President's Report to the
BOARD OF TRUSTEES

SOUTHERN STATE COMMUNITY COLLEGE

JUNE 2013 | DR. KEVIN BOYS, PRESIDENT

Governor's Visit to North Campus to Celebrate New Jobs

Southern State was pleased to host an event with six local companies and nearly 100 attendees for the announcement of 500 new and retained jobs in Clinton County. Speakers included Governor John Kasich, Jobs Ohio President John Minor, and the CEOs of six local companies announcing new locations or expansions. I reminded them of the tremendous assets we have in our quality public schools, a career and technical center, our community college, and Wilmington College that will ensure a trained workforce for this expansion of business. The governor's staff highly complimented Kris Cross (SSCC Director of Public Relations) and John Joy (SSCC Director of North Campus and Dean of Workforce Development and Community Services) for their responsive coordination of this event.

Southern State Community College Policy Information Manual

The board's personnel committee recently met and will be bringing forward recommendations for updates to the SSCC Policy Information Manual. A summary of the substantive changes are included in the board packet. This annual review provides an opportunity to ensure that our college-wide policies for all employees are up to date and compliant with state and federal law.

TAACCCT Grant Application ☑

Southern State Community College will once again be partnering with a consortium of other community colleges and the University of Toledo in a federal TAACCCT (Trade Adjustment Assistance Community College and Career Training) grant application. If awarded, Southern State would receive $1.1 million over four years to support the programming and training for jobs in the water quality industry. Washington State Community College is the lead college in this grant application. John Joy will be the Southern State primary contact for this grant initiative. We had participated in this consortium during the last round of TAACCCT funding,

and although unfunded, the grant application did receive high marks so we hope to make the necessary changes that will secure the funding during this round.

A Word of Appreciation

I would be remiss if I did not communicate to the Board of Trustees how hard the staff has worked on two very significant projects. First, you will note in the report several references to Jenzabar training. The amount of time and effort that has been invested in the transition to this new information management system cannot be overstated. The individuals involved have done so on top of their normal job duties and with the pride that typifies our staff. We will be "going live" with the new system in the coming weeks. Any glitches along the way will not be for lack of effort or attention to detail!

In the midst of this final push for implementation, everyone at the college has been involved in the changes related to health insurance carriers and related benefits. From the employees to the departments tasked with communication, processing forms, and implementing payroll processes, everyone has done an admirable job making the changes in a collaborative spirit.

I know the Board of Trustees joins me in expressing our appreciation to everyone involved.

Ohio Association of Community Colleges Activities and Accomplishments

The chair of the Ohio Association of Community Colleges (OACC) has asked that I share an enclosed document outlining the accomplishments and activities during the last year by the association. Also included in the packet is a list of the 2013 goals. You will recall that Dr. Ron Abrams, president of the OACC, visited the board in March and provided a brief overview of these activities and the current issues affecting community colleges in Ohio. The executive committee of the association is currently evaluating the OACC president and is interested in any feedback that you may have concerning these goals.

Upcoming Events

Board members are invited and encouraged to attend any of the following upcoming events:

JUNE

06.14.13 **AOC Recognition Ceremony**
7 p.m., Edward K. Daniels Auditorium, Central Campus

06.17.13 **Appalachian Skills Camp**
Through June 21, Appalachian Gateway Center, South Campus

JULY

07.09.13 **Electromechanical Engineering Info Session**
Through June 21, Appalachian Gateway Center, South Campus

07.26.13 **SSCC Theatre presents: "Over the Tavern"**
Through July 28, Edward K. Daniels Auditorium, Central Campus

AUGUST

08.05.13 **Online Success Workshop**
Through August 6, all four campus locations

08.12.13 **Computer Fundamentals Workshop**
Through August 15, all four campus locations

08.26.13 **Fall Semester Begins**

President's Activities and Involvement

Since my last report, I have been involved in the following meetings and events:

- Meeting with Larry Johnson, Interim Vice President & Provost, University of Cincinnati
- Brown County Chamber of Commerce Spring Dinner and Recognition
- Great Oaks Council Meeting
- Hillsboro Rotary Club Meeting
- Highland County Chamber of Commerce Executive Committee Meeting
- Chick-Fil-A Leadercast
- Leadership Clinton Training
- Leadership Clinton County Experiential Learning Day

- OACC President's Meeting Conference Call
- Annual OACC President's Evaluation Committee Conference Calls
- Great Oaks Meeting with Robin White, Steve Jackson, and Harry Snyder
- Highland County Chamber of Commerce Board Meeting
- Interview with FM 103 in West Union
- OACC Annual Meeting
- SOCHE Board of Trustees Meeting
- Community Colleges of Appalachia Meeting
- Ohio Deans Compact on Exceptional Children

