

# Columbus State Community College

HLC ID 1545

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AQIP: Comprehensive Quality Review

Review Date: 10/28/2019

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**Dr. David Harrison**  
*President*

**Linnea Stenson**  
*HLC Liaison*

**Sheri Barrett**  
*Review Team Chair*

**Kristin Mallory**  
*Federal Compliance Reviewer*

**Della Burt-Bradley**  
*Team Member*

**John Cowles**  
*Team Member*

**Amanda Herwatic**  
*Team Member*

**James O'Donnell**  
*Team Member*

## Context and Nature of Review

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### Review Date

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10/28/2019

### Overview the Comprehensive Quality Review (CQR)

A Comprehensive Quality Review (CQR) is required as part of the Year 8 comprehensive evaluation during the final year of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements.
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established continuous quality improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process-level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable.
- Evaluate distributed education (multiple campuses), if applicable.
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

### Scope of Review

- Quality Highlights Report
- On-site Visit
- Federal Compliance Review
- Multi-campus Visit (if applicable)
- Reaffirmation Review (Year 8 only)
  
- Delaware
- CQR Quality Highlights Report
- Federal Compliance 2019 - AQIP

### Institutional Context

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This was a comprehensive site visit to the Columbus campus with a visit to an additional campus in Delaware, located 25 miles north of the main campus in Columbus. The College was initially accredited in 1973 by the Higher Learning Commission and has been an AQIP institution since 2006. Due to changes in the Pathways for accreditation, the institution will be moving from its current AQIP Pathway to either Standard or Open Pathway

following the visit.

In preparation for the site visit the College complete a System's Portfolio and received feedback from the reader's panel. The CQR Quality Highlights Report provided information on how the College addressed the strategic challenges identified in by reader's panel. Additionally the institution completed a Federal Compliance report that was reviewed by the Federal Compliance Reviewer and then follow-up was conducted by the team onsite.

The College focused considerable efforts in the areas of developing goals, metrics and targets and strengthening the infrastructure used to analyze and distribute data across the institution in an effort to mature the College's ability to use data to inform decision-making on campus. This was an expansive effort involving multiple departments and resources.

The institution has also focused on maturing its assessment of student learning which included revamping assessment processes and identifying college-wide expectations of performance. Additionally, the College is working to refine and standardize assessment activities within the Career and Technical Divisions.

The College has been able to incorporate a pervasive culture of continuous quality improvement and has benefited from its long involvement with AQIP as a pathway. The team universally recommends that the institution be able to choose its own pathway moving forward.

## **Interactions with Constituencies**

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President, Cabinet, Director II Resource Planning & Analysis, Associate Vice President Academic Affairs, Director Institutional Effectiveness, Superintendent of School & Community Partnerships, ALO, Faculty Fellow for Accreditation, Systems Portfolio Team Leads, Systems Portfolio Core Team, Peer Reviewers, Executive Vice President, Executive Dean Advising & Student Support, Administrator Enrollment Management & Student Services (EMSS), Director Student Engagement & Leadership, Senior Director Student Conduct, Director Global Diversity & Incl. Ctr., Administrator Student Engagement & Leadership, Director Disability Services, Director Advising & Student Support, Academic and Support Officer Business, Engineering & Tech, Supervisor Dean's Office-Arts & Sciences, Director Center for Advising Support & Exp, Coordinator Delaware Campus Administration, Director Resource Planning & Analysis, Associate Vice President Academic Affairs, Director Institutional Effectiveness, Superintendent of School & Community Partnerships, Deputy General Counsel, IRB Vice Chair, President CSEA, Senior Director Student Conduct, Student Ambassadors, Dean Delaware Campus & Regional Learning Centers, Director Regional Learning Centers, Senior Vice President Academic Affairs, Dean Business, Engineering & Tech, Dean Arts & Sciences, Dean Health & Human Services, Interim Dean Health & Human Services, Chairperson Mathematics, Professor Social Sciences, Chairperson Nursing, Program Coordinator Institutional Effectiveness, Associate Vice President Academic Affairs, (2) Faculty Fellows for Assessment, Associate Professor Engineering & Transport Tech, Professor Business Programs, Professor Justice/Safety/Legal Studies, Associate Professor Human Services, Director Curriculum Management, Director Student Academic Success, Academic Chairs, Academic Council, Vice President CFO, Vice President Information Technology, Vice President EMSS and Marketing & Communications, Director Office of the Controller, Director II Resource Planning & Analysis, Director I Resource Planning & Analysis, Director Office of Academic Affairs Operations, Vice President Administration, Director Facilities Operations, Director Facilities Planning, Design & Construction, Director IT Support Services, Chief of Police, Director Grants Office, Superintendent of School & Community Partnerships, Alumni, Advisory Committee, Community Members, CSCC Students

## **Additional Documents**

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The team reviewed documentation within the Systems Portfolio and in addition reviewed the following documents onsite:

**Syllabi:**

Humanities 1270

Humanities 1100

Comparative Religions

Biology 1111 (multiple modalities)

Sociology 1101 (multiple modalities)

English 1100 (multiple modalities)

History 1151 (multiple modalities)

College Master Syllabus

**Other Documentation:**

Chairperson's Job Description

**Faculty Files:**

Transcripts (and in some cases, CVs) of 29 adjunct and full-time faculty were studied from certificate programs in Allied Health, Justice, and Welding; and degree programs in Business Management, Accounting, Accounting-Finance, Nursing, Biology, English, History, Music, and Psychology.

## 1 - Mission

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

### 1.A - Core Component 1.A

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

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

### Rating

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Met

### Evidence

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The mission at Columbus State Community College is broadly understood within the institution and guides its operations. The mission and its associated values and vision statement were articulated clearly during the campus visit from multiple members of the campus community. In October 2011, the college president initiated a process to revise the College's mission, vision, and values. The process included multiple units across the campus with recommendations being made to the President and Board of Trustees. The Board provided input on the mission through a Board retreat. Feedback was collected and reviewed across the College before the Board of Trustees approved the final version of the mission, vision, and values in January 2013. During the campus visit, members across the campus articulated and reflected the idea of the mission to educate students and help them to reach their goals.

Columbus State Community College's programs are consistent with a community and technical college model seated within a state system of schools. A program review process initiated in 2015-16 aligns academic programs between the mission and stakeholders served by the programs. Other services offered and the enrollment profile are consistent with its stated mission. The college has a diverse student body, showing the support of the mission to provide educational activities to students of the community.

As evidenced in the Systems Portfolio, it was articulated by college leadership and others across campus during the campus visit that college planning aligns with the mission and support the mission of CSCC. As evidenced in Strategic Planning publications and discussions with college leadership, the mission, vision, and values are the focus of college planning and decision making. Members of the budgeting office at CSCC also articulated clear alignment with college mission,

vision, and values in their budgeting process and allocation of funding.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Rating

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Met

### Evidence

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The mission, vision, and values are regularly communicated publicly to both internal and external stakeholders through multiple touch points including printed media and electronically through the College's web presence. The Board of Trustees opens every meeting by reading the mission and vision of the College aloud to a public audience that includes internal and external stakeholders as well as members of the press.

A pamphlet outlining the Strategic Plan and its alignment to the mission, vision and values as well as the overarching priorities has been shared with all staff. The College's mission, vision, and values are clearly displayed on the College's website and through numerous public documents, as provided during the campus visit. The mission was recently revisited and modified and is relevant to the college's population and scope of responsibility to the community it serves. Student Success is listed as a number one value, and is reflected consistently in the daily work of the college. Other values, such as inclusion, are evidenced around the campus, through programming and services offered to fit the needs of a diverse campus. The value of partnership is evidenced by robust collaborations with community partners and area employers to offer opportunities for students and workforce development.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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

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

### Rating

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Met

### Evidence

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As discussed in the Systems Portfolio and evidenced during the site visit, the academic programs are designed with an understanding of the mission and focused on the open access mission of the institution.

The College works to ensure appropriate levels of support for students across many academic abilities, cultures, socioeconomic status, and backgrounds. This is evidenced by the robust offerings at the Columbus campus and other satellite locations and the learning centers. In addition to course design appropriate for meeting the needs of students in both transfer and career programs, the College provides support services with a focus on diversity of need and background. This includes support for students facing other challenges, including accommodations due to disability and mental health services.

On the campus visit, the site team observed the numerous opportunities for students to participate in activities and social groups based on various aspects of human diversity, from sexual orientation to international background. Students met with during the visit also voiced satisfaction for the college's ability to be inclusive and cited examples of activities and support services utilized.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## 1.D - Core Component 1.D

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

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

### Rating

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Met

### Evidence

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CSCC shows its commitment to the public good in its everyday activities and larger initiatives. As confirmed during the visit, the College meets its transfer mission, as well as leveraging community partnerships in order to provide college access to high school students, workforce training, and apprenticeship opportunities students. This focus on the needs of both internal and external constituencies provides opportunities for the institution to support students, and to address the needs of local employers for future workforce demands. The college takes seriously its role in providing services for the public good. This commitment includes the newly opened Mid-Ohio market that provides food resources not only for students, but for faculty, staff, and members of the community.

Student Success is a key value at CSCC, and it is clear that the college works to ensure student success not only in the classroom, but outside of the College as well. Students met with during the visit reflected this focus in their praise of the college's support. As a guiding plan for student success at the college, the CSCC Student Success Core Team developed the College Completion Plan in 2018, which since has been reviewed by the Ohio Association of Community Colleges (OACC), and American Association of Community Colleges (AACC) pathways teams, and members of the campus community to ensure it's relevancy to this value. The updated plan includes data on initiatives underway, and a path forward to integrate CSCC student success work into a pathway for students, offering support from initial entry to workforce or transfer. The College also operates as part of the Central Ohio Compact, which focuses on civic engagement and workforce development.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Evidence**

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The site visit confirmed the College's commitment to its mission and services to the Columbus community. The visit offered evidence of mission support across the institution from various constituencies including, student, alumni, faculty, staff and community voices reflecting the values of the institution and their commitment to the mission, vision and values. Striving for student success and inclusion are especially apparent on the campus and part of the tangible culture.

