Southern State Community College - OH

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

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

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

- Prioritize Student Success
- Be a Best Place to Work
- Be a Dynamic and Flexible Organization.

The vision casting process has taken on various iterations in the College's history but, the current model, which commenced in 2011, has proven to be the most adaptive and suitable to the College's needs. The current vision and its supporting goals are reflective of broad college and community engagement involving large, group-facilitated planning sessions not to mention many hours of group meetings aimed at articulating the vision and its elements with precision and clarity.

Annually, the vision is revisited to articulate supporting goals that ultimately drive individual performance evaluation and budget planning. The Board of Trustees hosts an annual retreat in which they verify that proposed strategic goals remain aligned with the overall mission, and they vote on those goals. The mission, vision, and goals are integrated into the College operations through mid-year and final personnel evaluations, monthly reports to the Board, and most significantly, the President's evaluation.

1.A.2 Programs, Support Services, and Enrollment Profile Consistent with Mission

The mission commits Southern State to providing accessible, affordable, and high quality education. Central to this is the effective delivery of industry relevant two-year technical programs,short-term certificate programs, as well as a core two year program building toward the foundation of baccalaureate education. Currently, Southern State offers 30 degree programs and seven certificate programs. Additionally, the College's transfer module courses are offered in compliance with Ohio's Articulation and Transfer Policy. Supporting workforce development, the College offers custom-designed programming to meet the needs of area employers as well as the needs of students pursuing short-term, non-credit training. The most relevant example of this programming includes the Truck Driving Academy. Founded in 2002, the Academy has trained over 4000 participants and prepared them for work in local, high-demand jobs.

The Southern State student body profile aligns well with its stated mission, particularly from the standpoint of accessibility and service to southern Ohio. Nearly 90% of Southern State's students originate from the five counties, Adams, Brown, Clinton, Fayette, and Highland that were a part of the original service charter. Only 10% come from outside the area and of those, many are in closely neighboring communities. Often geographically comparable in size to the states of Rhode Island and Delaware, the service region is vast yet sparsely populated. The College supports four campuses across the region. The nearest metropolitan centers are over an hour drive from the region's core and still 30-45 miles from the outermost areas of region. The absence of public transportation and limited college options place the four campuses locations as the most accessible higher education option in the region. This, coupled with a robust offering of online programming and courses offered at local high schools through College Credit Plus, is a testament to the College's commitment to accessibility in the region.

To more completely fulfill the accessibility aspect of the College's mission, the College recently relocated the existing South Campus in Brown County to Mount Orab for the purpose of better serving the broader Brown County region. Consequently, this relocation impacted the students originating from neighboring Adams County. This county, which often leads the state in high poverty, high unemployment, and low educational attainment rates, is the only county not currently served by a physical campus. For this reason, planning for an Adams County campus has been a focal point for

the past several years as demonstrated by inclusion in the College's annual strategic goals and has even resulted in placement of this campus as a top priority for capital funding. These transitions, have necessitated an extraordinary amount of planning and funding advocacy aimed at furthering the College's mission.

Southern State aims to be accessible by recognizing the unique needs of its constituents and designing programs and services to meet those needs. The roughly 185,000 person population across the five-county region is among the most under-served in all of Ohio and often leads the State in poverty, high unemployment and low educational attainment. These factors bring unquestionable relevance to the stated mission. Care is taken to align programs and services, particularly support services, with the complex needs of students. Aside from honoring an open admissions policy, the College actively leverages its capacity to support programs and services that may eventually serve as an entry point to higher education. For example, the College is among only several across Ohio with co-located Adult Basic Literacy and Education (ABLE) centers. Beyond sharing space, the College and the ABLE program work closely to create seamless pathways for students under-prepared for college. Another example of this commitment to accessibility is the College's alignment with the Fayette County Ohio Means Jobs entity. In this example the College leverages its facilities to provide space for employment services.

Academic and student support services reflect a keen sensitivity to the needs of students in the southern Ohio region. It is relevant to note that nearly 70% of Southern State's students are women,

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The mission is articulated publicly.

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

1.B.1 Mission Clearly Articulated in Public Documents

The mission statement, vision, values, are revisited annually as part of strategic planning exercises and communicated frequently through various communication channels, including print and web. Further, during the all-college convenings, the President uses at least a portion of his time to offer an update on the College's progress on overarching goals and, when appropriate, invite the college-community to explore potential goals for the future. During the College's Opening Week activities, a more focused workshop is sponsored to delve more deeply into evaluating the active strategic plan with the College's mission and vision. This affords the College community the opportunity to examine the extent to which its day-to-day activities align with the mission. Lastly, the monthly President's Report to the Board of Trustees includes a notation for items directly linked to the College's strategic plan and ultimately its mission.

