews and accreditations. Even when experiencing cost pressures in other areas such as technology, facilities and student services, COTC ensures that sufficient resources are allocated to meet its core mission of providing quality technical education.

Set goals are realistic in light of the institution's organization, resources and opportunities.

COTC faculty and staff believe that the stated goals and priorities are realistic and appropriate for the College. Eighty-seven percent of COTC's employees believe that the College's goals and objectives are consistent with its mission and values.

The College's [planning documents](#) outline four priorities for the institution: enhancing student success; providing job-focused, career-driven academic programming; strengthening community connections; and achieving performance excellence. These priorities emerged from an extensive process that engaged multiple constituent groups, and considered a wealth of information on the environmental factors influencing or impacting the College. All faculty, staff, board members,

students, alumni and advisory committee members were invited to participate in the constituent survey that asked, “How can COTC better serve the communities in our area?” and “What should be COTC’s primary focus over the next five years?” All of this information was compiled with the other information collected during the strategic plan development process to identify the opportunities and priorities for the College.

As a component of its planning documents, COTC has identified a set of [KPIs](#) to use in measuring progress towards achieving the priorities outlined in the plan. Progress on these metrics is monitored and reported annually to the board.

Staff are appropriately qualified and trained in all areas. Filling a regular open position generally involves a competitive open search to ensure that the best-suited candidate is selected. Job classification specifications and position descriptions state the minimum and preferred education and experience requirements which drive recruitment and selection. All faculty are hired in accordance with the HLC’s Guidance on Determining Qualified [Faculty](#).

The [Hiring Guide](#) is a tool provided to supervisors and search committees to assist in the selection of the most qualified applicants. Based on a fair and consistent search process, the *Hiring Guide* promotes diversity and equal opportunity, and outlines a 13-step hiring process. HR staff provide orientation and training to search committee members who have not served on a committee within the past year. [Additional tools and resources](#) applicable to various steps of the process are available online to assist the supervisor and selection committee in the hiring process.

The College's [Recruitment and Selection Policy](#) outlines departmental onboarding plans. HR staff provide a new hire and benefits orientation for all regular benefits-eligible new hires, and provide a *Guide for [Onboarding New Employees](#)* and a [checklist](#) for supervisors and managers.

Once hired, professional development is a key component of faculty and staff evaluations. Over the past three fiscal years, COTC has budgeted an average of \$258,188 per year to support and encourage professional development, including over \$100,000 per year expended on employees' dues to outside organizations that help with professional development and building professional relationships. [Employee fee reimbursement](#) is available for continuing formal education at regionally accredited institutions. Accountability for continuing professional development is integrated into job responsibilities and performance management, and is rewarded through compensation, encouraging further professional development.

[Workshops and seminars](#) are typically offered on a monthly basis. Programs are designed to improve health and wellness awareness, develop proficiencies to enhance job performance, and acquire competencies that apply to employees’ professional and personal well-being. The professional development calendar, developed and sponsored by HR, includes: online sexual misconduct prevention and awareness training; educational book discussions; women-focused programming, customer service; and dealing with conflict in the workplace. In 2016, the College developed a next generation leadership program to enhance professional and personal performance, effectiveness, and leadership skills of employees with recognized leadership potential: who are new to management, and/or interested in further developing their leadership capacity. To promote a culture that encourages health awareness and management, the calendar also includes topics such as maintaining a healthy heart, the benefits of exercise, mindful eating and dealing with stress. The Staff Development committee supplements these efforts by coordinating [activities](#) focused on improving performance, encouraging professional and personal growth and developing a sense of campus community.

[By policy](#), compensation principles include “attracting & retaining quality staff” and “encouraging the

development of expertise.” Starting salaries for staff take into consideration the individual's credentials and experience in comparison to the relevant competitive market. [Faculty starting salaries](#) are based on highest degree level, relevant certifications and experience. Additional increases are awarded for attaining first master's and doctoral degrees. Initial faculty rank and future promotions are based on advanced education and experience, among other factors. Annually, market-based analyses are conducted for [faculty](#) and [staff](#) compensation, ensuring appropriate competitiveness both for selecting and retaining employees. Salary increases are distributed in accordance with [guidance](#) provided annually by HR. Staff increases are awarded based on merit. [Faculty salary increases](#) are distributed based on a [rank- and market-based matrix](#), incorporating performance, training and qualifications.

The institution has a well-developed process for budgeting and monitoring expense. Annually, the College adopts and publishes a Current Funds [Budget](#) that delineates financial priorities and details the financial plan for the coming fiscal year. The budget process requires the development of assumptions and forecasts related to revenue and expense projections. These become the benchmark for assessing financial progress.

[Budget development](#) is a collaborative effort, requiring Unit Budget Managers (UBMs) in each department to identify needs and define requests for the next year. Needs are assessed and prioritized in direct relation to the institution's mission, vision and priorities.

The College has internal financial controls in place to monitor and review all expenditures through the Purchasing and Accounting departments for budgetary adherence and policy compliance. The Budget Office monitors departmental budgets during the year, tracking and monitoring any variances. The same controls are in place for all of the College's extended campuses. Interim financial reports are reviewed with the board three times per year to track the revenues and expenses to budget overall for the institution. The College undergoes an [annual independent audit](#) and has a history of clean opinions. As a part of this engagement, auditors also test internal controls. In the FY17 audit, no compliance issues were cited and no improvements were noted, evidencing strong internal controls. The audit report of findings is presented to the board, and the published report is maintained in the library for public inspection.

