Assurance Argument
North Central State College

Review date: 7/17/2023

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1A1 The mission was developed through a process suited to the context of the institution.

1A1 Argument

North Central State College's operational mission is: "to provide individuals with the knowledge skills and inspiration to succeed in their chosen path."

The mission of North Central State College has remained consistent for over a decade. This stability of mission illustrates the College's commitment to its historical roots as a community created, post-secondary institution with a focus on technical training for the region. The updates to the strategic plan, focusing on student access and success, display the ever-evolving nature of the community needs and the College's response to those needs.

The mission statement above reflects the 2017 update enacted to allow concise communication of the mission with an easy to memorize alignment to the College's three strategic goals of (Access, Success, and Resources) This focuses our efforts towards increasing student access and success, while aligning the College's human, fiscal, and physical resources to the achievement of those goals.

The mission is reviewed and updated annually at two summer strategic planning retreats of the President's Cabinet (which includes faculty, and staff representation) and the Board of Trustees (Board of Trustees Example 2023, President's Cabinet Example 2023). The changes are then communicated to the wider community. These meetings require the participation of constituents from every corner of the institution. The purpose of these annual updates is to remain responsive to the

needs of our community and allow all voices to be heard.

As an example of annual update responsiveness, the 2020 retreats (President's Cabinet and College Board of Trustees), which were conducted via zoom, addressed the civil upheaval and a need to re-calibrate the College's approach to diversity, equity, and inclusion. These updates included significant input from the DEI team under the leadership of the outgoing (Ms. Cheryl Cates), as well as the incoming Chair of the DEI team (Dr. Toni Johnson). In response, the Cabinet re-emphasized the need for an increased focus within the strategic plan for addressing diversity, equity, and inclusion issues. This included plans for professional development through ACUE, and the addition of the DEI chair to the policy review Student Success Committee. This allows the College to address all policy creation and review from a DEI lens. If DEI concerns do arise, the chair forwards the policy to the full DEI committee for review and input.

- NCSC has a broad mission as an open access community College, delivering both technical and liberal arts education to serve the needs of the community. This includes the delivery and awarding of Title IV eligible certificates, associate degrees, as well as programs at the baccalaureate level. The mission and its related statements have been developed through engagement of both external (area secondary education leaders, advisory committees representing the business sector and the community) and internal constituents (administration, staff, students and faculty).
- The global mission of NCSC (Board's Ends Policy states that North Central State College exists for the citizens of its service region (access) to attain the knowledge and skills to succeed in their chosen path of learning, work or enrichment (success) sufficient for the College to justify available resources (resources).
- Using this global mission, our internal constituents of faculty, staff, students and administration created the following operational mission- NCSC exists for the purpose of "Providing individuals with the knowledge, skills and inspiration to succeed in their chosen path."

Examples how each department communicates biweekly through Fall and Spring Semesters their efforts to contribute to the college mission of helping students succeed include: Biweekly report for Spring 2022, and the updated simplified reporting implemented Fall 2022.

1A2 The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

1A2 Argument

Over the years, NCSC has been engaging internal and external constituents in developing its strategic plan. Examples include college wide advisory board polls, 2017, pg.12, pg.14, pg.16, pg.18, pg.20, 2022 p.5, pgs. 7-10, p.12, 2023 p. 5, p. 11-13 as well as the 2019 input from our secondary partners pgs. 6-9

The operational mission; *"providing individuals with the knowledge skills and inspiration to succeed in their chosen path."* is the source of our strategic goals of student access, student success, and resources (human, fiscal, and physical). The strategic plan includes these goals, but expands to

include our vision, values, objectives, as well as the metrics related to these objectives.

In light of the continuous changes in society, the economy, and technology, the timeline of the strategic plan is only for three years, with annual reviews. The annual reviews are specifically focused on the objectives, metrics and the key performance indicators. Those indicators include but are not limited to benchmarks for: enrollment, student support services, outreach, partnerships, academic programs, workforce and economic development, human resources, fiscal resources, facilities, grants, and fund raising. Every year this process is kicked off with all the various program advisory committees joining together every spring (60 to 70 people in March), representing businesses and the external constituents; and ending with internal constituents (faculty, students, staff, and administration) (around 30 people in May) and the Board of Trustees (9 people) in June of every year.

- Key strategic issues and policies are continually evaluated on a weekly basis during the President Staff meeting (Presidents and Vice Presidents) reported out bi-weekly by department heads, and reviewed during the monthly meetings of the President's Cabinet (administration, middle managers, faculty, staff, and student representatives).

1A3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

1A3 Argument

At the core of our mission, which outlines the nature and scope of our work, we have the following statements that reflect our vision and values as they relate to student access and student success:

1. Student access:
    1. Ensure equitable and inclusive culture, with outreach centers and different modalities of delivery and flexible scheduling.
    2. Foster a welcoming, supportive, and collaborative culture for students and community by partnering with high schools, businesses, government and community organizations.
    3. Deliver relevant and affordable learning opportunities in high demand and emerging technologies for workforce development and transfer.
2. Student success
    1. Support and guide student goal development through course completion, term to term retention, and credential completion.
    2. Provide a student-centered, inclusive learning environment inside and outside the classroom through academic, holistic and basic needs support services.
    3. Perpetuate a culture of excellence through high standards of teaching and learning, customer service, data-informed assessment and decisions, with an eye toward continuous improvement.

The intended constituents (the communities we serve) of the College offerings and services are referred to with terminology embedded in the Carver Policy Governance Model which refers to these community members as "owners" from the perspective of the Board of Trustees- please note, this is covered extensively with accompanying documentation in Criterion 2. Consequently, significant time is dedicated during Board meetings to strengthen the understanding each board member has of the board-owner relationship. This includes time reviewing who the owners are, and the best way to connect with them to improve the College.

This focus leads to the owner-linkage discussion included as a standing agenda item at every board meeting. Therefore, every monthly meeting affords the opportunity for board members to provide feedback on how they connected with the owners over the previous month to ensure the board is acting as a responsible fiduciary representative of the "owners".

1A4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

1A4 Argument

- The College academic offerings and student support services are specific to the needs of the students in our region, and in alignment with the needs of the community and the local economy.
- Academic programs meet the regional economic and employer demand in the areas of manufacturing, healthcare, business, as well as non-profit organizations and government entities. Additionally, these programs are specifically created to provide sustainable wages through labor market analysis.
- These programs include but are not limited to mechanical engineering technology, manufacturing, information technology, networking, cyber security, business, marketing, graphic design, criminal justice, psychology, English, nursing, physical therapy, radiology, respiratory therapy.
- A variety of student support services have been added to our organization in response to student needs and feedback. These include the tutoring support center with embedded tutors in gateway classes like English and math, as well as mental health counseling. Additionally, we have opened a food pantry, and have been supporting students in their technology needs (laptops to borrow, and increased access to the internet), childcare, and financial support as well as providing emergency funds for housing utilities and transportation.

Enrollment profile

- The 2021-2022 enrollment profile includes:
  1. 3,158 annual unique students: 77% under 25; ~10% non-credit
  2. 43,113 credit hours annually (1,437 FTE); Distance 28,790 credits (67%) if combining part of hybrid with online; or (50%) if combining part of hybrid with in-person.
  3. Early College or dual enrollment: 42% HC, 35% FTE
  4. Majors (headcount, Percentage): Health (788, 25%); Business, Information, and Technology (BIT) (749, 24%); Liberal Arts (390, 12%); Undeclared (dual enrollment) (1,231; 39%)
  5. Programs: Health (Nursing, LPN, PTA, Radiology, Respiratory), BIT (Business, IT, Criminal Justice, Engineering, Baccalaureate), Liberal Arts (Transfer AA, AS)
  6. Age: Overall 21; Part-Time 74%; Full-Time 26%.
  7. Gender: 62% Female; 39% Male.
  8. Race: 89% white, 11% minorities
  9. 52% First Time Full Time of students are Pell eligible (does not include early College)

Please see history of our enrollment profile from IPEDS reports from 2018, 2019, 2020, 2021

- Many courses are approved for statewide transfer through the Ohio Department of Higher Education Transfer program. This includes courses that are technical in nature as well as general education courses.

1A5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

1A5 Argument

- The mission is publicly articulated on the College website as well as physically on the walls of each College owned building.
- The strategic plan with statements of purpose, mission, vision, values, and goals is also articulated on the website and published in an annually updated Tri-Fold brochure.
- The work of the strategic projects of every department is updated every two weeks and published internally Collegewide and on the web through the President's Bi-weekly Report.
- The operational work of the College, and in alignment with the mission, is being done through committees that generally meet on a bi-weekly basis and maintain available written documentation of their deliberation.
- These committees include:

- Student Access & Enrollment Management Committee
- Student Success & Completion Committee
- Curriculum Committee
- Institutional Service & Program Review Committee
- Assessment Committee
- Fiscal & Physical Resources Committee
- Information Technology (IT) Services Committee
- Professional Development Committee
- Management Advisory Council
- Center for Teaching Excellence Steering Committee
- Transfer Council
- Grant & Workforce Advancement Committee
- Scholarship Committee
- Campus Emergency Response Team (CERT)
- Diversity, Equity and Inclusion Committee

Sources

- 01-00 Global Ends Policies
- 01-10 Diversity Ends Policy
- 01-20 Equal Opportunity Ends Policy
- 01-30 Career Readiness and Development Policy ENDS
- 01-40 Transferability ENDS Policy
- 01-50 Enrichment ENDS Policy
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- Board of Trustees Fiscal Oversight
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- bot062222s 2022 BOT Strategic Planning Retreat Example
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- Example of Board Minutes referring to Ends
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- RN Advisory Minutes 3-30-22 revisions 11-28-22.pdf
- Strategic and Scenario Planning 2020 Agenda
- Strategic Planning 2023-2024 Agenda
- Strategic Planning Retreat May 31-June 1 2023 All Department Slides
- strategicplan
- Veterans Day 2022 President Presentation

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1B1 The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

1B1 Argument

NCSC's mission statement, "providing individuals with the knowledge, skills and inspiration to succeed in their chosen path", is at the heart of the purpose of the College and clearly and cohesively expresses the deliverables the school is accountable to provide to the community. The College ensures the mission is public knowledge through postings on the NCSC homepage as well as on internal walls within each College building. The mission is also listed on our printed trifolds for all new key stakeholders to access and is stated as part of the readings of the Global Ends Policies (2012 adoption) shared at the beginning of every Board of Trustee's meeting. Examples: 2023 Trustees Meeting, 2018 Trustees Meeting

These methods of keeping the mission at the forefront of all College work, serve as reminders of the core focus that must be top of mind for all decisions made that impact our constituents.

Examples of planning related to the primacy of the educational role are discussed in detail in Criterion 5.

1B2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

1B2 Argument

In light of the College's mission as part of the community college sector, responsiveness to the educational needs of the community is the starting point for all activity. Consequently, the College displays its commitment to education by anticipating the needs of incoming/potential students as well as the businesses/entities within our community.

A recent example of anticipating needs occurred at the beginning of the pandemic. The College foundation saw a need and funneled resources into scholarships, state of the art equipment, and

timely support services that helped to ensure student success in the most trying time in our history. In Fall 2020 the College initiated a loaner laptop program, when technology access was identified as a need, from the early COVID student needs assessments. These resources are still accessible for students through a discussion with their Faculty, Success Coach/Retention Specialist, the Tutoring Center, or through the TRIO Program. Additional resources widely available for students, that display our commitment to student success can be found in 3D1 where we describe our childcare, transportation, food resources etc... in addition to the above-mentioned technology support.

The College reviews the mission statement annually to ensure continued relevance to the important work being done. Careful assessment review is completed annually to ensure the College keeps pace with current industry needs and standards and remains proactive in removing any barriers to student success. The entire College community is reminded of this single minded focus on our students' success in their educational endeavors through the spotlighting of the mission at most college meetings, including the annual Convocation, advisory board meetings, staff, faculty caucus meetings, etc. The President's bi-weekly strategic report provides ongoing review and communication of every department's student success goals.

1B3 The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1B3 Argument

NCSC evaluates effectiveness for student learning through processes designed to promote continuous improvement and to reflect the needs of our constituents.

NCSC demonstrates the College's commitment to the responsibility of delivering high quality educational programs with classrooms and lab environments that reflect current workplace needs, through robust engagement. This engagement is bidirectional.   The College leverages its website, social media, including Facebook, Twitter, and Instagram - to spotlight the College's work supporting our mission.

This wide communication allows businesses to view the College's offerings, from credit to non-credit courses via all modes of communication- print, digital, broadcast, and direct one-on-one tailoring of curriculum for business needs.

NCSC provides public updates through external media, to the community. NCSC holds open forums for students and parents, along with information sessions that spotlight the mission of the school and deliverables employers are requesting from us as a community partner.

NCSC provides a variety of methods of delivery of curriculum for students and partner organizations, that includes classes in-person, online, in our mobile training unit, as well as some form of hybrid of these. This is demonstrated by more than 1/2 of our students now selecting to take classes online.

As referenced in section 1A2 the other side of this bi-directional communication is achieved by regularly scheduled internal meetings (which are an outgrowth of our shared governance model and community outreach focus) with all constituents to gain feedback.

- Annual advisory committee meeting in Spring semester, with instant polling and discussion of those instant results. With approximately 50-100 internal and external constituents.
- Twice yearly individual advisory meetings for each program.

- Weekly President's Staff meeting (Presidents and Vice Presidents),
- Monthly meetings of the President's Cabinet (administration, middle managers, faculty, staff, and student representatives).
- Monthly Board of Trustees meetings.
- Monthly meetings of all internal committees.

The NCSC Board of Trustees follows the Carver model, which encourages collaborative decision making that is in the best interest of our students and institution. This model of governance promotes 'owner' linkages that allow the bidirectional flow of ideas for business needs, and College innovations.

Sources

- 2023_Advisory Committee Presentation March 2023_excerpt
- bot032223 Example reading of Ends
- bot032812 ENDS Policy Adoption
- Example of Board Minutes referring to Ends
- Fall Convocation 2022 Agenda 8-4-22
- Laptop Loan Resource
- Mission on Wall OLD
- NCSC students take classroom learning to the road course
- PresidentsReport_033123
- Program Advisory Committee_Master Membership List_2023-03-09
- Spring 2022 Large Advisory Meeting Feedback on needs
- strategicplan

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1C1 The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

1C1 Argument

The Honors College has invited speakers on a variety of topics to inform our honors students as well as the general public on issues of leadership, community development, diversity, global engagement, etc.

Through the college's Career Development Services office, a variety of workshops, employer panels, and on-campus events focusing on career-readiness and workplace success have been offered to students as well as alumni.

The college has participated in the following co-curricular initiatives to foster leadership development as well as promote alignment between academic program outcomes and co-curricular activities:
•   Constitution Day an email is sent to students annually
•   Student Clubs and Organizations such as PTK and NSLS engage in annual projects focused on positive social change leadership and civic duty. One of their recent projects is "Going Green," where students were engaged in recycling, cleaning areas including in Downtown Mansfield, and distributing recycled pamphlets during Earth Day to educate the college community on reducing our carbon footprint.
•   TRIO Student Support Services program has engaged students in conversations regarding a sense of belonging, inclusion and how to create more welcoming spaces on campus.

Our students have also participated in Propel Ohio which is a one-day statewide conference that promotes civic engagement and inspires undergraduate students to grow as leaders in Ohio and is sponsored by one of our state senators. Our Dean of Academic Services and one student are currently on the host committee for this event for next year.

Honors Students participate each semester with poster exhibitions related to their Honors Research projects.

Each of these co-curricular areas have been folded into the College's assessment committee as of 2019. Within this committee academic and co-curricular programs share responsibility for the teaching and assessment of the 7 College-wide outcomes. The College is dedicated to a continuous and institution-wide focus on assessment. As indicated in the College's stated goals for assessment within the _Assessment Handbook,_ the team indicates that _"the ultimate purpose of assessment is to enhance student development opportunities; thus, assessment activities must be diverse and occur at various levels"._

The 7 college-wide outcomes include:
• Written Communication
• Oral Communication
• Critical Thinking
• Information Literacy
• Quantitative Literacy
• Intercultural Knowledge and Competence
• Professional (Soft) Skills
Please note these outcomes are displayed on all syllabi under section K, as well as on our assessment website and used in rubrics for curricular and co curricular assessment. This will be discussed more extensively in Criterion 4, subcomponent 4B.

1C2   The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

1C2 Argument

North Central State College embraces a culture of care and inclusivity where every student is provided with personalized support based on their interests, needs, strengths and aspirations. This holistic support approach is at the forefront of the advising model which the college redesigned in 2016. A focus on Diversity, Equity, and Inclusion, while approved and demonstrated with the creation of the DEI committee in 2015, was further reinforced during the 2020 protests surrounding the murder of George Floyd. Dr. Diab, North Central State's President and CEO, addressed the tensions during our Fall 2020 convocation and encouraged us to 'step up our game' in relation to our own, as well as the College's approach to equity. One outcome of this call to action, led to focus and funds being provided for "Inclusive Teaching for Equitable Learning" and "Fostering a Culture of Belonging" courses provided by ACUE. The ACUE training has resulted in 55 employees completing equity training in relation to their positions, and 45 more, currently participating in the training. These are semester long, robust courses, with deadlines, deliverables, and mentors grading participants effort toward self-reflection.

The College's Ends Policies include specific focus on ensuring diversity upholding equal opportunity, with an eye toward recognizing and reducing the effects of implicit bias and fostering student success.

A focus on removing barriers in order to achieve more equitable outcomes is embedded throughout the college – at the division, department and individual office level. We have done well in increasing the diversity of our students and faculty. Demographically, while all minorities represent 12.8% of our service region, we have exceeded our service region representation in the students' category (currently at 13.6%), and in the faculty category (currently at 14.2%).

Additionally, the Success Committee continually reviews policies and procedures through an equity

lens and the DEI team conducts training every Fall Convocation and Spring employee in-service.

1C3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

1C3 Argument

The college strives to foster an inclusive environment as evidenced through the Diversity, Equity and Inclusion Committee's vision statement:

"North Central State College strives to explore, learn about, educate, address, and respond to the diversity of human experience. We prepare our students to understand people with diverse perspectives and backgrounds by teaching critical thinking, empathy, and a deeper appreciation of others. We create an inclusive, equitable, culturally competent, and supportive environment where staff, faculty, students and administration model behavior that enriches our community."

North Central State College has committed to continue providing the "Fostering a Culture of Belonging " training to all employees over the next four years. The topic of diversity is included in every professional development day at the college with presentations from internal and external speakers. We have also strengthened our human resources processes that helped hire additional minority faculty that helped the College exceed its students' percentage representation.

Sources

- 01-10 Diversity Ends Policy
- 01-20 Equal Opportunity Ends Policy
- 2022-2023 Career Services Events
- 2022-2023 Honors College Colloquia Schedule
- 2023 NCSC KPIs
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- AY-2023-2024-Assessment-Handbook-NCSC

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- North Central State College honored at national DREAM conference _ Education _ richlandsource.com

1.S - Criterion 1 - Summary

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

Summary

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

North Central State College's sole mission is to increase educational attainment to support economic stability, personal enrichment and civic engagement for the citizens of the communities we serve.

As evidenced in the assurance argument as a whole, the college aligns its budget, strategic planning and all communication and engagement for the sole purpose of this mission.

Through linkages between all constituents on-campus and off-campus, and the review of data gathered from a variety of sources including student learning outcome assessment and the institutional research office the College aligns resources consistently to strongly support this mission.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2A1 The institution develops, and the governing board adopts the mission

2A1 Argument

The College leverages the shared governance structure (outlined in criterion 1A2 and 1B3 and discussed later in criterion 5) to develop the mission.

In 2014 the College's Board of Trustees adopted the updated mission, vision, and values proposed by the President's cabinet after a significant amount of engagement with internal and external constituents. This mission was updated for simplicity in 2017, through a series of collaborative meetings between the Board of Trustees and President's cabinet (which includes faculty, staff, and student representation) .

2A2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

2A2 Argument

NCSC has longstanding policies, procedures and processes to support institutional integrity and fair and ethical behavior on the part of its Board of Trustees, administration, faculty and staff. The College's value statement outlines that commitment and support.

NCSC Value Statement

"In all we do, we value a culture of integrity, inclusion, and excellence. We value our students and are committed to a high-quality, learner-centered environment that is caring, supportive, inclusive, accessible, and affordable. We value our employees and are committed to an appreciative environment that is culturally diverse, collaborative, and respectful. We value our communities and are committed to an engaging environment that is innovative, responsive, and accountable."

The Ohio Department of Higher Education (ODHE), a Cabinet-level agency for the Governor of the State of Ohio oversees higher education for the state and sets legal and ethical standards for all institutions. Therefore, the NCSC Board of Trustees, along with the College's leadership team ensures all College activity aligns to the state laws and regulations as outlined by ODHE.

Integrity begins at the very top. Consequently we will discuss the significant engagement and built-in mechanisms for integrity, starting with the Board of Trustees.

To ensure the College represents the communities it serves, members of the Board of Trustee must be representative of the College's service district. Therefore, NCSC's Board of Trustees consists of nine (9) total members: three (3) appointed by the Governor with the advice and consent of the Senate and six (6) appointed by a joint caucus by the county, city and exempted Village Board of Education of the School Districts whose territories are embraced in the Technical College District having the largest pupil enrollment.

The Board meets nine (9) times each year for regular business meetings and one (1) time for an Annual Planning meeting that usually takes place in June just prior to the start of the new fiscal year.

To address the institution's responsibility to operate with integrity, the following specific "Powers and Duties" of the Board are listed below- please note we have limited the list to only those powers and duties related to criterion subcomponent 2A2. For a more detailed list, please see this link Board of Trustees Duties and Powers.

The Board of Trustees of the North Central State College District with the approval of the Ohio Department of Higher Education, shall have the power to make plans for, to promote, construct, own, develop, maintain, and operate the College as provided by law under Section 3357.09 of the Ohio Revised Code. The following concepts are found within the law, but are not necessarily all inclusive:

- Own and operate the College pursuant to an official plan prepared and approved in accordance with Section 3357.07 of the Ohio Revised Code.

- Hold, encumber, control, acquire by donation, purchase, or condemnation, construct, own, lease, use and sell, real and personal property as necessary for the conduct of the program of the College on whatever terms and for whatever consideration may be appropriate for the purposes of the institution.