## **2 - Integrity: Ethical and Responsible Conduct**

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

### **2.A - Core Component 2.A**

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

#### **Rating**

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Met

#### **Evidence**

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The College maintains a comprehensive policy manual that includes clear expectations for ethical conduct from employees and the governing board through identifying relevant state and federal laws, and through guidelines set by the Ohio Ethics commission. The individual policies are comprehensively written and include information regarding Conflict of Interest and Nepotism, requirements regarding the office of Disability Services, Equal Opportunity and Affirmative Action, Sexual Misconduct, Workplace Violence, Drug-free workplace, Copyright and Royalty, and Written Student Complaints.

Each year independent auditors review the College's fiscal activities, and the most recent audit reported that the College's fiscal activities were presented accurately. CSCC was additionally cited by the State in 2018 for demonstrating high standards of financial stewardship.

Training is held for employees through new employee orientation, and annual training regarding Title IX and FERPA is provided for all employees by the Office of Equity & Compliance.

The College recently implemented a new performance management system that supports employee work evaluations being fairly and comprehensively assessed against CSCC performance standards. This new rating process includes feedback from a group of employees in addition to the supervisor, allowing broad input about the employee's performance. Each employee is also rated against a series of competencies deemed critical to the values of the College.

Employee recruitment and hiring is designed to attract ethical employees, through an electronic skill survey used to provide more specific information from references. This software anticipates applicant success in the particular position. CSCC Background checks are conducted on all employees, and drug screening is administered on all full-time hires.

A review of faculty credentials during the campus visit evidenced an organized and well-maintained system for review and documentation of necessary faculty credentials by course and program. This system is steadily moving toward a paperless, all digital format.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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

### Rating

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Met

### Evidence

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The College's accreditation affiliations are clearly noted on the institution's accreditation web page. In addition to the Higher Learning Commission the affiliations include approximately 30 specialized accreditors including the Accreditation Commission for Education in Nursing, Accreditation Council of Business Schools and Programs, American Bar Association Standing Committee on Legal Assistants, American Culinary Federation, the American Dental Association Commission on Dental Accreditation, the Ohio Board of Nursing, the Ohio Department of Health NATCEP Unit, the Technician-Paramedic Program State of Ohio EMS Agency, and The State Medical Board of Ohio.

The College's website also houses information for students, employees, and the general public regarding its mission, goals, costs, financial support, course catalog, student handbook, and institutional policies and procedures. Also available are attractive brochures, flyers, pamphlets and other documents that reflect programmatic requirements and provisions found in the catalog. The website was recently updated to better acclimate students to the possible academic and career choices available to them. The College additionally maintains social media activity and local media relationships to communicate newsworthy information about its academic programs and its faculty and staff.

The College's website communicates extensive information about its governance and the work of its various committees and councils. A central faculty and staff page on the website maintains extensive information and resources most relevant to employees, including links for Assessment, Resource Groups, Faculty Handbook, Human Resources, Achievement Analytics, Colleague Login, Employee Training, Faculty Assistance, and Police.

Families are also provided information through mailings, and CSCC also shares information about its programs through summits and forums done in collaboration with strategic partners of the College.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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

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

### Rating

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Met

### Evidence

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The CSCC governing board's responsibilities are distinct from the campus leadership and include fiduciary oversight for the institution. All board meeting agendas and minutes are maintained publicly on the college website. The Trustees are appointed by the Governor and serve two-year terms, and Board of Trustee members are subject to oversight from the Ohio Ethics Commission and required to report potential conflicts of interest. The Board of Trustees members receive training that is aligned to their duties. New members attend a one-day orientation held by the President and annual training is provided regarding ethics and conflicts of interest.

The Board annually evaluates the work of the President and establishes his goals for the following year. Aligned with the CSCC Strategic Plan and priorities, these goals are incorporated by the President into the goals of each of the college Vice Presidents and others who report to him.

The Board does not exert undue influence on the administration's daily management of the institution; one example being the clear oversight of academic affairs by the senior vice president for academic affairs. In addition, The Board of Trustees ensures the institution's ability to act in accordance with its mission and vision by keeping student success as the basis upon which all decisions are made. The President and Vice Presidents actively participate in regular Board meetings every other month as do the deans and other leaders of the College.

The College maintains a shared governance model in which the President has responsibility for operational oversight. Policy and procedures for the College pass through the Academic Council and the Policy Council and directly involve these stakeholders in policy development and approval.

Board oversight comes in the form of monthly updates and regular meetings, and the HLC team's visit with Board members provided the opportunity to confirm the Board's clear understanding of the board's role and responsibilities, its committed focus on oversight, and its deep commitments to the

community and the institution's mission and goals.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 2.D - Core Component 2.D

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

### Rating

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Met

### Evidence

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The institutional framework of governance supports academic freedom for all stakeholders, in support of the Columbus State Education Association Agreement that delineates the College's commitment to Academic Freedom as well as faculty responsibilities for professional exercise of Academic Freedom.

Specifically, the Agreement calls for "...full academic freedom as essential to attain the goal of the free search for truth and its free exposition. Academic freedom and academic responsibility are twin guardians of the integrity of institutions of higher learning. This integrity is essential to the preservation of a free society and explains the willingness of society historically to accept the concept of academic freedom and, in addition, to protect it through the institution of academic tenure."

The primary venues articulated for academic freedom at CSCC include teaching, conducting research, publishing research findings, and class discussion that is relevant to the subject matter of the syllabus. CSCC also makes clear the expectations that exist for faculty to meet their defined obligations, pursue excellence and intellectual honesty in teaching and research, and encourage students to engage in free discussion and inquiry.

CSCC additionally maintains a comprehensive policy statement on Intellectual Property. Regarding Freedom of Expression more broadly, CSCC articulates the ability for people to speak on sidewalks and other open areas of campus, and simultaneously articulating that allowing one's freedom of speech does not mean the College agrees with or endorses what is being said. As a diverse institution, CSCC promotes raising awareness, dialogue, and a high standard of conduct to resolve conflicts of opinion regarding speech on campus. In turn, CSCC's Office of Global Diversity & Inclusion promotes an inclusive and equitable campus culture in order to build greater awareness throughout the campus community.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.E - Core Component 2.E**

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

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

### **Rating**

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Met

### **Evidence**

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All research activities that involve the faculty, staff, or students of CSCC must be reviewed and approved in advance by the Institutional Review Board (IRB) in order to ensure compliance with the ethical principles detailed DHHS regulations 45 CFR Part 46. The IRB provides review of proposed research in terms of College regulations, relevant law, ethical standards, and standards of professional practice.

The College's Institutional Review Board is appointed by the President, and meets the guidelines set forward by the Federal regulations regarding Protection of Human Subjects. The IRB operates under supervision of the Director of Institutional Effectiveness, who also maintains IRB protocol and documentation. As stated by College policy, all faculty, staff, students, and others conducting research studies, projects, and surveys utilizing CSCC faculty, staff or students as subjects will consult the IRB website for guidelines or contact the Office of Institutional Effectiveness for assistance.

All research at the College is conducted in accordance with Federal requirements outlined in the College's 24-page IRB manual, and ethical practices for students, faculty, and staff are described in policy statements there as well as in the Student Code of Conduct. Training for students in the ethical acquisition of knowledge is provided through library resources and policy manuals. Any act of student misconduct, such as cheating, plagiarism, and violating course rules, is a violation of the Student Code of Conduct.

Specific information regarding academic misconduct is additionally communicated through the College Website, course syllabi, and some individual program documents. The College's processes for resolving allegations of misconduct are focused on further educating the student on the College's policies, and the Office of Student Conduct provides an Academic Integrity Workshop for students found responsible for violations of academic misconduct.

In support of the faculty collective bargaining agreement, faculty training in ethical teaching and research begins in the new faculty orientation process, and is provided on an ongoing basis via continued training opportunities and intramural grants. Allegations of unethical teaching or research by faculty are handled through processes that are supported by the Agreement.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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

### **Evidence**

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The site visit confirmed the accuracy of the evidence provided in the Systems Portfolio and provided substantial additional context. The College demonstrates commitment and success with policies and processes that support institutional integrity, ethical conduct, transparency for students and other stakeholders, training and continued workshops for employees, and remediation when needed. Employees display pride in their culture of quality, integrity, and transparency, and display trust in the institution's executive leadership and Board.

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

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

### **3.A - Core Component 3.A**

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

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

### **Rating**

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Met

### **Evidence**

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Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. CSCC has established articulation agreements and aligned degree programs with the Ohio Transfer Module (OTM) and Transfer Assurance Guides (TAGs). Expectations for levels of performance are also articulated in program descriptions. For example, majors in transfer degree programs, in keeping with its Guided Pathways process and the Ohio Transfer Policy require completion of 61 credit hours of approved courses with an overall grade point average of 2.0 or better for all college-level courses completed at Columbus.

AAS and certificate programs have advisory committees comprised of workforce, community, and educational representatives who provide input on required skill sets for students and employer needs, as well as, offer advice and recommendations for program improvement. Course and program requirements are monitored through various faculty committees and the Office of Academic Affairs. Additionally, many CTE programs adhere to standards of specialized accrediting agencies.

The College articulates and differentiates learning goals for its Arts and Sciences Transfer Programs (AA and AS) and its Career and Technical Programs. Institutional Learning goals are listed under Types of Degrees & Certificates: AS and AA, for transfer; AAS for the workforce with select transfer options; ATS (Associate of Technical Studies). A sampling of program descriptions under each of the guided pathways indicates a consistent message and format which provides details about learning goals of each degree program, that includes course description, admissions requirements, and ongoing requirements for each major. The College has established 8 Institutional

Learning Goals (ILGs) and corresponding Institutional Learning Outcomes (ILOs) from which program and course goals are derived.