The College has controls within its financial management system to monitor expenditures on a day-to-day basis by requiring funds availability verification before a requisition can be submitted. This step ensures that UBMs have funds available within their departmental budgets for the expenditure prior to a request being submitted. Budget Office personnel are contacted and discussions are held should a department need additional funding for a purchase request to be processed. Additionally, the Budget Office prepares and reviews with the Vice President for Business and Finance several [monitoring reports](#), including [incremental costs](#) and [financial reports](#), to assist in projecting the College's financial position at fiscal year end.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

COTC's governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices, and meets its legal and fiduciary responsibilities. The board meets on a monthly basis with an [agenda](#) designed to inform members about college operations and the educational environment. Board members receive packets one week in advance to assist them in preparation for each meeting. Agenda items cover topics such as academic programming, financial monitoring and strategic planning. Timely briefings are routinely provided on current institutional and statewide matters. For example, presentations have been made on topics such as the state-mandated, low course enrollment report; the College Completion Plan; scholarship fund briefing; remediation-free standards; and one-year options available to students with the reintroduction of the Associate of Technical Studies degree. Board members are also active with the OACC to stay informed of statewide communications affecting two-year institutions.

The board's responsibilities are outlined clearly within ORC 3357.09. The College directs the President to implement the mission and strategic plan, and conducts an annual evaluation to assess progress on clearly established goals. The board has an Audit/Finance Committee to assist with its oversight of the fiscal affairs of the College. The board sets the tuition and fees, and authorizes an annual budget as recommended by the committee. The College is subject to the A-133 Single Audit Act, which involves a rigorous compliance audit as a part of the annual independent audit. As a part of this process, the Audit/Finance Committee meets with the auditors to evaluate the fiscal condition of the College and the results of the audit.

COTC's policies and procedures for governance of the College lay out the ways that its internal constituencies participate in governance. As the legal governing authority, COTC's board adheres to rules established by and in compliance with ORC 111.15. The board rules state their role in governance, describing the duties, powers, and responsibilities of the board and the President as it manages and directs the business of the College. For instance, the rules set the requirements for regular and special meetings, and define the roles of board officers and board committees. The President is responsible for the entire administration of the College, providing leadership in promoting the aims and objectives of the College, and enforcing the rules of the board.

All [COTC board rules](#) are current, and a process is in place to ensure that systematic review, update and filing occurs. The rules are organized into categorical subgroups, utilize a standardized

template/format, are filed electronically with the Legislative Service Commission (LSC) and are available on the institution's website. The College ensures the rules are updated on a regular five-year cycle. The most recent comprehensive review was completed in June 2015, and all rules were refiled with the LSC at that time.

The College maintains a collaborative, transparent and efficient policy system. This college-wide system provides continuity, ease of access and understanding, and transparent guidance to the college community. Co-managed by the Office of the President and the Office of the Vice President for Institutional Planning and Human Resources, the College approves, issues and maintains all policies using a consistent process and format. All policies are tracked and maintained in the Office of the President, and published on the College website or portal.

COTC's [Policy on Policies, 1.1.10](#) outlines the systematic policy approval and review process. The process outlines the policy owner's responsibility to ensure the appropriate parties are involved for input and decisions. A number of resources such as the [policy writing guide](#), [policy template](#), and [instructions for completing the policy template](#) are provided to ensure policies are well-articulated, understandable and prepared in a consistent format. The policy and resources for the institutional policy process were refreshed in Summer 2016, and are available on the College's website.

The duties and responsibilities of the faculty are outlined in the [Agreement Between The Central Ohio Technical College and The United Faculty/Central Ohio Technical College, AFT/OFT](#). The agreement includes a [section on college governance](#) that defines the advisory role of the faculty in both academic administration of the College and non-academic decision making. It also defines the parameters of committee assignments.

Student Government exists to represent the student bodies of both COTC and Ohio State Newark. As defined in its [mission statement and goals](#), it is tasked with providing an outlet for student opinions on matters of student interest, building leadership among its members, and enabling students to contribute to the overall objectives of the institutions and the welfare of the community. It is the representative body for all students at the College, and is therefore responsible for conveying their wishes and desires to the faculty, staff and administration. Student Government strives to ensure that the rights of students are honored by representing students at Faculty Council and Conduct Review Panel meetings. Through the process of passing legislation, it works toward bettering the campus in all areas of the college experience. Student Government offers leadership opportunities to all students through membership, development, training sessions and initiatives.

Understanding the value of collaboration, COTC has effective structures for administrators, faculty, staff and students to contribute to setting academic requirements, policy and processes. These structures support a collaborative effort among the College's internal constituencies as they work together to fulfill these key elements of COTC's mission.

The College has a well-defined [organizational structure](#) demonstrating clear lines of authority, reporting and formal relationships from the Board of Trustees to front-line employees. The President is the chief executive officer of the College and reports directly to the board. The College is organized into eight major functional units: Academic Affairs; Business and Finance; Institutional Planning and Human Resources; Student Affairs; Library; Information Technology Services; Development; and Workforce Development, Community Affairs, Extended Campuses and Gateway. Each unit is led by a senior administrator who reports directly to the President.