- Accept gifts, grants, bequests, and devises absolutely or in trust for support of the College.

- Appoint the President, faculty, and such other employees as necessary and proper for the College and fix their compensation.

- Develop and adopt, pursuant to the official plan, any one or more of the curricular programs identified in Section 3357.01 of the Ohio Revised Code as technical College programs, or adult education technical programs.

- Establish schedules of tuition and fees for students, subject to the approval of the Ohio Department of Higher Education.

- Grant appropriate associate degrees to students successfully completing the technical College programs and certificates of achievement to those students who complete other programs.

- Prescribe rules and regulations for the effective operation of the College, and exercise such other powers as are necessary for the efficient management of the College.

- Review and act on all recommendations of the President in regard to the appointment of personnel and related personnel policies.

- Enter into contracts and conduct technical College programs or technical courses in or outside the technical College district.

- Perform any and all functions they deem necessary for the effective and efficient operation of the College.

The College has an established and consistently updated set of policies and procedures that are publicly available on the College's website.

These policies and procedures are the basis for all departmental communication of ethical conduct and integrity standards.

The College operates with integrity in the sphere of fiscal stewardship, as evidenced by:

- The College's 5.0 composite score/ratio.
- Clean audit by external auditors for the last 20 years. Please see most recent report.
- Clean- error free financial aid audit. For example, the reviewer in the FY2021's final report noted that of "t*he 873 records reviewed for this audit, there were "0" errors (or a 0.0% overall error rate). I commend you and your staff for such excellent record keeping and reporting.*"
- Publication of students' right to know visible on the website, which includes cost of tuition, fees, textbooks, complaint policy, accreditation standing, legal updates.

- The monthly review of the operating budget by the Board of Trustees. The Board may, if appropriate, modify budgets during the year to reflect revised expenditure or revenue projections for that fiscal year based on the recommendation of the President and Chief Financial Officer (CFO). The CFO presents a financial report and narrative explanation at each meeting, which includes a budget and actual year-to-date comparative statement of the College's general operating fund revenues and expenditures. This report includes statements regarding investments held and outstanding debt obligations. If necessary, a re-appropriation resolution is presented if revenues or expenditures vary significantly from the previous budget presented.
- Financial statements are audited annually and presented during regular board meetings.
- The College adheres to the Purchasing and Contracting Policy and Direct Purchasing & Competitive Selection Policy which establishes the rules governing purchase and acquisition of supplies, equipment and services.
- The College's Investment Policy governs the stewardship practices for all College funds. The over-arching aim of the Investment Policy is to provide the highest investment return with the maximum security and safety while meeting daily cash flow demands and conforming to Chapter 135 of the Ohio Revised Code, section 3345.05 of the Ohio Revised Code, section 3357.10(C) of the Ohio Revised Code, and all other applicable statutes governing the investment of public funds by North Central State College.

The College operates with integrity within the area of academic pursuits by adhering to all state and federal guidelines for faculty credentialing, and the support of practitioner currency by offering a

wide variety of professional development opportunities both on campus and off. As an example of the College's commitment to professional development, faculty are awarded 1100.00 each year for professional development activities outside of the already robust options available from our CTE, Workforce Development, and HR offices.

Several College provided and coordinated professional development opportunities have been widely attended by employees. As stated previously, ACUE participation is on its way to having close to 100 NCSC employees as graduates of their short term certificate programs. Additionally, the college has partnered with LinkedIn Learning to allow all employees to engage in professional development anytime, anywhere. Professional development activities continually take place at fall convocation, a professional development day each semester, during the monthly meetings of the middle managers, and communication at the monthly meetings of the academic divisions.

The College operates with integrity within the area of academic pursuits in terms of research integrity through the College's IRB, which adheres to all regulations covering Human Subject Research, as outlined on the HHS website.

The college operates with integrity in relation to curriculum creation and rigor with robust policies and procedures that align to the State of Ohio guidelines for curriculum creation which outlines standards for degrees, and considers community need, employability, sustainable wages and sufficient resource allocations for programs. This creation of curriculum is supported by the institutional academic integrity framework which is outlined in criterion 4, which includes the Assessment Committee and the Program Review Committee.

The College operates with integrity within the area of academic pursuits in terms of consumer protection as detailed in the response to 2B1 below.

The college operates with integrity in relation to human resources by protecting fairness and equity in hiring practices, this is described in detail in criterion subcomponent 5B1. In addition, the Human Resources Department takes the lead in orienting all new employees to the legal guidelines, ethical standards and policy adherence required by public employees.

Each employee of the College is a public employee of the State of Ohio and is thereby governed by Ohio's Ethic Law, enforced by the Ohio Ethics Commission. Ohio's Ethic Law requires financial disclosure to defend against conflicts of interest; orders legal restrictions on immoral conduct that have unlawful sanctions; and creates equal review of ethics issues by the Ohio Ethics Commission including conflicts of interest, public contracts and nepotism, gifts and things of value, confidentiality, and post-term restrictions.

All new employees are required to sign that they have received a copy of the College's Ethics Policy. Additionally, they are provided two articles from the Ohio Ethics commission - "Ethics is Everybody's Business" and "Ohio Ethics Law and Related Statutes". Finally, training from the Ethics Commission's Education and Communications department is completed annually during the Spring In-service Day.

Every employee of the College, upon hire receives the "Auditor of State's Fraud Reporting-System" notice which provides directions for reporting fraud anonymously, including misuse of public funds by any official or office. This reporting can be done through a toll-free number, the Auditor of State's website or through the United States mail. External auditors routinely sample personnel files of newly hired employees to ensure the notice is being provided to all new hires.

The College's commitment to ethical conduct is expressed in:

the Board of Trustees Members Code of Conduct policy

the Code of Student Conduct

the Requirements of Work and Conduct (for Staff) policy

The College ensures the integrity of all departments through its three-year program review cycle as described in the Institutional Service and Program Review policy and process. These processes ensure that the College is effectively meeting the needs of its varied constituents. The evaluation of all programs and services is necessary to ensure the institution is meeting the purpose for which it was created.

The purpose of the College is set by the Ohio Revised Code 3357, shaped by the Board of Trustees, and outlined in the mission and strategic goals that are reviewed annually.

Sources

- 02-10 Governing Style Policy
- 02-30 Board Members Code of Conduct Policy
- 02-40 Cost of Governance Policy
- 02-70 Agenda Planning Policy
- 03-20 Delegation to the CEO
- 03-40 Monitoring CEO Performance
- 11-02a Oath of Executive Office
- 11-02a Oath of Public Office
- 11-03 Powers and Duties of Board of Trustees
- 12-07 Standing committes
- 12-07 Standing committes (page number 1)
- 12-093 Governance CBA
- 12-101 Institutional Review Board Procedures
- 12-20 Program Integrity -Assessment Framework Policy
- 12-22 Institutional Service and Program Review Policy Program Review
- 12-221 Institutional Service and Program Review Processes
- 12-223 Program Review Manual
- 14-08 Course Syllabus Policy
- 14-56 Academic Policy on Human Subjects Research
- 14-56a application for approval to use human subjects in research-2
- 14-65 Academic Integrity Plagiarism and Cheating Policy
- 14-651 Academic Integrity Plagiarism Procedure
- 14-66 Academic Honesty-Dishonesty
- 14-73 Developmental Education
- 14-74 Support Services Policy for Students with Disabilities
- 14-96 Honors College Policy
- 15-01 Code of Student Conduct
- 16-03 Hiring Policy Equal Employment Opportunity and Affirmative Action

- 16-08 Affirmative Action
- 16-20 Requirements of Work and Conduct Policy for Staff
- 16-23 Ethics Policy
- 16-24 Conflict of Interest Policy
- 17-04 Investment Policy
- 17-30 Purchasing and Contracting Policy
- 17-50.pdf
- 19-20 Computer and Network Use Policy- page with copyright
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- 2A2 Faculty Qualifications Procedure 16-041
- 2A2 IRB Procedure 12-101
- 2A2 IRB Procedure 12-101.pdf
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- AY 2022-2023 Spring 2022 Publish Date North Central State College Curriculum Committee Handbook
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- Financial Aid Office Final Letter NO Discrepancies- NCST
- FS_Constitution_021914
- NCSC Grid of faculty and staff completing training through ACUE
- SB6_Ratios_FY22_Non-GASB_updated-051523
- Student Right to Know_Consumer Information - North Central State College

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2B1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

The College has a number of controls in place to ensure transparency and accuracy regarding its offerings, faculty and staff qualifications, costs to students, as well as its standing with program and College-Wide Accreditation.

The College maintains a rigorous system of control over curriculum change (*which starts with faculty submission, to committee deliberations, CAO approval, and student information system adjustments*), cost increases, and program requirements. This includes consistent communication of curriculum requirements between the website, the curriculum repository, the catalog, the student information system, as well as print marketing material. In light of this complexity of controls, this system is widely communicated to faculty and staff every semester. The Dean of Academic Services coordinates all aspects of this system and conducts quarterly meetings with Administrative Assistants in each division.

The College maintains an updated student right to know page, which lists all of the accreditation relationship as well as student success and retention data, campus safety information, a interactive complaint system, financial aid links, as well as Title IX reporting.

Academic offerings and program requirements can be found on each of the program webpages found on the College's website. The information on these webpages align to the College's official catalog, which is audited annually for accuracy.

Program requirements are communicated to our internal constituents to allow aligned communication between admissions, marketing, student success, tutoring, TRIO, and each of the building liaisons tasked with guiding students through their College experience.

Faculty and staff credentials are posted in the College catalog available on our website, and also available in print if requested.

Cost of College attendance is posted on our website, including information on how students can receive help to pay for College. Additionally prospective students can find information regarding

financial aid processes and rules as well as the College refund policy,

The governance structure is communicated from the President's and Board of Trustee webpages. Every College policy, annotated with creation and review dates are available to the public. The College's Strategic Mission brochure, which is distributed widely throughout the community outlines the mission, vision, goals, and key performance indicators of the College. An overview of the College's Annual budget is posted on the website for public viewing.

2B2   The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

As a College created for the benefit of the community, the areas of ancillary activity which contribute to the educational experience revolve around community engagement, experiential learning, and economic development.

This engagement of the community begins at the top and is modeled in every corner of the institution. Consequently, this list will begin with the president and the board of trustees, but will also include examples of students, staff and faculty engagement.

Most recently the current and past chairs of the College Board of Trustees, along with the president participated in (**Nationally**) the Association of Community Colleges Trustees (ACCT) National Legislative Summit in Washington DC, in February 2023, to advocate with both the Senate and the House of Representatives to continue, and expand the support for students with Pell grants- this includes the extension of short-term Pell for workforce certificates. Later in the Spring they participated in the (**Regionally**) Ohio Association of Community Colleges (OACC) state legislative summit, to advocate for stronger State Share of Instruction and tuition increase, as well as to strengthen the support for students with scholarships to meet Ohio workforce needs. And finally they participated in (**Locally**) leader Richland in May 2023, which included the focus this year to educate area eighth grade girls on the importance of continuing education and career planning.

Additionally, the president of NCSC has been the chair of the American Association of Community Colleges' Presidents Academy Executive Committee for three years. This academy provides professional development activities for tenured presidents and CEOs of community colleges which focuses on the issues and trends impacting higher education today and in the future.

The College's Chief Academic Officer currently leads the steering committee which guides the work of 18 Colleges and Universities as they all implement the Open Education Resources grant (OER - free online books). This 1.3 million dollar state program has helped students save 12.5 million dollars statewide within three years.

The president also serves on the OACC statewide Intel steering committee to implement the Ohio community colleges' commitment to deliver curriculum, faculty development and equipment to meet employer need.

The president, vice presidents and deans serve on multiple community boards to further advance raising the educational attainment of our citizens. These boards include: The United Way of Richland County, The Richland County Regional Planning Commission, Broadband Ohio for Richland County, The Executive Committee of Workforce Development Board, The Richland County Development Group, the Talent Development Council of Team NEO (North East Ohio), the Regional

Manufacturing Coalition, the Richland County Chamber of Commerce, and many college programs business advisory committees.

Faculty members from the Health Sciences division participated in the Mansfield Family Festival July 2019. COVID resulted in the event cancellation in 2020 and 2021. In 2022, faculty participated in the event with over one hundred local children interacting to engage them with science activities and promote the Bioscience Program.

Students, and faculty of the Occupational Therapy Program assisted with the local Alzheimer's Association annual Walk to End Alzheimer's for multiple years. This years event in September will be served by staff and students of the TRIO program.

The annual United Way Day of Caring allows college employees to participate to serve United Way agencies. The college provides information to all employees on the opportunity to serve in this manner. The college sends Day of Caring participants to one or two agencies every year. Participants volunteer for a variety of activities, from cleaning, building, painting, to landscaping, to organizing office space to teaching.

Experiential Learning

The Business, Industry and Technology Division houses several programs that require a significant level of experiential learning for the achievement of student learning outcomes. These include the Police Academy, Integrated Engineering Technology as well as the Associate and Baccalaureate Degrees in Mechanical Engineering Technology.

A few examples of innovation in experiential learning since our last assurance argument include; two years of rocket projects including test launches; engineering students partnering with local business to build and race electrical cars at Mid-Ohio race track. Furthermore, since Summer 2020, ninety Business, Engineering, and IT students have completed experiential learning as part of their internships activities in the following companies: Richland County Regional Planning Commission, RS Hanline, The Herald Inc., Richland County Soil & Water Conservation District, The Friends of The Richland County Park District, MHS Industrial Supply, Materials Lab Co-op, Ariel Corp., Platinum Insurance LLC., ADM Benefit Plan Agency Inc., Richland Community Development Group (RCDG), Stoneridge, Little Buckeye, A-1 Printing, Three Bean Coffee House, Kingwood Center, Kokosing, Warren Rupp, Mid-Ohio Guardianship Services, Grace Church, Spherion Mid-Ohio, Ideal Electric, Stanley Black & Decker, Family Auto Sales, FT Precision, Tri-County Computer Services Association, The Galion Community Center YMCA.

Additionally placements within the last two years for the (Police Academy) OPOTA program include: Ashland County Sheriff's Office, Bucyrus Police Department, Richland County Sheriff's Office, Crawford County Sheriff's Office, Associated Charities, Area Agency on Aging, Catalyst Life Services, Crawford County Municipal Court, The Croc Center Ashland, Ashland County Municipal Court, The Shelter – Mansfield, Caregiver USA, Knox County Prosecutors Office, Richland County Municipal Court, Richland County Probation Office, Marion Correctional Institution.

During the worst of the pandemic our Health Sciences Division, contributed to students' educational experiential learning while meeting the needs of the community by offering 64,996 clinical and practicum hours annually at community agencies.

Economic Development

In partnership with our co-located OSU-M campus, the Career Center Office engages companies in the region annually and hold Job and Internship Fairs. Since 2019, 662 students (367 from NCSC, and 295 from OSU-M) and 262 employers have participated in the process.

Sources

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- CC Minutes_Curriculum_2023-03-03
- Community Clinical Agency Listing
- Directory - North Central State College - Acalog ACMS™
- North Central State College United Way Day of Caring Participants.pdf
- Return_Repayment of Title IV Funds Policy - North Central State College
- strategicplan
- Student Right to Know_Consumer Information - North Central State College

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2C1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

2C1 Argument

NCSC is governed by a nine-member Board of Trustees (Board of Trustees). As established by the Ohio Revised Code 3357. Three trustees are appointed by the governor with the advice and consent of the senate and Six members are appointed by a caucus of the presidents or their representatives of the city and exempted village boards of education of school districts and the governing boards of service districts whose territories are embraced in the technical College district. All are required to be residents (electors) of Ashland County, Crawford County or Richland County, serve without compensation, are appointed to three-year terms and serve as their respective county's representative thereby ensuring the needs and opportunities of those served by the College are met. The Board of Trustees has adopted the Carver Model of Policy Governance as their form of governance and has established specific policies and procedures for the duties, rules and regulations of the board, as well as meeting requirements. These policies are incorporated into the College's policies and procedures manual and are available in the College's online policies and procedures. Each year, the Board Chair appoints a nominating committee to confirm reappointments to expiring terms on the Board as well as prospect for new candidates to fill projected vacancies. The nominating committee consists of three trustees who are not among those with terms that are about to expire. As candidates for Board of Trustees vacancies are prospected, they are given copies of the Prospective Board Member Duties and Obligations. and Prospective Board Member Profile Questionnaire. These documents help to set the candidate expectations for the obligation they are being asked to take on by becoming a member of the Board. Each Board member must submit to an Oath of Public Office before their service on the Board becomes official. Similarly, each Trustee filling one of the three officer positions on the Board (Chair, Vice Chair, and Secretary of the Board) must submit to an Oath of Executive Office to signify the formality of the shift in responsibility for these roles. New members of the Board of Trustees are

given a New Board Member Orientation document to help them acclimate to the Board/College environment. The Toolbox Work Area of the Board of Trustees webpage also includes access to the Board of Trustees Orientation Manual that provides a comprehensive handbook of Board duties, obligations and expectations for new Trustees as well as an ongoing reference for Trustees throughout their service on the Board. To guide the Board in meeting its legal and fiduciary responsibilities, it has established a number of policies defined as Rules and Regulations as derived from Ohio Revised Code 3357 for Technical Colleges. The various elements of these rules and regulations have also been broken out into relevant policies and added to the online policies and procedures manual for ease of access, reference and periodic review.

In 2009, the Board of Trustees implemented the Carver Model of Policy Governance and received extensive training on it in 2010. This model includes the policy category of Governance Process. This category of policy depicts how the Board is to govern and charges itself to "cultivate a sense of group responsibility" and to recognize that the Board itself is "responsible for excellence in governing." This style of governance is laid out in policy 02-10 Governing Style Policy. Additionally, Policy 02-14 (please see fourth paragraph of this document) charges the Board to provide orientation of new board members in the board's governance process and to conduct periodic board discussion of process improvement. The Board is further charged in policy 02-70 Agenda Planning Policy to continually improve board performance through board education and enriched input and deliberation as evidenced in the Board Annual Calendar and Board Training as well as the meeting minutes associated with each of these dates. Example here AY 2022- 2023 Calendar, Minutes from March 22, 2023

2C2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

2C2 Argument

In addition to its standard business meetings, the board conducts an annual planning retreat, which includes the presentation by the President/CEO of the annual monitoring report as well as the Board's re-exploration of Ends and Executive Limitations policies and development of the annual policy governance calendar. As stated in 03-33 Accountability of the CEO, the board will view CEO performance as identical to organizational performance so that organizational accomplishment of board stated Ends and avoidance of board proscribed means will be viewed as successful CEO performance thereby successful institutional performance. Per 03-44 Monitoring CEO Performance Policy, for each of the Board stated policies, the Board will utilize a monitoring report checklist to determine the reasonableness of the CEO's interpretation and whether the quantifiable or qualifiable evidence demonstrate the accomplishment of the CEO's interpretation. From these determinations, the Board will evaluate if policy actions, or adjustments need to be made regarding expectations in CEO/institutional performance (were successes or failures due to performance) or output expectations (were successes or failures due to unrealistic or unchallenging expectations). The Board's annual planning retreat may also include multiple presentations from campus leaders involving input from the various community advisory committees and/or other future considerations that may impact the direction or performance of the institution.

Adherence to governance process policies and Board-CEO Relationship policies are monitored at the conclusion of each meeting as well as on a quarterly basis by means of an anonymous, online self-evaluation survey deployed upon the conclusion of each meeting and compiled on a quarterly basis to reflect trend analysis. The Quarterly Trends Analysis Report enables Trustees to comment on

meeting efficiency, content appropriateness and participant behavior. Further, as part of the Board of Trustees Annual planning retreat, the Board will submit an Annual Self-Reflection Questionnaire, that enables the Board Executive Committee, the Board Collective as well as the individual Trustee to analyze results from the Trends Analysis Report Evidence to gauge the overall effectiveness of the Board's training and informational activities over the past year.

2C3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

2C3 Argument

The Board of Trustees is deeply committed to a comprehensive community-based strategic planning process involving both internal and external stakeholders. In the parlance of the Carver Model of Board Governance, these stakeholders are identified as "owners". Thus the board demonstrates commitment to review and seriously consider the interests of these internal and external constituencies (Owners). The Owners of the College are defined as those individuals or groups of individuals who contribute input, insight, or perspective on matters of institutional direction (Ends), purpose (Mission), vision, and/or values. Externally, the board-ownership relationship is the essential, defining relationship of the organization as it forms what is known as "the owner's voice" and describes what good the institution will do, for what constituency, and at what cost. As such, the board provides the legitimate link between the owners of North Central State College, (the residents of Ashland, Crawford, and Richland Counties) and the operating organization. In order to ascertain the desires of the Ownership for the institution (owner's voice), the Board will establish methods for gaining ownership input that may include but are not limited to:

(A) Community Connections: An opportunity for Trustees to report on those community activities they have taken part in or participated in to gain a better perspective on the "owner's voice" and can share those experiences with the rest of the Board.

(B) Owner Linkage: An opportunity to invite any owner or owner representative individual or group to attend a regular or special board meeting for the purpose of providing some discussion to enrich the Board's understanding of the "owner's voice" or other service consideration for the College (Board) to consider when planning for the future direction of the institution.

(C) Link and Learn: An opportunity for the board to visit an Owner organization or community partner to help enrich the Board's understanding of its relationship to the organization and how the service of the College can impact those sectors of the Ownership.

To assist the Board in its annual re-exploration of Ends policies, the Board will include board-ownership activities into the development of its annual policy governance calendar. In addition to the vast external engagement fostered by owner relationship activities cited above, the board's Sunshine Law meeting notifications, and the way in which meetings are conducted provides opportunities for public input. To ensure the voice of internal stakeholders, Policy 11-10 includes a standing agenda item for communications from the campus community. The Board approved constitution of the Faculty/Staff Congress identifies the purpose of the congress as to review, initiate and make recommendations on institutional policies and procedures in relation to issues that affect the faculty and/or staff of North Central State College. As such it requires the president to ensure employees have opportunities for involvement in the development of decisions directly affecting them, achieved

in part through a fabric of standing committees as established by policy 12-07 College Standing Committees, forming a shared governance model. Changes to College policies or procedures are managed throughout the institution, via the appropriate committee, and ultimately received by the President's Cabinet. Any proposed change to College policy or procedure must be presented through the Faculty/Staff Caucuses for open comment before returning to President's Cabinet for final deliberations and approval. Procedures may also be approved and enacted through consensus at the President's Cabinet.