1.B.2. / 1.B.3 Mission and Vision are Current and Explain Emphasis on Aspects of the Mission Including Scope and Intended Constituents

The College's strategic vision represents a unifying guide toward fulfilling the college's mission and living its values. Collaboratively, a vision to be "Your First-Choice College," is grounded in the mission to offer affordable, accessible, and high-quality education to the southern Ohio community has been cast. To do this, the College has committed to:

- Being Your **Best Investment** — Whether it's through students investment of tuition dollars, donors' contributions toward scholarships or philanthropist's long-term investment in the Foundation, Southern State wants to be a "best investment" institution. This involves demonstrating good stewardship and sound financial policies and practices in all that we do. It is not enough to accept tuition, grant monies, foundation investments, subsidy and the like without a genuine commitment and earnest effort to use those resources to serve the greater good.

- Creating **Synergy Through Partnerships and Collaboration** — As a college with a broad mission and operating in a unique geographic area, Southern State is well positioned to be a synergistic force. We seek to model agility and foresight in responsiveness to new opportunities while, at times, taking the lead in forming alliances that advance our mission and contribute to

- President_BoT_Pres Report_August 2015
- President_Strategic_Mission & Strategic Vision Web
- President_Strategic_Strategic Plan Brochure 2014 2015
- President_Strategic_Strategic Plan Brochure 2015

Experience-based learning opportunities are also being more commonly explored as a means of promoting diversity. A unique collaboration among fine arts, humanities, and English faculty led to the first travel-abroad opportunity that the College has hosted in many years. While participation was sparse in this inaugural year, the [London trip](#) spurred momentum. A trip to Germany is scheduled for spring 2016.

1.C.2. Processes and Activities Reflect Attention to Human Diversity Within the Mission and for the Constituency Served

- Academic Affairs_Study Abroad_London Study Abroad Poster
- Advancement_Programs_Appalachia Women Identity Presentation
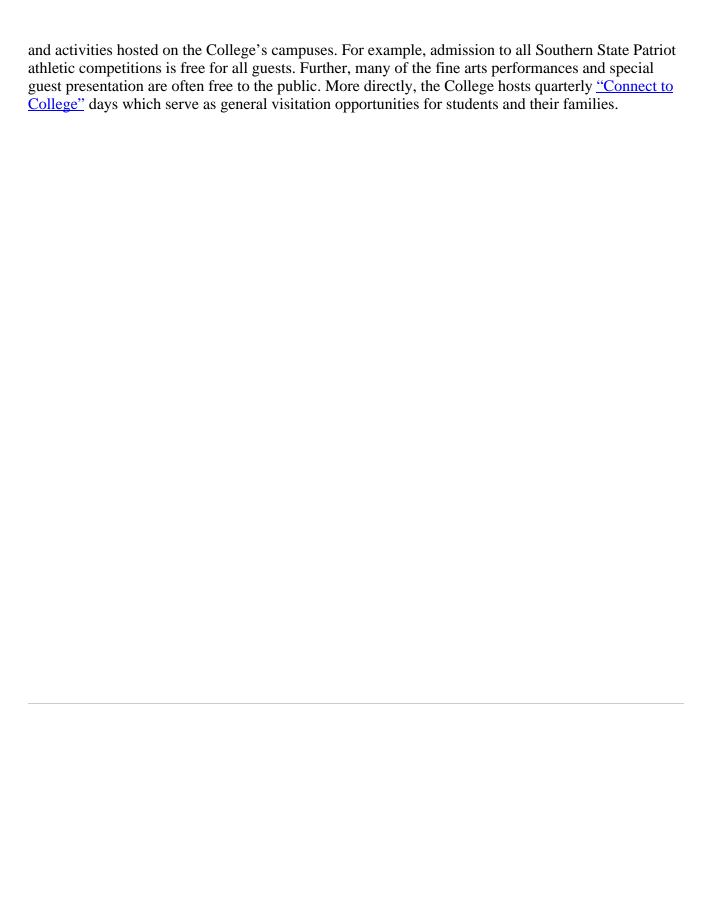- Advancement_Programs_Appalachian Skills Camp 2012 Brochure

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

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

1.D.1 / 1.D.2 Understanding of Educational Role and Public Obligation and Prioritizing Educational Responsibilities

Beyond the geographical relevance of the College's name (Southern, denoting the "southern part of Ohio) the other dominant component of the College's identity is the word, "community." Obligation to Southern State's public stakeholders permeates the institution in word and deed. A central element of the College's strategic plan is to be dynamic and flexible and create synergy through partnerships and collaboration and this is most notably demonstrated through the College's open facility practices, community centered events, and the broad engagement of Southern State students and personnel within community-oriented groups and organizations.

In section 5   events/   tconstity and In"   rm

and activities hosted on the College's campuses. For example, admission to all Southern State Patriot athletic competitions is free for all guests. Further, many of the fine arts performances and special guest presentation are often free to the public. More directly, the College hosts quarterly [“Connect to College”](#) days which serve as general visitation opportunities for students and their families.

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

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

As demonstrated in numerous organizational documents and exemplified in practice across the institution, the College operates with integrity. The institution has adopted fair and ethical policies and processes that govern its board, administration, faculty, and staff. Frequently using best practices of relevant organizations, the majority of these policies and processes are documented in policy manuals central to the operation of the institution. Available in print and accessible via the web, these standard policies include the Board of Trustees Policy Manual, the Policy and Information Manual, and the Catalog.

