



Monitoring Report

Assessment, Student Retention, Persistence, and Completion

Submitted to:

The Higher Learning Commission

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Submitted by:

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Core

Components:

4.B. Demonstration of commitment to educational achievement and improvement through ongoing assessment of student learning.

4.C. Demonstration of commitment to education improvement through ongoing attention to retention, persistence, and completion

Areas of Focus:

The 2015 visiting team's recommendation suggested, that while evidence of assessment existed, it was incumbent on the institution to demonstrate that it was occurring across all programs, disciplines, and at the institutional level. Further, the team called for evidence that the institution had leveraged the existing system to demonstrate measurable improvements that resulted from data-driven interventions in the area of student retention, persistence, and completion.

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Introduction

Southern State Community College's comprehensive site visit for accreditation reaffirmation from the Higher Learning Commission took place in November 2015. Notice of the HLC Institutional Actions Council (IAC), delivered February 12, 2016, indicated the IAC had voted during the February 9, 2016, meeting to continue accreditation with the next Assurance Review scheduled for 2019-2020 and the next Reaffirmation of Accreditation scheduled for 2025-2026. Contingencies included a monitoring report on credit hours and student learning outcomes (Federal Compliance finding) due February 2017, as well as a monitoring report on assessment, student retention, persistence, and completion due November 2017. In a letter dated May 22, 2017, the Commission acknowledged receipt of the report on credit hours and accepted it with continued institutional monitoring. This document fulfills the required monitoring report for assessment, student retention, persistence and completion.

Framing the Team's Feedback

Within the "Interim Monitoring" feedback section of the final report, the team noted a lack of evidence that curricular changes made as a result of assessment data have subsequently improved student learning (Core Component 4.B). Additionally, in subsequent Core Component, 4.C, similar conclusions were made at the institutional level. The team suggested that the report address the College's system of goals, data tracking and collection, analysis, interventions for improvements, and metrics for determining which interventions were or were not successful, in the area of retention, persistence, and completion.

While the interim monitoring feedback pointed to obvious gaps in systematic planning and continuous improvement measures, the evidence commentary within Core Component 4.B affirmed the institution's assessment efforts put forth following concerns raised by the 2006 team and subsequently addressed through monitoring in 2009 and 2010. To have the plans, timelines, reports, and general structural components of assessment acknowledged was encouraging. Almost serendipitously, the more recent feedback substantiated what leaders have instinctively known; the institution must learn to "close the loop" on a much broader scale. Consequently, the recommendation to establish a College-wide assessment plan which standardizes expectations, due dates, guidelines, and available resources, is right on target with the institution's evolution in assessment work. Consistent with the assertions and recommendations in Core Component 4.B, the feedback within 4.C also calls for more systematic, comprehensive planning that uses goals, benchmarks, data-collection and analysis as the foundation for interventions in retention, persistence, and completion.

Report Organization

Given the alignment of the recommendations from both of the Core Components and the direction in the 2016 Action Letter received by the Commission, this interim monitoring report is combined in a single document yet, leverages the allowance of narrative space permitted for each area of focus as outlined in the Commission's Guidelines

for Submitting Interim Reports (2017). The report is organized in a manner that best summarizes the College's work toward the Commission's expectations while also acknowledging the work still ahead. It is organized as follows:

Core Component 4.B | Achievement and Improvement Through Ongoing Assessment of Student Learning

- Demonstrated improvements in student learning stemming from assessment
- Structurally organizing assessment to help "close the loop"

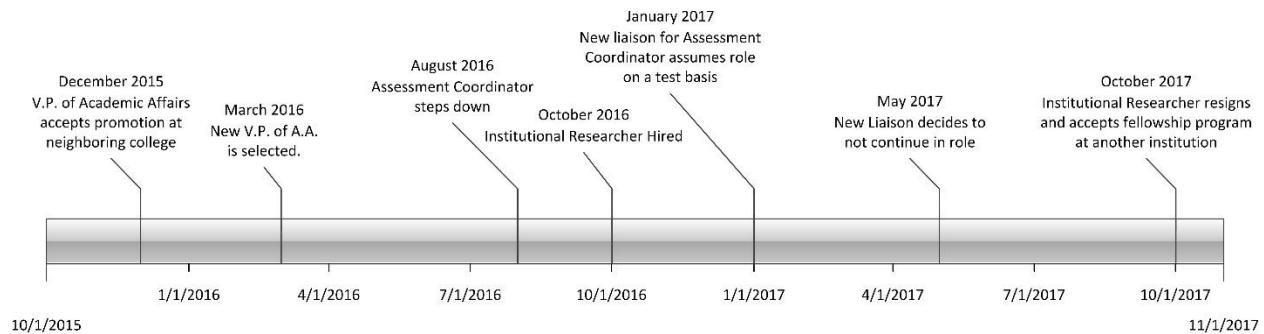
Core Component 4.C | Commitment to Educational Improvement Through Ongoing Attention to Retention, Persistence, and Completion

- Addressing the College's system of goals, data tracking and collection, analysis, and interventions for Improvement in the student retention, persistence, and completion through a documented plan
- Evidence of capacity building initiatives
- Evidence of capacity building investments and emerging practice

Much like the College's approach to previous interim monitoring reports, this report reflects a rigorous self-examination and honest appraisal of progress toward the desired outcomes. As is likely intended, the mere process of collecting evidence, analyzing progress, and summarizing findings in a written report often reveal both accomplishments and areas of continued improvement. This report isn't novel in that regard. Similar to past experiences, this exercise has illuminated emerging strengths in continuous improvement efforts juxtaposed with the need for broader sharing of goals, better defined methodologies for data gathering, and continued refinement in the institution's ability to aligning initiatives into coherent institutional goals.

Institutional Context

The Commission's reaffirmation report was delivered to the institution a few days after the Vice President of Academic Affairs, who was the principal lead in the accreditation process, host to the review team, and co-lead for assessment, accepted a promotion at a neighboring college (Dec. 2015). Shortly after the new Vice President of Academics was selected (Mar. 2016), the Assessment Coordinator of more than a decade stepped down from his leadership role for personal reasons (Aug. 2016). A new liaison assumed the role on a test basis (Jan. 2017) and opted not to continue after May 2017. Committee work was intermittent during the turnover in the Coordinator's role and is regaining momentum as new leadership is emerging through faculty coordinator roles. Additionally, the Institutional Research position, which will be discussed more fully later in this report was hired in late October 2016, and quickly rose to indispensable status for both assessment and institutional effectiveness until he accepted a prestigious fellowship just a month prior to submitting this interim report (Oct. 2017).



As with all personnel shifts, particularly those at the executive level, the transition between outgoing and incoming leadership results in, at minimum, momentum interference. This transition is noted not for purposes of pardon but, rather, for context in forming reasonable expectations for expediency of change and implementation. Despite numerous personnel obstacles, the institution has remained focused on the suggestions and directives of its review team and has capably approached this work with vigor and urgency. Without question, the institution recognizes that systems and processes must be structurally sound to sustain the turbulence inherent in higher education leadership transitions.

College Snapshot

Southern State Community College is physically located in the southern region of Ohio and serves a rural, five county area with a campus in all but one county. Three of the five counties are designated as Appalachian although all share similar economic, demographic, and societal characteristics. While each campus has a unique personality, appearance, and menu of programming, all campuses are operated through a centralized administrative structure, adhering to common policies and practices and sharing academic and support services. Along with the Associate of Arts and Sciences and the transfer options, the College offers nearly 30 Associate and Applied Associate Degree Programs as well as certificates in different areas of study in business, health sciences, computers, engineering, human services, education, agriculture.

The period between 2010-2017 the College has experienced dramatic shifts in enrollment that have been consistent with the economic climate. At present, enrollment appears to have stabilized with roughly 2700 students. Additionally, with the advent of Ohio's early college option, College Credit Plus, Southern State has experienced a shift in its demographic profile with early college students growing faster than any other student group. Internally, the College employs 77 part-time and full-time staff members. Courses are taught by 47 full-time faculty members who are part of an organized union and senate and nearly 100 part-time instructors representing various professions.

Core Component 4.B | Achievement and Improvement Through Ongoing Assessment of Student Learning

The 2015 HLC visiting team noted, "The institution's dedication to broad engagement in assessment processes, annual reporting, and evaluation and improvement of assessment processes and methodologies generally reflect good practice." Additionally, it was noted that assessment results are used to make curricular changes. Missing however, was evidence that such changes result in actual improvements to student learning. It was suggested that a College-wide assessment plan begin to standardize expectations, due dates, guidelines, and available resources. Also, the review team encouraged broader engagement across more than just a few select programs or disciplines. This section is organized to share several examples of promising practice and address the various measures the institution is taking to better close the assessment loop.

Demonstrated Improvements in Student Learning Stemming from Assessment

Specific to the review team's feedback pertaining to assessment of student learning, the College is keenly aware of the necessity to broaden our evidence beyond the highlights of a few programs. Upon the review team's recommendation to make a compelling argument that demonstrates broad ownership and commitment by all faculty and evidence that curricular or delivery changes resulting from assessment actually impact student learning, the acting Assessment Liaison immediately updated the assessment report form to include a "Results and Intervention" component. Additionally, the Liaison began a systematic review of all Assessment Reports, dating back to 2010, with particular emphasis where change and intervention were occurring but, not explicitly labeled as such. A sample report is included in Appendix A. The results summarized in Table 1 suggest several years of solid assessment practice followed by a drop-off in the last several years. This is consistent with the timing of personnel shifts and magnifies the vulnerability in this area.

Table 1| Program/Discipline Assessment Reports and Intervention Identification

YEAR	NUMBER OF REPORTS SUBMITTED	% OF IDENTIFYING CHANGE/INTERVENTION
2010-2011	16	38%
2011-2012	28	41%
2012-2013	44	36%
2013-2014	40	45%
2014-2015	47	59%
2015-2016	20	50%
2016-2017	32	28%

In the program reports that are actively being submitted as part of the 2017-2018 cycle, it is clear that the inclusion of “change/intervention” space within the report format is inspiring deeper consideration of the assessment cycle as more faculty are citing strategies for how they “close the loop.” For example:

- In the Health and Physical Recreation Discipline, faculty reported,
In spring semester 2016, I added a quiz to each chapter in this course because during the previous semester, the average post test score was 8.75 (58%). I administered the assessment post-test to that section during the last week of the course, and the students' average score on it was 13.4, which is 89%.
Since students had better success on the post-test using this strategy, I continued this plan during the 2016-17 academic year in the fall and spring. The fall semester 2016 class had a post-test average score of 11 (73%). Since the spring 2017 average post test score was almost identical as spring 2016 (13.46 which is 89.7%), I have concluded that I should continue this practice. This same assessment activity will be performed next year to see if requiring quizzes along with labs and LearnSmart activities continues to help improve scores (which should indicate student learning) on the post test.
- In the Economics Discipline, the faculty member analyzes the way in which his outcomes are measured and says,
The overall weighted average of 54% shows that the students **did not** meet the 80% benchmark and were **not** able to sufficiently comprehend the Student Learning Outcome. Question 1 had an overall weighted average of 93%. Question 2 was at 54% and Question 3 was only at 17%. After further analysis of the data I found that Question 3 had a deceiving error in the graph that was used for the question... I will be reviewing all of the questions for each SLO.”
- The Computer Science Networking program faculty member recognized better project performance correlated to specific course content. He says,
More time was devoted to the chapter on network services during this assessment. Students made a drastic increase in score since the last time I did an assessment in networking. All but three of the sections students scored in the 90 percentile. Next time this course is taught the instructor will spend more time on the first three projects to make sure the students have a better understanding of switched networks and VLANs.

These examples, while seemingly basic, reflect the kind of improvement that the College would like to see across all programs, disciplines, and within the core learning framework. Reflecting on reports several years back, it is evident that the concept of “closing the loop” is more widely understood as faculty are providing richer, more meaningful reports of their efforts. There appears to be a transition away from program or course vitality measures such as enrollment and retention and more focused on actual elements of student learning. That said, the College makes no claims of comprehensive maturity in this regard. Rather, the College recognizes these incremental improvements, from year to year, as promising practice. Further, it is understood that expectations in this area are higher; calls for greater accountability of student learning are growing louder. To assist faculty in developing a more advanced approach to assessment and their use of data related to student learning, the College recognizes a continued need for professional development in this area. Such development strategies are addressed in the subsequent section.

Structurally Organizing Assessment to Help Close the Loop

Although the College was inspired and affirmed by the review team's acknowledgement of the work that has transpired in the last decade, the College is acutely aware of lengths yet to go in order to solidify its efforts and accelerate assessment efforts to better demonstrate a commitment to educational achievement and improvement through ongoing assessment and student learning. The actions and strategies to build a more systemic and sustainable structure for assessment of student learning rests largely on solid planning and evaluation mechanisms coupled with a substantial investment of personnel time as well as resources for professional development.

A Documented Assessment Handbook and Increased Accountability

In large part, the College's progress in assessment practices to this point has been a result of the critical evaluation stemming from 2010 comprehensive visit. Since that time, the basic framework of assessment planning and reporting has become fairly well-grounded as programs and disciplines have been routinely assessing outcomes and submitting evidence of such. However, there is much to gain in the next level of assessment maturity. The institution recognizes that reinvigorating existing practice, providing clarity in planning and reporting mechanisms holds the most promise for making assessment meaningful; using data to improve student learning. To this end, the College has updated the Assessment Handbook (Appendix B) and is actively elevating faculty and administrative accountability. While a seemingly simplistic approach, the College recognizes that clarity, coupled with accountability, holds the most promise for systemic and meaningful assessment of student learning.

Accountability, the most complex aspect of this strategy, is grounded in an organizational structure that explicitly designates responsibility. Consequently, the new accountability framework has constructed assessment responsibilities into the job description of faculty division coordinators (Figure 1) and is echoed by mandatory involvement and oversight by the Dean of Core Studies and the Dean of Technical Studies.

An integral part of this framework was and will continue to be that of the Institutional Researcher. As mentioned previously, this was a role instrumental to the College's advancement with assessment and has already hit a speed bump. Despite this, the College will continue moving forward, even in the temporary absence of this important role, in advancing assessment through an organizational structure that supports accountability.

To complement the heightened calls for accountability, the institution has updated the Assessment Handbook to include clearer descriptions for organization, expanded explanations of the assessment cycle, concise

Figure 1 | Assessment Responsibilities as Described in Division Coordinator Job Description

- Working with the administration, assists faculty and departments in the development of effective, meaningful, and manageable strategies for the assessment of student learning, coordinates assessment reporting on behalf of the division, and actively participates in assessment related workshops.
- Collaborates with faculty within the division to create an understanding of how assessment informs instruction and guides classroom teaching and annually reviews student learning outcomes and assessment plans within the division.

timelines, and specific plan and report templates. The Handbook, while a simplistic document, represents an approach toward building a more systemic assessment program. Next steps will include enhancing the Handbook to provide a more comprehensive planning narrative for Core Learning as well as a more robust institution-wide reporting mechanism.

Participation in HLC Assessment Academy

Undeniably, the momentum around assessment has been too often compromised by inconsistency in leadership and, regrettably, this is still a current reality. As noted in the introductory portion of this report, the College recognizes that it must establish more solid and sustainable practices that are less susceptible to personnel shifts. This, in part, can be accomplished by engaging and developing more leaders for assessment. To this end, the College is committed to a bold strategy for professional development.

Part of this strategy rested on successfully onboarding an institutional researcher. This position, noted as part of the comprehensive argument in 2015 and praised by the review team, was brought to fruition in October 2016 with the hiring of a bright and talented researcher eager to make a mark in assessment work. While a “people-dependent” effort on the surface, the position was charged with capacity building responsibilities that emphasized broader assessment engagement across the institution and a more structured approach to data-informed decision making. In large part, the College was well on track with this goal and was poised for further acceleration through a substantial investment in professional development. This investment, while temporarily stalled due to the unexpected departure of the institutional researcher, the principal assessment lead, included participation in the HLC Assessment Academy as early as Spring 2018.

Well-known for assisting institutions in defining, developing, and implementing large-scale, comprehensive improvement strategies, the College believed and continues to see participation in the Academy as a necessary intervention and means of accelerating practices on campus. Specifically, the College aims to leverage Academy participation to:

1. Strengthen our Core Outcome Assessment planning and implementation.
2. Build capacity for articulating meaningful and measurable outcomes.
3. Enhance the institution’s ability to align metrics and use data to improve student learning.
4. Develop assessment experts who can share their knowledge to promote campus-wide engagement for assessment of student learning.

While these goals are still part of the College’s priorities, the institution needs time to realign personnel to effectively leverage the opportunity possible through Academy participation. The institutional research position will be reposted in January 2018 and the College is hopeful to have the position filled in first quarter 2018. Pending acceptance, the College will apply to the Commission for the Fall 2018 Cohort.

Upgrade to Learning Management System (LMS) Supporting Assessment

Another promising development in regard to better assessing student learning is the adoption of a new LMS with improved outcome tracking features. The College is actively transitioning away from Blackboard to Canvas as the recognized LMS and will pilot the system beginning Spring 2018 with full implementation slated for Summer 2018. A feature unique to Canvas includes an assessment feature that allows instructors to align quiz questions with course learning outcomes as well as global general education outcomes. This is a new feature and although it will be limited to course sections using the Canvas platform, the College is eager to explore how this feature can add value to the broader assessment conversation. As with all assessment efforts, the real value will only be realized by the extent to which faculty use the data to impact student learning outcomes.

Core Component 4.C | Commitment to Education Improvement Through Ongoing Attention to Retention, Persistence, and Completion

The 2015 comprehensive report submitted by the College suggested a heavy reliance on episodic efforts to address retention, persistence, and completion. In fact, the approved HLC Quality Initiative (2013), grounded in the Campus Completion Plan and IPEDS data were the primary sources of evidence used to substantiate the claim of committed educational improvement. While not insignificant efforts, the institution clearly recognizes the necessity for a systematic, consistent, and scaled effort toward data-informed continuous improvement efforts. Building on past successes and ambitiously seeking new ventures which complement these ends, the College is pleased with the promise held by comprehensive planning, institution-wide improvement initiatives, personnel resource allocation, and capacity building investments.