At CSCC, instruction is delivered in multiple modalities, face to face, on-line, blended, dual-credit (College Credit Plus) and in multiple locations-- its Columbus and Delaware campuses, learning centers, high schools, as well as industry and partner sites. Academic Departments have a framework to assure that program quality and learning goals are generally consistent across these modes of delivery and locations using an annotated standardized syllabus template and a master syllabus. Department chairs, program chairs, and lead faculty have primary responsibility for syllabi review. A sampling of instructors' syllabi across modalities indicated that some follow the prescribed format; however, others include required elements without following a consistent format, and still others do not include all of the required elements. A consistent message and format would no doubt make it easier to assess for quality and easier for student to understand expectations of the course. Approval flow for new curricular or changes is managed by CurrIQnet which is a tool to integrate processes from initial course proposal and program curricular changes to approval, and adoption.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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

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

### Rating

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Met

### Evidence

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The general education curriculum relates to the mission to “educate and inspire, providing our students with the opportunity to achieve their goals.” The curriculum includes courses in communications, mathematics, arts/humanities, social & behavioral sciences, and natural sciences at a level consistent with its associate degree. The College participates with the Ohio Transfer Module which includes 100 and 200 level courses consistent with the first two years of a course of study. The AA and AS programs require 36 hours for transfer. The career and technical education programs require 15 hours of general education with course recommendations related to a particular program of study.

The College Catalog includes a General Education Statement i.e. GE “provides students with a well-rounded educational experience that develops critical thinking skills and a broader knowledge of the larger world around them. Further, students develop and refine intellectual virtues like curiosity, open-mindedness, and analytical judgment; explore ideas, concepts, values, beliefs, social institutions, and cultural experiences” The College’s has 8 Institutional Learning Goals: Critical Thinking, Ethical Reasoning, Quantitative Skills, Scientific Literacy, Technological Competence, Communication Competence, Cultural and Social Awareness, Professional and Life Skills. These are to be achieved through related Institutional Learning Outcomes. According to its Quality Highlights report, the General Education Outcomes were renamed General Education Competencies and has become the College-wide measures of learning. The plan is to align these competencies



with course, program, and institutional learning outcomes. This approach will apply to all three divisions: Arts and Sciences, Business and Engineering Technologies, Health and Human Services. The ILOs/ILGs are assessed on a 4-year cycle. This General Education framework clearly indicates CSCC's intent for students to develop knowledge, skills, and attitudes of a college-educated person.

CSCC's ILOs, which apply to all degree programs, include critical and creative reasoning, with related General Education Competencies, such as problem solving, decision making, drawing and adjusting conclusions based on relevant evidence. They also include the ability to communicate effectively through, for example, the Gen Ed Competence to "access, evaluate, analyze, and synthesize information from a variety of perspectives, using a variety of sources." These are aligned with program and course outcomes and monitored through the assessment of student learning. Students are also engaged through required General Education courses and some co-curricular activities.

CSCC shows a commitment to diversity through one of its Values--Inclusion, and one of its Learning Goals--Cultural and Social Awareness. This commitment is further demonstrated in a general education competency and service learning activities that place students in a variety of different environments. The College has an office called Global Diversity and Inclusion, which exists to increase awareness, equity, and inclusion of students from diverse backgrounds. Its goals are to create programs and initiatives to promote the success and graduation of diverse students, to promote the college as an institution attractive to students of diverse backgrounds, and involve the college community in diversity activities to achieve greater inclusivity and cultural competency. The department engages the college community in cohort groups, such as the Male Access Network (MAN) Initiative, Women's Connection, Diversity Peer Educators, DREAM Network, Intercultural Student Forum, the PONO Diversity Learning Community. It also hosts numerous cultural activities, such as Martin Luther King, Jr. Celebration, World Bazaar, Safe Zone, and Women's Summit. Students also have opportunities to participate in a study abroad program, having visited such places as Germany, Italy, and China. Some honors student travel to Guatemala every other year. CSCC initiated in May 2019 a pilot program for a Talent Acquisition team within Human Resources to develop and hire from a diverse applicant pool to help assure student success in an inclusive environment thus helping to create a campus environment in which students can learn to interact with others from diverse backgrounds.

Faculty and students are involved in scholarly and creative work. For example, the A & S Lecture Series Committee holds an annual Spring Symposium where faculty make presentations on issues in their fields. Faculty are also involved in other campus presentations and conference presentations. Students are involved in conference/event planning--program and budget development, satisfaction surveys; conference presentations; NASA scholarship activities in STEM conducting independent research; and research projects with Ohio State students.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

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

### Rating

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Met

### Evidence

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CCSC has a sufficient number and continuity of faculty to carry out both classroom and non-classroom roles. According to the Reflective Overview, the College employs over 300 full-time and 1110 adjunct faculty, over 500 full-time and 380 part-time staff, and 180 administrators. Through various committees, such as curriculum, assessment, academic rules and policies, digital learning, and instructional success, the faculty carry out their responsibilities in addition to classroom roles. When it is warranted, faculty are also granted released time. In the faculty forum, some departments expressed a need for more full-time faculty, citing the long term assignment of an annually contracted faculty (ACF) and noting that sometimes balancing non-classroom responsibilities with classroom responsibilities is difficult.

The full-time and part-time faculty are appropriately qualified. Credentials for faculty teaching general education courses are based on HLCs requirement of a master's degree in the discipline or a master's degree and 18 credit hours in the discipline or sub-field in which the faculty teach. Credentialing at CSCC is also based on the Ohio Department of Higher Education's Guidelines and Procedures for Program Approval. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level they teach, except in programs for terminal degrees or when equivalent experience is established. Recently the Human Resources Department led a review of faculty credentialing criteria, reviewing current records as well as establishing and disseminating guidelines detailing faculty credential requirements and tested experience rules. Various groups

confirmed that full and part time faculty in traditional, blended, web/distance learning programs are qualified. The team reviewed transcripts and some CVs of 29 adjunct and full-time faculty of certificate programs in Allied Health, Justice, and Welding; and degree programs in Business Management, Accounting, Accounting-Finance, Nursing, Biology, English, History, Music, and Psychology. In all cases, the required faculty credentials were met or exceeded. In addition, the institution's reference documents detailing the Faculty Credential Requirements by division were robust and detailed. Since faculty noted that finding and keeping qualified high school teachers in the College Credit Plus (Dual Credit) program is sometimes difficult, however, the team encourages the College to continue to monitor this area closely. It is important that the faculty in the High Schools, like the campus faculty, be appropriately credentialed.

Full-time, tenure-track faculty are evaluated regularly. The evaluation process and criteria for full-time faculty are defined in several documents, including the Faculty Promotion and Tenure Handbook, and the Policies and Procedures Manual. The review focuses on three categories: teaching and learning, professional activities, and service activities and includes peer review, faculty observation, student evaluation of instruction, annual faculty performance appraisal, professional development report, and committee contributions report. Chairs monitor Annually Contracted Faculty (ACF) each academic year; chairs and/or lead faculty conduct classroom observations of adjunct faculty each semester with both observing classes taught for the first time. A lead faculty member evaluates online faculty materials and performance.

CSCC provides many avenues for professional development, which included tenure-track and annually contracted faculty. According to the latest faculty agreement, the College will provide a minimum of \$300,000 for professional development activities. These may be used for activities, such as conferences and academic study. Many professional development activities are internal. For example, the College recently initiated a Faculty Professional Development Initiative, which focuses on active and collaborative learning and concentrates on four areas of instruction i.e. critical thinking; building reading and writing skills in all disciplines; diversity, equity, and inclusion; and leveraging teaching and technology. Other activities include topics through a Magna Mentor subscription of over 400 videos and workshops. Adjunct faculty are compensated for attending professional development workshops.

According to the agreement between CSCC and Columbus State Education Association (CSEA), tenure-track faculty, whose standard workload is 30 contact hour per year, are required to hold 8 office hours per week each semester, 6 of which must be regularly scheduled on campus. The 2 remaining hours may be virtual office hours, such as email or chat rooms. ACF faculty, i.e. full-time faculty for a semester or academic year who offset the use of adjuncts, are assigned 3 departmental hours, the equivalent of 2 clock hours, in addition to an 18-21 hour workload. These hours are assigned for departmental activities to include meetings with students and colleagues. Since no office hours are required for adjunct faculty, the College is urged to ascertain adjuncts availability for student inquiry.

Staff members providing student support services are appropriately qualified and participate in a number of professional activities. Staff qualifications range from associate to doctorate degrees, for example, learning support specialists with bachelors and masters; advisors, lead tutors, licensed counselors with masters; and some directors with doctorates. Staff participate in ongoing staff development activities, such as onboarding sessions for new hires, IT training, wellness and leadership workshops, classes on recruitment and hiring, a career-track series of sessions on the Delaware campus, and work sessions related to specific departmental needs.

**Interim Monitoring (if applicable)**

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None

### 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

#### Rating

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Met

#### Evidence

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CSCC provides an array of student support services for the general and targeted student populations. Commendably, these services are guided by the College's commitment to student success by implementing a holistic approach to student services. Therefore, traditional academic supports include TRIO, financial aid advising, tutoring, mentoring, writing center, testing, library resources, a variety of clubs and organizations. The College also offers students social activities, veterans week events, men's career clothes pop-up shop, student success workshops, classes in the First Year Experience, physical activities in its fitness center, and most recently a pay-what-you-can produce market to help combat food insecurities. The College recently centralized some key services to create a one-stop hub under the banner of Student Central. It also partners with a community organization to provide on-site services and referrals. It has also taken on a coaching approach to advising new students. The college creates new or modifies services based on student needs as determined mainly by experience with students and surveys. In 2012, the CSCC was designated an Achieving the Dream institution to improve outcomes for first-generation students, students of color, and low-income students. In 2019, the College received the Leah Meyer Austin Award, a distinguished honor, for its work to narrow the achievement gaps and realized significant gains in course completion, retention, and graduation. The College is also a part of the Lumina Foundation's Right Signals Initiative to articulate graduate credentials to employers.

