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Institutional Snapshot

Financial Audits
Chapter 1

Introduction
Northwest State Community College (NSCC) submits this self-study report as part of the formal process for requesting continued accreditation by the Higher Learning Commission of the North Central Association. The primary purpose of the report is to provide the visiting team with evidence documenting the college’s ability to meet the five criteria for accreditation. The report also provides a foundation and framework for continuous improvement for the college community and its constituencies. This study presents a comprehensive self-analysis of NSCC’s strengths and an honest recognition of areas needing improvement. The study also provides recommendations that allow the college to sustain and build upon its successes in fulfilling its mission as it faces future challenges and opportunities.

**History and Profile of Northwest State Community College**

Northwest State Community College is a state community college located five miles south of the town of Archbold in rural Ohio and approximately one hour west of Toledo. The College service area includes five counties: Defiance, Fulton, Henry, Paulding, and Williams, in the far northwest corner of Ohio. The institution is also serving Van Wert County, which is outside the original service district determined by the state. The district borders Michigan to the north and Indiana to the west. NSCC is the only state-supported institution of higher learning in the six-county area.

**Facilities**

The Ohio Board of Regents chartered the college as the Four County Technical Institute on June 21, 1968, and classes began in September 1969 with 165 students. These classes were held in the facilities of the Four County Joint Vocational School, located immediately west of the present campus. The institution became Northwest Technical College on February 17, 1972. By this date, student enrollment had doubled, and in September of 1972, the College occupied a new building at the current location that served as the sole building for the next seventeen years.
The Northwest Technical College Board of Trustees adopted a master plan for anticipated growth of the college in September 1986. The first addition identified in the plan added the “B” and “C” wings to the main building and opened in spring of 1989. The original “A” building was extensively remodeled in 1990. In 1991, the Child Development Center opened on the main campus, providing day care services to students and the community and serving as a laboratory for the Early Childhood Development program.

In the summer of 1994, the Ohio Legislature appropriated funds for the construction of the Engineering Technology and Science Building. The “E” building opened in fall 1997. In 2001, a technology addition was added to the “E” wing, which added a laboratory for the plastics training program. In 2003, the maintenance building was completed on the north side of the campus. The old maintenance space in the “A” building was renovated into classrooms, lab space, and faculty offices. In fall of 2005 the operations of the day care center were transferred from the College to an outside organization; however, students continued to use the site for educational experiences. In December 2006, renovations began on a portion of the second floor of the “A” building resulting in a new medical assisting lab and updated classrooms.

The latest building project began in fall 2009 with the preliminary plans for a new Allied Health building and renovations of the second floor of “A” building. During the 2009-2010 academic year, the institution worked with an architect to develop the plans for a new building to be located on the south side of the atrium. New classrooms and office space will occupy the first floor and the nursing lab will occupy the second floor of the new building. Construction for the new building began in July 2010 with an expected completion date of May 2011. Renovations to the “A” building will begin after the new construction is completed.
In addition to the main campus location, Northwest State Community College offers courses at various locations in the five county area. At the time of our 2006 site visit, NSCC had proposed to open a branch campus in Metamora. The Metamora campus project, initiated by the previous President, was abandoned in fall 2007 after the original cost estimate for building renovations more than doubled, promised partnerships and projected enrollment numbers did not materialize. Courses continue to be offered at a location in Metamora, mainly via videoconferencing.

Northwest State Community College was approached by community and healthcare leaders from the Van Wert area in spring 2003 to offer practical nursing and registered nursing programs at Vantage Career Center. Van Wert County is not part of an Ohio community college district and does not have a community college in the county. In fall 2003, a part-time evening/weekend practical nursing program was started at Vantage Career Center. Following the success of the practical nursing program, the LPN to RN Advanced Standing program offered the first clinical course in spring 2007. As the programs grew, space constraints at Vantage Career Center impacted the programs. In fall 2009, classes were offered at Shannon Station in Van Wert in a newly renovated space that included a nursing lab, three classrooms, and office space.

To increase student accessibility to higher education, NSCC decided to offer course work at various locations throughout the service area. Since fall 2006, courses have been offered at locations in Defiance and Metamora. Courses have been offered in Bryan since fall 2008 and in Paulding since spring 2009. Some face-to-face courses are offered at the locations but most course offerings are synchronous through videoconferencing. A limited number of courses are offered at each location. Van Wert is the only location where a degree can be completed.
Governance

Several major changes related to college governance occurred in 1994. On July 1, 1994, the College expanded its mission from a technical college to a state community college and became Northwest State Community College. As a state community college, the revenue for the operating budget is derived from tuition, fees, and state subsidy; no local taxes contribute to the budget. The College converted from a quarter system to a semester system schedule in fall 1994. All degree and certificate programs were revised with the conversion to semesters and a new course numbering system was developed.

At the time of our last site visit, the governance system consisted of seven committees. Academic Affairs and five advisory committees reported to the Strategic Planning Committee, which prioritized projects and work of the committees. The membership of the committees was limited. Following our 2006 comprehensive site visit, the governance system at the college was reviewed and a new model was proposed and implemented in fall 2006. The College Shared Governance Model is still used by the campus today. The new model allows the entire campus to participate in the governance system.

Service Area Demographics

Originally, the Ohio Board of Regents, the coordinating board for Ohio public colleges and universities, identified geographical areas throughout the state for delivery of comprehensive services by Ohio’s two-year campuses. Northwest State Community College was assigned to Service District 1, which covers a 2,074 square mile area in five counties of northwest Ohio. The Board of Regents never assigned Van Wert County to a service district; however, NSCC regularly offers courses in the county. NSCC considers Van Wert County to be part of the service area, which increases the area the campus serves to 2482.7 square miles. According to the 2000 census, the homogenous population of this six county service district is approximately 196,934. The Ohio Department of Development estimates the population for the area to be 196,500 in
2007, a slight decrease from the 2000 census. Table 1.1 provides a summary of median age, ethnicity, educational attainment, and median income for the NSCC six-county service district according to the 2000 census.

Table 1.1 Demographics by County based on 2000 Census

<table>
<thead>
<tr>
<th></th>
<th>Defiance</th>
<th>Fulton</th>
<th>Henry</th>
<th>Paulding</th>
<th>Van Wert</th>
<th>Williams</th>
<th>Six County Area</th>
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<tr>
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<td></td>
<td></td>
<td></td>
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<td>Median Age</td>
<td>36.5</td>
<td>36.1</td>
<td>36.5</td>
<td>36.5</td>
<td>37.6</td>
<td>36.9</td>
<td>36.7</td>
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<tr>
<td><strong>Race / Ethnicity</strong></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>92.3%</td>
<td>95.6%</td>
<td>95.0%</td>
<td>95.9%</td>
<td>97.1%</td>
<td>96.4%</td>
<td>95.4%</td>
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<tr>
<td>Hispanic</td>
<td>7.2%</td>
<td>5.7%</td>
<td>5.6%</td>
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<td>1.9%</td>
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<td>4.3%</td>
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<td>Black</td>
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<td>0.4%</td>
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<td>0.8%</td>
<td>0.8%</td>
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<td>American Indian</td>
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<td>0.3%</td>
<td>0.3%</td>
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<td>0.6%</td>
<td>0.5%</td>
<td>0.2%</td>
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<td>0.5%</td>
<td>0.4%</td>
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<td>1.0%</td>
<td>1.0%</td>
<td>0.8%</td>
<td>0.6%</td>
<td>1.0%</td>
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<td>Other</td>
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<td>2.2%</td>
<td>2.8%</td>
<td>1.7%</td>
<td>1.0%</td>
<td>1.4%</td>
<td>2.2%</td>
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<td>Total Minority</td>
<td>10.2%</td>
<td>7.3%</td>
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<td>4.8%</td>
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<td>4.9%</td>
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<td><strong>Educational Attainment</strong></td>
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<td>No high school diploma</td>
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<td>High school graduate</td>
<td>45.8%</td>
<td>44.0%</td>
<td>49.9%</td>
<td>52.5%</td>
<td>51.7%</td>
<td>48.7%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>18.3%</td>
<td>21.1%</td>
<td>16.1%</td>
<td>15.4%</td>
<td>15.6%</td>
<td>18.0%</td>
<td>17.4%</td>
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<td>Associate degree</td>
<td>6.3%</td>
<td>7.0%</td>
<td>6.4%</td>
<td>5.8%</td>
<td>7.4%</td>
<td>5.7%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>9.7%</td>
<td>9.4%</td>
<td>8.2%</td>
<td>4.5%</td>
<td>7.9%</td>
<td>7.2%</td>
<td>7.8%</td>
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<td>Master's degree or higher</td>
<td>4.6%</td>
<td>3.8%</td>
<td>2.9%</td>
<td>3.3%</td>
<td>4.0%</td>
<td>3.5%</td>
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<td><strong>Income</strong></td>
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<td>Median Household Income</td>
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<td>$44,074</td>
<td>$42,657</td>
<td>$40,237</td>
<td>$39,497</td>
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<td>Ohio Median Household Income</td>
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<td>$40,956</td>
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<td>Percent Living in Poverty</td>
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<td>7.0%</td>
<td>7.7%</td>
<td>7.5%</td>
<td>6.0%</td>
<td>6.5%</td>
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<td>Ohio Poverty Rate</td>
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</table>

Adapted from Ohio Department of Development County Profiles
There are twenty-nine public school districts and two career centers in the six counties. Four County Career Center, located immediately west of the College, serves Defiance, Fulton, Henry, and Williams counties while Vantage Career Center in Van Wert serves Paulding and Van Wert counties. There is one small, private four–year institution, Defiance College, within the service district. There are two major state universities, Bowling Green State University and the University of Toledo, within a one to two hour drive of most of the district.

Owens Community College, Rhodes State Community College and the Lima Branch of Ohio State University are two-year colleges that do attract some enrollment from the service district, especially for students who live on the fringes of the area. In addition, some of these institutions offer programs not available at NSCC. Northwest State is currently collaborating with Rhodes State Community College to offer allied health programs to students on our campus.

The percentage of high school graduates in this service area is 84.1 percent, similar to the 83 percent for all Ohio and somewhat higher than the national average of 75.2 percent. However, the percentage of four-year college graduates is only 11.5 percent in the service area as opposed to 21.1 percent for the state and 20 percent for the nation. The number of associate degree graduates is 6.4 percent, slightly above the 5.9 percent state average.

Agriculture plays a major role in the service district with over 82 percent of the acreage in farmland; however, there is also a wide mix of industries in the service area. The major manufacturing employers are General Motors Central Foundry in Defiance, Campbell Soup in Napoleon, Alex Products in Ridgeville Corners, and Sauder Woodworking in Archbold. In addition to these major employers, there are over forty companies who employ fewer than 1000 employees each. These manufacturing positions require a skilled workforce to remain competitive in the market. After
manufacturing, retail trade and health care/social assistance are the next major employers in the service area.

**Student Demographics**

Table 1.2 summarizes the student demographics for the last five years. NSCC has seen a slight increase in the average age of students over the last five years. This may be attributed to the economy and increased unemployment rates in the service area resulting in non-traditional students returning for job retraining. The majority of the student population at NSCC attends on a part-time basis with approximately 51.8 percent seeking a degree.

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<td>Total Heads</td>
<td>4,762</td>
<td>4,701</td>
<td>4,772</td>
<td>5,661</td>
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<tr>
<td>Full-time</td>
<td>24.6%</td>
<td>17.5%</td>
<td>25.5%</td>
<td>23.6%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Part-time</td>
<td>75.4%</td>
<td>82.5%</td>
<td>74.5%</td>
<td>76.4%</td>
<td>76.2%</td>
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</table>

<table>
<thead>
<tr>
<th>Gender / Age</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>51.8%</td>
<td>54.9%</td>
<td>55.5%</td>
<td>53.5%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Male</td>
<td>48.2%</td>
<td>45.1%</td>
<td>44.5%</td>
<td>46.5%</td>
<td>51.9%</td>
</tr>
<tr>
<td>Mean Age (Years)</td>
<td>27.8</td>
<td>26.8</td>
<td>27.5</td>
<td>26.7</td>
<td>29.0</td>
</tr>
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</table>

<table>
<thead>
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<tbody>
<tr>
<td>Degree</td>
<td>45.9%</td>
<td>47.8%</td>
<td>49.6%</td>
<td>47.4%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Certificate</td>
<td>12.3%</td>
<td>11.3%</td>
<td>10.5%</td>
<td>10.3%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>13.0%</td>
<td>9.5%</td>
<td>8.9%</td>
<td>20.7%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Transfer</td>
<td>12.1%</td>
<td>8.9%</td>
<td>10.3%</td>
<td>0.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Early Admit (HS)</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.4%</td>
<td>6.5%</td>
<td>3.8%</td>
</tr>
<tr>
<td>SB140 (HS)</td>
<td>4.2%</td>
<td>3.5%</td>
<td>3.6%</td>
<td>2.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Tech Prep (HS)</td>
<td>10.7%</td>
<td>17.9%</td>
<td>16.3%</td>
<td>12.0%</td>
<td>10.4%</td>
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</table>

<table>
<thead>
<tr>
<th>Race / Ethnicity</th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>82.3%</td>
<td>82.0%</td>
<td>82.3%</td>
<td>79.5%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.6%</td>
<td>5.7%</td>
<td>6.1%</td>
<td>5.5%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Black</td>
<td>1.3%</td>
<td>2.0%</td>
<td>2.6%</td>
<td>2.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.3%</td>
<td>0.6%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>10.3%</td>
<td>9.4%</td>
<td>8.4%</td>
<td>11.8%</td>
<td>11.0%</td>
</tr>
</tbody>
</table>
The ethnicity of the student population is similar to the general population of the service area. The Hispanic and Black student population is slightly higher than the general population. The percentage of degree-seeking population has remained fairly constant, while the percentage of high school students attending college prior to high school graduation has decreased slightly over the past five years.

High school students may attend NSCC as an early-admit student, post-secondary enrollment option student, or as a tech prep student. An early-admit student has been recommended by a guidance counselor or principal to take college courses. A post-secondary enrollment student must meet the admission requirements established by Senate Bill 140, which include a minimum grade point average and passage of all sections of the ninth grade proficiency test. A tech prep student is enrolled in a technical education program, which has a coordinated pathway with an associate degree program offered at NSCC.

Operating on an open admission basis, NSCC serves as an accessible, low cost higher education alternative. The college substantially increases opportunities for those who are educationally disadvantaged, displaced from employment, and underrepresented in postsecondary education.

History of Accreditation

The Four County Technical Institute was granted correspondent status in 1971 by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education. In 1973, the College was designated “Candidate for Accreditation” status, and biennial visits were made in March 1974 and March 1976. Initial accreditation was granted in April 1977. The next North Central Association evaluation visit was conducted in May of 1982 and continued Accreditation status was given until 1989. A second comprehensive visit was conducted in 1989 and a focused visit occurred in 1991, relating to the change in the governance system. In December 1994, a focus
visit was conducted based on the College’s change of status to a state community college. The next visit occurred in February 1996 and resulted in the maximum ten-year accreditation. The last comprehensive site visit was in February 2006. This visit resulted in a five-year accreditation with an interim visit in March 2009 focusing on governance, student assessment, and program review. The recommendation from the focus visit was continued accreditation with a comprehensive review scheduled during the 2010-2011 academic year.
Chapter 2

Self-Study Process
Northwest State Community College has been accredited by the Higher Learning Commission since 1977. As part of the preparations for its comprehensive visit in March 2011, the college endeavored to engage in a self-study process that was collaborative and evaluative. The self-study has offered an opportunity for the college community to examine all areas of the institution in relation to the Criteria for Accreditation, and use evidence gathered in support of those Criteria to identify strengths, opportunities for improvement, and future goals in support of the institutional mission. The resulting self-study serves as documentation of NSCC’s capacity to meet the Criteria for Accreditation along with serving the college community by reflecting on accomplishments and guiding future directions.

**Goals of the Self-Study**

The overall goal for the self-study process was to promote self-evaluation and seek institutional improvement. With this overall goal in mind, the following goals were identified for the self-study process:

- Achieve a ten-year re-accreditation status from the Higher Learning Commission of the North Central Association of Colleges and Schools.
- Evaluate our effectiveness of college practices, policies, and programs as they related to the criteria for accreditation.
- Document our strengths and areas for improvement across the institution.
- Respond to concerns from the 2006 comprehensive self-study and team visit and the 2009 focus visit.
- Utilize outcomes of the self-study in setting future directions and positioning the college for future success.
- Provide evidence that college practices and policies are aligned with the college mission, values, and vision.
- Engage the college community in the self-study process.
Chapter 2  Self-Study Process

The Self-Study Process

The self-study process has provided the college with an opportunity for a comprehensive evaluation of practices and policies across the entire institution. From the beginning of the process in spring 2008, it was determined that the self-study was to be an honest reflection of the college’s ability meet its mission and serve its constituencies. The comprehensive review began as the institution was completing the focus study report and preparing for the focus site visit.

The Vice President for Academics was identified as the self-study coordinator. The coordinator provided administrative leadership throughout the process and worked closely with the criterion team facilitators.

In spring 2008, volunteers were solicited to serve on one of the five criterion committees. The goal was to have representation from all areas of the campus on each criterion committee. Sign-up sheets were distributed at all-campus meetings to elicit volunteers. To help obtain a mix of individuals from across campus, the sign-up sheet had slots listed by academic division, support staff, and others. The following fall, an invitation was again extended to faculty and staff to join one of the committees. The committee membership varied slightly throughout the self-study process as individuals left the institution and others joined the organization. Table 2.1 identifies the criterion team members and their position of campus.
### Chapter 2  Self-Study Process

#### Table 2.1 Criterion Team Members

**Criterion One: Mission and Integrity**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tami Norris</td>
<td>Coordinator Business &amp; Industry Computer Training</td>
</tr>
<tr>
<td>Lana Evans</td>
<td>Dean Arts &amp; Sciences</td>
</tr>
<tr>
<td>Patti Altman</td>
<td>Faculty, Nursing</td>
</tr>
<tr>
<td>Sharon Brubaker</td>
<td>Faculty, Nursing</td>
</tr>
<tr>
<td>Denis Ciacciuch</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Bill Culbertson</td>
<td>Faculty, Arts &amp; Sciences</td>
</tr>
<tr>
<td>Steve Dick</td>
<td>Faculty, Engineering Technologies</td>
</tr>
<tr>
<td>Cheryl Geer</td>
<td>Internal Admissions &amp; Alumni Relations Coordinator</td>
</tr>
<tr>
<td>Kathy Kramer</td>
<td>Division Secretary, Arts &amp; Sciences</td>
</tr>
<tr>
<td>Dan Light</td>
<td>Faculty, Business</td>
</tr>
<tr>
<td>Amanda Potts</td>
<td>Coordinator of Communications &amp; Publications</td>
</tr>
<tr>
<td>Lori Robison</td>
<td>Dean Allied Health &amp; Public Services</td>
</tr>
<tr>
<td>Kathy Soards</td>
<td>Chief Fiscal Officer</td>
</tr>
</tbody>
</table>

**Criterion Two: Preparing for the Future**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carling Belknap</td>
<td>Financial Aid Counselor</td>
</tr>
<tr>
<td>Amber Yocom</td>
<td>Financial Aid Associate Director</td>
</tr>
<tr>
<td>Lori Bird</td>
<td>Dean of Nursing</td>
</tr>
<tr>
<td>Gretchen Boose</td>
<td>Retention Coordinator</td>
</tr>
<tr>
<td>Natalie Brandon</td>
<td>Career Services Coordinator</td>
</tr>
<tr>
<td>Kyle Cooper</td>
<td>Director of IT (no longer with college)</td>
</tr>
<tr>
<td>Chris Copple</td>
<td>Faculty, Arts &amp; Sciences</td>
</tr>
<tr>
<td>Julie Curry</td>
<td>Secretary Community Workforce &amp; Development</td>
</tr>
<tr>
<td>Colin Doolittle</td>
<td>Faculty, Engineering Technologies</td>
</tr>
<tr>
<td>Cheryl Geer</td>
<td>Internal Admissions &amp; Alumni Relations Coordinator</td>
</tr>
<tr>
<td>Donna Hershberger</td>
<td>Faculty, Allied Health &amp; Public Services</td>
</tr>
<tr>
<td>Tony Hills</td>
<td>Faculty, Business</td>
</tr>
<tr>
<td>Jo McCormick</td>
<td>Faculty, Arts &amp; Sciences</td>
</tr>
<tr>
<td>David Mohring</td>
<td>Faculty, Engineering Technologies</td>
</tr>
<tr>
<td>Von Plessner</td>
<td>Dean of Business</td>
</tr>
<tr>
<td>Larry Zachrich</td>
<td>Program Coordinator Continuous Improvement</td>
</tr>
</tbody>
</table>

**Criterion Three: Student Learning and Effective Teaching**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Burklo – Facilitator</td>
<td>Dean Engineering Technologies</td>
</tr>
<tr>
<td>Diane Bechtel</td>
<td>Faculty, Business</td>
</tr>
<tr>
<td>Erich Buser</td>
<td>Manager of Data Systems</td>
</tr>
<tr>
<td>Lana Evans</td>
<td>Dean Arts &amp; Sciences</td>
</tr>
<tr>
<td>Melissa Faber</td>
<td>Faculty, Arts &amp; Sciences</td>
</tr>
</tbody>
</table>
Chapter 2  Self-Study Process

Gloria Graber  Division Secretary, Engineering Technologies
Deb Hartzell  Faculty, Nursing
Sherry Howard  Faculty, Arts & Sciences
Bette Hughes  Faculty, Nursing
Carol Moore  Faculty, Business
Annette Oberhaus  Faculty, Nursing
Cherie Rix  Success Center Supervisor
Kristi Rotroff  Director of Student Resources
Dianne Wendt  Faculty, Nursing
Karen Wylie  Faculty, Engineering Technologies
Lori Yoder  Financial Aid Counselor

Criterion Four:  Acquisition, Discovery, and Application of Knowledge

Lisa Rameriz - Facilitator  Employment and Benefits Supervisor
Juan Gonzalez  Financial Aid Assistant
Becky Slattman  Switchboard Operator
Pam Bayer  Library Supervisor (no longer with college)
Kristi Rotroff  Director of Student Resources
Robbin Wilcox  Director of Development
Mari Yoder  Vice President for Institutional Advancement

Criterion Five:  Engagement and Service

Tom Wylie - Facilitator  Vice President
Pam Donaldson  Faculty, Allied Health & Public Service
Nancy Dunson  Payroll Accountant
Angie Durham  Copy Center Operator/Mailroom Clerk
Bill Eichenauer  Faculty, Business
Ken Esterline  Faculty, Business
Dennis Giacomino  Director of Admissions
Deb Mignin  Faculty, Nursing
Terry Phillips  Director of Industrial Certifications
Judy Preston  Grants
Amanda Rau  Coordinator of PR/Marketing
Jon Speer  Faculty, Arts & Sciences
Jason Rickenberg  Transfer Coordinator
Chris Robinson  Faculty, Business
Keith Van Horn  PT Student Activities Coordinator
Robbin Wilcox  Director of Development
Larry Zuvers  Bookstore Manager
Chapter 2  Self-Study Process

The Vice President for Academics met with each criterion team during spring of 2008. At the initial meeting, each member was given a notebook that included the accreditation criteria and the report of the last comprehensive site visit. The teams reviewed the accreditation criteria of the Higher Learning Commission’s Program to Evaluate and Advance Quality (PEAQ). A committee facilitator was identified for each group at the first meeting.

The initial charge given to the criterion teams was to interpret their respective core components in terms of NSCC’s mission, values, and vision. Teams were encouraged to examine the criteria and identify and collect appropriate examples of evidence to verify the extent to which NSCC is meeting the core components. After analysis, teams used the evidence as the basis for writing an evaluative statement for each core component that included strengths, areas for improvement, and recommendations for future directions. Teams were encouraged to identify other individuals who could provide needed evidence in a particular area.

Each team set up their own meeting schedule throughout the self-study process. To facilitate communication, a shared folder was created on the institution’s computer network. Faculty and staff had “read” access to the entire folder. Team members had “write” access to their own team folder. The shared folder allowed documents and data to be shared by all groups. Each team submitted their draft chapter to the self-study chair who compiled the final report.
Chapter 3

Changes and Responses
Significant Institutional Changes Since 2006

The most significant change since the last comprehensive visit has been the change in institutional leadership. Dr. Betty Young resigned as President of NSCC effective September 30, 2007. Her resignation led to several administrative changes due to resignations or promotions, including vice presidents and Deans. Dr. Thomas L. Stuckey, the Executive Vice President, was named Transitional President in October 2007. In April 2008, Dr. Stuckey was named the sixth president of Northwest State by the Board of Trustees. Table 3.1 summarizes the administrative changes that have occurred since the last comprehensive site visit.

Table 3.1 Summary of Administrative Changes Since 2006

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Position change</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2006</td>
<td>Dr. Linda Carr</td>
<td>Hired into new position of Chief Learning Officer. Assumed academic responsibilities of Executive Vice President</td>
</tr>
<tr>
<td>February 2007</td>
<td>Terry King</td>
<td>Director of Information Systems and Institutional Research retired.</td>
</tr>
<tr>
<td>July 2007</td>
<td>Martin White</td>
<td>Chief Information Officer resigned</td>
</tr>
<tr>
<td></td>
<td>Dan Burklo</td>
<td>Named Dean of Engineering Technology, replacing Thomas Wylie as Dean</td>
</tr>
<tr>
<td></td>
<td>Thomas Wylie</td>
<td>Named Vice President for Workforce Development</td>
</tr>
<tr>
<td>August 2007</td>
<td>Dr. Betty Young</td>
<td>Announced resignation effective September 30, 2007</td>
</tr>
<tr>
<td>September 2007</td>
<td>Dr. Thomas L. Stuckey</td>
<td>Named Acting President</td>
</tr>
<tr>
<td>October 2007</td>
<td>Dr. Thomas L. Stuckey</td>
<td>Named Transitional President</td>
</tr>
<tr>
<td></td>
<td>Kathy Soards</td>
<td>Named Chief Fiscal Officer</td>
</tr>
<tr>
<td>November 2007</td>
<td>Jennie Lovett</td>
<td>Director of Grants and Research resigned</td>
</tr>
<tr>
<td>February 2008</td>
<td>Dr. Linda Carr</td>
<td>Promoted to Executive Vice President with a change in job responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Cindy Krueger</td>
<td>Named Interim Chief Learning Officer</td>
</tr>
</tbody>
</table>
### Chapter 3  Significant Changes Since 2006 and Response to Concerns

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Position change</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2008</td>
<td>Jeffrey Ferezan</td>
<td>Associate Vice President for Community and Legislative Relations resigned.</td>
</tr>
<tr>
<td>April 2008</td>
<td>Dr. Thomas L. Stuckey</td>
<td>Named the sixth President of NSCC.</td>
</tr>
<tr>
<td></td>
<td>Kyle Cooper</td>
<td>Appointed Executive Director of Information Technology; replaced Martin White.</td>
</tr>
<tr>
<td>May 2008</td>
<td>Mari Yoder</td>
<td>Appointed Vice President for Institutional Advancement</td>
</tr>
<tr>
<td>June 2008</td>
<td>Dr. Linda Carr</td>
<td>Resigned as Executive Vice President</td>
</tr>
<tr>
<td>July 2008</td>
<td>Cindy Krueger</td>
<td>Promoted to Vice President for Academics</td>
</tr>
<tr>
<td></td>
<td>Karen Short</td>
<td>Promoted to Dean of Allied Health &amp; Public Service</td>
</tr>
<tr>
<td></td>
<td>Richard Powell</td>
<td>Promoted to Director of Administrative Services</td>
</tr>
<tr>
<td></td>
<td>Carol Schwartz</td>
<td>Coordinator of Instructional Support resigned</td>
</tr>
<tr>
<td>August 2008</td>
<td>Kathleen Thompson</td>
<td>Director of Admissions &amp; Alumni Relations resigned</td>
</tr>
<tr>
<td></td>
<td>Michael Brown</td>
<td>Director of Public Relations and Marketing resigned</td>
</tr>
<tr>
<td>November 2008</td>
<td>Amy Francis</td>
<td>Director of Financial Aid resigned</td>
</tr>
<tr>
<td>January 2009</td>
<td>Charlotte Sorg</td>
<td>Appointed Director of Financial Aid</td>
</tr>
<tr>
<td>April 2009</td>
<td>Krisiti Rotroff</td>
<td>Promoted to Director of Student Resources</td>
</tr>
<tr>
<td>July 2009</td>
<td>Lori Robison</td>
<td>Named Dean of Allied Health &amp; Public Service</td>
</tr>
<tr>
<td></td>
<td>Karen Short</td>
<td>Named Dean of Nursing</td>
</tr>
<tr>
<td></td>
<td>Dennis Giacomino</td>
<td>Named Director of Admissions</td>
</tr>
<tr>
<td>October 2009</td>
<td>Kyle Cooper</td>
<td>Executive Director of Information Technology resigned</td>
</tr>
<tr>
<td></td>
<td>Richard Powell</td>
<td>Director of Administrative Services resigned</td>
</tr>
<tr>
<td>February 2010</td>
<td>Erich Buser</td>
<td>Promoted to Interim Executive Director of Information Technology</td>
</tr>
<tr>
<td>April 2010</td>
<td>Lise’ Konecny</td>
<td>Named Director of Facilities, Construction and Renovation</td>
</tr>
<tr>
<td>June 2010</td>
<td>Matthew Osborn</td>
<td>Named Executive Director of Information Technology</td>
</tr>
<tr>
<td>August 2010</td>
<td>Karen Short</td>
<td>Dean of Nursing resigned</td>
</tr>
<tr>
<td></td>
<td>Lora Bird</td>
<td>Promoted to Dean of Nursing</td>
</tr>
</tbody>
</table>
With the arrival of a new president, the organizational structure was reviewed and revised. The prior cabinet structure consisted of Executive Vice President, a Chief Operations Officer and a Chief Information Officer. In fall 2007 the structure was revised with several direct reports to the President that included the Vice President for Academics, Vice President for Institutional Advancement, Vice President for Workforce Development, Chief Fiscal Officer, Executive Director of Information Technology, Director of Administrative Services, Director of Human Resources, Director of Student Resources, and Director of Admissions. The focus visit team in March 2009 commented on the number of positions reporting directly to the President and suggested a review of the organizational structure. Following the site visit, the direct reports to the President were decreased to the Vice President for Academics, Vice President for Institutional Advancement, Vice President for Workforce Development, Chief Fiscal Officer, and the Director of Human Resources. The other positions became reports of a vice president or the Chief Fiscal Officer. This administrative structure supports the management style of the President and ensures input from various areas of the campus. The organizational chart is located in Appendix A.

At the time of the last site visit, NSCC had four academic divisions: 1) Business Technologies, 2) Engineering Technologies, 3) Allied Health & Public Service, and 4) Arts and Sciences. As enrollments grew in allied health programs and nursing, a decision was made to create a separate division for nursing. In July 2009, the fifth division of Nursing was established. A new Dean was hired for the division of Allied Health & Public Service and the previous Dean continued in her role over the nursing programs.