Integrity in Financial, Academic, Personnel, and Auxiliary Functions

The primary responsibility of the Board is that of fiduciary oversight and ensuring integrity in financial matters. As outlined in Board duties, they are charged with establishing the tuition and fees schedule as well as reviewing and acting on all financial matters, including the annual budget, capital expenditures for facilities, and expenditure items requiring competitive bidding. The Board appoints a Finance Committee which facilitates broader discussion on these issues and makes informed recommendations to the full Board. The Board reviews each month's financial reports including the college's general fund, auxiliary funds, and others. These are published on the web and distributed to the College community through email.

The Business Office, under the leadership of the Vice President for Business and Finance, supports consistent and transparent processes and operations guided by generally accepted accounting principles. The financial functions and practices of the College are subjected to a yearly audit conducted by the Auditor of the State of Ohio. The Auditor of the State of Ohio contracts with an Independent Public Accounting firm that audits the College. The audits are conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in   , issued by the Comptroller General of the United States. The audit includes examining evidence supporting accounting principles used by management as well as evaluating overall financial statement presentation. The Board of Trustees Audit Committee members participate in a pre- and post-audit meeting. For the last ten years the College has had clean reports and there have been no unqualified opinions (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013

Academy. In all other capacities, these areas operate under the same policies, procedures, and practices as all other personnel.

Policies and Processes for Fair and Ethical Behavior

As determined by the Ohio Revised Code, Chapter 3354 and 3358, the College's Board of Trustees has final responsibility for the governance and operation of the institution. The Board By-Laws, included in the Board Trustee Policy Manual, clearly articulate the responsibilities and processes of the Board. This manual, in its entirety, is reviewed and updated annually. All newly appointed board members attend an orientation session in which these are thoroughly reviewed.

The policy resolutions adopted by the Board of Trustees, include those relating to ethics. The Southern State Community College Board of Trustees Ethics Policy is to carry out its mission, in accordance with the strictest ethical guidelines and to ensure that members and employees conduct themselves in a manner that fosters public confidence in the integrity of the Southern State Community College Board of Trustees, its processes, and its accomplishments. The General Standards of Ethical Conduct, requires that the institution's Board of Trustees members and employees must at all times, abide by protections to the public embodied in Ohio's ethics laws and as interpreted by the Ohio Ethics Commission and Ohio courts. The College provides Board members with a copy of these laws and requires a signed acknowledgement of receipt. Further, members are obligated to participate annually in ethics training provided by the Ohio Attorney General and also submit financial disclosure forms. Members and employees must conduct themselves in a manner that avoids favoritism, bias, and the appearance of impropriety. The Board of Trustees follows the American Association of Community College Trustees Standards of Good Practices and are members in "Good Standing."

In addition to policy related to ethics, the Board of Trustees also speaks extensively to openness and transparency for the benefit of a better informed citizenry. The Public Records Policy strictly adheres to the State's Public Records Act and the collective group of laws, commonly referred to as the "Sunshine Laws," which support open records and open meetings. In accordance with this theme of transparency, the Board follows proper meeting notification guidelines and publishes meeting reports online for public access.

Similar to the policy manual guiding the College's Board of Trustees, the Policy and Information Manual, contains general policies and procedures that apply to the conduct and behavior as members of the College community. It contains information regarding the governance, services, functions, employees, students, and facilities of Southern State Community College. Updates and changes to the Manual are annually reviewed and approved by the Board of Trustees and are disseminated to all employees, and acknowledgement of receipt is monitored annually by inclusion of the Manual in the College's employee training platform. The Manual can be accessed at all times on the College's website. Additionally, the information is contained in the orientation materials of all newly hired employees.

Contained within the Policy and Information Manual are several policies that reinforce the institution's commitment to integrity and the aim toward fulfilling the highest ethical standards.

Furthermore the system allows the College to create customized training opportunities for employees such as FERPA, the College's Policy and Information Manual, and maintenance requisition. Professional growth is a key component of the performance evaluation and professional development system that is utilized for staff and administration positions. Generous budgets have been established for investments in personnel growth including tuition reimbursement, which adequately reflect the institution's commitment to integrity in all endeavors.

Regarding employee practices, the College has adopted several practices across the institution which embrace fairness and transparency. For example, the College and its faculty Association both commit to negotiating in goodwill as required by the Ohio Revised Code, Section 4117.01 (G).   Another example is the collaborative nature of the insurance committee and its broad representation to act on behalf of all employees. Structurally, the President hosts All College Meetings in which he uses that platform to share information, report on strategic goals, and generally engage with the college community. Additionally, the President and the Vice President of Academics has a standing invitation to attend the monthly Faculty Senate meetings where they are open to a Q/A session.

Individual employee contracts are issued to faculty on an annual basis. The contract is conditional upon compliance with all College rules and regulations set forth in the Policy and Information Manual and the Southern State Education Association Collective Bargaining Agreement.