CSCC requires entering students to take one or more assessments to determine college readiness in reading, writing, and mathematics, which helps the staff to determine eligibility for courses and programs. These assessments include ACCUPLACER, ACT, Advanced Placement, and CLEP. In keeping with its accelerated learning approach, the English Department places applicants who are not eligible for college-level courses in paired classes--college-level English and a support course; the

Mathematics Department provides 5 hours of instruction and then enrolls eligible student in a regular college course. The English and Math Departments reported that this approach has been successful, especially the combined Math 1148/1149. These co-requisite College Algebra and English courses allow students to move ahead without spending an entire semester in developmental courses and is, therefore, cost effective for them.. Those who are not eligible for these developmental approaches are referred to a community-based program, Aspire Ohio. Applicants place in the noncredit ESL course must successfully complete it prior to enrollment in a credit ESL and other courses.

CSCC has initiated the Guided Pathways model to guide students through their programs from entry to completion. This is especially useful for transfer majors because pathways can be linked to transfer requirements of a number of institutions for which the College has articulation agreements. The College offers academic advising in a variety of ways, for example, faculty advisors mainly in the career and technical programs, and professional advisors, some of whom are embedded in courses. Advising is also provided through Skype, telephone, email, and the WEB. Advice includes scheduling, program requirements and completion, and transfer. The variety of advising methods provides access to students across modalities.

The College has adequate infrastructure and resources to support teaching and learning. For example, it recently opened a state-of-the-art hospitality and culinary arts building, and has excellent library and related resources as well as adequate performance and clinical sites. Some faculty, however, stated that old buildings needed repairs, for example, noting that technology support varies depending on the building, that ventilation is inadequate, and that elevators are not well maintained in Nestor Hall. According to faculty and staff, who praised the services and staff, maintained that the testing center needs to be expanded in terms of space, computers, and staff. In addition, the desire for a central place for tutoring was referenced. Some campus members also mentioned that AEDs in every building would be desirable.

Students receive adequate guidance in the effective use of research and information primarily through courses that include the Institutional Learning Goal on Communication Competence and the related Institutional Learning Outcomes and General Education Competencies. The library also offers workshops, handouts, such as research guides, and web-based information and tutorials.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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

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

### Rating

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Met

### Evidence

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CSCC's co-curricular activities and programs are suited to its mission and contribute to the educational environment. The institution provides opportunities for students to enhance their educational experience mainly through the support of faculty, Student Engagement and Leadership (SEAL), and the Global Diversity and Inclusion Center. These activities include a lecture series; student success workshops and commendably a student success week that includes topics, such as self defense, budgeting and investing, leadership, and resume building; a state leadership conference; a student programming board, as well as over 50 clubs and organizations. To assure success of the many co-curricular activities, academic and student services staff collaborate. Although students can produce a co-curricular transcript, these experiences have not been formally assessed.

Students' educational experiences are also enhanced, through research, community engagement, and service learning. Service learning experiences are built into the curriculum. In Spring 2019, the College offered service learning classes in 5 areas--accounting, business office administration,, dental hygiene, English, and psychology. Additionally, Early Childhood students volunteer at the art museum, public library, and science center as a part of the practicum experience, English students participate in theater programming, and American sign language students volunteer to interpret at a local theater. Human Growth and Development students volunteer in a reading program at a local school. The Gospel Vocal Ensemble performs every other week in community sites, such as retirement homes. The College engages in a day of service involving students, faculty, and staff serving animal shelters, food banks, Goodwill, legal aid society, and a municipal court. The College also participates in the Central Ohio Compact designed to increase post-secondary certificate or degree attainment, which can, in turn, lead to a strong economy.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## **3.S - Criterion 3 - Summary**

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

### **Evidence**

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One of CSCC's priorities is student success, and that focus drives academics and student support services.

The institution's academic programs are informed by quality principles, as attested to by the achievement of its students and by its fulfillment of transfer and employer requirements. Highly qualified faculty and staff are engaged in developing and improving programs, and initiating activities that address the needs of a diverse student population. These include participation in programs, such as Guided Pathways, Achieving the Dream, and Right Signals as well as internally-created programs and processes. Non-academic supports are provided through a holistic approach--counseling interventions, advising, referrals, wellness and fitness activities, leadership development, and food insecurities solutions.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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

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

### Rating

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Met

### Evidence

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CSCC program review is on a 4-year cycle. It is continuing to mature as each division is engaged in improving its processes. Faculty noted that they have moved from a pencil and paper validation with unusable data and a cumbersome process to a streamlined process and more meaningful criteria. As a result, Business, Engineering, and Technologies (BET) and Health and Human Services (HHS) Divisions have refined program review and updated the handbook (2019).

Documentation now includes the review process, calendar, forms for degree and certificate programs, demographics, student success measures, workforce development, and analysis. Work on adding a financial section to the review is in progress. As a result of the program review and

recommendations from advisory committees, the divisions have been able to use data and analysis for program improvement, especially curricular change, as an example, adding ethics in some courses. The Arts and Sciences Division originally reviewed broad degree programs integrating courses students most commonly take but determined that a more meaningful process and design were necessary. Therefore, this division redesigned its process according to majors using academic pathways. The goal is to implement the process with the first cohort completing pathways in Spring 2020. A draft of the Academic Pathways Program Review Handbook was begun in 2018.

The institution has in place policies and procedures for the purpose of transcript evaluation. Evaluations are conducted on all official transcripts received from regionally accredited colleges and universities, domestic and foreign. The College awards credit for prior learning through accepting transfer credits from accredited institutions and through international evaluation services. Additionally, policies and procedures are in place for the credits accepted by the institution. The College awards credit through a number of nationally-recognized tests and services in order to ensure the quality of the credit.

Faculty and department leads determine the preparation level that is required by students. This includes requirements for prerequisites, placement scores, etc. The College communicates this information to current and potential students primarily through the website, the catalog and through the use of standardized syllabi. There was concern expressed by a few members of the Math department regarding requirements for placement and ACT scores in some courses and the overall leadership of the Arts & Sciences Division. Meetings with the new Vice President of Academic Affairs indicated an understanding of the current divisional issues and a strategy for how the VPAA is addressing the concerns.

CSCC has processes and resources in place to ensure consistency in the curriculum across modality, encompassing face-to-face, dual credit, blended and online instruction. Types, processes and assessment plans are also implemented across modalities and locations. Additionally, new course or revision requirements are well known and published across the institution. The College relies on CurrIQnet software to manage the approval processes.

The College follows a dual and concurrent enrollment strategy that aligns rigor and outcomes in across modalities and locations, and ensures all faculty meet minimum qualifications and assumed practices of the Commission. Additionally, College Credit Plus courses are taught by instructors with credentials consistent with guidelines published within HLC's *Assumed Practices* and the credentialing requirements by the state of Ohio.

During the Comprehensive Evaluation Visit for Columbus State Community College, three staff from the College's Human Resources area and one staffer from the Office of Academic Affairs assisted one HLC team member in pulling representative transcripts from throughout the faculty ranks at the college.

Transcripts (and in some cases, CVs) of 29 adjunct and full-time faculty were studied from certificate programs in Allied Health, Justice, and Welding; and degree programs in Business Management, Accounting, Accounting-Finance, Nursing, Biology, English, History, Music, and Psychology. In all cases the required faculty credentials were shown to be met or exceeded. In addition, the institution's reference documents detailing the Faculty Credential Requirements by-division were robust and detailed.

Duties of Lead Faculty include reviewing and recommending approval of credentialed high school

instructors; approving course syllabi, policies, and assessments; observing high school instructors; providing mentoring, resources and dialogue; and managing situations that arise in ways that maintain the academic quality of Columbus State courses and ensure the academic support of Columbus State CCP high school students.

Department Chairs within the Colleges are responsible for identifying when specialized accreditation is necessary for an academic program. The College currently holds 30 specialized accreditation relationships and appears to have adequate resources in place to support them.

The College maintains clear minimum academic requirements for each degree in the Catalog, and uses a mix of internal direct measure assessments and external licensure/certification assessments to assess outcomes. Faculty work with program leadership to develop responses to the analysis of these assessments as a part of the College's assessment work. The College collects data on pass rates of graduates on certification and licensure exams to evaluate the success of program graduates. The College follows up with its graduates to determine if they met their educational goals.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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

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

### Rating

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Met

### Evidence

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The College uses multiple modalities to share common outcomes. Information is available through the College website includes the General Education Statement. Program Learning Outcomes for all degree and certificate programs are publicly available via the College's website and in the Catalog. The level of expected students achievement of outcomes is determined at the department or program level. The College is working toward a greater culture of assessment, and in meetings with team members were able to articulate ways assessment data helps drive curricular improvement. However, there does not appear to be a college-wide understanding of level of achievement and no evidence as to how departments and programs collaborate to have a common understanding of how the ILOs are operationalized. This is an area for further development as processes mature.

Program learning outcomes for CTE areas are designed with input from advisory committees, external program accrediting bodies, and community workforce representatives. The advisory committee input helps to ensure the program learning outcomes remain relevant. The College uses the website, standardized syllabi, and other means including the course catalog to communicate and articulate program learning outcomes to the public.

The institution uses a PLO assessment form where programs report on assessments and implications of the data on the curriculum. The process of assessment and curricular improvement has reached a certain level of maturity. While the level of achievement of the outcomes are specified on the Departmental/Program Assessment Plans and Reports, the actual outcome data for all programs should be presented in an aggregated format, and expectations for student performance identified at the institutional level.. Assessment of co-curricular activities is early in the development and assessment requirements are sometimes confused for student engagement. The institution would benefit from strong definitions to ensure that appropriate assessment of co-curricular activities, along with engagement are being assessed appropriately.