ACADEMIC AFFAIRS

Academic Departments

College Readiness and Remediation Free Standards

House Bill 153 required that all public institutions in the state of Ohio adopt a set of standards which would determine college readiness and establish what is required for a student to be deemed remediation-free. The presidents or their designees were required to approve the standards as recommended prior to Dec. 31, 2012. The uniform statewide remediation standards are designed to be a ceiling score for English, math, reading, and science. The state had previously developed a set of recommended college readiness standards, but these were considered to be the lowest level required and institutions could impose higher scores. With the new standards recommended by the Ohio College Readiness Advisory Committee, all institutions have the same common score for entrance into college-level math, English, reading, and science. These standards are being included for the board's adoption with the approval of this report. More information about the standards is included in the packet and can be found here:

www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf.

Testing Center Opens

The Information Technology and Computer Science departments have been working on student college success opportunities by developing a certification testing center at Central Campus in Hillsboro. The testing center began the first day of business on April

27 when four students arrived to complete their Microsoft Office Specialist (MOS) certification exams. The testing center is capable of testing students for various certification exams with specifications established by Pearson Vue, Certiport, and GED. The nearest testing center locations were previously at technical schools and career centers 35 to 40 miles away. Though not impossible, it was a hurdle to schedule at a testing center with their limited scheduling opportunities.

The Computer Science Department began this endeavor two years ago during semester conversion. They began aligning their courses and programs toward degrees augmented with certifications. At this time there are five Microsoft Office Specialist (MOS) exams and two CompTIA certifications aligned with computer science and office information courses at Southern State. These courses allow students to prepare for and achieve certifications in Microsoft Word 2010, Excel 2010, Access 2010, PowerPoint 2010, Outlook 2010, CompTIA A+ and CompTIA Network+. The vouchers for these certifications can be purchased in the bookstore. We are one of the few community colleges in our regional areas recognizing and offering our students the opportunity to complement their technical degrees with various certifications achievements.

The testing center will be physically located in the IT Department and will be staffed by a part-time proctor, Lisa Tilton, who will be available to schedule and manage the scheduling of the testing center for various testing needs at the college. She can proctor academic tests, certified tests, and/or makeup tests for students so noted and scheduled by faculty. The plan is to be open for testing Monday through Thursday from 1-7 p.m., Friday from 10 a.m. to 2 p.m. and the first Saturday of the month from 8:30 a.m. to 1:30 p.m. This will give students ample opportunity to schedule their exam needs.

The college is going forward and developing a process and procedure for voucher purchases and public access to various testing needs for our communities. This is just the beginning of the plans for this new testing center as more become aware of the capabilities and opportunities both internal and external to the college.

Additional Location Approvals

The college received approval to offer more than 50 percent of a program at the following locations: PACCAR Medical Education Facility in Chillicothe, Generation Center in Manchester, and Laurel Oaks Corwin Nixon Aviation Building in Wilmington.

These locations were approved utilizing the new Notification for Additional Location process for which the college's participation was recently approved. Through this process, the college can obtain approvals for additional locations more quickly to meet the educational needs of the region.

Workforce Development and Community Services

Truck Driving Academy

Demand from the transportation sector for qualified semi-tractor drivers continues to run high. Enrollment remains soft, although May 28 had a high number of new students starting, compared to several previous starting dates.

Southern State and Cincinnati State partnered again this month and met with Baylor Trucking of Milan, Ind., to discuss their driver hiring and retention challenges. Out of this meeting came the action to explore membership in the Ohio Trucking Association and initiate a project to attract more candidates to careers in driving and transportation.

Workforce Development

Customized training in leadership and management for PAS Technologies continued the first two Saturdays of the month. Customized leadership and supervisory training began on May 4 for the staff of the Highland and Fayette Counties Boards of Developmental Disabilities. Four additional sessions are planned for the fall after a break during the summer.

A year and a half after an initial meeting at Ohio University, Russ Brewer, SSCC Enterprise Center Coordinator, received notice of an award to OU that includes SSCC. The award is from TechGROWTH, an Ohio Third Frontier sponsored program providing resources to entrepreneurs with innovative early stage technology companies in southern and eastern Ohio. Some examples of qualifying activities covered by the grant that will offset Enterprise Center costs are educational workshops to attract and inform entrepreneurs, networking opportunities, events to promote a culture of entrepreneurship and an entrepreneurial support network in the region. These activities would be in addition to technical assistance we already do, such as business plan creation, projections, and feasibility studies and would also qualify us for operational

activities under the grant. Under this grant, for every dollar billed for qualifying activities, TechGROWTH will reimburse 50 cents to Southern State Community College.