At the time of our last comprehensive site visit (2006), the team noted conflicts between administration and faculty/staff. The institution has a history of conflict between the administration and the faculty/staff association. The previous self-studies (1996 and 2006) have identified varying degrees of discord between the administration and faculty/staff. Previously, sources of conflict have included institutional priorities,
involvement in decision-making, and communication of information. The focus visit team (2009) experienced a different institutional climate and noted the “new administration, faculty, and staff are communicating with greater harmony and a sense of teamwork” (Assurance Section, II. B-1). This institutional climate has been maintained since our 2009 focus visit.

Responses to Concerns from Previous Team Reports

The three concerns noted in the 2006 visiting team report became major priorities for the college over the past four years. The concerns stated during the last comprehensive team visit and how NSCC has responded to them, are outlined briefly below. These topics are also addressed in subsequent chapters of this report.

Concern 1: Governance

- Review and strengthening of NSCC’s committee structure and procedures, with the goals of promoting (1) appropriate faculty and staff input to decisions, based on their areas of expertise, (2) clarity regarding the roles and responsibilities of each committee, and (3) a sense of participation and maximum possible buy-in to decisions that are recommend to the President and the Board. These goals would be particularly important in relation the College’s mission, strategic plan, and budget process. The review and strengthening of the committee system should be done in consultation with the faculty and staff. It will be important for the faculty and staff to cooperate with the effort.

Since the 2006 accreditation visit, the governance structure has changed. The previous structure consisted of a variety of committees with limited participation of faculty and staff. After soliciting input from the campus community and reviewing various governance models, the Governance Task Force proposed a new governance model that was implemented fall semester 2006. The College Shared Governance Model consists of three councils: Faculty Council, Staff Council, and Administrative Council. All college employees are members of one of the councils. In addition, each council has a representative liaison from the other councils. The councils meet regularly
to consider proposals, discuss topics of concern, and share information. Proposals can be initiated by any individual or group and are developed for approval, information, or feedback. Although it is not a perfect system, it has improved the opportunity for sharing information and collecting input on proposals from across campus. The Governance Assessment Committee meets at least once a semester to assess the structure and function of the governance model and recommend any improvements to the council structure or function.

- **Assurance of appropriate faculty involvement in new program development and curriculum decisions.**

  With the implementation of the new governance model, all academic issues went directly to the councils. Academic proposals for new programs or courses, curriculum revisions, and course revisions would begin in Faculty Council and then proceed through Administrative and Staff Councils. During the 2006-07 academic year, academic proposals were frequently stalled by Administrative Council for insufficient information. It became apparent that a different proposal form was needed for academic programs and courses to ensure that all required information needed for the Ohio Board of Regents was submitted. Faculty also voiced concerns about the lack of an Academic Affairs committee, a committee that was in the previous governance model.

  Based on the feedback received from faculty, the Academic Affairs committee was reactivated in November 2007. Membership includes two faculty from each division, two academic deans, Registrar, and the Vice President for Academics as an ex-officio member. All academic issues are processed through Academic Affairs and Faculty Council prior to going to Administrative and Staff Councils. Since Academic Affairs has been reinstated, academic proposals have readily progressed through the councils. This committee ensures faculty involvement in curricular decisions and facilitates discussion on all academic issues.
• Creation of institutional practices that will promote regular and effective communication among the faculty, staff, administration, and Board, to include feedback on recommendations made and actions taken. (Assurance Report, 2006, p. 9-10).

The Shared Governance Model has improved communication among faculty, staff, administration, and the Board. A shared digital file houses all proposals that are presented to councils. Actions taken by the Councils are documented on the proposal form under the appropriate council section. Any council can add comments to the proposal form to express any concerns or level of support for a proposal. The shared file is available to the council membership; however, writing access to the file is limited to council officers and academic administration.

The change of Presidents has led to a more cooperative and collaborative relationship between administration and faculty. The new governance model experienced delays with the previous President while proposals move through the system in a timely manner under President Stuckey. Overall, there has been a significant change in the climate on campus since the 2006 site visit.

President Stuckey also implemented campus wide meetings to promote communication between faculty, staff, and administration. These informational meetings are held every one to two months at three different times throughout the day. The day of the meeting is rotated each month allowing more individuals the opportunity to participate. The meetings are also videotaped and placed on the college website for college employees to view if they were unable to attend the meeting.
Concern 2: Student Assessment

- Clarification of administrative and faculty responsibilities for assessment
- Clarification of the roles, responsibilities, and make-up of the College’s Assessment Committee
- Enhancement of the College-wide plan for assessing student learning outcomes (and other outcomes that the College deems important).
- Completion of assessment reports, based on the new college-wide assessment plan, from at least five diverse educational programs that indicate desired student learning outcomes, assessment procedures, assessment findings, and instructional improvements recommended and/or implemented based on assessment findings. (Assurance Report, 2006, p. 9-10).

The Assessment Committee had responsibility for addressing the concerns related to assessment. Responsibilities of faculty, Deans, and the assessment committee have been clarified. Curriculum maps were created to incorporate information on direct and indirect measures for each program learning outcome. During the development of the curriculum maps, program learning outcomes were reviewed and in some cases found to be unmeasurable or inadequate to meet the goals of the program. This prompted revisions in some program learning outcomes.

Program and course assessment schedules have been developed. The goal is to assess all program learning outcomes at least once every four years. Each year at least one program learning outcome is scheduled for review. Assessment remains an onerous task for many faculty members, while some faculty embrace the concept. Faculty orientation days have been used to clarify differences between program assessment and course assessment as well as offering suggestions on how to incorporate assessment into course activities. Despite many improvements in assessment activities, there is still much room for improvement to develop a “culture of assessment” across the campus.

The assessment plan and report forms were revised since the last comprehensive visit. Previously plans were submitted on one form and the report on a different form. The revised assessment form incorporates the plan and the report in the
same document. The same form is used for course and program assessments with an area to note which type of assessment is being completed.

**Concern 3: Program Review**

- *Create and implement a comprehensive plan for program review*
- *Complete and document at least three program reviews from diverse educational programs, based on the new model.* (Assurance Report, 2006, p. 16).

A comprehensive program review plan has been developed. The comprehensive program review schedule is set up on a four-year cycle. Each division has completed at least one comprehensive program review since the plan was implemented. The new process created some confusion between program assessment and program evaluation; attempts to clarify the expectations have been made at faculty orientations. Like assessment, faculty find the program review process onerous. As faculty become more familiar with the process and complete a cycle of annual reports, the comprehensive report should become easier.

Obtaining accurate data for the program reviews has remained problematic. At the time of the last comprehensive site visit, the College was phasing in a new administrative software system, Banner. The last module to go live was the student module in summer 2008. The way the academic programs were organized in Banner created problems for retrieving data for program reviews, particularly enrollment and financial data related to the programs. A solution to the problem was identified during the 2009-2010 academic year but the problem could not be corrected until all state reporting requirements for the academic year was completed to the Ohio Board of Regents. This fall, program codes have been updated in Banner. The program review data reports are still being revised but should be completed in early spring.
These major changes have kept the campus busy implementing improvements in the governance system, program assessment, and program review. At the same time, the campus has been dealing with a significant growth in the student population. While positive changes have been made, there is still room for continued improvement.
Chapter 4

Mission and Integrity
Chapter 4  Mission and Integrity

Criterion One: Mission and Integrity
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Introduction

NSCC operates with integrity as it seeks to fulfill its mission. The mission documents demonstrate the college’s clear sense of purpose and provide a framework for policies and processes at the institution. The NSCC mission complements the defined mission for all state community colleges in Ohio as identified by Ohio Revised Code 3358. The Ohio mission for community colleges authorizes NSCC to offer pre-baccalaureate/transfer degree programs, career/technical degrees, developmental education, workforce training, adult continuing education, and community service activities. The purpose of this chapter is to describe and present evidence demonstrating how Northwest State Community College fulfills Criterion One. A description of mission-related activities and evidence that document the College’s fulfillment of each core component follows.

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

The college mission documents clearly articulate the organization’s commitment to the communities that it serves. Since our 2006 comprehensive site visit, the mission documents have been revised and a new strategic plan is still being developed. The sections below discuss actions related to the 2004 mission documents primarily due to the timing of this report. Where possible, activities associated with the creation of the June 2010 mission documents are included.
NSCC Mission

The mission statement (see below) in place at the time of our last comprehensive site visit was adopted by the Board of Trustees on June 4, 2004 soon after Dr. Betty Young began her tenure as President of NSCC in October 2003. During the review process leading up to the change in the mission statement, input was solicited from faculty and staff, students, and community members through a mind-mapping process. These groups addressed the question – “What does NSCC need to do to become a premier community college?” Four themes emerged from the mind-mapping process: curriculum, access, relationships, and service. Faculty and staff across the college community were again invited to participate in a Strengths, Weaknesses, Opportunities, and Threat (SWOT) analysis for each of the four themes. The Board of Trustees, with the help of a consultant, used the information gained from the above processes to draft a concise mission statement. Several drafts of the mission statement were distributed to the Strategic Planning Committee (at the time), as well as the campus community, for input. Unfortunately, during the mind-mapping and SWOT processes, the purpose of the activities was not consistently articulated to the campus community so by the end of the process many individuals did not feel that they had input into the mission statement.

The 2004 NSCC Mission Statement:

To serve, by creating opportunities which maximize the potential of individuals, communities, and organizations through transformational learning.

NSCC – Call To Service (2004):

- To be an innovative leader providing access to those who seek to learn.
- To be committed to the development of human potential.
- To be a leader and a partner in economic and community development.
- To be a skillful steward of resources accountable to our varied stakeholders.
The NSCC Vision:
Serving as a beacon of leadership, Northwest State Community College will be a gateway, its people the keystone to a sustainable future.

The NSCC Strategic Framework: Curriculum, Access, Relationships, and Service:
NSCC engaged in discussions and developed a “Strategic Framework” for the vision and mission documents to guide faculty and staff decision-making in ways that transform the vision and mission into reality. The strategic framework included the following action areas: Curriculum, Access, Relationships, and Service. Specific strategies identified by the campus for each of the areas are listed below.
Curriculum: (a) Weave core content throughout the curriculum; (b) Develop the whole person; and (c) Design relevant learning.
Access: (a) Cultivate a competitive market advantage; (b) Remove success barriers and actively create opportunities, (c) Design and deliver customized learning, and (d) Design and deliver customer service.
Relationships: (a) Expand social and professional development opportunities; (b) Foster economic development of the Northwest Ohio region; (c) Engage relationships to maximize available resources to support community and campus initiatives; and (d) Promote a shared vision and teamwork within our campus culture.
Service: (a) Establish and enrich “reach-out” services for individuals, communities, and organizations; (b) Champion college success and career success in a global environment; and (c) Champion personal development through holistic support services and extra-curricular activities.

NSCC Values (2005):
The Board of Trustees at the June 2, 2005 board meeting approved the NSCC values that were developed by a group of individuals and further refined by the Strategic Planning Committee. The committee described the values with four simple
words: respect, innovative, service, and excellence. These words along with clarifying statements were approved by the board.

NSCC values are as follows:

- **Respect** for diversity of people, experiences, and ideas
- **Innovation** through creativity
- **Service** to our communities and to the world
- **Excellence** through transformational and life-long learning

These mission documents were in place at the time of the February 2006 comprehensive site visit for reaccreditation, at which time, the College was granted reaccreditation for five years with three focus areas: governance, program assessment, and program review. The focus visit that occurred in February 2009 found the College had successfully addressed the concerns cited by the prior visit team’s report.

During the intervening period from the February 2006 comprehensive site visit and the February 2009 focus visit, Dr. Young departed and Dr. Thomas Stuckey was named Acting President in September 2007. President Stuckey had served as the Executive Vice President/Chief Academic Officer/Fiscal Officer immediately prior to being named Acting President. After one month, Dr. Stuckey was named Transitional President and then in April 2008, became the sixth President of NSCC. Since becoming president, he has led the institution through a smooth transition enabling the College to regain a greater level of stability than existed under the previous president.

The College was fourteen months into implementing the new Shared Governance Model developed by the Shared Governance Task Force when Dr. Stuckey became Transitional President in October 2007. Cindy Krueger (formerly the Dean of Allied Health and Public Service) was promoted to Vice President for Academics in July 2008, and, together with Dr. Stuckey, continued to focus the institution’s attention on further improving the focus visit areas of concern.
Although many colleges and universities review their mission statement when a new administration is hired, the college first focused its resources on addressing the areas of concern (governance, program assessment, and program review) in preparation for the February 2009 focus visit.

In February 2008, the Higher Learning Commission (HLC) Criterion One Committee began the evaluation of the College’s commitment to the mission, call to service, and vision statements by researching institutional activities, discussions, and potential sources of evidence. The Committee decided that feedback from all of the Councils was necessary to understand campus-wide perception of the then-current 2004 mission statement, call to service, and the vision. The Committee sought feedback from the respective Councils on the College’s mission statement in March 2008. The information included in Table 4.1 was submitted to each of the Councils in advance of their respective meetings. Since the Criterion One Committee membership included individuals from each Council, committee members were asked to lead the discussion at their respective Council meeting.

Table 4.1   Criterion One Committee Feedback Request

| The HLC Criterion One Committee is requesting feedback regarding the mission of the College. Please be prepared to discuss the following questions at your respective Council meeting. |
| | 1. Is there anything in the Mission Statement that we are not doing? |
| | 2. Is there anything we are doing that is not in the Mission Statement? |
| | 3. Does the Mission Statement support the actual diversity of our students and other constituencies? |
| | 4. Do our governance and administrative structures support the Mission Statement? |
A review of each Councils’ minutes and Criterion One Committee members’ summaries revealed that the campus was somewhat ambivalent about the mission statement and some faculty and staff found the term “transformational learning” to be problematic and unclear.

The HLC Criterion One Committee determined in early October 2009 that three key constituent groups were missing from the perceptions of the mission statement data collected up to that point: community members, students, and the Board of Trustees. It was also determined that the strategic planning in process (including the environmental scanning component) was an appropriate catalyst for further researching the College’s 2004 mission statement as perceived by key constituent groups.

The HLC Criterion One Committee invited President Stuckey to attend the October 20th Committee meeting to discuss the possibility of surveying the Board of Trustees about their perception of the 2004 mission statement and to discuss the Committee’s findings regarding the current mission statement obtained via the Councils in March 2008. The Committee wanted to assist the President as he prepared the Board of Trustees to review and update the Vision, Mission, and Goals Statement by (a) providing findings from the mission statement discussions that occurred in March 2008; and (b) identifying plans to further research community members’, Board of Trustees’, students’, and faculty, staff, and administrators’ perceptions of the mission statement.

Committee members developed web-based mission statement questionnaires tailored to each key constituent group (Faculty & Staff, Students, Board of Trustees) to elicit information about the College’s 2004 mission. While the HLC Criterion One Committee pursued information specific to how constituent groups viewed the 2004 mission statement, the campus began the environmental scanning and strategic planning initiative that concluded with the finalization of the new Vision and Mission Statement on June 4, 2010.
The Criterion One Committee used three email reminders for the full- and part-time staff members from key individuals on campus to garner a higher response rate. Vice President Krueger also reminded all faculty and staff of the need to participate in accreditation-related surveys at all-campus meetings. Board members were asked to complete the survey immediately prior to a board meeting by the Chief Fiscal Officer in the effort to obtain full participation from the Board. The Committee was particularly concerned that students would not respond to the survey. To encourage student participation, the Committee offered three $25.00 gift certificates to the bookstore through a random drawing of respondents while maintaining their anonymity. Table 4.2 outlines response rates for the mission statement survey by “constituent category.” Criterion One Committee would have preferred higher response rates for each group, and in particular the Student group, but the Committee determined that it must move forward and analyze the responses received.

Table 4.2  Mission Statement Survey Response Rate by Constituent Group Category

<table>
<thead>
<tr>
<th>Constituent Category</th>
<th>Number of Responses/Total Number</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>26/52</td>
<td>50%</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>33/172</td>
<td>19%</td>
</tr>
<tr>
<td>Full-Time Staff</td>
<td>30/78</td>
<td>38%</td>
</tr>
<tr>
<td>Part-Time Staff</td>
<td>4/22</td>
<td>18%</td>
</tr>
<tr>
<td>Students</td>
<td>75/3,460</td>
<td>2%</td>
</tr>
<tr>
<td>Board Members</td>
<td>7/9</td>
<td>78%</td>
</tr>
</tbody>
</table>

The 1-5 scale included ratings ranging from Strongly Disagree (1) to Strongly Agree (5) and included Neutral and No Opinion response options. Faculty and staff ratings were combined into an overall average rating for each question while the student and board member constituent group average ratings were separate. When asked to rate their level of agreement with the statement, “The mission statement is
clear,” faculty, staff, students, and board members generally agreed that they found it clear. The groups also agreed with the statement, “I understand the mission statement.” The statement regarding support for the mission statement yielded slightly higher ratings (4.2 to 4.4) in the “agree” category. The statement, “I think the mission statement should be revised,” yielded lower ratings from 2.6 (Disagree) to 3.3 (Neutral) across the groups. Although not particularly inspiring, the 2004 mission statement appeared to be well-understood (with the exception of the term “transformational learning”), and constituent groups were not particularly interested in revising it.

Constituent groups were provided a checklist and were asked to identify locations and/or publications that portray or include the mission statement. Although the Committee knew the mission statement was posted across campus and is always included in specific publications, members were interested in learning about others’ awareness regarding the mission documents. Approximately 75 percent to 85 percent of faculty and staff (full- and part-time), student, and Board of Trustee respondents knew that the mission and related statements were on the web site and in the NSCC college catalog. Almost half of the faculty and staff and student respondents also indicated the mission and related statements could be found on the Campus Communication System (plasma screens located around campus), in promotional publications, and in the college Atrium area. Respondents who indicated that they were “unaware of the mission statement and its location,” were low for faculty and staff (12%), students (17%), and board members (14%). Most constituent groups appear to know where to find the mission statement. The mission statement is publicly located throughout the campus and in college promotional materials; constituent groups reflect that fact as demonstrated by their response to this survey question.
Revision of Mission

Upon completion of the focus visit in February 2009, President Stuckey began to develop ideas for the development of a new strategic planning process using the relatively new Shared Governance Model. The previous strategic plan was approved by the Board of Trustees in December 2006 and required revision.

The strategic planning process actually began with a campus-wide effort to complete a comprehensive environmental scan on a scale not seen before at the College. The Environmental Scanning project was guided in part by Dr. Joel Lapin, an external consultant, who began the process by offering a workshop for the campus in March 2009. Campus-wide representation was achieved at the workshop and 26 participants volunteered to serve on one of eight different environmental scan teams: Economics, Education, Political, Labor, Competition, Demographics, Social Values and Lifestyles, and Technology (See Appendix B).

The environmental scanning project timeline spanned ten months and involved the entire campus and all off-campus sites. The scan teams researched their respective topics and developed a series of trend statements. Each trend identified rationale, sources, and implications for the community and for NSCC. Community leaders from a six-county area received the trend statements to review. Members of the President’s Council then interviewed the community leaders to identify which trends that they believed would have the greatest impact on the region.

While the environmental scanning document was being finalized, President Stuckey presented a preliminary plan for a college-wide strategic planning process that would be informed by the environmental scan results. The plan was presented to the Faculty, Administrative, and Staff Councils in August and September 2009. The initial strategic planning process, Strategic Planning 2009-2010, proposed setting up
committees that incorporated the results of the Environmental Scanning Initiative as follows:

1) Review, update, and/or rewrite the vision, mission, and outcome statements
2) Academic Programs
3) Leadership and Personnel
4) Physical Facilities
5) Financial
6) Alliances
7) Advancement
8) Enrollment and Retention

President Stuckey instructed committees focusing on the areas outlined above be comprised of members from the Staff, Administrative, and Faculty Councils and the student body. Each of the councils felt comfortable with the process proposed. The framework for advancing the development of a strategic plan was in place by the time the environmental scan teams finished their work and before a campus-wide group completed a strategic planning workshop (discussed below).

A strategic planning workshop with 22 people from faculty and staff (see Appendix B) was held in late February 2010 and resulted in the identification of nine key trends that would serve as the focal point for a new strategic plan. Table 4.3 lists the nine trends from seven major areas.
## Table 4.3 Strategic Planning Core Trends

| Economic | 1. During the period June 2005-August 2008, US manufacturing employment decreased by 786,000 jobs and Ohio’s loss of 56,300 manufacturing jobs in the same period is a relative loss greater than that of the nation as a whole.  

Since the percentage of workers in manufacturing by county ranges from 20-32% in the five county service area, it is likely that manufacturing losses have been or will likely be greater in the five county service area in the future than that experienced by other Ohio counties.  

2. With decline of old manufacturing, the prospects are good for growth in new investment, new manufacturing and new jobs in the renewable energy sector. |
|---|---|
| Education | 3. Ohio’s community colleges are expected to be more accountable to students, potential employers of students, and four-year colleges.  

4. As a result of the Ohio Strategic Plan for Higher Education, 2008-2017, community colleges are likely to play a more prominent role in educating Ohio’s students. Community colleges will be expected to offer “low cost, accessible, high quality certificates and degrees” to any person possessing a high school diploma, GED or a high school student meeting a certain academic requirements. |
| Political | 5. The formula used by the Chancellor and the Ohio Board of Regents for providing state funding to Ohio community colleges and universities is shifting and will continue to shift from enrollment and tuition indicators to a focus on a variety of outcomes, including graduation and retention rates, recruitment of minority and first generation students, and the number of students taking science and technology-based courses. |
| Labor | 6. The future workforce in Region2/Northwest Ohio will need postsecondary education and training, be able to gain a job, be a valuable employee, be able to compete globally and view Northwest Ohio as an integral part of the State of Ohio and the U.S. |
| Competition | 7. Institutions that have the capacity to offer online courses will likely capture a larger share of the enrollment market, particularly those that are creative at creating pedagogies and provide evidence of environments that enhance learning. |
Chapter 4  Mission and Integrity

Demographic  8. From 1990 to 2007 Northwest Ohio has incurred a negative net migration of its population and it is estimated that the population will continue to decrease or remain the same through 2030 with the largest group of out migration being in the 18-34 age group.

Technology  9. The use of smarter, smaller, and “more” portable devices (e.g., smart phones [iPhone and Blackberry] and similar devices like the iTouch and netbooks) that provide users with seamless access to the Internet for a variety of purposes including education, entertainment and communication (via voice, email, instant messaging, or other “Web 2.0” mechanisms [Facebook, LinkedIn, Twitter]) will continue to increase significantly in the next 3-5 years (Bowers, 2008; Dixon, n.d., Hanley, 2009). The demarcation between one’s professional, educational, and personal life will continue to blur as in the recent past (Dixon, n.d.).

The workshop participants conducted a SWOT Analysis and reached a consensus on particular strengths, weaknesses, opportunities, and threats of most import for the College. Those, taken together with the nine trends, provided the basis for a draft of the vision, mission, and institutional goals statements prepared by the workshop’s conclusion.

The Vision and Mission was vetted by campus members invited to attend open forums in March 2010. The institutional goals were shared at these meetings but the focus of the conversation was on the vision and mission. The open forums were well attended and minor revisions to the Vision and Mission statements resulted from the discussions. A revised Vision and Mission Statement was sent through the Governance System in April and all three councils approved the proposed statements. The Board of Trustees approved the Vision and Mission statements on June 4, 2010 – see below.

Vision 2010
Northwest State Community College will be an innovative leader in education and training, a first-choice institution that empowers individuals and communities to achieve a sustainable quality of life.
Mission 2010
The mission of Northwest State Community College is to serve by providing access to excellent and affordable education, training, and services that will improve the lives of individuals and strengthen communities.

Institutional Goals
The six institutional goal statements were reviewed by each Council in May 2010 and were approved by the President in June 2010. The Institutional Goals and the scanning trends they support are as follows:

1. Promote and support innovative teaching and effective student learning.
   Environmental Scanning Trends: #3 (Education), #5 (Political), #6 (Labor), #7 (Competition), #8 (Demographics), and #9 (Technology)

2. Develop programs, training, and services that create and support sustainable career opportunities.
   Environmental Scanning Trends: #1 and #2 (Economics), #3 (Education), #6 (Labor), and #8 (Demographics)

3. Develop and implement a comprehensive student success enrollment management plan.
   Environmental Scanning Trends: #5 (Political), #3 and #4 (Education), #7 (Competition), #8 (Demographics)

4. Support the economic development needs of our region.
   Environmental Scanning Trends: #6 (Labor), #5 (Politics), #1 and #2 (Economics)

5. Increase current revenue streams and create new funding options.
   Environmental Scanning Trends: #5 (Political), #4 (Education, #1 (Economics)

6. Promote and increase efficiency and sustainability throughout the institution.
   Environmental Scanning Trends: #1 and #2 (Economics), #3 and #4, #6 Labor, #8 Demographics, #5 Politics, and #7 Competition

Following the Strategic Planning workshop, the initial planning process shared with the Councils was changed based on information from the consultant. Instead of creating committees with various campus members focusing on a particular trend, each department/division would develop departmental goals and initiatives to achieve the six institutional goals that enable the College to fulfill its new Vision and Mission. The
departmental goals and initiatives were due in December 2010. The President’s Council will review the goals and begin to determine the priorities for the campus in January 2011. The goal is to have a revised strategic plan completed by the end of the academic year.

The campus is pleased with the process used to derive the new Vision, Mission, and Goals Statement and is prepared to further develop the strategic plan. Key constituent groups were involved in the process to develop the Vision, Mission, and Goal Statements including faculty, staff, students, Board of Trustees members, and community leaders. The process was much more inclusive as compared to prior strategic planning processes, and the campus is ready to continue existing tactical activities and develop new ones designed to address key trends and institutional goals. Processes and structures used to develop the Vision, Mission, and Goals Statement clearly demonstrate NSCC’s culture of integrity and stakeholder inclusion and involvement.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The mission of the college reflects its commitment “to serve” individuals and communities within the service district. Although ethnic diversity is limited on campus and our service area, diversity of age, college preparedness, socioeconomic status, and learning styles are prevalent at NSCC. The average age has remained consistent between 26.7 to 29 years of age for the last five years. Table 4.4 provides the mean age and ethnicity of students for the last five years. The campus demographics lack ethnic diversity but are reflective of the community in which it serves. The NSCC service district has a homogenous population, which is approximately 95 percent Caucasian with Hispanics being the largest minority group.
Table 4.4  Average Age and Ethnicity of NSCC Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Age</td>
<td>27.8</td>
<td>26.8</td>
<td>27.5</td>
<td>26.7</td>
<td>29.0</td>
</tr>
<tr>
<td><strong>Race / Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>82.3%</td>
<td>82.0%</td>
<td>82.3%</td>
<td>79.5%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.6%</td>
<td>5.7%</td>
<td>6.1%</td>
<td>5.5%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Black</td>
<td>1.3%</td>
<td>2.0%</td>
<td>2.6%</td>
<td>2.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.3%</td>
<td>0.6%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>10.3%</td>
<td>9.4%</td>
<td>8.4%</td>
<td>11.8%</td>
<td>11.0%</td>
</tr>
</tbody>
</table>

NSCC participates in the Youth for Understanding program. Each year four to seven students from around the world attend NSCC. Most recently, students from China, Korea, and Belarus have attended the college. The students have sponsored activities to inform the campus community of their cultures. Graduates of NSCC are expected to be aware of cultural differences; participating in this program is one way of promoting diversity on the campus.

The Criterion One Committee asked constituent groups to rate their agreement with statements regarding how well the mission statement, programs, services, and student activities and events recognize and reflect NSCC’s diversity of learners. Students clearly “agreed” with all four statements with averages for each statement of 4.0 or 4.1 while faculty and staff and board members ratings for the statements ranged from 3.5 (Neutral) to 4.0 (Agree). The next sections address Core Component 1b further and provide evidence that demonstrates how NSCC recognizes the diversity of its learners, other constituencies, and the greater society it serves.
Strategic Framework – Access Goals and Strategies

Activities that clearly demonstrate the College’s focus on the diversity of its learners access are discussed below according to “type” of access – academic, geographic, and financial.

Academic Access

The college is open to any high school graduate, holder of a high school equivalency statement (GED), or non-high school graduate, who demonstrates the ability to complete college level work. NSCC provides course work for students who excel academically and for students who are academically underprepared. The College offers Presidential and Deans Scholarships to graduating high school seniors from the seven-county area who meet specific academic criteria. Presidential and Deans Scholars excel academically prior to attending NSCC and upon matriculation to NSCC, take a variety of challenging courses offered by the College’s academic divisions.

The Arts and Sciences Division offers courses for students intending to major in the sciences (General Biology I and II, General Chemistry I and II), as well as higher-level math courses (Calculus I and II), 200-level literature major courses, and rigorous Psychology and Sociology courses. These courses are transferable to other Ohio four-year institutions through the state transfer module or state transfer assurance guide system.

NSCC also serves the needs of students who are eligible for the Post-secondary Education Option (PSEO). These are high school students, who are allowed to attend college while completing high school. The numbers of PSEO students have remained consistent. Table 4.5 summarizes PSEO enrollments for the last two academic years.
Table 4.5  PSEO Enrollments

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of PSEO Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>146</td>
</tr>
<tr>
<td>Spring</td>
<td>133</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>144</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>139</td>
</tr>
</tbody>
</table>

Students who are less prepared academically take a variety of developmental courses in mathematics, reading, writing, and success skills. The number of students requiring developmental mathematics is greater than the number of students requiring developmental reading or writing. Table 4.6 summarizes enrollments in developmental math, writing, and reading since spring 2009.

Table 4.6  Enrollments by Term in Developmental Math, Writing, and Reading

<table>
<thead>
<tr>
<th>Term</th>
<th>Number enrolled in Developmental Math</th>
<th>Number enrolled in Developmental Writing/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>307</td>
<td>120</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>160</td>
<td>79</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>595</td>
<td>180</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>507</td>
<td>203</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>228</td>
<td>122</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>619</td>
<td>331</td>
</tr>
</tbody>
</table>

Academic support services are available to students upon request. The College established the Student Resource Center (SRC) in 2008, which expanded the services available to students with academic and affective concerns. Students of all levels of academic preparation frequently find the need for support services at different stages of their academic career. The newly-established and more-comprehensive SRC includes
Career Services, Educational Planning and Retention, Accessibility Services, the Success Center (tutoring services), and Transfer Advising. Approximately 56 students receive some type of accessibility service each semester. The SRC developed strategies for helping students succeed academically.

The SRC implemented an Early Warning System in 2008 that established a formal mechanism for instructors to notify SRC staff of a student’s need for intervention as indicated by academically at-risk behaviors (lack of attendance, failure to submit assignments, etc.). In the first year, a total of 648 cards/students were collected and SRC staff contacted each of those students to inquire how NSCC and the SRC can be of help to those students. Four hundred students received a variety of services and resource referrals because of those conversations; anecdotal information suggests that this Early Warning System strategy is effective.

The SRC assessed student success rates across the College and by course in its 2009 Retention Report and determined that targeted interventions based on those data were necessary. Three Arts and Sciences courses Beginning Algebra (MTH080), Anatomy & Physiology I (BIO231), and Principles of Biology (BIO101), demonstrated high failure rates. Biology faculty immediately met with SRC staff and discussed potential institutional actions designed to increase student learning and, ultimately, success in the identified courses.