Regular meetings of teams in the College's various units support involvement. The Executive

Leadership Team, comprised of the Vice Presidents for Academic Affairs, Business and Finance, Institutional Planning and Human Resources, and Workforce Development, Community Affairs, Extended Campuses, and the Gateway, meets every two weeks to provide advice and counsel to the President. The academic leadership team meets monthly to focus on improving the student experience and student outcomes across all campuses. Leaders of the other offices and units hold regular meetings of staff in their areas.

Governance structures to foster faculty involvement in setting academic requirements, policy and processes are primarily provided through [Faculty Council](#) and its offspring subcommittees, each with their own officers, responsibilities and missions. The Executive Committee meets with the President and Vice President for Academic Affairs prior to the Faculty Council meetings to plan the agenda, receive executive updates, request speakers or certain topics to be addressed, and provide other feedback on behalf of the faculty. The [COTC Curriculum Committee](#) recommends to the Vice President for Academic Affairs approval or disapproval of new and revised courses or programs and the deletion of courses or programs from the curriculum. The [Student Learning and Assessment Steering Committee \(SLASC\)](#) reviews assessment of student learning within COTC departments and programs, and advises faculty on the assessment tools and processes to foster a culture of ongoing student learning evaluation. The [Library Committee](#) assists the Library Director in ascertaining the library-related needs of faculty and students, and in determining the resources and services necessary to fulfill those needs. The [Professional Development Committee](#) provides an ongoing assessment of faculty needs for professional growth and a mechanism for use of professional development funds. This committee assists in planning the annual autumn faculty development program. The [Mentoring Committee](#) is responsible for placing first-year faculty with mentors, and ensuring that all parties understand the process and responsibilities of mentors and mentees. The [Academic Concerns Committee](#) reviews and considers academic concerns pertinent to the governance of the College. The charge of the [Information Technology Services Committee](#) is to liaise between faculty and the OCIO. The committee meets with representatives from the OCIO to discuss support issues, OCIO- and faculty-led initiatives, and pedagogical tools. The [Service Learning Committee](#) works with faculty members interested in integrating service learning into their teaching and engaging their students in a service learning project, and hosts the annual Service Learning Showcase. The [Faculty and Student Awards Committee](#) considers current award processes and possible new awards and honors for faculty members, and makes recommendations to the Vice President for Academic Affairs. The committee solicits nominations for and selects the annual Teaching Excellence Award, and organizes and conducts the processes needed to facilitate student scholarships. The College also has two designated ombudspersons who serve as liaisons between students with academic grievances and faculty. The ombudspersons advise students on appropriate COTC policies and encourage communication with the involved faculty member. They also guide students to appropriate administrators within the Office of Academic Affairs to assist in resolving issues. The officers of these committees summarize and report to Faculty Council the findings of their meetings.

Many of the full-time faculty serve as program directors or lead faculty in their program areas, and also participate in academic advisory boards.

Staff members have numerous opportunities to participate in collaborative planning and decision making. Every month, staff members gather at a [Staff Forum](#) meeting to share information from all facets of the campus. Questions and concerns that arise during these Staff Forum meetings are directed upward to the College's executive leadership where they are addressed before all staff members at the annual Town Hall Meeting. Additionally, the chair of the Staff Forum is a member of the College's Strategic Planning Council. Staff members are also asked to anonymously complete an [employee satisfaction survey](#) every other year that is designed to collect important data about the College's culture, goals, decision making and work environment. The results of the survey are used

by campus leadership to develop action plans for organizational improvement.

Staff members with UBM designation shape the institution's decision making because they are responsible for developing [action plan requests](#), which are the foundation of the development of the annual operating budget. UBMs serve as the primary conduit to connect and engage campus departments with the budgeting process and with the accounting and purchasing policies.

Employees and students participate in a wide variety of committees that help to define the College's strategic direction and set policy. Participation in ongoing committees such as the [Diversity and Inclusion Advisory Council](#) and the [Strategic Planning Council \(SPC\)](#) affords these internal constituency groups the opportunity to affect the College culture and the experiences of prospective students.

Students have many opportunities to provide input at both the college and department level. They are invited to serve on academic advisory committees, attend select department meetings and open forums, provide direct feedback on courses and faculty through online course evaluations, address matters through the student concerns process and participate in informal discussions with the President at fireside chats. Student surveys, such as the [Community College Survey of Student Engagement \(CCSSE\)](#), [graduate surveys](#) and [specific technology surveys](#) are routinely conducted. Students also have the opportunity to influence academic course scheduling through the [course petition process](#).

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The systematic and integrated planning approach employed by the College ensures that all planning and resource allocation activities throughout every level of the institution are effectively linked and coordinated, and driven by the institution's vision, mission and priorities.

Using the strategic plan as a guide, the President's Executive Leadership Team has responsibility for leading and managing the process for allocating resources in the annual budget. This group consults with UBMs, and builds the annual operating and capital spending budget plan that the Board of Trustees reviews, adjusts if necessary and adopts.

COTC adheres to a planning model that links planning at the highest levels of accountability, from the institution as a whole to the departmental level to individual employees. The strategic plan is the overarching document that sets the clear direction for the College, and is used by each department and each individual employee as a guide to ensure that work is appropriately aligned with the College's stated direction and priorities. Each department/unit develops its own goals and strategic initiatives that advance institution-wide strategic direction.

Three traditional types of planning are used at the College: strategic, annual and master/capital. In 2014, COTC released its strategic plan, [Focusing on our Purpose](#). The plan provides critical focus for the institution, and is the driver for resource allocation and budget decisions. In [October 2017](#), the Board of Trustees voted to extend the strategic plan through 2020.