North Campus in Wilmington provided Alkermes with space on May 13 to videotape a series of conversations with employees to be used in the development of a corporation-wide recruiting and information video.

Continuing Education & Departmental Notes

Another round of Veterinary Assistant and Dental Assistant programs began in May. The classes are provided through Boston Reed College and are held on Central Campus in Hillsboro.

Ed2Go, an online non-credit training option, is enjoying a solid increase in usage over last year. Enrollments are running about 60 percent higher than one year ago, with much of the increased enrollment in software applications.

STUDENT SERVICES AND ENROLLMENT MANAGEMENT

Student Success Center

Professional Development ☑

Susan Long, SSCC Director of Student Success, attended JAM 2013, a conference on the Jenzabar EX information system from May 29 to June 1, for the purpose of learning more about Jenzabar's use in retention and advising practices. Advising staff also attended Jenzabar training sessions to prepare for the July launching of the program. Advisors, coaches, and other TRAC (SSCC Tutoring, Retention, Advising, Career) staff will be attending the Ohio Academic Advising Association conference, Retention Rocks, on June 21 at the Fawcett Center of The Ohio State University. Kari Simpson, SSCC Mentor Tutor, attended the SOCHE conference held at Sinclair Community College from May 30-31.

TRAC Meetings ☑

All Student Success tutoring, retention, advising, and career (TRAC) staff met at the North Campus in Wilmington for training and updates by the director. North Campus Director John Joy provided updates about the facility and programming. Julia Basham (OFIT faculty) and Charles Gorman (HSSR faculty) spoke with the staff about their respective programs and advising issues. Other meetings involving specific degree program faculty will be scheduled to update Student Success Center advising staff on program requirements and important updates.

Advising ☑

The Student Success Center continues the development of the individualized academic completion plans (IPAC) for all new students entering in the fall.

Sharon Purvis, SSCC Registrar, met with advising staff for additional training for the associate of arts and the associate of science degrees. Wendy Johnson, SSCC Director of Admissions, continues to work with advising regarding postsecondary program requirements.

Plans are being made to continue the AmeriCorps College Completion Coaches program. One current AmeriCorps coach plans to return for the 2013-14 academic year. Two new AmeriCorps coaches will be added.

Advising offices will not be scheduling students beginning June 28 until the Jenzabar implementation is complete. Access to valuable student information for advising will not be accessible during the transition time so the center will be preparing for the fall. From June 28 through July 3, all staff will be working on orientation materials, retention initiatives to be implemented, and training. Scheduling will resume and regular office hours and manning will be observed once the new system is in place.

Career Counseling ☑

Tom Payton, SSCC Career Coordinator, was approved to lead a session at the Midwest Association of Colleges and Employers Conference to be held in Chicago at the end of

July. Mr. Payton's presentation is "Adapting Choice Theory to Career Counseling." Kari Simpson, SSCC Mentor Tutor and TRAC staff member, will assist Mr. Payton at the session.

Tutoring ☑

Four Computer Fundamentals workshops are scheduled for August 12-15 at all four campuses. Letters and assessments of basic computer skills are being sent out to all new students planning to attend this fall.

Four Online Success (Blackboard 9) workshops will be held on August 5 and 6 at all four campuses for any student taking an online class and needing basic Blackboard 9 skills.

Admissions & Student Activities

Testing ☑

Off-site placement testing continues. In addition to the earlier testing at Georgetown and Western Brown high schools, 26 students tested May 1 at East Clinton High School. Seven students have tested at Scioto Career and Technical Center, and preparations are underway for testing another group of PSEO applicants on June 4 at Bethel-Tate High School.

Since January 2013, a total of 655 students have taken one or more portions of the Accuplacer test. Fifty-three percent of the students who took the English portion placed into ENGL 1101 English Composition I, and require no remediation. Of the students who took the math, however, only 12 percent placed into college-level math (MATH 1141 College Algebra or higher) and require no remediation.

Jenzabar Training ☑

Wendy Johnson, SSCC Director of Admissions, attended the Jenzabar Annual Conference (JAM) May 28-June 1 to prepare for the admissions module upgrade in the Jenzabar EX software, due to go live in July.