Institutional Effectiveness Plan

Central to the success of the institution's effort is a commitment to review and make sense of its data. Considering the exhaustive number of initiatives, priorities, and mandates for which the College is responsible, it is clear that there is less of shortage on data and more a deficiency in the coordinated use of the data. This ultimately contributes to poor communication about the data which, impedes the realization of institutional improvements. Although this is easier said than done, the College recognizes the importance of creating mechanisms to systematically integrate assessment data into organizational planning and change efforts and has integrated the communication loop into the overall plan.

In the brief time since the Commission's review and recommendations, the College has taken deliberate efforts to improve the way in which data is captured, used for informed decision-making, and generally guides strategic goals and priorities. The development of an Institutional Effectiveness Plan (Appendix C) is taking shape and informed by meaningful yet, disparate strategies of the past such as the Campus Completion Plan and national data sets coupled with new, data-driven initiatives supported by an institutional research function.

This plan, although in relative infancy, represents the culmination of the College's prioritization in this area over the past year and strives to integrate assessment of student learning, retention, persistence, and completion initiatives into a coherent effectiveness model that is embraced across the institution. Recognizing that there are obvious areas to strengthen and expand the plan, the College believes that this document, inclusive of planning principles, key performance indicators (KPI's), benchmark data, and timelines represents a major step in building a cohesive, sustainable means of continuous improvement. Although very much a fluid document, the plan articulates KPI's which will contribute to a college scorecard once ratified by the Board of Trustees. Among the areas included are:

- Student Access
- Affordability
- Quality Academic Programs and Services (including Retention, Persistence, and Completion)
- Institution Viability
- Student Engagement
- Student Learning
- Student Support

For reader convenience, a draft of these KPI's included in the Effectiveness Plan are duplicated as Appendix D.

This integrated plan approach is a new angle for Southern State and represents the best opportunity for building continuity and sustainability in measuring effectiveness. Further, this strategy promotes an early sense of confidence that the institution's planning processes will be strengthened integrating the various, and sometimes sporadic, efforts related to student learning, retention, persistence, and completion. Although in relative infancy, the framework of this plan lends itself well as an integral part of the College's demonstration that it is striving to make the necessary gains in continuous improvement and specifically, demonstrating that the College is fulfilling its mission. Further, it broadens awareness of retention, persistence, and completion goals among all stakeholders. Quite possibly, as the College continues to make progress in developing and following such a plan, this will also prepare the institution for technology enhanced tracking and reporting mechanisms in the near future.

Evidence of Capacity Building Initiatives

Student Success Leadership Institute

Among the newer initiatives and perhaps most significant to Southern State's effort to build institutional capacity for continuous improvement is that of the College's enlistment and commitment to **Ohio's Student Success Leadership Institute (SSLI)**. A project funded by the Bill and Melinda Gates Foundation and the Great Lakes Higher Education Guaranty Corporation and executed by the Ohio Association of Community Colleges (OACC), the SSLI strives to guide partnering institutions in the following:

- Implementation of structured pathways reforms
- Adoption of institutional policies and practices that meet the needs of students
- Development of a cadre of leaders engaged in transformational change

- Stronger campus completion plans
- Increase in the course completion rate and student success points

Fundamental to the College's engagement with the institute is data reporting and analysis specific to retention, persistence, and completion. The OACC and the colleges are assisted in these efforts by a large team of state and national partners, including the Community College Research Center, Jobs for the Future, Public Agenda, the National Center for Inquiry & Improvement, the Ohio Department of Higher Education, and the Ohio Completion by Design (CbD) cadre. This data, while originating from the SSLI agenda, has been timely, relevant, and a great addition to the broader institutional conversation relating to retention, persistence, and completion. In essence, the College has leveraged involvement with the SSLI as a means of meeting the Commission's expectations in regard to Core Component 4.C while also heeding the advice to engage with peer networks that use evidence-based models for continuous improvement. Among the various data reports that have contributed to the effectiveness measures and evaluation that Southern State has adopted in its local Institutional Effectiveness Plan include those supporting early momentum, gateway course completion, persistence, and college course completion (Appendix D).

Additionally, as members of the SSLI, the College is afforded technical assistance and access to a data coach. Through this coaching, the College receives expert guidance from experienced researchers who understand challenges of being historically under-resourced in institutional research and who can offer focused attention to local pressure points. Most recently, the College has been partnered with the Director of Institutional Effectiveness from a reputable private four-year college who has extended mentoring services to Southern State's Institutional Research Office, shared best-practice interventions for effective program review, and provided solid recommendations for improving the local usefulness of the Campus Completion Plan as required by the Ohio Department of Higher Education(ODHE). In fact, as a result of such consultation, the College is actively shaping an academic program vitality framework complimentary to Program Review.

Ohio Campus Completion Plan

Launched in 2014 by the ODHE and referenced in the comprehensive accreditation argument, the Ohio Campus Completion Plan, as defined in Ohio House Bill 59, provides a continuous improvement framework that speaks directly to student persistence and completion. Reflecting on the inaugural launch of this plan, the initial direction adopted by the College, and the manner in which it was used as evidence in the comprehensive reaffirmation report, it is acknowledged that the institution fell short in connecting the plan, its strategies, measures, and progress to the interested stakeholders. That said, the institution did not abandon the Plan as a form of evidence rather, it continues refine and improve to leverage this mandate. The Completion Plan, although continually evolving, is a critical component of developing a more cohesive and relevant means of reaching desired retention, persistence, and completion outcomes.

Since initial implementation, the College has made improvements to the process and the plan based on the insights and expertise of an institutional researcher and an

experienced data coach. Required to be updated every two years, the plan was revisited in June 2016. Among the more significant improvements, the Southern State team broadened itself to include more stakeholders across the institution to more fully analyze outcomes and more broadly define goals for the future. Including the Registrar, the Success Center Director, Tutoring Coordinator, Data Coordinator, and the Institutional Researcher helped the team reveal some inherent flaws in the original plan. For example, several of the strategies such as mandatory orientation, increasing the college credit plus agreements with K-12 partners, prior learning assessment, and competency based pathways were simply ill-conceived strategies that didn't lend themselves to the kind of outcomes consistent with the institution's broader ambitions related to persistence and completion.

Although still not firmly rooted as the "persistence and completion guidebook" as some might wish to assume, the plan and the exercise of monitoring and refreshing the strategies are helping to shape a better document that is more relevant to the overarching intent of the mandate. Through this exercise, the College is making strides toward using this plan to introduce strategies that have realistic measures, meaningful outcomes, and most importantly, relevancy in the broader retention, persistence, and completion agenda. During a mid-year evaluation of several of the data measures, the institution was able to review an analysis of orientation, refresher courses, developmental course completion, early alerts, and internships. Some early examples of how the College is learning from these measurements include the following reports submitted by Student Advising:

Early Alert System

Problem:

Review of usage date for a 2 year/6 semester period revealed that prominent use of system was by faculty teaching online courses. The majority of the students receiving alerts were students not logging into their class (attendance) and students failing to understand the logistics of the learning platform. Most of these students had also not participated in the strategies workshop for success in online courses.

Outcome:

Advisors communicate and register first time online use students into strategies workshop. Conversations with students about learning styles, time commitments, and technology access at the point of course registration have helped to clarify the rigor and the expectations associated with online learning.

Refresher Courses /Test Prep Workshops

Problem:

Students who were not successful in a subject area in the first attempt of placement assessments are able to participate in a 2-3 hour tutor session for review/refresher of the subject area. The effectiveness of this service was evaluated.

Outcome:

Students who had never learned the content or had a history of low performance in the subject did not benefit from the services. Students who had a successful history, regardless of the length of time, were able to move up to the level they had last learned. Delivery method of one 2-3 hour session works for few and primarily in writing but math related prep was more successful provided in 2-3 short sessions for retention.

While the College is using the Campus Completion Plan more effectively than in years past, it continues to rely heavily on consultative services of the data coach. Ultimately, the aim for this compliance measure is to build continuity and alignment with institutional strategic goals, guided pathway efforts and key performance metrics.

Evidence of Capacity Building Investments and Emerging Practice

The College recognizes the necessity to continue strengthening its capacity to better demonstrate commitment to improvement across the institution as described in the Commission's Core Component. Consequently, it also acknowledges that such capacity building must be deliberate and can be complimented by external accountability controls, investments in innovative and experienced consulting relationships, and generally promoting promising practices. Within this section, there are several examples of such activity that the College deems important and relevant to continuous improvement. These examples, similar to examples in other parts of this report, are not considered the end-all solution but, rather, examples that suggest responsiveness to the Commission's expectations.

Financial Investment in Institutional Research

Considered a priority area in the 2015 comprehensive evaluation materials, Southern State was pleased to advance long-held plans to hire a Director of Institutional Research. This position was confirmed in late summer 2016 and the position was filled in October 2016. This position is referenced in past tense due to the sudden, unexpected departure (October 2017) of this professional as noted in the 4.B narrative. Despite this departure, the introduction of this role was undeniably a value-added investment and one the institution will continue. While this particular researcher is already sorely missed, the College will regroup and launch a new search in early 2018.

Even in the brief year while serving the institution, the researcher helped the institution make better use of its data, organize small-scale data analysis projects, and generally serve to expand the institution's ability to think critically about goals, outcomes, and measures. In addition to the contributions previously identified with the Campus Completion Plan and the alignment with the SSLI Data Coach, this professional contributed to a variety of ad hoc reports that ultimately helped shape the direction of the Institutional Effectiveness Plan and the variety of measures it includes. Additionally, the presence of this resource on campus was helpful to various College committees particularly, Program Review as well as helping various individuals shape inquiries for data-informed decisions. Among several examples include non-success/grade distribution, tuition analysis, specialty tech program reviews, program completion analysis, inquiry analysis, graduate survey dashboard, program need analysis, and a book fee analysis.

Membership in the Voluntary Framework of Accountability

In late 2015 the College joined the Voluntary Framework for Accountability (VFA) to augment the College's heavy reliance on data from the National Center for Education Statistics (NCES) and the Integrated Postsecondary Education Data System (IPEDS). Having had a long history of relying almost exclusively on IPEDS reports for institutional

data on enrollment, graduation rates, and program completion, membership in VFA represented an opportunity to expand the College's data capacity and do so within a framework that encompasses the full scope of the community college mission.

The inaugural year of implementation was spent largely trying to get acclimated with the VFA structure, purpose, and data collection processes. Further, few within the institution were familiar with the VFA. Since that time, the College has participated in the 2015-2016 and 2016-2017 data collection cycles resulting in solid baseline data. Admittedly, the first cycle report was not widely reviewed across the institution and this is likely due to the lack of integration as part of the broader institutional effectiveness measure.

Although suggested as a means of simplifying and streamlining the work of those most concerned about accountability, the College cannot yet claim maturity in harnessing the potential of the VFA. To build the necessary integration, the VFA is embedded in the Institutional Effectiveness Plan and will consequently gain more traction and appeal as a source of success inquiry and data measurement. The College is confident that this measure will build awareness and the VFA will quickly become an integral informant and driver for retention, persistence, and completion inquiry and action.

Education Advisory Board (EAB) Relationship

In July 2017, the College embarked on an important relationship aimed at building and strengthening capacity to improve the institution's capacity for systematic planning, continuous improvement, and innovation. Through a membership in EAB's Community College Executive Forum, Southern State leaders can now leverage access to expert consultants, robust literature reviews, in-depth case study research, and timely research analysis to better inform leaders, scale institutional improvements, and build sustainability across the College.

Although early in this relationship, the College has already participated in various forums and webinars, activated an admission pain point analysis, and entered into agreement to implement EAB's student success collaborative technology tool, Navigate. This has been a fast-track relationship as the College acutely recognizes this investment as a means of accelerating the various strategic and improvement initiatives underway across the institution. In fact, the Navigate platform, a tool designed exclusively to join data and research to support student onboarding and success, is a substantial lift for the institution. By design, the platform is designed to reduce attrition, elevate student and workforce outcomes, and strengthen college effectiveness.

Adoption of Key Financial Performance Indicators

Key Financial Performance Indicators are clearly more relevant to Core Component 5, however, the College deemed it important to include the development of such indicators as further evidence of its responsiveness to build capacity for data-informed decision making. Currently under review by the Board of Trustees, the College has introduced a conceptual draft of Key Financial Indicators (Appendix E) as a measure of accountability and self-regulation. Although this concept includes items not directly tied to the items germane to a monitoring report on retention, persistence, and completion, the exercise of

establishing targets for areas of operational focus, is useful practice in developing similar indicators and measures across other areas which is currently underway as part of the Institutional Effectiveness Plan and the introduction of KPI's for academic, student success, and other operational indicators.

Self-Emerging Continuous Improvement Team

Beyond the specific capacity building efforts targeting retention, persistence, and completion, it is worthwhile to acknowledge the emergence of a grass roots continuous improvement team (Summer 2017). In response to a professional development opportunity through a local Leadership Center, select staff members participated in Lean Six Sigma Training. Upon completion of their professional development exercise, several participants opted to expand their learning by launching a self-organized continuous improvement team. Represented among this group are entry- and mid-level staff members from cross-institutional departments. Using the five-step problem solving process called DMAIC (Define, Measure, Analyze, Improve, Control), this small group of professionals eager to contribute to improvement, have charged themselves with identifying institutional issues that fit within their scope of their problem solving model and contributing to the greater good of the institution. The group's first project, student communication and use of email, is wrapping up and they are launching a process efficiency exploration for College Credit Plus (Dual Credit).

This team is mentioned not as an end-all in terms of demonstrating evidence of an all-encompassing improvement committee or initiative but, rather, as a good indication of the institution's growing capacity to do better in demonstrating a genuine commitment to educational improvement. Clearly, the institution is proud of the initiative exhibited by these individuals and has been vocal about sharing it across the institution as a means of broader engagement in continuous improvement efforts. It will behoove the College's leadership to integrate this team into future institutional effectiveness planning efforts.

Ohio Strong Start to Finish Initiative

An opportunity emerging just prior to submission of this report, Southern State has expressed commitment to supporting a Statewide grant proposal, Strong Start to Finish (SSF). This initiative, aimed at improving the percentage of students successfully completing gateway math and English courses in their first year of study, is consistent with the spirit of this interim monitoring report. Although only an "intention" at this point, the College perceives such work as complimentary to the broader approach to retention, persistence, and completion, particularly in the framework of Guided Pathways.

If successful in the proposal, Southern State will be actively join other colleges and universities in Ohio in a collaborative effort to increase student persistence through the scaled co-requisite developmental courses. This supports Ohio's goal of having 65% of working adults with a degree or certificate by 2025. As part of this collaboration, the College will benefit from technical assistance and professional development support but, of equal importance will be the accountability to metrics required of all participants. Grounded in a specific target goal, the institution can expect to expand its data capacity in a manner consistent to the expectations of Core Component 4.C particularly as it relates to

the institutions ability to look to sources beyond IPEDS for data collection and analysis. In fact, the HEI data used for this metric provides for a nice comparison against the developmental data that is part of the VFA.

The letter of support for SSF was submitted to the Chancellor in early November along with the accompanying goals related to overall completion rates along with equity components specific to persons of color, students ages 25 and older, and Pell-eligible students. If funded, the initiative will launch March 2018.

Online Accounting Longitudinal Study

Much like several of the previous examples of promising practice, this study has been selected as evidence of an evolving mindset among contributing stakeholders. This self-selected professional exercise aimed at evaluating course retention, was completed as part of the faculty evaluation process. It involved a longitudinal analysis of courses which evidence suggests, have high attrition rates. Further, it introduced an improvement and intervention mechanism grounded in evidence-based management. The mini-research project reflected an overall retention increase of 4 percent.

While this is noted as a single strategy among a single faculty member, it is the kind of practice that holds promise. Even as a single artifact, it can serve as a model for others of ways in which individual faculty members can use their teaching space as a platform for continuous improvement.

Participation in Incentivizing Continuous Enrollment

A final example of promising practice and continuous improvement is the College's participation in a research project aimed at improving student progress toward a degree by incentivizing continuous enrollment through summer. MDRC, a nationally known education and policy research organization, actively sought partners to participate in a behavioral science research project aimed at encouraging summer enrollment. Southern State eagerly expressed interest and were selected for the two-year study.

Participation in this study involves leveraging insights from the institution and behavioral science to shed light on how and why people make the choices that they do and to use those insights to enhance programs and policies. While The details of the study are many and will perhaps be more relevant to a discussion about retention once the study is complete, this example is mentioned in this space as evidence of ongoing development and commitment among the College to expand its capacity for data-informed decision making. Participation in the study and interaction among the research team has been nothing short of a development exercise in shaping and executing formal research projects. For those who have never had such practice, participation has been helpful in gathering baseline data, designing interventions, and measuring progress. In short, the College's participation in this study has been helpful in building broader exposure and subsequent support in the important work of continuous quality improvement.

Concluding Comments

The organization of this monitoring report deliberately blended Core Component 4.B. and 4.C. in part because the HLC Action Letter addressed the concern as a single report but, more significantly, because the overarching issue among both components is the same—the College must better demonstrate its ability to use data for continuous improvement in assessment of student learning, retention, persistence, and completion; it must have a means of knowing what's working and what's not. A common theme throughout the review team's notes was that of leveraging existing practices to bring clarity, structure, and stakeholder buy-in to continuous improvement and planning actions. Consequently, much of the evidence to this end rests in the adoption and continued refinement of a well-documented plans and handbooks coupled with specific examples of current evidence alongside efforts that demonstrate promising practice. The College believes it has provided this evidence and is poised to accelerate in its capacity for continuous improvement in assessment and effectiveness.