Assessment data is compared against benchmarks established at the program or department level.

When internal targets are not met, Departmental Assessment committees are required to engage in follow-up, which entails peer discussion surrounding plans for improvement, as well as strategic and budgetary requests.

Departments and Programs compile yearly reports and collect data on a three-year cycle. The reports are reviewed, and shared by the Division Assessment committees. Data is compiled from the Division Committee Summary Reports and shared with other College committees.

The institution uses committees at different levels of the institution departments/programs, divisions. The work done at the division and upper levels does not have strong feedback mechanisms to the programs/departments at this time. This is an area that could use further development.

The assessment processes of the institution are driven predominantly by faculty. In discussions with the site team during the comprehensive visit, plans for the next stages of training and development initiatives to advance assessment initiatives on the campus were discussed.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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

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

### Rating

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Met

### Evidence

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CSCC has a defined College Completion Plan with expectations and goals related to retention, persistence, and completion targets. Throughout meetings with various constituents during the site visit, a recurring theme was "Student Success" with retention and completion at the center of improvement plans and initiatives throughout the institution. The College's Strategic Plan includes a priority of Student Success that includes 1) expanding access and improving college and career readiness for students; 2) fortifying support for college persistence, completion and goal attainment; 3) addressing diverse student needs and goals by ensuring equity in success outcomes.

The institution is in compliance with initiatives for the collection of required State and federal reporting data. In addition, the College has a broad variety of student success strategies in place that contain metrics around retention, persistence, and completion. These initiatives have helped the institution double graduation rates over the last seven years, with 40 percent of students either graduating or successfully transfer to four-year institution. Additionally the campus has been able to narrow the success gap in course completion between African-American students and white students from 22% to 13.7% in the past 6 years. Overall course completion success has moved from 67.1% in 2011-12 to 73.8% in 2017-18.

The College established targets for retention, persistence and completion rates. By 2022 the institution wants to increase retention from first year to second year from 45.2% to 55%. The goal for degree, certificate completion, or transfer within five years is to move from 41.5% to 50% by 2022. These targets have been supported by additional benchmarks for overall student success including, increasing the percentage of students earning 15 college credits within their first year of college

enrollment from 30.7% to 40%. This is matched by a goal to increase the percent of students earning 24 college credits within their first year of enrollment from 12.4% to 20%.

The institution has launched multiple improvement strategies related to improving student retention and completion, with success evident from the statistics above. CSCC uses the Achieving the Dream framework to approach its efforts on increasing student retention, persistence and completion.

The College uses a variety of tools and methods to assess student retention, persistence, and completion, including Achievement Analytics, CCSSE, Ruffalo Noel- Levitz - Student Satisfaction Survey, NHEBI and other data sources and models. In support of this work the institution has sought to strengthen its data infrastructure. The College compared internal data on retention, persistence, and completion rates with other peer institutions. The institution has five institutional student success goals which will guide its work over the next five years (2018-2023).

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## **4.S - Criterion 4 - Summary**

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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.

### **Evidence**

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The institution has multiple avenues in place to ensure ongoing evaluation of educational programs and processes. The culture of assessment is in place and maturing across the academic offerings. Processes are focused on improving student performance and is guided by faculty fellows and committee structures based in the faculty ranks. As the assessment culture matures, better feedback mechanisms from division and institutional committees can improve and strengthen overall assessment efforts. The institution may also want to consider setting institutional level performance expectations for ILOs.

Co-curricular assessment is still early in its development and the campus should develop definitions and processes that separate co-curricular assessment and student engagement. Although overlapping, the two are unique and separate issues.

Program Review also provides a strong focus on providing for quality educational programming, although the current iteration is new to the institution. Completing the roll-out of this process and integrating the review of data for both comprehensive and annual components of the review will ensure a strong learning environment.

## **5 - Resources, Planning, and Institutional Effectiveness**

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

### **5.A - Core Component 5.A**

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

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

### **Rating**

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Met

### **Evidence**

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Columbus State Community College manages fiscal, physical, and technological infrastructures to allow efficient campus operations, describing common processes in budgeting, allocating, reviewing, and auditing. Revenues for the College are based upon reasonable enrollment projections and tuition rates approved by the Board of Trustees. Examples of this are seen in the increase of staffing and technology in the office of Institutional Effectiveness and the Grants office, as well as the increase in Campus Police officers and security staff.

CSCC follows practices identified through its Resource Planning Principles. Decisions on the funding and prioritization of projects are based on the College's mission, vision, and values and are made by the President, in consultation with the President's Cabinet, and submitted to the Board of Trustees when appropriate. The College funds capital expenditures primarily through the Facilities and Technology Fee revenue, State capital appropriations, or other sources. Over-allocating is avoided through policy 9-01F that allows only the Board authority to allocate funds for expenses not included in the annually approved operational budget. The College established Resource Planning Principles, revised in November 2013, that help guide the preparation of general fund operating

budgets.

Mission and goals, together with current and predicted economic environment and local conditions, all factor into the development of expense budgets. The College, along with nine other community colleges in Ohio helped change the legislation that will allow them to go to the voters of their service area to seek up to \$300 million dollars for infrastructure improvements.

Columbus State Community College offers a variety of training sessions in Supervision, Management and other HR issues offered through HR and some individual departments. This provided employees with a variety of ongoing professional development (PD) opportunities. The College also offers PD programming oriented directly to the faculty. There are also opportunities to advance in credentials externally through tuition reimbursement programs. The College supports staff members to increase their skills and knowledge in their areas of expertise beginning with new hire orientation. New hire orientation includes review of all College resources, policies, procedures, systems, and College and departmental goals. Beginning the first year of employment, employees participate in the MyPLAN process.

The priority-planning phase of the budget planning process starts in October/November of the current fiscal year for the ensuing fiscal year. Activities must align with one of the following strategic objectives: Student Success, Workforce Development, Civic Engagement, Risk Mitigation or Operational Efficiency. The College involves a diverse set of leadership stakeholders in considering and defining funding priorities for the coming year.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

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

### Rating

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Met

### Evidence

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Columbus State Community College Board of Trustees are knowledgeable about the institution. They are keenly aware of the three pillars of the Strategic Plan: Student Success, Workforce Development and Civic Engagement. The Board understands their fiduciary and legal responsibilities with ultimate responsibility to students and the community. The Board is diverse in its composition: gender, ethnicity and role in the community.

Policies and procedures of the College are reviewed through a shared governance model. Shared Governance is made up of two councils: 1) Academic Council, made up entirely of faculty, has the responsibility of reviewing and updating Chapter 5 (Academic Services) of the Policies and Procedures; and 2) Policy Council - made up of representation from divisions throughout the College, a member from each union and Cabinet – has the responsibility of reviewing and updating all other policies and procedures of the College.

The Academic Council plays a large part in setting academic requirements. Faculty at Columbus State are very involved in this work and take pride in this responsibility. Academic requirements that need to progress to policy are moved through Academic Council to Cabinet for consideration and approval. Staff are also able to be involved by submitting ideas to the Student Success Innovation Fund for possible funding. Students are engaged in policy and processes through focus groups, surveys and open forums. Additionally, the President meets with student leaders each month for a lunch and learn.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Rating

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Met

### Evidence

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Columbus State Community College has three priorities which align with their mission: Student Success, Workforce Development, and Civic Engagement. The Strategic Plan, started in 2013 and approved by the Board of Trustees is reviewed continuously. In addition, every two years the College is required to submit an updated Strategic Success plan to the State of Ohio. While not all of the planning processes are completely integrated, there is movement in getting the process to that level of maturity. All of the planning processes feed into the budget planning process. Budget requests are prioritized to meet the needs of student success, workforce development and civic engagement.

The College links assessment of student success projects, information from multiple data bases, planning and budgeting as a part of it's systematic process. An example of this was the discovery that the College needed deeper data. Resources were allocated to increase the resources for Institutional Effectiveness and Project Management office. As a result of this linkage metrics, and the ability to monitor data have improved. Rolling out the data website has given more people access to information. Consistent data was and important missing element prior to the improved infrastructure. The investment has allowed the College to save time on some reports-like enrollment. Using data to develop personas has also enabled the College to more fully understand their student populations.

The current planning process began with the arrival of the current President. A College Planning Forum was convened to learn from faculty and staff. That lead to the formation of a Student Success Council and the Completion Council. Work teams in those areas sought input from the broader.

The College has managed its revenue uncertainty by fiscally conservative budgeting and safe investment opportunities. Columbus State has supplemented traditional enrollment with College Credit Plus which currently adds approximately 6,000 high school students to the institution.

Columbus State Community College describes a number of circumstances where the institution responded to changes in operating resources in order to maintain capacity and increase opportunities for students. A specific example of this was in using its small debt burden to leverage an affordable financing strategy for a new Hospitality Management and Culinary Arts building. A second example is in the upcoming Bond referendum to improve aging infrastructure.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Rating

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Met

### Evidence

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Columbus State Community College is committed to three pillars: Student Success, Workforce Development and Civic Engagement. Faculty and staff are able to draw a direct line between planning and actions to the pillars. When the College hit a plateau in the student success journey, it spurred CSCC to dive deeper into the data. From this initiative, the institution has documented a comprehensive selection of reports and surveys, and internal data sharing. Data, information, and training are available to a diverse set of internal stakeholders and supported by Institutional Effectiveness. The College's Strategic Plan, numerous AQIP projects, Achieving the Dream, and other initiatives all show evidence of a CQI philosophy in action.