The SRC immediately offered walk-in tutoring in Life Sciences in the science labs that was previously not available. Students enrolled in any of the Biology courses could receive walk-in tutoring through the Life Sciences tutoring in the labs. To date, 430 students participated in the Life Sciences tutoring labs. The Biology faculty also reviewed academic assessment results and determined that an increase in lab hours for BIO231 may help to address the high failure rate. The proposals for the addition of one lab hour to both BIO231 and BIO232 (Anatomy & Physiology II) were approved in spring
2010 and fully implemented effective August 2010. Student success rates will be reviewed at the end of the 2011 academic year to determine if the course revision has influenced the student success rate.

The SRC, the Vice President of Academics, and the Financial Aid Office identified significant numbers of students placed on academic probation or suspension according to NSCC’s institutional requirement, or, who were not making Satisfactory Academic Progress according to federal financial aid regulations in 2008. Students in these academic situations needed instruction on how to (a) successfully rectify their academic situation and (b) regain eligibility for federal financial aid. SRC staff and the Director of Financial Aid consulted with the Academic Deans and they each developed separate workshops designed to help students re-enter NSCC and regain their financial aid eligibility.

The Academic and Financial Aid Appeal Workshops are offered regularly by the SRC and the Financial Aid Office. The Academic Appeal Workshop is designed to help students (a) reflect on personal characteristics and behaviors that created their situation and (b) identify alternative behaviors and choices that increase the likelihood for academic success. The Financial Aid Appeal Workshop focuses primarily on helping students better understand why academic progress is required to remain eligible for financial aid and how to prepare an appeal that (a) includes an academic program plan and (b) directly addresses the circumstances that contributed to their academic failure.

Preliminary results from student surveys from workshop participants indicate that both workshops are effective as a first step to cultivate student awareness about how their behavior affects academic success. Awareness does not necessarily lead to behavioral changes however, and the College is assessing how best to encourage students to make meaningful behavior changes. Currently, students on academic
probation or suspension according to institutional requirements are required to complete a one credit hour Success Seminar course (GSD100).

The College will continuously improve the workshops and the Success Seminar course using results from assessment and the latest research findings on student success. SRC and the Financial Aid Office will examine the success of these workshops more deeply using qualitative and quantitative findings including students’ success in first semester of regained eligibility, students’ success in subsequent semesters, and student perceptions of workshops, courses, and other support strategies provided by the College that fostered academic success.

Geographic Access

The College’s formal service district as established by the state is 2,483 square miles and incorporates a six-county service area. The College is also authorized to offer courses or programs in conjunction with other community and technical colleges and universities in three other counties. The College offers courses and/or programs in five locations. Courses are taught via video-conferencing technology or face-to-face at these five sites. Four years ago, the College determined that enrolled students, on average, drove 15-16 miles one-way to the Archbold campus for classes. The most effective strategy for expanding geographic access in light of the mileage limitation was to offer courses at satellite locations in person and via video-conference. Table 4.7 summarizes the enrollments at the satellite locations since fall 2009.

<table>
<thead>
<tr>
<th>Location</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td>32</td>
<td>87</td>
<td>69</td>
</tr>
<tr>
<td>Defiance</td>
<td>20</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Metamora</td>
<td>11</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Paulding</td>
<td>3</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Van Wert</td>
<td>110</td>
<td>134</td>
<td>129</td>
</tr>
</tbody>
</table>
The College also expanded the number of courses offered in a hybrid or fully online format. Hybrid courses involve a face-to-face component (seat time) and a required online component. These courses allow for personal interaction between the faculty and the student but reduce the amount of face-to-face contact. This format benefits students who are trying to manage family responsibilities and work schedules but do not want a completely online course. The Engineering Division developed hybrid formats for several courses that involved a lab-based component. Students complete the didactic portion of the course online and the laboratory component on campus with an instructor present.

**Financial Access**

The College attempts to control the cost of education for its students. The College reduced tuition to $131 per credit hour in 2009-10 academic year in the effort to control student costs. This tuition rate is still in effect. In addition, the college received approval from the Ohio Board of Regents to offer a 25 percent tuition reduction for three-credit hour courses on Fridays and Saturdays. This request was made in an attempt to encourage more students to take courses on these less popular class days.

The Bookstore is piloting a textbook rental program designed to reduce student textbook costs and is collecting data on student perception of textbook rental. E-books, which are typically cheaper, are offered as options for some courses. Developmental math faculty recently incorporated the use of Hawkes Learning Solutions (HLS) software in the developmental math sequence; consideration is being given to the elimination of textbooks for those courses because of the comprehensive content available in the HLS software. When choosing textbooks and instructional materials, faculty members are cognizant of the potential cost to students.
Financial access deals with current tuition, fees, and book costs and it incorporates future financial health based on debt-levels assumed during the pursuit of a degree. The Financial Aid Office revised its packaging policy effective Fall 2010 in an effort to reduce the average debt load assumed by a Northwest State student. Preliminary data suggest that students are taking on less debt and that they understand there are additional loan amounts available if needed.

**NSCC’s Relationships – External Constituencies**

Northwest State is a respected partner in state-level initiatives and groups across the state that demonstrates relationships with external constituencies. Relationships with external constituents at the regional and state-level are demonstrated by the following:

- Vice President Krueger served as Secretary in 2009-2010 and is the Vice Chair of the Ohio Chief Academic Officers group for 2010-2011.
- The Dean of Arts and Sciences (Lana Evans) completed her Presidency of the Ohio Association for Developmental Education (OADE) in October 2010 and she continues to serve as the Research Committee Co-Chairperson. During her term as President of OADE, Dean Evans was invited to serve on the state of Ohio’s Developmental Education Initiative (DEI) State Policy Team that is coordinated by the Ohio Board of Regents’ and the Ohio Association of Community Colleges (OACC).
- NSCC’s Chief Fiscal Officer (Kathy Soards) was invited to serve on two consultation committees convened by the OACC: (a) Success Formula Consultation Committee and (b) Dual Enrollment Consultation Committee.
- The Dean of Business, Dean of Nursing, Dean of Allied Health & Public Service, and Dean of Engineering Technologies participate in state-wide Dean meetings for their respective areas.
NSCC faculty are respected across the state through their commitment to and activity on the discipline-based Transfer Assurance Guide (TAG) faculty panels. The TAG faculty panels are responsible for reviewing syllabi from all Ohio public institutions and recommending approval of courses that meet the transfer assurance guides. One faculty member, Sherry Howard, serves as the chair for the statewide humanities TAG panel; she receives release time to serve in this role.

**Core Component 1c: Understanding of and support for the mission pervade the organization.**

A survey of faculty, staff, students, and the Board was conducted in fall 2009. Based on a five point rating scale with one strongly disagree and five strongly agree, respondents average score was 4.1 for “I understand the mission statement” and 4.3 for “I support the mission statement.” Each constituent group also rated how well “the intent of the mission” is reflected in classroom instruction, student advising, curricula/course work, academic policies/procedures, student services, the campus environment, resource allocation, community partnerships, and student organizations. The results of the mission survey are summarized in Table 4.8.

<table>
<thead>
<tr>
<th>Survey Statement</th>
<th>Faculty/Staff</th>
<th>Student</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intent of the mission is reflected in classroom instruction.</td>
<td>3.8</td>
<td>3.9</td>
<td>3.7</td>
</tr>
<tr>
<td>The intent of the mission is reflected in student advising.</td>
<td>3.2</td>
<td>3.7</td>
<td>3.6</td>
</tr>
<tr>
<td>The intent of the mission is reflected in curriculum/course work.</td>
<td>3.8</td>
<td>3.8</td>
<td>4.2</td>
</tr>
<tr>
<td>The intent of the mission is reflected in academic policies/procedures.</td>
<td>3.8</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>The intent of the mission is reflected in student services.</td>
<td>3.9</td>
<td>4.0</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Even though the constituent groups support and understand the mission, the results of this survey show that the various groups do not feel as strongly that the mission is reflected in various activities across the campus. The College will need to improve communications on how various activities relate to the mission and vision of the institution.

**Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

The College has an organizational structure and processes in place that permit members from all levels within the institution to contribute to governance in ways that move the organization forward to accomplish its mission.

**Governance and Administrative Structures**

Following the 2006 accreditation visit and prior to receipt of the final comprehensive evaluation report, the Strategic Planning Committee began a review of the governance model. Soliciting input from the campus community, the committee of four faculty and four administrators developed “end goals” for shared governance. The following goals were agreed upon at the March 3, 2006 meeting.

- Accountability across the campus
- Consensus building (keeping in mind what I best for our students)
Chapter 4  Mission and Integrity

- Entrepreneurial (ability to be flexible and move quickly)
- Mutually agree upon lines of authority or role definitions (who is recommending and who is the final authority)

These end statements were shared with the campus community during a Campus Conversation on April 5, 2006. The committee collected information and reviewed governance models from other institutions. In May, the Governance Task Force was created to determine the governance model to be used by the college. The Task Force meetings were open to the college community and the task force’s goal was to present a governance model to the campus community by the beginning of fall 2006.

The Task Force reviewed the accreditation report, discussions from previous Strategic Planning meetings, and feedback from Campus Conversations. Based on this review, the Task Force identified the following outcomes for the governance model:

- Appropriate faculty and staff input to decisions, based on their areas of expertise.
- Clarity regarding the roles and responsibilities of each committee.
- A sense of participation and maximum possible buy-in to decisions that are recommended to the President and the Board.
- A sense of collaboration in the decisions and directions of the institution.
- Clear and open channels of communication.

The Task Force kept these goals at the center of discussion when developing the revised governance model that was presented to the campus in June 2006. The Governance Model went through multiple revisions before finalized as represented in Figure 1.
The model indicates the importance of assessment in the college’s governance structure. To be an institution that makes “data informed” decisions all constituencies need to provide information to assessment and draw on assessment for decisions. The governance structure itself operates within the ring of assessment.

The task force put the Board in the middle of the model because they are the body that oversees the college as a whole and policy decisions go through the board.
The president is the one person, who communicates directly with the board; therefore, the president is in the next concentric circle.

The previous governance structure consisted of a variety of committees with limited participation of faculty and staff. The current structure is made up of three councils: Faculty, Staff, and Administrative Councils. All campus employees are members of one of the councils. In addition, each council has a representative liaison from the other councils. Proposals can be initiated by any individual or group and are developed for approval, information, or feedback. Each council reviews proposals and determines if the proposals are approved, non-supported, or should be returned to the originator for more information. The goal is to reach consensus on the proposal.

Faculty are actively involved in program development and curriculum decisions. During the 2006-2007 academic year, academic proposals were frequently stalled by Administrative Council. After the first year of the new governance structure, the Academic Affairs committee was reinstated. All academic issues are processed through Academic Affairs and Faculty Council prior to going to Administrative and Staff Councils. Since Academic Affairs has been reinstated, academic proposals have readily progressed through the councils. This procedure has given faculty active involvement in curricular issues.

The Vice President for Academics establishes the yearly academic calendar, which includes each Council’s meeting dates for the entire year and the campus is accustomed to the regular occurrence of the meetings and understands how to conduct business using the governance system. The campus is in its fourth year of full implementation and the twice-yearly meetings of the Governance Oversight Committee have yielded improvements in the Governance Model. The Governance Oversight Committee was established to deal with questions and concerns that arose with the new model.
In April 2008, a survey was conducted by the Governance Task Force to elicit feedback from the campus community regarding the effectiveness of the governance system. Respondents (N=59) were asked to rate the previous governance model and the current model for year one and year two. During the second year of implementation, 72 percent of the respondents rated the new governance model as “good” to “excellent.” This was higher than the rating for the previous governance model (52%) and significantly higher than the first year of the new model (23%). Overall, 59 percent of respondents rated the Shared Governance System as working good to excellent at the time of the survey. Even though there was still room for improvement, respondents felt the change in leadership was positively impacting the effectiveness of the model.

After obtaining the survey results, the Governance Task Force discussed the future direction of the Governance Oversight Committee. With the councils functioning more effectively, the Oversight Committee felt that any additional changes to the model could proceed through the normal channels of the councils. The task group recommended that a Governance Assessment Committee be established to assess the structure and function of the governance model and recommend any improvements to council structure and function. The membership of the committee would include the council officers and liaisons. The committee would be scheduled to meet at least twice a year, once in fall and spring terms, with additional meetings to occur as needed. The first meeting of this new group occurred in fall 2008 after all new council officers were in place. The improvements made in the model thus far, as recommended by the Governance Assessment Committee, are in communication processes and more recently, how to run effective meetings and how to promote communication between Councils.

The work accomplished in the years since the 2006 site visit, particularly in the governance model, is significant in scope and practice. There has been a significant change in the climate on campus since the site visit in 2006. The change of Presidents
has led to a more cooperative and collaborative relationship between administration and faculty. Since the Governance Model’s inception, each Council has considered over 390 proposals initiated by multiple departments and individuals across campus.

The college recognizes however, that continuing to improve the governance process is a necessary and vital step toward fulfilling its mission and engaging faculty, staff, and students in the campus community. Areas of improvement for the future include (a) fostering increased participation levels in councils where engagement waxes and wanes and (b) addressing concerns that emerge through the Governance Assessment Committee. Of particular interest, is the need to determine how to best engage Staff Council in governance activities based on recently identified concerns held by the Staff Council. The Staff Council’s perception is that the vast majority of proposals are submitted to Staff Council for “information” purposes, which implies that Staff Council cannot modify proposals. The expertise that Staff Council members possess is valuable; however, current practice has had the unintended effect of creating the perception that Staff Council’s perspectives are not important. This is of great concern and the Governance Assessment Committee at its spring meeting will discuss how to properly deal with this concern.

**Core Component 1e: The organization upholds and protects its integrity.**

NSCC upholds and protects its integrity by the implementation of policies and procedures that align with and support the college mission, inform the processes that govern the institution, and guide actions within the organization and relationships with individuals, groups, and organizations outside the college. Processes and systems throughout the college are in place to ensure that NSCC acts with integrity and respect to all of its constituencies.
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The NSCC Board of Trustees exercises its responsibility to the public to ensure that the organization operates legally, responsibly and with fiscal honesty. The Board reviews and approves budgets at each board meeting and hires an independent third party to perform an annual audit of the College. The most recent audit demonstrates financial responsibility and integrity. All board meetings are announced and open to the public. Legal counsel is available to the Board and to the College through the State Attorney General’s office.

NSCC understands and abides by all applicable local, state, and federal laws and regulations. The College complies with all federal laws including the Civil Rights Act, the Americans with Disabilities Act, the Age Discrimination in Employment Act, and the Non-discrimination on Basis of Sex in Education. As a public education institution, NSCC complies with all non-discrimination and Affirmative Action laws and regulations.

Integrity in maintaining the security of the campus environment is assured through compliance with the Campus Security Act. Information on crime statistics are available to the public on the college website. The Campus Police department is responsible for providing a safe campus environment through protection of individuals and protections of college and personal property. The department provides escort assistance when requested, motorist assistance, and key issuance on campus.

Protecting the rights of employees and students is of critical importance at NSCC. The Board Policy Manual and Faculty Handbook outline the policies regarding the rights and responsibilities of each of its internal constituencies. In addition, employment conditions and compensation for faculty, non-teaching faculty and professionals, and support staff are outlined in the Northwest State Community College Education Association Professional and Support Staff Agreements.
All policies related to student rights and responsibilities are included as part of the academic information in the College Catalog as well as provided on the college website. Included are policies regarding student rights and responsibilities, student conduct, and student complaint procedures.

Faculty, students, and the Board were asked to rate their level of agreement with statements regarding how accurately and honestly NSCC presents itself to the public, the clarity and fairness exhibited by the institution in policy implementation, the legal, responsible, and fiscal honesty demonstrated by the College, and NSCC’s responsiveness to complaints and grievances. All three constituent groups indicated general agreement with the statements.

Maintaining a good relationship with external constituents is an essential component of the success of the College. NSCC believes that this is accomplished by communicating with all external constituents and acting with integrity in all business and operating procedures. To maintain integrity, NSCC follows all appropriate Board policies, which outlines business and operating procedures.

Summary
Northwest State Community College has developed mission documents that accurately reflect its institutional priorities. The mission documents reflect the needs of diverse constituencies, promote academic excellence, show an appreciation for diversity, and recognize the broader community served by the College. The administration and governance system support the development, communication, and realization of the college mission.
**Strengths.**

- Employees across the college express support for the mission and feel they are part of fulfilling it. The college mission and vision are documented and presented in college publications.

- The environmental scanning process provided a wealth of information to begin a new strategic planning process with widespread involvement among constituencies. Planning processes are responsive to student and community needs and are guided by the mission.

- As the only public higher education institution in the service area, NSCC provides access to affordable higher education and training.

- The Shared Governance Model has the support of the college community. The model enhances participation because faculty and staff are members of a council.

- NSCC complies with federal and state laws and maintains internal processes that demonstrate integrity to its constituents.

**Areas for Improvement**

- The College will need to routinely update the environmental scanning information to keep informed of trends influencing the service area. Since this was a new process for the campus, embedding the process into normal planning is needed.

- With the recent revision of the mission, vision, and goals, all college documents need to be updated.

- Even though the governance system has support of the college community, participation and engagement varies between the councils. The college needs to increase the awareness of each Council’s role as a means of communicating information on campus.

- The college should seek ways to encourage faculty and staff to think in terms of mission first as they accomplish their daily work and plan for the future.
Chapter 5

Preparing for the Future
Chapter 5   Preparing for the Future

Criterion Two: Preparing for the Future
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Northwest State Community College’s processes for planning, resource allocation, and self-assessment enable it to fulfill the college mission of providing accessible and affordable education, training, and services to its constituents. The college is located in an area that has seen a rise in unemployment with the economic decline affecting industries in northwest Ohio. State budget constraints have required the College to be flexible and responsive in its planning and budgeting processes. NSCC has been able to allocate its resources based on the overall educational and job-training requirements of its constituents as enrollments have increased.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Northwest State Community College realistically prepares for the future shaped by multiple societal and economic trends. The college was founded in 1968 as Four County Technical Institute. The Ohio Board of Regents approved the formation of the college because there was a need to improve the educational level of Northwest Ohio residents and to offer job training for the local workforce. The college was founded to offer accessible, low-cost education and training for the local community. Many of the aspects of the college’s history and heritage are still in practice at the college today. There are also some more recent traditions that the college would like to preserve as it continues forward into the future.

One of the most important aspects that the college is trying to preserve is accessible higher education to the community. The college is taking several steps to make higher education available to the local community. The first way the college is
making education accessible to its students is offering flexible classes and locations. The college offers evening, online, and hybrid classes to help working students fit college into their busy schedule. In 2003, the first satellite location was established in Van Wert, Ohio. This allowed students who lived in the Van Wert area a more convenient way to take classes. Due to the success in Van Wert, courses were offered in Metamora and Defiance in 2006, and in 2008, classes were offered in Bryan and Paulding. These satellite locations help to make higher education more accessible to the local public. According to the NSCC 2009 Fact book, students utilizing the satellite locations saved a total of $76,657 that would otherwise have been spent on their commute to the main campus in Archbold.

In 2008, synchronous distance learning was offered at Northwest State through Miami University and Rhodes State College. These classes are taken in the synchronous classroom at NSCC where students participate in classes at Miami University and Rhodes State College. This has allowed students the opportunity to obtain their Bachelors degrees in Engineering Technology or obtain an Associate degree in allied health programs not offered at NSCC without leaving the campus. Bluffton University also offers Bachelors and Masters Degree programs on the NSCC campus. All these steps have helped to make higher education more accessible to the local community.

Northwest State Community College has taken steps to keep college affordable to the local community. The current tuition cost is $131 per credit hour. There is also a 25 percent tuition discount available for three-credit hour classes held on Fridays and Saturdays. The tuition discount, which was approved of the Ohio Board of Regents, was instituted to encourage enrollment on these days.

Along with the low cost per credit hour, 94 percent of the students that apply for financial aid receive some type of financial assistance (The Facts 2009.) Several scholarships are available for students to assist with the cost of education. Some of the
Chapter 5  Preparing for the Future

Scholarships are for specific programs such as engineering technologies, nursing, business, or early childhood. The Presidential and Deans Scholarships honor eligible graduating high school students with full or partial tuition scholarships based on academic achievements. The NSCC Foundation Scholarships are awarded to students by funds that are donated through community and alumni resources. Students apply for the scholarships through a common application coordinated by the Financial Aid Office.

Another tradition that the college wishes to preserve is being a small, student-based college. According to the NSCC 2009 Fact book, the student to faculty ratio is 17 to 1. Faculty members also serve as academic advisors for students in their programs. All full-time faculty have posted office hours for easy accessibility to their students. Full-time faculty are required to be available seven office hours per week. Whenever possible, the student continues with the same advisor throughout their time at NSCC.

Northwest State Community College has a long history and heritage within the community that it wishes to preserve and continue. Another way for the staff, students, and community to remember the college’s history is by reading the book *Northwest State Community College Changing Lives for Forty Years*. The book was written by Dr. William Culbertson to share the history of the college in celebration of the institution’s 40th anniversary. Every faculty and staff member received a complimentary copy of the book. The book was also made available to graduates in May 2010.

**Strategic Planning**

As well as preserving the history of NSCC, the college has made strides to prepare for the future by utilizing environmental scanning. It is the first step in the process of realigning the strategic plan and mission of the college to meet the needs of the communities we serve. Environmental scanning helps to identify the issues and actions, both globally and locally, that are affecting or changing the way we live and
work. With the help of a consultant, the college focused efforts on trend analysis through environmental scanning to revise and update our strategic plan.

The strategic planning process will allow the college to come up with a defined plan to address trends and emerging issues. The college is committed to the future and is creating a plan to address emerging issues in order to better serve our community. A diverse group of individuals including faculty, staff, administrators, and outside community volunteers created the environmental scanning document, which will guide the development of the strategic plan and move NSCC into the future.

In March 2009, individuals volunteered to serve on one of the eight scan teams formed to identify trends and emerging issues affecting our state and community (see Appendix B). Over the next few months, following the formation of the scan teams, the teams met to perform scanning activities. By the end of June 2009, they had completed abstract forms and draft lists of trends and emerging issues.

During summer 2009, the consultant reviewed the draft trends and emerging issues and provided feedback to the scanning teams. The consultant’s recommendations were incorporated into the trends document by each scan team. In September 2009, the President’s Council shared the findings from the scanning process and then interviewed community representatives to identify which trends they felt were the most important. This was followed by half-day workshops for community representatives and scan team college planners to identify implications of trends for our community and the college. The information from the scan teams, community interviews, and implication workshops were compiled into a final trend report that included external environmental trends and emerging issues, implications for the community, implications for the college, and rationale for each trend. This final document was shared with the campus and community representatives who participated in the scanning process.
Through the beginning of 2010, advancement continued on environmental scanning and the strategic plan. In early January 2010, administrators reviewed the trends and completed a preliminary SWOT analysis. The next month, a strategic planning workshop was held with 22 participants (see Appendix B). This group of individuals reviewed the 39 trend statements and prioritized the top nine statements. This was followed by an analysis of the strengths, weaknesses, opportunities, and threats that the institution faced in relation to the trends. Once this was completed, consensus was obtained on a draft vision, mission and six strategic goals statements. The vision and mission statements along with the six strategic goals were shared with the campus community during open forums and through the governance councils. In June 2010, the Board of Directors approved the revised vision, mission, and goal statements.

**Trends**

Economics are a driving force to our future planning at the college. Trends that were identified looked at mean income in the region, the manufacturing base, the types of products manufactured, and the future outlook of those products. When looking at the mean income in the region from 2000-2005, the committee saw an average increased income in the five-county region that the college serves. However, the state average income showed a decline. It is a goal of the college to be a part of the solution to help increase the state mean income from its downward trend. Other implications of this downward trend are reduced purchasing power, reprioritization of spending, less investment in the community, and a greater reliance on public services. The college can prepare for these trends by addressing the need for a better skill set for our students, more of a reliance on financial aid, and the possibility of increased tuition costs, which will need to be offset in other ways to keep the college competitive in the educational marketplace.
When looking at the decline of the manufacturing base, the committee looked at data from 2000-2005 in which manufacturing declined sharply. In the six-county region, the two main occupations are agriculture and manufacturing. It is speculated that our six-county region will see a larger decline than the state average. This can be attributed to the large automotive sector that we serve which is affected by the rapid decrease in automotive sales. The college will have to address its training services to better equip those within the age range of 35-50 that have been displaced due to downsizing or complete closing of manufacturing plants. One area in which Northwest State has been strong in serving is the plastics industry, which is the largest industry in Ohio. NSCC is one of two institutions in the state that have a specific program geared towards plastics. The data in the trend analysis points to the continued growth in the plastics industry in spite of the declining economy. Another area of training that has become a focus is in the emerging field of alternative energy. Within the last two years, Northwest State has created an entire program to serve this market, which is expected to grow as energy costs continue to rise.

Another area that the committee focused on is the demographic shifts that are taking place in the region. Most of the migration of individuals from the region is between the ages of 18-34 years old, meaning that the population may be declining and leaving an older workforce to create new businesses. Implications of this to Northwest State are that the average age of students may increase and have different needs than the traditional college student. The College will also have to work within the community to retain the people in this region and entice more of the population to come to this region for work. Consideration should also be given to online learning tools to train those individuals outside our area to ensure our financial viability. The older population shift will also create more jobs in the health care field due to their increased medical needs.
Another trend that the strategic plan team identified was that over half of the students in our five-county area who enroll in the university system attend a state/community college. The overall rate of students who attend state community colleges is expected to increase. To meet increased needs of students, it was concluded that Northwest State should have more partnerships with other community colleges and universities. This has currently been a focal point, and the college currently has collaborations with Terra Community College, Miami University, the University of Toledo, James A. Rhodes State College, Bluffton University, The Defiance College, Bowling Green State University, Eastern Michigan University, Kaplan University, and Wright State University. These collaborations cover all five divisions of the college and help provide our students with a smooth transition to a four-year university to continue their education.

Another trend that was addressed through the strategic plan is that enrollment in Ohio’s community colleges increased by 29.1% from 1998-2007, and is forecasted to increase annually. One implication that this will have for the community and the college is the need to expand buildings. Northwest State has taken initiative on this issue by separating the Nursing Program from the Allied Health and Public Services division and creating plans to construct a building to meet the expanding needs of the nursing program. Construction began on the new building during the summer of 2010.

As pointed out by the strategic plan committee, the future workforce in Northwest Ohio will need postsecondary education and training to be able to gain a job, be a valuable employee, and be able to compete globally. Northwest State has answered this demand by offering more online classes over the last several years. Table 5.1 summarizes the number of online course offerings for the last four years. Over this four-year period, the number of online classes offered has increased by 64 percent.
Table 5.1  Online course offerings by semester

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07</td>
<td>35</td>
<td>47</td>
<td>54</td>
<td>136</td>
</tr>
<tr>
<td>07-08</td>
<td>42</td>
<td>50</td>
<td>56</td>
<td>148</td>
</tr>
<tr>
<td>08-09</td>
<td>52</td>
<td>64</td>
<td>74</td>
<td>190</td>
</tr>
<tr>
<td>09-10</td>
<td>57</td>
<td>76</td>
<td>81</td>
<td>214</td>
</tr>
</tbody>
</table>

One key point that the strategic planning committee pointed out is that institutions that have the capacity to offer online courses will likely capture a larger share of the enrollment market, particularly those that provide environments that enhance learning. Not only has the college increased the number of online courses offered in response to this trend, they have also offered a Technology Lab for students to assist in basic computer needs such as formatting documents, navigating online classes and common computer questions.

The service area has seen the most growth with the migration of Latino/Hispanic populations. This increase will create a cultural shift from the predominantly Caucasian campus that is currently in place. This will give Northwest State the opportunity to address the cultural needs of those students that may not have traditional roots. The discussion of creating English as a second language course has been discussed. The only foreign language currently offered at Northwest State as a credited course is Spanish. This also increases the need for diversity training for employers in the region and gives NSCC the opportunity to introduce its students to a different cultural background. This will help create more cultural awareness amongst students, the community, and employees.

Along with cultural awareness, the college provides services and activities to students with disabilities as well as non-traditional students. Northwest State offers accessibility services to any student with a disability. Students may obtain assistance to
help achieve his or her educational goals. A student who feels they need assistance concerning a physical or learning disability can make an appointment with the Accessibility Services Coordinator.

Non-Traditional students are students who are typically older with other job and family commitments that have interrupted their studies earlier in life. The non-traditional students at NSCC are invited to a weekly gathering to discuss the difficulties of balancing work, family and school. This group of students, called the “Lunch Bunch,” provides a strong support system for other students who are facing similar challenges.

In addition to all the things that NSCC is doing to create an effective learning environment for our students, we have also established organizational charts for our employees (see Appendix A). These charts implement the structure of the college and the relationships and relative ranks of the divisions and departments. These charts are readily available to all faculty and staff through the new-hire orientation, a shared hard drive, and on the college website. In response to the findings of the previous Higher Learning Commission visit, the administrative reports have been restructured to reduce the number of individuals that report directly to the president of College.

**Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

The resources of Northwest State Community College support educational programs and plans for maintaining and strengthening quality in the future. This is evidenced by the steady growth in financial resources of the College, continuous efforts toward cost savings and quality enhancements, acquisition and development of human resources, ongoing improvements in facilities and equipment, a specific focus on
student support services, and the continued focus of resources on educational programs and plans for strengthening quality.

Focus on Core Components Identified As “Need Organizational Attention” in Last Report

In the February 2006 Report of a Comprehensive Evaluation Visit, the evaluation team from the Higher Learning Commission identified core components which need organizational attention. The issues included: 1) adjunct faculty and 2) facilities and equipment. The College has made significant progress in these core components and the following narrative identifies progress achieved:

**Adjunct Faculty.**

“To ensure that quality education is being delivered to students, the College needs to increase support for and integration of adjuncts into their instructional departments and programs.”

**Institutional Response.**

The College has implemented several solutions to enhance support for adjunct faculty and to integrate them into instructional divisions and programs. Adjunct faculty members have participated along with full-time faculty in various meetings, including the monthly All-Campus Meetings, Division Meetings, and Strategic Planning Meetings. An increased emphasis has been placed on faculty orientations resulting in more frequent orientation meetings with adjunct faculty. Table 5.2 lists the orientation dates for full-time and adjunct faculty since fall 2006. Orientation sessions for adjunct faculty members have been expanded to two sessions per year to address mid-year hiring of new adjunct faculty. The orientations focus on engaging faculty members so they can learn how the College computer system requires data entry of student registration, attendance, and grades. Sessions also include interactive activities to role play a variety of student situations.
Table 5.2  Faculty Orientations

<table>
<thead>
<tr>
<th>Semester</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>August 20, 2006</td>
<td>August 8, 2006</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>January 4, 2007</td>
<td></td>
</tr>
<tr>
<td>Fall 2007</td>
<td>August 19, 2007</td>
<td>August 7, 2007</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>January 18, 2008</td>
<td></td>
</tr>
<tr>
<td>Fall 2008</td>
<td>August 18, 2008</td>
<td>August 11, 2008</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>January 14, 2009</td>
<td>January 6, 2009</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>August 24, 2009</td>
<td>August 5, 2009</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>January 15, 2010</td>
<td>January 7, 2010</td>
</tr>
</tbody>
</table>

Additionally, the merging of the previous full-time handbook and part-time handbook into one Faculty Handbook helped to standardize delivery of information and integrate full-time and part-time faculty. Adjunct faculty members receive a copy of the Faculty Handbook, but they are also directed to information, which is available at the College website. They have also been invited to faculty seminars on a variety of topics including web course development, curriculum development, and the use of WebCT.