- Academic Affairs_Committees_Curriculum Committee_Manual
- Academic Affairs_Computer Use Policy
- Academic Affairs_Statement of Academic Honesty
- Advancement_Communications_Website_Policies & Procedures
- Business Office_Audits_Financial Audit Report 2006
- Business Office_Audits_Financial Audit Report 2007
- Business Office_Audits_Financial Audit Report 2008
- Business Office_Audits_Financial Audit Report 2009
- Business Office_Audits_Financial Audit Report 2010
- Business Office_Audits_Financial Audit Report 2011
- Business Office_Audits_Financial Audit Report 2012
- Business Office_Audits_Financial Audit Report 2013
- Business Office_Budgets_Monthly Financial Report May 2015
- Human Resources_Employee Performance Evaluation Form
- Human Resources_Employee Training Portal
- Human Resources_Organizational Chart
- Human Resources_P&IM Section 1.4
- Human Resources_P&IM Section 3.13
- Human Resources_P&IM Section 3.13 F

- Human Resources_P&IM Section 3.13 H
- Human Resources_P&IM Section 3.14
- Human Resources_P&IM Section 3.8
- Human Resources_Policy and Information Manual
- Human Resources_Tuition Reimbursement Program
- Ohio Revised Code_Chapter 3354
- Ohio Revised Code_Chapter 3358
- Ohio Revised Code_Chapter 4117.01
- President_All College Meeting_August 2015 Presentation Slides
- President_BoT_Assoc of Comm College Member in Good Standing
- President_BoT_Assoc of Comm College Standards of Good Practice
- President_BoT_Board By-Laws
- President_BoT_Board Duties
- President_BoT_Email Recap_August 2015
- President_BoT_Email Recap_January 2015
- President_BoT_Email Recap_May 2015
- President_BoT_Ethics Policy
- President_BoT_Ethics Training Document
- President_BoT_Financial Disclosure Form
- President_BoT_General Standards of Ethical Conduct
- President_BoT_New Trustee Orientation
- President_BoT_Policy Manual
- President_BoT_Policy on Meetings
- President_BoT_Public Records Policy
- SSEA_Collective Bargaining Agreement 2013-2016
- SSEA_Collective Bargaining Agreement Appendix B - Contract
- Student Affairs_Admissions_Transfer
- Student Affairs_Campus Safety Webpage
- Student Affairs_FERPA
- Student Affairs_Financial Aid_OBR Audit Letter
- Student Affairs_Financial Aid_Return of Title IV Funds Policy
- Student Affairs_Financial Aid_Student Rights & Responsibilities
- Student Affairs_Financial Aid_Title IV Loan Code of Conduct
- Student Affairs_Statement of Sexual Harrassment Catalog p. 37-38
- Student Affairs_Student Appeal Process
- Student Affairs_Student Code of Conduct

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

The integrity of Southern State's communication strategies is grounded in a firm belief that honesty, accuracy, clarity, and transparency are essential to any message. Across the institution there are sound processes in place for continuous improvement in communication. Internal and external messaging is shaped with a mindfulness toward the College's mission and accuracy. Measures of quality assurance rest heavily on interdepartmental communications and, depending on the project, a series of reviews and verification. The College uses a broad range of tools to present the institution including, publications, web, and social media.

Continuous Improvement Toward Clarity and Accuracy

One example of the College's high regard for accuracy, quality, and transparency is the Institutional Collaboration Committee which formed in 2012. The result of several departmental representatives

that the final product is reflective of highest level approvals.

Like the catalog, the College's website is a vital component of the College's communication strategy. As the primary public medium for internal and external audiences, the web function is coordinated by a webmaster reporting to the Vice President of Institutional Advancement. Since the College's first,

- Student Affairs_Student First Committee Meeting Summaries
- Student Affairs_Student Handbook 2014-2015
- Student Affairs_Student Success Center_IPAC Binder Contents
- Student Affairs_Tuition_Tuition & Fees Catalog
- Student Affairs_Tuition_Tuition & Fees Web

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

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

Southern State Community College is a state-assisted community college serving southern Ohio. Power and duties of the Board of Trustees derive from [Chapter 3358.08 of the Ohio Revised Code](). From this the Southern State Board of Trustees is empowered to make decisions that are in the best interest of the institution and charged with assuring the College's integrity. These responsibilities and associated procedures are fully defined and articulated in the [Southern State Community College Board of Trustee Policy Manual]().

2.C.1.Deliberations Reflect Institutional Preservation and Enhancement

The Southern State Board of Trustees generally meets on the second Wednesday of the month and schedules other meetings as necessary. The Board By-Laws indicates, unless otherwise specified, there shall be at least six regular [annual meetings]()m   t

educational functions of the College. As such, the College's position has been formalized through the [Policy and Information Manual's section 5.14 | Maintenance of Law and Order.](#)

Students also contribute in this regard. Central to the mission of Southern State is a commitment to education that promotes academic excellence, personal and professional growth, free and unbiased

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

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

through relevant citation processes. These guides are created upon request of faculty or based on student demand. A comprehensive research guide is available to students online which supports scholarly practice.