Renewed emphasis on closing the assessment loop, increased accountability, and a well-documented handbook will better align assessment of student learning outcomes with broader planning and goal setting endeavors. With these various components synchronized, the College has enhanced its capacity to inform and evaluate change, improve programs and processes, and support systemic and sustained assessment. In addition to these measures, the College acknowledges that advanced professional development, such as that possible through the HLC Assessment Academy, is essential to truly scaling assessment and sustaining culture of assessment. To this end, the College is immediately seeking to backfill the valued role of institutional researcher and will aim to apply for the next Academy cohort.

Without hesitation, the College recognizes that the conclusions of the 2015 review team reflect an environment that has mostly benefitted from the hard work required to juggle continuous improvement initiatives but, lacks the guiding goals to tie everything together or the mechanisms to evaluate progress toward those goals. The institution has been appropriately challenged to truly leverage existing practice and processes to advance itself into a more data-informed decision-making, goal-setting, continuous improvement driven institution. Consequently, the introduction of the Institutional Effectiveness Plan and draft of key performance indicators represent the means by which the College can effectively plan and build institutional sustainability capable of weathering the turbulence of academia including personnel shifts, political uncertainty, and tightening financial resources. Much is resting on this plan.

Despite its infancy, the College is confident that this documented framework is the catalyst for acquiring and generating evidence that it is fulfilling its mission and achieving desired outcomes for the various initiatives the College pursues. Included as examples evidence or promising practices, the College believes that the various artifacts included in this report such as the SSLI, The Campus Completion Plan, membership in the VFA, and key research and consulting investments are integral components of the comprehensive plan.

As the College continues in its endeavors to improve assessment practice and support a culture of continuous improvement, it is incumbent on the senior administration to:

1. Engage a broader constituency in planning and evaluation efforts particularly as it relates to the continued implementation of key performance indicators, goals, and metric development.
2. Continue investment in institutional research position
3. Invest in professional development for academic assessment
4. Consider ways in which technology can expand and further solidify the processes associated with data collection, maintenance, and availability.

Through this level of commitment, the College will be well-positioned to expand its evidence repository not only for the sake of compliance but, for achievement toward a bold vision to "Be Your First-Choice College."

Appendix A | Program Assessment Intervention Summary

Program Assessment Analysis with Changes/Interventions AR 2016 - 2017			
<ul style="list-style-type: none"> • Of the 48 Program/Disciplines, 32 (66%) submitted an Assessment Report • Report not submitted may be due to: Not in Cycle, No Full-Time Guidance, Program Under Review/Development, Course Cancelled, No Graduates • Of 32 reports submitted, 9 (28 %) identified Changes/Interventions; the others indicated Criteria Met. • Note: Program/Disciplines may submit more than one report. 			
Program/Discipline	Report	Analysis	Change/Intervention
HSSR	CG	Students are required to submit weekly logs of their activities at practicum site. The logs contain documentation that students were participating and insures participation at a level that will increase professionalism and job placement after graduation.	No changes necessary
Medical Assisting 1111	JC	Goal: 70% of assess students will achieve a minimum pass-rate of 80%; competency rate 85% Outcome: 100% received 85%	Criterion met; no changes
Phlebotomy Technician 429B ALTH 1101	JC	Goal: 70% of students will achieve the required minimum pass rate of 85% Outcome: 100 % met	Criterion met; no changes
Pharmacy Technician 492C ALTH 1121	JC	Goal: 70% of assessed students will achieve the required pass rate of 80% on math conversion exam Outcome: 100% met	Criterion met; no changes
Medical Transcription 492A MAST 1101	JC	Goal: 70% of assessed students will achieve the required minimum pass rate of 85% Outcome: 100 % met	Criterion met; no changes
Medical Billing & Coding Specialist 492D MAST 2219	JC	Goal: 70% of assessed students will achieve required minimum pass rate of 85% Outcome: 100%	Criterion met; no changes
Economics – Macro 2206	JT	Goal: 80% will answer embedded questions correctly. Outcome: 54%	Criterion not met; changes: Review questions; apply material to real-world context
Economics – Micro 2205	JT	Goal: 80% will answer embedded questions correctly Outcome: 60%	Criterion not met; changes: Review questions; apply material to real-world context
Thea – 1101 Acting 1104 Technical Practicum 2204 Advanced Theatre Practicum	RA	Goal: 75% of students will earn an 80 or above on exam Outcome: 100% met	Criterion met; no changes

Thea – 1121 Introduction to Theatre	RA	Goal: 75% of students will earn an 80 or above on exam Outcome: 69% met	Criterion not met; changes: Test administered online. After reviewing exam and speaking to student, it was determined time may have been an issue. Allocated time will be increased from 60 to 75 minutes.
460C – Computer Aided Design	JB	Goal: 70% of students will achieve a score of 750 points or more for final grade Outcome: 90.5 % met	Criterion met; no changes. Analysis: work schedules and time management seemed to be key factors for the 9.5% not meeting criterion.
470A – Electro- Mechanical Engineering	JB	Goal: 70% of students will achieve a score of 750 points or more for final grade Outcome: 90.5 % met	Criterion met; no changes. Analysis: work schedules and time management seemed to be key factors for the 9.5% not meeting criterion.
429D – Accounting Major	GM TM	Goal: students will score 70% or higher Outcome: Part A – 60.67% Part B – 76.4%	Criterion Part A not met; changes: Greater emphasis will be placed on how material is introduced and built upon from one class to another with the use of curriculum maps Criterion Part B met; no changes
1107 - Philosophy	JW	Goal: 60% of students measured should achieve a score of 21 or higher Outcome: 65%	Criterion met; change: Encourage more individual writing assignments
English - 1102	AR	Goal: 70% of the final research papers assessed should achieve a rubric score of 2 or higher Outcome: 80%	Criterion met; no changes
Music Appreciation - 10-4 Intro to the Arts 20-2 Intro to the Arts 28-22 Intro to the Arts 18-7 Art History – 3-0	BS	Goal: Outcome:	
Biol 1101 1102 1125	KS	Goal: Average class score on embedded questions will be 70% or higher Outcome: Met; Range 75 – 85%	Criterion met; no changes

Cybr 1101 – Database Security	JM	Goal: Each embedded question will be answered successfully by 70% of students. Outcome: 71%	Criterion met; change: More time and test questions will be dedicated to the section to make sure the assessment criteria continue to be achieved.
Cybr 1115 – Introduction to Computer Forensics and Cyber Crime	JM	Goal: 70% of students will be able to respond correctly to the embedded questions Outcome: 70%	Criterion met; change: More time and test questions will be dedicated to the section to make sure the assessment criteria continue to be achieved.
Agriculture Production 1107, 2322	TS	Goal: Outcome: Met with range of 83 - 85%	Criterion met; no changes
Agriculture Certificate 441A 1114	TS	Goal: Outcome: Met at 75%	Criterion met; no changes
Pharmacy Tech ALTH 1121 C01	JC	Goal: 80% passing; 85% competency Outcome: 100% earned 85%	Criterion exceeded; no changes
Respiratory Care	CC	<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will earn a 3 or higher on five-point Likert scale 2. 80% of students will pass the TMC SAE in order to graduate. 3. Graduates will earn an overall rating of Good or better on the employer survey. 4. Graduates will earn a score of 3 or above on a five-point Likert scale on III. <p>Outcome:</p> <ol style="list-style-type: none"> 1. Met 100% 2. Not met. 56% first attempt; 75% second. 3. Met 100% 4. Met 100% 	Criteria met for three of four; changes: Criterion will be reviewed.

Appendix B | Assessment Handbook



**Assessment of Student Learning
Handbook
2017-2018**



Preface

This document is inclusive of general operating procedures, timelines, templates and resources necessary for effective assessment of student learning. It builds from earlier plans and institutional history. It is intended to be a living document that guides the institution in delivering student learning, academic excellence, and continuous improvement. This handbook is only the guide while assessment reports will reflect the plan in action. As assessment practices and policies evolve so too will this document.

This plan is available on the College's website at
<https://www.sscc.edu/about/institutional-effectiveness.shtml>. Any comments, questions, or updates regarding this document can be directed to Academic Affairs:

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Introduction

The Assessment of Student Learning Handbook provides a framework to guide the work of assessing student learning. It is essential to ensuring the ongoing, systematic, and integrated efforts to understand and demonstrate student learning across the curriculum. It is an essential component of the College's commitment to institutional effectiveness which embraces the philosophy that data informed decisions are essential to continuous improvement. To this end, the College has adopted the following guiding principles:

Institutional Guiding Principles for Assessment of Student Learning

- Assessment is driven by a true and meaningful purpose that emerges from the College's stakeholders.
- The execution of well-constructed assessment plans can lead to institutional improvement.
- Assessment must be embraced at every level of the institution in order for it to hold value to the greater good.
- The College must provide clear processes, timelines, and common definitions in order to maximize assessment efforts.
- Assessment must be sustained by financial, human resource, and professional development investments.

Overview of Academic Assessment of Student Learning

Southern State is committed to ensuring that its technical and core education programming offer students the best possible learning necessary to be successful in their careers and lives. To ensure the quality of student's experiences, Southern State engages in ongoing, systemic, and integrated efforts to understand and improve student learning. This is a process of defining clear and measurable goals, monitoring and evaluating that students are engaging in experiences that speak to these goals, gathering evidence to compare learning with expectations, and using the results to improve learning. In its most basic form, assessment of student learning answers these questions:

- **What should student know, think, or be able to do as a result of their learning?**
- **How can this be confirmed? Where or what is the evidence?**
- **How are our findings informing improvements in student learning?**



Conducting Assessment of Student Learning

Assessment of student learning considers what students are expected to learn, where in the curriculum such learning experiences are provided, how the learning is demonstrated, and how and when evidence of learning or lack thereof, is used to validate or make improvements.

Gains in student learning are only possible when faculty and students can identify with what learning is expected, how students will learn, and how it is known whether learning occurred. Effective assessment formalizes this knowledge and understanding. As such, Southern State has adopted the following practical principles to guide assessment of student learning:

Practical Application Principles Assessment of Student Learning

1. Assessment shall flow from the mission and vision.
2. Assessment results shall never be punitive to students, faculty, or staff.
3. Assessment shall be designed and implemented by the faculty and supported by college administration through professional development.
4. Assessment shall involve multiple measure in multiple contexts to create a complete picture of student learning
5. Assessment results should be used to improve student learning across courses, programs, and institutional support services in a cycle.
6. Assessment outcomes should be broadly communicated across the institution and to the public

Within both technical and core programs, it is expected that an active assessment plan is in place and at least one assessment activity is reported on annually. The general timeline for annual assessment is as follows:

Guidance and Oversight

The assessment of student learning rests largely within the Academic Division of the College. As such, the Vice President of Academic Affairs assumes overarching responsibility for the College's assessment planning and implementation. This work is coordinated through the active involvement and leadership of academic deans, division coordinators, faculty members, and the institutional researcher.



Faculty are responsible for developing and overseeing the academic curriculum. This responsibility is carried out through leadership of the Curriculum Committee and participation in Program Review Committee. Both committees meet monthly, throughout the academic year, to consider curricular changes and activities intended for program improvement. Faculty are also accountable for programmatic and core assessment activities and are required to submit plans and reports as specified.

It is the responsibility of the Division Coordinator, a faculty supplemental position, to collect and report on assessment within their respective programs and disciplines. These plans, reports, and strategies for improvement are to be provided to the area Dean on an annual basis. The Division Coordinators are required to serve on the assessment committee

The Assessment Committee, inclusive of faculty, staff, and administration, serves as an advisory team to all members of the college community engaging in assessment work. This committee researches best practices, gathers data, coordinates professional development and work sessions for the advancement of assessment. The committee elects a chair during the first meeting of the academic year. This chairperson is responsible for coordinating with the Vice President of Academic Affairs and the Director of Institutional Research to align assessment efforts with the College's mission and goals. Division Coordinators are obligated to membership as is the institutional researcher and the Dean of Core Studies as well as the Dean of Technical Programs.

Organization of Assessment

Assessment of student learning is broadly recognized within the institution to include Program, Discipline, and Core assessment. These terms are clarified as follows:

Program – Refers to a series of academic courses that constitute an occupational degree or certificate. Often “program” and “degree” are used interchangeably so for purposes of clarification, when conducting assessment, programs include the Technical and Certificate Programs as defined in the College Catalog.

Discipline – Refers to the specific field of study. Generally speaking, the College refers to disciplines as a cluster of related courses. Disciplines are the primary source for core or general education assessment however, faculty within these areas will occasionally develop specific assessment plans for outcomes that are specific to the discipline and not necessarily tied to the Core Learning Outcomes



Biology	Mathematics
Chemistry	Philosophy
Economics	Physics
English	Political Science
Fine Arts	Psychology
Health, Physical Education, and Recreation	Sociology
History	Speech and Theater

Core - The foundation of a student's learning experience at Southern State rests in the acquisition of skills relating to general education. Assessment of Core Student Learning Outcomes is currently accomplished through "Discipline" assessment however, the College is eager to develop a more comprehensive approach to Core Outcomes Assessment. Southern State has defined the general education experience to include competencies in the following:

- Communication
- Solve Problems
- Think Critically
- Global Awareness
- Use Information Effectively

These categories represent the most basic outcomes expected of students earning a degree from Southern State. The outcomes for each of these categories are included in Appendix A. Additionally, the College has done some preliminary work in mapping the core outcomes across the curriculum (Appendix B). While not perfect, this is a solid framework for launching a more robust assessment of core learning.

Note:

The College also routinely uses the term "core" and "division" when speaking of the organizational structure. Within this context, "core" is referring to the general education outcomes adopted by the institution. "Division" is a human resource label used to define related academic areas. For example, division coordinators oversee staffing for a specified cluster of programs and disciplines. While Division representatives have obligations related to assessment of student learning, there are no outcomes developed within the division framework. Division Coordinators are faculty supplemental positions intended to carry out administrative-like duties within Applied Science, Social Sciences, Physical Sciences, Arts and Humanities, Business, and Life Science



Assessment of Student Learning Cycle

Meaningful assessment of student learning starts with genuine curiosity about students and the extent to which we wish to understand their learning.



Step 1:

Identify Learning Outcomes

Outcomes are measurable descriptions of an end result. For purposes of the use in assessment, “measurable” does not necessarily mean “countable” but rather identifiable or observable means of ensuring that students are able to do the things they should be able to do. Outcomes typically use verbs such as demonstrate, articulate, illustrate, conduct, define, describe, apply, compose, integrate, convince, create, plan, compare, and summarize.

- Step 2:** Plan Specific Methods/Measures
- Planning the method is describing “how” the question will be answered or describing “how” one knows when an outcome has been met. Planning the measure is determining what kind(s) of data or evidence will be used to make this determination as well as accompanying benchmarks.
- Step 3:** Collect Data
- As part of the assessment plan, it is imperative to determine how the data will be collected and managed. Additionally, the data collection timeframe should be clearly articulated.
- Step 4:** Analyze and Discuss Findings
- Essential to effective use of results is the process in which meaning is made from the findings. This involves interactions among colleagues about observations and next steps.
- Step 5:** Report and Act/Make Improvements
- This is the action step that “closes the loop” in assessment of student learning. Determining how the data will be used to improve student learning is the “action” that completes an assessment cycle.



Assessment of Student Learning Timeline

Within program assessment plans, timelines have been established for each learning outcome and are reflected in individual plans. However, generally speaking, it is expected that within an academic year, faculty will:

1. Be collecting data for at least two learning outcomes (one each semester)
2. Reporting actions/improvement for at least two outcomes
3. Reviewing and updating the program plan
4. Participating in related professional development activities

	Reviewing/Updating Plans	Collecting Data	Analyzing Data	Reporting	Professional Development/Committee Meeting
Fall Semester					
August	Analyze and discuss data with colleagues.	Follow data collection schedule as defined in assessment plan	Analyzing/Discussing results from Summer/Spring collection		Fall Symposium - Professional Dev. - Committee Mtg.
September					
October				Report Due on Previous Year Outcomes. Submit to SharePoint site.	Committee Mtg.
Nov/Dec	Updated plan submitted to SharePoint Site				
Spring Semester					
January		Follow data collection schedule as defined in assessment plan	Analyzing/Discussing results from Fall collection	Report overall highlights to College community	Spring Symposium - Professional Dev. - Committee Mtg.
February					
March					Committee Mtg.
April/May					

Important Dates:

Annually, the following deadlines apply:

- Assessment Plans for the academic year should be updated and submitted to the SharePoint site by November 1.
- Assessment Reports are due annually on October 1.

Sharing Assessment Plans, Reports, and Highlights

An Assessment SharePoint repository exists for all plans, reports, templates, and associate resources and is labeled "Faculty Assessment Workspace."



Appendix A | Core Learning Outcomes

Southern State Community College Core Learning Outcomes

Upon receipt of an associate degree from SSCC, a student should demonstrate the ability to:

Communicate Clearly

Demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. The learner will:

- demonstrate an understanding of a document's written, quantitative, or graphical content. (CC1)
- employ active reading skills, including summarizing, paraphrasing, or questioning. (CC2)
- write a clear and well organized paper using appropriate documentation. (CC3)
- make a clear and well organized verbal presentation. (CC4)

Solve Problems

Demonstrate the ability to use a variety of approaches or tools to analyze and respond to various life situations. The learner will:

- recognize, define, analyze, and solve a problem using his or her knowledge of science, math, technology, humanities, or society. (SP1)
- determine whether conclusions or solutions are reasonable. (SP2)

Think Critically

Demonstrate the ability to evaluate information from different perspectives. The learner will:

- examine issues by identifying and challenging assumptions. (TC1)
- collect, analyze, and interpret information. (TC2)
- develop and evaluate a hypothesis. (TC3)
- synthesize information. (TC4)
- draw conclusions. (TC5)

Interact in Diverse Environments (Global Awareness) Demonstrate knowledge of and appreciation for a culturally diverse world and exhibit an understanding of the relationship between individuals and regional as well as global communities. The learner will:

- identify major cultural issues of his or her own culture and the culture of others. (GA1)
- value artistic expression and human creativity. (GA2)
- understand diverse roots of his or her own nation and world civilizations. (GA3)
- demonstrate an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions. (GA4)



Use Information Effectively (Computer and Informational Literacy)

Demonstrate the ability to access and manage reliable information effectively and responsibly.