Student Frequency Card

The Student Activities Department introduced a Student Frequency Card program this semester. The program was implemented to increase participation in different activities on campus, ranging from attending lectures or athletic events to voting in recent Student Government Association elections. Once a student received five stamps, the card could be entered for a chance to win one of four Google Nexus 7 tablets. Campus winners, drawn just prior to finals week, were:

Justin Cunningham, Washington C.H.	Fayette Campus
Wesley Pierson, Lynchburg	Central Campus
Aaron Homan, New Vienna	North Campus
Carla Grooms, Lynx	South Campus

Disability Services

Brown County Transition Fair

Molly Jordan, SSCC Disability Coordinator, attended the Brown County Transition Fair April 2 at Southern Hills Career & Technical Center. There was a great showing of presenters and students. A special thanks to Western High School for recruiting so many students by providing transportation and the incentive of dinner and a movie.

OUL Practicum Student

In conjunction with the mentor agreement with Ohio University-Lancaster (OU-L), practicum student Allison Reynolds will be observing staff interpreters for the summer semester.

Case Load for Fall Semester

There has been a recent influx of students inquiring about potential accommodations. Within the past two weeks, more than 11 new students have provided verification and completed an intake interview for Fall Semester.

Financial Aid

Training ☑

The Financial Aid Office continues to attend training on the new PowerFAIDS software and the new scanning system OnBase. The office is working out the processes to best suit the needs of the students, staff, and the college.

The new financial aid applications for the 2013-14 academic year are being processed. Document requests and offers of financial aid are being sent to all students who apply.

Disbursements

This summer semester is still part of the 2012-13 academic year. The office continues to work with the old software system to process, disburse and report for the final semester for 2012-13. Disbursements for the summer semester will begin the first week of June. It takes about two weeks to work through approximately 4,000 files to distribute financial aid to each student. With the new software, this process should be done with much more ease.

Reports

Federal regulations require each academic year be closed out and reconciled no later than Sept. 30. The Fiscal Operations Report can then be filed to the Department of Education. This report helps to determine the funding levels for the years to come with regards to the Federal Work Study Program and the Federal Supplemental Opportunities Grant. While some staff will be working with the 2013-14 awards, the director will continue to reconcile the 2012-13 system between the financial aid office, business office, and the Department of Education.

Conference ☑

Janeen Deatley, SSCC Director of Financial Aid, and Linda Myers, SSCC Assistant Director of Financial Aid, also attended the annual Jenzabar Conference to gain even

more knowledge of the new system and network with other colleges regarding best practices.

Patri-Tots Learning Center

Security ☑

All doors to the Patri-Tots Learning Center now remain locked at all times. We expect the final security equipment to be installed at the Central Campus site in the very near future. Parents and staff alike have said they very pleased and appreciative of the extra safety measures.

Student Government Association

Conference

Airfare, lodging, per diem allowances and car rental are almost complete for four SGA officers and their advisor to attend the national American Student Government Association's conference in Orlando in July. For some students, this trip represents some firsts (first airplane trip, first time traveling out of state, etc.). To further enhance their experience, entry tickets for Universal Studios will be provided.

INSTITUTIONAL ADVANCEMENT

Office of Communications
Marketing | Public Relations | Web

Mt. Orab Campus | Grounds for Celebration | June 28, 2013 ☑

Plans are underway to host a groundbreaking ceremony on June 28, honoring the commencement of the college's newest campus construction project in Mt. Orab. Invitations will be mailed to select guests, and all faculty and staff are invited to join the festivities. Slated for 2 p.m., the ceremony will include comments from local and state

dignitaries as well as contributions from Southern State faculty and administration. The ceremony will be held on the building site at 350 Brooks-Malott Road.

Reaching Post-Secondary Enrollment Options (PSEO) Students ☑

In an effort to appeal to students who have previous experience with Southern State through the PSEO program, the Office of Communications, in collaboration with Student Services, is extending a direct mail appeal to invite those students to finish their degree with Southern State. Included in the appeal is specific information relating to their credits earned while at Southern State and a snapshot of how close they are to a degree in their chosen field.

Using actual experiences of current PSEO students (as displayed in the image), the primary purpose of the appeal is to encourage continuation and completion of a Southern State degree.

Foundation

Consideration of New Board Member: Zachary A. Corbin

The executive committee of the Southern State Community College Foundation is seeking the appointment of a new Foundation Board Member to join the current 14-member board. Nominated by existing Board Chairman, Mr. Jon Linkous, the Board seeks to appoint Zachary A. Corbin of Brown County. Mr. Corbin is the first assistant prosecuting attorney of the Brown County Prosecutor's Office. Prior to serving in this role, Mr. Corbin managed and operated a private general law practice in Brown County. His community involvement extends beyond his professional associations and into the Mount Orab Lion's Club and adjunct instruction at the Salmon P. Chase College of Law in northern Kentucky.