COTC utilizes five steps in the annual planning cycle: environmental scanning, developing strategic thinking, strategic directions and priorities, planning and implementation, and accountability. Environmental scanning and developing strategic thinking about data and trends lead to the development of overall institution-wide strategic direction and priorities that are used to focus action planning. [Action planning](#) occurs in the planning and implementation phase. In the accountability step, data on the outcomes of implementation are used to support planning activities.

The [annual planning calendar](#) includes specific activities conducted throughout the academic year. The environmental scan and [SWOT analysis](#) are conducted in the autumn. Early in the new calendar year, departments submit mid-year progress reports on their current year's action plans via the operational plan update process. The next action plan and decision-making cycle begins with the

budget consideration deadline for department action plan requests usually slated for mid-March. During the spring SPC meeting, the Council reviews the [KPIs](#) and [other metrics](#), and conducts other activities to evaluate the effectiveness of the College's planning efforts. In June, departments again submit progress reports for the prior year's action plans.

The complete process is outlined in the [Strategic Planning & Budget Handbook](#), which provides the framework to align department activities with the visions, missions, values and goals of the College.

The institution also engages in long-term capital/master planning, encompassing the physical assets of the College (See 5.A.1). These plans serve to create a logical course for capital improvements and facility management initiatives.

The resources of the College advance strategic initiatives and support operational commitments, such as utility costs, salary and benefit increases, enterprise resource planning system implementation and capital development program operating costs. Part of the annual budget process is determining the cost of these operational commitments, evaluating whether they still exist as priorities, and determining how these needs balance against needs coming from strategic planning efforts. Each year, the Budget Office develops funding projections for college-wide costs for review by the President.

The Budget Office provides the estimates of the general fund resources available for the fiscal year allocations to fund various college needs. These resources consist of the balance of available funds remaining after estimates for mandates, as well as prior and on-going commitments. UBMs are asked to submit their cost-to-continue budgets and any new action plans in February of each year. The operating budgets are reviewed annually and adjusted for cost-to-continue or inflationary increases. The [action plan submissions](#) are a process for submitting requests for new initiatives, capital projects and personnel actions. Managers are required to directly link any requests for new dollars in the annual budget process to specific priorities and objectives stated within the strategic plan. Only action plans that are directly linked are considered further, ensuring that allocated financial resources are in alignment with the College's stated objectives.

All new ITS initiatives are required to adhere to this process. COTC also uses a project management framework whereby a requirements analysis for each new ITS initiative is prepared by the academic or business area. Next, an advisory group of representatives from across each area prioritizes these initiatives. Capital project action plans are then developed by the OCIO, whereby linkages to strategic planning priorities and objectives are identified and documented in each plan. Finished plans are submitted to executive leadership for budget consideration. Once approved, the OCIO creates an annual project plan identifying milestones, timelines and resources, ensuring that projects are completed on time and within budget.

The allocation of resources assigned to facilities and/or capital projects follows the same management framework processes as previously described for ITS initiatives.

The [Budget Overview](#), included in the annual budget document, provides evidence of resources being allocated in alignment with the College's stated priorities and goals. Eighty percent of COTC employees believe that the institution makes sufficient budgetary resources available to achieve important objectives, providing further evidence of resources being allocated in alignment with the College's mission and priorities.

Processes for student learning, evaluation of operations, planning and budgeting are linked.

COTC has a continuous assessment, evaluation and improvement cycle that is linked to planning and budgeting. Student learning and academic programs are evaluated through assessment and the

College's formal program review. These processes are used to evaluate program effectiveness, identify improvement opportunities and resource needs for the program to be more effective, and prioritize allocation of resources. Questions included in the [program review template](#) help link program evaluation to the budget process. Results of each program review are presented to executive leadership. Any identified needs are linked to the strategic and [operational plans](#) of the College, and considered in the budget process.

Departmental planning is used to identify strengths, weaknesses and areas of improvement in the institution's operations. The [recent evaluation](#) of the Fees and Deposits Office serves as a good example. Data gathered showed that there was a significant increase in online tuition and fees payments, a decrease in active accounts receivable and a shift in enrollment to an emphasis on CCP. These factors, along with a cost savings analysis, contributed to the decision to eliminate the vacated Assistant Bursar position. Distribution of work responsibilities among the remaining four full-time positions has led to operational and fiscal efficiencies.

Another example of departmental evaluation and planning is the Strategic Human Resources Conversations that took place in 2016. HR leadership invited all College supervisors to meet individually in an effort to partner together to shape the HR agenda for the next few years. The [key findings](#) from the conversations with approximately 60 supervisors and managers helped HR determine priorities for the department and identify opportunities for improvement. For example, in response to the feedback obtained regarding the College's onboarding program, the HR team revamped the [onboarding checklist](#), and created a new [onboarding guide for managers and supervisors](#).

The Business Process Review (BPR) committee and the Colleague Advisory Group serve as examples of college structures in support of continuous quality improvement. The BPR committee reviews and oversees any proposed major changes to the Ellucian Colleague Enterprise Resource Planning (ERP) system, including system updates or new projects where additional functionality is being considered. Additionally, the committee ensures effective business processes are implemented around the use of new technology. The committee consists of representatives from each business and academic area. Additionally, a technical subject matter expert is part of the committee to ensure that the system can be supported and maintained after the changes are implemented.