2C4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

2.C.4 Argument

All College policies and procedures are available on the College's website, and board meetings are open to the public and subject to Ohio's Sunshine Laws. Trustees must complete annual requirements for financial disclosure and ethics training per Executive Order 2019-11D and these documents are submitted to the Ohio Attorney General's Office. As an appointed official and part of the annual financial audit process, each Trustee is required to submit a Fraud Questionnaire that seeks to identify material transactions that may be indicative of the existence of related party relations or actual or suspected acts of fraud. The Board of Trustees' Cost of Governance Policy (02-40) identifies that poor governance costs more than learning to govern well therefore, board skills, methods, and supports will be sufficient to assure governing with excellence. To that end, training and retraining will be used liberally to orient new members and candidates for membership, as well as maintain and increase existing member skills and understanding (02-41a). New trustees undergo a comprehensive onboarding process that includes access to historical meeting materials via the Board's webpage and Board Minutes and Resolutions archive, a campus tour, briefing on College priorities and programs, and introduction to Board relevant materials, such as financials and budgeting. Additionally, the board participates in professional development at national (Association of Community College Trustees Leadership Congress) and state (Ohio Association of Community Colleges) levels, with one trustee appointed to serve as liaison/voting delegate to the Ohio Association of Community Colleges. As part of the Board's ongoing policy governance training, the Board utilizes case study work through Policy Governance Rehearsal Scenarios. Rehearsal scenarios help Trustees recognize situations they might find themselves in and allow the Board to engage in discussion of the guiding policy governance principle(s), how to identify the issues, and the appropriate course of action to consider both as an individual Trustee and collectively as a Board. To that end, other avoidance of undue influence is outlined in 02-30 Board Members Code of Conduct Policy.

2C5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

2C5 Argument

Policy 11-03 Board Procedures clearly states the Board of Trustees' powers and duties include the selection and appointment of the president to serve as the Chief Executive Officer (CEO) of North Central State College. In 2012-2013, the Board of Trustees conducted a comprehensive national search that led to the selection and appointment of Dr. Dorey Diab as the College's fifth president. Please see 12/22/2012 Board of Trustees meeting minutes as well as R-2012-41 Further, policy 03-

24 Delegation to the Chief Executive Officer delegates "to the president as Chief Executive Officer, the authority to approve such operational procedures as are necessary for implementation of board policies, rules, and regulations and for the effective and efficient conduct of the College's business." Board meetings and minutes reflect how the board reviews and ratifies the president's recommendations related to the day-to-day operations of the institution. As detailed in policy 12-093 and Section 7.01(a &b) of the Collective Bargaining Agreement dated August 25, 2021:

> *'it is recognized that the faculty can provide valuable contributions to all levels of the College administration. It is also recognized that faculty are uniquely qualified to participate in the governance of the College with respect to academic matters. To that end, both parties value the significant contributions the faculty make to the College and recognize that faculty have a significant responsibility for making recommendations on such areas as curriculum, academic advising, subject matter, methods of instruction and student recruitment."*

Monthly meetings with the facilitators of the faculty and staff caucus as well as regular meetings with the leadership of the College administration and the faculty association serve as mechanisms for ensuring accountability at all levels.

Sources

- 02-10 Governing Style Policy
- 02-30 Board Members Code of Conduct Policy
- 02-40 Cost of Governance Policy
- 02-70 Agenda Planning Policy
- 03-20 Delegation to the CEO
- 03-30 Accountability of CEO
- 03-40 Monitoring CEO Performance
- 11-02a Oath of Executive Office
- 11-02a Oath of Public Office
- 11-03 Powers and Duties of Board of Trustees
- 11-10 Board Agenda
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- bot032223 example of minutes from this year
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2.D - Core Component 2.D

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

Argument

2.D - Core Component 2.D

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

North Central State College has made a commitment to partner with faculty in the pursuit of academic freedom. The College and NCSFA-AAUP agree that academic freedom is essential to the wellbeing of the College. Campus policies and procedures provide both students and faculty with rights and processes that protect the principles of free expression and diversity of opinion.
In an effort to further create a campus that is welcoming to all students and employees in the freedom of expression, the College recently committed to offering the ACUE micro-credential "Fostering a Culture of Belonging" as well as the ACUE micro-credential Inclusive Teaching for Equitable Learning . Two sessions have been completed in the 2022-2023 academic year with 55 employees completing training, and 45 currently in one or more of the courses. Two additional cohorts are planned for the 2023-2024 academic year. As stated in Criterion one, these micro-credentials are learning intensive opportunities which require significant commitment on the part of staff and faculty who participate. Additionally, the College has budgeted $55,000 for the next fiscal year, to ensure a majority of staff and faculty are able to complete at least one of the ACUE micro-credentials.

Evidence: from AAUP Agreement below

Article III. Academic Freedom Section 3.01 The College and the NCSFA-AAUP agree that academic freedom is essential to the wellbeing of the College. Section 3.02 Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties at the College; but research for pecuniary return should be based upon an understanding with the College administration. Section 3.03 Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. The intent of this statement is not to discourage what is "controversial." Section 3.04 College faculty are citizens, members of a learned profession, and representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational representatives, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution. Section 3.05 Administrators and faculty shall protect, defend, and promote both academic freedom and academic responsibility

Sources

- 12-03 Diversity_ Equity and Equal Opportunity Policy
- 12-031 Diversity Equity and Equal Opportunity Procedure
- 14-02 Academic Freedom
- 16-03 Hiring Policy Equal Employment Opportunity and Affirmative Action
- ACUE_Micro_Inclusive_Teaching_for_Equitable_Learning_21April
- CBA August 25 2021
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- Fostering a Culture of Belonging - ACUE
- NCSC Grid of faculty and staff completing training through ACUE

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2E1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.

The college adheres to the guidelines outlined by the Federal Department of Health and Human Services to determine approval for any research involving human subjects. The college Institutional Review Board has oversight over such research. Additionally the college is committed to providing access to its publicly accessible web pages adhering to Federal guidelines and laws outlined in Policy 19-07 the College Website Accessibility Policy. The college maintains a collection of compliance documents on the college website under the "Student Right to Know" page which is accessible at the footer of all College webpages.

2E2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Every course reinforces ethics in academic study and research. This is addressed in a uniform syllabus supplement distributed with every course syllabi. Additionally, the College's student handbook seeks to clarify academic integrity and policies related to scholarly pursuits. Additionally, North Central State College has a partnership with The Ohio State University Bromfield Library & Information Commons which provides students with access to scholarly resources and academic databases.

The College's Institutional Review Board has oversight for research involving human subjects. Research involving human subjects requires IRB approval and adherence to college policy, which is informed by HHS.gov (Federal Health and Human Services Department) guidelines. Additionally, the IRB webpage uses a simple relational PowerPoint, which follows the HHS decision tree, to help students/faculty/staff/outside entities understand whether the study they are considering is in fact human subject research. This relational power point is meant as an educational tool; students/faculty/staff are still required to contact the Chair of the IRB for guidance. The following is an example of NCSC's simplified IRB application used to seek approval for research.

A recent example of our students employing research to solve real world problems was the 2022 Engineering class. The students conducted nationally recognized research in crash safety,

highlighted in an attached press release from May of 2022.

2E3 The institution provides students guidance in the ethics of research and the use of information resources.

The college actively supports students with services such as tutoring and the TRIO Student Support Services (TRIO SSS) program, student assistance, resources, and guidance. Information about the many support services, tutoring, library access, and specific guidance contacts are integrated into the online academic Learning Management System (LMS) Canvas through the standardized Home Page. The Canvas Home Page is defaulted for all courses and provides easy, quick access to resources for students.

Instructors monitor students for academic dishonesty and violations, which are then reported to Academic Deans. Instructors are equipped with the online similarity detection service, Turnitin which is integrated into the College's LMS. Students are provided a comprehensive collection of resources and instruction in English and Writing on the college webpage. The resources are added on Canvas in course shells for student access while studying.

2E4 The institution enforces policies on academic honesty and integrity.

Academic honesty and integrity are reinforced consistently throughout all program classes, irrespective of delivery method or location. Students are provided with the "Code of Student Conduct" within the student handbook, distributed in each course through the syllabus and Canvas. All sources reference the expectations for academic honesty and describe various levels of consequences for dishonesty, ranging from failing a test, course, or expulsion from the College.

Academic achievement and integrity are positively reinforced through the Phi Theta Kappa Honorary Society. Students are also encouraged to maximize their studies by pursuing research and higher academic standing through the Honors College program. Honors College facilitates student practice in research and the appropriate use of resources.

Sources

- 12-101a TRUNCATED IRB Application
- 14-06 LMS Policies
- 14-56 Academic Policy on Human Subjects Research
- 14-65 Academic Integrity Plagiarism and Cheating Policy
- 14-651 Academic Integrity Plagiarism Procedure
- 14-66 Academic Honesty-Dishonesty
- 15-01 Code of Student Conduct
- 2023-2024 SYLLABUS SUPPLEMENT
- 2A2 IRB Procedure 12-101.pdf
- 2E Website Accessibility 19-07.pdf
- Canvas_Homepage
- NCSC students take classroom learning to the road course

- Relational PowerPoint Decision Tree IRB
- Student Right to Know_Consumer Information - North Central State College

2.S - Criterion 2 - Summary

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

Summary

The College's integrity structure begins with the Board of Trustees. The Carver Model of Policy Governance has led the College to create many new and enhance many existing policies and procedures to create an effective, transparent model of ethical leadership for our students, the communities we serve and all employees.

The stability and integrity of the College is assured, primarily by the framework created during the last decade, which is not dependent upon the charisma of a few leaders, but the shared vision spelled out in concrete detail through the policy governance structure. This structure engages all levels of the institution to assume responsibility for ethical conduct.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

3A1   Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Argument 3A1

NCSC offers courses and programs which are current, appropriate and meet the workforce needs of our region, and meet the requirements of statewide transfer (TAG, T-36, etc.) wherever possible. NCSC routinely incorporates feedback from internal and external stakeholders into academic offerings to ensure that each course and program requires the appropriate student performance level aligned with the degree or certificate award.

Academic programs offered include liberal arts degrees (AA, AS) intended for transfer to four-year institutions; career and technical degrees (AAB, AAS, ATS); baccalaureate degrees (BAS, BS) and certificates designed to develop employment skills needed within the regional workforce. NCSC's catalog provides information for 80 degrees and certificates: 20 associate degrees (AA, AS), 21 technical degrees (AAB, AAS, ATS), 2 baccalaureate degrees (BAS, BS) and 37 certificate programs. In 2019, NCSC was granted approval by HLC and ODHE to offer the bachelor of applied science in Mechanical Engineering Technology and in 2022, approval was granted to offer the bachelor of science in Nursing (BSN). The BSN program will start its first cohort in Fall 2023.

The number of courses and credits for associate and baccalaureate degrees, and certificate programs align with requirements set by state and third-party accreditors (where applicable). NCSC applies the standardized definition of a credit hour which aligns with ODHE guidelines. The associate of arts and associate of science degree programs are transfer degrees designed for students who intend to continue their education after completing their program at NCSC. The bachelor's degree is granted upon completion of a course of study normally requiring four academic years of college work. College work encompasses both upper- and lower-division institutional requirements.

The Ohio Transfer 36 is designed to provide equity in acceptance and application of credit at regionally accredited public institutions. NCSC has 44 courses approved as Ohio Transfer 36 transferable. The Ohio Guaranteed Pathways (OGTPs) is a program designed to provide a clear path to degree completion for students pursuing associate degrees and plan to transfer to an Ohio public university to complete a bachelor's degree. The OGTPs is an agreement between public community colleges and universities which confirms that community college courses meet major preparation requirements and will be accepted and applied toward the bachelor's degree. All courses in these pathways go through the Ohio Articulation and Transfer Policy process to ensure preparation and rigor is similar across the state. NCSC has 4 OGTPs currently and is working to increase offerings by evaluating current program offerings with other existing OGTP and new ones as they are released by ODHE.

Curriculum at NCSC is managed by the Curriculum Committee, a standing committee which is faculty led. Their mission is to provide oversight for the College's curriculum by ensuring that the curriculum is academically sound, comprehensive and responsive to the evolving needs of the students and community while also ensuring that the college mission, learning outcomes and educational delivery to students are well served. The Curriculum Committee evaluates proposals for curriculum additions, modifications and deactivations that are brought forward by members of the faculty. The Curriculum Committee will ensure that each proposal is reviewed in terms of, but not limited to, quality, coherence, continuity, consistency, and appropriateness. The committee will ensure that appropriate internal and external stakeholders are involved in the proposal lifecycle. Curriculum proposals, once fully vetted by the Curriculum Committee, are routed to the Vice President of Academic Services for approval.

Other factors that ensure the appropriateness of student performance are third party accreditation standards which require specific student performance in accordance with industry standards in STEM disciplines such as engineering and health care. Additional evidence that students' performance is appropriate to their degrees can be found within the program review process and includes the reviews of pass rates on standardized tests (e.g., nursing); pass rates for licensure; success rates, including transfer; and employer feedback. Criterion 4 details the program review process and the measures that ensure programs and courses are current.

3A2   The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

Argument 3A2

Course numbers as well as course and program learning outcomes help to differentiate the College's courses and their required levels of performance. In general, 1000-level courses are introductory studies in general areas of knowledge or work in basic skills. 2000-level courses include intensive studies in general areas of knowledge, basic studies in specialized fields of knowledge, or work in intermediate skills. Courses at the 3000-level address advanced studies in general areas of knowledge, intensive studies in specialized fields of knowledge, or work in advanced skills. Finally, 4000-level courses concern advanced studies principally for students who are majors in the programs or departments. Levels 2000 - 4000 require previous studies in the areas or academic abilities normally acquired during several semesters of college work, respective of the courses. Additionally, four year, university partners are key in the development of specific learning outcomes for our transfer programs.

All NCSC courses have between 4-10 student learning outcomes that are reverse engineered at the

course level to align with program level outcomes. These outcomes are established at the time a new course is proposed to the Curriculum Committee and are updated, as needed. During the Curriculum Committee review of a course, Blooms verbs used for each of the course outcomes are evaluated by the Committee and assistance is provided to faculty/deans to align the descriptions of the learning outcomes, as well as the assessment methods to the course academic level. Consequently courses at the 1000 level will have outcome statements beginning with such verbs as define, or memorize, while 4000 level courses will have outcome statements that reflect synthesis, creation, analysis, etc. The entire Academic Integrity/Assessment Framework supports this work. Thus, the Curriculum Committee reviews, annual assessment reviews and the every three-year Program Review cycles ensure that course and program learning outcomes are appropriate and are being met (**See 4.A.1 and 4.A.6**).

On an annual basis, NCSC uses the Program Assessment Report (PARs) and Total Assessment of Student Knowledge (TASK) to document assessment and review of student learning outcomes (**See 4.B**). PARs and TASK documents are overseen by the Assessment Committee which provides the infrastructure and tools for each division to assess student learning. The Assessment Committee reviews PARs and TASKs with division and program leadership to assess student-learning goals for appropriateness, clarity, and usefulness on a regular basis.

3A3   The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality

Argument 3A3

The Vice President of Academic Services and division deans oversee all academic programs and assessment within each division (Business, Industry & Technology, Health Sciences and Liberal Arts). Deans are responsible for all instruction within their division regardless of the location or modality. Programs that have external accreditation requirements or a significant population (instructor and student) will have an academic program coordinator. Program coordinators support the division deans to ensure consistency of course delivery and quality regardless of location or modality.

All instructional processes at additional locations (including high schools participating in College Credit Plus) and through different modalities follow established College policies and procedures. This includes faculty credentials, curricular materials (program guides, course syllabi), Curriculum Committee processes, equipment/laboratory specifications, grading policies, assessment, processes for addressing student concerns, and graduation policies. Academic program coordinators, along with key faculty, will review course content and applicable teaching and learning practices with newly hired faculty or existing faculty that have been assigned to teach a course at a different location or modality in which they are unfamiliar. The key faculty will mentor the faculty throughout course duration. Teaching observations are conducted for faculty during their first semester and subsequently on routine schedule as designated by their rank and hire status. Teaching observations are conducted for all modalities and locations (including high schools participating in College Credit Plus). NCSC provides professional development for faculty (full-time and adjunct) through monthly meetings, in-service days, fall convocation and attainment of nationally recognized credentials and micro credentials from such as Association of College & University Educators (ACUE) and Quality Matters (QM).

NCSC provides a consistent instructional experience for all students regardless of course location or

modality. This is achieved in the following manner:

- Faculty are provided course descriptions with student outcomes in the course syllabi which are accessible to all NCSC employees through the Curriculum Committee SharePoint site. Course descriptions and student outcomes can also be found in the college catalog.
- Faculty are provided access to course content/classroom shells via Canvas.
- Faculty are provided access to college policies and procedures and campus resources through the college website.
- Students utilize the same faculty evaluation process regardless of the location or modality.

NCSC uses Canvas as its learning management system and this use, by faculty is required for all credit courses, regardless of modality. Canvas has a number of components that allow for interactive communication, collaboration, testing, as well as similarity detection, which aids faculty in creating a meaningful learning experience. Deans and program/course coordinators have permission within Canvas to oversee the quality of course content and design.

The Center for Teaching Excellence (CTE) team is tasked with providing administration and support of Canvas. The CTE provides a variety of services including faculty training, troubleshooting, technology enhancement and instructional design support. The CTE holds a variety of training events for faculty for instructional technology tools, teaching pedagogy/andragogy strategies and provides one-on-one consultation.

NCSC is a member of Quality Matters (QM), an organization that establishes standards for online course design, and participates in Quality Matters Ohio, a consortium of institutions in the state of Ohio that work together to offer training on QM standards for online course design and to review courses against the standards.

Sources

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- 2023-2-17-23-Assessment-Committee-Minutes
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- AY 2022-2023 Spring 2022 Publish Date North Central State College Curriculum Committee Handbook
- College Credit Plus Instructor Observation
- CTE_Launchpad_monthly
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- CTE-Canvas_Faculty_Hub
- Distance Learning Observation Form
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- FacultyDevelop_Convo-InService
- FacultyDevelop_Monthly_Adjunct
- OATN+Policy+Update+(as+of+9.29.22)-+FINAL_11.1.22
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- Syllabus_RNUR1050MS

- Syllabus_RNUR1050MS (page number 3)

- Syllabus_RNUR1050MS (page number 3)

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3B1 The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

Argument 3B1

NCSC's general education program is based on the requirements established by the Ohio Department of Higher Education (ODHE), which monitors the mission of public Colleges in Ohio. Policy 13-03 articulates the College's definition of its general education program as courses "*not directly related to a student's formal, technical, vocational, or professional preparations; it is part of every student's course of study, regardless of his or her area of emphasis; it is intended to impart common knowledge, intellectual concepts, and attitudes that every education person should possess.*"

Additionally, this policy identifies the minimum requirements for general education courses for all degrees. To successfully complete an Applied associate degree, a student must pass a minimum of fifteen hours of general education courses. The policy also declares that the Associate of Arts and the Associate of Science degrees "*serve as the first two years of a bachelor's degree and should provide maximum transferability of courses from the associate level to the bachelor's level.*" Additionally, "*the general education component of the A.A. and the A.S. degrees at Ohio's public institutions must fulfill the institution's Ohio Transfer Module.*" Finally, the policy states that for Baccalaureate Degrees "*the minimum general education requirements are the same as for the academic associate degrees. However, many baccalaureate programs require general education coursework beyond those minimum expectations.*"

3B2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and

intellectual concepts to students and develops skills and attitudes that the institution believes every College-educated person should possess.

Argument 3B2

As stated in 3B1, NCSC's general education is based upon an established framework; the requirements and definitions established by the Ohio Department of Higher Education. However, within those parameters, the general education program is also designed to fulfill the College's mission of "Providing individuals with the knowledge, skills and inspiration to succeed in their chosen path." To accomplish this mission, the College works continuously to ensure that course outcomes are appropriate and student comprehension of those outcomes continues to improve.

Much of the College's efforts in relation to the oversight to ensure students are taught the general knowledge and concepts that all College educated persons should possess occurs in the Curriculum and Assessment Committees. The Curriculum Committee is charged with providing *"oversight for the College's curriculum by ensuring that the curriculum is academically sound, comprehensive, and responsive to the evolving needs of the students and community while also ensuring that the College mission, learning outcomes and educational delivery to students are well served.*"

Accordingly, the members of the committee work with the three academic divisions to ensure that the learning outcomes are appropriate for the courses as well as the program of studies offered by the College. These course outcomes are then mapped to the program outcomes. Please note, as will be seen in Criterion 4, this process works backward from the end. The program outcomes are created first. They are based upon a number of factors (advisory board feedback, sister institution programs, accreditation guidelines etc...) then course outcomes are created that map to the program outcomes, keeping in mind Blooms taxonomy from memorization (first year level) to synthesis and creation (second or fourth year level).

These outcomes also include the seven College wide outcomes that NCSC has adopted. Please note, the last two systems portfolios the College submitted described the initial adoption of the "Five C's," in 2005, and the evolution of those outcomes to the current list of 7. The professional and soft-skill outcomes are newer and will be discussed in detail in Criterion 4.

These current seven College-wide outcomes include: written communication, oral communication, critical thinking, information literacy, quantitative literacy, intercultural knowledge and competence, and professional/soft skills.

These outcomes have been identified by the institution as skills every graduate should possess before they finish their program. These College-Wide outcomes are clearly stated in the College's catalog and are also located on all official course syllabi in section K.

In addition, the College-Wide Outcomes (CWO's) continue to be a focus of assessment efforts on campus within curricular and co-curricular programs. Academic Services collects the aggregate data of the faculty deployed assessments (within CANVAS) and distributes the results back to faculty for their annual review and analysis. This is one piece of the framework for improvement through assessment which links these analyses to updates in teaching methods, budget allocations (generally as these results are folded into program review) etc. Furthermore, these assessment results are discussed in department meetings. This process will be further described in Criterion 4B.