The College has seen improvement in several key areas, including course completion rates in developmental and gateway courses and improved completion rates for students in nearly all high-risk categories. Columbus State Community College has learned that communication is key in improving effectiveness, capabilities and sustainability. The College stated that it was important for people to know and understand what is happening. Board agendas and minutes are available on the web and programs like First Wednesdays help to keep faculty and staff informed.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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

### **Evidence**

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Columbus State Community College has resources, structures and processes that fulfill its mission, improve the quality of educational offerings, and responds to future challenges and opportunities. One example of this can be seen in the increase in spending and personnel in campus safety. Responding to student feedback, the College added sworn police officers and a 24 hour dispatch center. In planning for the future, the College has recognized the need to improve infrastructure of aging facilities and improve technology both for instruction and security. To do this the College worked with the State Legislature to allow voters to potentially approve a \$300 million dollar bond to make these improvements.



## **6 - Commitment to Continuous Quality Improvement (CQI)**

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### **6.A - Question 6.A**

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#### **Levels of Organizational Maturity in Relation to the AQIP Pathway Categories**

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its agenda.

#### **Evidence**

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The institution has been an AQIP institution for a number of years and has in place mechanisms and processes in support of continuous quality improvement. While on campus the team chair spoke with several constituencies about the opportunities for continuing these processes even while moving to a different accreditation pathway.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 6.B - Question 6.B

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### **Evidence of Principles of High-Performance Organizations**

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through aspirational values found in the Principles of High-Performance Organizations.

### **Evidence**

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Columbus State Community College demonstrates values tied to principles of High-Performance Organizations. The two strongest principles that were manifested on the recent site visit are:

*Collaboration* - The College has adopted processes that are driven by a philosophy of shared governance. With a focus on shared governance, CSCC demonstrates a strong commitment to collaboration across the institution. The institution provides its faculty, staff, and administrators with the training and resources successful collaboration demands, rewarding effective cooperation and celebrating model collaborative efforts with internal or external partners.

*Information* - Initially recognizing this as an initial weakness, the institution invested time and resources to provide an infrastructure to support fact--based information gathering and thinking to support analysis and decision. Faculty, staff, and administrators are now able to track progress consistently, and use performance results to set targets that increase and improve the institution's capability to meet its students' and other stakeholders' needs and expectations.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **7 - Commitment to the AQIP Pathway**

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### **7.A - Question 7.A**

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#### **Actions That Capitalize on Systems Appraisal Feedback**

Provide brief bullet points that demonstrate success or progress.

#### **Evidence**

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The institution has successfully launched and completed multiple AQIP projects that support student success. These included areas such as Academic Pathways, Data Infrastructure, and OER and others in response to previous portfolio feedback and campus need.

As the AQIP pathway comes to a close and the institution moves to a new accreditation pathway, the leadership discussed ways to continue to build on the continuous quality improvement processes and culture that has been established at the institution.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **7.B - Question 7.B**

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### **Actions That Capitalize on Strategy Forum Participation**

Provide brief bullet points that demonstrate success or progress.

### **Evidence**

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The College instituted multiple AQIP projects based on previous feedback and previous participation in the Strategy Forum. As AQIP comes to an end as a pathway, the leadership is evaluating options for maintaining and strengthening CQI processes and culture on the campus that has been maturing over the institution's time in the pathway.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7.C - Question 7.C

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### **Actions That Capitalize on Action Projects**

Provide brief bullet points that demonstrate success or progress.

### **Evidence**

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The College instituted multiple AQIP projects based on previous feedback and previous participation in the Strategy Forum. These have included initiatives to improve Data Collection and Reporting Infrastructure, as well as initiatives to improve Student Success and completion. As AQIP comes to an end as a pathway, the leadership is evaluating options for maintaining and strengthening CQI processes and culture on the campus that has been maturing over the institution's time in the pathway.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7.D - Question 7.D

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### **Commitment to Active Engagement in the AQIP Pathway**

Provide brief bullet points that demonstrate success or progress.

### **Evidence**

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Columbus State Community College has benefited from its participation in the AQIP Pathway and the opportunity to build a strong culture of continuous quality improvement on campus. As the institution moves to a new accreditation pathway, the College will take with it the lessons learned and continue to build a cultures that embraces continuous improvement.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
6	Commitment to Continuous Quality Improvement (CQI)	
6.A	Question 6.A	
6.B	Question 6.B	

7	Commitment to the AQIP Pathway	
7.A	Question 7.A	
7.B	Question 7.B	
7.C	Question 7.C	
7.D	Question 7.D	



## Review Summary

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### Conclusion

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Located in the state capital of Ohio, Columbus State Community College is the largest community college in the state with a long history of serving the diverse needs of students with a strong commitment to its open access mission. The College maintains strong transfer agreements and has Associate degrees that provide pathways to bachelor's degrees at public and private institutions in the region. The College also takes seriously its commitment to the Business community with strong engagement with workforce initiatives that support employers and students.

CSCC is an Achieving the Dream (AtD) institution which provides a focus on evidence-based innovation to improve outcomes for first-generation students, students of color, and low-income students. The College has been recognized as an AtD Leader College for its work in narrowing achievement gaps and significant gains in course completion, retention, and graduation.

The team was impressed throughout the visit with the focus across the institution of Student Success, it was a recurring theme in meetings and discussion. The team believes the lessons learned as an AQIP institution will continue to inform practices on campus and were excited to see all the good work being completed at CSCC. The team believes that the College should be allowed to choose their own Pathway moving forward.

### Overall Recommendations

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#### Criteria For Accreditation

Met

#### Sanctions Recommendation

No Sanction

#### Pathways Recommendation

Eligible to choose

*No Interim Monitoring Recommended.*



## Federal Compliance Worksheet for Evaluation Teams

*For AQIP Pathway Comprehensive Evaluations*

### *Evaluation of Federal Compliance Components*

This worksheet is to be completed preliminarily by a Federal Compliance reviewer and then, subsequent to the on-site evaluation, finalized by the peer review team that conducts the visit. When a Federal Compliance reviewer is not assigned, the worksheet is completed by the team. The team that conducts the visit is ultimately responsible for the contents of this worksheet in its entirety. When a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials submitted in advance of the visit and refer any issues to the team no later than one week prior to the visit for further exploration and confirmation on-site. The team chair ensures that the team has reviewed the Federal Compliance reviewer's preliminary findings, makes any necessary adjustments to the preliminary evidentiary statements and findings in the worksheet subsequent to the on-site visit, and submits the finalized worksheet as an integral part of the team's final report.

The Federal Compliance reviewer and/or the team should separately review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement, as well as expectations for communication between the Federal Compliance Reviewer and the team.

Generally, if the team finds in the course of the review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised within the appropriate parts of the comprehensive evaluation team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below, added to the appropriate section(s) of the team report, as well as in the Summary Section of the Team Report indicating any expectations for improvement.

### *Submission Instructions*

**Federal Compliance reviewer:** Email this worksheet in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

**Team chair:** Send the draft of this worksheet to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheet at [hlcommission.org/upload](https://hlcommission.org/upload). Select "Final

Reports” from the list of submission options to ensure the worksheet is sent to the correct HLC staff member.

Institution under review: Columbus State Community College

Name of Federal Compliance reviewer: Kristin L. Mallory  
*Leave blank if a Federal Compliance reviewer was not assigned.*

**TEAM CHAIR ONLY:**

Name: Sheri H. Barrett

I confirm that the evaluation team reviewed the institution’s compliance with the federal requirements in this worksheet and that the worksheet reflects the team’s ultimate findings and related rationales.

**1. Assignment of Credits, Program Length and Tuition**

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- A. After gaining access to the institution’s Federal Compliance materials in the Assurance System, contact the institution’s Accreditation Liaison Officer to request a sample of course and program materials. Review the sample and other documentation submitted by the institution and make a reasonable determination as to whether the institution’s assignment of credit hours conforms to commonly accepted practice in higher education:
- The institution’s policy (or set of policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality
  - The institution’s course or program credit assignment **procedures** and its representative sample approval documentation
  - The process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling
- B. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.*

Rationale:

The college has a long-standing policy (5-05) on assignment of academic credit related to the number of hours of lecture, seminar, lab or clinic. Additional information on the number of required clock hours for courses that involve directed practice, practicum, field experience, cooperative work experience, and studio courses. Policy 5-06 identifies the required 60 credit hours and specific technical and general education content for each of the associate degrees, Associate of Applied Science, Associate of Technical Studies, Associate of Arts and Associate of Science. Review of multiple syllabi demonstrate consistent course requirements and student outcomes regardless of term length and modality of course delivery. Many of the syllabi reviewed also included a statement regarding the amount of time students should devote to working on the course.

Additional monitoring, if any:

## 2. Institutional Records of Student Complaints

---

- A. Verify that the institution has a policy and procedure(s) for addressing student complaints.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.*

Rationale:

Note: procedure 7-13a for written student complaints has not been updated- date is 2005, and reference is to HLC of North Central Association. Just wondering how frequently they review policies for updates. Also, they shared the file with student names, even though #2 states that student identities will remain anonymous.

*Follow-up from Site Team: The Chair and team member James O'Donnell met with the team on campus that was responsible for Federal Compliance and discuss this and several other issues regarding maintenance of policy review and website monitoring.*

Review of the complaint log from 2016 until present demonstrates that the institution follows its written student complaint policy and procedures (7-13 and 7-13a).

Procedures and policies are also evident documenting student grade appeal processes. Policy 3-43 documents the policy and procedure for acts considered discrimination, harassment and retaliation. This policy includes consequences for both employees and

students who are found to be in violation. Policy 3-44 addresses prohibition of sexual misconduct in any form, and 3-44A outlines process the college follows upon receipt of a notice of alleged sexual misconduct.