*Facilities and Equipment.*

“Through observation it was noted that in building B, two classes were being held simultaneously in a single large room without an adequate sound barrier, thereby creating a challenging learning environment for students. This area of the facility should be evaluated and addressed to ensure all students are being provided a quality learning environment.”

*Institutional Response.*

In 1989 the College purposely designed the Secretarial Lab to be an open space in rooms B201E and B201W. This was consistent with the practice labeled an “Open Lab” in which students could study one of several courses in shorthand, typing, and
related office skills. Over the years, the Open Lab concept was abandoned, leading to the portable sound barriers, which the evaluation team encountered during the last visit.

Faculty and administrators of the College acknowledge that noise in the classrooms needs to be resolved. It was initially believed that construction of a new building attached to the Business Building would include renovation of the second floor classrooms in B201E and B201W. However, the uncertain status of the new building caused the College to analyze the ability to renovate the space by installing a permanent wall between B201E and B201W.

In the spring of 2009, Von Plessner, Dean of Business, and Richard Powell, Director of Administrative Services, reviewed the classrooms to analyze the problem and to consider options to resolve the noise. In spring of 2010, meetings were conducted to discuss installation of a permanent wall in B201E and B201W. Following review of room usage, discussions with the faculty who primarily teach in the classrooms, and communication with the Dean of Business, a determination was made that the College would work with an architect to develop drawings to install a floor to ceiling wall between these two rooms. Since this space is no longer used as a single shared space, it was determined that students would benefit from a wall being added to address noise issues which may be impacting the learning and teaching process.

The review of a wall between classrooms led to a focus on several related issues, such as placement of electrical outlets, optimal computer desks, and placement of doorways. Renovations were completed prior to the beginning of fall semester 2010.
Focus on Resources Which Support Educational Programs and Strengthen Their Quality

Financial Resources

In spite of a tuition freeze and reductions in state funding, the College has been able to provide an operating budget of increased funds each year. This is supported in large part by the increased enrollment of students over several years. The College budget has increased from $16,082,113 in fiscal year 2006 to $20,725,822 in fiscal year 2010 (see Table 5.3).

Through effective stewardship of college resources, several methods of cost savings have been identified which allow the College to continue to support programming at a lower cost. In fact, quality enhancements have been developed to achieve greater effectiveness with available resources. The College has documented cost savings of approximately a million dollars per year for the past three years. Some examples of documented cost savings are utilization of open source software by Custom Training Solutions, financial aid office utilizing electronic communications, shared advertising with other community colleges, and tuition discounts. The college budget and cost savings are summarized in Table 5.3.

Table 5.3 College Budgets and Cost Savings

<table>
<thead>
<tr>
<th></th>
<th>FY 2005/06</th>
<th>FY 2006/07</th>
<th>FY2007/08</th>
<th>FY2008/09</th>
<th>FY2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Budget</td>
<td>$16,082,113</td>
<td>$16,060,610</td>
<td>$18,128,243</td>
<td>$18,551,737</td>
<td>$20,725,822</td>
</tr>
<tr>
<td>Cost Savings</td>
<td>N/A</td>
<td>N/A</td>
<td>$ 848,166</td>
<td>$ 1,155,819</td>
<td>$ 1,134,120</td>
</tr>
</tbody>
</table>

Human Resources

The College continues to support educational programs and quality by increasing the number of full-time and part-time personnel. Table 5.4 displays an increase in full-time personnel from 125 in 2006 to 137 in 2010. Similarly, the staff of part-time
personnel increased from 165 in 2006 to 221 in 2010. Overall, the College had a total staff of 290 in 2006 compared with 358 employees in 2010.

Table 5.4  Full-time and Part-time Personnel

<table>
<thead>
<tr>
<th>Year</th>
<th>FT Graded &amp; Police</th>
<th>FT Faculty &amp; NTP*</th>
<th>FT Support Staff</th>
<th>PT Support Staff</th>
<th>PT Faculty &amp; NTP*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>45</td>
<td>49</td>
<td>25</td>
<td>17</td>
<td>148</td>
<td>290</td>
</tr>
<tr>
<td>2007</td>
<td>38</td>
<td>45</td>
<td>29</td>
<td>13</td>
<td>149</td>
<td>283</td>
</tr>
<tr>
<td>2008</td>
<td>39</td>
<td>47</td>
<td>29</td>
<td>19</td>
<td>173</td>
<td>317</td>
</tr>
<tr>
<td>2009</td>
<td>45</td>
<td>52</td>
<td>33</td>
<td>18</td>
<td>172</td>
<td>327</td>
</tr>
<tr>
<td>2010</td>
<td>44</td>
<td>53</td>
<td>33</td>
<td>18</td>
<td>203</td>
<td>358</td>
</tr>
</tbody>
</table>

*Non-teaching Professionals

In the summer of 2008, the College initiated a Student Resource Division dedicated to faculty and student success. This division includes two new full-time positions, Transfer Coordinator and Retention Coordinator. Both positions provide support to the academic programs at NSCC as well as to the student body. The entire nine member division focuses attention on the quality of programming provided by the College including the library, Success Center, ADA services, Career Services, articulation, retention, student activities, and campus policies and procedures.

In the spring of 2009, the College sponsored an on-site training, On Course for 37 full and part-time faculty, staff and administrators. On Course training included three full days of interactive training on the principles of student-centered instruction. This training included student empowerment and motivational strategies for classroom instruction across the curriculum. The text On Course: Strategies for Creating Success in
Chapter 5  Preparing for the Future

*College and in Life* by Skip Downing is now used in the College’s one credit hour Success Seminar.

Full-time positions implemented for fall of 2009 include the Success Center Coordinator, a Distance Learning & Instructional Support Coordinator, and a Dean of Allied Health and Public Services. The addition of these positions provides improved service to students and staff.

The College also maintains a commitment to support continuing education and training of employees. Funds have been consistently provided for expenses of faculty attendance at seminars, college courses, and other trainings. There are also funds available to cover travel and overnight expenses of conferences and meetings. These commitments are shown as expenses in the following table. The travel budget would also include travel expenses to off-campus instructional sites, for example clinical agencies.

<table>
<thead>
<tr>
<th>Table 5.5</th>
<th>College Staff Development, Conferences, and Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2005/06</td>
</tr>
<tr>
<td>Faculty/Staff Development Fund &amp; Grants</td>
<td>$36,957</td>
</tr>
<tr>
<td>Conferences &amp; Committees</td>
<td>87,293</td>
</tr>
<tr>
<td>Travel</td>
<td>91,754</td>
</tr>
<tr>
<td>Total</td>
<td>$216,004</td>
</tr>
</tbody>
</table>

The College has offered numerous training sessions for full-time and part-time faculty. The Teaching & Learning Center at Northwest State Community College has offered a wide range of training for faculty to enhance their skills. Table 5.6 documents the offerings for 2009 – 2010.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Venue</th>
<th>Hours</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Use Copyright</td>
<td>9/10/09</td>
<td>F2f</td>
<td>.5</td>
<td>2</td>
</tr>
<tr>
<td>Developing a Syllabus</td>
<td>9/16/09</td>
<td>F2f</td>
<td>.5</td>
<td>2</td>
</tr>
<tr>
<td>Extending the classroom experience with Podcasting</td>
<td>9/17/09</td>
<td>F2f</td>
<td>.5</td>
<td>2</td>
</tr>
<tr>
<td>Skills for online instructors</td>
<td>9/22/09</td>
<td>F2f</td>
<td>.5</td>
<td>2</td>
</tr>
<tr>
<td>WebCT Basics</td>
<td>9/23/09</td>
<td>Online</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>WebCT Basics</td>
<td>9/24/09</td>
<td>Online</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>WebCT Basics</td>
<td>9/25/09</td>
<td>F2f</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>WebCT Advanced</td>
<td>10/1/09</td>
<td>Online</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>WebCT Basics</td>
<td>10/2/09</td>
<td>F2f</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Learning Web 2.0 with 2.0 tools</td>
<td>10/5/09</td>
<td>F2f</td>
<td>.5</td>
<td>2</td>
</tr>
<tr>
<td>Pedagogical principles</td>
<td>10/6/09</td>
<td>F2f</td>
<td>.5</td>
<td>2</td>
</tr>
<tr>
<td>Construction of an online course</td>
<td>10/7/09</td>
<td>F2f</td>
<td>.5</td>
<td>2</td>
</tr>
<tr>
<td>PowerPoint Basics</td>
<td>10/8/09</td>
<td>F2f</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>PowerPoint Basics</td>
<td>10/9/09</td>
<td>Online</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>F2F to Online Instruction</td>
<td>10/15/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>Using Rubrics in Student-Centered Learning</td>
<td>10/20/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>WebCT Basics</td>
<td>10/20/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>Reflecting, writing, and collaborating with blogs</td>
<td>10/21/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>WebCT Basics</td>
<td>10/22/09</td>
<td>F2f</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Advanced WebCT</td>
<td>10/28/09</td>
<td>F2f</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Active &amp; Problem-Based Learning Strategies</td>
<td>10/29/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>Using Audacity to create Podcasts for Learning</td>
<td>11/5/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>Designing courses for significant learning</td>
<td>11/12/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>Active &amp; Team-based learning</td>
<td>11/19/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>PowerPoint Basics</td>
<td>11/20/09</td>
<td>F2f</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>PowerPoint Basics</td>
<td>11/20/09</td>
<td>Online</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Learning in a Virtual World: Second Life</td>
<td>12/3/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>Using integrated course design to foster significant learning</td>
<td>12/10/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>RSS feeds: What they are &amp; how to use them in your course</td>
<td>12/17/09</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>Integrated student learning</td>
<td>1/21/10</td>
<td>F2f</td>
<td>.5</td>
<td>1</td>
</tr>
</tbody>
</table>
Creating & using PDF’s 1/28/10 F2f .5 1
Engagement through interaction 2/4/10 F2f .5 1
Using social networking to teach 2/11/10 F2f .5 1
WebCT Basics 2/12/10 F2f 1.5 1
WebCT Basics 2/12/10 Online 1.5 1
PowerPoint Basics: Tuesday How-to 2/16/10 F2f 1.5 1
Aligning course objectives and outcomes 2/18/10 F2f .5 1
Linking to resources: enhancing your hybrid & online course 2/25/10 F2f .5 1
Tips for shooting good digital photography 3/1/10 F2f .5 1
Meeting learning styles by integrating multiple material formats 3/4/10 F2f .5 1
Preparing images for web 3/8/10 F2f .5 1
Advanced PowerPoint: Non-linear modules - Tuesday How-to 3/16/10 F2f 1.5 1
Keeping up with technology use in online classes 3/18/10 F2f .5 1
Advanced PowerPoint 3/26/10 F2f 1.5 1
Advanced PowerPoint 3/26/10 Online 1.5 1
WebCT Basics 4/2/10 F2f 1.5 1
Advanced WebCT 4/16/10 F2f 1.5 1
Advanced PowerPoint: Non-linear modules - Tuesday How-to 4/20/10 F2f 1.5 1

Facilities and Equipment.

The College has instituted several building renovations which support instruction and student support services, while improving efficiency of operations. In 2006 – 2007, the College remodeled the Medical Assisting area of Building A, the Presidential Suite in Building B, and installed new meters for electrical service. During 2007 – 2008 the Video Conferencing area in Building E was updated, the dumpster pad was redone, and a basketball court was installed. In 2008 – 2009 Engineering Division offices were remodeled, the Atrium was renovated, and college entrance signs were replaced. Additionally, the College has developed plans for an additional building to support the
Nursing Division. Once the new building is completed and the Nursing Division is relocated, the second floor in Building A will be renovated for other use.

The College has continuously revised a five-year equipment plan to steer the purchase of new technology. This has resulted in the ability to maintain modern computer equipment, other instructional equipment, and classroom technology which includes Smart Boards and projectors. The budget line item, fixtures and furnishings is used for program instructional equipment expenditures that are less than $5,000 and the equipment line item is utilized for equipment that is over $5,000. Program expenditures are summarized in Table 5.7. In addition to the program instructional equipment budgets, the IT department funds the replacement of computers in all computer labs, classrooms, and offices as well as the instructional equipment in the classroom.

Table 5.7 College Expenditures for Fixtures, Furnishings and Equipment

<table>
<thead>
<tr>
<th></th>
<th>FY 2005/06</th>
<th>FY 2006/07</th>
<th>FY2007/08</th>
<th>FY2008/09</th>
<th>FY2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixtures &amp; Furnishings</td>
<td>$ 402,932</td>
<td>$ 205,561</td>
<td>$ 241,082</td>
<td>$ 246,062</td>
<td>$ 231,403</td>
</tr>
<tr>
<td>Equipment</td>
<td>64,307</td>
<td>68,118</td>
<td>51,233</td>
<td>156,656</td>
<td>37,057</td>
</tr>
<tr>
<td>Total</td>
<td>$ 466,969</td>
<td>$ 273,679</td>
<td>$ 292,315</td>
<td>$ 402,718</td>
<td>$ 268,460</td>
</tr>
</tbody>
</table>

A single sign-in system for students to access their student account information, online classes and campus communications has been implemented using the myNSCC system through Banner. Each student has a unique ID number and password to login to the system. Students can also access their campus email through the student portal. Campus communications can be posted in myNSCC including emergency information through the RAVE alert system.

The number of computer stations in the library doubled in the fall of 2009. Students now have increased access to research stations in a setting where library staff
is available to assist and answer questions. The library computer lab now has 25 workstations available for students. A classroom, which was dedicated to Banner implementation, is available for the Student Resource Division to use for workshops, advising, supplemental instruction, and makeup testing. This room has ten workstations and a newly installed Smart Board system available for use. In addition to these spaces, there is a 32-station open computer lab available for students on the second floor of Building A.

**Student Resource Division.**

Academic success is a priority for this division. Affirmations posted on staff desks state “I deliver effective, dynamic, student-centered service!” The members of the Student Resource Division meet every other week to discuss coordinated efforts that may impact NSCC student success. Several efforts have been implemented in the last two years including an Early Warning System and Academic Success workshops for students on academic probation and suspension.

NSCC’s Early Warning System relies on a brightly colored yellow card completed by faculty; faculty may also submit the notification online. Faculty can site concerns or issues observed in the classroom regarding student success. Faculty can report a variety of concerns, including lack of attendance, poor academic progress, and tutoring needs. Cards are collected in the Student Resource division where they are evaluated for appropriate intervention. Interventions may include a phone call, letter to the student, or referral to a campus or community service. In fall 2008, the initial semester the cards were used, 265 cards were turned into the Student Resource division. During fall semester 2009, faculty submitted over 300 cards to invoke an Early Intervention.

Participation in an Academic Success workshop is now required for NSCC students on academic probation. This one-hour workshop is designed to review the College academic standing policies and to provide the venue for students to write an
academic plan. Students review past behaviors and circumstances, choose appropriate new actions, and develop two semesters of course choices. This academic plan is filed with the College. A copy is mailed to the student one week following the workshop as a reminder of their intentions for their academic success. Students on probation are also required to take the one credit hour College Success Seminar.

Students on academic suspension are required to schedule a one-on-one appointment with the Retention Coordinator to develop an academic plan and write an appeal letter. The appeal letter and plan are submitted to the appropriate division dean for review and comment. Suspensions may be removed or continued depending on the student’s readiness to return to classes at NSCC.

A part-time tutor coordinator was hired in the fall 2009. This position works directly with students and tutors coordinating assignments. In fall of 2009, the coordinator matched 179 students using a bank of 56 tutors. Over 220 students used the walk-in math lab and 183 students used the walk-in writing lab. The life science lab was used by 63 students and seven students used a chemistry lab. Part-time faculty members were hired to staff the academic labs for a total of five hours in each lab every week of the semester.

A Technology Lab was initiated in spring semester of 2010 to assist non-traditional students with their questions about online classes, computer issues, accessing virtual classroom materials, and using flash drives. Student workers staff the lab under the supervision of the College IT department.

Post Secondary Enrollment Option (PSEO) students from local high schools are now attending a mandatory pre-advising orientation presented by the Student Resource Center staff members, who also serve as their advisors. Parents are also encouraged to attend this hour-long session that outlines the College policies and procedures related
to classroom performance. Information is also shared on transferring and career development. Over 80 students attended workshops in the spring of 2009. Workshops are now a routine part of PSEO enrollment at NSCC.

A University Center was established in 2009 and houses representatives from Lourdes College, Bluffton University, The Defiance College, Bowling Green State University, Spring Arbor University, and The University of Toledo. NSCC students are able to meet with these college representatives to discuss transfer possibilities. College representatives are also available to discuss Northwest State coursework and program ideas to help strengthen NSCC ties to four-year programs.

The Student Resource Division supervised a student intern from the Human Services program in spring semester 2010 as she completed her 240 practicum hours for her Associates Degree program. The internship was the foundation for a pilot program launching a Peer Advising and Referral Center. This educational effort for the student provided a new resource for the College, peer perspective, and insight for current students who have questions about registration, campus policies, and college procedures. It is hoped that future students will be trained in peer advising and referral using the materials developed during this pilot effort with a goal of having a cadre of students helping other students in the peer-advising format.

**Student Support Services.**

As enrollment at the College has grown, more students with developmental education needs have been identified. Table 5.8 summarizes the developmental enrollments for the last four years. The number of sections of remedial reading, writing, and mathematics has increased to serve the population of students with developmental needs. Additionally, a four credit hour algebra course was instituted to assist students by including additional math emphasis. A special section of beginning
algebra was created for students who had previously demonstrated unsatisfactory progress in algebra.

### Table 5.8 Developmental Offerings

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Sections Offered</td>
<td>84</td>
<td>87</td>
<td>103</td>
<td>156</td>
</tr>
<tr>
<td>Total Students Enrolled</td>
<td>1,290</td>
<td>1,415</td>
<td>1,559</td>
<td>1,995</td>
</tr>
<tr>
<td>% of Student Population in Developmental Courses</td>
<td>17.9%</td>
<td>19.5%</td>
<td>19.3%</td>
<td>22.1%</td>
</tr>
</tbody>
</table>

The initial four-credit offering of Beginning Algebra for students who were previously unsuccessful included 16 registered students. On the first day of classes, one student was transferred back into the Basic Math class. Of the remaining 15 students, 13 completed the class and two others stopped attending. One student dropped out in week three and the other in week ten. Twelve of the 13 remaining students passed the class. The success of this expanded course will continued to be monitored.

Greater emphasis has been given to tutoring services including individual, group, and online tutoring. Tutoring is available free of charge to all students. Use of Smartthinking, an online tutor assistance program available to students at any time of day and any day of the week, has been encouraged. The College has also developed two orientation courses to give greater assistance to students with multiple developmental needs. Many student resources have been implemented, including student communication enhancements with expanded use of myNSCC web services, connectivity of students and faculty through availability of e-mail, and installation of additional computers in the library.

**New Educational Programs.**

The 2005-2006 college catalog listed four academic divisions, including Arts & Sciences, Business Technologies, Engineering Technologies, and Allied Health and Public
Services. The current college catalog lists a fifth academic division, Nursing. The Nursing program had previously been included under the Allied Health and Public Services Division. Due to the growing population of nursing students, the College decided to separate the Nursing program into its own division to meet the increased demands on the faculty and staff. The Nursing Division expanded student access to the nursing degree and certificate programs by adding a satellite campus in Van Wert, Ohio prior to the last site visit. Collaborations with the Vantage Career Center, Van Wert High School, and Wright State University Lake Campus have been the centerpiece of successful educational programs in nursing for students who live in the southern-most portion of the NSCC service area. Table 5.9 summarizes the nursing graduates from 2006-2009.

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate Degree Nursing (May)</th>
<th>Practical Nursing Cert. (July)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2007</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2007 - 2008</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>8</td>
<td>19</td>
</tr>
</tbody>
</table>

Degree and certificate programming has also expanded over the last five years. The 2010-2011 catalog includes several new programs for degrees and certificates in business and engineering technologies.

New Business Division Programs

- Forensic Accounting
- Logistics and Supply Chain Management
- Public Administration & Non-Profit Management (proposed)
- Entrepreneurship
- Human Resource Management
- Internet Security
• Web Site Administration
• Office Management

New Engineering Technologies Division Programs
• Alternative Energy Systems Design (proposed)
• Alternative Energy Systems Service (proposed)

The proposed programs have received preliminary approval from the Ohio Board of Regents. Final approval applications will be submitted to the Ohio Board of Regents during the 2010-2011 academic year.

Programming Enhancements.
The NSCC Engineering Division has also established collaboration with Miami University of Ohio’s engineering program. The partnership allows NSCC engineering technology students to earn a Bachelors of Applied Science in Electro-Mechanical Engineering Technology from Miami University without ever leaving the Northwest State campus. Students, upon completion of an associate degree, take an additional year of course work at NSCC then complete the last year of course work from Miami University on the NSCC campus.

Arts and Sciences developmental education faculty implemented a new course, Beginning Algebra, with a paid student tutor embedded in the course. The student tutor attends class with the students, takes notes, and is available after class for individual questions. The tutors can reinforce exactly what was covered in the daily work as students process the lesson on their own. Students enrolled in the course are those who have taken the course previously and failed. Successful completion of Beginning Algebra is a graduation requirement for all students, so it is crucial to assist students who are struggling.
Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Through formal and informal evaluation and assessment, NSCC is working to systematically collect data and then interpret that data to institute change. Under the guidance of the Academic Vice President, the college’s assessment committee has met regularly to continually refine and improve the collection and evaluation of assessment data. During the school year 2009-2010, the assessment committee prepared rubrics to be used as frameworks as the college community assesses the institutional learning outcomes in communication, computation, critical thinking, diversity and sustainability. The preparation of these rubrics began at the 2009 fall in-service when all faculty members were invited to share their ideas on how the learning outcomes should be measured. The process continued as the Assessment Committee refined the ideas gathered into finished documents. The college’s Academic Affairs committee then approved these documents. Finally, the rubrics were forwarded on to the Faculty, Administrative, and Staff Councils. It is expected that the rubrics will be put to use during the 2010-2011 school year.

While performing program and course assessment, the Nursing department noticed a decrease in graduation rates. After further investigation it was determined that the reason for this decrease was due to a high level of attrition in the first required nursing class. To address this issue, the Nursing department is in the process of adding an entrance requirement to the Registered Nursing program. All students who wish to be admitted to the Registered Nursing program must take the NLN preadmission exam (national standardized exam for nursing programs) and score > 50 percentile on each of three portions of the test: math, verbal, and science.
In the fall of 2008, the Engineering department at the college revised its curriculum map. While doing so, multiple courses were identified that did not meet any program outcomes. These courses are currently being reviewed to determine if the course outcomes should be modified to reflect the needed topics or should the courses be replaced by other more appropriate courses. The input from their advisory groups is necessary before they can proceed further.

Each academic program at the college regularly meets with their advisory committees. These committees are made up of members of the local community. The advisory committees are instrumental in suggesting and evaluating changes to programs. One such change occurred in the Computer Science program after several different committee members indicated that our graduates did not have enough experience working with or studying databases. This suggestion led to the creation of a Database Management class. The new class is scheduled to be assessed during the school year 2009-2010 and the results will be shared with the advisory committee.

During the school year 2008-2009 the Computer Science department assessed the C++ Programming class. Upon reviewing the data gathered, it was noted that those who completed the material did very well. Several students did not submit work and/or dropped the class before completing all of the material. Upon further review, it was noted that a disproportionate number of the students, who did not submit any work or did not complete all of the assignments, were students not enrolled as Computer Programming majors. When this data was presented to the Computer Science advisory committee, they suggested that instead of specifically requiring students to take C++ Programming, the requirements should be modified to allow them to take any programming class. In this way, students could choose a programming course that better suited their interests. This change was approved in 2009-2010, and the success or failure of the change will be assessed for the first time in 2010-2011.
One of the choices Business Technology students can make upon graduation is to continue their studies at a four-year institution such as Defiance College or Bluffton University. In 2009, the Dean of the Business Technology department, contacted the registrar from Defiance College and inquired as to how our graduates had performed while completing their baccalaureate degrees. Our graduates had an average grade point average of 3.68. Other graduates from the same program had an average of 2.90. The same question was posed to a representative from Bluffton University. It was reported that of the 137 students who had enrolled in their four-year program 93 percent of them completed it. Overall, 93 percent of all Bluffton University students complete their programs and 86 percent of the students eligible for graduation completed all their requirements. The analysis of this data provides evidence that Business Technology graduates are being prepared for continuing their education and completing a baccalaureate degree.

Starting in the school year 2007-2008, the Major Field Tests for Associate Degree Business Programs were given to Business Administration graduates. During the first year the results for Northwest State graduates was one point below the national average. The test was given again in 2008-2009 and the results again showed that Northwest State graduates were just one point below the national average. After analyzing the results, it was decided that the college should bring back the Supervision class that had been discontinued. The results from the Business Administration graduates Major Field Tests will be assessed in the future to verify the effectiveness of this change.

The completion of curriculum maps for the Associates of Arts and Associates of Science programs allowed for direct measures of student performance on program learning outcomes during 2008-2009. Faculty revised the initial drafts of the curriculum maps to separate the distribution of learning outcomes in courses (and the appropriate
Bloom’s taxonomy levels) from descriptions of how the division plans to assess each program outcome.

Due to the Arts and Sciences Division’s supporting role for other programs, division faculty worked during 2008-2009 to communicate to other divisions the learning outcomes students achieve in Arts and Sciences courses. Specifying the institutional learning outcomes and Bloom’s taxonomy levels in Arts and Sciences courses assisted in the completion of other programs’ curriculum maps.

The Arts and Sciences division also approved a schedule for program assessment, which outlined how program learning outcomes would be measured and evaluated in each upcoming annual assessment cycle. During 2008-2009, the division assessed how the Associates of Arts and Associates of Science program outcomes were related to writing (based on portfolio data), the social/behavioral sciences (based on portfolio data), and math (based on CAAP data).

Based on course assessment, Arts and Sciences faculty made the following revisions and recommendations in 2008-2009 based on data collected during the previous academic year:

- In BIO 220 Zoology, an expanded scientific method project requiring students to analyze scientific literature and its relationship to the scientific method.
- In ENG 250 American Literature, a revised instructional method in support of student performance on the outcome related to interpreting the larger significance of literary texts.
- In SSC 101 Sociology, additional in-class support for students’ completion of the argumentative essay.

The Division of Allied Health and Public Services has many formal assessment measures in place to assure the quality of their programs. In the Criminal Justice Program, 88.28 percent of law enforcement academy graduates have successfully
passed the Ohio Peace Officer Training Commission Exam. In the Early Childhood Development/Education Program, Pre-Kindergarten Associate Degree graduates are approved for licensure by the Ohio Department of Education provided the students complete the program with a minimum grade of C or better in all courses and B or better in ECD101, ECD201, ECD202, and ECD290. Graduates with a degree in Paraprofessional Education Associate Program are eligible for licensure from the Ohio Department of Education provided the student completes the program with a minimum grade of C or better in all courses and B or better in EDP150, EDP200 and EDP290.

In order to receive certification as a Social Work Assistant (SWA) by the State of Ohio Counselor, Social Worker, and Marriage/Family Therapist Board, graduates of the Human Services Program must complete all course work with a grade of C or higher. Even though certification is not required for employment, 27 percent of our graduates have sought the SWA credential. As of January 1, 2010, graduates seeking certification are required to pass an Ethics exam; four students were credentialed under this new provision.

The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education programs and requires that students complete the coursework with a grade of C or higher. If they meet these requirements, students are then eligible to take the American Association of Medical Assistants certifying exam to become a CMA. Certification is not required for employment; however, 33.3 percent of graduates have earned the CMA credential from 2007 to 2009.
Chapter 5   Preparing for the Future

Core Component-2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

The previous mission, call to service, and values directly supported the strategic plan, which focused on transformational learning. The revised mission focuses on access to excellent and affordable education, training, and services. Student learning and ensuring the successful achievement of student learning outcomes is the college’s primary responsibility. As stated previously, in 2009-2010 Environmental Scanning was completed. The information obtained will be used to refine the existing strategic plan of the college assuring the college mission is being implemented. Each department will participate in the planning process by developing goals and initiatives that support the institution’s goals. Environmental scanning will continue; this will allow the college to stay abreast of trends and issues that have an impact on the direction and priority of the college.

NSCC is committed to assuring life-long learning opportunities throughout all divisions of the college. This is evident in the implementation of zero-based budgeting that is mission driven. The budget process involves the entire campus. Departments/divisions obtain input from faculty, staff, and advisory committees to build a yearly budget based on department/division goals, assessment of student learning, and the college mission. Administrators present their proposed budget with rationale to the Budget Committee, which is made up of volunteers from faculty and staff as well as the fiscal officer.

The Budget Committee prioritizes budget requests based on the college mission. Senior administrators make final budget decisions. Examples of recent budget allocations made to support goals, assessment and mission include: new programs in the Engineering Technology Division and Business Division; creation of the Division of Nursing; creation of Student Success Center and Student Resource Center; creation of
satellite locations in Defiance, Bryan, and Paulding; and moving forward with Capital campaign to build new Nursing/Allied Health building.

A Core Curriculum Committee was formed to review the core curriculum in relation to current educational standards and the college mission. The committee proposed revisions to the college core curriculum and sent the proposal forward to the Academic Affairs Committee and from there through the college governance councils. This process assures wide review of planning and proposed changes to insure implementation of the college mission.

The college Assessment Committee was given the charge to review the institutional/general education learning outcomes in relation to current educational standards and the college mission. The committee proposed revisions to the institutional/general education outcomes and sent the proposal forward to the Academic Affairs Committee and then through the college governance councils assuring wide review of planning and proposed changes to insure implementation of the college mission.

Summary

NSCC planning processes and resource allocation support its mission and helps the institution to respond to challenges and opportunities.

Strengths

- The environmental scanning and strategic planning process have identified trends and issues that impact the college. This process was more comprehensive than any process previously used for strategic planning.

- The institution has a history of fiscal stability and conservative fiscal budgeting. Zero-based budgeting process encourages the use of data to support budgetary requests.
Areas for Improvement

- Since environmental scanning was used for the first time, monitoring trends and issues will need to be an on-going process to maintain currency.

- Continue to encourage involvement in the planning process across all departments on campus.

- Decisions should be backed with data. The institution could benefit from an institutional researcher who is knowledgeable about program assessment needs as well as data retrieval.

- The College will need to deal with state subsidy declines. Creative ways to control student costs will need to be identified.
Criterion 3: Student Learning and Effective Teaching
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its education mission.

NSCC’s commitment to student learning and effective teaching is reflected in the college mission documents. The recently revised mission statement states “NSCC is to serve by providing access to excellent and affordable education, training, and services that will improve the lives of individuals and strengthen communities.” The assessment of student learning has evolved since our 2006 comprehensive visit. The evaluation team in 2006 recommended several areas for improvement in the assessment program at NSCC. Since our 2006 comprehensive site visit, the college has made progress in evaluating its efforts to ensure successful student learning. The assessment process has been reviewed, revised, and implemented. The following narrative describes assessment activities that have taken place over the last five years.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The Assessment Committee was charged with addressing the concerns of the evaluation team related to student assessment. The committee began by reviewing the roles and responsibilities of the Assessment Committee. The major role of the Assessment Committee is to coordinate assessment activities across the campus.