UNIFORM STATEWIDE STANDARDS for REMEDIATION-FREE STATUS
Established by the Presidents of Ohio's Public Colleges and Universities
December, 2012

Language in HB 153 (FY12-FY13 operating budget bill):

Section 3345.061 (F) Not later than December 31, 2012, the presidents, or equivalent position, of all state institutions of higher education, or their designees, jointly shall establish uniform statewide standards in mathematics, science, reading, and writing each student enrolled in a state institution of higher education must meet to be considered in remediation-free status. The presidents also shall establish assessments, if they deem necessary, to determine if a student meets the standards adopted under this division. Each institution is responsible for assessing the needs of its enrolled students in the manner adopted by the presidents. The board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standards, and any related assessments, into the institution's policies. The chancellor shall assist in coordinating the work of the presidents under this division.

For the purposes of the following standards and assessments, a student deemed remediation free in a subject will be eligible to enroll in a college credit-bearing course in that subject, including dual enrollment and Postsecondary Enrollment Option courses. These remediation-free standards and thresholds are not intended to replace institutional placement policies. Each institution may adopt and implement placement policies to ensure that each student is provided the best opportunity to succeed in his/her course of study. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for specific academic programs. The standards, expectations, and assessment thresholds in this document are recommended for implementation beginning with the Summer 2013 academic term.

Standards / Expectations

English

Reading	
Key Ideas and Details	A. Understand that reading is a strategic process of constructing meaning from texts.
	B. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.
	C. Formulate and clearly express complex ideas related to texts, citing evidence to support inferences and interpretations.
	D. Think critically and creatively about the texts they read, often drawing upon their personal experiences and knowledge to enhance comprehension.
	E. Analyze and interpret fiction and non-fiction texts (including expository and persuasive essays) and work-related documents such as manuals, memos, letters and business plans.
	F. Determine and comprehend the central themes of a text and analyze their development. Summarize the key supporting details and ideas.
	G. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	H. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors

	take.
	I. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	J. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
Craft and Structure	A. Employ pre-reading strategies to identify features of text that aid comprehension (e.g., informational).
	B. Understand and use text formatting features (table of contents, glossaries, navigation bars) to effectively locate and acquire information in a variety of texts.
	C. Differentiate between fact and opinion.
	D. Employ vocabulary-building strategies while reading various texts.
	E. Evaluate an author's purpose and point of view by analyzing the use of language, style and point of view found in the text.
	F. Demonstrate an understanding that the writer's choice of language shapes meaning.
	G. Evaluate an author's rhetorical and argumentative strategies.
	H. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	I. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter scene or stanza) relate to each other and the whole.
Integration of Knowledge and Ideas	A. Read and respond orally and in writing to texts representing a variety of genres, authors, cultures, and historical periods.
	B. Establish and apply criteria for selecting and evaluating the credibility of print and multimodal texts for a range of purposes, including research.
	C. Use features (e.g. pie charts, bar graphs, pictures) to enhance, emphasize, and clarify comprehension of print and multimodal or oral texts across the curriculum.
Range of Reading and Level of Text Complexity	A. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.
	B. Skillfully read a wide range of increasingly complex texts, print and multimodal.
Writing	
Text Types and Purposes	A. Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.
	B. Select from a repertoire of processes and modes to develop writing for purposes such as persuasion, explanation, research, or personal expression.
	C. Use style, voice, and organizational structures that are transparent and appropriate for the rhetorical purpose and audience.
	D. Adeptly respond in writing to diverse texts and formats, synthesizing, critiquing, and analyzing those texts.
	E. Adapt writing strategies for audience, purpose and type of task.
	F. Produce texts that convey an argument that is organized, coherent, fully developed, and rhetorically appropriate in support of a thesis.
	G. Produce writing that exhibits word choices that convey intended meaning.
Production and Distribution of Writing	A. Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.
	B. Draft, revise, and edit writing autonomously.