Additional monitoring, if any:

### 3. Publication of Transfer Policies

---

- A. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public.
- Review the institution's transfer policies.
  - Review the list of articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
  - The information the institution provides should explain any program-specific articulation agreements in place. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution:
    - Accepts credits for courses offered by the other institution(s) in the articulation agreement.
    - Offers courses for which credits are accepted by the other institution(s) in the articulation agreements.
    - Both offers courses and accepts credits with the other institution(s) in the articulation agreement.
    - What specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.*

Rationale:

The college's website has links to an impressive list of university articulation agreements. The agreements specify the hours accepted by the university from the college and any specific institutional requirements for graduation from the transfer institution. The college also has a

university transfer center to assist students in their future endeavors. The college's website identifies the degree programs that fully transfer (associate of arts and associate of science) and programs that are designated as Ohio guaranteed transfer pathway programs. Specific program transfer options are also available on the website for the associate of applied science degree programs.

Additional monitoring, if any:

#### 4. Practices for Verification of Student Identity

---

- A. If the institution **does not** have students enrolled in distance or correspondence courses, indicate this in the responses below.
- B. If the institution **does** have students enrolled in distance or correspondence courses, confirm that the institution verifies the identity of students. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
- Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
  - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
- C. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution does not have students enrolled in distance or correspondence courses.
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Core Component 2.A.*

Rationale:

The college assigns all students unique numerical identification codes (Cougar ID) and user names and passwords. Students are required to enter the user name and password to access the online and hybrid courses in Blackboard. The college states that many of the online learning courses require at least one proctored exam, and with this process students must provide identification at the on- or off-campus proctor site. Students are also able to take a proctored exam through ProctorU, in which case the student is responsible for the additional

fees associated with this method of test proctoring. Students who take online and blended courses are assessed a \$10 per credit hour fee. This fee is evident on the institutional webpage for tuition and fees.

Additional monitoring, if any:

## 5. Title IV Program Responsibilities

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- A. This requirement has several components the institution must address. The team should verify that the following requirements are met:
- **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities. (See Appendices A and B.)
  - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. *Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.* (See Appendix C.)
  - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, the institution's compliance with these regulations.
  - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated the compliance with these regulations. *Related HLC Requirement: Assumed Practice A.6.*
  - **Satisfactory Academic Progress Policy.** The institution has provided HLC with information about its compliance with this regulation. *Related HLC Requirements: Criterion 3.A; Assumed Practice A.5.*
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. (See related HLC Requirements with each section of the Title IV Responsibilities above.)

Rationale:

The college is certified to offer Title IV financial aid programs through September 30, 2020 and has not been audited by the US department of education. The financial audits from 2015, 2016, and 2017 found no material weaknesses or significant deficiencies and the composite ratios following HLC guidelines are over 5.0 for each of these years. The college provides the appropriate links for institutional disclosures regarding crime, athletic participation and financial aid. The website also provides forms that can be completed online to report concerns related to Title IX. Satisfactory academic progress is defined in the college catalog and is explained through documentation and narrated video on the website.

Note; the IT Security and Privacy Policy does not have an active link on the about us, institutional disclosure web page. The other links appear to be working. The link for the crime statistics goes to an overwhelming 145 page document.

*Follow-up from Site Team: The Chair and team member James O'Donnell met with the team on campus that was responsible for Federal Compliance and discuss this and several other issues regarding maintenance of policy review and website monitoring.*

Additional monitoring, if any:

## 6. Publication of Student Outcome Data

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- A. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Assumed Practice A.6.*

Rationale:

Student outcome data is available "two clicks" from the college's home page of the website. The information includes graduation rates and transfer rates for student athletes. The same



data is also available for all students by gender and race and includes retention rates by cohort.

Additional monitoring, if any:

## 7. Standing With State and Other Accrediting Agencies

---

- A. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

**Note:** If the team is recommending initial or continued accreditation status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status despite this action.

- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.*

Rationale:

The college offers 30 programs with specialized accreditors, professional associations or agencies. The regional accreditation is identified on a link from the home page and the multiple programmatic agency relationships are listed with no direct link from the accreditation page. Rather, each program with specialized accreditation or recognition is identified on the respective webpage related to that degree. The college states that none of the programs have sanctions or provisions to the programmatic accreditation.

*Note: some of the information seems dated, such as medical laboratory technician lists accredited in 2011 for 7 years, and nothing beyond that time. The documents provided in the links do not include the accreditation documents for the respective programs.*

*Follow-up from Site Team: The Chair and team member James O'Donnell met with the team on campus that was responsible for Federal Compliance and discuss this and several other issues regarding maintenance of policy review and website monitoring.*

Additional monitoring, if any:

## **Institutional Materials Related to Federal Compliance Reviewed by the Team**

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Provide a list of materials reviewed here:

Credit class schedule for Fall 2019 (online link)

Columbus State Student Complaint Log (2016/17- 2019/20)

Course syllabi: ENGL 1100 online, web, summer, full-term, B-term; AMT 1101, AMT 2102, COLS 1101, NURS 2871 blended and traditional.

Columbus State Community College website and related documents



## Multi-Campus Reviewer Form

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After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at [hlcommission.org/upload](https://hlcommission.org/upload). Select “Final Reports” from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

### Instructions

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A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

# Report Template

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Name of Institution: Columbus State Community College

Name and Address of Branch Campus: Delaware Campus, 5100 Cornerstone Dr, Delaware, OH 43015

Date and Duration of Visit: 10/28/19, 3 hours

Reviewer: Amanda Herwatic

## 1. Campus Overview

---

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Delaware Campus of Columbus State Community College provides general education for students wishing to transfer to a four year university after completing an associate degree. The campus also offers Associate of Applied Science degrees in three specific areas as well as offers Basic English courses. In addition to the course offerings, the Delaware campus also offers appropriate levels of support services and academic support resources to scaffold academic programming.

Faculty and staff met with members of the team during the visit and were highly engaged with the students and in support of the campus mission in the Delaware location.

## 2. History, Planning, and Oversight

---

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements:

The faculty and staff members of the Delaware Campus have the opportunity to participate in committee work and other governance avenues to be part of the broader Columbus State Community College. Faculty and staff met with two site team members during the CQR visit voiced appropriate levels of involvement of Delaware Campus leadership in decision making at the downtown main CSCC campus. Although communication was mentioned as an issue between the main campus and the Delaware campus, it is clear an effort to improve communication is made by the college leadership.

This needs to be an ongoing priority for the leadership of the College as the Delaware campus continues to grow. While faculty and staff are committed and seek to be represented, the need to feel that their voice is sought out in decision-making and governance that affects the campus.

### 3. Facilities and Technology

---

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

#### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

#### Evidentiary Statements:

The entire facility of the Delaware Campus was built specifically for the location, rather than adapted from existing buildings on site. This has allowed the facilities to be focused on student success and access. The facility is well lit, open and welcoming with multiple areas where students can congregate and study or access resources. The technology on the campus is current and there are appropriate levels of staffing onsite. The academic programs offered make use of the technology available. There are limited food options onsite, this is one area for potential improvement as the campus continues to grow its student population.

### 4. Human Resources

---

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

#### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

#### Evidentiary Statements:

Staff and faculty must meet the same level of credentialing as the Columbus campus, and are at the same level of titles as their counterparts in Columbus. There are limited numbers of full-time faculty dedicated to the Delaware campus, but there are faculty from the Columbus campus that come and teach classes on site. In meetings with the site team, both faculty and staff expressed high levels of satisfaction with the overall levels of support, as well as a collaborative spirit among those at the campus.

Processes for job review and performance are the same for the Delaware and Columbus campus. One area of concern, regarding staffing, was expressed by the faculty and the number of full-time assigned to the campus, although there was no evidence of courses not being offered, and faculty from Columbus do come to teach in Delaware.

## 5. Student and Faculty Resources and Support

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Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements:

Services offered at the main campus are mirrored at the Delaware Campus. The campus does not appear under resourced or under serviced.

## 6. Educational Programs and Instructional Oversight

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Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements:

Faculty and staff at the Delaware campus have the opportunity to participate in decision making processes at the college, and when necessary, make adaptations for their campus. Students have the ability to complete program requirements for university transfer programs and three associate of applied science programs. There was some concern expressed that certain types of science/labs classes were unable to be offered on site due to limitations of the space, and unique lab needs.

The site maintains academic leadership on campus, as well as multi-campus membership in committees.

## 7. Evaluation and Assessment

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Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements:

Evaluation and assessment at the Delaware campus align with the same processes at practices at the main Downtown Columbus campus. Leadership at the Delaware campus work closely with the Columbus campus to ensure goals are aligned and student success stays at the center of the campus. The campus does have latitude and practices adjusting practices for the needs of the campus.

## 8. Continuous Improvement

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Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### **Evidentiary Statements:**

The environment at the Delaware campus is conducive to continuous improvement. The leadership at the campus works closely with the main Downtown campus to ensure quality in services and programming at the Delaware Campus. The staff and faculty have clear drive and desire to offer quality instruction and services in a manner that best fits the needs of the campus.





## Multi-Campus Reviewer Form

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After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at [hlcommission.org/upload](http://hlcommission.org/upload). Select “Final Reports” from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

### Instructions

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A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

# Report Template

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Name of Institution: Columbus State Community College

Name and Address of Branch Campus: Delaware Campus, 5100 Cornerstone Dr, Delaware, OH 43015

Date and Duration of Visit: 10/28/19, 3 hours

Reviewer: Sheri H Barrett

## 1. Campus Overview

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Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Delaware Campus of Columbus State Community College, located approximately 25 miles of the main campus provides transfer curriculum in the form of an associate degree. Additionally, the Delaware site also provides an opportunity for students to pursue an Associate of Applied Science degrees in three areas. The Delaware campus offers support services and academic support resources to enhance Student Success at the location.