Within the Student Success Center, tutoring is an integral part of student support and guidance. The Center is committed to providing free, quality tutoring assistance and resources necessary to ensure the academic success of all students by offering one-on-one mentoring, drop-in labs and online services on all campuses. Assistance in all aspects of a student's academic experience, including research, is available.

2.E.3. Policies on Academic Honesty and Integrity

For students, academic honesty and integrity are introduced at the point of orientation and repeated numerous times thereafter on course syllabi. The College's Statement of Academic Honesty and subsequent sections related to plagiarism and academic misconduct clearly articulate related definitions, actions that constitute misconduct, and sanctions for stated misconduct and are included in the College catalog and website.

Southern State's expectations for core learning include the responsible use of knowledge. To provide direction for students, faculty, and staff, the College publishes a policy for use of computer resources. The general statement of responsible computer usage states that the Southern State computing resources are intended for college-related purposes, and specifies the direct and indirect support of instruction for faculty, administrative functions, and the free exchange of ideas among the College community and between the College and external communities. The policy states that the rights of academic freedom and freedom of expression apply to the use of our computing resources, including responsibilities and limitations associated with those rights and their legal and ethical behavior. The policy applies to all users of the College's computing resources, whether affiliated with the College or not and to all uses of the College's computing resources, whether on campus or at an external location.

- Academic Affairs_Computer Use Policy
- Academic Affairs_CORE_Learning Outcomes
- Academic Affairs_CORE_Outcomes per Discipline
- Academic Affairs_Library_Evaluation of Resources
- Academic Affairs_Library_Research Guide
- Academic Affairs_Library_Resource Guides List
- Academic Affairs_Statement of Academic Honesty
- Academic Affairs_Syllabi_ENGL 1102 English Comp II
- Academic Affairs_Syllabi_PSYC 1108 College Success
- Student Affairs_Student Success Center_Organization

Online Instructor Requirements- To address issues of completion in online courses, faculty members have the ability to provide additional information about their course through a webpage. Students wishing to take an online course may access information about the course on this page prior to registration. The goal is to help students understand what they will need before they attempt an online course.

Faculty Responsibilities for Online and Hybrid courses- Governance of faculty responsibilities for online and hybrid courses is outlined in the faculty contract in Article 7.15-7.22. Included in this section is how courses will be developed, how faculty will be compensated, how the College will support faculty, what software and hardware may be used, and how faculty will communicate with students.

Dual credit courses offered through College Credit Plus must adhere to state law and corresponding rules as developed by the Ohio Department of Higher Education.

- Academic Affairs_Assessment_Assessment Plan Respiratory
- Academic Affairs_Catalog_2015-2016 Course Catalog
- Academic Affairs_Catalog_2015-2016 Course Catalog (page number 6)
- Academic Affairs_Catalog_2015-2016 Course Catalog (page number 81)
- Academic Affairs_Committees_Advisory Committee_Folder Contents
- Academic Affairs_Nursing_PN NCLEX Pass Rate
- Academic Affairs_Online_About Online Learning
- Academic Affairs_Online_Online Instructor Requirements
- Academic Affairs_Program Review_2014-2016 Review Cycle
- Academic Affairs_Programs_Associate Degree Programs Web
- Academic Affairs_Programs_Certificate Programs Web
- Academic Affairs_Programs_Program Outline Web Examples
- Academic Affairs_Programs_Program Outlines Catalog
- Academic Affairs_Syllabi_BADM 2251 Business Law I
- Academic Affairs_Syllabi_ENGL 1102 English Comp II
- Academic Affairs_Syllabi_Syllabus Template
- Academic Affairs_Syllabi_Website
- Academic Affairs_Transfer Agreements_Agreements List Catalog
- Ohio Board of Regents_Academic Program Review Guidelines
- Ohio Board of Regents_Academic Program Review Guidelines (page number 53)
- Ohio Revised Code_3333-1-65.1 to 3333-1-65.10
- SSEA_Collective Bargaining Agreement Article 7.164
- SSEA_Collective Bargaining Agreement Articles 7.15-7.22

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

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

3.B.1. General Education Programming Appropriate to Mission, Education Offerings and Institution Level

Southern State's general education program centers on core learning outcomes designed to provide both personal and professional awareness and success. Since both technical and transfer liberal arts degrees are offered, the general education requirements for each program differ.

The Associate of Arts and the Associate of Science provide two years of formal education which are designed to be the base from which students may pursue a baccalaureate program. A requirement of each degree is the completion of the Transfer Module in accordance with the Ohio Department of Higher Education. The Transfer Module consists of a specific subset or the entire set of a college or university's general education requirements in English composition, mathematics, humanities, fine arts, social science, behavioral science, physical science, natural science, and interdisciplinary course work. To complete either the Associate of Science or Associate of Arts, students must have completed 36 semester credit hours in the Transfer Module, in addition to a minimum of an additional 24 hours at the 1100 level or higher.