North Central State College is actively participating in state-wide efforts to ensure that its general

education framework keeps in line with state standards. In these efforts, NCSC has a number of courses approved through Ohio's Guarantee Transfer Pathways, Ohio's Transfer Assurance Guides (TAGs), and the Career-Technical Assurance Guides (CTAG). Additionally the College is currently updating the outcomes of all general education courses with the state's adoption of the Ohio Transfer 36 initiative. Finally, College faculty and administrators have been active in a state-wide grant which led to the creation of the Ohio Consortium for Transfer Pathways to the Liberal Arts. This program strives to ensure that general education credits taken at member institutions will transfer to private four-year institutions in Ohio.

3B3 The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

Argument 3B3

NCSC has increased emphasis on creating a campus culture that is inclusive for all its members, while also working with students to thrive in a multicultural environment. In its efforts to progress in this area, NCSC has adopted a multi-prong strategy that includes designating DEI efforts as a central goal of the institution, offering DEI professional development opportunities for all faculty and staff, as well as ensuring that DEI concepts are taught and assessed in all of the College's courses. All programs must deploy the Intercultural Knowledge and Competence VALUE rubric at least once, and our "Cultural Diversity and Racism" SOCY 2010 is included in 19 of our programs of study, and the College is committed to embedding this course, or an analogous course specific to the discipline in every program the College offers.

NCSC's commitment to diversity has been clearly stated at the highest levels of the institution. This commitment is stated in the College's policy manual. This ENDS policy states; "The College maintains an environment that encourages tolerance of differences while recognizing similarities and providing equalizing opportunities for participation by all." One prominent example of the institution's implementation of this policy was the creation of the Diversity, Equity and Inclusion Committee as a standing committee, whose membership includes students, faculty, staff, administration, and the President of the institution. In the committee's vision statement, it says in part; "North Central State College strives to explore, learn about, educate, address, and respond to the diversity of the human experience. We prepare our students to understand people with diverse perspectives and backgrounds by teaching critical thinking, empathy, and a deeper appreciation of others. The committee's efforts have been fruitful in the College's DEI efforts. For example, the committee discussed and adopted changes to NCSC's Performance Appraisal document that is utilized for staff's annual performance review. In this document, questions were added to ensure that staff were striving to move the College's DEI efforts forward. For example, one added question looks at each employees' commitment to DEI efforts by measuring if/how much the employee "Values and supports differences in others, contributing to an inclusive work environment?"

NCSC's commitment to DEI efforts is also supported through the offering of professional development opportunities for its faculty and staff. These professional development activities have been frequent and varied in approach. The Diversity, Equity and Inclusion Committee has organized speakers to present on various DEI topics to faculty and staff during Collegewide meetings. One such presentation occurred during the College's convocation that took place on August 12, 2022. On this day, an outside speaker spoke to all faculty and administrators on cultural competence. [6] Yet

another approach taken by the College to strengthen DEI efforts has been the designation of a group of employees to join the Ohio Association of Community College's (OACC) Equity Champions Network. NCSC has designated three employees to represent the college in this network (a professor of Psychology, Assistant Dean of Liberal Arts, and the Director of Student Success and Retention). The network is actively working to discuss strategies to close equity gaps in Ohio's 23 community Colleges. NCSC is also expanding its efforts to bring equity training to its faculty and staff by enrolling a number of employees in the Association of College and University Educators (ACUE) Inclusive Teaching for Equitable Learning training . This effort began in the Fall 2022 Semester and currently 73 faculty and staff have participated. Two additional training cohorts are planned for the 2023-2024 academic year.

NCSC's efforts in areas of decreasing equity gaps among all its students have been nationally recognized. In 2019, NCSC was recognized by the Achieving the Dream organization as a "Leading College of Distinction." The organization further awarded NCSC with a "Special Recognition Award" at the National Conference of Achieving the Dream, also known as DREAM 2022. In the organization's statement announcing the award declared in part; "North Central State College (OH), an ATD Network institution since 2005 and a Leader College of Distinction since 2018, received a Special Recognition Award for substantive improvements in student outcomes, including continued increases in the number of overall credits completed, fall-to-fall persistence, and four-year completion rates. The College is also narrowing equity gaps for student parents, women, and first-generation, part-time, and low-income students."

3B4 The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3B4 Argument

NCSC has a mission statement that declares its goal of, "Providing individuals with the knowledge, skills and inspiration to succeed in their chosen path." Accordingly, the College adopted policy 13-01-30 that created an ENDS policy that states the College is committed to ensuring "Students acquire and enhance relevant business and industry credentials, job skills, work habits, job leads and pathways to economic self-sufficiency especially in high demand technologies." To truly fulfill this vision, it is essential that all members of the College community engage in a variety of creative and scholarly efforts. This discovery of knowledge has been encouraged by many hands-on activities, co-curricular activities, and continued training of faculty.

While the College still recognizes that traditional methods of education are appropriate in many situations, it also believes that a more innovative and hands-on approach will greatly benefit student learning. One inventive educational experience culminated in an event called "Engineering Day Success!"   Throughout the 2021-2022 academic year, engineering students undertook research, conducted experiments, and designed various objects such as electric car racers and helmets to fulfill their assignments. The students were aided not only by their professors, but were also mentored by engineers of Land Moto, an electric motorcycle company located in Cleveland, Ohio. On the day of the event, students publicly raced their electric cars and conducted a crash test on the helmet to gain more data on its effectiveness.

NCSC students are also given hands on experience in multiple programs across the College. Each semester, students from such programs as nursing, human services, criminal justice, and engineering participate in experiential learning. Students participate in internships, practicums, clinicals, and many other real-world experiences that strengthen their understanding of material covered in class

based theoretical training.

Scholarship activities are also offered to NCSC students through our co-curricular organizations and programs. These include not only affinity groups, but honor groups as well. One such opportunity that students have for participation is the NCSC Honors College. In this program students complete projects designed to "break out of the classroom and interact with the community through site visits, expert interviews, job shadowing, volunteer opportunities, hands-on experiences, surveys, etc." The purpose of this program is to allow each student to complete the course with a deeper understanding of the material covered in that particular course. At the end of the semester, these students present their findings in a poster presentation event that is open to the public and posted on our social media account. Additionally, the honors College also sponsors public talks on a wide variety of topics by experts in their respective fields. Another honors opportunity that psychology students have is to join and participate in the Psi Beta national honor society in psychology. NCSC's chapter was awarded with a "Chapter Excellence" award by the national organization. In its recognition of the College's chapter, it was stated that the recognition was for "providing outstanding mentoring to students in leadership, scholarship, research, and service."

Sources

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- 12-07 Standing Committees
- 12-07 Standing Committees (page number 3)
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- 3B Psi Beta Media Release North Central State (OH)
- ACCT CWO
- ACUE_Micro_Inclusive_Teaching_for_Equitable_Learning_21April
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- NCSC Grid of faculty and staff completing training through ACUE
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- OACC Call for Equity Champions - Invitation Overview - updated Jan 2021-1
- Ohio Transfer Liberal Arts-Psychology
- Performance Appraisal form 2022 Fillable PDF
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- Policy 01-30 Career Readiness and Development Policy (ENDS)(2)
- Policy 13-03 General Education
- VCMT2850MS

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3C1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

3C1 Argument

The College is committed to maintaining an environment free of sexual discrimination, harassment, misconduct and retaliation based on race, color, religion, sex, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation. 16-03 Hiring Policy Equal Employment Opportunity and Affirmative Action

The College displays this commitment though culturally sensitive hiring practices, professional development focused on understanding systemic disparity and equity, a standing committee devoted to awareness of DEI issues, training, and engagement with policies to address any short falls in equity.

North Central State College abides by its policies which align to Ohio Revised Code 125.111 to ensure equal employment opportunity and the adherence to all applicable federal regulations and guidelines. Employment discrimination against employees and applicants due to race, color, religion, sex (including sexual harassment), national origin, disability, age (40 years old or more), military status, or veteran status is understood by all to be illegal.

NCSC is committed to achieving diversity ratios within areas of faculty/staff commensurate with our student population and proportional to our service area. Previous to the pandemic, the College was on track to close this gap. However we have lost some ground on this. When combined Native American, Asian or Pacific Islander, African American/Black, Hispanic, and two or more races, the data from Fall 2022 displays how we have made some progress on the student side, but have fallen short on the employee side.

Area	Minority Representation Fall 2022
Service Area	12.8%
Student Body	13.6%
Staff	9.6%
Faculty	8.3%

In order to enhance our diversity goal, national diversity sources have been used to announce job vacancies. Additionally, the College reviews its local list of minority recruitment sources periodically and sends all job announcements to these.

Employees receive Title IX and Sexual Harassment training annually from an external vendor, Vector Solutions/Safe Colleges, that deploys an assessment upon completion to measure employee engagement and retention of material. Students also receive this training during Fall and Spring semesters. Internal professional development is coupled with our vendor provided courses to address issues of Campus Safety and Ohio Ethics Laws.

The Diversity, Equity and Inclusion Committee has the Committee Vision of striving to explore, learn about, educate, address, and respond to the diversity of human experience. We prepare our students to understand people with diverse perspectives and backgrounds by teaching critical thinking, empathy, and deeper appreciation of others. We create an inclusive, equitable, culturally competent, and supportive environment where staff, faculty, students and administration model behavior that enriches our community.

The **Committee Mission** states:

The purpose of Diversity, Equity, and Inclusion at North Central State College is to create a culture of belonging by developing and implementing a comprehensive strategic diversity plan focusing on the following categories:

- Increasing diversity of the student body
- Closing equity gaps
- Hiring and retaining diverse faculty and staff
- Providing training and professional development

Committee Charge

- Enhance the cultural and diversity awareness and competence of employees and students.

- Foster an educational system that values the development of human potential, cultural and ethnic diversity, and understanding.
- Prepare students for full and meaningful participation in a changing world.
- Promote employment diversity.
- Promote equitable and fair treatment of all persons in every aspect of campus life.
- Review and provide input to policies, procedures, and practices, as applicable, to advance diversity and social justice on campus.

The Committee is [comprised](#) of individuals from all areas of campus. It should be noted, the President of the College is a standing member of the committee, and have been attending many meetings, despite his heavy external schedule. Please see an example of Committee minutes as they discuss leading training during the Fall Staff In-service, and changes to the employee evaluation form to add a question related to commitment to diversity, which asks the evaluator to ascertain if the employee *" Acknowledges and embraces diversity of thought, opinion, and approach with students and colleagues regardless of background, culture or organizational level"*.

[DEI Committee Meeting Minutes October 2021](#)

[Performance Appraisal form 2022 Fillable PDF (Page 2)](#)

3C2 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

3C2 Argument

The College hires faculty to carry out the roles for teaching in a variety of formats. Faculty are the sole [developers of the curriculum,](#) which is expressed within the syllabus requirements and provides the structure for the [assessment](#) of student learning, and student expectations. The credentials of faculty are verified with official transcripts listing degrees, as well as any additional credentials such as certifications or licenses depending upon the program or course requirements for accreditation.

Faculty members teaching developmental courses must hold a bachelor's degree and preferably a bachelor's degree related to the discipline in which they are teaching.

The minimum qualification for teaching noncredit workforce and community courses is dependent on certifications, experiences, and education related to the content of the course. Faculty in this area must have evidence of applicable work experience, certification, or other educational credentials related to the course content". [Please see 16-041: Determination of Faculty Qualifications Procedure C-F](#)

3C3 All instructors are appropriately qualified, including those in dual credit, contractual and consortia offerings.

3C3 Argument

The process for hiring appropriately qualified full-time faculty irrespective of mode of delivery or location, is outlined in the [North Central State College Faculty Association Contract](#). For full-time faculty the process begins when a need is established.

- When a need is established, the Division Dean/Assistant Dean will request a position requisition from Human Resources, who will submit the established position requisition form to President's Staff for review/approval**.** The Dean reviews the job description, and credential requirements with Human Resources, and the position will be posted/advertised if/when approved by President's Staff.
- A search committee will be assembled by the Division Dean and/or Assistant Dean. At least three (3) full-time faculty shall be appointed by the Faculty Caucus, preferably from the affected program/department/division. Additional staff and/or administrators may be invited by the Dean and/or Assistant Dean to participate, with the total number of participants not to exceed six (6). The Human Resources representative may participate as a non-voting member.
- Applications will be reviewed by Human Resources and a designated faculty member of the search committee to determine if the applicants meet the required qualifications.
- Each internal candidate will be notified by Human Resources as to whether or not they meet the position qualifications. Non-qualified internal candidates will be advised of possible professional development opportunities to obtain required qualifications for future consideration. The applications of qualified candidates will be forwarded to the search committee for consideration.
- The search committee shall review applications of qualified candidates, determine a pool of qualified candidates to consider, interview candidates and make a recommendation to the Chief Academic Officer. If the candidate(s) is/are rejected, the committee may re-open the search process or recommend a previously interviewed candidate.
- Reference checks conducted.
- The Chief Academic Officer, President and Dean (if not part of the 1st interview) will participate in second interviews with the candidates identified to move forward by the search committee.
- All faculty hires will meet either Higher Learning Commission or Ohio Department of Higher Education whichever is most stringent, or program-specific accreditation requirements. Any exception would require approval of the Chief Academic Officer and must be accompanied by a development plan attached to the probationary contract.
- Hiring Decision

  - Position Requisition form is signed by all approving parties and kept in HR.
  - Employment offer made
  - Board approval and criminal background check
  - All new faculty are enrolled in the faculty mentoring program and oversight of in-class activities, evaluations and educational plans is conducted by the division Assistant Dean.

All instructors, full-time and adjunct, are required to submit all credentialing material prior to the first day of teaching, whether on campus or in dual credit or contractual roles. Academic and Human Resources policies require all official transcripts to be received through a third party and reviewed by a Dean. Stated employment history is verified through the Human Resources office. Additionally, a staff/full-time faculty/adjunct faculty/administration credential tracking document is maintained by Human Resources on a shared drive.

The Determination of Faculty Qualifications procedures describe the criteria for determining credential guidelines for faculty within a given program. All full-time and adjunct faculty at North Central State College - including instructors assigned to on-campus, online, College Credit Plus, and contractual program classes are appropriately credentialed in accordance with the Higher Learning Commission's and the Ohio Department of Higher Education's guidelines for faculty credentials.

3C4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

3C4 Argument

Beyond the requirements for obtaining employment, faculty also undergo rigorous and periodic evaluations to ensure quality of instruction remains in place. For faculty, the first three years of employment are considered a probationary period. During the first year of this probationary period, the Assistant Dean administers the "Student Evaluation of Instruction" form in all of the faculty member's classes each semester. In years two and three these Student Evaluation of Instruction forms are deployed at least one semester per year The results are shared with the faculty member in a composite format to be used as necessary for the improvement of teaching. The Assistant Dean has the responsibility to meet with the probationary faculty member and review the results of the Student Evaluations of Instruction forms. The Assistant Dean or designee may also administer these forms in other terms if warranted. Furthermore at least one classroom and/or laboratory and/or clinical observation each term will be conducted by the Assistant Dean for the first probationary contract year and at least one per year for the remaining two contract years of probation.
For non-probationary faculty, the Dean and/or Assistant Dean will provide a summative evaluation during the third year of the faculty contract including input from the faculty on the annual Faculty Performance Review form, information from the Student Evaluation of Instruction, classroom observation forms, and input from program director/coordinator. A summative evaluation will provide methods of teaching improvement and a professional development plan, if necessary, as well as goals for the following academic year. These goals must align with the College strategic goals, and satisfactory attainment of goals will be included for the determination of continued employment. Each non-probationary faculty member will annually complete a Faculty Performance Review form and discuss it with the Assistant Dean. The Assistant Dean will provide written input on the document. The review's primary purpose is to provide a structure for the advancement in rank process and become part of the faculty member's permanent file.

3C5 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

3C5 Argument

Faculty credential requirements are guided by the Ohio Department of Higher Education, the Higher Learning Commission, and specialized program accreditation guidelines, as well as the processes and procedures outlined in the collective bargaining agreement. The process for ensuring faculty have the initial knowledge base for their position within their discipline was described above in 3C3.

Faculty are encouraged to advance themselves with education, workshops and professional certifications. Leave to attend workshops is supported by professional development funds allocated to each department based on the number of full-time faculty. Funding is also allocated to support license renewal required in employment and to cover dues for professional organization memberships related to the employee's discipline. Professional growth increase recognizes completion of degree or certification attainment.

The ongoing professional development to ensure currency for both faculty and staff are further discussed below in 3C7.

3C6 Instructors are accessible for student inquiry.

3C6 Argument

In addition to availability in the classroom and the labs; as well as responsiveness to phone calls, emails, and zoom calls; and per the most recent Collective Bargaining Agreement faculty are required to provide 4 office hours per week to their students. Additionally, faculty are encouraged to attend College functions where significant student interaction may occur. This is to help foster more informal touchpoints between students and faculty.

3C7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

3C7 Argument

When creating a new position, the College identifies specific credentials, skills, and experience with a grade level system for non-faculty positions. Positions are classified based upon knowledge, job controls, complexity, and physical environment. Additionally, each position has an education requirement that is based on grade level placement. The College leverages its standing with the Ohio Association of Community Colleges to participate within the Human Resources network. Within this network, State of Ohio HR directors can share position descriptions and salary information for benchmarking and standardization.

Once hired, the College is committed to providing all manner of professional development to faculty and staff and deem this a critical component in enhancing the capabilities of faculty and staff.

At the beginning of their tenure at NCSC all employees are provided a three-hour orientation by the Human Resources Department. Topics covered include:

- Overview of benefits
- Citizenship verification, tax forms, direct deposit, and other administrative information
- Benefit enrollment paperwork
- Brief review of various policies Employee grievance procedures Training for web time entry
- Title IX training

In addition to the training above, new faculty are given release time to meet monthly for training with the Chief Academic Officer (CAO) in relation to our mission, values and strategic goals, student learning outcome assessment, accreditation, curriculum development, College policies related to committee structure, workload, grievance resolution specific to faculty and students, the College's continued focus on the scholarship of teaching and learning, and our relationship with the wider community in relation to the state facilitated transfer system.

As an example of this commitment the college has spent more than $ 203,000.00 on professional development for all employees. This is a significant amount of funding, given our resource base. (Average annual College-Wide budget is between $20,000,000.00 to $22,000,000)

In addition to the amount above, all full-time faculty at the College are eligible for $1,100 to spend on professional development.

College conducted internal professional development activities for full-time and part-time faculty and

staff are provided at each of the following events:

1. Every convocation at the beginning of the fall and spring semesters
2. One professional development day during the fall semester (November) for the staff
3. One professional development day for both faculty and staff during the spring semester (February)
4. Every monthly faculty division meeting during the fall and spring semesters (3 times / semester)
5. Every monthly middle-managers meeting (VPs, deans, directors, managers)
6. More than 40 full-time and adjunct faculty have been trained this past year on the Association of College and University Educators module of online learning and diversity, equity, and inclusion (DEI)

Professional development topics within those meetings include; leadership and management characteristics, Diversity, Equity, and Inclusion, online teaching and learning, use of technology, student support inside and outside the classroom, mental health, COVID protocol, safety and security protocols, cyber security. Please see recent Agendas

Sources

- 12-07 Standing Committees
- 12-07 Standing Committees (page number 7)
- 16-03 Hiring Policy Equal Employment Opportunity and Affirmative Action
- 16-04 Faculty Qualification
- 16-48
- 16-73
- 17-021
- 2A2 Faculty Qualifications Procedure 16-041.pdf
- 5.B.1.Annual Title IX Training-2022_04.18.22
- ACUE_Micro_Inclusive_Teaching_for_Equitable_Learning_21April
- CBA 082621 to spring 2024
- CBA August 25 2021
- CBA August 25 2021 (page number 10)
- CBA August 25 2021 (page number 31)
- CBA August 25 2021 (page number 33)
- CBA August 25 2021 (page number 34)
- Course Content for Professional Development 2019-2023
- DEI Committee Meeting Minutes_October 2021
- Diversity Equity and Inclusion Committee - North Central State College
- Faculty Evaluations for Contract Renewal during 22-23
- Faculty Performance Review
- Faculty Release for First Term
- Implicit Bias Excerpt 5B
- NCSC Grid of faculty and staff completing training through ACUE

- Performance Appraisal form 2022 Fillable PDF
- Performance Appraisal form 2022 Fillable PDF (page number 2)
- Strategic Planning 2023 IR slides.pdf
- Strategic Planning 2023 IR slides.pdf (page number 7)
- TutoringCenterApplication
- VECTOR Completion Rates 2021-2022

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Argument

3D1 The institution provides student support services suited to the needs of its student populations.

3D1 Argument

Students at NCSC are supported through a comprehensive system of student services, including but not limited to the following:

[Academic Advising](#)

Once a student has met with the admissions department, they are assigned a Success Coach. The Success Coach guides the student through the enrollment process including New Student Orientation and their first term. The Success Coach assists in the choice of the student's pathway as needed. Once a pathway is chosen and the criteria have been met, the student is then assigned an Academic Liaison. One Academic Liaison is assigned to each academic Division; [Business, Industry, and Technology,](#) [Health Sciences,](#) and [Liberal Arts.](#) Each of these Liaisons have duties tailored to the students in their divisions. Once this process is completed the students are also assigned a Faculty Advisor in their field to help guide them through their pathway through graduation and beyond.

[Career Development Services](#)

Career Development Services (CDS) provides many support options to both current students and alumni. These services include: one to one career exploration, resume assistance and cover letter writing, job search and career readiness training (interviewing and soft skills training), training workshops, job fairs and events with potential employers. The students also have access to a variety of resources through CDS for job postings and career assessments.

[Community Resources](#)

NCSC maintains an up-to-date list of resources that students have access to through our local community. These resources include information on Jobs and Family Services, Transportation,

Health Department, Mental Health, Domestic Violence and Housing.

[Disability Services](#)

NCSC's office of specialized support services provides students an equal opportunity through providing services and accommodations to students with documented disabilities. These services include accommodations for physical disabilities, sensory disabilities, attention deficit disorder as well as personalized accommodations for specific learning disabilities.

[Cashier's and Financial Aid Offices](#)

The cashier's and Financial Aid offices provide support services that help students in accessing institutional, state, federal, and private forms of financial aid.

[Personal Counseling](#)

The Student Assistance Program (SAP) services are confidential counseling services that are provided by New Directions, a Mansfield, Ohio counseling agency. These services also include an up-to-date list of resources such as Crisis Text Line, Hospitals and Clinics, Campus Security as well as a list of Phone Apps students may find useful.