	C. Adapt writing strategies for audience, purpose, and type of task.
	D. Use reflective strategies for critiquing and evaluating student's own and others' writing.
	E. Employ sentences of varying lengths and structures that are appropriate to audience, purpose, and context.
	F. Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization, and spelling.
Research to Build and Present Knowledge	A. Employ the research writing skills of evaluating sources and integrating them in support of a thesis.
	B. Accurately and correctly quote, paraphrase, and summarize material from another text to avoid unintentional plagiarism.
	C. Properly cite sources, using a generally accepted citation system such as MLA or APA.
Speaking, Viewing and Listening	
Comprehension and Collaboration	A. Listen actively and speak effectively in a variety of academic and work-related situations.
	B. Listen carefully, take notes as needed, and not interrupt other speakers when engaged in group or committee work.
	C. Deliver a clearly organized message when contributing to the group or committee work.
	D. Take notes while listening to lectures or participating in other forms of information gathering and use the notes to review and reflect on learning.
	E. Know how to identify and accommodate cultural differences in communication styles and strategies.
	F. Analyze and synthesize information gathered from a variety of sources.
	G. Summarize information heard into another form of communication, (e.g., rephrase statements, summarize a speech, paraphrase an oral reading).
	H. Evaluate and respond to a speaker's message.
	I. Use viewing skills and strategies to understand and interpret visual media.
	J. Support and clarify written and oral presentations with visual media resources, including electronic technologies.
	K. Recognize and respect cultural and language differences in both formal and informal speaking situations.
	L. Interpret and evaluate a speaker's rhetorical strategies and evidence.
	M. Employ appropriate non-verbal strategies to enhance communication.
	N. Understand the impact that visual media have on society.
	O. Set criteria and evaluate the technology techniques used to influence economic, political, cultural, social, and aesthetic decision making.
Presentation of Knowledge and Ideas	A. Present successfully to an audience, recognizing the needs of an audience for both visual and auditory messages.
	B. Deliver a clearly organized message when contributing to the group or committee work.
	C. Speak fluently, enunciating clearly with appropriate rate and volume.
	D. Speak effectively and listen actively in diverse communicative contexts.
	E. Express ideas, thoughts, and concerns effectively in both formal and informal speaking situations, (e.g., conversations, discussion, presentations, collaborative groups, one-on-one interactions, debates, negotiations, and interviews).
	F. Employ appropriate non-verbal strategies to enhance communication.
	G. Recognize and evaluate techniques used in visual media to influence opinions, decision making, and cultural perceptions.
	H. Use images to convey meaning, often in conjunction with written or oral presentations.
	I. Use visual media or computer technology to communicate effectively with a variety of audiences for a variety of purposes.

	J. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations, to enhance understanding of findings, reasoning, and evidence, and to add interest.

Mathematics

Mathematical Processes	
Problem Solving	A. Use a variety of problem solving strategies.
	B. Reflect on and analyze the student's own problem solutions and the solutions of others.
	C. Connect ideas in a variety of context.
	D. Solve complex, non-routine, and multi-step problems that may require student formulation of problems and/or sustained thought and effort.
Communication using Math Ideas	A. Use correct mathematical terminology and notation.
	B. Show a logical progression of thought, clearly and coherently, orally, and in writing.
	C. Read mathematical material with understanding and independence.
	D. Use appropriate degrees of precision based upon problem context.
	E. Use exact answers (e.g., √ or π) when appropriate.
Mathematical Reasoning	A. Understand the need for proof in mathematics; recognize when a proof is required
	B. Understand the difference between a statement verified by proof and one illustrated by using examples.
	C. Understand the meaning of logical terms (e.g., and, or, but, not, if … then).
	D. Understand the significance of and roles played by definitions, assumptions, theorems/propositions, examples,, and counterexamples in mathematics.
Connecting Mathematical Concepts	A. Connect mathematics with a variety of disciplines and workplace and everyday settings.
	B. Use connections among and within branches of mathematics (e.g., algebraic properties of a function and geometric properties of its graph).
Appropriate Use of Technology and other Tools	A. Use a variety of tools to solve mathematical problems—ranging from common tools (e.g., rulers, protractors) to technology-enhanced tools (e.g., calculators, computers, spreadsheets).
	B. Use technology to collect, organize, and analyze information with the goal of interpretation, presentation, and argumentation and as motivation for proof.
	C. Use appropriate technology to enhance and support student learning.
Number and Operations	
Structure of the Number System	A. Understand and convert between different representations of numbers (decimal, percent, fraction, scientific notation, radicals…).
	B. Explain the effects of operations on the magnitudes of quantities and signs of numbers.
Operations	C. Perform arithmetic operations on various forms of real numbers.
	D. Compute and explain the solutions to problems involving ratio, proportion, percent, scientific notation, square roots, and numbers with integer and rational exponents;