## 2. History, Planning, and Oversight

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Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements:

Faculty and staff members on the Delaware Campus have opportunities to participate in committee work, although struggle with the issues of distance from the main campus, and a sense of lack of connection in some areas of campus life. Faculty and staff on the Delaware campus met with two members of the site team during the comprehensive visit and voiced concerns about the lack of inclusion of the Delaware perspective sometimes evident in decision making at the main campus. Although communication was mentioned as an issue between the main campus and the Delaware campus, it is clear an effort to improve communication is being attempted by the college leadership. This is an area the College can focus on continued engagement to incorporate broad decision-making participation.

### 3. Facilities and Technology

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Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

#### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

#### Evidentiary Statements:

The facilities and services of the Delaware Campus are focused on student success and access. Resources present on site, such as updated technology, library, academic support, etc. The educational spaces on the Delaware campus are spacious and comfortable and provide a more than adequate educational environment for students, faculty and staff.

### 4. Human Resources

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Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

#### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

#### Evidentiary Statements:

Staff and faculty are well qualified for their positions. The faculty staff appear to have a highly collaborative attitude and, given their distance from the main campus, work together to address student needs in a uniquely “Delaware” style.

### 5. Student and Faculty Resources and Support

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Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

**Judgment of reviewer (check one):**

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Evidentiary Statements:**

Services offered at the main campus are mirrored at the Delaware Campus. The campus does not appear under resourced or under serviced.

## 6. Educational Programs and Instructional Oversight

---

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer (check one):**

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Evidentiary Statements:**

Faculty and staff at the Delaware campus have some opportunities to participate in decision making processes at the college, although there are challenges. Campus representatives are beginning to request adaptations of policy and department decisions that better fit the Delaware campus. Students have the ability to complete program requirements for university transfer programs and three associate of applied science programs.

## 7. Evaluation and Assessment

---

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in

particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

**Judgment of reviewer (check one):**

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Evidentiary Statements:**

The Delaware campus participates in the same processes of planning, program review, curriculum review and assessment as the main campus in Columbus. There are designated leads that intersection with counter parts on the Columbus campus and these connections ensure a holistic approach for students irrespective of which campus they chose to attend. The campus is beginning to work to address unique qualities of its students and campus location and reflect, where appropriate, adaption of policies and processes to better address campus location needs.

The campus has not yet reached capacity, but is very popular and has the potential to expand its educational base with additional investment of resources and buildings. The institutional leadership will want to consider ways to continue to build the brand and location of the Delaware campus.

## 8. Continuous Improvement

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Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

**Judgment of reviewer (check one):**

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Evidentiary Statements:**

Beyond the adherence to standardized processes referenced above, the campus is seeking to build a brand and location awareness for the Delaware campus. This includes working to strengthen consideration by Columbus leadership of the unique needs of the Delaware campus and implications to decision making, and adoption of policies and practices.



## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	Columbus State Community College, OH
<b>TYPE OF REVIEW:</b>	AQIP Comprehensive Evaluation
<b>DESCRIPTION OF REVIEW:</b>	A multi-campus visit will occur in conjunction with the comprehensive evaluation to the Delaware Campus, 5100 Cornerstone Drive, Delaware, OH 43015.  Visit to include a Federal Compliance Reviewer: Dr. Kristin Mallory
<b>DATES OF REVIEW:</b>	10/28/2019 - 10/29/2019
<input type="checkbox"/> No Change in Institutional Status and Requirements	

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: no change**

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Degrees Awarded: Associates

**Recommended Change: no change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2019 - 2020

**Recommended Change: 2029-2030**

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### Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

**Recommended Change: no change**

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## Institutional Status and Requirements Worksheet

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### Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

**Recommended Change: no change**

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### Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: no change**

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### Accreditation Events

Accreditation Pathway

AQIP Pathway

**Recommended Change: Eligible to Choose**

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### Upcoming Events

#### Monitoring

#### Upcoming Events

None

**Recommended Change: no change**

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### Institutional Data

#### Educational Programs

##### Undergraduate

Certificate	175	_____
Associate Degrees	135	_____
Baccalaureate Degrees	0	_____

##### Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

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**Recommended  
Change: no  
change**

### Extended Operations

#### Branch Campuses



## Institutional Status and Requirements Worksheet

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Delaware, 5100 Cornerstone Drive, Delaware, OH, 43015

**Recommended Change: no change**

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### Additional Locations

Bolton Field, 5355 Alkire Road, Columbus, OH, 43228 - Active

Dublin, 6805 Bobcat Way , Dublin, OH, 43017 - Active

Electrical Trade Center, 947 Goodale Ave, Columbus, OH, 43212 - Active

Reynoldsburg Regional Learning Center, 6699 E. Livingston Ave, Reynoldsburg, OH, 43068 - Active

Westerville, 7233 Northgate Way, Westerville, OH, 43082 - Active

**Recommended Change: no change**

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### Correspondence Education

None

**Recommended Change: no change**

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### Distance Delivery

10.0305 - Graphic and Printing Equipment Operator, General Production, Associate, Digital Design and Graphics

10.0305 - Graphic and Printing Equipment Operator, General Production, Certificate, Digital Design

11.0101 - Computer and Information Sciences, General, Certificate, System Z Foundations

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Certificate, 3D Content Creation Certificate

15.9999 - Engineering Technologies and Engineering-Related Fields, Other, Associate, GIS

15.9999 - Engineering Technologies and Engineering-Related Fields, Other, Associate, Interactive Media

15.9999 - Engineering Technologies and Engineering-Related Fields, Other, Certificate, Certificate in Geographic Information Systems

15.9999 - Engineering Technologies and Engineering-Related Fields, Other, Certificate, Sustainable Building

15.9999 - Engineering Technologies and Engineering-Related Fields, Other, Certificate, Web Communication

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate of Arts

43.0107 - Criminal Justice/Police Science, Associate, Criminal justice - Corrections Major

43.0107 - Criminal Justice/Police Science, Associate, Criminal Justice - Criminal Justice Major

50.0401 - Design and Visual Communications, General, Certificate, Adobe Illustrator Certificate

50.0401 - Design and Visual Communications, General, Certificate, Adobe InDesign Adv Certificate

50.0406 - Commercial Photography, Associate, Digital Photography

50.0406 - Commercial Photography, Certificate, Adv Digital Photography Certificate





## Institutional Status and Requirements Worksheet

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- 50.0406 - Commercial Photography, Certificate, Adv Digital Photography Certificate
- 50.0411 - Game and Interactive Media Design, Certificate, Game Development Certificate
- 50.0605 - Photography, Certificate, Adobe Photoshop Adv Certificate
- 50.0605 - Photography, Certificate, Photoshop for Photographers
- 51.0701 - Health/Health Care Administration/Management, Certificate, Certificate in Health Care Manager
- 51.0706 - Health Information/Medical Records Administration/Administrator, Associate, HIMT
- 51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Medical Coding
- 51.0899 - Allied Health and Medical Assisting Services, Other, Certificate, Complementary Care
- 51.2601 - Health Aide, Certificate, Patient Care Skills
- 51.3801 - Registered Nursing/Registered Nurse, Associate, Nursing AAS
- 51.3812 - Perioperative/Operating Room and Surgical Nurse/Nursing, Certificate, Registered Nurse 1st Assistant
- 52.0201 - Business Administration and Management, General, Associate, A.A.S. in Business Management
- 52.0201 - Business Administration and Management, General, Certificate, Business Operations Analysis Certificate
- 52.0201 - Business Administration and Management, General, Certificate, Pre-MBA Marketing
- 52.0201 - Business Administration and Management, General, Certificate, Project Management Certificate
- 52.0202 - Purchasing, Procurement/Acquisitions and Contracts Management, Certificate, Strategic Procurement
- 52.0203 - Logistics, Materials, and Supply Chain Management, Associate, Supply Chain Management
- 52.0203 - Logistics, Materials, and Supply Chain Management, Certificate, Supply Chain Management
- 52.0206 - Non-Profit/Public/Organizational Management, Certificate, Non-Profit Management
- 52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting Concentration
- 52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Certificate in Bookkeeping
- 52.0499 - Business Operations Support and Secretarial Services, Other, Certificate, Office Specialist
- 52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Certificate in Entrepreneurship
- 52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Entrepreneurship Cert - Hospitality
- 52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Entrepreneurship Certificate - Automotive Technology Mgmt
- 52.0899 - Finance and Financial Management Services, Other, Associate, Finance
- 52.1101 - International Business/Trade/Commerce, Certificate, International Business Certificate
- 52.1101 - International Business/Trade/Commerce, Certificate, International Commerce Certificate
- 52.1401 - Marketing/Marketing Management, General, Associate, A.A.S. in Marketing
- 52.1499 - Marketing, Other, Associate, Direct Marketing
- 52.1499 - Marketing, Other, Associate, Marketing-Retail Mgt.AAS

## Institutional Status and Requirements Worksheet

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- 52.1499 - Marketing, Other, Certificate, Direct Marketing
  - 52.1499 - Marketing, Other, Certificate, Electronic Marketing
  - 52.1601 - Taxation, Certificate, Taxation Specialist
  - 52.1701 - Insurance, Certificate, Foundations of Insurance Certificate
  - 52.1804 - Selling Skills and Sales Operations, Certificate, Mng Interpersnl Skls Cert
- 

### **Contractual Arrangements**

46.03 Electrical and Power Transmission Installers - Associate - Technical Associate Degree - Sheet Metal Workers International Association

46.03 Electrical and Power Transmission Installers - Associate - Technical Associate Degree - Cuyahoga Community College

46.03 Electrical and Power Transmission Installers - Associate - Technical Associate Degree - Owens Community College

46.0302 Electrician - Associate - Associate - 46.0302 Electrician (Skilled Trades ELEC.AAS Program) - IBEW/NECA Electrical Trades Apprenticeship Program

None

**Recommended Change: no change**

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### **Consortial Arrangements**

52.0201 - Business Administration and Management, General - Bachelor - Bachelor of Science in Business Administration - Higher Education Council of Columbus (HECC)

**Recommended Change: no change**

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