The Colleague Advisory Group is a cross-institutional group of campus leaders and one representative from each Colleague module area. They oversee all data standards, resolve business issues, manage reporting requirements common to modules of the Colleague system, monitor production issues and customization requirements, and provide guidance for ongoing structured training. In addition, this group prioritizes system enhancement initiatives based on institutional academic and administrative needs, and makes recommendations to executive management for funding and approval.

The College's centralized procurement protocol for information technology is another example of a process whereby evaluation, planning and budgeting are linked. COTC takes advantage of statewide contracts which result in cost efficiencies. The Ohio State Office of the Chief Information Officer (OCIO) oversees and approves all institutional procurements related to information technology. This provides confirmation that all new systems can be supported and maintained in an effective manner, and ensures that the College is getting the most cost-effective solution for its IT needs. Additionally, due to the OCIO agreement, COTC is now under various university IT licensing and hardware agreements.

Another regular evaluation of institutional operations is the annual [external audit](#) of the College's financial statements. This audit provides assurance that the financial statements accurately portray the

financial condition of the College. In this process, auditors must reach a comfort level with internal controls and processes that relate to the financial area. Shared areas may also be evaluated by the internal audit division of The Ohio State University. These processes are focused on internal controls as well. Both audits provide a degree of assurance that the College follows its financial policies and procedures.

UBMs whose strategic action plans are approved in the budget process are required to provide mid-year and year-end progress reports to document quality improvement, growth of the department or gains toward the outlined strategic directions. All strategic projects and initiatives from departmental work plans are rolled into the operational plan that executive leadership uses to monitor the institution's progress on meeting the priorities and objectives of the strategic plan.

The College's planning process encompasses the institution as a whole, and considers the perspectives of internal and external constituent groups. COTC provides multiple avenues by which constituents may provide input into the strategic direction of the College.

The Strategic Planning Council (SPC) is the decision-making body that coordinates the College's strategic planning efforts. The [council](#) is comprised of approximately 25 members representing faculty, staff, executive administration, the Board of Trustees and students. The [council charter](#) outlines the responsibilities of the council and the process and terms of appointment.

The [Strategic Planning Support Team](#), comprised of staff members from the IR&E and the Office of Academic Affairs, supports the work of the SPC and is invited to all SPC meetings. The [Procedures and Guidelines document](#) outlines the specific role of the team.

The [advisory boards](#) for each of the College's extended campuses have a regular role in the planning process. Each board serves in an advisory capacity to the President, and is charged with assisting in maintaining key relationships with external constituencies and offering advice and guidance about its campus's strategic plan and long-range planning for the College.

[Academic program advisory committees](#) play an important role in the curriculum planning and evaluation process. Comprised of professionals, labor representatives and others knowledgeable about the specific academic program, the advisory committees ensure that the curriculum remains current and relevant. COTC has 21 academic program advisory committees involving more than 305 community members.

[Faculty Council](#) also plays a role in ensuring the academic integrity of the institution. The council usually meets once per month during autumn and spring semester, and focuses their work on matters regarding student learning, student outcomes, professional growth of faculty, and providing a safe and effective learning environment. Membership is open to all full-time faculty at the College.

[Student Government](#), open to students attending either COTC or Ohio State Newark, provides an outlet for student opinions on matters of student interest, and enables students to contribute to the overall objectives of the institutions and the welfare of the community. Senate meetings are the primary source for hearing ideas and concerns from students.

The perspectives of alumni are obtained via the [Alumni Council](#) which serves as the governing body of the College's Alumni Program. The program goals are to create, enhance and promote good relations and communication between alumni and the College; mobilize COTC graduates to serve as community ambassadors; inspire current and future students; and provide opportunities for alumni involvement in the life of the College.

COTC routinely engages in various surveys and studies to ensure that the perspectives of its constituents are considered in its planning processes. The [employer survey](#), [employee satisfaction survey](#), [graduate survey](#) and the [CCSSE](#) include direct input and feedback from key constituent groups. The employer survey serves to attain feedback on employer perceptions of recent COTC graduates, and gather data on the importance of skills or attributes for future graduate employment. Employee surveys provide information on satisfaction, engagement and areas for improvement. The graduate survey provides direct feedback from students on their current employment and the preparation they received at the College. The CCSSE provides information about the level of student engagement and students' perspectives on the satisfaction with, importance of and utilization of selected student services.

The College's current strategic planning documents were developed through a comprehensive and inclusive process that took into consideration the perspectives of all constituent groups including faculty, staff, students, board members, community members, alumni and advisory committee members. The process was launched in 2013, when a survey was conducted of all the College's constituents. Retreats were conducted with the fiduciary board to discuss the mission and vision. A values survey was conducted with Staff Forum, and online surveys were conducted with both full- and part-time faculty. The extended campus advisory boards were also asked to participate in the priorities exercise. The draft plan was reviewed by, and input was solicited from, the broader campus community.

COTC plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy and state support. The College constantly monitors factors that influence its revenue sources, including enrollment, state developments and the economy. Many of the College's faculty, staff and administrators participate regularly in meetings designed to provide information and training related to development of institutional plans. Numerous opportunities have been sponsored by the OACC and the ODHE. For example, COTC's Vice President of Business and Finance stays connected to relevant information by serving on State Share of Instruction (SSI) consultations and through involvement with the OACC's statewide group of CFOs. This group meets monthly with the goal of staying abreast of state and economic factors affecting the two-year sector, and gives individual institutions a place to benchmark and discuss relevant factors related to college operations. For example, the State of Ohio created a new performance-based funding formula several years ago that has led to changes in institutional behavior.