The learner will:

- demonstrate a basic working knowledge of the operation and application of personal computers and web-based portable devices. (CL1)
- demonstrate the ability to use the internet and libraries to conduct research. (CL2)
- use databases related to his or her academic major, career, or course assignment. (CL3)
- use a variety of library print and electronic resources. (CL4)
- adapt to new technology initiatives. (CL5)

Appendix B | Curriculum Mapping of Core Learning Outcomes

Southern State Community College Core Learning Outcomes Discipline/Program		
Upon receipt of an associate degree from SSCC, a student should demonstrate the ability to:		
Communicate Clearly (CC) Demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills.		
The learner will:	Intended Source(s)	Other Sources per Assessment Plan
<ul style="list-style-type: none"> demonstrate an understanding of a document's written, quantitative, or graphical content. (CC1) 	ENGL, COMM	ACCT 429D, MAST 492D, BADM 429, CSCI 455A, MAST 492, REST 429B, MAST 492A, MAST 492C, MAST 492B, ECON, HIST, LPN 432, RN 430, 429E, COMM, HPER, ENGL, PSCI, EENG 470A, PHYS, AVIT 470G,
<ul style="list-style-type: none"> employ active reading skills, including summarizing, paraphrasing, or questioning. (CC2) 	ENGL, COMM	ACCT 429D, MAST 492D, MAST 492, MAST 492A, ENGL, LPN 432, RN 430, COMM, PHYS, CHEM, CJUS 496,
<ul style="list-style-type: none"> write a clear and well organized paper using appropriate documentation. (CC3) 	ENGL, COMM	ACCT 429D, BADM 429, ENGL, HIST, LPN 432, RN 430, 429E, PSCI, EENG 470A, PHYS, CHEM
<ul style="list-style-type: none"> make a clear and well organized verbal presentation. (CC4) 	ENGL, COMM	ACCT 429D, REST 429B, COMM, LPN 432, RN 430, HSSR 435, HSSR 435A PSCI, EENG 470A, CHEM
Solve Problems (SP) Demonstrate the ability to use a variety of approaches or tools to analyze and respond to various life situations.		
The learner will:	Intended Source(s)	Other Sources per Assessment Plan
<ul style="list-style-type: none"> recognize, define, analyze, and solve a problem using his or her knowledge of science, math, technology, humanities, or society. (SP1) 	MATH	ACCT 429D, MAST 492D, BADM 429, CSCI 455A, MAST 492, MAST 492A, MAST 492C, MAST 492B, BIOL, CHEM, ECON, MATH, SOCI, LPN 432, RN 430, 429E, COMM, HSSR 435, HSSR 435A, PHIL, RESP 437, PSCI, EENG 470A, EENG 470, PHYS, AVIT 470G, CJUS 496A, CJUS 496B
<ul style="list-style-type: none"> determine whether conclusions or solutions are reasonable. (SP2) 	MATH	ACCT 429D, BADM 429, CSCI 455A, REST 429B, BIOL, CHEM, ECON, ENGL, HIST, MATH, SOCI, LPN 432, RN 430, 429E, COMM, HPER, EENG 470A, EENG 470, PHYS

Think Critically (TC) Demonstrate the ability to evaluate information from different perspectives. The learner will:		
The learner will:	Intended Source(s)	Other Sources per Assessment Plan
• examine issues by identifying and challenging assumptions. (TC1)	BIOL, CHEM, PHYS, ECON	ACCT 429D, BADM 429, CSCI 455A, BIOL, ECON, HIST, SOCI, LPN 432, RN 430, 429E, COMM, PHIL, PSCI, EENG 470A, EENG 470, PHYS
• collect, analyze, and interpret information. (TC2)	BIOL, CHEM, PHYS, ECON	ACCT 429D, AGRI, BADM 429, CSCI 455, CSCI 455A, REST 429B, BIOL, CHEM, ECON, ENGL, HPER, HIST, SOCI, COMM, LPN 432, RN 430, 429E, PSYC, RESP 437, EENG 470A, EENG 470, PHYS, AVIT 470G, CJUS 496, CJUS 496A, CJUS 496B
• develop and evaluate a hypothesis. (TC3)	BIOL, CHEM, PHYS, ECON	ACCT 429D, BADM 429, BIOL, ENGL, SOCI, LPN 432, RN 430, COMM, EENG 470A, EENG 470, PHYS
• synthesize information. (TC4)	BIOL, CHEM, PHYS, ECON	ACCT 429D, AGRI, BADM 429, EENG 470A, BIOL, ECON, HIST, SOCI, LPN 432, RN 430, 429E, COMM, HSSR 435, HSSR 435A, PSYC, EENG 470, PHYS, CJUS 496
• draw conclusions. (TC5)	BIOL, CHEM, PHYS, ECON	ACCT 429D, BADM 429, CSCI 455A, REST 429B, BIOL, CHEM, ECON, HPER, HIST, SOCI, LPN 432, RN 430, COMM, ENGL, HSSR 435, HSSR 435A, EENG 470A, EENG 470, PHYS, AVIT 470G
Interact in Diverse Environments (Global Awareness) (GA) Demonstrate knowledge of and appreciation for a culturally diverse world and exhibit an understanding of the relationship between individuals and regional as well as global communities.		
The learner will...	Intended Source(s)	Other Sources per Assessment Plan
• identify major cultural issues of his or her own culture and the culture of others. (GA1)	FNAR, SOCI, PSYC, HPER, PSCI, PHIL, HIST	CSCI 455A, FNAR, SOCI, COMM, LPN 432, RN 430, HSSR 435, HSSR 435A, PHIL, PSCI
• value artistic expression and human creativity. (GA2)	FNAR, SOCI, PSYC, HPER, PSCI, PHIL, HIST	CSCI 455A, FNAR, SOCI, COMM, LPN 432, RN 430
• understand diverse roots of his or her own nation and world civilizations. (GA3)	FNAR, SOCI, PSYC, HPER, PSCI, PHIL, HIST	CSCI 455A, FNAR, SOCI, COMM, LPN 432, RN 430, HSSR 435, HSSR 435A, PHIL, PSCI
• demonstrate an understanding of the ethical issues and values that	FNAR, SOCI, PSYC, HPER, PSCI, PHIL,	BADM 429, ECED 485, EDUC 486, REST 429B, ECON, SOCI, COMM, LPN 432, RN 430, HSSR 435, HSSR 435A

are prerequisites for making sound judgments and decisions. (GA4)	HIST	PHIL, PSYC, RESP 437, ENG 470A, PHYS
Use Information Effectively (Computer and Informational Literacy) (CL)		
Demonstrate the ability to access and manage reliable information effectively and responsibly. The learner will:		
The learner will...	Intended Source(s)	Other Sources per Assessment Plan
<ul style="list-style-type: none"> • demonstrate a basic working knowledge of the operation and application of personal computers and web-based portable devices. (CL1) • demonstrate the ability to use the internet and libraries to conduct research. (CL2) • use databases related to his or her academic major, career, or course assignment. (CL3) • use a variety of library print and electronic resources. (CL4) • adapt to new technology initiatives. (CL5) 	Under review ENGL ENGL ENGL Under review	ACCT 429D, BADM 429, CSCI 455, CSCI 455A, CSCI 455B, MAST 492A, HIST, LPN 432, RN 430, 429E, RESP 437, PSCI, PHYS, ACCT 429D, REST 429B, LPN 432, RN 430, 429E, PSCI, ACCT 429D, LPN 432, RN 430, 429E, EENG 470A, ACCT 429D, CSCI 455A, ECON, ENGL, LPN 432, RN 430, PSCI, ACCT 429D, CSCI 455, CSCI 455A, OFIT 425, OFIT 425C, LPN 432, RN 430, COMM, RESP 437, PSCI, PHYS,

Appendix C | Assessment of Student Learning Plan Template

Assessment of Student Learning Plan

Program or Discipline	(Identify the program name and number or the Discipline)
Academic Year	(Insert the year in which the plan will be implemented)
Date Submitted	(Insert the date of the submission)
Contributors	(Insert the names of the faculty involved in plan development)

Program/Discipline Student Learning Outcomes Students will be able to...	Course(s) Used	Link to Core Outcomes	Assessment Tool	Assessment Method	Criteria
Example: <i>SLO#1: Apply one appraisal technique to the evaluation of residential or commercial practice</i>	REST 2275	TC2	Appraisal assignment	Using an appraisal project rubric, student assignment will be evaluated on appraisal technique for selected practice.	85% of students will score proficient or higher using the rubric

Timeline:

Please indicate the timeline in which you will collect, analyze, and report on each SLO. Annual reports are due October 1.

Student Learning Outcome	Academic Year 2018-2019			Academic Year 2019-2020			Academic Year 2020-2021		
	Collect	Analyze	Report	Collect	Analyze	Report	Collect	Analyze	Report
Example: SLO#1	Fall 18	Spring 19	Oct. 1, 2019						

Appendix D | Assessment of Student Learning Report Template

Assessment of Student Learning Report

Program or Discipline	(Identify the program name and number or the Discipline)
Year/Term Data Collected	(Insert the year/term in which the data was collected)
Date Submitted	(Insert the date of the submission)
Contributors	(Insert the names of the faculty involved in plan development)

Learning Outcome Assessed:

For simplicity, copy and paste the particular line from the table in the Assessment Plan.

Program/Discipline Student Learning Outcomes Students will be able to...	Course(s) Used	Assessment Tool	Assessment Method	Criteria
<i>Example: SLO#1: Apply one appraisal technique to the evaluation of residential or commercial practice</i>	REST 2275	Appraisal assignment	<i>Using an appraisal project rubric, student assignment will be evaluated on appraisal technique for selected practice.</i>	<i>85% of students will score proficient or higher using the rubric</i>

About the Course Used for Evaluation:

Insert the description of the course. Also, indicate if the course was face-to-face, online, hybrid, or at a CCP site.

Was there adjunct participation?

Please describe how adjuncts were involved in the assessment and if they weren't how they might be in the future.



Data Collected:

Provide a description of the data collected including the number of students involved in the assessment.

Evaluation:

Describe how the assessment was carried out, the process for data analysis, and who was involved in the analysis.

Interventions or Changes Resulting from the Current Assessment:

Use this space to discuss how the findings can improve student learning in the future. How will you use this data? As a result of this, what might you do differently the next time around?

Interventions (Changes) From Previous Cycle:

If this outcome was assessed in a previous cycle, discuss any real or perceived implications of related interventions impacted student learning in the current assessment.

Next Steps:

If the results of this assessment showed measurable improvement in student learning, proceed to another outcome or consider developing a new learning outcome. If you wish to continue working on this outcome, briefly describe your next steps and include this outcome in your plan.

Additional Information

Use this space to make any special notations regarding your report, highlight aspects of assessment that would be helpful to the greater good, request specific training, etc.



Appendix E | General Assessment Resources and Definitions

Blooms Taxonomy of Learning



Image Courtesy of: Fractus Learning. Retrieved online 11/28/17 at <https://www.fractuslearning.com/2016/01/25/blooms-taxonomy-verbs-free-chart/>

Definitions

Assessment: Assessment is the systematic collection, review, and use of data for the purpose of improving student learning and institutional effectiveness.

Criteria: Performance criteria are the targets you set for defining “success” in achieving each of your unit goals/objectives. They need to be precise and measurable. Most importantly, they should be meaningful.

Direct Assessment: Evidence that is produced directly from students’ work that serves to measure a student learning goal. Portfolios, performances, papers, lab reports, etc. are examples of direct assessments.

Findings: Findings are the data that result from implementing the means or methods of assessment. Findings lead to analysis, interpretation, and conclusions. They form the foundation of future planning, leading to institutional improvement.

Goals: Goals define the mission and establish long-term “targets” that are likely to remain relatively constant over time.

Indirect Assessment: Techniques used that indirectly measure student learning goals. Such examples are surveys

Institutional Effectiveness Plan: The Institutional Effectiveness Plan derives its purpose and structure from mission, vision, and strategic plan and is informed by academic and institutional assessment. Its function is to identify the criteria for success (performance indicators) that used to assess how well the College is achieving its articulated goals and objectives.

Means of Assessment: Means of assessment are the tangible methods chosen to assess a unit’s performance (e.g. system data, surveys, focus group outcomes, point -of-use feedback, external reviews, etc.)

Method: Method (i.e., “means of assessment”) is the process or medium used to assess whether a unit is reaching its articulated goals and objectives.

Mission: A mission statement briefly states the primary purpose of the unit. It must be consistent with the college mission while reflecting the unique character of the unit.

Objectives: Objectives are the specific, short-term and measurable ways by which a unit reaches its goals.

Program-Based Educational Outcomes: Program-based educational outcomes are essential learning outcomes that are specific to the curriculum in a given academic area.

Rubric: Expectations for student work; set of criteria used to assess a student artifact such as a paper, presentation, or assignment; scoring guidelines, including level of performance.

Strategic Goal: A “strategic” goal is one the goals that comprise the College’s Strategic Plan.

Strategic Plan: The strategic plan defines the mission, goals and objectives of the College while documenting specific strategies for both short-term and long-term action. It is frequently referred to as a roadmap; it sets the course for future action.



Student Learning Outcome: Statements that specify what students will know, think, be able to do, or be able to demonstrate when they have completed or participated in a program, activity, course, or project.

Use of Results (Findings): Use of results (or findings) should document actions that specifically respond to the findings of assessment and are central to the coming year's strategic plan.



Appendix C | Institutional Effectiveness Plan



Office of Institutional Research

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Preface

This document is inclusive of input from faculty, staff, and administration and represents a realistic plan for defining, organizing, and implementing measures which promote institutional effectiveness. This is a living document that includes its own schedule for review and updates. Maintenance, dissemination, and accessibility responsibilities rest with the Director of Institutional Research. As the institution evolves as a result of this plan, so too will this document.

This plan is available on the College's website at <https://www.sscc.edu/about/institutional-effectiveness.shtml>. Any comments regarding this document can be directed to the Vice President of Academic Affairs.

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Introduction

Institutional effectiveness is an evolving model for improving processes, programs, and services that support the College's mission and vision. Through such assessment, the institution builds its capacity to inform and evaluate change. The organization of this plan integrates both institutional assessment alongside academic assessment with overall emphasis on the institution's ability to achieve its mission to provide accessible, affordable, high quality education. Components of this plan include planning processes, goals, and effectiveness measures.

This plan, while representing a model for integration, does not aim to be overly prescriptive rather, a catalyst for structuring and aligning the important efforts toward fulfilling the institution's vision and mission. This comprehensive approach builds on previously established, yet isolated, systems for strategic planning, budgeting, assessment of student learning outcomes, and effectiveness measurement and offers a means of streamlining, organizing, and maintaining a schedule of activities and expectations. The timelines, templates, definitions, and resources are aimed to support the work in the respective components. Additionally, it joins the various national, State, and local initiatives into a more cohesive model that more aptly leverages these important efforts for broader systematic improvements. Recognizing that many pieces of such assessment and monitoring have a long-standing history within the institution, this plan allows for holistic integration; metaphorically speaking, it aligns the oars for swifter movement across the water and directs the vessel toward a specific destination or finish line.

This plan, while a significant step toward organizing for systematic, data-driven improvements, does not claim to be at maturity in its development. In fact, it is among the first comprehensive attempts to align existing systems and measures toward overall effectiveness. As such, the institution has made great effort to introduce baseline data across all areas but, recognizes the necessity of continued refinement.

Institutional Effectiveness



Historical Context

In 2016, Southern State began modifying its planning, assessment, and improvement measurement efforts in response to the continuous improvement suggestions offered by a Higher Learning Commission review team during their reaffirmation of accreditation visit. The



feedback from this team was accurate in identifying the necessity of developing a cohesive structure to link the various initiatives and efforts that were and are worthwhile but, lacking in ownership, engagement, continuity, and integration into a broader emphasis of data-informed continuous improvement.

Recent history suggests that Southern State has adequate systems and processes necessary to accomplish its mission at the most basic level; attract and ultimately graduate students by providing **accessible, affordable, and high quality** education. For many years, the institution has accepted the challenge of national and statewide mandates, demonstrated self-initiative and innovation in areas relevant to the institutional mission, and adhered to general operational practices reflective of quality education standards. While doing so, the institution has capably navigated the challenges that emerge from shifting enrollment trends, changing industry demands, and the constant constraints associated with being a small, rural, multi-campus institution with tight resources, both human and financial. Additionally, the institution has demonstrated compliance to rigorous accreditation and regulatory standards. Overall, Southern State has a history of which the institution can be proud.

These accomplishments, while notable, are reflective of what has worked for an institution in what, by most standards, would be classified as “early development.” To continue to fulfill the mission with expectation of continued success, it is incumbent on the institution to graduate to a more sophisticated level of assessment and effectiveness planning and measurement. In doing so, the institution will be better prepared for a rapidly changing and increasingly competitive future. Additionally, such effort will inherently build organizational sustainability necessary to weather the turbulence of shifting leadership, personnel turnover, and political uncertainty. This plan is an introductory attempt at making such alignments more visible among the college community and beyond.

About Southern State

Southern State Community College is physically located in the southern region of Ohio and serves a five county area. While geographically large, the area is rural and sparsely populated. Three of the counties are designated Appalachian although all share similar economic, demographic, and societal characteristics. Four, and soon to be five, campus locations exist to serve the region. While each campus has a unique personality, appearance, and menu of programming, all campuses are operated through a centralized administrative structure, adhering to common policies and practices and sharing academic and support services.