[TRIO](#)

TRIO Student Support Services is a federally funded grant program through the U.S. Department of Education. Eligible NCSC students have access to SSS students including: academic advising, tutoring services, college tours and transfer assistance, financial literacy, grant aid, workshops, career and personal advising, financial aid assistance and even resource rooms.

[Tutoring Center](#)

The tutoring resource center provides a variety of services to help facilitate the success of our students. Tutoring is available to help with most coursework, study skills, test anxiety, Accuplacer preparation, TEAS/HOBET testing, keyboarding and computer skills. The resources are available in both face-to-face and online platforms.

3D2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3D2 Argument

North Central State College uses a Multiple Measures placement process to ensure that enrolling post-high school students' skills are assessed as accurately as possible. The primary measure of placement used is the students' high school GPA (minimally through the end of the first semester of 12th grade). For students whose GPA is lower than 2.5 (which is the qualification for college-level English and mathematics classes), placement tests are used as a secondary measure to ensure that students whose scores meet the remediation-free thresholds set by the state of Ohio are allowed to enroll in college level classes. [NCSC utilizes Accuplacer](#) as to assess students in reading, writing and mathematics. Students with low Reading scores are required to enroll in the [Solutions program,](#) a no-tuition program provided through the NCSC Tutoring Resource Center.

Placement of incoming North Central State students is aimed at promoting student success and persistence while limiting the time spent in developmental courses to just those hours necessary for the students' success in college-level courses. The ultimate goal of accurate assessment and placement is a process that facilitates students' fast progress through degree and certificate completion.

Upon admission, NCSC students are assigned a Success Coach to help guide the student through the initial enrollment process and assist the student in choosing a pathway to proceed. The success coach stays with the student through the first term (or completion of designated courses) and ensures the student is then assigned an Academic Liaison in the division of their pathway.

All first-time, degree seeking, and LPN (Licensed Practical Nursing Certificate) students are required to take the FYEX (First Year Experience) course during the first term to increase their likelihood of academic success, persistence, and degree completion.

3D3 The institution provides academic advising suited to its offerings and the needs of its students.

3D3 Argument

Upon completion of the first semester (or designated courses), NCSC students are assigned an Academic Liaison in the division of their choice. All three divisions have descriptive specialized policies for advising their students- as stated above, these three divisions are Business, Industry, and Technology, Health Sciences, and Liberal Arts. Each liaison is located in the building of the students' program. The liaison works with the student to plan their course load through graduation and assist the student in admission to their program as needed. Once the "long-term plan" is established, the student is also assigned a faculty advisor in their field. The student has continued access to their plan through the Academic Planning and Registration Tool in MyNC.

The faculty advisors meet with the students each term to ensure the students are staying on track and adjust as needed. Student progress is monitored continuously and includes milestone metrics. Academic Milestones are used to alert students to courses that are particularly important for their successful progress. Academic Milestones are also used to monitor the progress of students in their programs to ensure that they achieve their goals in optimal time and with minimal expense. The College's goal is that any student who does not schedule an Academic Milestone at the appropriate time or who does not complete an Academic Milestone successfully will be contacted by an academic advisor and will be counseled on how to get back on track—arranging for support services such as tutoring, counseling, and disability accommodations; rescheduling the course or assessment; or considering a change of programs. There are two types of milestones that indicate the type of challenge that the course represents: the Gateway Milestone, which identifies entry-level courses with a high degree of difficulty, and the Program Milestone, for which success is essential for the student to progress as planned in the program.

The faculty advisor (CBA, p31) is available for questions regarding graduation, final semesters and possible transfers to four-year institutions upon completion of their program at NCSC. Individual programs have their own pathways after graduation depending on the nature of the degree.

This combination of the student success advisors at the front end, followed by major-specific liaisons and faculty advisors helps ensure that students choose a path immediately and receive specialized advice and planning at the right time in their college career.

3D4   The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

3D4 Argument

NCSC supports effective teaching and learning by providing resources and infrastructure that enhance the College's programs and services including but not limited to:

Facilities and Technology

The Information Technology Department provides support for classroom and teaching technologies as well as supporting student labs, faculty and staff computers, and the wired and wireless infrastructure on campus. The technology maintained by the college includes **3** smart / HY-FLEX classrooms and 6 computer labs.

The Information Technology Department assists students, faculty, and staff with technology, application issues including MyNC, Canvas, as well as password resets. The IT Help request form and the IT service desk call-line provide timely support for faculty, staff, and students.

Our campus is co-located with the Ohio State University – Mansfield Campus. Considering the institution's shared facilities, NCSC's president's staff, and OSU's shared services team meet monthly to strengthen the partnership and enhance efficiencies in serving the needs of the community. At each meeting, budgets, space utilization, equipment needs, utility usage, technology infrastructure, security, facility maintenance and or upgrades are discussed with information provided from appropriate offices from each campus. This has been a stable process for both campuses to evaluate infrastructure needs.

The College facilities department in collaboration with deans and faculty have achieved the optimization of space utilization by improving scheduling, while closing or renting unused space.

In the Information Technology space:

- Although we have reduced the inventory of computers on campus given the increasing trend of students bringing their own devices, we have increased loaning laptops to students, and in 2022 the college purchased laptops for all full-time faculty and staff.
- Over 50 classrooms have been renovated and upgraded to provide the latest technological learning and teaching environment. There is also one "next-generation technology" HY-FLEX classroom in every building with a computer station, projector, audio and video cameras, and TV's to provide both synchronous (at the same time) and asynchronous (taped) learning from inside and outside the classroom.
- The College has increased the use of efficiency software for automation and standardization of processes in all areas. These include institutional research for data collection, management, and reporting for the business office, human resources, program review, and strategic planning. Software includes Colleague Self-Service, Aviso, Acalog and Curriculog, Ellucian, and Colleague Self-Service for students, financial aid, finance, human resources, and payroll.
- We continue to update/replace firewall appliance for the main campus and the Kehoe Center to enhance cyber security; we have implemented the use of multi-factor authentication for faculty and staff (email address, password, and passcode sent to phone or computer) for email and

Office 365 products and requiring students to change their passwords every 90 days.
- We continue to utilize Microsoft Azure cloud storage to have asynchronous offsite storage of College data that is backed up for business continuity. Working with OSU, and using a state subsidy, a 10GB internet connection has been made to the main campus.

For the future, we will continue to enhance the agility and adaptability of the institution by offering more online courses and programs and provide more short-term courses and programs (8-week terms), while maintaining student belonging on campus through in-person classes. Finally, the college will continue to invest in information technology, wireless connectivity, and cyber security. The goal is to improve class scheduling efficiency and convenience for students while enhancing efficiency in space utilization.

Scientific Laboratories and Clinical Practice Sites

NCSC maintains two campus buildings with dedicated scientific lab space with specialized equipment. The Kehoe Center, in Shelby, houses engineering, manufacturing, computer science, and physics laboratories, and Health Sciences, on main campus, houses the biology, chemistry, nursing, radiologic science, physical therapist assistant, and respiratory care lab spaces. The Conard Center, a shared facility with OSU Mansfield, also houses an additional lab space utilized for Chemistry, and Microbiology courses.

Health Sciences

The Health Sciences (HS) building is home to the 9 programs in the health science division. The building contains five nursing labs, three science labs, one cadaver lab, one respiratory lab, one physical therapy assistant lab, one radiologic science lab, and a large lecture auditorium as well as classroom space on all three floors. Clinical sites are also available for a number of our programs through clinical agreements with agencies in multiple counties.

Kehoe Center

The Kehoe Center is home to the Business, Industry and Technology Division for NCSC. Ample space is provided for both classrooms and hands-on learning labs in a variety of program areas. This building also houses a third floor conference center for meetings and events.

Library

Students, faculty, and staff from both North Central State College and the Ohio State University have access to the Bromfield Library & Information Commons with a collection of over 50,000 items

Additionally, materials not found in our collection can be requested from other Ohio State Libraries, which own some 5 million items, or through Ohio LINK (a consortium of university libraries), which boasts some 50 million items. Users also have access to public library materials through Search Ohio's catalog (10 million items), a good source for popular books and AV materials.

Recreation Center

The campus recreation center supports campus activities and intramurals. Comprehensive exercise equipment is also available for the use of students and faculty of the college.

Sources

- 3.D.2. Assessing Incoming Students Readiness Skills Student Placement Policy
- 3.D.2. Assessing Incoming Students' Readiness Skills Student Placement Procedures
- 3.D.3 Academic Milestone Definitions and Procedures
- 3.D.3 Academic Milestones Policy Academic Planning and Advising System
- 3.D.3 Advising Responsibilities for BIT
- 3.D.3 Advising Responsibilities for Health Sciences
- 3.D.3 Advising Responsibilities for Liberal Arts and Transfer
- 3D4 Health Sciences Floor Plans
- 3D4 Kehoe Center Floor Plans
- Academic Advising - North Central State College
- Career Development Services - North Central State College
- Cashiers Office - North Central State College
- CBA August 25 2021
- CBA August 25 2021 (page number 10)
- Community Clinical Agency Listing
- Community Resources - North Central State College
- Computer Labs - North Central State College
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- DEI Committee Meeting Minutes_October 2021
- Disability Services - North Central State College
- Diversity Equity and Inclusion Committee - North Central State College
- FYEX0070MS
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- IT Help Request Form - North Central State College
- Laptop Loan Resource
- Library Resources - Bromfield Library and Information Commons - LibGuides at Ohio State University
- Personal Counseling - North Central State College
- PSI BETA Advisors
- Solutions Video Reading Resources - North Central State College
- TRIO - North Central State College
- Tutoring - North Central State College
- TutoringCenterApplication

3.S - Criterion 3 - Summary

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

Summary

The College began its journey to offer education in a variety of accessible formats early in its growth as an institution. First, offering non-credit programs for local business on-site to strengthen employee skills, to the use of VCR tapes and one-day-a-week degree completion with wraparound services for working adults (Fast-Track - 1999 and ALOFT 2005 programs) to Video Conferencing (2007) to full scale outreach centers (Urban Center, Crawford Success Center, Mansfield GPS). These innovations assisted by new technology transitioned to the College offering courses online, as well as in a hybrid format, to eventually the offering of full degrees in an online format.

Recent history has seen an explosion in growth for Dual Enrollment courses/degree options, which are being taught increasingly in the High Schools. Each of these innovations required the College to invest significantly in human resources, professional development, spaces for teaching, or technology. Each time the College has expanded in these innovations, quality of delivered offerings has been uppermost in the minds of faculty, staff, and administration. The College always counts the cost in relation to the community need. We cannot be all things to all people, but we can ensure when we do choose to innovate, it is with integrity.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4A1 The institution maintains a practice of regular program reviews and acts upon the findings.

4A1 Argument

North Central State College demonstrates responsibility for the quality of its educational programs through a variety of structures at the department, division, and institutional level, including program review, licensure exams, program accreditation, major field tests etc.

The program review process is a three-year cycle. Program review is a requirement for all academic and service departments. Please see policy 12-22 , procedures 12-22, and the manuals for Academic and Support Services reviews 12-222, and 12-223. In addition to the institution led internal program review, many of our academic programs have additional accreditation processes. Academic programs with accreditation review processes are still required to participate in the program review process.

The Program and Services Review Committee maintains a rolling three-year calendar of all academic programs and each institutional service area review dates. Each Fall semester the

programs/departments up for review during the following academic year are notified of their presentation date. This gives each program/department an entire year to prepare for their review. Additionally, they are instructed how to submit materials, as well as all signatures needed and deadlines for submission. The department head is provided resources for their review. and is directed towards other offices such as the Chief Financial Officer's Business Office, and the Institutional Research Office (CFO/IR) to assist with their review.

The purpose of program/unit review is to allow the members of a department and administration to continuously gauge the effectiveness of its academic programs and non-academic service units. By systematically reviewing mission, goals, priorities, activities, and outcomes, the College can link assessment with planning. This results in continuous improvements in the quality of teaching and learning, research, and public service.

Departments are instructed that each three year review should represent a realistic view of the program/unit's aspirations as well as a specific plan for how it intends to achieve those aspirations. The annual academic assessment reviews (Third Tuesday in November TASKS - Total Assessment of Student Knowledge) allow the program/unit to note its accomplishments as well as in the process, assess its progress in accomplishing its goals and objectives. As a result of this periodic review, the program/unit will determine how its strategic plan should be revised to ensure that it responds to the resulting recommendations and thus, ensures that quality improvements continue and align with the College's mission and strategic direction.

As an example of program review meta-analysis, the committee itself analyzed its effect on units presenting before it and solicited feedback. It was discovered that one change that could contribute to a more robust program review, would be having a business community member (in the program area) sit in on these program reviews.

Additionally, the program review team, in light of feedback has pared down the material asked of each department up for review and has begun to narrow the focus on the most salient data points for helping departments improve.

In keeping with recommendations made by the program review committee during the most recent review, each department participates in the annual institutional strategic planning retreat. During this annual review, at the strategic planning retreat a "big" goal is selected for focus. Activities surrounding the goal are documented and from the fourth week of fall semester until the last week of Spring semester these activities are published biweekly in the president's report, which is distributed to the entire college and posted on the president's website for publication. Several examples of Division/Department possible "big" goals from the most recent Strategic Planning Retreat can be found for Business, Industry and Technology Division, the Health Sciences Division, Liberal Arts, CTE and TRIO, as well as an overview of last year's accomplishments, CTE and TRIO,

It must be noted that the strategic planning retreat is convened **after** the annual community engagement meeting led by the President. This ensures that Academic programs are given one final meeting for the academic year, where they can review listing of all of our advisory board members, feedback from their advisory boards, gain additional ideas, and hear the collective feedback given during the facilitated discussion led by the President.

4A2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

4A2 Argument

The college's approach to transcript credit is rooted in the responsibility of the institution to students who graduate from our programs. The college has the responsibility to ensure not only skills for a career, but also the ability to transfer to an institution of their choice to further their education. The Transferability Policy (ENDS) – states that the upon graduation "Students prepared for advanced academic success will have the ability and the prerequisite academic experience sufficient for entry into a four-year college or university.

The College adheres to 34 CFR 600.2 "Credit hour" definition in awarding academic credit. The College's credit hour policy 14-04 further explicates hybrid and online definitions as well as expected out of class effort required. The companion credit hour chart 14.041 guides each Academic division in the appropriate number of minutes to be scheduled for each variation of credit.

North Central State College recognizes several options for awarding academic credit. These can include credit by examination, credit for military experience, dual credit course work, international reviews in which credit is evaluated by WES or other Federal Department of Education entities, as well as College level courses taken at other post-secondary institutions. The College provides transfer guidance for all of these options and this guidance is available to all prospective students.

College credit earned through some form of exam or the creation of a portfolio may count toward degree requirements. The College recognizes the following types of programs.

- Independent Study 13-04
- College Level Exam Program
- Prior Learning Assessment 13-33 and 13-34
- Military Education and Experience
- Department Created Exams 13-33

The college policy manual outlines the policies and procedures related to each of the examples above. It is the responsibility of the College Registrar, with input from faculty and deans to transcript credit accurately and ensure all procedures for maintaining integrity have been followed.

4A3 The institution has policies that ensure the quality of the credit it accepts in transfer.

4A3 Argument

North Central State College has transfer credit policies and procedures that outline the requirements for the awarding of transfer credit are as follows:

- The college's Admissions Department alerts all incoming students of the potential for the awarding of prior earned credit.
- Students with prior credit wishing to be evaluated will contact their previous institution(s) and have an official transcript sent to North Central State College Registrar by mail or through a 3rd party transcript service.

Policy 13-311 states that

"credits will only be accepted from institutions that have regional or national accreditation." The policy further outlines various changes over the years related to transfer credit for courses completed with a grade below 2.0." In part the policy states that "credits will not be awarded for courses where

the student received below a D- (prior to fall 2006). For courses completed prior to September 2005, a grade of at least a C- must have been received in any course accepted for transfer credit."

"For courses completed after September 2005, grades of D-, D and D+, will be considered for transfer credit unless a specific department requires a higher grade for non-transfer students. In addition, some transfer courses with D-, D and D+ grades may not meet prerequisite and graduation requirements for specific degree programs. A minimum C- grade is required in all transfer courses for the NC State courses that are Pass/No Pass. Courses that are considered for transfer credit must meet the same grade requirements as the NC State courses. Please see the Program Description section of the catalog and individual program Curriculum Worksheets for specific course grade requirements."

 Transcripts will be evaluated by the registrar with input from faculty and divisional deans. The office will evaluate transcripts no later than 30 business days after the transcript has arrived in the Office. General review time will usually be less than 14 days. Once evaluated the Academic Services Office will send the transcript back to the registrar and all affected advisors via the TRANSCRIPTEVAL email. Student Records will post all applicable transfer credit(s) to the student's academic record, and a summary report of such credit will then be sent to the student.

4A4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

4A4 Argument

The faculty of the college have the primary responsibility of course content integrity. This responsibility is monitored within the Integrity Framework of the College.

The assistant dean/dean of each division has the responsibility for evaluating all dual credit faculty. This includes the use of syllabi, textbooks, and summative assessments by dual credit faculty identical to what is used on campus.

Students have access to resources primarily through the Learning Management System, CANVAS sections of the courses, and the meetings with faculty/assistant deans.

Within CANVAS every course has links to:

- Tutoring requests
- Meet your Instructor
- Grading
- Accessibility of Course Materials & Accommodations
- Professionalism Expectations & Non-Professional Behavior Consequences
- Course Technology Requirements
- Resources for Technology, Academic & Personal Support
- Canvas Basics

To ensure consistency for dual credit programs, each assistant dean must approve the instructor for

dual credit classes. The instructors must meet identical guidelines for adjunct instructors on campus (master's degree or higher, or approved with 18 hours in the discipline). Please see Procedure 16-041 Faculty credentialing which is tracked by the Office of Human Resources.

Additionally, the Assistant Dean/Dean or in rare instances, a Faculty assigned mentor, will conduct off campus class observations, audits of the material used, assessments deployed, and outcomes taught to ensure each off campus dual credit course meets the equivalent standards and course objectives for our on campus courses.

The official syllabi are used in all classes irrespective of delivery mode or location courses are taught. This ensures all outcomes, materials used, teaching techniques and assessment methods are the same. College Wide Outcomes are listed in section K, on all syllabi, Course Outcomes are listed in section L of all syllabi.

Faculty set all standards for courses, including prerequisite knowledge for success in courses. This is discussed further in 4B in relation to presentations before curriculum committee and standard processes for changing curriculum. Faculty also have the power to waive pre-requisites in certain instances. This practice is guided by Policy 14-083.

Credentialed faculty oversight of all curriculum and curriculum processes underpins the authority the College exercises over all programs. Faculty in collaboration with academic deans utilize advisory board feedback (please see master list of all advisory board members for each program), as well as sister institution resources while following all state, federal and program accreditation guidelines, when they craft programs and create courses. This process includes setting pre-requisites, creating and constantly updating measurable outcomes, creating lessons, labs, unique learning opportunities, selecting learning resources, and utilizing assessment to set budget and planning to reduce student time and fiscal burden. This oversight extends to every manner of teaching- whether online, hybrid, in a prison, at a high school, or in a hospital. Outcomes, resources, assessments must all adhere to the common standard of the program courses and course syllabi.

The assessment of student learning outcomes thereafter is monitored and reported out to academic deans/CAO, and the assessment committee, the third Tuesday in November every year. This process will be discussed in detail in 4B.

Each program director visits both the program review, and assessment teams every three years with their outcome reports for additional feedback and analysis. Additionally, annual guidance is given by Academic Services and the assessment team. Examples of discussion during meetings, and feedback letters to program directors will be given in 4B.

Considering the growth of dual credit programs, called College Credit Plus in Ohio (CCP), the college has dedicated resources for the coordination of program offerings and the evaluation of faculty teaching at high schools. As stated previously all instructors must meet identical guidelines for on campus faculty, and as stated before, syllabi, assessments, and textbooks must be identical to the on-campus courses. Assistant deans for the three Academic Divisions adhere to a rolling schedule of CCP classroom evaluation.

4A5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

4A5 Argument

NCSC maintains specialized accreditation for every program on campus that has program accreditation available. This not only affords us a competitive advantage; it ensures maximum value and transferability for our graduates. [Program Accreditation Policy.](#)

The College maintains a list of our current standing with each accreditor on the [College website,](#) under our HLC affiliation page. This link is found on the footer of every NCSC web page.

Within the Division of Health Sciences, the college is in good standing with the following program accreditors/boards.

- Accreditation Commission for Education in Nursing (ACEN)
- Committee on Accreditation for Respiratory Care (CoARC)
- Joint Review Committee on Education in Radiological Technology (JRCERT)
- Ohio Board of Nursing RN & LPN
- Ohio Department of Health (STNA)
- Ohio State Board of Pharmacy

The college is on temporary probation with the Commission on Accreditation in Physical Therapy Education (CAPTE)

Within the Business Industry and Technology Division the college is in good standing with the following program accreditors.

- National Institute for Metalworking Skills (NIMS)
- Accreditation Council for Business Schools and Programs (ACBSP)

Additionally, the College also seeks out professional affiliations for its support departments. These include college/personnel affiliation with the following entities.

- American Association of Collegiate Registrars and Admissions Officers - American Association of Community and Junior Colleges
- Mansfield-Richland Area Chamber of Commerce
- National Association of Student Financial Aid Administrators
- Association of Community College Trustees (ACCT)
- Ohio Association of College Admission Counseling (OACAC)
- Ohio Association of Community Colleges (OACC)
- Ohio Association of Student Financial Aid Administrators
- Ohio Association of Two-Year Colleges (OATYC)

4A6 The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Licensure pass rates are monitored for all programs requiring licensure for employment in the career field after graduation. In programs with external accreditation, standards for national pass rates are reported on an ongoing basis, and the college must document a plan of action when graduate pass rates are below the threshold set by the accrediting agency. The college works to bring curriculum to the standard which will allow graduates to achieve the national standards set by such accrediting bodies.

This information is made available for all prospective students on the College's website, under each program.