At the time of the last site visit, the Assessment Committee was comprised of one faculty member from each division and the Chief Learning Officer. During the 2006-07 academic year, it became evident that assessment plans and reports were bypassing the Academic Deans. Committee members were encouraging their peers to submit plans and reports but if documentation was not submitted, the members did not feel like they had the authority to enforce compliance. This led to all Academic Deans
joining the Assessment Committee during the 2007-08 academic year. The current membership of the Assessment Committee includes two faculty and the Dean from each division. The Vice President for Academics serves as the facilitator for the Assessment Committee.

The Assessment Committee functions were further defined during the 2007-08 academic year and remain the same today. The committee functions are to create support for assessment among faculty and staff, assist departments in planning for implementation of assessment, monitor yearly assessment progress to ensure compliance with procedures and deadlines, plan and facilitate the process for standardized testing, and serve as a clearinghouse for assessment results. Faculty representatives are the first line of contact for faculty who have questions or concerns about assessment and serve as the voice of the faculty in each division. The representatives are responsible for organizing assessment documents, sending out reminders of important assessment deadlines, and collecting assessment forms.

The primary role of the deans and departmental supervisors is to support, encourage, and facilitate the assessment process within their division/department. The deans and supervisors ensure that assessment deadlines are met, review assessment forms before they are submitted to the Assessment Committee, and coordinate with faculty and staff in the data analysis process. Finally, the deans and supervisors play a key role in helping to create and implement action plans based on assessment results and ensure budget planning incorporates assessment needs of various departments. Deans and supervisors meet with faculty and staff to ensure progress with implementation plans.

At the time of our last site comprehensive visit, the Assessment Committee coordinator was a faculty member who received additional compensation for this role. In fall 2006, a Chief Learning Officer was hired. This new position became responsible
A review of assessment activities during fall 2006 found that course, program, and institutional assessment was happening on campus but it was not consistent across all divisions. Most departments had established an assessment cycle that outlined when data from each course would be collected and analyzed; however, a cycle for program assessment was lacking. Assessment cycles varied by division and frequently lacked direct measures of student learning. It became evident that many faculty did not have a clear understanding of assessment and why it needed to be done. This review highlighted our need to understand how assessment can be used to improve curriculum, to integrate assessment results into relevant strategic plans and the budgeting process, and to create buy-in at all levels into the assessment process.

Institutional Learning Outcomes Review

In spring 2007, a team of individuals participated in the HLC Assessment workshop. This group returned from the workshop with a plan to improve the assessment processes on campus. The first step undertaken was a review of the institutional/general education learning outcomes. During fall 2007, the Institutional Outcomes Task group met to review the general education learning outcomes. The task group included the Chief Learning Officer, one Dean, and seven faculty members from three divisions: Allied Health & Public Service (including nursing), Arts & Sciences, and Engineering Technologies. By the end of the semester, revised learning outcomes were proposed. Faculty Council approved the proposed outcomes in January 2008. The new learning outcomes focused on communication, computation, critical thinking, diversity, and sustainability.

In fall 2008, the Core Curriculum Committee reviewed the institutional learning outcomes while examining the core curriculum and identified one immediate issue with
the institutional learning outcome related to communication. The communication outcome included a list of proficiencies (writing, reading, listening, and speaking) that students should develop through their required general education courses and reinforced by their technical courses. As faculty reviewed their courses, concern was raised about the list of proficiencies, specifically listening. The Assessment Committee noted the following flaws with the Communication Learning Outcome as written:

- Listening skills are not included in the general education core;
- Listening skills would need to be taught and assessed;
- Adding listening to the Arts and Sciences Core courses would be difficult;
- Adding listening to technical courses and programs would be difficult;
- Listening skills are not easily measured as an outcome.

The Core Curriculum Committee proposed the removal of “listening” from the list of proficiencies in September 2008. As the proposal worked its way through the various Councils, it was further revised before it garnered final approval via the Governance Process in April 2009. Table 4.1 identifies the current Institutional/General Education Learning outcomes for graduates of NSCC.

During the 2009-10 academic year, the assessment committee updated rubrics for each institutional learning outcome. Diversity and sustainability were incorporated into the learning outcomes in 2007-08; however, a means to evaluate these outcomes had not been clearly identified. The rubrics were vetted through the governance system in spring 2010. The rubrics provide a means for faculty and for students to evaluate the learning outcomes of students in the various programs on campus.
Table 4.1 Institutional/General Education Learning Outcomes

Graduates from Northwest State Community College will become professional, lifelong learners and responsible global citizens through achievement of the following outcomes.

1. **Communication** – Graduates from Northwest State Community College will demonstrate effective communication skills.

2. **Computation** – Graduates from Northwest State Community College will perform basic algebraic problem-solving and interpret and communicate numerical data.

3. **Critical Thinking** – Graduates from Northwest State Community College will comprehend the implications of a topic or problem, draw on appropriate evidence, and construct well-reasoned conclusions.

4. **Diversity** – Graduates from Northwest State Community College will demonstrate awareness of the impact of cultural differences.

5. **Sustainability** – Graduates from Northwest State Community College will evaluate the impact of economic, political, social, and/or ecological systems on this and future generations.

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**General Education Core Curriculum Review**

The review of the Institutional/General Education Learning outcomes also prompted a review of the general education core curriculum. The general education core curriculum is designed to prepare our graduates with a well-rounded educational experience. The core general education courses help students develop ways of approaching information and experiences that strengthen their reasoning capacity, their awareness of relationships and responsibilities in a social and civic context.

The General Education Core Curriculum review began fall semester 2008 and finalized in fall 2010. The review resulted in one revision to general education core requirements and a change in NSCC’s mathematics graduation requirement, both of which are scheduled for full implementation fall 2011. In fall 2008, five courses/categories comprised the NSCC core curriculum, which included Composition I, Composition II, a general education elective, a social/behavioral science elective, and a
humanities elective. The Committee recommended that the third category in the core comprised of general education electives be replaced by a Science Core elective. Program requirements are being updated for implementation of the new core in fall 2011.

Following the review of the Institutional/General Education Learning Outcomes, a focus was also placed on assessment processes. Since our 2006 comprehensive site visit, several opportunities for professional development related to assessment have occurred. Two different teams of individuals participated in the 2007 and 2009 HLC Assessment workshops. These teams, comprised of faculty and Deans, gained a better understanding of the assessment process and were able to share information with the Assessment Committee and the campus. In addition, full-time faculty orientations since fall 2008 have focused on program assessment, direct and indirect assessment, institutional/general education learning outcomes, rubrics, and the core curriculum. An assessment handbook, which outlines assessment activities, responsibilities, types of measures, and assessment forms, was introduced at the fall 2008 faculty orientation. The following narrative continues to describe assessment activities that have taken place over the last five years.

The organization clearly differentiates its learning for undergraduate programs by identifying the learning outcomes for each.

All degree and certificate programs were reviewed to identify existing program learning outcomes. In fall 2008, faculty created program curriculum maps, which listed the institutional learning outcomes, program learning outcomes, and the courses required for each program. Faculty identified which courses supported the program and institutional learning outcomes and identified how the courses contributed to the learning outcomes according to Bloom’s taxonomy. In addition, the curriculum maps incorporated whether direct or indirect measures are utilized for data collection for program assessment.
Most degree programs had program learning outcomes identified; however, four degree and two certificate programs were missing learning outcomes. Few certificate programs had clearly outlined learning outcomes. Some programs had learning outcomes that were not measurable or clearly written, while some programs had courses that did not appear to contribute to the program learning outcomes or institutional learning outcomes. Engineering Technology programs are an example. Several programs had identical learning outcomes listed; the review has prompted revisions of program learning outcomes to meet the program goals. Assignments within courses have also been adjusted to reflect the learning outcomes. Learning outcomes are listed in the college catalogue, website, assessment notebooks, curriculum maps and the faculty shared drive. Over the last two years, improvements have been made in assessment plans and utilizing assessment results; however, there is still room for improvement.

In fall 2009, the faculty were surveyed regarding assessment activities. The majority of full-time faculty (88%) indicate understanding of and comfort in reading and using curriculum maps. Only 23 percent of part-time faculty share that same level of comfort with reading and using the maps. Ninety-one percent of full-time faculty understand the differences between direct and indirect measures of assessment; sixty-three percent of part-time faculty understand the differences between these two types of measures. The data was encouraging regarding full-time faculty but showed room for continued improvement with adjunct faculty.

**Assessment of student learning provides evidence at multiple levels: course, program and institutional.**

The Assessment Committee developed a master plan for assessment including procedures and timelines for assessment at the course, program, and institutional/general education levels. In 2007-08, an extensive review of assessment practices occurred. Although fairly extensive assessment activities had been taking place at NSCC
for several years, the institution-wide assessment process was not clearly organized or well-defined. In addition, there were inconsistencies in documentation procedures.

Currently the CAAP test and e-portfolio are used to measure the institutional outcomes. The use of the CAAP scores and e-portfolios began during the 2003 – 2004 assessment cycle. With the switch in administrative software (Banner), eportfolio access for students was not available for over one year. The previous portfolio system was tied to the administrative software. With the conversion to Banner, students no longer had access to the portfolio to submit writing samples. IT was short-staffed and was focused on the software conversion; setting up portfolio access was a low priority at the time. In fall 2009, portfolio access was re-established for students.

Instead of attempting to assess all institutional learning outcomes every year, the Assessment Committee recommended focusing on one or two institutional/general education learning outcomes each year. When CAAP testing was first initiated on campus, all students who had class on a particularly date and time were tested with all sections of the test being administered. This resulted in first semester students as well as graduating students taking the test. For the last three years, only graduates have been targeted for the CAAP test. Only one section of the test was administered each year with reading, math, and critical thinking completed over the last three years.

Course assessment was more prevalent at the time of our last comprehensive visit than program assessment. Courses within a specific program are assessed on a defined four-year assessment cycle. Faculty orientation for fall semester 2008 focused on program assessment and program review. A program assessment cycle was developed to ensure that program learning outcomes were being assessed annually. Specific program learning outcomes are targeted each year. The goal is to assess all program learning outcomes at least once every four years.
An assessment cycle has been created for credit courses. All credit courses are assessed on a three or four year assessment cycle. All on-campus credit courses are assessed; faculty are increasingly assessing online courses. According to the 2009 faculty survey, 74 percent of all instructors are assessing at least one online course. Currently, non-credit courses are not being assessed. Students in non-credit courses are asked to complete an end of class/course evaluation on the course itself and/or faculty. However, specific learning outcomes are not consistently assessed in these non-credit courses.

To facilitate documentation of program and course assessments, a new assessment form was piloted by the Allied Health & Public Service division during the 2007-08 academic year. The new form incorporated the assessment plan and assessment report into one document. It also linked the course and program plan to the institutional learning outcomes. After some minor revisions to the form, all divisions began utilizing the new form during the 2008-09 academic year. The new assessment form enhances readability and clarifies the link between assessment activities and actions taken to improve teaching and learning.

**Direct and indirect measures of learning**

By surveying different assessment plans and curriculum maps, one can see many diverse examples of direct and indirect learning assessment. Some direct measures include CAAP test scores, pre and post tests, comparison of COMPASS to CAAP scores, or other tests used in varying courses and programs. Graduation, transfer and placement rates along with specific questions on the graduate surveys are used as indirect measures of learning. Programs are allowed to add additional program specific questions to the graduate survey; however, few programs outside of nursing utilize this option.
Assessment results available to appropriate constituencies.

Assessment plans and reports are collected and saved on the shared drive and placed in the appropriate Division/Program binder. Faculty and staff can access all departmental reports through the shared drive. Division deans or secretaries typically store the “hard copy” binders for their respective programs. In 2009, the Assessment Committee recommended, “going green” with assessment plans and reports. Departments are continuing to save documents on the shared drive but do not have to maintain a departmental binder, although some departments have continued the practice. Assessment data is reviewed annually with the program leads or budget manager. The budget manager used the data to justify expenditures at the budget hearings.

Assessment testing results are shared with students. Students, who take the CAAP test, receive a copy of their CAAP scores and an explanation of the score. Students scoring above the national mean score also receive a certificate of achievement.

Data for external accountability

Graduate surveys are used to determine the number of students who are employed full time, part time or who are attending college post graduation. The graduate survey is used to determine the existence of problems of transferability to other institutions. The Nursing program surveys graduates to determine the number of individuals participating in continuing nursing education programs since graduation. Employer’s surveys are used to determine skill sets of recent graduates; however, this is not an institution-wide practice.

Faculty involvement in defining outcomes and assessment

Lead faculty members create assessment plans and are responsible for reporting data and conclusions. Faculty representation is present on the Assessment and
Academic Affairs Committees. Faculty Council reviews and approves any new courses/programs, including the learning outcomes for the new course or program.

Full-time faculty develop course information sheets that are shared with all instructors teaching the course. The course information sheet includes the course description, course learning outcomes, assessment assignments, and grading standards for assessment assignments. Lead faculty in the Arts and Science Division began developing Faculty Guides that incorporates data from the course information sheet as well as provides information in more detail about learning requirements, assessment measures, and in some cases assessment reports. These guides are distributed to all instructors who teach the respective course.

Review effectiveness and uses of assessment program

Each year the assessment committee reviews the overall assessment process, assessment forms and time lines. This committee meets monthly, reviewing status of assessment report and plan submissions, assessment results and processes. Several improvements have come from this committee including the establishment of rubrics to assess the institutional learning outcomes. The committee presented preliminary rubrics at Fall Faculty orientation, took comments, modified and finalized the rubrics, which were then presented to academic affairs and the counsels for final approval.

Using assessment data

Assessment data is used to improve courses, enhance programs, and justify budgets. Assessment reports are due in the fall so that the information can be used for the revised budget process that starts in December. The course and program assessment data are utilized for program reviews. An annual review of every program compiles the assessment data, enrollment figures, and the related revenue and expenses. The revenue is based on the student FTE in the program and the expenses are based on actual departmental budget expenditures related to the program. Every
year a select number of program outcomes are assessed to determine the level of achievement. A different set of learning outcomes is assessed each year, with all program learning outcomes being assessed through a four-year cycle. Every fourth year a full program review analyzes the past assessment data and budgetary figures; faculty, department, administration and advisory committees participate in this review process. This review process is an important component to the determination of program modification and the addition of new programs. Reviews are completed during the fall semester; this timeline gives budget managers the ability to use the assessment and program review information for the revised budget process that starts in December.

**Core Component 3b: The organization values and supports effective teaching.**

NSCC employs 42 full-time faculty members, 36 of whom hold graduate degrees. Academic deans apply appropriate criteria for the employment of adjunct faculty, including master’s degrees in the discipline being taught, or other combinations of education and work experience suitable to the subject area.

Faculty determine curricular content in two ways. First, they develop proposals for new courses and programs, which proceed through the governance system, from the department through Academic Affairs and Faculty Council. Second, full-time faculty serve as curricular leaders by determining course learning outcomes and working with adjunct faculty to ensure consistency and effectiveness.

According to the Ohio Board of Regents Transfer Assurance Guide (TAG) Approved Courses Reporting System, NSCC currently has 49 courses approved for statewide transfer and applicability toward baccalaureate degrees. TAG approval verifies the quality of NSCC’s curriculum and TAG standards provide strong guidelines for all faculties teaching those courses. The TAG courses undergo a rigorous review by a
statewide faculty panel. Once approved, the course is transferable to all public institutions in the state.

Faculty evaluation occurs annually. Faculty receive feedback from students through the SUMMA instrument in at least one course per year. Full-time faculty also complete an annual self-evaluation in conjunction with an evaluation by the academic dean.

To recognize faculty, the college hosts an employee recognition luncheon each spring to honor years of services to the college. Since 2008, NSCC has sponsored a Distinguished Faculty Award, in which faculty nominate and select peers for recognition. Ten faculty members have received the Distinguished Faculty Award since its inception.

Support for instruction takes many forms. The library provides resources for faculty and students, with over 3,000 students attending library orientations in 2008 and 2009, and a typical weekly library usage rate of 450 students. NSCC is a member of OhioLINK, a group of colleges and universities, and public libraries that provides access to millions of online resources. Students can access online journals and request books, videos, DVD’s, and sound recordings from other colleges and universities across the state. In addition to the physical and electronic resources of the library, faculty direct students to use materials put on reserve at the library. In 2009, the library made over 200 reserve items available in at least 40 courses.

The Student Success Center also supports the process of instruction. Faculty use the Success Center for make-up testing, as well as connecting students with the Success Center staff for tutoring and walk-in assistance with math and writing.

The Technology Help Desk provides timely and effective support for faculty technology needs. For example, in 2008-2009, the Help Desk responded to 289
requests for audio-visual assistance and 297 requests for assistance with distance learning.

The Coordinator of Instructional Support and Distance Learning aids with existing instructional methods and encourages innovative practices. Frequent “Learn at Lunch” sessions provide faculty with opportunities to expand pedagogical options for both face-to-face and distance offerings. Recent session topics include integrated course design, student engagement, aligning course objectives and outcomes, and integrating multiple material formats to appeal to different learning styles. The Teaching and Learning Center web site also offers online tutorials related to copyright law and WebCT.

NSCC offers courses in a variety of instructional modes, including face-to-face, web-enhanced, hybrid, and fully online. Some programs, such as Business Management, are striving to offer full two-year degree programs online. In 2006, NSCC received approval to offer the Business Management program online. To date, no students have completed the program totally online. Synchronous technology now allows courses to be offered simultaneously at several remote sites, including Bryan, Metamora, Defiance, Paulding, and Van Wert.

NSCC adjunct and full-time faculty strive to maintain currency in their field of study. A survey of full-time and adjunct faculty indicates that over half belong to professional organizations, including the National Association of Developmental Education, the National League for Nursing, the American Psychological Association, the American Society of Mechanical Engineers, and many others.

Survey results also show that 84 percent of full-time faculty and 71 percent of adjunct faculty have attended seminars or completed training since the writing of the last self-study. The institution supports these activities through granting professional leave and through financial assistance. The 2009 faculty survey showed that all requests
for professional leave were approved. Between 2006 and 2009, NSCC’s expenditures for professional development ranged from $30,006.14 to $41,776.68 per year, with a total of $137,201.45 spent on professional development. In addition, 69 percent of employee survey respondents indicated that they paid some part of the cost of their own professional development.

In addition to specific professional development related to their disciplines, faculty often participate in activities designed to broaden their expertise in the process of teaching and learning. For three days in May of 2009, NSCC sponsored an On Course Workshop, attended by 30 faculty and staff members. Workshop topics focused on the attitudes of successful students, including motivation, responsibility, self-management, interdependence, self-awareness, emotional intelligence, and self-esteem.

**Core Component 3c: The organization creates effective learning environments.**

Assessment surrounds the governance model to indicate the ways in which it contributes to “data informed” decisions. It is central to the function of the college and provides the data for implementation of the college mission. The assessment of student learning occurs regularly and is faculty driven. There is a relationship between course learning outcomes, program learning outcomes, and the college mission statement.

The Arts & Science division uses assessment data to improve the curriculum. The following examples provide evidence of how assessment data has been used. Based on assessment data, ENG111 Composition I became a co-requisite for NSCC core courses (behavioral sciences and humanities) when student writing performance was not meeting standards. When assessment data suggested that students experience difficulty transitioning from basic math (MTH050) to algebra (MTH080), the basic math course was expanded from three to four credit hours. The Associate of Arts and
Associate of Science degrees were revised to increase the distinction between the two degrees as well as to enhance transferability. Course assessment data is examined at least every three years on a rotational schedule. CAAP testing and E-portfolios are used as final assessment tools prior to student graduation. Grades are tied to the learning outcomes for each objective.

The Division of Allied Health and Public Service is comprised of degree and certificate programs in medical assisting, human services, early childhood education, and criminal justice. Each program, and the courses in each program, is assessed on a regular schedule. Assessment occurs at least annually. Examples of recent improvements resulting from assessment findings include:

- In HST240 Social Problems, increased emphasis was placed on the application of theories, based on student levels of achievement.
- Early Childhood Development students were assigned to promote and facilitate a workshop in order to meet the outcome of developing teamwork skills.
- In CJT230 Corrections, poor quality academic research for required papers was noted. The instructor increased time and emphasis committed to the proper research and citation methods.

The Division of Nursing encompasses an associate degree registered nursing program, a practical nursing certificate program, and an LPN-to-RN transition program. Assessment of each course is completed on a regular schedule. Based on the most recent assessments, changes were implemented in the nursing courses to verify student competency in dosage calculations at each program level.

Students evaluate faculty by using the SUMMA evaluation forms. Each full-time faculty member is evaluated at least once a year. Plans are in progress to incorporate this type of evaluation for faculty who teach online courses. Feedback from the student evaluations is shared with the faculty.
Assessment data is used by student support departments to improve services. In the Success Center, assessment data from each semester is used to determine when the labs should be open and when make-up testing should be offered. In the Student Resource Center, there is a one and three year assessment plan in place to evaluate the effectiveness of this new center.

The organization provides an environment that supports all learners and respects the diversity they bring.

Learner support and diversity is valued at the college, and as such, plans have been implemented to provide support in several areas. The Success Center provides the following support services to students at no cost: individual and group tutoring; workshops and review sessions; learning resources; accommodations for students with special needs; and adult basic literacy education. There have been increased requests for the services provided by the Success Center, such as test readers or note takers, and these services are provided. An educational psychologist would be an asset. The tutoring area has been renovated to provide more space and to create an environment conducive to learning. Lab hours for the Success Center depend on the assessment data from the previous semester. Success Center services are available on a limited basis during summer semester.

Academic plans are being made to develop a learning community for Associate of Arts, Associate of Science, and transfer students consisting of students with common interests and experiences. Web-based/enhanced delivery of courses and flex-scheduled courses have increased to accommodate diverse learning opportunities.

Student feedback is sought at the end of each semester through course and instructor evaluations. Students and instructors also evaluate clinical agencies and
Chapter 6  Student Learning and Effective Teaching

internship sites that serve our students, to assure quality student experiences in the field.

**Advising systems focus on student learning, including the mastery of skills required for academic success.**

Upon admission to the college, new students take the COMPASS placement test and are advised of the implications of the results. Students are assigned faculty advisors within the division by the division dean according to the student’s major. Open registration days are held each semester. At these times, new students, who have not been assigned an advisor, may meet a faculty person to discuss the student’s educational plans and get assistance with registering for courses. All PSEO students are assigned an advisor from the Student Resource Center. These advisors maintain contact with the high schools and monitor student grade point averages.

Students with undecided majors are typically assigned faculty advisors in Arts & Sciences until a major is selected. Students in Arts & Sciences are given a wide variety of learning opportunities to demonstrate competencies in all program learning outcomes. Students are advised by Arts & Sciences faculty. Transfer Assistance Guides are used to assist in course/curriculum planning and student advising.

Students in nursing are assigned faculty advisors according to their major. Since there are additional requirements to enter the nursing programs, nursing admission committees meet each semester to ensure student progress through enrollment in requisite classes.

A new early warning notice system has been implemented in order to provide timely intervention for those struggling academically. Every semester an analysis of academic progress is done. If an academic probation or suspension occurs, students are sent to Student Resources to develop an academic plan. The plan requires students to
examine the issues affecting their success and determine what changes need to be made so they can be successful.

**Student development programs support learning throughout the student’s experience regardless of the location of the student.**

Access to developmental courses is available at all campus centers. Developmental courses are delivered face-to-face on the Archbold campus, as well as at the Bryan, Defiance, Paulding, Van Wert, and at the Metamora Campus Center. Synchronous classes are held in real-time through internet technology with the instructor at the Archbold campus and students at off campus sites.

The Student Resource Center can be contacted by phone or in person. Information regarding student resource services is available on the college website. Tutoring is one service available through the Student Resource Center. Faculty and student tutors are available to assist students. In addition, students can access Smartthinking an online, personalized, learning system that provides tutoring in 18 different subjects. Tutors are from all over the world. Online writing assistance is the most popular subject accessed.

**The organization employs, when appropriate, new technologies that enhance effective learning environments for students.**

Smartboards, webinars, podcasts, and classroom internet access connect students to global resources for enhanced learning. The synchronous delivery of course content allows students to learn in an environment that offers convenience with the least disruption in family life and daily routines. Streaming video allows students access to instructional materials online. Distance learning courses are offered through WebCT. The college increased the size of the internet band-width to accommodate increased usage of online programs from the college.
To assist with utilization of new technologies, a Distance Learning Coordinator was hired, effective fall, 2009. Students and faculty can call upon the college help desk for technology-related issues. Other technology used in college classrooms include computers, software programs such as PowerPoint, Elmo document camera, DVD/VCR, classroom response systems (clickers), and overhead projectors for transparencies and from computers. The majority of faculty indicate that they learned to use these technologies on their own, at another institution, or though the help of a colleague.

The organization’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

Quality assurance systems are in use throughout the college. In the Success Center, evaluations of Success Center usage by students are used to revise programs and plan for upcoming semesters. In the engineering division, student surveys provide valuable feedback for course and program improvements. The admissions department has yearly quality assurance reviews. Financial aid audits student eligibility each semester and reviews are done to ensure that students receive funding in a timely manner.

Assessment of the effectiveness of the AA and AS degrees has shifted from indirect measures used in the past (e.g., graduate and employer surveys) to direct measurement of AA and AS students’ achievement of the program learning outcomes. Each course is on a schedule for assessment at least once every three years. The division of nursing, business, and allied health and public service complete course and program assessments at regular intervals.
Core Component 3d: The organization’s learning resources support student learning and effective teaching.

The College ensures access to resources necessary to support learning and teaching.

Campus Labs

There are several labs for students throughout NSCC’s campus. There are two open computer labs on campus, one in the library and one on the second floor of the A building. In addition, there are labs in the nursing division, medical assisting program, engineering division, and the business division. These labs offer students the equipment and resources needed to complete various projects and to facilitate online learning. Lab hours vary, but generally labs are open all day and some into the evening (nursing lab, library).

The nursing lab is staffed by two full-time master’s-prepared nurses and other part-time faculty who are registered nurses and hold bachelor’s degrees. Work-study students also work in the nursing lab. Instructors help with student questions, provide help sessions, oversee use of mannequins and simulators, and test students on checkoff skills. Specific technology available for students is the computerized mannequin and the intravenous patient simulator. These allow students to “practice” on equipment that is as lifelike as possible.

The business division labs are generally open from 8:00 – 4:00 on weekdays, with other hours by appointment or posted outside the door. The hardware and networking labs are open only to students taking related classes. Faculty offices are located near the business labs, and faculty members frequently assist students.
The engineering division labs are well-equipped with equipment and technology to support the engineering programs. Computer numeric equipment, robots, plastic machinery, and measuring tools are available to students. Most of the lab equipment is portable for use on campus or for transport to off-site locations for training. The labs are open all day Monday through Friday.

The science labs have open lab times for student access to animal and human models. Additional equipment such as microscopes, models, prepared specimens, and physiology software are also available to students.

Within the Success Center (described later), there are Math Labs, Writing Labs, and Chemistry Labs. These are all free to students and are open during posted hours during each semester.

Library

The main focus of the library collection is to support the college curriculum, enhance student learning, and support effective teaching. Library resources are utilized regularly as evidenced by increased usage in 2009 compared to 2008. For example, in the month of September 2008, there were 2,303 checkout transactions at the circulation desk, and in September 2009, there were 2,941 transactions. The gate count (people in the library for any reason) in a typical week during a semester is 450. The number of print journal subscriptions has declined over the past five years due to increased availability of full-text journals online. As a point of comparison, in 2006, NSCC had 225 print journal titles and currently there are 171 titles on the subscription list, including newspaper subscriptions.

The library had $48,000 allocated for subscriptions and databases in the 2009-10 budget year. The contracted computer-based services of OhioLINK, OhioNET, and Innovative Interfaces are essential for student and faculty access to learning materials.
and resources across the state of Ohio. OhioLINK provides NSSC students and staff access to 50 online databases. These resources are offered to students and faculty at no charge.

Books are still an important part of the NSCC Library’s collection, although purchasing has decreased somewhat since the collection analysis project of 2005-06. The library currently has 19,740 books and 2,501 audio visual materials in its collection. The Library currently has $22,850 allocated in the budget for book purchases. Faculty and students can make book purchase requests. Students are welcome to suggest titles through the online catalog where there is an option to submit suggestions. Faculty members are invited to fill out a short request form, or they can e-mail their requests to library staff.

Student surveys are conducted regularly, particularly in the area of research instruction. Library staff members who go into classrooms to teach students about authoritative research, research skills, or online navigation techniques give surveys to students at the end of each session.

The NSCC Library is open 60 hours per week during fall and spring semesters, and 47 hours during summer semester. The Library staff consists of one full-time Director, one full-time Library Assistant, and one part-time Library Assistant. The Library also relies on 10-14 student workers each semester to keep things running smoothly.

**Success Center**

The Success Center was started in 2005 and is designed to enhance student learning and contribute to success in meeting stated goals. Makeup testing, assessment testing, and tutoring are the main functions of the center. Due to increased demand, there are two main points of service – a desk that handles testing and a
separate tutoring services office. A software system called Accutrack helps to monitor usage and manage the flow of tutors and tutees.

In addition to face-to-face tutoring, an online tutoring service called SmartThinking is available to students at no charge. This offers a “live,” personalized tutoring session at any time of day or night in the subjects of math, writing, science, and business. The most often utilized services are one-on-one algebra tutoring and the online writing center.

The Accessibility Services Office coordinates accommodations to students with special learning or mobility needs. The part-time coordinator works in conjunction with Success Center staff and under the umbrella of the Student Resource Center.

Distance (online) learning is an important component of the curriculum at NSCC. The Coordinator of Distance Learning and Instructional Support created the TLC (Teaching and Learning Center) in 2009 to develop and implement creative solutions for online learning and to support faculty members with all of their instructional needs.

The organization evaluates the use of learning resources to enhance student learning and effective teaching.

The Library and Success Center (both part of the Student Resource Center) regularly invite feedback from students and faculty. In-class library orientation is followed by a short paper survey. Success Center tutors and tutees are asked to fill out paper surveys at the end of each semester. In addition, online student surveys are conducted regularly by the SRC on a variety of topics, including learning resources specifically. In addition, in fall 2009 the ACT Student Opinion Survey was conducted with a random sample of 298 students.

The medical assisting and nursing labs ask students to fill out surveys on a regular basis. Other labs on campus, such as the IT/computer lab, the business division
labs, and the engineering labs, do not regularly conduct student satisfaction surveys. This is an area of improvement for the future.

The organization regularly assesses the effectiveness of its learning resources to support learning and teaching

The library staff does an informal once yearly collection assessment. It might be necessary in the near future to contract with a vendor for a detailed collection assessment using software and specific reporting. Student surveys occasionally have questions about the library collection; staff considers those responses when evaluating the collection. It would be helpful in academic year 2010/11 to do a faculty survey about the library collection.

The organization supports students, staff, and faculty in using technology effectively

The college’s IT staff works to keep all campus technology current and in good working order. The open computer labs are regularly maintained and updated so that users have a positive experience with technology; however, they are using it. The campus is completely wireless, so that students and faculty have the freedom to use laptops anywhere in the buildings. Faculty and staff are provided with updated equipment to suit their individual needs. The Help Desk is staffed 40 hours per week and responds very quickly to individual requests and troubleshoots common and uncommon technological issues.