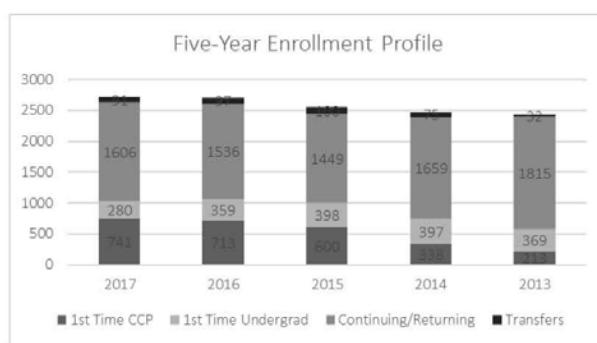
Southern State was one of the first community colleges in Ohio to develop an accredited transfer program, and continues to serve students who desire to transfer to four-year college or university in Ohio and beyond. Along with the Associate of Arts and Sciences and the transfer options, the College offers Associate and Applied Associate Degree Programs as well as certificates in different areas of study in business, health sciences, computers, engineering, human services, education, agriculture, while maintaining a strong general education component. Additionally, as Ohio aims to reach an aggressive degree attainment goal and continues to support early college, Southern State supports this goal by being a premier provider of College Credit Plus programming. The College supports various delivery methodologies including face-to-face, hybrid, and online learning models.

Like many community colleges in the Midwest, Southern State's enrollment is highly susceptible to the economic shifts. During periods of full or healthy employment, enrollment is challenging however, upticks in unemployment generally result in increased enrollment. The

period between 2010-2017 the College has nearly doubled in size during particular times and then contracted. At present, enrollment appears to have stabilized with roughly 2700 students. Additionally, with the advent of Ohio's early college option, College Credit Plus, Southern State has experienced a dramatic shift in its demographic profile with early college students growing faster than any other student group.

Internally, the College employs nearly 450 individuals on a part-time and full-time basis. Courses are taught by 47 full-time faculty members who are part of an organized union and senate and nearly 100 part-time instructors representing various professions. The staff and administration, comprised of both full-time and part-time personnel, represent several major divisions within the college including academics, student services, plant, business, and corporate and community services.

In addition to compliance with all national regulations defined by the Department of Education, Southern State Community college is accredited by the Higher Learning Commission and must demonstrate compliance with the Criteria for Accreditation and Assumed Practices. The College is an Open Pathway institution and follows a 10-year cycle. Reviews include peer and Commission reviews of comprehensive evaluations, assurance reviews, quality initiative



proposals, interim monitoring, and substantive change requests in addition to Federal Compliance Monitoring. Southern State's placement in this cycle and the respective accreditation status and cycles of particular external, programmatic accreditation is outlined in Appendix A.

In addition to the national and State accrediting bodies, Southern State is recognized by the Ohio Department of Higher Education as a "state" community college. This distinction requires regulatory compliance with all laws, guidelines, and statutes appropriate to a publicly funded institution of higher education. The core functions are consistent with Ohio's definition of state community colleges as defined in the Ohio Revised Code Section 3358. A nine-person Board of Trustees, appointed by the Ohio Governor, have final responsibility for governance and operation of the institution. The Board of Trustees is the voice of student and community and delegates authority to the President for administrative and operational functions.

Mission, Vision, Values and Goals

Mission

Southern State is committed to its mission to provide accessible, affordable and high quality education to people in southern Ohio.

Vision

"Be Your First-Choice College"

Values

1. Honesty and integrity in all endeavors
2. Tolerance for different ideas
3. Respect for all individuals
4. Excellence and creativity in the pursuit of knowledge

Features of the Southern State Mission

In fulfilling the mission, Southern State offers student the opportunity to:

- Earn associate degrees and certificates that lead to employment in a variety of career fields related to agriculture, business, computer science, education, engineering, health sciences, social services, and law enforcement.
- Earn associate degrees and/or acquire coursework in pathways that prepare students for transfer to baccalaureate-level colleges and universities.



- Earn industry recognizes credentials and certifications that are marketable in the local workforce and ultimately enhance the region's economic competitiveness.
- Realize academic goals with minimal financial investment in comparison to other Ohio community colleges and four-year colleges and universities.
- Participate in academic activities and student support services in an environment local to their geographic region.

In support of fulfilling this mission, Southern State offers the following programs and services:

- Academic Support Services
- Adult Basic Literacy and Education Services
- Arts and Cultural Programming
- Athletics
- Co-Op and Internship Services
- Disability Services
- Early College Initiatives
- Non-Credit Training
- Student Organizations
- Student Support Services
- Study Abroad
- Technology Services
- Veteran's Support and Services
- Workforce Development

Goals

The guiding elements of the vision inspire annual strategic goals include:

- Being Your Best Investment
- Realizing Synergy Through Partnerships
- Being a Driving Force in Innovation and Technology
- Advancing Student Success
- Being a Best Place to Work
- Being a Dynamic and Flexible Organization

A descriptive narrative of the vision elements is included in Appendix B.

Goals are articulated on an annual basis. The 2017-2018 Goals are described in Appendix C.



Institutional Planning

Strategic Planning

Southern State's institutional strategic planning functions according to an established cycle that emphasizes employee engagement at every level and reflects the institution's commitment to mission and values. The comprehensive planning cycle is visited every five years with an annual planning cycle embedded. In the context of the established vision priorities, annual planning includes opportunities to:

- Review goals, programs, and services to determine the extent to which they reflect the College's vision and mission.
- Review opportunities for continuous improvement across the institution.
- Define priorities aimed at supporting the vision elements and institutional mission.
- Allocate and integrate financial resources to support priorities.

Leveraging the institution-wide strategic vision casting the College annually reviews strategic goals and priorities around the following vision elements:

- Be Your Best Investment
- Create Synergy through Partnerships and Collaboration
- Be a Driving Force in Innovation and Technology
- Advance Student Success
- Be Your Best Place to Work
- Be a Dynamic and Flexible Organization

Individual Strategic Involvement Process

Each employee of the college has the opportunity to personally contribute to the attainment of this vision through the College's annual strategic goal-setting process. The purpose of this process is to:

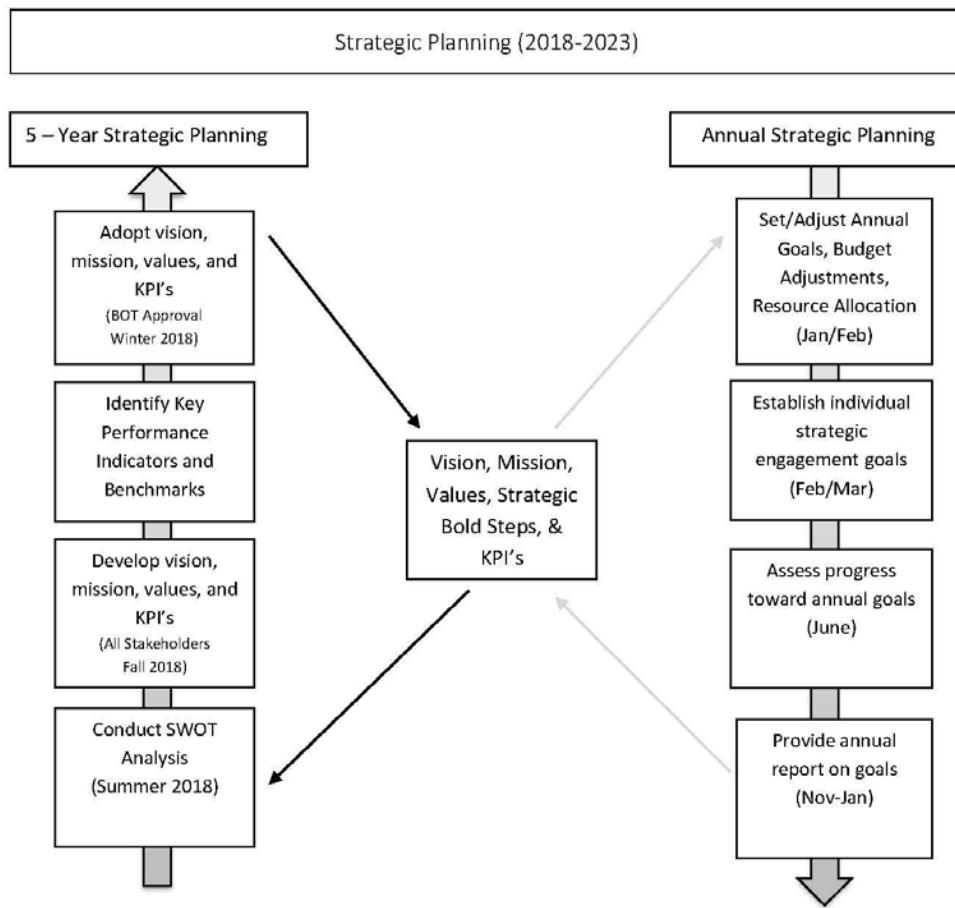
- Establish clear expectations for the core competencies required of all SSCC employees
- Provide an opportunity for supervisors and employees to annually set goals in which the achievement will both enhance the employee's development and contribute to the College's attainment of the annual strategic goals
- Provide a basis for strategic compensation recommendations
- Document the employee's job performance for employment decisions



Planning in 2018 and Beyond | Introducing Key Performance Indicators

The annual strategic planning cycle will continue as depicted in Figure 1 however, the introduction of key performance indicators (KPI's) will help align the College's effectiveness measures with the strategic planning process. Additionally, 2018 represents a pivotal year in that the College will undergo the more comprehensive process including revisiting the mission, vision, and values of the organization and confirming academic and financial KPI's.

Figure 1 | 5-Year Planning Cycle Illustration*



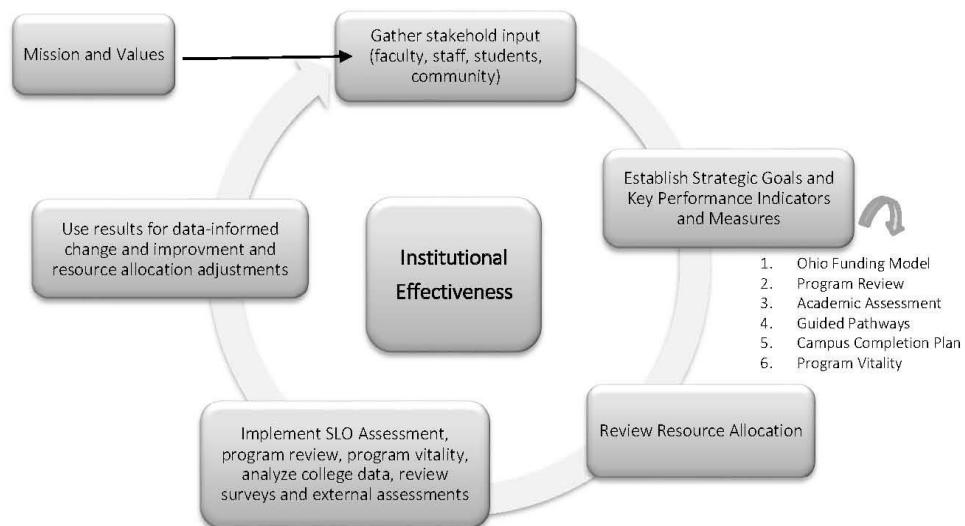
* Model inspired by Community College of Beaver, 2017.

Components of Planning

With emphasis on how well the College is fulfilling its mission and to demonstrate continuous improvement, institutional evaluation embodies the full array of instructional, operational, and student support services. While the specific measures, benchmarks, and alignments with the strategic goals will be addressed in the next section of this plan, the model Institutional effectiveness is built on establishing and executing strategic goals and reviewing and assessing programs and services to determine the extent to which the College is fulfilling its mission.

Embedded within this model are opportunities to:

- Review programs, activities, services, and outcomes
- Use findings to make data-informed decisions
- Build a culture of continuous improvement



Various planning and assessment activities contribute to the effectiveness model. Among the more structured components include Program Review, Assessment of Student Learning, Guided Pathways, and an emerging framework for program prioritization.

Ohio Performance-Based Funding Model

In 2012, Governor Kasich challenged leaders of Ohio's public colleges and universities to recast the state's funding formula for higher education. The result was a funding model based on performance. The state share of instruction (SSI) includes the following funding components:

- 50% of the SSI funding shall be allocated based on student access as measured by course completions.
- 25% of the SSI funding shall be allocated based on student success.
- 25% of the SSI funding shall be allocated based on student success metrics that include access weights.

Component	% Share (2017)	Proxy	% Share (2018)	Proxy
Actual Performance Based SSI	1.71%	Above SSI Proxy	Pending	
1. Completed FTE				
- All Eligible Completions	1.60%	Above SSI Proxy	Pending	
- Access Course Completions	1.46%	Below SSI Proxy	Pending	
2. Success Points Total	1.71%	Above Enrollment Share	Pending	
Credit Hour Success Points	1.70%	Above Enrollment Share	Pending	
- 12 Credit Hours	1.66%	Above Enrollment Share	Pending	
- 24 Credit Hours	1.70%	Above Enrollment Share	Pending	
- 36 Credit Hours	1.75%	Above Enrollment Share	Pending	
DEV Success Points	1.78%	Above Enrollment Share	Pending	
- Dev. Ed English Success	1.76%	Above Enrollment Share	Pending	
- Dev. Ed Math Success	1.79%	Above Enrollment Share	Pending	
3. Completion Milestones (Overall)	1.95%	Above SSI Proxy	Pending	
- Assoc. Degree Completion	1.93%	Above SSI Proxy	Pending	
- Assoc. Degree Access	1.77%	Above SSI Proxy	Pending	
- Certificates	2.64%	Above SSI Proxy	Pending	
- Certificates Access	1.92%	Above SSI Proxy	Pending	
- Transfers	2.36%	Above SSI Proxy	Pending	
- Transfers Access	1.60%	Above SSI Proxy	Pending	

Program Review

As the principle advisory committee to the Vice President of Academic Affairs, the Program Review Committee is charged with reviewing all academic programs and Disciplines of Southern State Community College. The committee assesses programs and disciplines on a variety of metrics, including sustainability, relevancy and academic rigor. The review committee makes recommendations pertaining to the health and vitality of existing programs, as well as reviews new programs and disciplines. Five-Year Annual reviews are conducted to assess relevance, appropriateness, student learning outcomes, discipline service outcomes, currency of curriculum



and support services, and to identify future needs and plans. Annually, program review includes three cycles as illustrated in Appendix D.

The committee may recommend the modification or elimination of programs and disciplines that no longer meet the strategic vision of the College. Members of the committee represent the best interests of the College as a whole, and exercise judgment as individuals. Deans represent their respective divisions and disciplines. Program and discipline quality and improvement are the primary focus of Program/Discipline review.

The Program Review Committee honors the following principles:

- That faculty have primary responsibility for the content, quality and effectiveness of the curriculum.
- Information resulting from the review of instructional programs and disciplines should be used to guide program planning.
- The review process should not be overly burdensome to faculty.

Assessment of Student Learning Outcomes

Southern State is committed to ensuring that its technical and core education programming offer students the best possible learning necessary to be successful in their careers and lives. To ensure the quality of student's experiences, Southern State engages in ongoing, systemic, and integrated efforts to understand and improve student learning. This is a process of defining clear and measurable goals, monitoring and evaluating that students are engaging in experiences that speak to these goals, gathering evidence to compare learning with expectations, and using the results to improve learning. The College maintains an Assessment Handbook, inclusive of timelines, templates, and resources, to guide this practice.

Student Success Leadership Institute | Guided Pathways

Among the newer initiatives and perhaps most significant to Southern State's effort to build institutional capacity for continuous improvement is that of the College's enlistment and commitment to Ohio's Student Success Leadership Institute (SSLI). Involvement in this institute guides the College in:

- Implementation of structured pathways reforms
- Adoption of institutional policies and practices that meet the needs of students
- Development of a cadre of leaders engaged in transformational change
- Stronger campus completion plans
- Increase in the course completion rate and student success points



Fundamental to the College's engagement with the institute is data reporting and analysis specific to retention, persistence, and completion. This data, while originating from the SSLI agenda, is timely and relevant to the broader institutional effectiveness effort. Among the key performance indicators are:

Guided Pathway KPI Cohort Definition: Includes First-Time Ever in College (FTEIC), all students enrolled in 1 course, excludes dual enrollment students, measured over 1 year.			
Early Momentum	Gateway Course Completion	Persistence	College Course Completion
<ul style="list-style-type: none"> • 6+ credits in 1st term • 12+ credits in 1st term • 15+ credits in 1st term • 24+ credits in 1st term • 30+ credits in 1st term 	<ul style="list-style-type: none"> • Completed college math in year 1 • Completed college English in year 1 • Completed both college math and English in year 1 	<ul style="list-style-type: none"> • Term 1 to Term 2 	<ul style="list-style-type: none"> • College credits earned vs. attempted in first year

Campus Completion Plan

Defined by Ohio House Bill 59, the Ohio Department of Higher Education holds every public institution accountable to a Campus Completion Plan. Aimed at providing a framework for systemic improvement supporting persistence and completion, the Completion Plan is a catalyst for articulating outcomes and strategic processes for improvement. It is an integral component of institutional effectiveness and is integrated as part of the College's overall Effectiveness Plan.

The plan, required to be updated bi-annually, affords the College the flexibility to self-prescribe goals and measures that are consistent with its mission and goals. Construction of this plan encourages:

- College-wide engagement
- The identification of policies and practices that directly impact completion rates
- Prioritization of improvement areas aimed at student persistence and completion
- Engagement with employers in completion efforts to align with workforce needs

To date, the College has undergone two cycles of defining goals and has annually updated progress toward those goals. As the College continues to mature in its use of the framework, elements of the plan are naturally lending themselves to the overall development of Key



Performance Indicators. While not yet at full-integration, the next cycle of goal refinement will be conducted within the scope of institutional effectiveness as described in this plan.