- [Licensure Exams Practical Nursing](#)
- [NCLEX Results Registered Nursing](#)
- [Radiology Program Effectiveness Data](#)
- [Respiratory Care Program Outcomes](#)
- [Physical Therapist Assistant Pass Rates](#)

Since before the pandemic the college deployed interventions to address falling pass rates within the Physical Therapist Assistant Associate Degree program. These interventions ranged from curricular adjustments, to intensive study groups to help students identify if they were ready for the licensure exam, to helping with student test taking skills, recommending help for test anxiety, to termination of employment for a faculty member, as well as intrusive advising, and creative clinical placement. These interventions might have worked, but the added stress of the pandemic put a strain on the program. The College has actively worked for the last three years to address faculty retention and professional development within Physical Therapist Assistant program. Attached is the most [recent report](#) prepared by our PHTA faculty to outline issues and proposed interventions.

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- 4A Program Review Website and Current Membership List with Job Titles
- 4A1 12-22 Institutional Service and Program Review Policy
- 4A1 12-221 Institutional Service and Program Review Processes
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- 4A1 12-222 Academic Program Review Manual 2020-2021 (page number 3)
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- 4A4 Strategic Planning Retreat May 31-June 1 2023 All Department Slides
- 4A4 Strategic Planning Retreat May 31-June 1 2023 All Department Slides (page number 12)
- 4A4 Strategic Planning Retreat May 31-June 1 2023 All Department Slides (page number 13)
- 4A4 Strategic Planning Retreat May 31-June 1 2023 All Department Slides (page number 16)
- 4A4 Strategic Planning Retreat May 31-June 1 2023 All Department Slides (page number 17)
- 4A4 Strategic Planning Retreat May 31-June 1 2023 All Department Slides (page number 18)
- 4A5 2022-2023 Career Services Events
- 4A5 Physical Therapy Assistant Pass Rates
- 4A5 Respiratory Care Program Outcomes
- 4B Program Advisory Committee_Master Membership List_2023-03-09
- AY 2020-2021 Assessment Handbook NCSC
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- Program Review Example Accounting Services Program Review 2022
- Program Review Example Accounting Services Program Review 2022 (page number 4)
- PTA_SOA_2023 Spring_North Central State College
- Radiology Program Effectiveness Data Template FA 23.pdf
- Respiratory Care - North Central State College

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4B1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

4B1 Argument

The institution has established three specific standing committees (our Integrity Framework) that engage with our degree offerings to assess the progress and quality of our academic and cocurricular offerings:

- Curriculum Committee
- Assessment Committee
- Program Review

The Curriculum Committee addresses the fundamental components of each course, certificate and degree offering to ensure (via subject matter experts) that the learning outcomes are sufficient for each level of credential obtained, whether short-term Certificates, Title IV eligible standalone Certificates, the Associate of Arts, Associate of Science, Associate of Applied Science, Associate of Applied Business, Baccalaureate of Applied Science degrees.

The Assessment Committee in conjunction with the Office of Academic Services facilitates the activities surrounding all forms (Curricular, co-curricular, College-Wide, Program specific) of assessment.

The Program Review Committee examines the space, equipment, technical, or human, support needs of each academic program, the retention and success data for the students, the previously described student learning outcome assessment data, enrollment trends, fiscal stability, community benefit, and sustainability of each program of study.

The role of the assessment committee is crucial for the assessment of student learning. The committee, which is faculty led meets biweekly during the Fall and Spring semesters. It is charged with the support of faculty and co-curricular program directors to facilitate the:

- Creation of student learning outcomes (in the case of a new program)

- Refinement of data gathering, and analysis of student learning data.

Faculty and Staff are enrolled in Assessment 4010 every academic year, this includes adjunct faculty as well. The Chair of the Assessment Committee is the primary faculty member assigned to facilitate the course, with the Academic Support Services Office supporting this work by creating tutorials, policies, and communication tools for faculty.

Accountability within each program, in relation to annual reporting of data and the all-important use of the data for changes/updates to courses and programs is the responsibility of the Deans/Assistant Deans for each Division.

However, the support needs, in terms of tutorials for deployment of rubrics, the guiding of faculty in using assessment data, teaching faculty components of the Assessment process (such as appropriate Blooms levels for outcomes, judicious analysis of demographic data, the synthesis of enrollment trends and the reality of capturing usable data, use of CANVAS as a support for capturing data, using the Curriculum Management system for tracking program outcomes, the use of the equipment refresh formula form which ties requests for equipment to assessment, are handled by the Academic Support Services Office.

The use or leveraging of the Curriculum Management System (CMS) for program outcomes is reflected in the presence of the program outcomes within the CMS update form (Program Description- blank form) (Program Description- IET Example) which is tied by a legend to the College's catalog page IET which are in turn, mirrored to the College's web pages IET for each program and reported out annually IET Program Assessment Report, IET the third Tuesday in November.

What this does is systematize the process of faculty creating the program outcomes (within the CMS) having these outcomes then pulled over automatically into the Official catalog, as well as mirrored to the website for increased access for future students. This will set the stage for using the CMS in conjunction with the College's Learning Management System, to automate faculty program assessment reports. (see an example of next steps for program outcome automation IET examples). It is this automation that enables widespread involvement for faculty. This allows faculty to focus on the analysis of these outcomes and not the mechanics of the software to gather this data, which is traditionally the sticking point for wide-spread participation.

This entire structure was created purposefully to enhance participation and instill meaning into the process. It is a process a decade in the making, and is still evolving. In 2016 the College submitted the second of two papers to the Higher Learning Commission for the Annual Conference which outlined the College's Assessment Philosophy; specifically speaking to the need for institutions to take the lead in removing **all** obstacles for faculty as they spearhead assessment efforts to improve student learning.

You can see the evolution of the system by our most recent "Back to Basics" communication Fall 2022. With the pandemic, and turnover of faculty, the college needed to circle back on the basics of the College Wide Outcomes assessments. At the same time, you can see we are still moving forward, in response to advisory committee input. Please see an example of the inclusion of the Professional/Soft Skill assessment as a newer type of assessment category that bridges the gap between College Wide Outcomes and the professional/soft skills that are an essential part of any for Program Outcome Assessment (*we are using IET (Integrated Engineering Technology) examples within this narrative merely to depict the comprehensive nature of this process by examining how all*

of this flows with one program; however at the end of this sub component we have attached examples from each of the three divisions) Please note, this Learning Outcome category (Professional/Soft Skills) has been central to the syntheses of Academic and Co-Curricular Assessment. Faculty, deans, as well as the directors of co-curricular programs all contributed to the selection of these outcomes.

This entire structure hinges on the collaborations between each of the Integrity Framework Committees and the Faculty and Deans in each division. While the cycles above describe annual, or every three year reviews, it is in semester meetings between academic departments that much of this more detailed analysis takes place. Semester department meetings, where this data is discussed affords ample opportunity for analysis and course correction as well as annual budget planning with faculty input based upon what was discovered from the previous year's assessment reports.

4B2 The institution uses the information gained from assessment to improve student learning.

4B2 Argument

The College or more importantly each faculty member leverages the information gained from the processes described in 4B1 to effect improvements to their programs/classes/teaching techniques to benefit students.

The formal structure of this information can be found in the following annually collected/published documents.

The TASK (Total Assessment of Student Knowledge) is submitted by faculty annually (3rd Tuesday in November) to the Academic Services Office, VIA a CANVAS assignment link, within the Assessment 4010 course. All faculty (adjunct as well as full-time) are enrolled as teaching assistants in the course and can upload assignments, download material, watch tutorial videos and contribute to the discussion board.

The TASK is comprised of three parts. These are the Program Assessment Reports (PARS), the College-Wide Outcomes Reports (CWO's) and the Professional Soft Skill Reports (PF/SS).

These reports each serve different purposes. The PARS lists the student learning outcomes for each program. These are degree/program specific outcomes. They are generally between 4 - 8 outcomes for each program. Outcomes are created by faculty in collaboration with advisory boards, accreditors, state licensure boards, etc. These are the broad outcomes needed by a graduate of the degree/certificate to be successful in the workplace within that career. Outcomes created to address success also applies to the Liberal Arts division where most programs will be used as the first two years of a Baccalaureate degree, outcomes are crafted with our four-year partners for optimal transferability.

The PARS lists the outcomes, the course where the mastery of each outcome will be assessed, the instrument used for each assessment, the activity, the faculty member, as well as the results. The results are always displayed in both a percent and an N (actual number). The most important portion of the PARS is the analysis of the trends, and the comments related to changes made previously and how those changes impacted the scores. Additionally, plans for changes to the future are included in the comments and analysis.

Most faculty have begun placing multiple year data and analyses on the reports to facilitate ease of discussion during the annual assessment committee reviews.

Faculty and director presentations to the assessment committee are centered on support to the member, brainstorming with analysis, advice from members, and back and forth sharing of ideas for improving the assessment committee's functions.

Often the team helps presenters to identify patterns, overcome issues with data gathering, and help with ideas for interventions once a solid reason is found for any success issues.

Assessment data is then used to:

- report out to our advisory committees
- report out to accreditation bodies
- present to the assessment committee
- present to the program review committee
- offer transparency for our community- Please scroll to bottom of page 3 for link to Internal Outcomes Information available to public
- analyze what the college as a whole can change to make student learning in each of our courses/program better.

This last bullet point includes the discussion for strategic planning and budget allocation.

This is achieved by first gathering the data consistently with all of the College support services surrounding assessment as described above.

Faculty are then given time to analyze what has been collected by full-time and part-time faculty. Patterns are identified, problems with data gathering are identified - these are then communicated and addressed at various points.

Once a pattern is identified, the search for the source/reason begins. If patterns are valid issues, intervention are planned and described on PAR/PFSS or CWO. To help with the identifying of patterns or issues, faculty meet with assessment team, fellow faculty, as well as their deans, and advisory groups.

Interventions are then recorded on assessment documents, plans for the analysis of the outcomes for the following year are also documented. This review takes place in one of three activities - assessment team presentations (once every three years), program review (once every three years), advisory board meetings (annually), department meetings (at least twice a semester).

In areas where College support issues have been identified as areas of need to help with student learning, faculty and deans work together to plan upgrades to equipment, craft outlines and job descriptions for additional positions for teaching (Full-time Faculty, Part-Time Faculty, Clinical Coordinators), or support (Instructional Designers, OER coordinator, Help Desk Personnel, TRIO, Tutoring, Title III, Solutions, Coach etc.)

In areas where changes to pedagogy are needed (inclusion of more interactive components, additional time on difficult concepts, curriculum alignment for clarity etc..) faculty meet together, gather information from outside, plan and deploy interventions. This is then added to the analysis section of the department's PARS and PFSS reports. These analyses are written in succinct language, and then shared during the department's presentation to the Assessment Committee (every three years or annually if a significant need is identified). It is important to note, this every- three-year review does not preclude the annual review and analysis within the departments division for adjustments to

budgets, faculty workload etc.,

4B3The institution's processes and methodologies to assess student learning reflect good practice, including a the substantial participation of faculty, instructional and other relevant staff members.

4B3 Argument

Much of this was answered in the sub component 4B1 with accompanying evidence. This was purposeful, it is believed that in order for the College to demonstrate it has "*effective processes for assessment of student learning"* widespread participation of faculty and co-curricular staff, as well as support from deans/academic support services is essential.

Academic Division Variety In Assessment

The college has three academic divisions. While the overall philosophy and training for assessing program level outcomes is similar for all divisions, how these outcome assessments are gathered and reported are tailored to the needs of the faculty and students within each division. This variety within the overall structure has enabled 100% participation of all full-time faculty with student learning assessment.

The Nursing and Allied Health programs align their program learning outcomes with licensure and accreditation standards. The program assessment reports submitted by these departments generally mimic the structure of what they submit to their external accreditors.

- 2021-2022 EXAMPLE Program Accreditation Aligned PAR PHTA
- 2021-2022 RN PAR

The Business Industry and Technology Division houses a more diverse group of disciplines, from engineering technology to networking. Some disciplines have external accreditation, others have State licensure requirements, and still others meet the specific transfer needs of some of our longstanding articulation agreements with our most invested four-year College partners.

- 2021-2022 MECT PARS
- 2023-2022 IET PARS

As previously noted, the Liberal Arts Division, while often collaborating with the Applied Science departments by offering general education courses, also offers AA and AS transfer degrees, which have outcomes informed by input from our four-year College partners.

- 2021-2022 MATH PARS
- 2021-2022 PSY PAR

All North Central State College's programs align with the Ohio Department of Higher Education (ODHE) standards for delivery of degrees at the Associate degree and applied Baccalaureate degree level. All significant changes to programs are approved through our internal processes. These processes begin with community input; leading to faculty creation or modification of the program; followed by program coordinator review, dean review, curriculum committee review; and finally, CAO approval. Please see curriculum change document used for teaching new faculty the process.

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- 4B ACCT Pre Covid CWO
- 4B Advisory Board Meet Example ENGR-MFGT-BASMET
- 4B Assessment Committee 12-07- College Standing Committees- Program Review
- 4B Assessment Made Public Student Right to Know_Consumer Information - North Central State College
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- 4B Assessment Screenshot Faculty Tools
- 4B BABM Enhanced Degree Seekers
- 4B BABM Enhanced Demographics companion to video and email
- 4B BABM Pre Covid CWO
- 4B Blank Faculty Equipment Refresh Budget Request
- 4B Canvas Support tools 4010 Faculty Course
- 4B CBA August 25 2021 Assessment Faculty
- 4B CRMJ Post Covid CWO Mastery Example data from just CRMJ classes
- 4B Directions for Faculty Equipment Refresh Budget Request
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- 4B ENGL Pre Covid- Example of Collaboration of Academic Services with Faculty
- 4B Fee Increase with Narrative
- 4B First Year Deployment of PF-SS skills
- 4B HLC Conference Paper 2015
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- 4B Leverage Curriculum Management and Process for Program Outcome Work
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- RADS First Page CWO During COVID
- RECENT TASK REVIEW for PHTA-special session

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Argument

4C1 The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

4C1 Argument

The College outlines its strategic goals within the parameters of access, success, and resources.

Please note- the links attached to each of the three goals are part of the Institutional Research presentation for - the Board of Trustees, President's cabinet (*includes faculty and staff caucuses, as well as student representation*) and all College advisory boards. Additionally, this data is available for public viewing on our website at the beginning of each Fall semester.

- We will discuss the use of this data, at each of the above meetings/retreats in **4C2.**
- Each link will display 3-7 pages of data devoted to each key performance indicator.

Access Goals include the following components for measurement.

- Applicant yield trends by demographic factors, including CCP
- Enrollment trends: credit hours and unduplicated headcount overall
  - By access categories
  - By high-school status
  - By course section modality
  - Comparison to peers where available
- Affordability: trends and comparison to peers where available for
- Financial aid recipients and average amounts
- Tuition amounts

- Other Measures
  - Trends in number of new programs, program levels, and closed programs
  - Trends in number of partnering entities by type
  - Other measures as they become relevant

The key access performance indicators for 2022-2023 are: pgs.2- 9 the increase in headcount and credit hours by 1% early college, 1% traditional, 2% non-traditional, and 2% minority.

Success Goals include the following components for measurement.

Credit hour (course) completion trends overall

- by access categories
- by department
- with peer comparisons
- Student persistence trends: Fall to spring and Fall to next fall overall and cohorts
- by access categories
- with peer comparisons
- Completions trends (degrees, certificates, transfers) overall and
  - by access categories
  - by program/department
  - with peer comparisons
  - Post graduate success trends:
  - Job placement and average salary,
  - University transfer
  - Licensure and Certification pass rates as applicable
  - Student (and other stakeholder) engagement and satisfaction trends
  - Survey results re: engagement and satisfaction as available
  - Participation in practicum, co-ops, apprenticeships, and internships
  - College Quality measures
  - Transfer assurance guide (TAG) and Ohio Transfer 36 and C-TAG approval
  - College and program accreditation

The key success performance indicators for 2022-2023 are: pgs.10-12 the increase in 3-year success rate which includes, (graduation 2%, transfer 1%, still enrolled 1%); as well as minority and adult persistence from fall-to-fall by 2%.

Resources Goals include the following components for measurement.

- Human Resources Trends
- Comparison of staff and faculty diversity to that of service area
- Employee satisfaction (survey results as available)
- Fiscal Resource Trends
- Ohio Department of Higher Education fiscal accountability measures (Trends)

- Comparisons to peers
- Costs per student FTE with peer comparisons
- Total financial aid awards
- Shared services (personnel, utilities, grounds, space utilization)
- Foundation annual net position, year-ending endowment, and grants

- Facilities and Information Technology Infrastructure
- Reduction of carbon footprint from space optimization and use of electricity, gas and recycling

- Investment in information technology to provide access through broadband capacity, wireless connectivity, mobile apps, and cyber security attack prevention.

The key resources performance indicators for 2022-2023 are: pgs.13-17 increased reserve by 2% and maintain a composite ratio of at least 4.0.

4.C.2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

The Institutional Research Office at North Central State College collects and creates clear and concise data visualizations of information on student retention, persistence, and program completion. This information is disseminated in varying degrees of specificity to all employees. Additionally, it is made available to the public on the college's website, through the "Student Right to Know" page, which is linked at the footer of every NCSC webpage. It is also accessible through the Integrated Postsecondary Education Data System.

From general to more specific the information is shared in the following manner:

At least twice a year (August and February) the president includes student success data within his "College Update", a presidential presentation delivered at the convocation and college in-service meeting. These twice-yearly meetings are mandatory for all full-time and permanent part-time employees.

Monthly at Board of Trustees meeting, the President provides a presentation of the state of the College. In light of student success being one of the three goals for the strategic plan, various components of this success (persistence, retention, completion) are presented at these meetings.

Twice annually Deans and department faculty are provided with success data, specific to their division/department. Faculty are asked to provide feedback on this data. Twice annually faculty and deans meet with their advisory boards and present this data, along with their most recent internal assessment reports.

Finally, once a year (End of Spring Semester) two strategic retreats occur. First, the retreat with members of President's Cabinet, and the Managers Advisory Council where one day is devoted to departmental presentations on the accomplishments from the previous year, and tentative goals for the next. The second day is devoted to the analysis of access, success and resources data. Department heads are asked to discuss the data in light of their own qualitative experiences from the previous year, and the strategic plan, with targets reviewed and revised as necessary. Each department is then afforded time to discuss/review their impressions of the data with their teams. The department heads are given approximately five days to submit to the President's office changes they would like to make to their strategic goals for the next year.

Recently to focus efforts, it was decided that departments would choose only one strategic goal instead of three. This one goal would focus on activities related to student enrollment and retention/persistence/completion. Efforts toward the strategic goal are reported out through the President's Office biweekly report during Fall and Spring semesters.

The purpose of this bi-weekly report is twofold. It offers communication and accountability:

- Communication: the report is published to the wider campus community and shared with the public on the web.
- Accountability: The need to report out bi-weekly forces departments to shift focus from the daily tasks, which can overwhelm strategy and consider the broader picture of how they can impact their strategic goal with incremental change every two weeks.

4C3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

The student success data (retention, persistence, completion) are extensively studied during the strategic planning process to reflect on the past and prepare for the future in fulfillment of the College mission. Additionally, the Ohio Department of Higher Education has moved to a 100% performance funding model. This means state subsidies are based upon completion rates; which includes course completion, credit hour attainment, persistence from one semester to the next, as well as certificate and degree completion. The future sustainability of the institution is dependent upon accomplishing these completion goals. The improvements the College has enacted to meet these goals have led to the Achieving the Dream organization designating North Central State College as a Leader College of Distinction.

Furthermore, NCSC has used both data and published research on student retention, persistence, and program completion to inform many decisions surrounding interventions for student success. Interventions range from continuous improvement of The First Year Experience Course, to the inclusion of embedded tutors in gateway courses, securing grants, opening a food bank, creating student success coaching positions, and increasing access to mental health counseling.

The First Year Experience course has been updated continuously to help incoming students develop necessary skills and learn about campus resources. To address students' academic needs, the college provides a tutoring center, disability services, mental health counseling, and TRIO programming and other support services.

4C4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

The data on retention, persistence, and program completion that is collected at North Central State College and reported by the office of Institutional Research follows the IPEDS definitions which include built-in reliability and validity checks, as well as the State of Ohio Performance Funding Model.

Sources

- 01-10 Diversity Ends Policy
- 01-20 Equal Opportunity Ends Policy
- 01-30 Career Readiness and Development Policy ENDS
- 2023 BiT FLASHLIGHT SURVEY ANALYSIS

- 2023 FLASHLIGHT ANALYSIS - No DIV
- 2023 HS FLASHLIGHT SURVEY ANALYSIS
- 2023 Liberal Arts FLASHLIGHT SURVEY ANALYSIS
- 2023 NCSC KPIs
- 2023 Strategic Planning Report Out by Department
- Fall Convocation Access- Success-Resources 2019 Agenda Focused on Safety and DEI
- IPEDSDFR_2019
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- NCSC IPEDS CustomDFR 2022
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- Strategic Planning 2023 IR slides.pdf (page number 13)
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- Student Right to Know_Consumer Information - North Central State College

4.S - Criterion 4 - Summary

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

Summary

The College takes very seriously its role in creating a focused, well supported space for faculty to not only excel in basic pedagogical professional development and its application to the classroom, but to also appropriately use assessment data, both internal and external for improvement in student success.

As evidenced in 4B1, the College has spent 10 years creating and adapting processes to ensure assessment at NCSC is consistent, valid, meaningful and engages a wide swath of faculty, staff, and administrators.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5A1 Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

5A1 Argument

The College engages all stakeholders through the systematic shared governance model the College has established. This structure facilitates:

- education and communication to all stakeholders about the strategic direction of the College.
- consistent and systematic gathering of all viewpoints.
- robust engagement with counter viewpoints- which often yields a synthesis/compromise.
- a consistent format of meetings/open house/one-on-one discussions to communicate final decisions, challenges facing the College, successes, state of the sector,
- periodic review of policies and communication strategies to continuously improve both policies and the shared governance process itself.

This entire process is dependent upon the systematic shared governance structure, which requires staff caucus, faculty caucus, student government, president's cabinet, the managers advisory council, the Board of Trustees, the diversity, equity, and inclusion committee, and most standing committees to

- meet at least once per month.
- post minutes detailing engagement with new policies and procedures during those meetings.

- communicate their concerns and voting results about said polices to president's staff.

NCSC provides shared governance through engaging its Board of Trustees as well as external stakeholders, administration, faculty, staff, and students through a number of activities that contribute to planning, policy, and procedure updates.