Recently many upgrades have been completed so that almost all student tasks (potential student request for information, drop/add courses, paying tuition and fees, etc.) can be done online through the college website. In order to train students, each new student orientation session includes information on logging in to myNSCC, the
student portal. In addition, a paper brochure and online tutorial have been developed and are widely available.

In 2008, synchronous courses were rolled out and are still used for various programs. With synchronous learning, an instructor can be in one location (such as main campus), the student can be in another location (such as our Bryan site 12 miles away), and the student can interact as if he was in the class physically. This saves students drive time and fuel costs and has been a positive move toward more access to education for local residents.

Fall semester 2009 brought the implementation of the RaveAlert system. This allows the college to communicate with students, faculty, and staff in case of emergency or to make important campus announcements. Tutorials on using RaveAlert appear on the college website.

In 2007, the college began the conversion to the Banner system to replace the I5 system. The new system gives much more functionality potential to staff members in all areas of the college. The conversion to Banner has forced the campus to review business processes. As various units of Banner went “live”, issues would arise that were not always foreseen. The IT staff worked diligently to train staff and work through issues, which still arise.

Projects planned for calendar year 2010 include a new phone system that will allow better access for students, faculty, and staff. In addition, DegreeWorks software will be implemented. This software program will provide students and advisors with a checklist of degree requirements and will allow for efficient evaluation of student transcripts and graduation requirements.
The organization provides effective staffing and support for its learning resources

The two main learning resource centers at NSCC are the Library and the Success Center. Faculty members and/or student workers staff the labs previously mentioned above.

The Success Center was started in 2005 with a part-time coordinator. A full-time coordinator was hired in 2006. From 2006 to October 2009, the coordinator was the sole permanent employee, with all other tasks being done by part-time student workers. In October 2009, a part-time (14 hours per week) secretary was hired using grant funds to handle tutoring office tasks. The 2009-10 staffing of the Success Center is one full-time coordinator, one part-time secretary, and six part-time student workers. (This does not include faculty or student tutors who work in the Success Center, since they are not considered permanent employees.) Currently, the number of permanent staff is not adequate to meet the needs of the center and this staffing issue needs to be addressed very soon.

The Library has two full-time employees, one Director and one Library Assistant, and one part-time Library Assistant. In addition, 12 student workers assist in order to keep the library open 60 hours per week. Library staffing has been an issue since 2005 when three staff members contracts were not renewed in a downsizing not related to performance. This reduced the library staff in total numbers by 50 percent. On page 13 of the assurance section of the report of a comprehensive evaluation visit to Northwest State for the Higher Learning Commission, the following was noted: “Library staffing is inadequate and the trend to reduce the budget for subscriptions, databases and books is troubling. The reduced number of staff does not have adequate time to cover the needed number of hours to keep the library open for students and to re-stack materials. The evaluation team is concerned that the reduction in staff will wear thin in trying to cover all of the hours that the library will need to be open.” It should be noted that at the time of this writing, nearly four years later, there is one less staff member (part time) than was present at the time of this visit. Staffing continues to be an issue in the
In July 2009, a Distance Learning and Instructional Support Coordinator was hired after a year of this position being vacant. Great strides are being made in this area, although the time lost makes it difficult to catch up. The new coordinator has created “TLC” online webpages – Teaching and Learning Center. There is a wealth of information on this website for instructors on using technology in the classroom and enhancing online courses. In addition, there are regular “Lunch and Learn” sessions held in a dedicated workroom so that instructors can work hands-on with an expert.

The organizations’ systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness

Innovation and collaboration are encouraged at Northwest State. It is clear that administrators value quality teaching and place a priority on the academic success of students. However, one barrier to achieving these goals is finding time to plan and implement. In some cases, the time required to follow through on a project is just not available. There are so many demands on time, especially for those faculty and staff members who work regularly with students. Completing projects in partnership and in innovative ways requires commitment and discipline.

In 2009, the Teaching and Learning Center has started planning for faculty learning communities, both online and face-to-face. There are opportunities for faculty during the day for workshops, and the coordinator also makes herself available after hours by arrangement. This expertise and technological knowledge is very valuable to faculty who are at different stages of comfort and expertise themselves. Online tutorials, opportunities for chat with other faculty members, and directed topics on creating effective online courses are available to all instructors.
Summary

NSCC has dedicated substantial financial, physical, and human resources to ensuring that teaching across the college and the environments in which students learn are effective and accessible. The college promotes effective teaching and learning environments through various student support services and faculty development.

Strengths

- Program assessment processes have been revised. Full-time faculty understands the assessment processes.
- The assessment of student learning is faculty driven.
- Assessment data is being used to inform decision regarding curriculum and services.
- Qualified faculties are teaching courses.
- Courses are offered in a variety of instructional modes to meet student needs.
- Technology is used to support teaching and learning.

Areas for Improvement

- As enrollments have grown, student support resources are stretched, particularly in the library and Success Center.
- The faculty survey demonstrated a lack of understanding of student assessment among adjunct faculty. Goals of the assessment process need to be better communicated with the faculty. Involvement in faculty development programs needs to be encouraged among full-time and part-time faculty.
- Student feedback needs to be solicited for all student services, not just select areas.
Chapter 7

Acquisition, Discovery, and Application of Knowledge
Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The vision, mission, and strategic goals of Northwest State Community College directly speak to the college’s commitment to promote a life of learning, not just for students but also for all faculty and staff of the college community. This commitment is realized in the college’s diverse curriculum, in the explicit learning outcome statements for general education, career and technical programs, business and industry training, and through financial support of professional development.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Northwest State Community College values a life of learning for its students and staff. Students develop cognitive skills so that following their course completion, lifelong learning will continue. Staff and faculty are encouraged to keep current in their field of expertise and related fields. Thus, the acquisition, discovery, and application of knowledge is a highly valued, ongoing process. Time, effort, and financial obligations have been put forth to promote and offer a variety of learning opportunities for students, faculty, and staff.

NSCC values professional development for its staff and faculty. Professional development funds are available for full-time faculty and staff who are completing advanced degrees. Fall of 2010, the development fund will also be made available to part-time faculty under specific circumstances. There are specific policies and procedures for applying for professional development funds. Over the last five years, the development fund policy and procedure has been reviewed and updated twice. The
January 2004, July 2009, and July 2010 policies will be available in the resource room. Table 7.1 identifies the development funds expended over the last five years.

Table 7.1 Development Fund Expenditures by Fiscal Year

<table>
<thead>
<tr>
<th>Year</th>
<th>FY05/06</th>
<th>FY06/07</th>
<th>FY07/08</th>
<th>FY08/09</th>
<th>FY09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds</td>
<td>$31,782.05</td>
<td>$58,463.91</td>
<td>$59,058.94</td>
<td>$69,300.04</td>
<td>$59,658.01</td>
</tr>
</tbody>
</table>

Thirty-six faculty and staff have received funding for degree advancement since FY 2005/06; this has increased from the twenty-two that were reported on our last report. Table 7.2 identifies development fund expenditures for the last five fiscal years by employee group.

Table 7.2 Development fund Expenditures by Employee Group

Grade level one and two employees include deans and vice presidents while grade level three to six include directors, coordinators, and other non-union employees. All employee groups have received funding for degree advancement; however, the expenditures by group have varied. The last two years, faculty and grade level one and
Chapter 7  Acquisition, Discovery, and Application of Knowledge

two employees have had the most funding. Several individuals in these groups are pursuing masters or doctoral degrees.

Additional funds are available through departmental budgets that can be utilized to continue learning, keep updated with changes in technology or changes within their field of study, and for personal improvement, with supervisor approval. Faculty and professional staff submit an “Individual Commitment Plan (ICP) each year identifying their goals for personal professional development and/or service to the college. The individual commitment plans may include goals for attending a conference. Typically, departmental funds are used for conferences and seminars versus college coursework and are usually reserved for full-time faculty but part-time faculty can utilize funds if approved by the Dean. Perkins funds have also been used for staff training. Travel expenses, such as airfare or mileage for faculty and staff traveling to conferences, are reimbursed through departmental travel budgets. Table 7.3 summarizes departmental conference and committee expenditures.

Table 7.3  Departmental Conference and Committee Budgets

<table>
<thead>
<tr>
<th></th>
<th>FY 2005/06</th>
<th>FY 2006/07</th>
<th>FY 2007/08</th>
<th>FY 2008/09</th>
<th>FY 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences &amp; Committees</td>
<td>87,293</td>
<td>102,682</td>
<td>73,382</td>
<td>106,777</td>
<td>156,034</td>
</tr>
<tr>
<td>Grant funds</td>
<td>5,175</td>
<td>3,150</td>
<td>975</td>
<td>11,883</td>
<td>3,647</td>
</tr>
<tr>
<td>Total</td>
<td>$ 92,468</td>
<td>$ 105,832</td>
<td>$ 74,357</td>
<td>$ 118,660</td>
<td>$ 159,681</td>
</tr>
</tbody>
</table>

The college has also allocated funds for major equipment purchases and equipment maintenance. Over the last five years, expenditures for instructional equipment maintenance have ranged from $5,170 to $39,286 in a year. Acquiring and updating equipment is a major commitment, particularly for the career programs at NSCC. The goal is to keep the various programs up-to-date and provide students with experience using different technologies required in the workplace. Departmental
equipment expenditures for major equipment (greater than $5,000) have ranged from $37,057 to $156,656 over the last five years. Equipment requests typically are greater than the money available. A five-year equipment plan is utilized to prioritize the needs of the college. In addition, equipment is also acquired through industry donation.

NSCC promotes life-long learning through several non-credit activities, including Elder College and Business and Industry Training. Programs and classes are held each semester targeted to seniors for personal enrichment. Computer classes are popular with this group. Continuing education programs for health care professionals are sponsored and provide contact hours needed for licensure renewal. Business and Industry programs are targeted to the training needs of the organization. Each of these programs supports the old mission of the college by creating opportunities for transformational learning and the new mission by providing access to education and training that improves the lives of individuals.

Public Acknowledgment of Achievements

NSCC utilizes a number of methods to recognize students and staff for their academic and work-related achievements. Academic accomplishments among students are recognized with scholarship awards, departmental certificates, induction ceremonies, and press releases to local media. Each division recognizes outstanding graduates at the annual graduate luncheon. In addition, honors graduates are recognized at the commencement ceremony.

Faculty, full-time and part-time, are recognized for service at the annual employee recognition dinner. Full-time employees are recognized for every five-years of service. Adjunct faculty are recognized according to the number of courses taught at NSCC. Faculty completing advanced degrees are recognized each year at the annual commencement ceremony. A distinguished faculty award was created in 2008 to
recognize individuals who exemplify excellence in teaching. Any individual may nominate an eligible faculty member for the award.

Faculty and staff are also recognized at all-campus meetings for improvements made on campus. Individuals can be nominated by anyone on campus for an improvement that was implemented in their department. The “Moments of Improvement” are shared at the campus meeting. A name is drawn from all nominees each month; the winner receives a reserved parking space for the month and a certificate. The “Moments of Improvement” and the distinguished faculty award have both been implemented since the last comprehensive site visit. Creating a more systematic and structured way of recognizing scholarly accomplishments would further model the college’s commitment to scholarship and a life of learning.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Students attend NSCC for a variety of reasons: to complete course work that can be transferred to a four-year college, to gain career and technical training, to acquire basic skills, or to expand their personal knowledge. Regardless of student intent, NSCC is committed, through its mission, to provide comprehensive educational experiences that “improve the lives of individuals and strengthen communities”. NSCC integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skill requisites for a life of learning in a diverse society. The college provides a solid general education designed to prepare students to transfer to other institutions of higher learning, to prepare for the workplace, and to be productive members of society.
Arts & Sciences Core Requirements

NSCC believes in the value of general education for all of its students. The College has expanded course offerings in the Arts & Sciences division since the 2006 accreditation visit. Course offerings added include Beginning Sculpture, General Chemistry I and II, General Biology I and II, Sociology – Sustainable World, and Interpersonal Violence. The chemistry and biology courses have also been approved as state TAG courses. General education courses help the student develop ways of approaching information and experience that strengthen their reasoning capacity, their awareness of relationships and responsibilities in a social and civic context, and their attention to values and moral issues.

All associate degree programs include a core of general education courses that are essential to a well-rounded education. Currently, a student completing an Associate of Arts, Associate of Science, Associate of Applied Business, Associate of Applied Science, Associate of Individualized Study, or an Associate of Technical Studies, must complete at least five courses distributed within the five core categories listed below. The core contains a minimum of fifteen credit hours.

- **Core I** – ENG111 Composition I
- **Core II** – ENG112 Composition II
- **Core III** – Any 100 or 200 level course with one of the following prefixes: Biology, Chemistry, Economics, English, Geography, History, Humanities, Math, Philosophy, Physics, Psychology, Spanish, Social science, Statistics, or selected Human Services courses.
- **Core IV** – Selected literature, history, humanities, and philosophy courses.
- **Core V** – Selected psychology and social science courses.

The Arts & Sciences courses used to meet the requirements within Core I, II, IV, or V can not be used to meet the requirements for Core III. Courses in core IV and V are
selected by the faculty and must meet specific criteria related to critical thinking and writing. In addition to these requirements, all graduates must show proficiency in MTH080 Beginning Algebra; however, individual programs may require a higher mathematics competence. The College Catalog outlines the general education requirements for each program of study. The Arts & Sciences core requirements are also described in the catalog. Students, who complete certificate programs, will typically have one or two courses that meet the core requirements.

The 2006 accreditation visit found that the College needed to improve student assessment, particularly program assessment. As the institution explored improving program assessment, the institutional/general education learning outcomes and the core curriculum were reviewed. The General Education Core Curriculum review began fall semester 2008 and finalized in fall 2010. The review resulted in one revision to general education core requirements and a change in NSCC’s mathematics graduation requirement, both of which are scheduled for full implementation fall 2011.

The Committee recommended that the third category in the core comprised of general education electives be replaced by a Science Core elective. Although the Core Committee initially proposed that the Science Core requirement include science courses with a minimum of two scheduled laboratory hours, the Academic Affairs Committee amended the proposal as follows: The Science Core Elective category will include science classes that (a) require in-class laboratories or (b) require an inquiry-based lab activity for completion outside of an in-class laboratory. The Core Curriculum Proposal – Science Revision (CPF_0160A_2009) was considered and approved by the appropriate governance bodies and obtained Presidential approval in July 2010.

The Core Committee also proposed an increase in the NSCC mathematics associate level graduation requirement from Beginning Algebra (MTH080) to Intermediate Algebra (MTH090). Changing the math graduation requirement created a
lively discussion at Academic Affairs over the course of several meetings. The Core Curriculum Proposal – Math Revision (CPF_0160B_2009) was considered, amended, and approved by Academic Affairs in March 2010 as follows: Intermediate Algebra (MTH090) was not approved as the associate level graduation requirement; rather a revised and enhanced form of Beginning Algebra (MTH080) was approved as the associate level graduation requirement. The Math Revision Proposal garnered Presidential approval July 14, 2010.

The General Education Science Core requirement and the enhanced Beginning Algebra (MTH080) graduation requirement are slated for full implementation fall 2011. The Arts and Sciences Division reviewed the initial course proposal for a science course that will meet the Science Core requirement and approved a set of three course proposals in mathematics to meet the new mathematics associate level graduation requirement. Both sets of proposals will be completed on time for fall 2011 full implementation.

The Arts and Sciences five core requirements also meet the standards for non-technical studies of the Ohio Board of Regents. The Ohio Board of Regents identifies a minimum number of credit hours in technical and non-technical studies for all associate degrees. Associate degrees can be awarded for satisfactory completion of a minimum of sixty credit hours and up to a maximum of seventy-three credit hours, according to the Ohio Board of Regents. Non-technical studies include courses basic to the technical field and general education requirements, which include courses in communication, social and behavioral sciences, and art and humanities. The Associate of Applied Business and Associate of Applied Science degrees require a minimum of twenty-eight semester hours in non-technical studies and thirty semester hours of technical coursework. The Associate of Arts and Associate of Science degrees require a minimum of thirty-five credit hours in composition, social and behavioral sciences, arts and
humanities, and sciences and mathematics. Associate degrees at NSCC meet the requirements of the Ohio Board of Regents.

Institutional Student Learning Outcomes

NSCC has established college-wide general education student learning outcomes that reflect the diversity of the curriculum. The student learning outcomes are interdisciplinary and bring a common thread to each associate degree program of study. The outcomes are more than a collection of skills learned in individual courses; rather they represent holistic skills, knowledge, and attitudes expected of students completing their general education. These outcomes facilitate student acquisition of a breadth of knowledge and foster intellectual inquiry. The institutional student learning outcomes follow.

Graduates from Northwest State Community College will become professional, lifelong learners and responsible global citizens through achievement of the following outcomes.

6. **Communication** – Graduates from Northwest State Community College will demonstrate effective communication skills.

7. **Computation** – Graduates from Northwest State Community College will perform basic algebraic problem-solving and interpret and communicate numerical data.

8. **Critical Thinking** – Graduates from Northwest State Community College will comprehend the implications of a topic or problem, draw on appropriate evidence, and construct well-reasoned conclusions.

9. **Diversity** – Graduates from Northwest State Community College will demonstrate awareness of the impact of cultural differences.

10. **Sustainability** – Graduates from Northwest State Community College will evaluate the impact of economic, political, social, and/or ecological systems on this and future generations.
During the 2009-10 academic year, the assessment committee updated rubrics for each institutional learning outcome. Diversity and sustainability were incorporated into the learning outcomes in 2007-08; however, a means to evaluate these outcomes had not been clearly identified. The rubrics were vetted through the governance system in spring 2010. The rubrics provide a means for faculty and for students to evaluate the learning outcomes of students in the various programs on campus.

The curriculum maps for each associate degree program outline how the general education and technical courses support the program outcomes and the institutional learning outcomes. Curriculum maps will be available in the resource room. The assessment of the institutional learning outcomes through the e-portfolio and CAAP testing was discussed previously in Chapter Six.

Curricular and Co-curricular Linkages

NSCC recognizes that co-curricular activities provide numerous learning opportunities beyond formal classroom instruction. The Student Body Organization, Students for Community Outreach and Awareness, and Phi Theta Kappa are examples of student organizations that provide opportunities for personal development outside the classroom. Student organization projects have included on-campus blood drives twice a year, book collections, a coat drive, food drive, Bells for Elves, and a chili cook-off.

Students who receive the Presidential and Dean’s scholarship are required to perform 20 hours and 10 hours, respectively, of community service each semester; half of the community service hours must be served on campus. This service comes in many forms, including volunteering at a nursing home, reading books to the blind, helping children learn to read, promoting the county fair, coaching, and the Ambassador program, which provides service to the College. These activities complement academic programs and contribute to student learning and development.
There are also opportunities for students to participate in internships, co-ops, directed observation, clinicals, and preceptorships as part of their program of study. These offer students hands-on training while working under supervision of a faculty member or supervisor. Many programs require on-the-job training for their students, including office administration, visual communications, early childhood development, human services, criminal justice, and nursing. Some programs, like business management and mechanical engineering technologies have optional co-ops and internships available for students. At the end of the internship, preceptorship, or co-op, the supervisor or preceptor and the student’s primary faculty member work together to evaluate, rate, and grade the student’s performance.

**Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

Northwest State Community College’s course offerings are designed to foster an appreciation for the diversity of cultures within the United States, as well as to develop understanding of global issues and societies that influence our national culture. NSCC is assisted in this effort of developing an understanding of cultures of the world through the efforts of faculty and staff who have, for many years, sponsored students from around the world, working with “Youth for Understanding” to live in our community and study at the College. Students from Bangladesh, Denmark, South Korea, Liberia, Russia, and China have attended NSCC, exposing the college community to a variety of cultures, inside and outside of the classroom. This effort is consistent with NSCC’s mission to provide “access to excellent and affordable education, training and services that will improve the lives of individuals and strengthen communities.”

Formal review and evaluation systems are in place to determine the effectiveness of the college curriculum and instruction at the classroom, course,
program and the institutional level. These systems enable Northwest State Community College to determine whether it is accomplishing its mission. Students complete SUMMA evaluations of faculty each semester in select courses. The results of the evaluation are shared with the faculty.

Because the college provides a range of educational opportunities including university transfer and workforce development programs, it relies on a variety of measures to ensure academic credibility and relevancy. This section focuses on the many ways the college looks to both internal and external audiences to ensure that there is a good fit between the curriculum and the work world and that courses and programs are current.

Knowledge and Skills for the Workplace

Northwest State Community College states in its mission the importance of education and training to improve the lives of individuals and strengthen communities. The college recognizes that to improve the lives of individuals to succeed in a global, diverse, and technological society, students must acquire knowledge necessary for lifelong independent learning as well as crucial workplace skills. Specifically, NSCC expects students to acquire skills requisite of an educated person as indicated by the educational elements taught across the curriculum. These elements, that are to be taught across the curriculum, were defined by interdisciplinary groups of faculty representing all career and technical programs at the college. The cross curricular elements are as follows:

- Communication: Demonstrate effective communication skills.
- Computation: Perform basic algebraic problem-solving and interpret and communicate numerical data.
- Critical Thinking: Comprehend the implications of a topic or problem, draw on appropriate evidence, and construct well-reasoned conclusions.
- Diversity: Demonstrate awareness of the impact of cultural differences.
• Sustainability: Evaluate the impact of economic, political, social, and/or ecological systems on this and future generations.

Additionally, the college expects students to master the knowledge and skills necessary for independent learning in programs of applied practice. The ability of our students to meet expectations has been demonstrated through the licensure process in nursing, certification in the computer sciences, internships found in office technology, computer science, and nursing, and the self-paced nature of the nursing labs.

Currency and Relevancy of Courses and Programs

The integrity of the general education program is sustained through regular cycles of course and program development and evaluation. These processes are learner focused, faculty driven, and supported by staff and administration. NSCC faculty members are expected to assess and update their courses and programs, as well as review them for relevance and currency.

Other channels are used for regular curricular and content review of all programs at Northwest State Community College. As an example, the Ohio Board of Regents is guiding the development of a program for Transfer Assurance Guides (TAGs). As part of this program, course information is sent to a State review body and is evaluated for relevance to other similar courses offered across all state institutions. If the course meets the relevance criteria, the course is assured to transfer to any public college or university in the State of Ohio.

Program Review

After the 2006 accreditation visit, the Model for Program Evaluation developed in 1998 was reviewed and it was determined that the plan did not adequately address the new recommendations set forth by the Higher Learning Commission. The Academic Deans gathered evaluation plans from other institutions to determine if a model existed
that would work at NSCC and provide more useful information on the programs. After reviewing several models, the *Program Review Guidelines* were developed.

Based on HLC recommendations from the last accreditation visit, a comprehensive program review plan was developed that incorporated objectives of program review; roles and responsibilities for program review; procedures for program review; cycle for program review; procedures for linking program review to planning, budgeting, and assessment; and procedures for including distance education courses and programs in program review.

A basic assumption of the program review guidelines is that assessment, planning, program review, and resource allocation should be integrated for learning to be optimized. The process should result in information, which is useful for setting goals, improving the quality of the program, and meeting specialized accreditation criteria. The program review process is intended to provide information necessary to make decisions concerning curriculum and program viability.

Responsibility for the program review process is shared by the faculty involved with the program, the program’s advisory committee, the department chair (if any), and dean of the division. The program review process consists of two phases:

- A yearly review of the program by its advisory committee.
- A comprehensive program review every four years.

When a program is reviewed by external accrediting groups, the College will attempt to coordinate its program review process with the external accrediting group’s evaluation process. In these cases, program review schedules may deviate from those described above, but in all cases, the program will be reviewed once within each four-year period.
The chief academic officer may request and approve deviations from the established program review cycle. A program review may be delayed if the program is undergoing major revisions or changes in staff. A program review may be accelerated if there are indicators that the program needs attention.

Any recommendations identified in the annual or comprehensive review that require program or course revision would be processed through the governance system.

The comprehensive review is completed every four years. The faculty who teach in the program will collect and organize the program materials that will be reviewed. This may include, but is not limited to the College catalog, program outcomes, staffing information, syllabi, handouts from courses, requirements of accrediting bodies, recommendations of professional organizations, outcomes assessments, student evaluations and comments, and previous reports. In addition, program faculty and the department chair or dean will determine what program data and what program statistics should be collected in addition to the required budget, faculty and student data.

The last step of the four-year review is an administrative review. The chief academic officer, the dean and department chair supervising the program, and the program faculty member from the review committee examine the four-year program review report. This meeting focuses on identifying trends that need to be addressed and the status of the program. Finally an action plan for the program is developed. Program faculty and the dean will be responsible for implementing the action plan.

The implementation of the program review has been impacted by the conversion to a new administrative software program, Banner. After the student module went “live”, issues were identified with how majors were set up in the system. Budget codes and majors were not matching affecting the ability to obtain accurate data reports regarding program enrollment and program budgets. Once a solution was identified in
Chapter 7 Acquisition, Discovery, and Application of Knowledge

fall 2009, it could not be immediately rectified due to reporting requirements to the Ohio Board of Regents (OBR). New program codes were created and all new students were attached to those codes; but current student codes could not be changed. Once all OBR reporting was finalized in fall 2010, the program major codes were updated for all current students. The data reports are currently being updated and should be finalized during spring 2011.

Program review is an important part of the college’s institutional effectiveness agenda. Program reviews are necessary to ensure the health and continuous improvement of a program, and they are used to guide the future of a program. Reviews provide evidence of the extent to which programs meet their intended mission and goals, demonstrate program success, and identify areas for improvement. Even though this process is important, some faculty struggle with the program review process. There was confusion on the difference between program review and program assessment. Attempts have been made to clarify expectations during faculty orientations and during meetings. Strides have been made since our last comprehensive visit but more work still needs to be done for all faculty to embrace the program review process.

External Accreditations

Some career and technical programs are accredited by program specific professional accrediting entities, which require compliance with state or national established standards and criteria. Human Services graduates are eligible for state certification as a Social Work Assistant. The Early Childhood Education program is approved by the Ohio Department of Education and meets the requirements for the Pre-kindergarten associate license. The Associate Degree Nursing Program received an eight-year continuing accreditation status in 2004 from the National League for Nursing Accrediting Commission and received continuing approval, along with the Practical Nursing Program, from the Ohio Board of Nursing for five years in November 2010.
The Business Technologies are accredited by the Association of Collegiate Business Schools and Programs. The last site visit occurred in fall 2004 with the program receiving a ten-year continuing accreditation status. The Metalworking Program is designed to meet the quality requirements set by the National Institute for Metalworking. Computer technology programs also have certification examinations, which can provide evidence about the preparedness of graduates for entry into the workforce.

**Graduate Employment Rates**

The last six-month graduate survey (2009 graduates) showed a decline in employment rate of graduates compared to prior years. This decline is most likely due to the increased unemployment rate in the service area. As employment opportunities increase with an improved economy, it is anticipated that the graduate employment rate will also increase. Table 7.4 summarizes the employment status and college enrollment status reported on the six-month graduate surveys. The data includes graduates, who are employed and may be attending college at the same time.

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**Co-curricular activities**

Activities that promote global diversity include those that are sponsored by students and faculty. The Youth for Understanding exchange students have sponsored a cultural awareness day where samples of ethnic foods were available from the
respective country represented by the student. A Hispanic awareness program, which was developed by part-time faculty, has been held on campus to expose the campus to the Hispanic culture. This program included an art exhibit, out-of-class presentations and performances that expanded cultural awareness. Every January in honor of Martin Luther King, the college sponsors a program related to social justice and equality for all Americans.

Core Component-4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The College mission statement indicates that NSCC will be an innovative leader in education and training, a first-choice institution that empowers individuals and communities to achieve a sustainable quality of life. As part of this mission, the college ensures that the attitudes and skills needed for responsible and ethical use of knowledge are learned by students and consistently applied by faculty and staff. This is demonstrated in NSCC’s college policies, in the curriculum and assessment, and in the practices of scholarship and teaching.

Developing Responsible Use of Knowledge

Using knowledge responsibly involves knowing and applying normative codes and behaviors associated with specific disciplines and professions. Northwest State Community College has articulated and integrated such norms into the curriculum of many programs of study. For example, students in career and technical programs must learn and apply the professional codes of conduct associated with health care professionals, the criminal justice system and informational technology. This is shown in the curriculum maps recently completed by all college programs.

Studies in the academic disciplines require students to become familiar with standards necessary to conduct empirical research. The ubiquitous nature of the Internet as a learning tool requires that students understand how to evaluate electronic
sources and how to make ethical and responsible use of those sources. The college’s academic dishonesty standards are laid out in the Student Handbook and in the College Catalog. Training is included on the NSCC library website regarding acceptable and ethical use of information. The college also maintains a subscription to the plagiarism-checking service Turnitin.com, and its use is currently being promoted among instructors in NSCC’s two core curriculum writing courses.

In order to establish and maintain a climate of high academic standards, faculty and staff must model responsible use of knowledge through their own actions within and outside the classroom. At NSCC, these actions are governed by policies for faculty, and staff such as those publicly stated in the Faculty Handbook. Examples of some of the key policies that reinforce the responsible use of knowledge include the college’s Acceptable Use Policy, explained in the Faculty Handbook, which sets standards for the safeguarding of equipment, networks, data, and software, and Copyright Act Compliance, which pertains to copyright laws associated with photocopying and copying of computer software and video material.

Practicing Social Responsibility

Northwest State Community College’s mission also implies that students, faculty and staff have a civic responsibility to the community, which should be expressed through community involvement and volunteerism. Northwest State Community College offers many academic and student development programs that contribute to the overall social and ethical growth and development of students. A number of the College’s courses specifically address these issues, including courses in Philosophy, Biology, Sociology, and Psychology.

Sustainability was added to the college’s learning outcomes in January 2008. To go along with this addition, sustainability was also worked into the common learning outcomes of courses in the social/behavior science area, ensuring that, through the Core Curriculum, all students would receive an introduction in this important concept.
Some recent examples of social responsibility are identified below.

- Annual Phi Theta Kappa blood drive
- Annual Student Body Organization’s chili cook off (raises money for the PATH Center in Defiance)
- Students For Sustainability’s Everybody Eats event (promotes local food)
- Ongoing recycling program initiated by Students For Sustainability

Responsibility in Research and Practice

In considering ethical conduct in research and instruction, Northwest State Community College has a number of discipline-specific courses in which ethical research practices are taught as part of the course content. Examples include the appropriate treatment of patients in the nursing programs and the use of human subjects in General Psychology. In October 2008, NSCC instituted a Human Subjects policy to regulate these projects and ensure adherence to ethical standards. This policy is explained in the Faculty Handbook.

Summary

Northwest State Community College fully meets Criterion Four and its components. The vision, mission, and strategic goals speak directly to the college’s commitment to promote transformational learning and improving the lives of individuals through education and training by fostering and supporting the acquisition, discovery, and application of knowledge.

Strengths

- The curriculum is aligned with the college mission and supports inquiry, creativity, practice, and social responsibility.
- General education is a core component of all career and technical associate degree programs.
A comprehensive program review process has been implemented to evaluate currency, usefulness and relevance of academic programs.

A variety of student life activities build leadership skills and social responsibility and reinforce the learning in the curriculum.