Program Vitality Measures | An Emerging Direction (Coming Fall 2018)

Complementary to Program Review, a new framework for program prioritization is emerging from the College's work SSLI Data Coaches and the institution's interest in advancing the review process for greater relevance in long-term planning. Intended to complement the existing Program Review structure, the College is introducing specific review measures in viability, academic quality, student profile, faculty, and market indicators.

Anticipated for adoption in Fall 2018, the vitality framework is taking shape as a program prioritization tool (Figure 1) The College is currently defining elements of the process in order to engage a broader stakeholder group and ensure that the effort is guided by appropriate criteria.

Figure 1 | Program Prioritization Tool

Program Vitality Framework (Under Construction) * Pilot in Academic Year 2018				
Program Data Measures				
Viability	Academic Quality	Students	Faculty	Market
Enrollment	GPA	Student Demographic Profile	Appropriately Credentialed Faculty	5-Year Occupational Outlook
FTE 3-5 Year Trend	Program Assessment Report	Student Satisfaction	Teaching Load	Internship/Co-Op Experiences
HC 3-5 Year Trend	Advisory Committee Engagement		FT/PT Ratio	
Prospect Pool	Student/Full-Faculty Ratio			
Retention: Fall to Fall	Student/Part-Time Faculty Ratio			
Retention: Fall to Spring	Accreditation Status			
Retention: Spring to Summer	External Assessments			
Graduation Rate				
Transfer Rate				
Revenue/Expenses				



Next steps in this process include finalizing the process to ensure that it:

- Is inclusive of all stakeholders
- Open and transparent
- Representative of diverse points of view
- Informed by data that is analyzed by program leaders
- Inclusive of perspectives of faculty, staff, and students



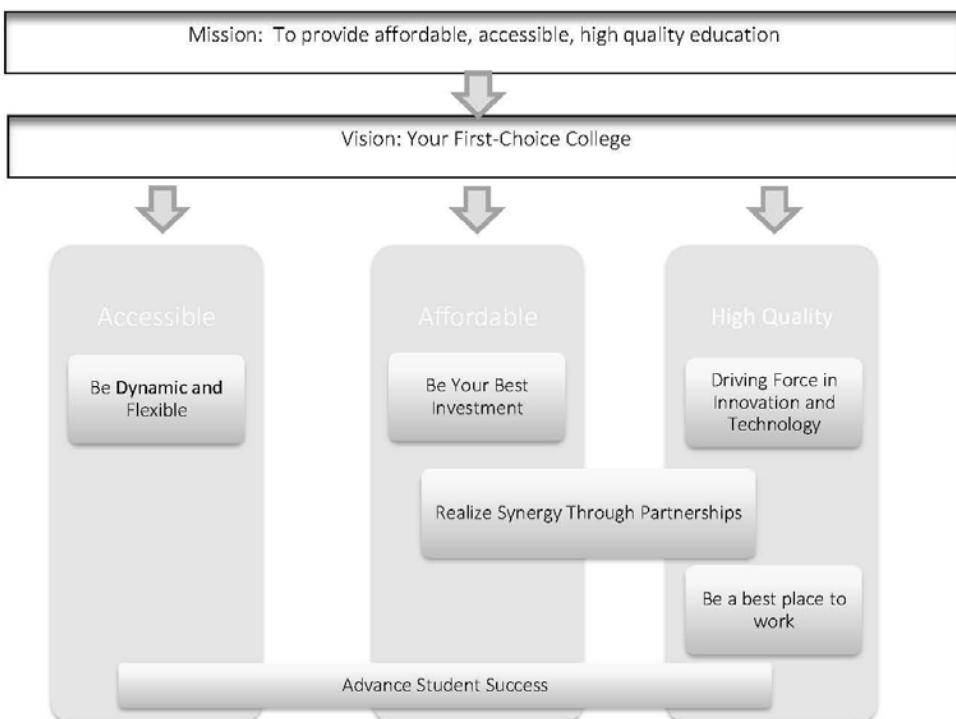
Effectiveness Measures and Evaluation

Performance measures are important to Southern State for various reasons:

1. Demands for accountability are intensifying among various stakeholders including students, policy makers, accreditors, and taxpayers.
2. Ohio is a performance-based funding state.
3. Demonstrating high regard for continuous improvement is the right thing to do for the people and the communities served by the institution.

Additionally, having such performance measures and accompanying benchmarks provides for greater continuity among the various local, state, and federal initiatives that make up much of the day-to-day work. It integrates planning, academic assessment and institutional assessment and provides a means of measuring progress toward the College's mission.

Identification of the measures emerge from the College's mission and vision elements.



About Key Performance Indicators

In addition to the College's mission and strategic goals, the College acknowledges that it must have recognizable performance measures that tie its efforts together and also speak to the long-term stability and vitality of the institution. They should include both financial and academic success indicators. The measures should align with the mission and strategic vision and goals while also serving as a general health and vitality scorecard.

Various internal and external data sources (Appendix F) make such measurement possible and the College aims to leverage existing data wherever possible. As such, the College is introducing the following Key Performance Indicators which serve to inform college-wide planning:

Student Access

Mission Element: Accessibility
Strategic Emphasis: Be Your First-Choice College

Performance Measure	Data Source/Report Crosswalk	Baseline Fall 2016	Target	Results 2017-2018
Enrollment Access	IPEDS Customized Report	3246	3246 (2017)	Available Spring 2018
- Gender Diversity	Student Body Profile	63%F/37%M	50%F/50%M (5-Year + Target)	Available Spring 2018
- Ethnic Diversity	IPEDS Customized Report	93% White	Representative of surrounding demographic profile	Available Spring 2018
- Location	Student Body Profile	Measurement under review		
- Age Distribution	Student Body Profile	Measurement under review		

Affordability

Mission Element: Affordability
Strategic Emphasis: Be Your Best Investment

Performance Measure	Data Source/Report Crosswalk	Baseline 2015-2016	Target (Annual)	Results 2017-2018
Average Net Price	IPEDS Figure 5	\$6772	Within \$200 of comparison group median	
Average Tuition (Ohio)	IPEDS Customized Report (Figure 8)	\$4352	Within \$200 of Ohio comparison group	
Financial Aid	IPEDS Customized Report (Figure 11)	Measurement under review		

Quality Academic Programs and Services

Mission Element: High-Quality
 Strategic Emphasis: Advancing Student Success

Performance Measure	Data Source/Report Crosswalk	Baseline 2015-2016	Goal (Annual)	Results 2017-2018
Student Retention				
- First to Second Year	IPEDS Fall Enrollment Survey	52% overall 62% FT; 35% PT	Under Review	Available April 2018
- Developmental	SSLI ODHE Progress and Completion Report	Under review		
- CCP Retention	Student Body Profile – CCP graduates continuing	9%	12%	Available October 2018
- Two Year Cohort	VFA Two-Year Progress Measure	58% Completed, Transferred, or Still Enrolled	Under Review	Available September 2018
- Six Year Cohort	VFA Six-Year Progress Measure	51% Completed, Transferred, or Still Enrolled	Under Review	Available September 2018
Student Persistence				
- First-year progression	VFA – Two-Year Progress Measure	79%	80%	Available September 2018
- Dev. Progression (Math)	VFA – Developmental Math	38% Became College Ready; 27% Completed College-Level Math Course	Under Review	Available September 2018
- Dev. Progression (English)	VFA – Developmental English	44% Became College Ready; 33% Completed College-Level English Course	Under Review	Available September 2018
- Fall to Spring	VFA Two-Year Progress Measure	67%	70%	Available September 2018
Student Completion				
- Graduation Rate	IPEDS Graduation Rate Survey	21%	23%	Available April 2018
- Associate Degree	VFA Six-Year Outcomes	21%	22%	Available September 2018
- Certificate	VFA Six-Year Outcomes	5%	6%	Available September 2018
- Transfer Outcomes	VFA Six-Year Outcomes or IPEDS Graduation Rate	VFA 24% IPEDS 19%	VFA 25% IPEDS 20%	Available September 2018

Institution Viability



Institutional Effectiveness Plan 2018-2019
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Mission Element: Affordable and High Quality
 Strategic Emphasis: Be Your Best Investment

Performance Measure	Data Source/Report Crosswalk	Baseline 2015-2016	Goal (3-Year)	Results 2017-2018
Senate Bill 6 Composite Score	ODHE	2.6	3.0	2.8
- Viability Ratio	ODHE	0.400	1.000	0.412
- Primary Reserve Ratio	ODHE	0.250	0.500	0.287
- Net Income Ratio	ODHE	0.000	0.050	-0.031
HLC Financial Indicators	Self-reported: HLC Institutional Update		1.1-10	.2

Student Engagement

Mission Element: High-Quality
 Strategic Emphasis: Dynamic and Flexible Organization
 Advance Student Success

Performance Measure	Data Source/Report Crosswalk	Baseline 2016	Goal (2-Year)	Results 2017-2018
Active and Collaborative Learning	CCSSE	50.1%	59.6%	Available Summer 2018
Student Effort	CCSSE	51.3%	57.9%	Available Summer 2018
Student-Faculty Interaction	CCSSE	50.9%	59%	Available Summer 2018
Support for Learners	CCSSE	47.5%	59.8%	Available Summer 2018
Academic Challenge	CCSSE	55.0%	56.9%	Available Summer 2018



Student Learning

Mission Element: High-Quality
 Strategic Emphasis: Student Success

Performance Measure	Data Source/Report Crosswalk	Baseline	Goal	Results 2017-2018
Assessment of Student Learning				
- Program and Discipline Plans and Reports	Data and metrics under review			
- Core Learning Outcomes	Data and metrics under review			
Core Learning				
Communicate Clearly	CCSSE – Customized Questions	Pending		Available Summer 2018
Solve Problems	CCSSE – Customized Questions	Pending		Available Summer 2018
Think Critically	CCSSE – Customized Questions	Pending		Available Summer 2018
Global Awareness	CCSSE – Customized Questions	Pending		Available Summer 2018
Information Literacy	CCSSE – Customized Questions	Pending		Available Summer 2018

Student Support

Mission Element: High-Quality
 Strategic Emphasis: Advance Student Success

Performance Measure	Data Source/Report Crosswalk	Baseline Fall 2015	Goal (Annual)	Results 2017-2018
Early Alert Pass Rate	Campus Completion Plan	23%	25%	25.64%
Orientation	Campus Completion Plan – Attendance among first-time students	71% (Fall 2016)	75%	Pending
Tutoring	Data and metrics under review			
Advising	Data and metrics under review			
Military Services	Data and metrics under review			
Disability Services	Data and metrics under review			



Appendix A: Accreditation | HLC and Program Specific

Higher Learning Commission Open-Pathway 10 Year Cycle
Southern State Community College

Cycle Year	Institutional Activities			Peer Review		HLC Decision Making	Status as of 2017		
2015-2016	Submit Comprehensive Evaluation Materials			Conduct Comprehensive Evaluation		Action on Comprehensive Evaluation and Reaffirmation of Accreditation	Complete. Action Letter on File		
2016-2017	Contributions to Evidence File					Action	Continuous		
	Federal Compliance: Credit Hours and Learning Outcomes (Due February 2017)					Action	Accepted with continued institutional review		
	Monitoring Report Assessment, Retention, Persistence, and Completion					Action	Finalizing for submission		
2017-2018	Contributions to Evidence File						Continuous		
2019-2020	Submit Assurance Filing			Conduct Assurance Review (no visit)		Acceptance of Assurance Review	Preparing Assurance Report		
2021-2022	Contribute documents to evidence file	Submit Quality Initiative Proposal (2020-2023)	Submit Quality Initiative Report (2022-2025)	Review Quality Initiative Proposal			Collecting evidence/considering QI ideas.		
2022-2023									
2023-2024									
2024-2025				Review Quality Initiative Report					
2025-2026	Submit Comprehensive Evaluation Material			Conduct Comprehensive Evaluation (with visit)		Action on Comprehensive Evaluation and Reaffirmation of Accreditation	Collecting Evidence		

Programmatic Accreditation

Program	Accrediting Body	Current Status	Next Scheduled Action
Registered Nursing	Ohio Board of Nursing (OBN)	Full Approval	Survey Visit – Fall 2019
	Accreditation Commission for Education in Nursing (ACEN)	Accredited	Site Visit – Fall 2021
Licensed Practical Nursing	Ohio Board of Nursing (OBN)	Full Approval	Survey Visit – Fall 2019
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP) https://www.caahp.org/Students/Program-Info/Medical-Assisting.aspx Committee on Accreditation: Medical Assisting Review Board (MAERB)	Active Status https://www.caahp.org/Stu/dents/Find-a-Program.aspx	Annual Report due yearly each February Continuing Accreditation Site Visit September 2018
Human and Social Services	Ohio Coalition of Associate Degree Human Service Educators is providing Endorsements for Chemical Dependency Programs on behalf of Ohio Chemical Dependency Professionals Board.	Pending	April 2018
Respiratory Care	Commission on Accreditation for Respiratory Care	Continuing	March 31, 2019 (Comprehensive site visit Feb/Mar 2018)

Appendix B | Narrative of Southern State Vision Elements

Southern State Community College is committed to its mission to provide accessible, affordable, and high quality education to people in southern Ohio. The College's strategic vision represents a unifying guide toward fulfilling this mission. Collaboratively, a vision to be a **First-Choice College** has been cast.

Unpacking this vision reveals several critical elements. Included among these elements are the following:

1. We will be **Your Best Investment** - Whether it's through student's investment of tuition dollars, donor's contributions toward scholarships, or philanthropist's long-term investment in the Foundation, Southern State wants to be a "best investment" institution. This involves demonstrating good stewardship and sound financial policies and practices in all that we do. It is not enough to accept tuition, grant monies, foundation investments, subsidy, and the like without a genuine commitment and earnest effort to use those resources to serve the greater good.
2. We will **Create Synergy through Partnerships and Collaboration** - As a college with a broad mission and operating in a unique geographic area, Southern State is well positioned to be a synergistic force. We seek to model agility and foresight in responsiveness to new opportunities while, at times, taking the lead in forming alliances that advance our mission and contribute to the vitality of our region. Further, we aim to contribute our talent, resources, and energies toward being a good partner in all endeavors and promoting a collaborative spirit wherever we are represented.
3. We will be a **Driving Force in Innovation and Technology** - Innovation stretches beyond creativity or simply introducing something new and technology is often the catalyst in being truly innovative. Southern State desires to lead practices, processes, and systems that are transformative, integrative, and accelerate the pace of new ideas, new programs, and new ways of doing things that will move us toward the vision. We seek to be technology pioneers yet selectively invest resources in the tools and systems that have the capacity to make the most meaningful impact for our students, our college, and our community.
4. We will **Advance Student Success** - Accessibility is the hallmark of our mission yet it is not enough to simply get students in the door—the president wants to shake their hand at the commencement ceremony. To achieve our vision, the college must demonstrate a service mentality across the campus and strive to anticipate the diverse needs represented by every student population. A holistic approach to retention that recognizes and addresses complex challenges can be a major catalyst in positioning students to fulfill their aspirations including degree attainment.
5. We will be the **Best Place to Work** - Doing work that makes a difference in people's lives contributes to a meaningful work experience. Higher education changes lives and introduces prospects for positive futures. Being a part of such a compelling purpose can be motivating and exciting. Southern State, while not blind to common workplace issues, strives to be the best place for you to share your talents.
6. We will be a **Dynamic and Flexible Organization** - These times require active, lively, energetic, pliable, and resilient behavior. Although easy to demonstrate these attributes at the individual level, Southern State seeks to model these attributes across the organization. Whether it's responsiveness to academic program needs, partnering capacity with other organizations, re-engineering for student success, or general quality enhancement efforts, Southern State seeks to be dynamic and flexible. We want to be on the cutting edge of designing and implementing strategies, processes, and systems that improve quality, lead to better student outcomes, position us as an indispensable partner, and generally propel us toward our vision.



Appendix C | Southern State Strategic Goals 2017-2018 and Annual Report

Goal	Status
<p>Bold Step 1: Build synergy through partnerships and collaboration</p> <p>Goal 1A: Implement partnership with OACC and Rio Grande Community College to share the function of Institutional Research</p> <p>Goal 1B: Facilitate an efficiency review on Ohio Task Force on Affordability and Efficiency Recommendations</p> <p>Goal 1C: Complete planning process for Adams County Satellite Campus with anticipated groundbreaking spring 2017</p>	<p>An agreement was entered into with Rio Grande in fall of 2016 to provide institutional research services on a per diem basis for 108 days per year. This partnership allowed both institutions, each of whom was unable to afford a full-time position, to obtain this important professional service. Unfortunately, in October 2017, this employee took a research position with Harvard University. We are conversing with Rio Grande regarding the continuation of the partnership.</p> <p>This review resulted in the following accomplishments:</p> <ul style="list-style-type: none"> • We entered into a Partnership with the YMCA to provide day care services on our Central and North Campuses; the YMCA retained the college's former employees and the transition has gone smoothly. • The College has continued its efforts to reduce the students' cost of textbooks including the full use of digital materials in the nursing program, professional development with faculty on textbook options, and participation in a grant with several colleges and universities identifying no-cost or low-cost Open Educational Resources for general education courses with the highest enrollment. An annual report of these efforts will be included in our Efficiency and Affordability report beginning in 2018. • We continue to phase-in a complete conversion to LED lighting across our campuses beginning with Central Campus. <p>The remaining \$1million dollars in capital funding from the state of Ohio was secured as a part of our advocacy of HB 49. Other major accomplishments include removing all contingencies and closing on the purchase of 15 acres for this campus, advertising for architectural design services, and preparation for the request to administer the building project locally. This will both simplify the construction process and save the state's fee for administration. A groundbreaking is anticipated in spring 2018.</p>



Bold Step 2: Take a quantum leap in technology	
Goal 2A: Support the redesign of on-line courses and programs in the Business Department	The College has long been under-resourced in the area of faculty support for the development of on-line courses. We have realigned job descriptions and the operation of the LRCs so that we now have a full-time Director of Instructional Technology to provide this important resource without hiring additional staff. This position reports to the Vice President of Academic Affairs. The Business Department is in the process of developing the three courses required to sit for the realtor exam in an on-line format.
Goal 2B: Complete facility improvements and establish Biotechnology program at the North Campus	The addition of the “clean room” at North Campus is complete and the Bio-Technology Lab Science program has been moved to North Campus. In October 2017, we established a formal partnership with Wilmington College that permits a Southern State Bio-Technology student to reside Wilmington College Campus housing during the two-year program, and then transfer into Wilmington College’s bachelor degree major in biology. A joint marketing and outreach plan is being developed by Southern State and Wilmington College.
Goal 2C: Implement Blackboard offsite hosting	During the planning phase, the Technology committee recommended significant improvements and cost reduction through a conversion from Blackboard to Canvas. The conversion will have a “soft launch” during spring semester 2018 with full implementation during summer classes.
Goal 2D: Migrate existing professional development training platform to Blackboard to broaden familiarity across the institution and better serve students	This goal has been delayed due to the conversion to Canvas and the implementation of Ceridian (goal 5C) in Human Resources.
Goal 2E: Fully implement Ad Astra facility scheduling tool and plan for configuration of Astra Platinum Analytics.	Ad Astra facility scheduling is fully functional and is being used for the scheduling of all of the College’s facilities. We are in the second year of full implementation of Platinum Analytics, a state-wide grant funded project envisioned to help colleges increase efficiency in course and section offerings. Although this is likely helpful in large institutions, we have found that this tool has had limited added value to what our people are able to observe in the scheduling process across our four campuses.