COTC has been affected by enrollment challenges. This has resulted from a decline in historically typical enrollment patterns but has been offset somewhat by a greater presence in College Credit Plus (CCP). Due to the enrollment challenges, mid-year adjustments have been necessary to protect the institutional budget. The College will typically re-project the sources of revenue for the year, and seek efficiencies and cost reductions to balance. The College maintains sufficient reserves as well. Through these methods of dealing with revenue fluctuations, COTC has been successful in maintaining excellent scores on the required financial ratios established for state colleges.

As a part of each year's budget process, the Office of Business and Finance gathers information to make recommendations for enrollment projections. Information gathered includes prior year enrollment results, local high school feeder enrollments, early application trends, course load trends and other available economic information. At times, additional studies are commissioned to further inform the process. The Office of Business and Finance works with IR&E and the Gateway to develop the ultimate enrollment projections recommended to the board as a part of the annual budget.

A current planning effort with Ohio State Newark has commenced to [study space utilization](#) on the Newark Campus. With enrollment declines and changing needs for classrooms and laboratories, this study was necessary to assist in future planning efforts. These plans address the needs for a proposed new science and technology building as well as a major renovation effort for Founders Hall.

Institutional planning anticipates emerging factors, such as technology, demographic shifts and globalization. The SPC formally addresses emerging factors such as technology, demographic shifts and globalization during the annual environmental scan. The environmental scan is a structured, collaborative analysis that informs the institution's SWOT analysis and provides leadership with information on issues that may impact the College's ability to achieve its mission.

Technological advancements are considered and investigated by the SPC. Topics include emerging instructional technologies and their impact on the classroom; storage, security and privacy; Bring Your Own Device; planned local and state broadband expansion; mobile applications for academic and institutional engagement; new academic program technologies; sustainability in facilities and operations; social media and their applications for academic and institutional engagement; ITS funding trends; accessibility; and administrative and support technologies necessary to conduct operations.

The SPC examines state and county demographic and economic indicators such as those provided through the U.S. Census Bureau's Quick Facts query engine. Supply and demand data are sourced from the Ohio Department of Job and Family Services' Ohio Labor Market Information system, as well as from the Economic Development and Employer Planning System. Reports on subgroups of the population, such as racial minorities and non-traditional-age students, are studied for potential changes in their college-going behaviors.

Globalization is also accounted for during the environmental scan. The SPC examines educational and international trends for their potential impact on the College. This process includes reviewing reports published by the Center for Global Education, the Association for International Educators and the Institute of International Education. The SPC considers the ways in which online learning is impacting the ability for students from all over the world to interact academically through various digital mediums such as Massive Open Online Courses (MOOCs). Articles on culture and diversity are examined for their insights on current and potential students, and their potential effect on postsecondary attendance.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

The institution develops and documents evidence of performance. COTC's strategic plan articulates four distinct priorities. Specifically, [“Priority 4: Achieve Performance Excellence”](#), includes an emphasis on quality and continuous improvement. The College strives for quality and continuous improvement in processes, services and programs for optimal efficiency, effectiveness and flexibility.

The College collects and analyzes data for both external reporting and internal evaluation. Institutional effectiveness is measured through a [comprehensive set of KPIs](#) including, but not limited to enrollment, fiscal viability, student satisfaction, employee satisfaction and employer satisfaction. Student success indicators include retention, graduation rate, program completion and job placement. The KPIs are reviewed each year at the SPC spring meeting and are reported to the Board of Trustees annually.

Other key metrics that are monitored on an annual basis are Key Academic Metrics, outlining the status for each academic program with its accrediting body, and credential achievements of graduates from programs with licensure, certification or registry requirements.

At the program level, accredited programs complete comprehensive self-studies that validate compliance with criteria. Many programs, such as Nursing, have systematic plans for evaluation in compliance with both accrediting and regulatory bodies. Programs complete comprehensive [program reviews](#), identifying the strengths and areas for development in those programs. Both systematic evaluation and program reviews are utilized to identify trends, analyze needs and develop action plans to address those needs.

COTC regularly engages in peer benchmarking in order to assess the institution's position relative to other institutions of higher education. The peer groups COTC uses for comparisons are defined as Ohio two-year institutions, Ohio technical colleges which is a sub-set of the two-year institutions group, and aspirational peers. Aspirational peers are defined as similarly sized, rural institutions whose graduation rate as reported to IPEDS were 25% or higher than COTC's. Other peer groups and comparison cohorts are identified as COTC participates in surveys and other research activity with comparison data available.

The data most commonly used for peer group analyses come from data reported to the IPEDS and the ODHE-HEI. Other information utilized for peer-group studies includes voluntary reporting to the [National Community College Benchmarking Project](#), and participation in the [CCSSE](#), the [Survey of Entering Student Engagement \(SENSE\)](#) and the [Ohio Campus Climate Survey](#). COTC is also occasionally provided state comparison data, such as [Connection, Progression and Completion Metrics](#); [Key Academic Performance Indicators](#); and [Equity and Attainment](#) reports by the OACC.

Data are reported in a variety of settings. Primarily, the Director of IR&E updates and reports IPEDS and HEI peer data during the spring SPC meeting. The metrics evaluated in this setting are typically related to enrollment, retention, credentials awarded, graduation and expenses per full-time equivalent enrollment. The SPC reviews the data and discusses positive and negative aspects, changes from the prior year and opportunities for improvement.