**NSCC faces the following challenges in the future.**

- Expand professional development opportunities for part-time faculty.
- Maintain the relevance of the curriculum in an ever changing technological society.
- Reassess pedagogy in all programs with an emphasis to improve institutional student learning outcomes.
- Continue to enhance diversity on campus.
Criterion 5: Engagement and Service
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The relationships NSCC nurtures are the basis of the programs, services, and partnerships through which the college serves its constituencies. The NSCC mission defines constituencies as individuals, communities, and organizations. Constituencies include students who enroll to earn credits and/or degrees that qualify them for positions in the workforce requiring a post-secondary certification and/or associate degree; students who enroll to earn credits and/or degrees that will transfer to other institutions of higher education; students who earn credits prior to high school graduation using the post-secondary option, dual enrollment or tech prep programs; students who are preparing for a career or upgrading skills to improve career options; and students who are academically under-prepared and wish to improve skills to succeed in college work. Constituencies also include individuals who attend non-credit education or enrichment programs for personal growth or personal interest and individuals who attend continuing education programs to meet requirements related to their field of work. Another constituency, business and industry, seeks programs and services that contribute to the economic and workforce development of the service area as well as coursework that gives employees the skills and knowledge to ensure the company’s future success in the global workplace. Constituencies also include K-12 school districts, four-year institutions of higher learning, organizations and agencies supporting economic and workforce development, and employees of the College.

In order to meet the needs of this diverse group of partners and learners, the College must continually assess its relationships with both current and potential stakeholders. The College actively seeks collaborative partnerships that are consistent with NSCC’s mission.
Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

NSCC’s success in serving its constituencies depends on understanding the changing needs of those constituencies. The College engages groups and individuals in a variety of ways to ensure that all constituent voices are heard and considered.

Environmental Scanning

During 2009 and 2010, NSCC administration, faculty, and staff engaged in a major environmental scanning and forecasting project to improve strategic planning. The project was led by Joel Lapin, Professor of Sociology at the Community College of Baltimore County and an expert in environmental scanning who has led many such projects throughout the United States. The participants were divided into groups to research and detect changes and emerging issues specific to the six-county service area: economics, education, political environment, labor, competition, demographics, social values and lifestyles, and technology. The research teams identified trends and provided supporting rationale.

Sixty community leaders were invited to an implications workshop to review the trends and identify implications from their respective perspectives. From them, the college learned how the trends would affect business, industry, and the work of agencies and organizations in our service area. Their participation allowed the college community to view the trends in a broader context. The college used the feedback from the community members to identify college-specific implications that would be used in the development of the strategic plan.
Program Advisory Committees

All academic programs and student services have advisory committees that meet at least once a year. Advisory committees include individuals from a variety of arenas including workforce representatives, employers from the field, education partners, coalitions and collaborating organizations and agencies. Committees meet with the explicit purpose of providing feedback about the program’s currency and relevance. The data garnered from these sources helps the college stay current with industry changes, expectations, and standards. Based on advisory committee feedback, programmatic changes are made.

The following are some examples of curriculum changes resulting from Advisory Committee feedback. The Human Services program developed a course, Ethics in the Helping Professions, to meet licensure requirements and revised Principles of Developmental Disabilities based on community need. The Business Division revised several courses in Information Technology related to changes in the industry. The Criminal Justice program discontinued three criminal justice majors in favor of one, more generalized Criminal Justice degree. The Medical Assisting advisory committee identified course development needs. The advisory committee for Early Childhood Programs supported development of one-year certificate programs that would apply toward an associate degree, but would emphasize employability as a teacher’s assistant. The Arts & Sciences division hosted workshops for high school and college instructors in Math and English to enhance student success. Engineering technologies developed a blog-type process to post monthly updates and solicit advisory committee feedback.

Industry Roundtables

Another method of collecting information from stakeholders is the industry roundtable, in which a specific area is targeted. The Engineering Technologies Division
has identified the need for roundtables that include not only industry representatives but also faculty, students, and representatives of the colleges to which the engineering students transfer (Indiana Purdue University at Fort Wayne, Ferris State University, and The University of Toledo). The goal is to better prepare students for further education and the workplace. Roundtables has also been used by the Medical Assisting Program to collect information from larger physician practices, hospitals and community health professionals.

With the emphasis on collaboration and partnerships in the awarding of grants, NSCC has convened roundtables to explore the interest of stakeholders and the feasibility of proposed programs. One such roundtable was held in January 2010, for the New Era Rural Technology Grant. The proposed project was the development of a Bio-energy Systems Concentration under the auspices of the existing Alternative Energy Technology program and resulting in an Associate of Applied Science. Eighteen individuals participated in the roundtable with representatives from private sector fuel companies, manufacturers, agriculture businesses, farmers, non-profit organizations, and financial consultants. Open discussion clearly demonstrated stakeholder interest in proceeding and specific recommendations were made as to what to include and eliminate from the proposed grant program. The lively discussion elicited offers from the participants to share resources and requests to be included in further meetings.

When Custom Training Solutions (CTS), the Workforce Development Division of NSCC, opened the office at Scott Park in Toledo, roundtables were held with representatives from various companies to discern the most pressing training issues in the Toledo area. Geographic location rather than industry type was the common factor in these meetings.
Focus Groups

Focus group visits involve one or two college representatives visiting a business or company to gather information on the learning needs of the organization. Custom Training Solutions, the workforce development division of the College utilizes this method more frequently than the academic divisions to identify the training needs of its customers. In 2009, CTS conducted approximately 700 visits to companies to discuss training needs and formulate training plans.

Focus groups have also been widely utilized by the Engineering Technologies Division in creating or modifying companies’ apprenticeship programs. In 2009, NSCC’s Director of Industrial Certifications met with several companies, including Chase Brass, Johnson Controls Interior Molding, and CK Technologies, and with guidance from the Ohio Job and Family Services Apprenticeship service provider, worked to establish or enhance apprenticeship programs. The division also utilized focus groups for the development of the Alternative Energy program.

Continuing Education and Customized Training

NSCC offers many continuing education programs, directly supporting the college mission and call to service. During the last three fiscal years (FY2008-2010), the college averaged 4,100 non-credit enrollments. Continuing education programs are regularly available on various computer software programs, including sessions specifically designed for seniors. The college has a computer lab dedicated to the continuing education area.

NSCC is an Approver Unit for the Ohio Board of Nursing, which means that continuing education programs delivered by outside providers are reviewed to determine if the state Board of Nursing criteria are met. As an approver, the college
can also issue contact hours for nursing continuing education programs that it offers. The division routinely approves more than fifty programs for area healthcare providers. In addition, the Allied Health division holds provider status for specific social work and counselor continuing education offerings. Provider status allows the college to offer continuing education programs and issue contact hours for licensure renewal to licensed social workers and counselors. The Allied Health and Public Service Division partners with the Family Justice Center of Northwest Ohio to provide training related to domestic violence and continuing education Units for Ohio Police Officers Training Association. Students in nursing and allied health and public service programs frequently attend the workshops held on campus.

NSCC delivers customized training in the areas of computer, leadership and management, technical, and workplace skills. The training division of the college stays abreast of developments in technology and process improvement, and learns of the specific training needs from training requests from business and industry. Utilizing videoconferencing, NSCC has delivered training to General Mills and Rolls Royce at facilities around the world. CTS has averaged 486 contract training classes per year while serving approximately 170 companies over the last three fiscal years.

**Campus Communication**

A variety of methods is used to promote internal communication on campus. All Campus meetings for Faculty and Staff are called by the President to discuss topics of interest or to inform the college community of an important issue facing the institution, for example, state subsidy cuts. Information is also disseminated through Administrative, Faculty and Staff Councils, which were created with the adoption of the governance system established in 2006. Online conversations are used to facilitate meetings. WebCT, wikis, video- and web-conferencing are all used to connect the constituencies of the institution. Employees and students learn of upcoming events,
college activities and important dates posted on the Axis TV System monitors installed throughout the campus. *Stall Talk,* an entertaining monthly publication posted in the restrooms, provides additional reminders of upcoming events, important dates, and interesting snippets of information.

NSCC communicates with external constituencies via news releases, public service announcements, and through the website, [www.northweststate.edu](http://www.northweststate.edu). Each county has a small newspaper that will publish articles about the college on a regular basis. College personnel speak at many events, schools, and organization meetings. Billboards, advertisements, and marketing materials also communicate what the college has to offer its students and communities.

**Core Component-5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

NSCC engages with its communities by continually working with government agencies to assure that the college is meeting the needs of industry. NSCC has a representative who serves on the Business Services Team and the Regional Advisory Committee of the Northwest Ohio Job Center, the operations arm of the area Workforce Investment Board. The college also hosts industry updates with the local and state Economic Development and Chamber personnel in the college service area. For example, in October 2009, NSCC hosted the Northwest Ohio Business Seminar with Senator Sherrod Brown and representatives from the U.S. Small Business Administration, Ohio Secretary of State, and the Ohio Department of Development in attendance. In March 2010, the Ohio Department of Development held a similar event for area Agri-business on the NSCC campus.
As stated in the previous section, Advisory Committees are a critical component in the development and improvement of NSCC’s academic programs. In the Nursing Division, faculty shares information with advisory committee members published from research-based medical journals. Nursing faculty also share revisions to the curriculum that sometimes results in external constituencies requesting faculty to assist them with implementing changes to procedures in the field. As an example, one of the area hospitals recently asked the division to prepare a proficiency test in pharmacological math computation to use at their facility.

NSCC’s capacity and commitment to engage with its identified constituencies and communities is further demonstrated by promoting access to higher education and training. Area high school students have the opportunity to obtain college credit through Dual Enrollment efforts with career centers and local high schools. Satellite sites in Bryan, Metamora, Defiance, Van Wert and Paulding provide constituents with access to courses close to home. Video conferencing training and services are used with a variety of companies, organizations and agencies. In addition, expanding the development of online courses across divisions and programs increases the accessibility of coursework for many constituents.

Faculty and staff exemplify commitment and capacity to engage by serving on various boards and committees in the community. Some examples of faculty and staff involvement include the Accreditation Council for Business Schools & Programs; Educational Service Center Board; Four County Career Center Board; several Public Library Boards throughout the service area; officers of National Religious Organizations, specifically the Gideons; and the Van Wert County Revolving Loan Fund Committee for Small Business. NSCC is also very involved at the state level with the Transfer Assurance Guide work through Ohio Board of Regents with representatives on the Biology, Business, Humanities, Social Work, and Engineering panels.
NSCC engages with constituencies and communities by participating in community events, for example, the 2009 Bryan Burger Battle and the Latino Fest in Defiance. Also during that year, a reading project initiated on campus was extended to Community Hospitals and Wellness Centers at the request of their CEO. The college provided study materials and conducted Book Study Facilitator training to 30 hospital employees so that they, in turn, could conduct sessions with close to 200 coworkers who wished to participate in the reading of *The Last Lecture* by Randy Pausch.

Capacity to satisfy the commitment shown above and in other sections of this report is an ongoing concern of the College. Capacity issues and considered solutions follow:

NSCC is constrained by physical space. Enrollment growth in Fall 09 highlighted physical plant limitations. These limitations will be exacerbated by future growth and the future addition of lab-based science major courses. Efforts to mitigate the influence of space limitations include Friday tuition discounts for three-credit hour courses, offering more courses on Friday and Saturday, offering more hybrid courses, and expanding outreach to students to utilize video conferencing delivery of classes.

Because of the dire State budget situation, NSCC is required to be far more fiscally strategic. Higher education will continue to come under scrutiny and potentially experience reductions in the State Share of Instruction. Sixteen percent of our current operating expenses in wages and benefits is coming from Federal Stimulus money – money that will not be available in FY2012. Administration is working to develop additional funding sources via grants; however, grants typically do not cover existing operating costs and limit operating costs in many new initiatives. All departments are cognizant of the state budget situation and budget managers have focused resources appropriately. As an example, the Arts & Sciences Division is continually striving to
target financial resources to areas promoting the Division’s strengths, dealing with challenges, and having the greatest need as identified through academic assessment. Program Review is one process that divisions use for identifying areas that require fiscal support.

Human resources in the Arts & Sciences Division is constrained by the low educational attainment rates found in Northwest Ohio. Although the faculty turnover rate is fairly low in this division, it is difficult to find and keep qualified instructors (as defined by the Higher Learning Commission’s Statement on *Determining Qualified Faculty*), particularly in light of current and anticipated enrollment growth in our rural area. To address this challenge, part-time instructor job fairs were designed to attract potential part-time instructors to campus to learn about the qualifications required and potential part-time job openings. The job fairs were held in March/April 07 and October 08. Additional qualified faculty members were identified through the job fairs. The Arts & Sciences Division is committed to holding to the criteria as stated in the *Commission Guidance on Determining Qualified Faculty*.

The College participates in a number of collaborations and partnerships in the service area and region. The College works with Four County Career Center in awarding college credit for skills training that meets college requirements and outcomes. NSCC participated in the Ohio Skills Bank in building a system in Economic Development Region 2 to provide a skilled workforce to business and industry and identify a process through which individuals can stack credentials and move up career pathways. The College collaborates with County and State Economic Development Departments, organizations, and Chambers of Commerce to leverage resources to meet workforce development needs as well as the Northwest Ohio Job Centers in serving job seekers and employers. These collaborations may include training, providing information or letters of intent for economic development attraction activities, and providing facilities...
or other resources for events. It may also involve collaborations that strive to achieve social goals, such as working with Northwest Ohio Job Center to connect job seekers with employers and raising standard of living within our communities, and working with students to overcome barriers to program completion – barriers that are frequently social service needs not directly related to obtaining an education.

A strong area of engagement and commitment for the college is with the sponsorship of the Black Swamp Safety Council. Sponsorship requires a commitment to provide monthly educational safety presentations at luncheon meetings for the 160 member companies; to maintain accurate attendance records for submission to the state; to enforce policies and procedures of the Bureau of Workers Compensation for Safety Councils; and to sponsor safety events, scholarships, and other safety-related recognition.

**Core component -5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

The constituencies that depend on NSCC for service are diverse. The primary internal constituents are students. In addition to the primary internal audience, the college also honors its mission to work with and respond to the needs of its external constituencies and partnerships.

**Student Resource Center**

The Student Resource Center (SRC) at NSCC was formed in the spring of 2008. Accessibility Services, the Library, Success Center, Student Activities, Career Services, Retention & Educational Planning, and Transfer Services come together in this department that now provides a much more comprehensive set of services aimed at
student success. The State of Ohio is implementing a funding model based on “success points” in fiscal year 2011 so this integration of services positioned NSCC for the future.

The ten SRC staff members meet bi-monthly to discuss projects, individual students who need comprehensive assistance, and to stay apprised of trends in education and events on campus. In fall 2008, the Early Warning System was implemented to form a “safety net” for students. Faculty members refer students for various reasons including lack of attendance, tutoring, career counseling, and poor academic performance. A SRC staff member follows-up with the student and attempts to keep the student on track for success. This system has been very successful as evidenced by the increase in the number of referrals in fall semester and strong numbers in spring and summer semesters as noted in Table 8.1.

Table 8.1 Early Warning Referrals

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<tr>
<th></th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Summer 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>279</td>
<td>300</td>
<td>46</td>
<td>321</td>
<td>264</td>
<td>37</td>
</tr>
</tbody>
</table>

In response to students seeking a richer experience in the Arts, NSCC has collaborated with Defiance College to provide music classes and develop an NSCC choir. Additionally, NSCC provides art classes each semester and holds an annual Art Exhibit.

To facilitate the transfer of NSCC students into four-year institutions, NSCC has created the University Center. This provides space to our university partners and student access to information and representatives of colleges and universities. Representatives from Bluffton University, Bowling Green State University, Defiance College, Franklin University, Tiffin University, and University of Toledo are on campus at least once a month to meet with students.
**Tech Prep**

NSCC is a member of the Greater Northwest Ohio Tech Prep Consortium, which includes high schools and public colleges in eight counties of northwest Ohio. The Dean of Arts & Sciences and the Vice President for Academics serve on the steering committee for the consortium. Through the Tech Prep partnership, students may obtain accelerated college credit through high school offerings that meet the learning outcomes and competencies of the college course. Students receive both high school and college credit for the dual enrollment courses such as Medical Terminology, Microsoft Applications, Computer-Aided Design, and Photo-editing.

In fiscal year 2009, 382 high school juniors, 418 high school seniors, and 50 high school teachers participated in dual enrollment in technical course work through Northwest State Community College. Tech Prep students were from seven area school districts and earned an average of 4.5 credits each. The Engineering Technologies division houses the Four County Career Center Pre-Engineering Tech Prep program on campus. The Tech Prep instructor is on campus the whole day and teaches classes for the Tech Prep students, which frequently includes “regular” college students. Tech Prep students can also register for college courses that college faculty are teaching. This is a great transition from high school into college.

**Post-secondary Partnerships**

The college has strong articulation agreements with the colleges to which NSCC students typically transfer, such as University of Toledo, Bowling Green State University, Bluffton University, Defiance College, Franklin University, and Trine University. NSCC has 69 articulation agreements in place with other higher education institutions. NSCC also has articulation agreements with specialized colleges such as Ferris State in Big Rapids, MI, which is nationally recognized for their four-year degree in Plastics Engineering Technology. NSCC has the premier associate degree Plastics program in the tri-state (Ohio, Indiana, and Michigan) area.
Franklin University has collaborated with NSCC since 1998 to confer bachelor degrees on NSCC associate degree students. Students earning their associate degree at NSCC remain on campus for an additional year to take bridge courses and then complete the remaining (minimum) of 40 semester hours online through Franklin University. As of fall 2009, 25 NSCC students have completed their bachelor’s degree through this program; three students are currently enrolled.

Bluffton University has been offering a bachelor’s completion program on the NSCC campus since 2000. Known as BCOMP (Bluffton Cohort-based Organizational Management Program), this is an accelerated program designed for working adults. Classes are held once a week for four semesters. Through spring 2009, 94 students have successfully completed the BCOMP. In January 2010, a new cohort of 26 students began the program. In August of 2008, Bluffton began Graduate Programs in Business (MBA and MAOM) on the NSCC campus. The first cohort of 13 students graduated in May 2010.

NSCC collaborates with Defiance College to offer a 1+2+1 nursing program, ultimately leading to a Bachelor of Science in Nursing. Students complete their first year at Defiance College, then transfer to NSCC for 2 years to complete the Registered Nursing program. Upon successful completion of the nursing program and the NCLEX-RN exam, the students can then return to Defiance College for the BSN completion program.

Most recently, NSCC has collaborated with Miami University to offer a 3+1 Bachelor of Science in Applied Science completion program delivered completely on NSCC’s campus with a major in Electro-Mechanical Engineering Technology. In this program, students complete a two-year degree at NSCC in certain engineering technologies and then take an additional year at NSCC. The student then completes the
final requirements for a Bachelor of Applied Science degree through Miami State University by taking online or synchronous classes.

NSCC collaborates with James A. Rhodes State College, Marion Technical College, and Urbana University to form the Northwest Ohio Allied Health Education Consortium. The purpose of this consortium is to increase access to a variety of allied health education programs within a twenty-five county service region and provide health care agencies with a pool of trained practitioners to meet the growing demands in their professions. The programs include radiographic imaging, respiratory care, occupational therapy assistant, physical therapy assistant, and medical lab technician. Each of these programs would be very costly for NSCC to establish because enrollment would be limited by the clinical facilities available.

Students selecting these programs would like to remain in northwest Ohio for their educational experience. The Consortium benefits students by providing an option previously not available and reducing travel time. NSCC is awarded a specific number of seats in each program, which is determined by clinical availability. Students take their general education courses through NSCC and their technical courses through the partner institution. Students take between 33 to 38 semester hours of general education courses through NSCC depending on their major. The student completes the program-specific coursework via distance learning methods from the partner school. Students complete a majority of their clinical placement at local health-care agencies, which reduces travel for the student. Ultimately, the partner institution confers the degree.
Responsiveness to Students

With the downturn of the economy, providing affordable education has become more important than ever. To that end, NSCC has increased its online course offerings and opened satellite locations. The calculated savings in students’ fuel costs in Fall 2008, and Spring 2009, as a result of taking online classes, totaled $74,496. To better serve students in the far reaches of NSCC’s service area, NSCC opened Satellite locations in Bryan, Metamora, Van Wert, Defiance, and Paulding, serving 147 students in Fall 2008; 154 students in Spring 2009; 176 students in Fall 2009; 266 students in Spring 2010; and 223 in Fall 2010. To further maximize cost savings, some courses were delivered to the satellite locations synchronously by utilizing video conferencing technology. Instructors taught classes at multiple locations in real time with complete interactivity. Savings of $2,125 were realized using this method in fall 2008 and spring 2009.

The availability of online classes has benefited students previously unable to schedule face-to-face classes around the other demands of their lives. In 2009, to further accommodate scheduling issues and reduce the students’ travel expenses and time on campus, the Engineering Technology Division began modifying existing courses to a hybrid format that allows the lecture and lab (hands-on portion) to be separated. The lecture portion is taken face-to-face or online while a semi-open lab schedule is used instead of a specifically scheduled lab time. This gives students more flexibility to complete courses around their work schedules.

NSCC has an ambitious student body that participates in a number of student activities. These activities provide additional opportunities for students to lead, organize, hone skills, identify talents, serve the community, and develop as individuals. They also serve many of NSCC’s other constituencies. Table 8.2 identifies the Student groups and associated activities and events that each has organized or sponsored.
Table 8.2  Student Groups and Activities

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Group Activities and Events</th>
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<tbody>
<tr>
<td>Students for Community Outreach &amp; Awareness (SCOA)</td>
<td>Food Drive, Recovery Services Drive, and Humane Society Drive</td>
</tr>
<tr>
<td>Phi Theta Kappa (PTK)</td>
<td>Book Collections, Bloodmobile, and Coat Drive</td>
</tr>
<tr>
<td>Non-traditional Student Lunch Bunch</td>
<td>Support Group for non-traditional students</td>
</tr>
<tr>
<td>Students for Sustainability (S4S)</td>
<td>Recycling and Sustainability</td>
</tr>
<tr>
<td>Student Body Organization (SBO)</td>
<td>911 Tribute, Path Center Chili Cook-Off, Bells for Elves, and Raffle and Photo Contest</td>
</tr>
</tbody>
</table>

Other examples of responsiveness to students are listed below.

- The Division of Institutional Advancement held a Changing Lives Campaign providing needs-based scholarships for students. The college reached its goal of 75 percent participation of Faculty and Staff in this fundraising project the first time.

- Nursing students offer an annual health fair on campus to college students, staff, and faculty with an emphasis on the promotion of health and prevention of disease. The event is also open to community members.

- NSCC plans and conducts the annual We Are IT Event, which promotes non-traditional and STEM careers for women. Approximately 200 ninth and tenth grade girls from eleven different schools from within the College’s service area and immediately surrounding areas, attended the event one year.
In 2010, NSCC sponsored a new event to benefit multiple constituencies of the college. Vendor Day presents an opportunity to introduce students to the goods and services available in the five-county service area.

**Education for Sustainability**

Education for Sustainability (E4S) is an initiative that began on NSCC’s campus in 2005. Starting as part of a sociology class project, a recycling program has evolved across campus. A native landscaping project using designs created from an ecology class project was established. Education for Sustainability has hosted a presentation and workshops with local business people and faculty for a local economic development model; sponsored a community-wide presentation on *Business, Education, and Sustainability*; and by created a special topics course *Social Movements, Public Policy, and Political Action*. Faculty involved in E4S, arranged for students to lead a series of roundtable discussions and other sustainability presentations on campus; frequently these presentations are related to course assignments. Education for Sustainability has become involved in several community outreach and political action activities.

**Responsiveness to the Community**

The economic development directors in the NSCC service area utilize the College’s programs and services to attract and retain businesses in Northwest Ohio. For example, in 2009, Henry County’s Economic Development Director brought representatives from three companies to view our video conference rooms and discuss how NSCC could help them train their employees and keep them competitive in the global market.

In 2009, NSCC began researching with several of its constituencies and partners (including Defiance College), the possibility of birthing either an “entrepreneurship
center,” a “business incubator,” or both, for the five-county area. This would bring together public- and private-sector business partners and create internship opportunities for students.

The College further demonstrates its responsiveness to constituencies by offering facilities to private and public organizations. The college has seven areas commonly utilized by outside organizations: The McDougle Room, The Voinovich Auditorium, Conference Room C200/202, The Atrium, The NSCC Café, Classrooms and Computer Labs, and the NSCC Parking Lot. The Room Usage Report for the period January 1, 2009, through January 31, 2010, lists the names of organizations, dates of room reservation, number of attendees, room reserved, and the activity code. Total reported usage during this period was 520 organizations with a total of 49,805 people attending.

Additional examples of responsiveness to the community are listed below.

- NSCC has a strong Elderhostel program that focuses on serving the seniors in the college service area with programs that develop and enrich this population.

- NSCC Faculty and Staff participate in the United Way Campaign each year. In 2009 and 2010, employees raised over $7,000 for United Way. The monies raised are distributed to service agencies in the various counties.

Custom Training Solutions

Custom Training Solutions serves as the Business & Industry training unit for Northwest State. This division started in 2004 when the college decided to separate business and industry training from the Engineering Technologies Division. In response
to the needs of Business & Industry customers, CTS has developed the infrastructure to deliver training in four different ways:

- On-site training with portable equipment, where the instructor goes to the company to deliver the training. An example of this is doing PLC training for Sauder Woodworking in Archbold, or hydraulics training at Plastics Technologies in Toledo.

- Video conferencing training (Live Virtual Classroom) with multiple sites connected together with video units for the delivery of the training. An example of this training is teaching multiple General Mills plants throughout the country a class on Variable Frequency Drives simultaneously. No one has to travel for this training except to his or her place of employment.

- Web Conferencing training (also a Live Virtual Classroom but without the video component) where multiple sites are connected through a web conferencing software and an audio connection for the delivery of training. An example of this is teaching a class on Microsoft Project Management to multiple Plastic companies across the country. No one has to travel for this training.

- Online Seminars (courses) in which a company wants to train an individual in a specific topic area. These are short, self-paced courses with integrated assessments. An example of this is CTS delivering online seminars to maintenance personnel for First Solar located in Toledo, Germany, and Malaysia.

In January 2009, CTS opened a new site on the campus of Energy and Innovation, a part of the University of Toledo. This collaborative venture between NSCC and the University of Toledo better serves the companies in Northwest Ohio with specialized training services. CTS has 10,000 square feet of space used for training rooms, offices and video conferencing rooms. This arrangement not only benefits companies in the greater Toledo area but also expands services to companies and organizations in the
five-county service area through economies of scale. Because of the limited number of companies and/or employees of companies in the five-county service area needing training in specialized or advanced technological skills, providing training can be cost-prohibitive. Offering this training in the metropolitan area significantly increases the number of individuals or companies needing the training thereby making it economically feasible for our local customers to participate in the skill training.

NSCC contracts with the International Brotherhood of Electrical Workers (IBEW) at various Locals throughout the state of Ohio to provide education to all of their apprentices and journeymen. Currently, these partnerships include Toledo, Cincinnati, Portsmouth, Hamilton, and Cleveland. The major focus of this coursework is to earn a Journeyman’s card; however, students can apply their credits toward an associate degree at NSCC.

NSCC offers video- and web-conferencing services and expertise to companies in Northwest Ohio that would like to reduce or eliminate their travel by using specialized hardware and software to hold meetings with other sites anywhere in the world. An example of these services occurred in late 2009, when the Henry County Economic Development Director sent Sam Simonson to NSCC. Sam owns a small company named Sorba Shock, which develops cushioned flooring for nursing homes. Sam needed to connect to a carpet manufacturer in Dalton, Georgia. NSCC connected the two organizations together with both video- and web-conference connections so Sam could do a PowerPoint presentation and interact with representatives from the Georgia firm.

In early 2010, NSCC was approached by the regional workforce development organization to build a training program to support the employment needs of a new technology startup company called Ruralogic. The current IT programs in the region did
not teach the skills they required of their employees. The focus of the company was to offer Information Technology services to major corporations, with IT professional located in a rural location. NSCC has built a very strong program that takes displaced, unemployed or underemployed individuals through a rigorous 16-week (640 hour) program to prepare them for entry level computer programming jobs. This cohort program includes two industry-recognized credentials. The first cohort will graduate in January 2011.

**Core Component – 5d: Internal and external constituencies value the services the organization provides.**

The previous sections have highlighted ways in which Northwest State Community College serves its internal and external constituencies through programs and services.

**Internal Constituencies**

The college’s primary internal constituencies are its students, faculty, and staff. The College administered the Community College Survey of Student Engagement for the first time in spring 2010. This survey will provide a breadth of information that has not been collected previously by the college. The results of the survey were received in the fall and are currently being evaluated. The Student Resource Center regularly surveys students regarding services offered. The information obtained is used to strengthen offerings within the Student Resource Center.

The college’s other primary constituency group is its faculty and staff. Faculty and staff are surveyed on particular issues on an ad hoc basis. In 2009, faculty and staff were surveyed to determine the effectiveness of the governance system. Ninety percent of the respondents rated the effectiveness as good to excellent.
External Constituencies

All business and industry training and continuing education participants are asked to complete course and/or program evaluations. The results of these evaluations are compiled and reviewed to assess customer satisfaction with the quality and pertinence of course content, instructor, delivery method, materials, and convenience of the training provided. The information is used to make decisions about needed changes to current offerings and to plan future offerings.

Another important indicator that our constituencies value the College’s training services is the repeat business generated. NSCC provides training for approximately 170 companies each year. Civic and community leaders value the training and education services we offer to keep our local workforce competitive. This is evidenced by multiple requests from the Northwest Ohio Job Center to develop specific training programs and to keep them informed of any special programs or additional sections of classes that open up so that their candidates can participate.

In December 2010, NSCC started a Northwest Ohio Business Consortium. The focus of this group is on Lean, Six Sigma and other methods of business efficiency. The consortium was started due to local business demand. Twelve local companies are participating in this group, with the largest being Sauder Woodworking, located in Archbold, Ohio. The focus of this group is information sharing, networking and training. NSCC is serving as the catalyst for this project.

As mentioned in the previous section, NSCC offers facilities to private and public organizations. The value placed on this service is apparent by the tremendous growth in the number and frequency with which the facilities are used.
Continuing education programs sponsored by the Nursing Division and the Division of Allied Health and Public Service for healthcare, law enforcement and social services professionals are evaluated at the completion of each program. Evaluations of faculty/speakers are utilized to determine use of the speaker at future conferences. Participants are also asked to evaluate if the objectives for the program were met. Overall, participant evaluations are very positive. Providers, who utilize NSCC as an approver of continuing education, are also asked to evaluate the approver procedures. Again, the response has been positive. This can also be verified by multiple continuing education program applications being submitted from the same providers, including the Toledo Area Oncology Nursing Society, Fulton County Health Center, Bowling Green State University Geriatric Education Center, and Community Hospitals and Wellness Centers.

Summary

NSCC is committed to serving and engaging its constituents. The College has enacted its mission and values in a variety of ways that are mutually beneficial to the College and to the community.

Strengths for Criterion 5

- NSCC is very responsive to Business & Industry training needs.

- NSCC utilizes technology to deliver credit and non-credit courses to its constituents through video conferencing courses, web conferencing courses and asynchronous web courses.

- NSCC successfully completed an environmental scanning process that was valued not only by the college for the strategic planning process, but also by local business leaders. Information will help make better business decisions that in turn will support local economic development efforts.
• NSCC has built a strong partnership with the University of Toledo, which is the major STEM University in northwest Ohio. This partnership goes beyond transfer to actual business processes, including facility sharing, purchasing and economic development initiatives.