<p>Bold Step 3: Continue to implement and evaluate strategies that support student success</p> <p>Goal 3A: Submit to the Ohio Department of Higher Education our biannually required update to SSCC's Complete College Ohio Plan</p> <p>Goal 3B: Provide training and necessary resources for planning and implementing Guided Pathways in technical programs by fall 2017</p> <p>Goal 3C: Develop framework for monitoring the College's system of goals, data tracking and collection, analysis, interventions for improvements, and metrics for determining the effectiveness of interventions related to retention, persistence, and completion</p> <p>Goal 3D: Prepare a monitoring report demonstrating evidence that equates credit hours with student learning outcomes and student achievement.</p>	<p>This goal was complete on time in spring 2016. It will be time to revise the plan again in June 2018. Much work related to the Guided Pathway implementation will be included in the update.</p> <p>The Southern State Community College team continues to attend the OACC Student Success Center's Student Success Leadership Institutes. I have made it a priority to attend these sessions with the team to demonstrate leadership's commitment to this long-term improvement effort. As demonstrated during the October 2017 board meeting, the web site now clearly defines the pathways for the technical programs. The implementation of EAB's Navigate, once active, will enable students to track their progress on their pathway to completion and will provide a tool to advisor/career coaches to help keep students on the pathway avoiding unnecessary credits.</p> <p>This goal resulted from a recommendation of the Higher Learning Commission during our 10-year reaccreditation in 2016. This framework is being finalized and will be included in the monitoring report due to the Higher Learning Commission on November 30, 2017.</p> <p>This monitoring report was submitted to the Higher Learning Commission in February 2017 and was accepted by the Commission with no additional reporting required. The College, however, is continuing to internally monitor our compliance.</p>
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<p>Bold Step 4: Realize our best investment</p> <p>Goal 4A: To increase the number of College Credit Plus graduates who remain at Southern State for completion of the transfer module or Associate Degree.</p>	<p>During the last two years of Post-Secondary Enrollment Option (2013 and 2014) 18 high school seniors were awarded Southern State associate degrees at each commencement. During the most recent commencement, 47 high school students were awarded the associate degree.</p> <p>Following graduation from high school, the following numbers of students matriculated to Southern State for fall semester:</p> <p style="text-align: center;">2015: 42 2016: 51 2017: 74</p> <p>Although this shows significant growth over the three years, I believe we can continue to see increases when high school students begin to enroll in technical programs during their high school years. To date, most of the College Credit Plus course work has been in the general education area for transfer purposes.</p>
<p>Goal 4B: Enhance the capacity within the current system of assessing student learning outcomes to demonstrate measurable improvements that result from data-driven change to curriculum and instructional delivery methods</p>	<p>This goal goes hand-in-hand with goal 3C above and will be included in the required monitoring report.</p>
<p>Bold Step 5: Be the best place to work</p> <p>Goal 5A: Evaluate, modify, and introduce as necessary, hiring policies and practices that promote excellence</p>	<p>Given the importance of proper credentialing established by the Higher Learning Commission and Ohio Department of Higher Education, a hiring policy has been developed and approved by the SSSC Board of Trustees, Section 8.6 of the Policy and Information Manual. A credentialing audit of existing personnel has been conducted. Some adjustments in individual teaching assignments were made to bring us into more apparent compliance, especially with adjunct faculty. Additionally, the Dean of Instructional Operations has been given a more active role in adjunct recruiting and hiring. She continues to do an excellent job providing adjunct instructor professional development.</p> <p>Additionally, the College has invested in high-quality professional development through the University of Dayton, the Southern Ohio Council for Higher Education (SOCHE), and</p>

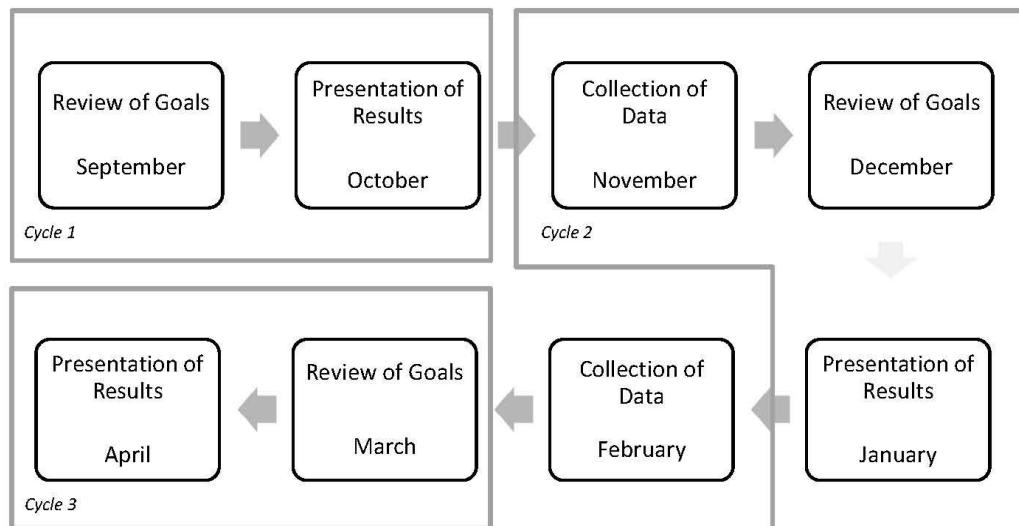
<p>Goal 5B: Conduct adjunct faculty compensation study to identify best practices</p> <p>Goal 5C: Modernize human resource work-flow functions through implementation of Ceridian software in January 2018</p>	<p>Education Advisory Board (EAB) to further develop excellence in leadership and to keep college personnel aware of best practices in their respective area. These experiences range from one-hour long webinars, to in-depth leadership academies spanning the academic year and inclusive of mentoring.</p> <p>I have received a recommendation for a restructuring of pay rate for adjunct faculty members resulting in a reduction from 44 pay rates to four. This will greatly simplify the way in which adjunct faculty members are compensated and will keep us competitive with area colleges. The change will be a slight increase to the overall operating budget.</p> <p>The Human Resource Department is working with Ceridian to prepare for the implementation of this new system in the new calendar year. In keeping with our consistent marketing theme, this will be rolled out as the "My Employee Connector" accessed through the college web site.</p>
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Appendix D | Program Review Five-Year Schedule and Annual Cycle

5 year schedule									
Year 1 (2017-18)		Year 2 (2018-19)		Year 3 (2019-20)		Year 4 (2020-21)		Year 5 (2021-22)	
Cycle 1		Cycle 1		Cycle 1		Cycle 1		Cycle 1	
Health/Phys Ed	HPER	English		ENGL	Logistics	428	Medical Assisting	492	Criminal Justice 496
Phys. Science	PHYS	Communications		COMI	Entrepreneur	429E	Respiratory	437	Law Enforcemer 496A
Fine Arts	FNAR	Philosophy		PHIL	Foreign Lang	FLNG	Nursing	430	
Cycle 2		Cycle 2		Cycle 2		Cycle 2		Cycle 2	
Theater	THEA	History		HIST	Math	MATI	Early Childhood Ed	485	Real Estate 429B
Chemistry	CHEM	Poli Sci		PSCI	Biology	BIOL	Paraprofessional	486	Accounting 429D
		Sociology		SOCI	Psychology	PSYC			Business Manag 429
Cycle 3		Cycle 3		Cycle 3		Cycle 3		Cycle 3	
Biotechnology	441C	Electrical Engineering	470	Multimedia		455A	Human Services	435	Office Tech 425
Agriculture	441	Electrical-Mechanical	470A	Cybersecurity		455D	Chem Dependency	435A	Comp Support S 455
Economics	ECON	CAD	460C				Aviation	4706	Comp Info Tech 455B

Annual Program Review Cycle



Appendix E | Master Planning, Assessment, Evaluation, and Resource Allocation Calendar

Master Planning, Assessment, Evaluation and Resource Allocation Calendar							
	Planning <i>Annual Strategic Planning and Individual Strategic Involvement</i>	Academic Assessment <i>Assessment of Student Learning (Program and Core Learning)</i>	Institutional Assessment			Resource Allocation <i>Budget and Financial Key Performance Indicators</i>	
			<i>Effectiveness Measures and Evaluation (1st Year 2018* /Subsequent)</i>	<i>5-Year Program Review</i>	<i>Campus Completion Plan</i>		
January	Reporting (previous year progress) / Plan Annual Goals, Internal Budget Adjustments	Professional Development	Review KPI's and finalize metrics	Cycle 2 Presentation of Results	Implement Spring Measures		
					Report Data on Fall Measures		
February	BOT Retreat/Planning	Follow data collection schedule as defined in individual plans	CCSSE Implementation	Cycle 3 Review of Goals	Continue measure implementation	College-wide engagement for new plan/measure development	Budget Planning
March	Establish Individual Strategic Engagement Goals						
April			IPEDS Data Returned	Cycle 3 Presentation of Results		Draft New Campus Completion Plan	
May			Update Metrics using available Data		Collect Data on Spring Measures	BOT Approval	Budget Requests Submitted
June	Mid-Year Assessment of Goal Progress				Report Data on Spring Measures	Report and Plan Update to ODHE	Budget Finalized
July			CCSSE Data returned				New Fiscal Year
August	Reporting mid-year progress				Update Plan	Update College Community on Plan Progress and Review Plan	
September		Follow data collection as defined in plan	VFA Data Returned	Cycle 1 Review of Goals	Implement Fall Measures		
October		Assessment Reports on Previous Academic Year Due	Student Body Profile Updated	Cycle 1 Presentation of Results			

November	Year-end reporting of individual goals	Updated plans submitted to SharePoint	Update metrics using available data	Cycle 2 Collection of Data		
December				Cycle 2 Review of Goals	Collect Data on Fall Measures	



Appendix F | Data Sources

Institutional effectiveness planning rests on the ability to measure using credible evidence and data. Among the various sources currently used include the following:

External Sources

- **Community College Survey of Student Engagement (CCSSE)** is a nationally administered survey of student's perceptions about various aspects of a particular campus. This data allows comparisons between Herkimer College and a SUNY consortium of institutions.
- **Integrated Postsecondary Education Data System (IPEDS)**. This is the nation's core post-secondary education data collection program. This comprehensive system is designed to compare Herkimer College data to similar institutions.
- **Voluntary Framework of Accountability (VFA)** is the principal accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences.
- **Student Success Leadership Institute**
- **Ohio Department of Higher Education**

Internal Sources

- **Enrollment Dashboards** – The dashboards interface in real-time with the Student Information System to track enrollment.
- **Campus Completion Plan** – A compliance driven plan, this plan is evaluated on specific goals, defined by the college, related to persistence and completion. Specific data-sources are defined to accommodate reporting of progress.
- **Core Learning Outcome Assessment Reports** – Discipline and program level assessment reports inform core learning. Beginning in 2018, the College will leverage its CCSSE survey to include a student self-assessment of core learning to use as a benchmark for improved assessment practices.
- **Graduate Survey** - This gathers insights about Southern State graduates, their experiences with the College, and where they are in their respective careers or their continued education.
- **Advisory Committee Reports** – Technical faculty report annually on the feedback they receive from their respective advisory members. This data informs the College about employer perceptions on academic preparedness, work abilities, and labor market trends.
- **Program Review Reports**
- **Campus Safety Report**
- **Institutional Research Data** – The institutional researcher and data coordinator provide ad-hoc reports as requested.
- **Employee Exit Interviews**
- **Audited Financial Statements**
- **Course Section Analysis**



Appendix D | Southern State Key Performance Indicators (Draft)

Student Access

Mission Element: Accessibility
Strategic Emphasis: Be Your First-Choice College

Performance Measure	Data Source/Report Crosswalk	Baseline Fall 2016	Target	Results 2017-2018
Enrollment Access	IPEDS Customized Report	3246	3246 (2017)	Available Spring 2018
- Gender Diversity	Student Body Profile	63%F/37%M	50%F/50%M (5-Year + Target)	Available Spring 2018
- Ethnic Diversity	IPEDS Customized Report	93% White	Representative of surrounding demographic profile	Available Spring 2018
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- Age Distribution	Student Body Profile	Measurement under review		

Affordability

Mission Element: Affordability
Strategic Emphasis: Be Your Best Investment

Performance Measure	Data Source/Report Crosswalk	Baseline 2015-2016	Target (Annual)	Results 2017-2018
Average Net Price	IPEDS Figure 5	\$6772	Within \$200 of comparison group median	
Average Tuition (Ohio)	IPEDS Customized Report (Figure 8)	\$4352	Within \$200 of Ohio comparison group	
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Quality Academic Programs and Services

Mission Element: High-Quality

Strategic Emphasis: Advancing Student Success

Performance Measure	Data Source/Report Crosswalk	Baseline 2015-2016	Goal (Annual)	Results 2017-2018
Student Retention				
- First to Second Year	IPEDS Fall Enrollment Survey	52% overall 62% FT; 35% PT	Under Review	Available April 2018
- Developmental	SSLI ODHE Progress and Completion Report	Under review		
- CCP Retention	Student Body Profile – CCP graduates continuing	9%	12%	Available October 2018
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- Transfer Outcomes	VFA Six-Year Outcomes or IPEDS Graduation Rate	VFA 24% IPEDS 19%	VFA 25% IPEDS 20%	Available September 2018

Institution Viability

Mission Element: Affordable and High Quality

Strategic Emphasis: Be Your Best Investment

Performance Measure	Data Source/Report Crosswalk	Baseline 2015-2016	Goal (3-Year)	Results 2017-2018
Senate Bill 6 Composite Score	ODHE	2.6	3.0	2.8
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- Net Income Ratio	ODHE	0.000	0.050	-0.031
HLC Financial Indicators	Self-reported: HLC Institutional Update		1.1-10	.2

Student Engagement

Mission Element: High-Quality

Strategic Emphasis: Dynamic and Flexible Organization

Advance Student Success

Performance Measure	Data Source/Report Crosswalk	Baseline 2016	Goal (2-Year)	Results 2017-2018
Active and Collaborative Learning	CCSSE	50.1%	59.6%	Available Summer 2018
Student Effort	CCSSE	51.3%	57.9%	Available Summer 2018
Student-Faculty Interaction	CCSSE	50.9%	59%	Available Summer 2018
Support for Learners	CCSSE	47.5%	59.8%	Available Summer 2018
Academic Challenge	CCSSE	55.0%	56.9%	Available Summer 2018

Student Learning

Mission Element: High-Quality
 Strategic Emphasis: Student Success

Performance Measure	Data Source/Report Crosswalk	Baseline	Goal	Results 2017-2018
Assessment of Student Learning				
- Program and Discipline Plans and Reports	Data and metrics under review			
- Core Learning Outcomes	Data and metrics under review			
Core Learning				
Communicate Clearly	CCSSE – Customized Questions	Pending		Available Summer 2018
Solve Problems	CCSSE – Customized Questions	Pending		Available Summer 2018
Think Critically	CCSSE – Customized Questions	Pending		Available Summer 2018
Global Awareness	CCSSE – Customized Questions	Pending		Available Summer 2018
Information Literacy	CCSSE – Customized Questions	Pending		Available Summer 2018

Student Support

Mission Element: High-Quality
 Strategic Emphasis: Advance Student Success

Performance Measure	Data Source/Report Crosswalk	Baseline Fall 2015	Goal (Annual)	Results 2017-2018
Early Alert Pass Rate	Campus Completion Plan	23%	25%	25.64%
Orientation	Campus Completion Plan – Attendance among first-time students	71% (Fall 2016)	75%	Pending
Tutoring	Data and metrics under review			
Advising	Data and metrics under review			
Military Services	Data and metrics under review			
Disability Services	Data and metrics under review			

Appendix E | SSLI Guided Pathways Key Performance Indicators – Spring 2017 Report



Baseline KPI Analysis of Ohio Community Colleges Southern State Community College

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Early Momentum KPIs.....	2
Completion KPIs.....	4
Definitions.....	7