Strategic planning at the College is finalized at the president's staff and cabinet level. However, the direction the College takes in relation to its mission is informed at many different levels. The Board's of Trustee's Global Ends Policy / Mission states that "North Central State College exists for the citizens of its service region (access) to attain the knowledge and skills to succeed in their chosen path for learning, work or enrichment (success) sufficient for the College to justify available resources (resources)."

The mission is operationalized by the various units of the College through the consistent focus at all levels of the strategic goals of increasing access and success, while stewarding resources.

This occurs as stakeholders are engaged by the president and his staff through a series of meetings. For example, the most recent strategic project document 5A1.MASTER 2022-2023 displays that the College strategic planning guidance and support flows from every level within the institution. From administration, to faculty, and staff; each level contributes to the College's annual goals.

The Board of Trustees implemented the Carver Model of Policy Governance in 2009, and received extensive training on it in 2010, which was alluded to in the College's most recent AQIP Systems Portfolio. This model requires consistent active engagement of the board, the community, and the CEO, and is divided into four institutional policy categories:

- **ENDS-** policies that describe what good the institution will do, for what constituency, at what cost.
- 01-00 Global Ends Policies
- 01-10 Diversity Ends Policy
- 01-20 Equal Opportunity Ends Policy
- 01-30 Career Readiness and Development Policy ENDS
- 01-40 Transferability ENDS Policy
- 01-50 Enrichment ENDS Policy
- **Governance Process (Ownership Linkage)-** policies that address the responsibility of all board members to consistently gain feedback from the "owners" of the College to accomplish the owner's desired outcomes.
- 02-10 Governing Style Policy
- Owners Connections History
- **Executive Limitations**- these policies are the board's way of telling the CEO the limits of acceptability regarding staff means to accomplish Ends.
- 03-30 Accountability of CEO
- **Board Delegation (CEO linkage)-** these policies deal with the board means that describe the nature of delegation and the proper use of delegated authority.
- 03-20 Delegation to the CEO

These policy categories are addressed at every monthly board meeting. (Agenda Standing Items see p3, Owner Linkages,) Consequently, each board member engages outside constituencies on a consistent basis in order to ascertain the "owner's voice" and then shares the message of how the 'owners' of the institution are perceiving our adherence to our mission, vision, and values.

The CEO, and those he/she designates, or those wishing to speak to the board are given an opportunity every meeting to examine how the ENDS goals are progressing throughout the year.

Executive limitations and CEO linkage policies speak internally to integrity and ethical conduct required by the CEO and the board respectively.

02-30 Board Members Code of Conduct Policy

Example of Policy Governance Rehearsal Scenarios 3.14

The aims of the strategic planning process are defined by the College ENDS policies. The president's cabinet annually reviews the accomplishments and challenges of the past year's efforts and updates the strategic plan to redirect efforts for the coming year.

With the College's primary goal being to serve the community in which it operates, the top priority within recent years has been to engage its external stakeholders to speak to the foundational operations that contribute to the College's mission. These meetings with external stakeholders come in the form of community-wide meetings, dinners, community surveys, etc. where sector leaders are invited to give input on strengths, weaknesses, opportunities, threats and trends that impact the community.

Thus, from these meetings, outreach centers have been established, programs have been closed, new programs have been started, and grants have been sought. The purpose of this engagement with our constituency is to help the College focus extremely limited resources on the most essential goals. Evidence of this can be seen with the recent growth in educational and business partnerships the College has secured over recent years "The educational partnerships and collaboration" as well as "Business Partnerships" .

The governance model recognizes the role and authority of the College President as Chief Executive Officer and directly responsible to the Board of Trustees for the effective leadership and efficient management of the institution. The Carver Model specifies that the President is the sole employee of the Board of Trustees emphasizing the primacy and responsibility of this position.

At the College, effectiveness (doing the right things) versus efficiency (doing things right) are moving relatively in tandem to fulfill the College mission. The clarity and simplicity of the strategic plan and goals allows for that. Additionally, the shared governance committee structure allows for collaboration and communication between departments and divisions to align efforts. This is also an important piece for how NCSC includes the students within the planning, policy, and procedure process. Faculty, staff, administration and student engagement can be found within the multiple committees that make up the shared governance structure within the College.

Another example of alignment would be the budget process which requires budget managers to provide rationale for the subsequent year's budget requests solely based on alignment with strategic goals. All requests must address how the money requested will advance the core mission of student success and student access, while increasing the resources in fulfillment of this mission. Additionally the employees serving on the budget committee are diverse, along with the CFO, the Facilities Director, Director of the Foundation, Director of I.T., representative of the Faculty Caucus, and representative of the Staff Caucus are present to collaborate and contribute to the College's financial goals. Engaging every stakeholder of the College to continue improving efforts that align with the College's mission will always be NCSC's primary goal.

5A2   The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

5A2 Argument

Annually, Institutional Research personnel compile a three-year, rolling composite data report which analyzes student performance from the granular (course) level up through the macrolevel of Academic Division and Institutionally.

This Strategic Planning Data Report is primarily driven by the overarching assessment of student success as measured by credit hour progress, retention, and graduation, and is disaggregated by key student-based demographic identifiers and by academic area. This data forms the core for an annual meeting of the entire management of the institution each May following graduation to turn the focus of the entire institution towards the next year.

The gaps in student performance data are analyzed and inform a reflective revision of an Annual (Rolling) Strategic Plan which links the NCSC vision and mission down through each operational level. Each operational unit creates and presents a plan for moving forward, which then informs the unit's budget requests. On an annual, recurring basis then, each operational unit revisits and revises its plans, budgets, goals and objectives to close student performance gaps as revealed in the rolling, three-year assessment data. Please note, as discussed in Criterion 4B, department faculty student learning outcome assessment (TASK) folds into these discussions.

5A3 The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

 5A3 Argument

As noted previously within 5A1 the College has invested time and effort into creating a sustainable governance structure that fosters engagement. All this engagement revolves around strict accountability for each entity- whether the Board of Trustees, standing committees, division faculty, department administration, and a consistent annual rhythm of touchpoint engagement led by the President.

Representatives from faculty, staff, and the student body are present at monthly President's Cabinet meetings where policies and procedures are discussed, analyzed, reviewed, approved and updated. Representatives of each are also invited to attend the monthly Board of Trustees meeting.

All academic activities, academic requirements and assessment activities are led by the College faculty. In 2013 the academic assessment process was deconstructed and rebuilt around a simple framework which helped the college to encourage 100% of full-time faculty to participate and practice the most basic components of assessment for several years.

Faculty drive the decisions related to their respective programs and give input on the creation and amendment of College-Wide Outcomes (CWOs) which are reviewed by the College's Assessment Committee at least once every two to three years.

Additionally, faculty meet with their advisory committees twice annually to ensure program and college wide learning outcomes continue to meet the needs of local employers.

College convocations and in-services, afford faculty twice yearly opportunities to synthesize input from advisory committees, credentialing or accrediting bodies, sister institution's outcomes, and best practices research into undergraduate education, to update program learning outcomes.

An example of faculty leadership in fulfilling the College mission is displayed in a recent assessment team-led deployment of professional and soft skill assessment throughout the curriculum, specifically in response to advisory committee feedback as is discussed in 4B.

Monthly Academic Division meetings also provide opportunities for faculty input into academic standards and teaching innovations.

Additionally, the Ohio Department of Higher Education (ODHE), establishes the parameters of what can be offered by all institutions of higher education in the state. The college is approved to deliver AAS, AAB, ATS, AA, AS, and BAS and BSN degrees through the state of Ohio. The college adheres to, and trains faculty/deans on adherence to the ODHE standards for academic programs. This is outlined, and reviewed in the College's Curriculum handbook.

All departments (academic and support service departments) on campus are evaluated for currency and effectiveness every three years. The institutional services and program review committee, led jointly by a dean and a faculty member is the primary facilitator of this process. Committee membership includes the CFO, CAO, faculty, staff, and administrators from a wide range of disciplines on the academic and non-academic sides of the institution.

Ultimate responsibility for the tuning of curriculum to employer and other educational partners' expectations lies with the faculty. As the faculty are moved to change curriculum, through additional field research, advisory board committee input, etc. they have the authority to start that process on their own.

At North Central State College, faculty submit curriculum changes through a software system called Curriculog. Curriculog is the official curriculum management system for the college. Curriculog allows for faculty to create a proposal which documents specific changes and routes each proposal through the system for review/approval. The Curriculog workflow includes review and approval process to include various college stakeholders: Deans, Curriculum Committee, the ALO, Registrar, Business Office, Admission, Financial Aid, and the Vice President of Academic Services.

In addition, the student success leadership institute (SSLI) participation team is led by the Chief Academic Officer with participation from faculty from all divisions. This team participates in state wide meetings organized by the Ohio Association of Community Colleges (OACC) to explore further student success initiatives and best practices.

The College is structured around academic divisions. While the overall philosophy and training for assessing program level outcomes is similar for all divisions, how these outcome assessments are gathered and reported are tailored to the needs of the faculty and students within each division. All North Central State College's programs align with ODHE standards for delivery of degrees at the associate and applied baccalaureate degree levels. All significant changes to programs are approved through our internal processes. These processes begin with community input; leading to faculty creation or modification of the program; followed by program coordinator review, dean review, curriculum committee review; and finally, CAO approval

The philosophical underpinning of assessment at NCSC is that it is a peer process, driven by faculty.

The tools selected to evaluate program level outcomes are as varied as the programs. Faculty are responsible for collaborating with colleagues on the validity of tools used in measuring program outcomes. Faculty submit a program assessment report annually to the assessment committee. This report is reviewed, and feedback is given to faculty in relation to the measurability of outcomes based upon the wording of those outcomes. Outcomes must be written using Blooms verb terminology.

Faculty continuously ensure the viability of their programs through an annual Program Assessment Report (PARS) process which is formally known as a Total Assessment of Student Knowledge (TASK) report.

Program outcomes are consistently analyzed by faculty and reviewed by the assessment committee. During reviews, assessment team members provide input to departments on such topics as the analysis of causation vs. correlation, the validity of an assignment to effectively measure the outcome, etc.

Prerequisite Enforcement

In addition to faculty being responsible for maintaining and improving the quality of academic programs the College offers, faculty are also tapped as experts at assessing and ensuring student readiness prior to entry in a program. In addition to giving input on various ways to assess student readiness, faculty also set the parameters for the prerequisite coursework required by courses.

The implementation of processes to identify preparation needs, and support and guide students is shared by faculty, staff, and administrators.

Beginning with the admission process, students are identified for level of services based upon need of developmental curricular or co-curricular activities. Being an open enrollment institution, we will inevitably have under-prepared students. Upon admission and before registration, students will take the Accuplacer and the CSI tests. These tests identify developmental academic needs and ancillary risk factors. The College also incorporates a mixed-method approach to readiness assessment for students. Using what is called "Multiple Measures," students high school GPA (2.5 or above) will serve as the primary means of placing post-high school students in College-level English and mathematics courses. The intent behind this data-driven decision to consider High School GPA was to decrease barriers to students who wish to enroll, as well as provide another form of accuracy in assessment for those students who may do well in a content area but simply suffer from varying forms of test anxiety.

Student Retention Efforts

Faculty are the primary experts when crafting policies and innovations for student retention. Along with student services staff, the Student Success Committee meets bi weekly to analyze global retention trends, and leverage policies and processes to reduce obstacles for students.

Since 2014 the CAO provides faculty annual evaluations of their own retention numbers within the context of their program retention numbers. Additionally, deans are directed to facilitate discussion and oversee the completion of individual faculty analyses and plans for possible interventions to improve retention while maintaining rigor for the upcoming year. Retention data and interventions are standing agenda items during academic division meetings.

Faculty responsibility and accountability in all aspects of the academic endeavor of the College is

widespread and robust in nature. Specifically, faculty with program or course coordinator/director responsibilities have the main authority to set the requirements for program entry, pre-requisite requirements, student learning outcomes, assessment methods, teaching techniques and changes, textbook selection etc..

Sources

- 01-00 Global Ends Policies
- 01-10 Diversity Ends Policy
- 01-20 Equal Opportunity Ends Policy
- 01-30 Career Readiness and Development Policy ENDS
- 01-40 Transferability ENDS Policy
- 01-50 Enrichment ENDS Policy
- 02-10 Governing Style Policy
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- 2023 Strategic Planning Report Out by Department (page number 53)
- 2023-4-21-23 Assessment Committee Minutes (1)
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- 5.A.1.Board of Trustees Meeting Board Packet_06.22.22 (page number 3)
- 5.A.1.Board of Trustees Meeting Board Packet_06.22.22 (page number 11)
- 5.A.1.College Open Forum_09.29.22
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- 5.A.1.Standing Committee Meetings and Memberships 2022-2023 (page number 4)
- 5.B.1.2022 FALL CONVOCATION_08.11.22
- 5.B.1.2022 February In-Service_02.25.22
- 5.B.1.Hiring Guidelines
- 5A2 Review - Course Information LA Division thru 2021-22 (1)
- 5A3 14-20 Assessing Incoming Student Readiness Skills Student Placement Policy
- 5A3 2023-24 North Central State College Curriculum Committee Handbook_DRAFT_ver2
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- BIOL Fall 2020 Course Data Retention
- Community Survey Spring 2023
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- North Central State College SSLI Participants
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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5B1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

5B1 Argument

The College considers it critical to its success to hire individuals with appropriate qualifications and credentials, and actively support their professional development. The College's hiring and evaluation processes frame the College's commitment to ensuring staff in all areas are appropriately qualified and credentialed.

The processes for posting positions has been adapted in light of current trends. Positions open are now posted online, with a job description, required qualifications, credentials and expectations of the position all listed within the posting- please see recent examples for staff 5B1 Position Announcement Academic Advisor and faculty positions 5. B.1.Position Announcement Accounting-Business Faculty.

In relation to the pre-posting processes now employed, the college has recently shifted focus. After a notice of resignation/retirement has been filed by an employee the position is discussed at President's staff to determine if the position needs replaced as is, or if some other variation is warranted, like moving the position to part-time, not replacing or using funds for a more urgent position, etc. Please note, the process for hiring faculty positions is outlined in the NCSFA-AAUP contract in Governance (Article VII), and under the Recruitment and Selection section of the policy manual (starting with 16-03). Additional information can be found in the NCSFA-AAUP under Article VII- Governance 7.03 "Selection Procedures".

The selection process & onboarding: During the search process, a range of diverse individuals on campus are assembled to form a "search committee" to ensure that candidates for employment are appropriately qualified and credentialed. The search committee is given a redacted PDF file of applicants to view (to eliminate any possible implicit bias from occurring the College removes all identifying information such as names, addresses, pictures, etc.). All search committee members must also sign a confidentiality form. Once the applicant has been selected, the search committee communicates selections to the Human Resources Department which then works with the candidate

to schedule an interview. Hiring Guidelines are also included within each search committee members "search binders" and are followed during the hiring process (see 5.B.1.Hiring Guidelines).

Stages or levels of the interview process vary based upon the position. For example, front-line staff may only be required to attend one interview, whereas faculty must undergo an interview with the search committee as well as a teaching demonstration, followed by a second-round interview with the academic dean of the division, the CAO, and the CEO prior to selection. The hiring of the administration positions of Assistant Dean and above adds another level. For example, after undergoing all the levels required for faculty hiring, candidates for academic Assistant Dean and above must undergo a college-wide interview. In this interview all current employees are invited and are asked to review each of the candidates' resumes and ask questions. This provides another means to ensure selected candidates are qualified to work within, and are a good fit with the institution.

All full-time employees must pass a background check prior to employment. For positions that require specific qualifications or training, those must also be included within the hiring process. For example, when a position requires a particular qualification (i.e., counselor), appropriate certificates/licensures must be presented at the time of hire and before the person starts his or her employment. All new hires undergo FERPA and TITLE IX training as included within their new hire packet; other training tutorials are also assigned. Lastly, all new hires undergo a 30, 60, and 90-day performance evaluation during this probationary period to ensure that they truly are a good fit for the role. 5.B.1.30-60-90 Day Probationary Evaluation.

The selection process for adjunct faculty varies from full-time faculty:

- The Division Dean or Assistant Dean selects an adjunct and completes an adjunct approval form.
- Human Resources (HR) receives the completed approval form.
- Human Resources sends the adjunct a new hire adjunct packet.
- When the packet is returned Human Resources requests the adjunct's I9 documents (Social Security Card and Driver's License or Birth Certificate, or Passport) and makes copies. These copies are made in person in addition to E-Verify.
- The paperwork is then entered into the system, and Human Resources performs an E-Verify within 3 days of the faculty starting their position.
- The adjunct liaison then connects with the faculty member and provides a mentor as well as additional adjunct training.

Onboarding and training outside of the normal Human Resources onboarding process, is specific to the department the person is hired in to and is usually determined by the hiring manager.

The retention/training process: The annual staff performance and development review provides another opportunity for administration and direct supervisors to discuss with each employee their plans for professional growth. This could include additional qualifications or professional development opportunities. Both supervisors and staff initiate recommendations for professional development and growth and sign an agreed plan of action. This can include external or internal training and development. In addition to the personalized plans of action, staff are expected to attend professional development sessions related to new processes and/or institutional or government expectations. For example, all employees are expected to participate in an online module of training on Title IX each year and relevant employees are asked to complete training in FERPA .

In addition, all staff and faculty undergo annual cyber security training, Ohio Ethics Law training

and Collin's law training. The College also provides optional training through LinkedIn Learning as well as ACUE for both faculty and staff. Faculty also participate in optional training for continued performance and development in instruction as provided by our College's Center for Teaching Excellence (CTE) Committee, please see 5.B.1.5 Low-No Prep Best Practice Techniques and 5B1.The Facilitator, 21st Century Teaching Craft for examples.

Lastly, all College faculty and staff participate in two annual college-wide professional development days that focus on a variety of topics that align with the College's mission. Please see Agendas for the most recent Fall Convocation, and February In-service.   Staff participate in one additional professional development day at the end of Fall semester that is specific to the staff role. Sample Agenda for Fall 2022 Staff In-service.

In concert with training, the College has a reward system through direct compensation for employees who complete a higher-level credential while employed, please see 5. B.1.Professional Growth Recognition Policy for additional details.

Operational Infrastructure: Not only does NCSC have qualified and trained operational staff sufficient to support its operations wherever and however programs are delivered, but it also has the appropriate infrastructure to support its operations.

The College purchased more than 100 computers to loan to students as needed, and purchased laptops with docking stations for all full-time faculty and staff to have the flexibility to work from the office or home.

Over 50 classrooms have been renovated and upgraded to provide the latest technological learning and teaching environment. There is also one next-generation tech classroom (HY-Flex) in every building with a computer station, projector, audio and video cameras, and TV's to provide both synchronous (at the same time) and asynchronous (taped) learning from inside and outside the classroom

There has been an increased use of software for automation and standardization processes (Colleague Self-Service, Aviso, Acalog and Curriculog) in Institutional Research for data collection, management, and reporting for the business office, human resources, program review, curriculum, and strategic planning. Software include Ellucian, and Colleague Self-Service for students, financial aid, finance, human resources, and payroll.

In addition to the above, the Information Technology Department:

- continues to update/replace firewall appliance for the main campus and the Kehoe Center to enhance cyber security.
- has been implementing the use of multi-factor authentication for faculty and staff (email address, password, and passcode sent to phones) for email and Office 365 products, and requiring students to change their passwords. The latest change is to use a password of 12 characters that does not need to be changed but once every year.
- continues to utilize Microsoft Azure cloud storage to have asynchronous offsite storage of College data that is backed up for business continuity. Working with OSU, and through a state subsidy, a 10GB internet connection has been made to the main campus at no additional cost over the next two years.

5B2 The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

5B2 Argument

Our mission which states that the College exists to provide "individuals with the knowledge, skills and inspiration to succeed in their chosen path" supported by the underlying strategic goals are vital to the success of our students, our community, and our College. Our Strategic Plan centers on goals in the areas of access, success, and resources. The goals of the plan include ideas such as providing relevant and affordable learning opportunities; supporting and guiding student goal development; making certain students and the community find a welcoming, supportive, and inclusive environment inside and outside of the classroom; and optimizing the College's resources whether physical, financial, human, or intangible. Each of these sets of goals is accompanied by metrics that can be used to measure the College's performance.

The Board of Trustees implemented the Carver Model of Policy Governance in 2009. Considering this implementation each board member is responsible for helping the College to stay focused on realistic goals by consistently sharing input from our outside constituencies or as in the Carver Model parlance our "owners". These owners help us shape our mission, vision, and values and provide feedback on our adherence to them. This governance model is discussed in more detail with accompanying evidence in Criterion 2.

One way to ensure that our goals remain realistic is the careful stewardship of our resources. An example of our careful stewardship of resources to meet goals is the shared services, facilities, and infrastructure arrangements we have with the Mansfield Branch of The Ohio State University. This includes the college's library, bookstore, security and other services and maintenance as agreed to by the Shared services team, which meets monthly. At each meeting, budgets, equipment needs, utility usage, technology infrastructure (such as campus bandwidth), security, priority list of facility maintenance, and or upgrades are discussed. Essential information for decision making is provided by the appropriate offices from each campus. This sharing of resources allows both colleges to better serve students and the community at a lower cost to each.

There is always the potential for an unexpected calamity, as many institutions, including NCSC, have faced dramatically, altered social rules, and diminished enrollments due to the Covid-19 pandemic. While such calamities are difficult to plan for, and certainly affect the ability to meet goals, with a strong base and a strong plan, the reaction to such can be both effective and efficient. NCSC was able to respond to the orders to shut down most of public life quickly, transitioning from in-person classes to online classes within a week. Student success in courses during the terms most affected by the pandemic did not decrease Our strong financial position (5.0 composite ratio/sufficient reserve) has allowed us to weather the subsequent enrollment drop without unnecessary disruptions to staff or students or significant reductions in force.

The College actively pursues grant opportunities, and our Foundation is extremely successful in fundraising to support our students and programs. For example, NCSC received over 1.77 million dollars in grants in 2021-2022 and the college was recently awarded a Title III grant for almost $2.1 million to help with the 5-year project converting courses to the 8-week and online format. Finally, the Foundation's Emerald Club raised over $890,000 in 2021-2022 (with a goal of $350,000).

With Intel coming to the state of Ohio, the president, the dean of Business, Industry, and Technology, and a staff member have been very involved working with the Ohio Association of

Community Colleges and sister colleges on the steering committee and curriculum committee for this project to enhance the advance manufacturing capabilities locally and at the state level to capitalize on this opportunity and turn our state into the silicon valley of the Midwest.