Associate degrees in technical programs (Applied Business, Applied Science, and Technical Studies) are required by the Ohio Department of Higher Education to have a minimum of 30 general education or applied general education hours, which are courses deemed necessary for a foundation in the profession. Within these 30 hours, 15 hours must be non-technical as prescribed the Ohio Department of Higher Education. Additionally, the Ohio Department of Higher Education requires the following: 3 hours of English, 3 hours of mathematics, and at least six semester hours from two of the following three categories, arts and humanities, social and behavioral sciences, and natural science.

3.B.2. General Education Learning Outcome Framework

As part of Southern State's last Higher Learning Commission reaccreditation visit, the College was challenged to develop, share, and assess the core learning outcomes for all students. Following this visit, the College worked to revise and update a set of core learning outcomes

mapping,

- [Dr. Ryan McCall](#), Vice President of Southern State Community College, talked to faculty, staff and students about his personal upbringing and how being a first-generation student had changed his family tree.
- The College also sponsored a speaker who addressed generational poverty based on the work conducted by Ruby Payne.

To expand students' understanding of other religions the World Philosophy instructor invited a local imam to present on "[Understanding Islam](#)". The presentation was open to the student body and staff. Due to the interest, the instructor looked to arrange for a local rabbi to share Jewish cultural ideologies with the Spring philosophy class. Additionally, another instructor invited a practicing Buddhist to explain foundational beliefs and daily practices.

[Steve Free](#), a member of the Scioto Shawnee tribe and a recording artist, presented a free concert for SSCC and general public. The audience was treated to various native American songs and educated on the significance of their lyrics and musical styles to the Shawnee.

The College, on the Mt. Orab campus, hosted a [Mende](#) (Sierra Leone) Tribal Masks Exhibit. The Mende tribe women (the Sande Society) use the bundu mask, a black helmet style, to instruct young

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

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

3.C.1. Faculty Resources Sufficient for Quality Academic Delivery, Oversight, and Assessment

Southern State employs adequate numbers of both full-time faculty and adjunct faculty. The student to faculty ratio is 18:1 based on the IPEDS Fall 2014-15. This low ratio provides opportunities for faculty to develop relationships with their students. Faculty are required to follow certain expectations as outlined in the collective bargaining agreement (Article 7.0-7.08 and 7.11-7.13; Article 9) and in the Policy Information Manual. These expectations outline faculty responsibilities for teaching, evaluation and professional development, involvement in their academic programs, and involvement in the College and community. Adjunct faculty may refer to the Adjunct faculty handbook

3.C.4. Established Processes and Resources to Ensure Instructional Relevancy and for Faculty Professional Development

Faculty are provided a budget to attend conferences and seminars for the purpose of professional development and making presentations at professional conferences. Tuition reimbursement is provided for further education to encourage lifelong learning. Faculty are also encouraged to obtain professional memberships in their field of expertise as well as any other support needed to stay in tune with current trends. Library resources are also easily accessible, including access to electronic professional journals in all relevant fields to ensure latest trends are available. Additionally, the library conducts a workshop during opening week

for classes taken at regionally accredited institutions related to improving their job-related skills. The reimbursement must be approved in advance and each employee is limited to $5,000 of tuition reimbursement per year. [Application](#) of the tuition reimbursement is on the College website.

- Academic Affairs_Adjunct Faculty_Adjunct Credential Review
- Academic Affairs_Adjunct Faculty_Adjunct Evaluation Form
- Academic Affairs_Adjunct Faculty_Adjunct Handbook
- Academic Affairs_Adjunct Faculty_Math Staffing Credentials
- Academic Affairs_Adjunct Faculty_Orientation and Development Agenda
- Academic Affairs_Assessment_Committee Update 2006
- Academic Affairs_Assessment_Fall 2015 Assessment Workshop
- Academic Affairs_Assessment_Spring 2015 Assessment Workshop
- Academic Affairs_Assessment_Webpage Old
- Academic Affairs_CCP_Site Visit Report Form

The institution provides support for student learning and effective teaching.

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

3.D.1. Student Support Services Suited to the Needs of Students

In an effort to improve the overall retention, graduation, and transfer rates at Southern State, the institution has implemented student support practices designed to improve student retention and degree completion. To streamline student services and focus on retention and completion initiatives, student support services were reorganized in 2013. The new Student Success Center encompasses four departments including Tutoring, Retention, Advising, and Career and Counseling Services. The main goal of the Center is to track students from the start of their academic career to the finish. Support services provided by this Center seek to address the needs of the general student population, particularly those who are academically under-prepared students, adult learners, and first generation college students.

Tutoring

In September 2010, the Tutoring Center was restructured to better serve the academic needs of those students seeking additional help. As part of this restructuring, two full-time administrative positions and two part-time associate tutor positions were added, as well as a Mentor Tutor. These additions provide better monitoring of services and improve inter-campus communications. The Tutoring website includes online forms and a Tutor Directory of all lab schedules and tutors available for one-on-one sessions.