Demographics

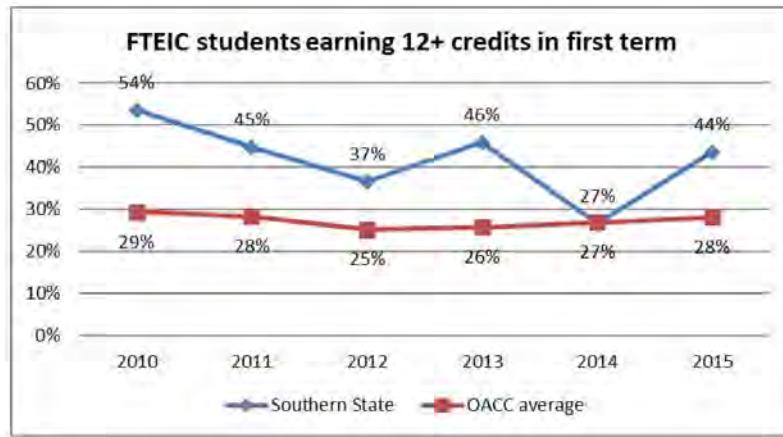
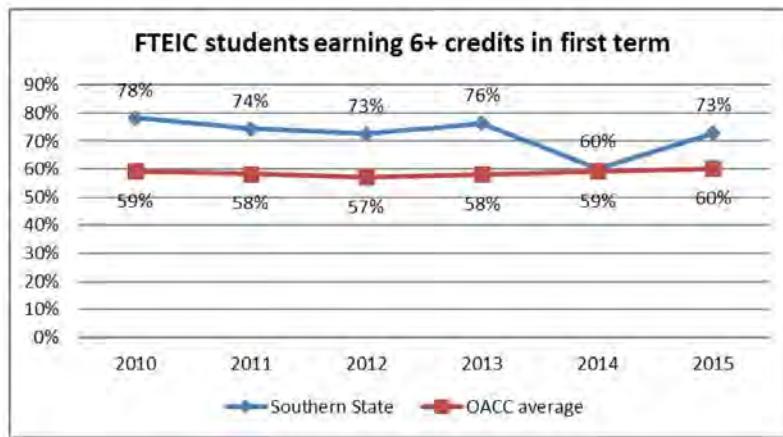
Your college:

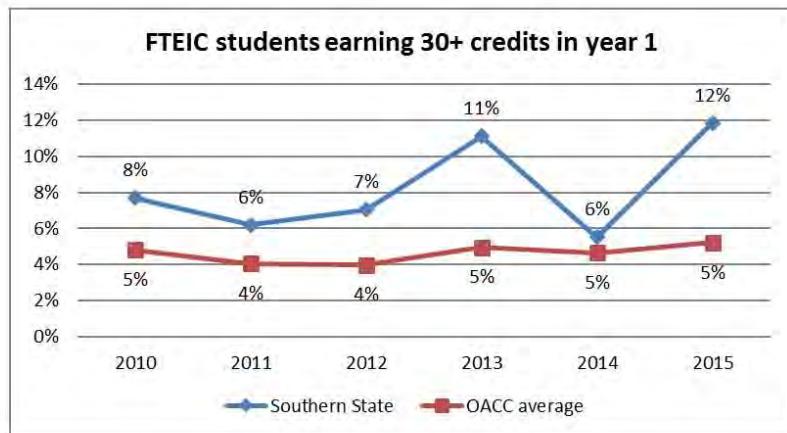
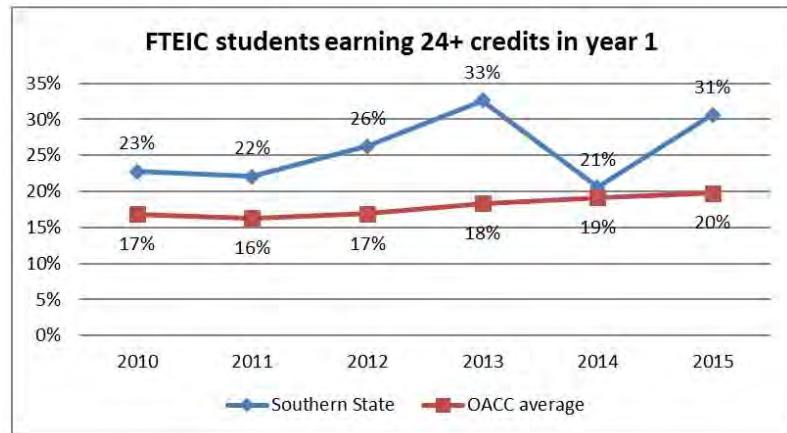
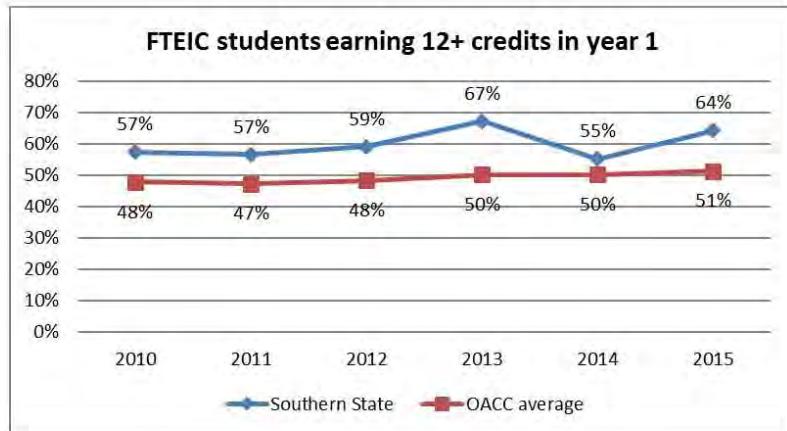
	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:		Fall 2015:	
	N	%	N	%	N	%	N	%	N	%	N	%
Took dev ed in 1 subject	333	45%	257	50%	285	77%	297	75%	348	56%	235	68%
Took dev ed in 2 subjects	127	17%	104	20%	117	32%	130	33%	38	6%	87	25%
Female	446	60%	293	57%	200	54%	231	58%	386	63%	199	58%
Full-time	398	54%	231	45%	135	37%	182	46%	164	27%	151	44%
Total FTEIC Students	742		516		369		396		617		346	

Early Momentum KPIs

Your college:

	2010		2011		2012		2013		2014		2015	
	n	%	n	%	n	%	n	%	n	%	n	%
Earned 6+ credits in 1st term	581	78%	384	74%	268	73%	302	76%	371	60%	252	73%
Earned 12+ credits in 1st term	398	54%	231	45%	135	37%	182	46%	164	27%	151	44%
Earned 12+ credits in Year 1	426	57%	292	57%	218	59%	266	67%	340	55%	222	64%
Earned 24+ credits in Year 1	169	23%	114	22%	97	26%	129	33%	127	21%	106	31%
Earned 30+ credits in Year 1	57	8%	32	6%	26	7%	44	11%	34	6%	41	12%
Total FTEIC Students	742		516		369		396		617		346	

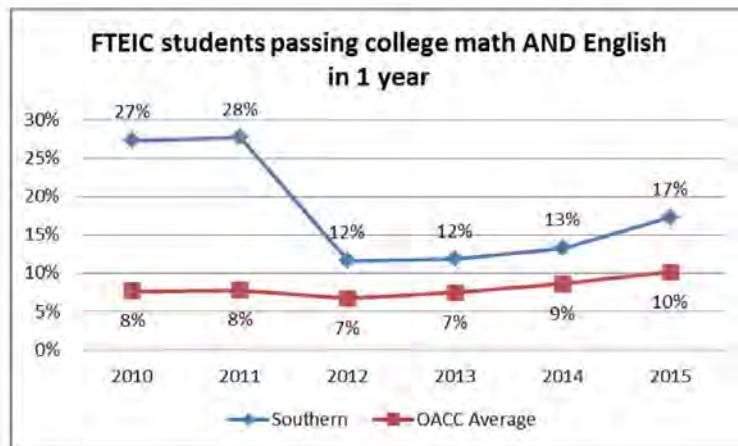


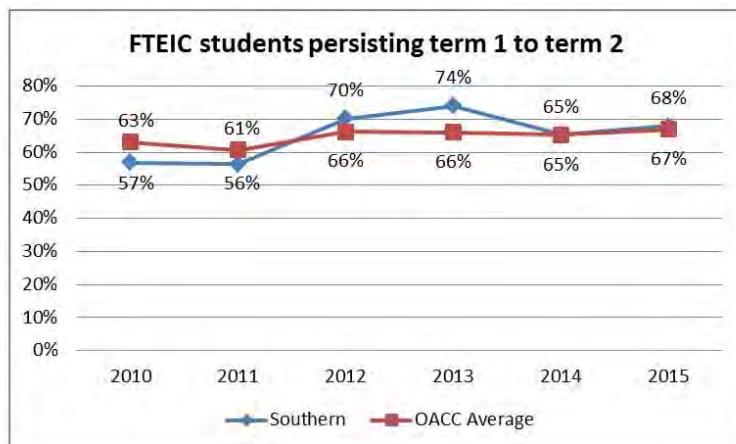
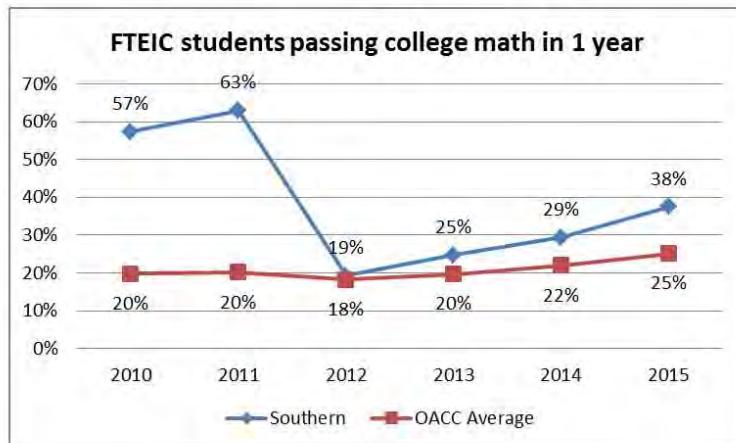
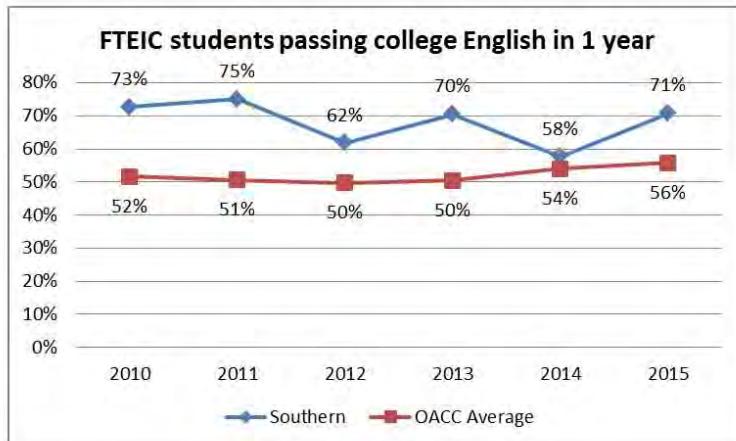


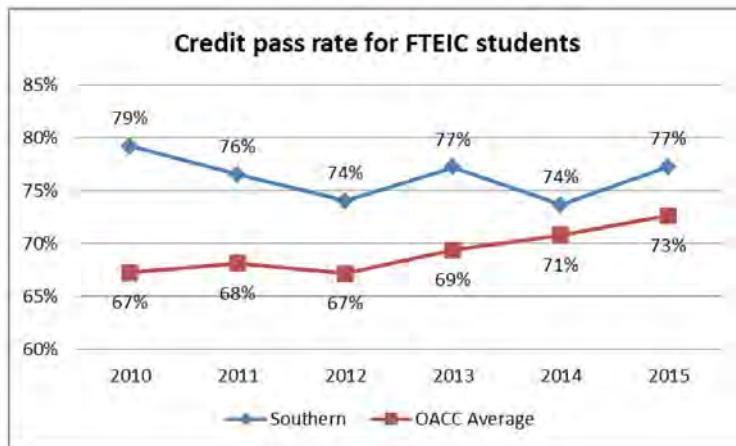
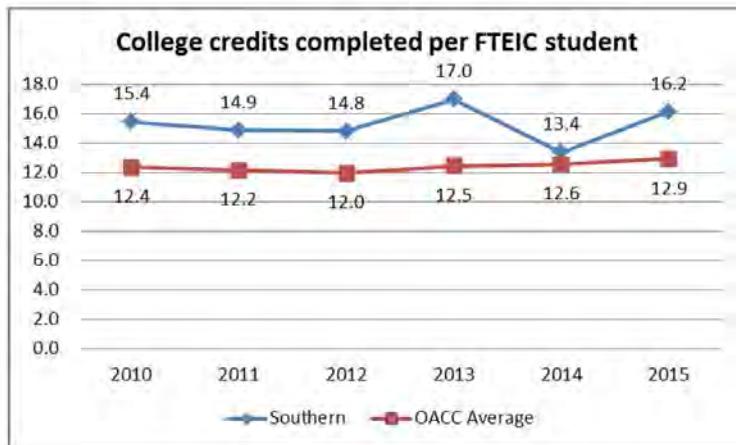
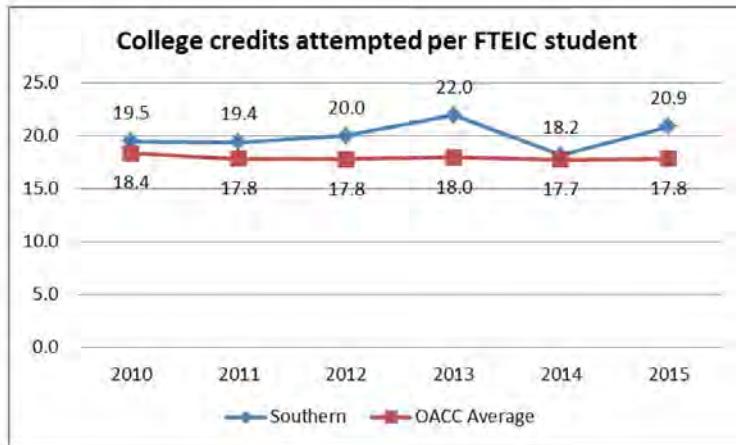
Completion KPIs

Your college:

	2010		2011		2012		2013		2014		2015	
	n	%	n	%	n	%	n	%	n	%	n	%
Passed college English in year 1	539	73%	387	75%	228	62%	279	70%	356	58%	245	71%
Passed college math in year 1	426	57%	325	63%	71	19%	98	25%	181	29%	130	38%
Passed college English & math in year 1	203	27%	143	28%	43	12%	47	12%	82	13%	60	17%
Persisted from term 1 to term 2	422	57%	291	56%	259	70%	293	74%	403	65%	235	68%
Total college credits attempted	14,471		10,030		7,383		8,704		11,212		7,236	
Total college credits completed	11,457		7,672		5,463		6,720		8,259		5,589	
Credit pass rate		79%		76%		74%		77%		74%		77%
Total FTEIC Students	742		516		369		396		617		346	







Definitions

Cohort	Definition
Fall FTEIC students	<p>Students who enrolled for the first time in postsecondary education (no previous college credits or degrees) in at least one credit course (developmental or college-level, but excluding non-credit offerings) at your college during the given fall term.</p> <p><u>Students who were "dually enrolled" and in high school previously and in the given term are excluded.</u></p>

KPI	Definition
Earned 6+ college credits in 1 st term	Number and % of fall cohort students who earned 6 or more college-level (i.e., non-developmental) credits (with grade A-D or P) in first term
Earned 12+ college credits in 1 st term	Number and % of fall cohort students who earned 12 or more college-level (i.e., non-developmental) credits (with grade A-D or P) in first term
Earned 12+ college credits in year 1	Number and % of fall cohort students who earned 12 or more college-level (i.e., non-developmental) credits (with grade A-D or P) in first full academic year
Earned 24+ college credits in year 1	Number and % of fall cohort students who earned 24 or more college-level (i.e., non-developmental) credits (with grade A-D or P) in first full academic year
Earned 30+ college credits in year 1	Number and % of fall cohort students who earned 30 or more college-level (i.e., non-developmental) credits (with grade A-D or P) in first full academic year
Completed college math in year 1	Number and % of fall cohort students who attempted and passed at least one college level (i.e., non-developmental) math course (with grade A-D or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college English in year 1	Number and % of fall cohort students who attempted and passed at least one college level (i.e., non-developmental) English course (with grade A-D or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college math and English in year 1	Number and % of fall cohort students who attempted and passed at least one college level (i.e., non-developmental) course (with grade A-D or P) in both math and English in the first academic year. Withdrawals are counted as attempting but not passing the course.
Persisted from term 1 to term 2	Number and % of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term)
Completed college credits	Number of college-level (i.e., non-remedial) credits completed (with grade A-D or P) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year

Appendix F | Conceptual Draft of Key Financial Indicators

SOUTHERN STATE COMMUNITY COLLEGE
KEY FINANCIAL INDICATORS

		Min	Target	Current
I.	Senate Bill 6 Composite Score	2.6	3.5	2.8
	Viability Ratio	0.400	1.000	0.412
	Primary Reserve Ratio	0.250	0.500	0.287
	Net Income Ratio	0.000	0.050	-0.031
II.	Tuition Ranking among non-levy 2 yr colleges	Bottom quartile	Average	Bottom quartile
III.	Yearend Cash Balance/General Fund Budget	0.25	0.5	0.2
IV.	Salary & Benefits % General Fund Expenditures	70	70	72
V.	I & G Cost per FTE:			
	Percent of Operating Budget spent on Instruction and Academic Support	50%	60%	62%
VI.	Course section positive operating margins:			
	direct costs	75%	100%	
	all cost	50%	75%	
VII.	Program positive operating margins:			
	direct costs	75%	100%	
	all cost	50%	75%	
VIII.	Program Enrollment trend (3 yr average)	80%	102%	
IX.	average class size	15	18	15
X.	sections < 10	15%	10%	24%

Also:

Any new initiative must cover all cost within 3 years

Program/Activity enrollments or participation declines over 15% annually for three consecutive years will be suspended

Note: HLC (CFI) similar to SB6 (CS), but adds foundation, ignores s-t debt, +weight to viability & net inc, - weights preserve