The goals incorporated into the mission and vision statements reflect a significant engagement with what is possible for a community college during this post-Covid era. Consequently, the aligning of activities at the deans, directors, vice presidents, and president level, is extremely focused. There is broad knowledge among employees related to the institution's mission and the direction of the College. Mission and strategic direction discussions happen consistently in all administrative meetings, and to a lesser extent in departmental meetings.

The dynamic tension between the dual role of the community college, that of terminal vs. transfer degrees, could easily lead to the perception that the College is pulled in too many directions. However, the question of our goals in relation to the mission is presented nearly every time a position opens, a significant purchase must occur, or a program creation is investigated.

5B3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

5B3 Argument

The College's process for budgeting is codified in the annual planning schedule, approved by the President's Cabinet, and deployed by President's staff.

The process for budgeting and the monitoring of College finances was completely deconstructed a decade ago. This reworking of the philosophical underpinnings of budgeting for strategic alignment impacts planning to this day. While this was addressed in the last portfolio, the benefit of this monumental shift has only been seen in the last few years. In order to address our current process a look back is necessary.

In 2013, The Controller's office and the CFO reset all budgets to 'zero'. Each budget manager was called upon to conduct a series of meetings with their staff/faculty to focus on three levels of budget priority: essential operations, mission-focused items, and areas of growth requests. Excel worksheets were distributed to all managers and compiled with accompanying narratives which were the basis for budget interviews.

For 3 weeks, the CFO and Controller met with every budget manager on campus to clarify needs, compare department budget trends from the previous three years, and gain feedback on important strategic budget lines.

When all interviews were complete, the CFO and Controller worked to create a draft budget, where they strategically prioritized requests, and analyzed them with the president's staff who then communicated with their direct reports to clarify any issues.

Finally, when allocations were decided upon, a college-wide open forum was conducted. The original requests for essential operations allotments were 10% over resources. A second round of interviews were conducted to build more trust between the departments and the CFO's office. This allowed for clarity on what constituted 'essential operations' budgeting, and allocations were shifted, and budgets were deployed.

Since that time, the budgets have been established based on zero based budgeting with the

assumption of the total amount allocated the prior year. New items are added to budgets when initiatives are identified that will significantly move the strategic plan forward. However, state funding in Ohio has shifted to a 100% performance success model. This has increased the focus of budget requests/allocations to be centered on personnel, equipment and physical space that will directly lead to student success and prepare the college/division/department for the future.

To achieve mission-aligned budgeting and widespread buy-in, multiple constituencies must have input. This requires a set schedule of strategically planned meetings with staff and faculty as well as a mechanism to address any disputes regarding budget allocations. Consequently, each division Vice President has a process for disseminating information, gaining input, settling disputes, and drafting final budget requests.

In the area of Academic Services, the CAO compiles all budgetary requests related to academics. Overall college priorities, other available resources for funding, and the potential for shared equipment or resources are considered in making a final determination for the academic services budget requests to the Business Office during the budgeting season.

From a budgetary perspective, the board and the administration have maintained strict oversight in terms of all fiscal resources. The CFO presents the budget, and potential variations, at every monthly board meeting.

The college submits a quarterly SB6 report to the Ohio Department of Higher Education, which lists the statement of revenues, expenditures, and other charges; SB6 forecasted ratios; and disclosures of reportable events or financial actions that could affect overall fiscal health. The college is audited annually by an outside agency, and results from the audit are shared with the College community.

5B4 -The institution's fiscal allocations ensure that its educational purposes are achieved

5B4 Argument

Based on state and regional priorities, allocations and needs, the process described above in 5B3 is repeated annually with general guidelines to the different departments. One such guideline requests departments to maintain budget levels within a given range that can vary between 90% and 100% of the previous year's budget.

Divisions/departments have access to budget data and financial reports within the college web link MYNC. Various financial reports are available to guide budget managers, such as actual versus budgeted expenditures, as well as percentage of budget spent, and color-coded warnings for overspending.

Innovations are funded by temporary or long-term grants, with very specific short-term goals, that seek to integrate new activities into current processes without depending upon outside funding that may not be available in the future. This requires every grant proposal to indicate sustainability of the new process without grant funding.

Most importantly, and from an educational perspective as an institution of higher education, professional development is a critical component in enhancing the capabilities of faculty and staff. For instance:

1. The college spent $101,577 in FY2022 on professional development. We spent $102,924 in FY 2020. This is a strong commitment for a small college in a rural environment.

2. Out of the 40 full-time faculty at the College, every member is eligible for $1,100 to spend on professional development.
3. Several hours of internal professional development activities for full-time and part-time faculty and staff are provided at each of the following events:
   1. Every convocation at the beginning of the fall and spring semesters
   2. One professional development day during the fall semester (November) for the staff
   3. One professional development day for both faculty and staff during the spring semester (February)
   4. Every monthly faculty division meeting during the fall and spring semesters (3 times / semester}
   5. Every monthly middle-managers meeting (VPs, deans, directors, managers)
   6. More than 40 full-time and adjunct faculty have been trained this past year on the Association of College and University Educators module of online learning and diversity, equity, and inclusion (DEI)

Professional development topics within those meetings include; leadership and management characteristics, Diversity, Equity, and Inclusion , Online teaching and learning, use of technology, student support inside and outside the classroom, mental health, COVID protocol, safety and security protocols, cyber security. Please see recent Agendas

In addition to professional development, our program business advisory committees have indicated to us the importance of developing the whole graduate based on technical skills (to get the job), soft skills (to keep the job), and experiential learning (to deliver on job responsibilities from day one). To that extent, the College has invested in a career position to coordinate internship activities to develop experiential learning. Since 2019, 367 students and 262 employers have participated in internship fairs.

In terms of support for our students, to focus and succeed in their educational goals, and for FY 2023 (summer 2022, fall 2022, and spring 2023), the College awarded more than 4.6 million dollars in federal, state, institutional, and foundation awards including:

- Stimulus Student Federal Aid - $666,700.00.
- Foundation student scholarships - $ 201,163.96
- College Tuition Freedom scholarships **-** $ 499,467.23
- Pell for students - $2,570,301.55
- Federal Supplemental Educational Opportunity Grant (SEOG) - $ 161,609.79
- State scholarships for students - $ 542,828.25

From a mission perspective and financial impact, our focus on student access and success has led to a 289% return on investment for an average NC State graduate when dividing average annual wages by our average cost of an associate degree.

- Federal IPEDS (Integrated Postsecondary Education Data System) – Average cost for an associate degree at NC State: $13,372
- State ODJFS (Ohio Department of Job and Family Services) – Average annual wages of NC State graduates 6 months after graduation: $38,689

Our data also displays only 25% of our students apply for student loans, which is considerably less than our peer institutions.

In terms of financial stability, and over the past decade, through a combination of increased revenue and careful reduction of costs, our reserve has increased from 6% in 2012 to 90% in 2022. This financial stability protected our institution by preventing layoffs, furloughs, or salary reductions. This significantly minimized the fiscal impact of the pandemic and the subsequent enrollment decline.

Sources

- 4C FY2022 ODHE Fiscal Accountability Measures
- 5 March Shared Services Binder
- 5.B.1.2021 Staff In-Service Day_11.11.21
- 5.B.1.2022 FALL CONVOCATION_08.11.22
- 5.B.1.2022 February In-Service_02.25.22
- 5.B.1.2022 Ohio Ethics Annual Training_04.04.22
- 5.B.1.30-60-90 Day Probationary Evaluation
- 5.B.1.5 Low-No Prep Best Practice Techniques_09.08.22
- 5.B.1.Annual Title IX Training-2022_04.18.22
- 5.B.1.FACILITATOR_10.10.22
- 5.B.1.FERPA Presentation
- 5.B.1.Hiring Guidelines
- 5.B.1.Position Announcement Academic Advisor_10.10.22
- 5.B.1.Position Announcement Accounting-Business Faculty_09.12.22
- 5.B.1.Professional Growth Recognition Policy_07.25.19
- 5.B.1.Search Committee Confidentiality
- 5B Notice to Academic Budget Managers
- AGENDAS
- CBA August 25 2021
- CBA August 25 2021 (page number 10)
- Credits attempted
- NCSC IPEDS CustomDFR 2022
- NCSC IPEDS CustomDFR 2022 (page number 4)
- NCState Title III award Sept2022
- strategicplan

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5C1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

5C1 Argument

The Board's overarching End or mission is that "The College exists for the Citizens of its service region (i.e. student access) to attain the knowledge and skills to succeed in their chosen path of learning, work, or enrichment (i.e. student success) sufficient for the College to justify available resources (human, fiscal, and physical).

This is operationalized by a focus on providing students access (open enrollment, reduction of barriers) while ensuring students' success (maintaining rigor while assisting underprepared students to succeed) with the available resources (human, fiscal or physical) aligned to that core mission.

5C2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

5C2 Argument

The linking of student learning and assessment is displayed through several processes on campus. Criterion 4B2 describes the use of data gleaned from the assessment of student learning outcomes. It lists all the uses from accreditation to public trust and transparency. However, the true use of the data of student learning outcomes is lacking if the institution cannot display a direct link to operations, planning, and budgeting.

NCSC's planning process includes the analysis of assessment results to pinpoint issues with equipment, classroom design, faculty workload, etc. This most often appears in program review for

programs without specific program accreditation.

Before the results are folded into every three-year program review, they are discussed and analyzed in collaboration with the assessment committee. It is during these sessions that faculty are offered an opportunity to brainstorm possible connections between what they are seeing in the classroom and how they might plan. This includes the planning for more up-to-date equipment for student use, as well as shifting of, or expanding upon learning outcomes.

These session feed into the annual fee requests as well as the banking of funds for equipment refresh, or learning enhancing software for students.

Flashlight Surveys provide feedback on preferred methods of instruction and practices that facilitated learning. This, along with the satisfaction rates indicated by faculty and students in the flashlight surveys, and student end-of-course evaluations, as well as dean evaluations give us multiple data points of quality of our alternative delivery courses and may suggest needs for additional resources or training to improve student success and satisfaction.

Annually, Institutional Research personnel compile a three-year, rolling composite data report which analyzes student performance from the granular (course) level up through the macro level of the Academic Division and the Institution. This Strategic Planning Data Notebook is primarily driven by the overarching assessment of student success as measured by credit hour progress, retention, and graduation, and is disaggregated by key student-based demographic identifiers and by academic area. These data form the core for an annual meeting of the entire management of the institution (Described in Criterion 1, and 5A) each May following graduation to turn the focus of the entire institution toward the following year. The gaps in student performance data are analyzed and inform a reflective revision of an Annual (Rolling) Strategic Plan which links the NCSC vision and mission down through the operational level. Each operational unit creates and presents a plan for moving forward, which then informs the unit's budget requests. On an annual, recurring basis then, each operational unit revisits and revises its plans, budgets, goals and objectives to close student performance gaps as revealed in the rolling, three-year assessment data.

Key evidence that NCSC meets 5C2 is observed in the Strategic Data Notebooks, Operational Unit Goals and Objectives, which are compiled in an Annual Strategic Plan and widely disseminated, and which include metrics for assessing unit level performance against the overarching plans. Additional evidence of the functioning of this system is observed in the unit level Annual Budget document, the use of numbered budget lines which align down to the unit/operational level, and the use of the student performance gaps in Divisional Academic planning, in Student Access and Success planning, and in annual Achieve the Dream response efforts—all aligned to the same three-year rolling data set.

5C3- The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

5C3 Argument

The annual planning process discussed in Criterion 1 encompasses the entirety of NCSC as evidenced by annual attendance rosters and program participation by each academic, service, and administrative/business/facilities unit of the institution. Each of these units are represented on key College committees which meet either weekly, bi-weekly, or monthly so that each unit is represented in operationalizing the strategic level mission, vision, goals and objectives, and informed from the

grassroots upward by the entirety of faculty, staff, administration, and students of the institution. Further through the College Board of Trustees "owner linkages", program advisory boards, external resources (research, conference participation, Achieve the Dream participation, and external accrediting studies and reporting) the College ensures that the perspectives of external constituent groups are incorporated into, and inform planning and operations.

Evidence that NCSC meets 5C3 is observed in participation rosters, Spring semester community-wide meetings with presentations displaying instant survey results, the annual strategic planning meetings agendas and minutes, committee rosters which reflect comprehensive membership on key committees from each level and unit of the institution. (*Please note: each standing committee has a representative on President's Cabinet, which is the key strategic planning unit on campus.*) As well as the meeting minutes from each of the standing committees where policy updates are discussed.

It is important to note that these standing committees are required to post minutes, address policy updates, and be reviewed annually. This annual review of committee membership and operations is revisited primarily to ensure the continued applicability of the charge of the committee, the necessity of the committee considering our mission focus, and the consistent appropriate college-wide representation.

5C4 - The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

5C4 Argument

Strategic planning addressed in 5A2 and 5B2 includes internal and external stakeholders reviewing a Factbook that contains information on all College metrics from enrollment measures, student retention, as well as information about the College's stewardship of resources. This information is presented and discussed at a two-day meeting where the plan and the associated metrics are reevaluated and changed as appropriate.

One of the College's strengths and evidence of the pivots the College has made to address current trends is the increased partnerships it has formed with high schools and career centers specifically for dual enrollment. The College continues its partnerships with universities, businesses, government entities, and community organizations. However, demographic shifts, technology advances, and public policy have led to the growth of dual enrollment which involves much more complex partnerships than in the past. Additionally, in light of the College's increased focus on equity, it has increased efforts to reach all students attending Mansfield High School in a concerted effort to reach the underserved populations.

While still in a very strong financial position, our college has seen recent declines in enrollment, and therefore in the State Share of Instruction (SSI). While our SSI funding formula is performance based, one must have the students enrolled for them to meet any of the performance measures. The fact that the model is a distributive one, and that one of the other colleges has grown dramatically over the last few years has also had a negative impact on our SSI. But the impact has not been as steep as it would have been if SSI dollars were still distributed based primarily on enrollments, suggesting that we are excelling in maintaining rigor while helping our students succeed.

To address continued reduction in SSI and tuition funds, the budget process requires budget managers to provide rationale for their new fiscal year's budget requests solely based on alignment with the college's strategic goals. All requests must address how the money requested will advance

the core mission of student success and student access, while increasing the resources in fulfillment of this mission. To add to this, the employees who serve on the budget committee represent all internal constituencies which provides the committee with breadth and depth of knowledge, and diverse perspectives and experience. The budget process is an annual process and must be approved by the Board of Trustees, auditors and then submitted to the state.

In 2015, Ohio switched to a performance-based funding model. At the time, the CFO for NCSC was a representative on the Ohio Association of Community Colleges (OACC) funding commission that discussed and recommended the parameters of this model. NCSC continues to have representation on the OACC committee. The committee continues to meet to discuss potential changes to the model and the impact changes might have to each college's funding. NCSC IR staff have also analyzed the model extensively, coupled with College's data in order to provide insight into improving student outcomes while leading to enhanced SSI.

Another shift to meet current trends, is the reduced need for brick-and-mortar space. The James W. Kehoe Center for Advanced Learning was renovated and updated in 2016 to house programs in business and engineering as well as numerous workforce training initiatives. With this updated space available and recent (largely Covid related) declines in enrollment, there is the possibility of repurposing or shutting down another building; Byron Kee Hall, a building that needs substantial renovation. Further decreasing the need for as much brick-and-mortar space is the move to more online learning. We are seeking to centralize current offices and services into fewer buildings, to reduce costs. If the building is shuttered, while there will still be maintenance costs, all costs will be decreased and there is the potential for repurposing the building and/or some of the space within. Discussions have ranged from working with OSU or other community organizations to potentially opening a campus health center or a YMCA, or an expansion of the day care center. This is an example of strategic fiscal planning for the highest benefit for our students, given our available resources.

5C5 Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

5C5 Argument

The institution has developed and funded an Institutional Research Department and an External Funding/Grants Management position. These entities are tasked with developing an external field of reference for the institution by identifying pertinent government action, research literature, reports from various related entities which address future leaning transitions in higher education, social, cultural and community transitions, and the overall external context in which the College must function and succeed. Use of these represent an ongoing, albeit less formal SWOT analysis which informs in part, internal planning processes under the leadership of the President. The President sets a tone for reading and incorporating external information by modeling conference participation, sending articles to faculty, staff and administration at every level, and by an annual detailed presentation of the external factors impacting the College, which is presented at the annual Strategic Planning Meeting and Fall Convocation for both full-time and part-time employees of the institution. This context of awareness informs daily operations and longer-term planning activities. The focus on fiscal viability and strength of the institution over the past decade as evidenced by a full composite score of 5 over the past several years, and a reserve that has continued to increase over the past decade to reach 90% in FY 2022, will help the College overcome the impact of external factors such as demographic decline and technology advancements.

Finally, the College has recently received its second, significant Title III Systemic Improvement Program grant from the U.S. Department of Education which seeks to tie, at the institutional level, goals for enhanced student outcomes with the most recent advances and understandings from the research literature for higher education improvement. The first Title III effort ended in early 2021 and reinvented the College Student Success Center and Advising efforts under the theoretical framework of intrusive advising. The newest strategic effort, a $2.1 million project, seeks to reimagine learning access by incorporating advances in distance technology and communications through intensive faculty training, technology incorporation, and instructional design principles. This effort also employs substantive training in DEI understanding and inclusive student support strategies in recognition of advances in our understanding in relation to the inclusion of all members of the community in the post-secondary experience.

Key evidence that the institution is addressing 5C5 can be found in the personnel added, and job descriptions of employees assigned to the Institutional Research Department, in archived reports that have been obtained and circulated at the institution. Further evidence is observed in a wide range of conference attendance and participation funded by the College for administrators, faculty and staff annually as well as in the funding provided to Achieve the Dream for the services of an external coach for administration in the use of data to support strategic goal attainment. And finally, the two, funded Title III proposals falling within this current accreditation cycle serve as evidence of the College's adoption of external research findings to its internal operations and planning processes. This is displayed particularly within the newest award which embeds the federally funded redesign of academic affairs into the institutional committee and unit management structures.

5C6 The institution implements its plans to systematically improve its operations and student outcomes.

5C6 Argument

North Central State College implements a variety of plans that systematically improve our operations and student outcomes. Our global ENDS policy references the College's mission which guides every decision. "North Central State College exists for the citizens of its service region to attain the knowledge and skills to succeed in their chosen path for learning, work, or enrichment, sufficient for the College to justify available resources". Commitment to fostering diversity is also found within the College's ENDS policy on governance: "The College maintains an environment that encourages tolerance of differences while recognizing similarities and providing equalizing opportunities for participation by all". The global ENDS Policies also addresses the need for equal opportunity for some of our most disadvantaged groups of students: "The proportion of students from economically or educationally disadvantaged backgrounds is at least equivalent to the proportion in the local communities". NCSC leverages its mission to focus employee efforts on ensuring our graduates are career ready as well. Additionally for those students who prefer to continue their education prior to or during employment, transferability of our credits continues as a top priority. Finally, NCSC's operations are reliant upon a cohesive environment with the community in which we operate, for this we value enrichment.

The Governance structure that guides NCSC ensures that our operations are continuously improving, and our students are increasingly successful. Following the creation and publication of the annual Strategic Plan, unit goals and objectives, and metrics, unit managers begin implementation of the plans. The implementation activities and accomplishments are reported every two weeks, coinciding with the payroll submission dates, directly to the President, who ensures that the planning process

results in direct effort and measurable activities across the institution.

The President compiles these bi-weekly unit reports into an overall President's Strategic Report which is circulated to internal and external constituency groups and the Board of Trustees every two weeks. This "closing of the loop" ensures that the plans are implemented to carry the institutional strategic vision and mission forward. Below the level of the President, Academic Services operations and outcomes are reported every two weeks at standing meetings of the Academic Council, Administrative Services operations and outcomes are reported variously at Building and Finance Committee meetings, Technology Committee Meetings, or Facility Committee meetings. All committees report upstream to the Cabinet and then at the President's Staff meetings. At each level, the focus of agenda and meeting time is to review operational accomplishments under the Strategic Plan, to identify opportunities and gaps, and to ensure cross-communications of effort and continuity of effort.

Key evidence that the institution is addressing 5C6 is obtained in the President's Strategic Reports, minutes from the respective committees, and outcomes data from the annual Strategic Data Book referenced above.

Sources

- 01-00 Global Ends Policies
- 01-10 Diversity Ends Policy
- 01-20 Equal Opportunity Ends Policy
- 01-30 Career Readiness and Development Policy ENDS
- 01-40 Transferability ENDS Policy
- 01-50 Enrichment ENDS Policy
- 2023 BiT FLASHLIGHT SURVEY ANALYSIS
- 2023 HS FLASHLIGHT SURVEY ANALYSIS
- 2023 Liberal Arts FLASHLIGHT SURVEY ANALYSIS
- 2023 Strategic Planning Report Out by Department
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- 4B Advisory Board Meet Example ENGR-MFGT-BASMET
- 4B Assessment Committee 12-07- College Standing Committees- Program Review
- 4B Assessment Committee 12-07- College Standing Committees- Program Review (page number 4)
- 4B Assessment Committee 12-07- College Standing Committees- Program Review (page number 5)
- 4B Blank Faculty Equipment Refresh Budget Request
- 4C FY2022 ODHE Fiscal Accountability Measures
- 5C Institutional Reserach Analyst 4-25-22
- Assessment letter PNUR
- BASMET
- Email with Assessment Reports to Team for Review 2022
- Manager Grants and Development 9-16-22

- NCState Title III award Sept2022
- PresidentsReport 041423
- Strategic Planning 2023 IR slides
- Strategic Planning 2023 IR slides.pdf
- Strategic Planning 2023 IR slides.pdf (page number 11)
- Strategic Planning Retreat May 31-June 1 2023 All Department Slides
- strategicplan
- Title III Grant Personnel

5.S - Criterion 5 - Summary

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

Summary

As a College focused on the needs of the community, all of the institution's resources, structures, processes and planning align with its mission of "Providing Individuals with the Knowledge, Skills, and Inspiration to Succeed in their Chosen Path."

This focus on the mission through the strategic goals of Access, Success, and Resources allows the College to judiciously spend limited resources on perfecting what is most important; which is preparing our students and meeting the needs of the wider community through quality educational programming.

Sources

There are no sources.