• NSCC was first to market in NW Ohio an associate degree program in Alternative Energy.

• NSCC has the premier Plastics Engineering program in the state of Ohio. The Plastics program at NSCC is one of the top three Plastic programs nationally, according to the Mid American Plastic Processors (MAPP), which is located in Indianapolis.

Areas for Improvement

• Offer more short term accelerated programs for displaced/unemployed workers in Northwest Ohio.

• Have CTS coordinate the marketing and delivery of Nursing and Allied Health CEUs for Northwest State. CTS has the existing infrastructure to better market and register the students for the non-credit training.

• Establish a stronger focus on industry recognized credentials embedded in both the short-term training programs, as well as the more traditional academic programs.

• Build a stronger connection with local employers. Make sure that NSCC offers programs that will fulfill their employment needs.

• Build a sustainable environmental scanning process that will continually assess the local, regional and national trends in an effort to better adjust programs and services to serve the needs of our constituents.

• Educate local community and business leaders on the services that NSCC has available to better serve them.
Chapter 9

Federal Compliance
Federal Compliance

Northwest State Community College has a solid history of integrity in legal and fiscal matters. This is evidenced in part by the college’s compliance with federal and state regulations. This chapter addresses institutional compliance with federal and state mandates.

Credits, Program Length, and Tuition

Northwest State Community College operates on a semester schedule with fall and spring semesters each running sixteen weeks. Two eight-week sessions run concurrently within the 16-week schedule in the fall and spring. The main summer session runs in an eight-week format. Flexibly scheduled courses are available each semester and run in a variety of lengths. Any flexibly scheduled course must fall within the specified fall, spring, or summer financial aid term.

The majority of courses are identified as lecture, lab or a combination of lecture and lab. One credit hour is awarded for each fifty minutes of class per week; credit hours for lab vary depending on the type of lab experience. The Ohio Board of Regents has established guidelines for awarding credit hours for laboratory, clinical, practicum, cooperative work experience, field experiences, observation, and seminars. Each type of experience has a different ratio of clock hours to credit hours identified. Class schedules are built with the ratio of clock to credit hours incorporated. Most daytime courses are scheduled two times per week while evening courses are scheduled one time per week.

All courses are assigned credit hours with the majority of NSCC courses being three credit hour classes; however, credit hours range between one credit to eight credits per course. Students may earn an associate degree or certificate of completion based upon completed requirements. All associate degrees require a minimum of 60
credit hours and up to a maximum of 72 credit hours. Certificate programs are of varying lengths, but are comprised of academic credit courses. A one-year technical certificate is comprised of 30 to 37 credit hours while a short-term certificate consists of fewer than 30 credit hours. All associate degree programs contain five general education core courses. These core requirements were discussed previously in chapter six. Each degree program determines any additional general education course requirements.

Effective fall 2011, the general education core requirements will include six courses for all new students. Students seeking an associate degree will have a minimum of three credit hours each in Composition I, Composition II, social/behavioral science, humanities, natural science, and mathematics. These core courses will meet the Ohio Board of Regents general education guidelines for associate degrees.

Tuition is charged based on the residency status of the student, with out-of-state students being charged a higher tuition rate than in-state students. Credit courses are charged the same rate of tuition per semester credit hour, with the exception of three-credit hour courses on Fridays and Saturdays. The Ohio Board of Regents approved a reduced tuition rate during the 2008-09 academic year to encourage enrollment on Fridays and Saturdays. This reduced rate has been requested by the College for the last two years and has been approved by the Chancellor each year. The fee structure based on residency status is available on the college web page. Laboratory courses carry an additional lab fee, which varies widely among courses. Students can view lab fees and detailed class information by selecting a course from the class schedule listing on the website. In addition to the per credit hour tuition, all students are subject to a $30 student fee each semester. Students can access a detailed transactions of their student account through myNSCC.
**Record of Student Complaints**

NSCC records and responds to student complaints following defined and published policies. Procedures for filing, recording and resolving student complaints, both instructional and non-instructional, are outlined in the Student Due Process and Grievance Policy on page 27 of the College Catalog. All academic related complaints are resolved through the faculty member, instructional deans and the Ad hoc Grievance committee established by the Vice President for Academics. Timelines for each step of the process are delineated in the policy.

The documentation for all grievances, including information regarding resolution, is maintained in a file in the Vice President for Academic’s office. There were 12 grievances filed between fall 2006 through summer 2010 involving ten different students. Six of the twelve grievances completed the entire grievance process and six were dropped or resolved during step one or two of the grievance process. All grievances dealt with grading issues, either final course grades or clinical grades. Nursing students filed six grievances of the 12 grievances; the same student filed three of these grievances against three different faculty members on the same issue. The grievance hearing committee upheld four of the grade issues; allowed one student, who was dismissed from the nursing program, to repeat a failed course; and allowed one student to resubmit an assignment, which raised the overall grade. There are no active grievances at this time. Students may submit complaints verbally or in writing that do not end up in the formal grievance process. These complaints are also tracked in the Vice President for Academics’ office.

Complaints related to sexual harassment are handled by Human Resources. The policy, applicable to staff and students, is outlined in the College Catalog. Any action related to the disciplining of students is administered through the Vice President for Academics.
Transfer Policies

Northwest State Community College accepts transfer credit from regionally accredited institutions in the United States and Canada. To transfer credit from another college, students must submit an official transcript from the college previously attended if they wish to apply the credit toward their program of study at NSCC. A course in which a “D” grade or better is earned will transfer; however, some course prerequisites and program requirements may only be fulfilled with a “C” grade or better. Courses that are evaluated to be equivalent to courses offered at NSCC are posted on the transcript as the specific course, while courses evaluated as college-level but not equivalent to a particular NSCC course are posted as elective credit in the appropriate discipline. At least 30 percent of the credits for a program must be earned at NSCC.

Students may also receive college credit for learning experiences outside the traditional classroom, such as work experience, previous training, or other prior documented learning. Credit is evaluated by examination, portfolio evaluation, or other college-approved documentation.

Ohio has a state-wide policy to facilitate students’ ability to transfer credits from one public institution to another. This policy is described on page 9 of the College Catalog. The NSCC Transfer Module consists of 40 credit hours of general education that transfers to other public institutions in Ohio. The Ohio Board of Regents has also approved Transfer assurance guides (TAGs) for several academic areas. TAG courses are reviewed and approved by a state-wide faculty panel. TAG courses are guaranteed to transfer to any public institution in Ohio.

Verification of Student Identity

Northwest State Community College offers online courses through WebCT. All students must complete the NSCC application process, at which point they provide
identifying information, which is required for registration. Student information is maintained in NSCC’s secure database system, Banner.

All NSCC students are issued a student ID consisting of a unique user name and password. All online students access their WebCT courses through myNSCC, by logging in with their unique user name and password. Submission of materials for student assessment and evaluation is managed through WebCT. The College will continue to enhance the verification protocols as federal requirements for student verification evolve.

**Institutional Compliance with the Higher Education Reauthorization Act – Title IV**

Northwest State Community College is in full compliance with all requirements of the Higher Education Reauthorization Act of 1998. NSCC demonstrates compliance with federal mandates by completing the Program Participation Agreement. The last agreement was completed in 2006 and authorized NSCC to continue to offer Federal Financial Aid programs through December 31, 2011. According to the document, NSCC is eligible to participate in the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant, the Federal Work Study Program and the Federal Direct Student Loan Program. In addition, NSCC is Title III eligible. NSCC operates the federal aid programs with integrity by using information about students and financial aid responsibly, in accordance with Gramm, Leach Bliley Act and FERPA regulations.

**Student Loan Default Rates**

The Financial Aid office regularly monitors the college’s student loan default rate and works with students to help keep the default rate low. Even though the rate has remained fairly constant the past few years, the default rate has decreased from a high of 8.4% in 1994. Table 8-1 below illustrates cohort default rates for the past five years.
Table 8-1 NSCC Cohort Default Rates

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Official Cohort Default Rate</th>
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</thead>
<tbody>
<tr>
<td>FY 2004</td>
<td>6.7%</td>
</tr>
<tr>
<td>FY 2005</td>
<td>4.0%</td>
</tr>
<tr>
<td>FY 2006</td>
<td>5.2%</td>
</tr>
<tr>
<td>FY 2007</td>
<td>4.0%</td>
</tr>
<tr>
<td>FY 2008</td>
<td>8.0%</td>
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</table>

The college has implemented measures to keep the student loan default rate as low as possible. All students who apply for financial aid receive a *Financial Aid Terms and Conditions* sheet. Information regarding financial aid can be found in the College Catalog and on the college website. First-time student borrowers are required to complete entrance counseling online per the direct loan website.

Upon graduation, all financial aid recipients are required to attend an exit interview, in either a group or individual meeting. A bank representative reviews repayment procedures during the group exit interview meetings. Students who are unable to attend a group meeting must meet individually with a financial aid officer or counselor to review this information. Students receive a brochure, *Loan Management 101*, during the exit interview, which also outlines repayment procedures. Student responsibilities regarding financial assistance are discussed at both the entrance and exit interviews.

**Financial Responsibility**

The State of Ohio mandates an audit of financial records each year. The most recent NSCC audit, conducted by Balestra, Harr & Scherer, CPAs Inc. in fall 2009, stated, “In our opinion, NSCC complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2009.” There have been no limitations, restrictions or termination measures taken against any Title IV program at NSCC.
Satisfactory Academic Progress and Attendance Policies

Satisfactory Academic Progress is outlined on page 14 of the College Catalog as well as posted on the college website. Three conditions determine satisfactory academic progress. First, students must meet a cumulative grade point average requirement according to the number of hours attempted. Second, students must successfully complete no less than 67 percent of all credits attempted cumulatively. Third, students must complete their course of study within 150 percent of the actual credits required. Students who did not meet the academic progress standards are placed on financial probation or suspension. When students fall below the grade point average or course completion percent for two consecutive terms, they are placed on financial aid suspension.

Students placed on financial aid suspension may appeal the decision by attending a Financial Aid Appeal Workshop and submitting the SAP Appeal application. The appeal workshops include information on how to complete a financial aid appeal successfully and tips on successful degree completion.

Disclosure of Campus Crime

Northwest State Community College files crime statistics annually with the U.S. Department of Education. Annual campus crime reports are available on the college website. No reportable crimes occurred on campus between 2006 and 2009. In fiscal year 2010, there were two employee harassment complaints resolved through the Human Resource office.

Advertising and Recruiting Materials

Northwest State Community College accurately reports its affiliation status with the Higher Learning Commission (HLC) in major college documents and publications. For example, the most current (2010-2011) catalog and the College’s web site reference
the accreditation status of the institution and include contact information for the HLC including the address, web site and local telephone number.

The Coordinator of Communications & Publications and Vice President for Institutional Advancement ensure consistency to major publications at NSCC. As new publications are designed, the appropriate HLC information will be referenced when referring to the accreditation status. The Vice President is also responsible for assuring that college materials accurately describe the College and its mission. Staff checks all material, whether in print or online, for accuracy and consistency.

Relationships with Other Accrediting Agencies and with State Regulatory Bodies

Northwest State Community College does not hold dual institutional accreditation. Several programs have professional approvals or accreditations.

- Human Services Programs - Students who successfully complete the major can apply for registration as a social work assistant with the State of Ohio Counselor, Social Worker and Marriage & Family Therapist Board.

- Pre-Kindergarten and Educational Paraprofessional programs are approved by the Ohio Department of Education.

- Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Medical Assisting Education Review Board of the American Association of Medical Assistants Endowment.

- The Registered Nursing program is accredited by the National League for Nursing Accrediting Commission and approved by the Ohio Board of Nursing.

- The Practical Nursing program is approved by the Ohio Board of Nursing.

- The Business Technologies programs are accredited by the Association of Collegiate Business Schools and Programs.
Public Notification of Comprehensive Visit

The public was notified of the comprehensive site visit for NSCC through local newspapers and the college website. The following notice was submitted to the local press.

ARCHBOLD, OHIO – Northwest State Community College will undergo a comprehensive evaluation visit March 21-23, 2011, by a team representing The Higher Learning Commission of the North Central Association of Colleges and School. Northwest State has been accredited by the Commission since 1977.

The Higher Learning Commission is one of six accrediting agencies in the United State that provide institutional accreditation on a regional basis. Institutional accreditation evaluates the entire institution and accredits it as a whole. Other agencies provide additional accreditation for specific programs. Accreditation is a voluntary process. The Commission accredits approximately 1100 institutions of higher education in a nineteen-state region. The Commission is recognized by the U.S. Department of Education.

For the past 2 years, Northwest State has been engaged in a process of self-study, addressing the Commission’s requirements and criteria for accreditation. The evaluation team will visit the institution to gather evidence that the self study was thorough and accurate. As a part of the process public comment is invited. Comments must address substantive matters related to the quality of the institution or its academic program.

The public is invited to submit comments regarding the college:

Public Comments on Northwest State Community College
The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Written, signed comments must be received by The Higher Learning Commission no later than February 21, 2011. Comments should include name, address, and telephone number of person providing comments. Comments will not be treated as confidential.

###

Northwest State Community College is a fully accredited two-year, state-assisted institution of higher education that has served Northwest Ohio since 1969. Northwest State is committed to providing a quality education with personal attention and small class sizes. Furthermore, the College offers associate degrees that transfer to baccalaureate degrees. Through its partnership with other universities, Northwest State students also can earn a bachelor’s degree right at Northwest State. For more information, visit www.northweststate.edu or call 419-267-5511.
Summary

Northwest State Community College complies with all federal mandates. The College recognizes that compliance to stated requirements is essential to the integrity of the institution.
Chapter 10

Request for Additional Location
The Higher Learning Commission

Substantive Change Application, Part 1: General Questions

Branch Campuses and Additional Locations

| Institution: Northwest State Community College | City, State: Archbold, OH |
| Name of person completing this application: Cindy A. Krueger |
| Title: Vice President for Academics | Phone: 419-267-1233 | Email: ckrueger@northweststate.edu |

Requested Change(s). Concisely describe the change for which the institution seeks approval.

Additional location for total program delivery of Alternative Energy program on the Scott Park campus at the University of Toledo.

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the “Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval” to make certain that current HLC policy requires the institution to seek approval.

| Change in mission or student body: | Five or more courses: |
| □ change in mission | □ at a degree level not now included in the institution’s accreditation |
| □ change in student body | □ at an out-of-state or foreign location |

| New additional locations: | New academic program(s) requiring HLC approval: |
| x in home state | □ certificate |
| □ in other state(s) or in other country(ies) | □ bachelor’s |
| □ new or additional campus(es) | □ diploma |
| | □ master’s/specialist |
| | □ associate’s |
| | □ doctorate |

| Contractual or consortial arrangement: | Other: |
| □ Outsourcing 25 – 50% of a contracted program to an organization not accredited by a USDE-recognized agency | □ Request for access to Desk Review for additional locations |
| □ Outsourcing more than 50% of a contracted program (the request will receive intense scrutiny and will be approved by the Commission only in exceptional circumstances) | □ Request for access to Notification Program for locations |
| □ Offering a program as part of a consortium of institutions | □ Substantial change in scope or level of distance education activity |
| | □ Substantially changing the clock or credit hours required for a program |

Institutional Context for Substantive Change Review. In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.

NSCC’s mission is “to serve by providing access to excellent and affordable education, training, and services that well improve the lives of individuals and strengthen communities.” Alternative energy has become a focus in northwest Ohio. The University of Toledo Scott Park campus became the “energy campus” in Toledo. The University has a masters program in alternative energy but does not have an undergraduate curriculum established. Northwest State Community College recently started an
Alternative Energy program, which has full approval from the Ohio Board of Regents. NSCC engineering technology students have a history of transferring to the University of Toledo so this partnership is just an extension of current practice.

The Ohio Board of Regents is encouraging collaborations between institutions of higher education. There is a state-wide initiative to increase the number of college graduates in the state. Since NSCC had an alternative energy curriculum in place, collaborating on this program was seen by the Presidents from both institutions to meet state goals.

Special conditions. Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?</td>
<td>NO</td>
</tr>
<tr>
<td>Has the institution’s senior leadership or board membership experienced substantial resignations or removals in the past year?</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?</td>
<td>NO</td>
</tr>
</tbody>
</table>

Approvals. Check the approvals that are required prior to implementing the proposed change and attach documentation of the approvals to the request. Indicate the file name of the documentation.

- ☐ Internal (faculty, board) approvals (file name: _____________ )
- ☐ System approvals (for an institution that is part of a system) (file name: _____________ )
- ☐ State approval(s) (file name: _____________ )
- ☐ Foreign country(ies) approvals (for an overseas program or site) (file name: _____________ )
- X No approval required
Is the program approved by a specialized accreditor? If yes, please identify the accreditation and outline the process and timeline for seeking the other accreditor’s approval.

No, the program is not approved by a specialized accreditor.
Submit a Substantive Change Request

Attach the “Substantive Change Application–General Questions” as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. It will be provided to future HLC review processes.

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions. Your total submission should be no more than 8-10 pages. Submit your completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

As many as three new additional locations, or one branch campus, may be requested in a single proposal.

Name of Institution: Northwest State Community College

Type of request: (x) additional location(s) ( ) branch campus

Part 1. Characteristics of the Change Requested

1. Provide the name and address of each location requested, indicating whether the location will be a branch campus (where degree programs are offered with full support services) or an additional location (where 50% or more of a degree program, diploma program, or certificate program is offered without full support services).

   University of Toledo Scott Park Campus (Additional location, complete a full degree)
   2225 Nebraska Avenue
   Toledo, OH

2. In addition, provide for each location the following information:
   a. The date at which the location is projected to begin operation. Fall 2011
   b. Whether the location offers Title IV eligible programs.
      The Alternative Energy program is eligible for Title IV funding.
   c. The Classification of Instructional Programs terminology (CIP codes). CIP codes are established by the U.S. Department of Education’s National Center for Education Statistics. More information is available at http://nces.ed.gov/ipeds/cipcode/.
      The CIP code is 15.0503
   d. Whether the location will be permanent or temporary (for a set number of cohorts).
This will be a permanent location for the program. It is a collaborative effort with the University of Toledo. Students will be dually enrolled at both institutions.

e. The primary target audience for the location (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group) to the extent, if any, that it differs from simple geographic considerations.

Any eligible college student, full-time, part-time, traditional college age, working adults, transfer students, military personnel are eligible for the program.

f. List all degree, diploma, or certificate programs (with corresponding level of instruction) for which 50% or more of the program will be available at each proposed location and indicate whether each such program will be fully available at that location.


The entire program will be offered at the location through a partnership with the University of Toledo. Students will be dually enrolled at Northwest State Community College and the University of Toledo. Approximately 50% of the coursework will be completed through each institution. Students will graduate with an Associate degree from NSCC. The program curriculum is controlled by Northwest State Community College.

3. If you are planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

<table>
<thead>
<tr>
<th>Type of involvement</th>
<th>Name(s) of external organization(s)</th>
<th>% of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Support for delivery of instruction</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>B. Recruitment and admission of students</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>C. Course placement and advising of students</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>D. Design and oversight of curriculum</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>E. Direct instruction and oversight</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

4. If you are planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

University of Toledo (UT) will be providing general education courses and some basic engineering technology courses for the degree (around 50%). Students will be dually admitted to both institutions; mechanisms are in place to share application information. Joint recruiting efforts will take place.

The courses being taught by the University of Toledo currently transfer between both institutions. Courses taught by UT will be under their oversight; NSCC will maintain oversight of courses taught by NSCC. Both institutions will work together to develop a course schedule that meets the program needs.
Students will have access to support services at the University of Toledo because they will be UT students. Students will take the placement test through NSCC; results will be shared with the University of Toledo. NSCC will be the primary advisors for the program; however, advisors from UT will assist students with courses specific to UT.

Part 2. Institution’s History with Branch Campuses and Additional Locations

5. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

The college currently operates one other location where a complete degree is offered. A certificate in practical nursing and the LPN to RN Advance standing associate degree in nursing is offered in Van Wert. The nursing programs are approved by the Ohio Board of Nursing (reapproved in November 2010 for 5 years). The RN program is accredited by the National League for Nursing Accrediting Commission.

Northwest State Van Wert is located at Shannon Station, 793 Fox Road, Van Wert, Ohio. These programs are offered in collaboration with Vantage Career Center and Wright State University Lake Campus in Van Wert.

Enrollment: Fall 2009: 110 (14.5 FTE)  Fall 2010: 129 (16.4 FTE)

6. If the Higher Learning Commission approves you to open the additional location or branch campus, what future growth do you anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations or branch campuses?

We are not anticipating opening additional locations. Expanding programs at approved locations would be anticipated within three years.

7. How do you plan to manage this growth?

Additional faculty, equipment, and services would be anticipated. As enrollment grows, additional personnel would be hired. Using Van Wert as an example, when the nursing program started, there was one full-time employee at the location. Currently, there are three full-time employees at the site available to assist students.

Part 3. Institutional Planning for Branch Campuses and Additional Locations

8. What impact might the proposed branch campuses or additional locations have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?

Assessment and program review were challenges identified in the 2006 accreditation visit. Many changes have occurred in assessment activities since our last site visit. This program would be incorporated into the assessment cycle and program review processes.

9. For each proposed location, provide a description of physical facilities and equipment to support the programs that will be offered at each requested location.

Physical facilities required at the University of Toledo (UT) campus would include classrooms for lecture and demonstration, and lab space for demonstration purposes and hands on activities or labs. Class rooms must support 20 to 50 students and have appropriate technology. Lab space will support
related lab equipment and have sufficient space for students to safely complete lab assignments. Office space for faculty and support personnel will also be available.

10. What is the evidence that the facilities at the location will meet the needs of the students and the curriculum?

The facility is a higher education institution with established classroom, laboratory, and office space. The space to be utilized was used by the University of Toledo for engineering technology programs previously. UT recently build a new engineering building on their campus. Students will have access to UT support services, such as the library and computer labs.

11. How do you determine the need for an additional location or campus?

Needs of the community are considered. For example with our expansion to Van Wert, the college was asked to bring the program to the community. For the current request, new alternative energy companies are coming to northwest Ohio that will need a trained workforce. This expansion was seen as an opportunity to collaborate and meet community needs.

12. How do you plan for changes and future expansion of additional locations? Who is involved? How are possible new locations examined and evaluated?

Expansion of additional locations is examined and evaluated by the administrative team – President, Vice Presidents, Chief Fiscal Officer, and Academic Deans of involved programs. Each year monies are set aside for new program development; these dollars can be used for program expansion to new locations.

13. How do you assure that promotion, marketing, and enrollment for your branch campus or additional location stay in balance with your actual resources and technical capabilities?

The Vice President for Advancement develops a budget with additional locations in mind. All promotional materials go through this office.

14. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

The Vice President for Advancement is responsible for maintaining accurate communications. All advertising and brochures are handled through the Advancement office.

15. For additional locations only: How do you ensure that financial planning and budgeting for your additional location are realistic? What are your projected revenues and expenses? What are your projected enrollment and staffing needs?

Financial planning and budgeting for the additional location will be based on previous enrollment data of the main campus and projected enrolment at the new location to ensure accurate planning. An increase of 50 percent, approximately 25 FTE, is expected for the Alternative Energy Technology (AET) Program. Approximately one third of this will generate additional revenue through tuition and subsidy for Northwest State Community College (NSCC), and the remainder will be additional revenue for UT. Projected expenses will be minimal as faculty and equipment will be shared with the main campus and UT. Enrollment will be monitored, with additional equipment and faculty requested based on annual program reviews.

16. For branch campuses only: Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:

a. Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.
b. Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Part 4. Curriculum and Instructional Design

How will the institution effectively oversee instruction at the location or branch campus?

Courses facilitated by (UT) will be overseen by the faculty and department head of the UT Engineering Technology department in conjunction with the AET program lead and Dean of Engineering Technology at NSCC main campus. Courses facilitated by NSCC on the UT campus will be overseen by the AET program lead, full-time faculty and, and NSCC Dean of Engineering Technology.

17. What impact (if any) will the new location have on instructional capacity at existing approved locations?

The additional location will both increase capacity for current students who live closer to the UT location and increase access to individuals who would previously be limited by travel distance to the main NSCC campus.

18. Do any of the proposed locations involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

Students will receive credit through both institutions, UT and NSCC, for the courses completed. This credit applies dually toward the AAS in Alternative Energy Technology awarded by NSCC and toward a BS courses in the Engineering Technology area of UT.

Part 5. Institutional Staffing and Faculty Support

19. How do you plan to staff the additional location or branch campus, including faculty qualifications and full-time vs. part-time faculty? How does this differ from your processes for staffing at the main campus?

Curriculum is shared between (UT) and Northwest State Community College (NSCC). UT courses are existing courses already taught in other engineering technology programs and will utilize current UT faculty. Beyond existing UT courses, NSCC will facilitate the courses. Current NSCC faculty, full-time and part-time will be utilized. Current the majority, roughly 80 percent, of the NSCC curriculum is taught by full-time faculty. With program growth additional part-time faculty will be incorporated not to exceed the teaching of 50 percent of the core curriculum. This is the same process as used on the main NSCC campus.

20. What is your process for selecting, training, and orienting faculty for the additional location or branch campus? What special professional development, support, or released time do you provide for these faculty?

The selection and training of additional faculty for the UT site will be the same as for the main campus. Faculty must have the appropriate level degree in a related field along with practical experience. Upon meeting the criteria, candidates will be interviewed by committee comprised of department head, faculty and program lead. New faculty will be oriented to the facility and academic processes prior to the beginning of the term they will teach in. Faculty will be provided a course outline that must be followed including curriculum and assessment procedures. Any additional training required will be provided through NSCC.
Part 6. Student Support

21. What is the evidence that the institution will effectively deliver, support, and manage necessary academic and student services at the location?

Students will be dually enrolled at the Toledo location; therefore, students will support services available through the University of Toledo, such as the library and computer labs. Student advisors and admission counselors will also be available through Northwest State. An office will be available at the Scott Park campus for advisors and counselors.

22. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

A marked change in the mix of students is not anticipated. We expect to have more traditional age students in the program at the University of Toledo compared to non-traditional students. NSCC has a history dual enrolled students in other programs on campus and utilizes consortium agreements for financial aid.

Part 7. Evaluation and Assessment

23. How will you measure, document, and analyze student academic performance sufficiently to maintain academic quality at the location? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

Assessment for the AET program will include main campus and any off-site location, and is lead by full time faculty over the program along with the dean of Engineering Technology. They are responsible annually to determine the specific program outcomes to assess and appropriate assessment methods. Both full-time and part-time faculty related to the program participates in data collection. Upon annual review the full time faculty will implement action plans with the support of the Dean for program modifications based on assessment results.

Beyond specific program objectives, institutional/ general education learning outcomes are assessed at least once every 4 years. The NSCC Assessment Committee determines the institutional outcome(s) to be assessed each year, and faculty members across divisions implement action plans with the support of the Deans.

24. How are the measures and techniques you use for the location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The measures and techniques used will be the same for the main campus and all alternative locations.

25. How do you assess the learning of the students you educate at your location to ensure that they achieve the levels of performance that you expect and that your stakeholders require? What types of comparisons will be made with the main campus and other locations?

Beyond the aforementioned assessments used to measure how well students are achieving specific course outcomes and program outcomes there are other measurements used to measure student success. These include but are not limited to the CAAP test, the SUMMA, the student opinion survey, graduate surveys, and employer surveys. Results of program assessment are annually summarized along with modifications to the program in an annual program review and a four year comprehensive program review. Beyond faculty, staff, and administration, these reviews are shared with advisory committee members and other stakeholders.
26. How do you encourage and ensure continuous improvement at the location?

Assessment is an essential component of the overall quality of teaching and learning at NSCC. It involves a systematic collection of data and information across courses, programs, and the institution including additional sites where programs are offered. Assessment of the Alternative Energy Technology (AET) program provides administration, faculty, and staff with opportunities to monitor the attainment of course and program learning outcomes and to receive feedback for ongoing improvement of the program, with the overall goal to improve student learning while facilitating institutional effectiveness, accountability, and accreditation.
Chapter 11

Request for Continued Accreditation
Chapter 11

Request for Continued Accreditation
This self-study is the summary of a comprehensive evaluation done by the faculty and staff of Northwest State Community College. The College presents evidence that it carries out its mission and fulfills the criteria for accreditation. All areas of the College were studied with campus-wide involvement. Northwest State Community College has been providing high quality education to its students and exceptional service to its community for over forty years. The college fulfills its mission and demonstrates its values by offering a wide variety of opportunities for learning at its campus and satellite locations and through a breadth of credit and non-credit courses and programs. NSCC reveals its commitment to lifelong learning for its students, faculty, staff, and the community through extended student activities, opportunities for service and engagement for students and employees, and community events on campus.

Northwest State Community College respectfully requests continued accreditation by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools.

In addition, the College requests approval for a location change for the Alternative Energy program at the University of Toledo Scott Park Campus.
Appendix
## Appendix B
### Environmental Scan Team Membership

**Economics**  
Natalie Brandon, Career Services Coordinator  
Andrew Kozal, Faculty  
Tami Norris, Computer Training Coordinator  
Ed Singer, Faculty

**Competition**  
Amanda Potts, Coordinator of Publications  
Charlotte Sorg, Director of Financial Aid  
Tom Wylie, VP Workforce Development

**Education**  
Melissa Faber, Faculty  
Jason Rickenberg, Transfer Coordinator  
Larry Zuvers, Bookstore Manager

**Demographic**  
Lori Cain, Support Staff  
Deb Mignin, Faculty  
Kristi Rotroff, Director of Student Resources

**Political**  
Allen Berres, Faculty  
Julie Curry, Support staff  
Cheryl Geer, Admissions Coordinator

**Social Values & Lifestyles**  
Judy Preston, CTS  
Dianne Wendt, Faculty  
Robbin Wilcox, Director of Development

**Labor**  
Pam Bayer, Librarian  
Denis Ciacciuch, Director of Human Resources  
Kelly Carde-Schulte, CTS Sales Manager

**Technology**  
Erich Buser, IT  
Colin Doolittle, Faculty  
Lana Evans, Dean Arts & Sciences  
John Krochmalny, CTS Training Specialist
Strategic Planning Workshop Teams

**Team One**
Dan Burklo, Dean of Engineering Technologies  
Denis Ciaciuch, Director of Human Resources  
Jason Rickenberg, Transfer Coordinator  
Judy Preston, CTS  
Lisé Konecny, Director of Facilities  
Lynda VonDeylen, Administrative Assistant to the President  
Mari Yoder, VP for Institutional Advancement

**Team Two**
Larry Zuvers, Bookstore Manager  
Dianne Wendt, Faculty  
Robbin Wilcox, Director of Development  
Karen Short, Dean of Allied Health & Public Service  
Kristi Rotroff, Director of Student Resources  
Kathy Soards, Chief Fiscal Officer  
Tom Wylie, VP Workforce Development

**Team Three**
Amanda Potts, Coordinator of Publications  
Cindy Krueger, Vice President for Academics  
Dennis Giacomino, Director of Admissions  
Ed Singer, Faculty  
Lana Evans, Dean Arts & Sciences  
Natalie Brandon, Career Services Coordinator  
Deb Mignin, Faculty  
Thomas Stuckey, President