	E. Apply and generalize properties of operations (including order of operations) as a foundation for algebra.
Estimation	Estimate the solutions to problems involving ratio, proportion, percent, scientific notation, square roots, and numbers with integer and rational exponents.
Algebra	
Equations and Inequalities	A. Algebraically solve linear equations in one variable, including examples with no solution, one solution, and infinitely many solutions.
	B. Solve systems of linear equations with two unknowns by graphing, substitution, and addition/elimination; including examples with no solution, one solution, and infinitely many solutions.
	C. Solve quadratic equations by graphing, factoring, completing the square, and using the quadratic formula (including equations that have complex solutions).
	D. Algebraically solve linear inequalities and represent solutions in multiple ways such as graphically, inequality notation, and interval notation.
	E. Algebraically solve absolute value equations in the form $\lvert Ax + B \rvert = C$ and related absolute value inequalities and represent solutions in multiple ways.
	F. Algebraically solve equations that include rational expressions or radicals including examples that generate extraneous solutions.
	G. Solve for specified variables in literal equations.
	H. Solve exponential equations in one variable using logarithms.
Operations with Algebraic Objects	A. Perform operations with exponents and radicals, including laws of exponents, with both numerical and algebraic expressions.
	B. Add, subtract, multiply, and divide rational expressions by hand and identify values where they are undefined. (Limit numerators and denominators to monomial, linear and quadratic expressions).
	C. Evaluate and simplify algebraic expressions.
	D. Add, subtract, multiply, and divide polynomial expressions (limit divisors to monomial and linear expressions).
Graphing	A. Graph linear equations and inequalities and quadratic equations in two variables, with and without technology (limit quadratic equations to vertical and horizontal parabolas).
	B. Graph common functions (e.g., absolute value, square root, linear, quadratic, rational, exponential, piecewise) with and without technology.
	C. Read a graph to interpret solutions to an equation and identify and interpret characteristics such as intercepts, extrema, and rates of change.
	D. Graph transformations of functions (limit transformations to vertical and horizontal shifts, reflections, and stretches).
	E. Interpret transformations of functions from both a graphical and algebraic perspective.
Functions and Applications	F. Define functions; determine whether a relationship between two variables (represented in a variety of ways) represents a function; identify, as appropriate for the context, both the domain and range of a function; and use function notation.
	G. Describe how a change in one variable affects the value of a related variable, for example, problems involving direct and inverse variation.
	H. Interpret sequences as functions whose domain is a subset of the whole numbers. Solve problems with arithmetic and geometric sequences.
	I. Adjust the parameters of function families to model relationships between variables (function families include linear, quadratic, piecewise, absolute value, square root, power, and exponential).
	J. Formulate equations or functions that model problems in a variety of contexts.

Geometry	
Structure	A. Describe and explain the different roles of assumptions, definitions, theorems, and proofs in the logical structure of geometry.
	B. Use theorems about parallel and perpendicular lines, angles, congruent figures, similar figures, right triangles (e.g., Pythagorean Theorem), polygons, circles, polyhedrons, spheres, cylinders, and cones to solve problems.
	C. Prove theorems about lines, angles, triangles, and parallelograms.
	D. Use similarity to solve problems and to model proportional relationships.
	E. Use right triangle trigonometry to solve problems.
Geometric Representations	A. Represent geometric objects algebraically using coordinates (analytic geometry).
	B. Use algebra to solve geometric problems.
	C. Draw and define reflections, rotations, translations, and dilations of geometric objects and understand compositions of these transformations.
	D. Define, describe, and identify reflectional and rotational symmetry.
	E. Express transformations algebraically (i.e., using coordinates).
Measurement	A. Explain that the geometric measures (length, perimeter, area, volume) depend on the choice of unit, and that measurements are approximations.
	B. Explain the effect of a scale factor on length, perimeter, area, and volume.
	C. Calculate the perimeter and area of common plane figures and the surface area and volume of solids.
	D. Distinguish between exact and approximate values. Explain differences among accuracy, precision, and error, and describe how errors affect later calculations.
	E. Solve problems involving measurement, including problems requiring a choice of scale and unit.
	F. Convert fluently from one measurement unit to another, within and across systems.
Probability and Statistics	
Data Displays and Interpretation	A. Create and/or interpret graphical displays to describe sets of data (e.g., box-and-whisker, scatterplot, frequency distribution, normal distribution).
	B. Find and interpret measures of central tendency and variability for sets of data.
Representations and Use of Data	A. Use the context to determine appropriate way(s) to represent data, and understand the advantages and disadvantages of various representations.
	B. Identify misuses of data.
	C. Distinguish between correlation and causation.
	D. Understand the characteristics of well-designed studies (e.g., lack of bias, sampling methods, randomness) in order to interpret results.
Probability Concepts	A. Use the fundamental counting principle to determine the number of possible outcomes.
	B. Compute probability of compound events, independent events, and simple dependent events.
	C. Compare experimental and theoretical results for simple experiments.