Established development practices guide the department in delivering quality services to students, particularly students with disabilities and nontraditional learners. The College Reading and Learning Association recently certified the Center for Levels I, II, and III by the International Tutor Training Program Certification (ITTPC). All tutors must complete level I training to tutor. Upon completion of each level of training, tutors receive certificates for Level I Certified Tutor, Level II Advance Tutor and Level III, Master Tutor.

In 2014, the part–time positions were replaced by one full-time Mentor Tutor responsible for scheduling and training tutors according to ITTPC certification requirements.

The Southern State Tutoring Center is committed to providing free, quality tutoring assistance and resources necessary to ensure the academic success of all students. The Tutoring Center offers one-on-one mentoring, open labs, and e-tutoring/online services at all campuses. Web tutorials, exploration of online tutoring platforms, and tutor training workshops and orientations are ongoing projects.

The Tutoring Center sponsors various workshops, which are routinely assessed. Among the workshops include:

- pre-term workshops for _____(Microsoft Word, Excel, and PowerPoint)
- _____(Blackboard 9)
- _____ to ensure that students are logged into student portals and know how to utilize them.
- _____ Test Prep for students desiring to refresh their skill prior to placement in math or English courses.

Retention

AmeriCorps Coaches provide in-depth, hands-on guidance and assistance to first-time community college students who require remediation, need assistance in locating and utilizing resources on and off campus, or need help in maintaining academic progress.

Coaches are embedded in the College Success class to distribute the Individual Plan for Academic Completion, a supplemental text created by the Student Success Center Staff to be used as an advising tool and a tool for the coaches to guide students one-on-one with:

o   the selection of career and majors,

o   the identification of risk factors and campus resources to address those risks,

o   discussion points for transfer and financial aid,

o   study skills assistance, and

o   the creation of academic completion plans

Coaches are able to reach out to all full-time, first-year students who are strongly encouraged to take College Success. Students in the College Success course are required to create an individual academic completion plan and meet with the coaches as stipulated in the syllabus.

The Early Warning System is a collaborative effort with faculty and staff to identify students throughout the term who have academic or attendance issues and other risk factors, to notify students of academic issues, and to provide options. To ensure that all faculty and staff have a user-friendly

course to completion. Students who wish to pursue a technical program are directed to a faculty member in the respective program to further advise the student.

Eligible students receive accommodations and academic support services. The Disability Coordinator works closely with the student to develop a collaborative individualized plan of accommodations. Faculty, staff, and the Disability Coordinator arrange exam accommodations, assistive technology, alternative media, sign language interpreting/transcribing services, note-taking, and tutoring. Students are encouraged to meet with the Disability Coordinator for general academic coaching, such as test

College and expectations by all parties participating in the clinical education component. These agreements are reviewed, adjusted, and renewed on a rolling basis. Each program director reviews the clinical agreements prior to submitting to the Vice President of Academic Affairs for approval. Additionally, agreements are submitted to the Attorney General for the State of Ohio for approval if there are changes requested by the clinical affiliate.

Many programs provide opportunity for an internship in their curriculum. These internships provide students hands-on experience in a real world environment. Some of the internships are funded with the Ohio Means Internships & Co-ops grant through the Ohio Department of Higher education. This grant provides matching funds for businesses that were willing to take on an intern at their location. Many students who have had succe"

- Academic Affairs_Clinical Practicum Site_MAST Stewarts Pharmacy Agreement
- Academic Affairs_CORE_Learning Outcomes
- Academic Affairs_CORE_Outcomes per Discipline
- Academic Affairs_Internships_Ohio Means Internships & Co-Ops Webpage
- Academic Affairs_Internships_Student Internship and Co-op Opportunities
-

The College has one of the [lowest tuition rates for any non-levy community college](#) in the state of Ohio. The Board of Trustees has been a constant advocate for keeping tuition as low as possible to ensure all students have the ability to afford a college education.

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

Southern State provides associate of arts and science degrees, associates of applied science, business, and technical studies, and related certificates. The degree programs are reviewed on a regular basis through a program review process to ensure relevancy, quality, and student outcomes. As part of statewide transfer guarantees many courses in both the general and technical programs have been vetted at the state level guaranteeing transfer of credit to other state institutions. This transferability provides evidence the courses and programs require levels of performance by students appropriate to the degree or certificate awarded, and that the learning goals are articulated and appropriate for the associate degree level. Additionally, several programs have third party accreditation and are in good standing with their respective accreditors.

The College strives to ensure program quality and learning goals are consistent across all modes of delivery and locations through the use of common syllabi containing stated learning outcomes for each course, and through assessment across all delivery methods. However, based on research, the College is aware of the disparity online courses have when compared to face to face course success rates. To remedy this the College has recently implemented a common template for all online courses, and will be hiring a full-time educational technology specialist to assist faculty with online courses. Additionally, with the new College Credit Plus program the College will be focusing on the quality of instruction in the high school based courses through classroom visits, training for adjunct faculty, and advising sessions with students.