Further, the Director of IR&E periodically reviews ODHE-HEI data in order to compare COTC to other two-year state institutions across additional metrics. An example of data examined via the HEI system includes observing institutional selection activity of students by their home-county and academic program. These data are of particular interest to the Director of the Gateway, who can observe the quantity of students who are leaving COTC's service region to attend other higher education institutions, and then develop recruitment and retention strategies. Based on data requests and projects underway by IR&E, these data are shared with appropriate units or reported to executive leadership as needed.

An example of a process improvement enacted after review of peer benchmarking data is the College's decision to decrease the number of pre-college mathematics courses in its pre-college sequence. COTC streamlined its pre-college sequence from four courses to two. In 2012, when COTC had four pre-college mathematics courses, 13 percent of first-time, non-transfer students eventually passed a college-level mathematics course in their first year. In 2015, after the streamlining and the latest year with data available, that rate jumped to 35 percent. The Ohio two-year sector average was 18 percent in 2012 and 25 percent in 2015.

COTC learns from operational experience. The College collects data from various sources throughout the institution and utilizes that data to guide continuous improvement. IR&E is a pivotal support for the organization. It provides institutional leadership with information that supports institutional planning, policy formation and decision making. To support this mission, IR&E regularly engages with units in the Gateway, Academic Affairs, and Institutional Planning to develop and deploy reports designed to answer specific questions, as well as provide data and information efficiently.

In 2012, COTC implemented *Ellucian: Reporting and Operating Analytics*. This reporting system is tied to the database, and allows IR&E and ITS to grant access to strategically-identified end users, so they may access information critical to daily operations and enhance their performance. Since implementation, IR&E has built out reporting capabilities for more than a dozen end users with access to more than 80 reports, with more in development. Since implementation, IR&E has developed numerous reports for Academic Affairs, the Development Office, Fees and Deposits, the Gateway, and the Nursing program that are used on a regular basis to support their various operations.

COTC has used Ellucian to support reporting of assessment and academic program review data, graduate survey contact lists, targeted retention outreach to not-continuing and stop-out students, and more. Units with deployed-reports relate back to IR&E that their wait time for information has decreased; they can better monitor incoming student records, transcripts and transfer courses; they can proactively identify bottlenecks in the master schedule and low-enrolled courses; they can proactively advise students based on past behaviors and academic performance; and they can celebrate student achievement milestones more regularly now that the information is more easily accessible.

The Director of IR&E regularly meets with many departments to review data, discuss changing informational and reporting needs, and ensure that the data and information needs across the institution are being met. The Director of IR&E is an ex officio member of the SLASC, helping to

guide data collection on campus. Along with the Gateway and Academic Affairs, IR&E also participates in the Student Success and Leadership Institute (SSLI) organized by the OACC. SSLI regularly meets to review institutional- and state-data as they relate to the implementation of Guided Pathways, SSI and sharing of best practices. Data from these meetings are brought back to campus and disseminated as needed.

Examples of process improvements and efficiencies realized by units through their interaction with IR&E and their use of data include:

- **Nursing Technology** – The department collected and analyzed data related to student performance on the Test of Essential Academic Skills (TEAS) and correlated those scores with program completion and NCLEX-RN success. As a result, the department revised admission variables to more heavily weight certain variables, and also created an “at risk support protocol” for students gaining entry but performing less than “proficient” on the TEAS.
- **Academic Affairs** – The office can now better identify low-enrolled courses in order to better maximize master schedule efficiency. The data from IR&E provided the support needed to make better-informed decisions on when to add or cancel course sections.

The following are examples of strategies implemented to address opportunities for improvement and increase institutional effectiveness:

- **Next Generation Leaders Onboarding Assessment** – In Summer 2016, HR conducted a [study](#) with nine recently hired senior-level administrators to assess the effectiveness of the College's onboarding processes. As a direct result of this study, HR developed and refreshed a set of tools to assist managers and employees with the onboarding process, including a [Manager/Supervisor's Guide to Onboarding](#), a revised and more expansive [Onboarding Checklist](#), a new acknowledgement form included in new hire paperwork to strengthen new employees' awareness of HR policies, and a policy component included in the New Employee Orientation session conducted by HR.
- **Electronic Personnel Files** – In November 2015, HR completed implementing electronic personnel records for active COTC employees, allowing for easy search and retrieval of personnel documents by type and/or employee identifiers, and maintaining segregation and restricted access as appropriate.
- **Email Part-Time Faculty Assignments** – Part-time faculty now accept their contracts via email instead of signing and returning paper copies. This process improvement allows part-time faculty to receive their original and any revised assignment contracts timelier, saving an estimated two weeks versus U.S. mail. The shorter turnaround facilitates timelier start for payments, access for the employee to view the contract electronically, and timelier assignment revisions and payroll adjustments when necessary.
- **Sourcing Part-Time Faculty Applicants** – HR improved part-time faculty applicant tracking by implementing a pool-based approach with applications expiring after one year. As an application's expiration date approaches, the applicant receives an automated email informing them to reapply if they remain interested. This ensures that the academic departments have pools of applicants that have actively indicated their continuing interest.
- **Marketing and Public Relations (MPR) Analytics** – MPR utilizes Google Analytics and vendor analytic tracking to measure the performance of advertisements, ROI, and conversion to applications and course enrollments.
- **Feedback Survey** – The feedback survey was updated and is now sent to students with disabilities via email. Any [information that is shared](#) requiring follow-up is acted upon within 48 hours.
- **Library Service Assessment** – The library collects [statistics](#) on the number and content of

reference questions, and whether the questions are asked in person, over the phone or via the chat service. These statistics help the library assess what services to offer, the design of instruction sessions and how best to market the library.