Note: the Ohio College Readiness Advisory Committee also provided additional expectations for students planning to enroll in calculus. These recommendations are beyond the standards for remediation-free status.

Science – Biology, Chemistry, Computer Science, Engineering, Geology and Physics

Learning Skills (for all students)

A. Learn science using a variety of sources including but not limited to:

- Standard college-level science textbooks
- Inquiry-based laboratory experiences that engage students in asking valid scientific questions, and gathering and analyzing information
- Well-reasoned and evidence-based discussions of science principles, concepts, and problems with well-prepared peers and faculty
- Well-organized lectures delivered at an appropriate cognitive level for first-year STEM college students by college faculty
- Other appropriate sources of science information in the popular press and in other sources, such as research reports and summaries that are at an appropriate cognitive level for first-year college students.

B. Reliably and accurately assess the student's learning and take effective action to remediate deficiencies, prior to instructor-administered summative assessments

C. Persist in learning despite encountering initial difficulty in mastering challenging material and seek and use alternative learning strategies when finding initial strategies are not as effective as desired, so that the student consistently meet leaning goals and achieve targeted learning outcomes.

Science Content Knowledge and Skills (for non-science majors)

Content	A. Satisfactorily complete the Ohio graduation requirements for science and mathematics, meeting all of the expectations specified in the New Ohio Learning Standards: K-12 science for each of those courses.
	B. Satisfactorily complete the following high school science courses: biology, physical science, and one advanced science course.
	C. Consistently demonstrate mastery of the first five Recommendations in "Mathematical Expectations for College Readiness 2011" within science contexts. Demonstrate mastery of these processes, concepts, functions, applications, and operations by creating models of physical realities related to those models.
	D. Use the models created to reliably and consistently solve problems dealing with the concepts and relationships described in the Syllabus and Model Curriculum of the Ohio Revised Science Standards for the science courses taken in high school. Non-science majors do not need to be able to demonstrate the "Additional Expectations for Calculus."
Rationale	This level of mastery should be accomplished by satisfactory completion of three high school science courses as defined by the syllabi and model curricula of the New Ohio Learning Standards: K-12 Science.
	A. Identify questions and concepts that guide scientific investigations.
	B. Design and conduct scientific investigations.
	C. Use technology and mathematics to improve investigations and communications.
	D. Formulate and revise explanations and models using logic and evidence (critical thinking).
	E. Recognize and analyze explanations and models.
	F. Communicate and support a scientific argument.

Note: the Ohio College Readiness Advisory Committee provided additional recommendations for science content knowledge and science and mathematics skills needed by students majoring in the natural and health sciences, and in engineering. These recommendations have to do with placement, not remediation status.

College Readiness Indicators – assessment thresholds to guarantee "remediation free" status at any public post-secondary institution in Ohio

A student who meets or exceeds the following thresholds will be deemed as remediation free and eligible to enroll in a college credit-bearing course at any of Ohio's public institution of higher education.

Readiness Area	ACT	SAT	Accuplacer	COMPASS
English Sub Score	18 (or higher)	Writing 430 (or higher)	Sentence Skills 88 or >5 on Writeplacer	***This assessment is not recommended.***
		Critical Reading 450 (or higher)		Reading Scale Score 88
Reading Sub Score	21 (or higher)	450 (or higher)	80	Reading Scale Score 88
Mathematics Sub Score	22 (or higher)	520 (or higher)	108EA or 69CLM	Algebra Scale Score 52

- *Until better assessments of science content knowledge are available, institutions should continue to use their own assessments of science* content to supplement the other sources of information such as ACT scores, high school grade point average (GPA), and other indicators of college readiness in determining the college readiness in science.

- Assessment exam scores will be valid for two years from the completion of that assessment, after which institutions may require students to repeat an assessment to determine the currency of their college readiness.

- Institutions are not required to place students scoring below the threshold score into remedial courses. Students scoring below the threshold score are subject to institutional placement procedures to gain eligibility to enroll in credit-bearing courses. Such procedures could include but are not be limited to: review of high school GPA, a writing assessment, and a review of previous college work.

- These remediation-free thresholds are not intended to determine eligibility for admission to any college or university. Each institution has its established admission requirements. Admitted students who have achieved or exceeded these scores are guaranteed exemption from institutional placement into non-credit remedial courses.

- These remediation-free standards and thresholds are not intended to replace institutional placement policies. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for specific academic programs. Similarly, placement testing may be required for students who do not achieve the remediation-free threshold, to determine the appropriate initial class – which may be a for-credit class if indicated by the placement examination.