- **Master Schedule Development Process Improvements** – The process of developing the College's master schedule was revised to improve efficiency in course offerings with the intention of offering students a more time-efficient schedule without overlapping courses. The new process ensures all courses on the plans of study are offered during the scheduled semester.
- **Information Technology (IT) Assessment** – In November 2016, ITS underwent an [assessment](#) of all services it provides for all COTC campuses for the purpose of identifying operational efficiencies that could be obtained by centralizing services with The Ohio State University's Columbus Campus. Based on the detailed assessment work completed over the year, leadership made the decision to contract with Ohio State's Office of the Chief Information Officer (OCIO) to provide IT services for both COTC and Ohio State Newark. Advantages of the OCIO-managed services model include: implementation of The Ohio State University Wireless system for all locations, establishment of a 24/7 Help Desk, movement of the Data Center to the State of Ohio Computing Center in Columbus, expanded academic support for both institutions through the addition of a dedicated Learning Management System (LMS) Administrator, and access to the OCIO's deep bench of technical expertise and staff.
- **Student Life Semester Reports** – Each department in the Office of Student Life tracks and compiles different information/data pertaining to their departmental needs. This information is compiled into [end-of-semester reports](#), and is used to impact programs and departmental decisions. Examples include: tracking the number of students served and the needs that are met or the need for additional resources/training of staff; compiling the number of programs offered and attendance at the programs; cost analysis of programs; and tracking of peak hours of usage for implementation of staff coverage and office hours.
- **Custodial Services** – The Facilities Department underwent a significant review of the campus's custodial operations at all campus locations, and a number of operational changes were implemented: a partnership with Licking/Knox Goodwill Industries was established to supplement housekeeping staffing; building cleaning schedules were developed and are now posted in all custodial closets; and expanded training is now offered to housekeeping staff through Ohio State's Environmental Services and Betco University.
- **Facilities Management Software** – The Facilities Department utilizes a comprehensive, cloud-based facilities management application called Schooldude. Two major components of the software include work order management and preventative maintenance scheduling. The department also manages the assignment of academic space, and handles requests for space through a web-based scheduling and event publishing software product called 25Live. Additionally, the department utilizes a web-based building automation system called WebCTR, which is an intuitive user interface that allows the department to optimize and manage all of the campus building systems through a single platform.
- **Energy Consumption/Sustainability Initiatives** – The Facilities Department regularly reviews [energy consumption reports](#) generated by the Business Office, and proposes capital projects that promote efficiency and sustainability. The College routinely participates in American Electric Power's energy incentive program, resulting in lower first-costs of projects through cash rebates. The most significant recent application of the program included energy-saving measures associated with the construction of the new Facilities Operations Building, which recently received its Leadership in Energy and Environmental Design (LEED) certification.
- **Tutoring Requests Record** – The Tutoring Center attempts to have in place tutoring for subjects in which tutoring needs are anticipated. A tutoring schedule is publicized and all sessions are done on a walk-in basis. In addition, the Tutoring Center actively solicits input

from students to indicate interest in tutoring for subjects even when tutoring needs are not necessarily anticipated. The Tutoring Center maintains a record of all tutoring requests, and it is reviewed at the end of each semester to determine if publicity and communication needs to be enhanced, or if tutoring for a particular subject area needs to be offered in anticipation of need. This has enabled the Tutoring Center to identify trends, maintain flexibility, and modify planning with the ultimate goal of effectively and efficiently serving students' needs.

- **Campus Corner** -- As a direct result of feedback received in the [We Care survey](#) that was conducted with students in Spring 2017, the Newark Campus opened the Campus Corner, a student food pantry to serve all COTC and Ohio State Newark students demonstrating a need for food assistance. Campus Corner opened in October 2017, in partnership with the Food Pantry Network of Licking County, which provides the majority of the food that is distributed.

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

By design, COTC's budgetary and planning processes ensure that resources are allocated to maintain and strengthen the institution's educational programs and enhance student learning. In addition to three extended campuses, the College shares a 175-acre campus with The Ohio State University at Newark. This cost-shared partnership not only significantly increases the range of facilities and programs that the community and COTC students, faculty and staff can access and use, but also produces a multitude of operational and financial efficiencies.

During the College's most recent strategic planning process, four mission-driven priorities were identified that the majority of COTC employees believe are realistic and appropriate in light of the institution's organization, resources and opportunities. The College's hiring practice, recruitment and selection policy, and emphasis on continued professional development ensure the qualified faculty and staff base necessary for the College to maintain its focus on these priorities.

COTC has a well-defined organizational structure demonstrating clear lines of authority, reporting and formal relationships from the Board of Trustees to front-line employees. Board members, faculty, staff and students also have several opportunities to become involved in defining the College's strategic direction and to assist in setting policy.

In an effort to ensure that all planning and resource allocation activities throughout every level of the institution are effectively linked and coordinated, and driven by the institution's vision, mission, and priorities, COTC utilizes three types of planning that identify and evaluate both short- and long-term objectives. Because the College strives for quality and continuous improvement in processes, services and programs, it employs several data collection methods to guide continuous improvement in its effectiveness, capabilities and sustainability.

Sources

There are no sources.