The College has established core learning outcomes designed to provide both personal and professional awareness and success. The core learning outcomes in conjunction with the approved transfer module

- Academic Affairs_CORE_Learning Outcomes
- Academic Affairs_Transfer Module

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

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

1.

- Mission, Goals, and Demand
- Curriculum
-

Current students take the [Community College Survey of Student Engagement (CSSE)](#) survey, every other year to help the College determine the quality of instruction and learning resources, as well as to assure that students have access to faculty and learning resources. Individual degree granting programs are also responsible for monitoring the success of their graduates and reporting on them during Program Review.

Southern State also issues [graduate surveys](#)

- Academic Affairs_CCP_Site Visit Report Form
- Academic Affairs_Committees_Advisory Committee_2014 Notes
- Academic Affairs_Committees_Advisory Committee_2014 Survey Results
- Academic Affairs_Committees_Advisory Committee_BADM 2014 Minutes
- Academic Affairs_Committees_Advisory Committee_Folder Contents
- Academic Affairs_Committees_Advisory Committee_Members 2014
- Academic Affairs_Committees_Curriculum Committee_Manual
- Academic Affairs_CORE_Review Evaluation Form
- Academic Affairs_Graduate Surveys_Report Fall 2014-2015
- Academic Affairs_Graduate Surveys_SSCC Graduate Survey
- Academic Affairs_Graduate Surveys_Survey Results Graphic
- Academic Affairs_Locations_Additional Locations
- Academic Affairs_Prior Learning Assessment_Form
- Academic Affairs_Prior Learning Assessment_Guidelines
- Academic Affairs_Program Review_2014-2016 Review Cycle
- Academic Affairs_Program Review_Evaluation Form
- Academic Affairs_Program Review_Faculty Credentials Guidelines
- Academic Affairs_Programs_Aviation Program Outline
- Academic Affairs_Programs_Business Management Program Outline
- Academic Affairs_Programs_HVAC Program Outline
- Academic Affairs_Survey_CCSSE 2013 Key Findings Report
- Academic Affairs_Transfer Agreements_Agreements List Catalog
- Academic Affairs_Transfer Agreements_Webpage
- Ohio Board of Regents_Academic Program Review Guidelines
- Ohio Board of Regents_Academic Program Review Guidelines (page number 60)
- Ohio Board of Regents_Ohio Transfer Module
- Ohio Board of Regents_Transfer Assurance Guide
- Ohio Revise   "

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

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

4.B.1 / 4.B.2. Goals, Processes, and Claims Related to Student Learning Outcomes for Curricular and Co-Curricular Programming

Constructed largely through the framework created in response to the Higher Learning Commission's feedback following the 2006 visit, Southern State has largely implemented the plans and structures initiated during that review period and used those successes as a foundation for continued quality assessment. Southern State has articulated intended outcomes for student learning on three levels: course, discipline, and program, and the College assesses student learning on all three levels using multiple measurements. The College also sets goals for its co-curricular programs, assesses them, and makes changes based on the findings.

Individual Course Goals and Assessment

Individual course objectives are determined by faculty and staff in each division, approved by Curriculum Committee, and stated in course syllabi. Course-level outcomes are also articulated in the College's annual Academic Catalog.

For Assessment purposes, the College is divided into programs and disciplines. Programs result in students earning a degree, licensure, or certificate. Disciplines consist of core courses, such as English and math, which may be required of multiple programs.

A brief snapshot of where Southern State has been and currently is in regard to assessment shows 43 of the 47 (91%) programs and disciplines with a complete assessment plan and timeline. The remaining four have a working assessment plan and timeline, but it is in need of minor revisions. It also shows an increase of assessment reports being submitted beginning academic year 2010-2011 through 2014-2015. Detailed information on the assessment plans, timelines, and reports is included as additional evidence in Criterion 4.B.3.

Courses designed for specific programs are assessed by their respective divisions (during the annual assessment process) and by the Program Review Committee (during Program Review, which occurs triennially). The same structure is followed for assessment of core courses. The review of individual disciplines and programs are staggered to give the committee time to fully assess each.

there is room for improvement, the program is considered satisfactory. The Nursing program is another example of a program in good standing and in the "continuous" category based on the most recent program review

Southern State's Agriculture (AGRI) Program is an example of a program that required biennial instead of triennial review. Following its review, it was placed in "warning." The Agriculture Department, based on its program review, needed updated physical resources. Funds were allotted to improve and acquire resources, however the program needed more frequent review to assure its success. The Agriculture Program is now off the biennial review, and plans are in place to move the program to the North campus to provide better space and educational opportunities.

More detailed results of SSCC's Program and Core Review, as well as an explanation of actions taken to improve student learning based on those results, are noted in Criterion 4.B.3.

Co-Curricular Program Goals and Assessment

Southern State's Co-Curricular programs also set goals, assess themselves, and make changes to improve student learning based on their findings.

The library regularly asks students, faculty, and staff to complete surveys regarding its programs, resources, or the overall effectiveness. Once results are tallied, changes are implemented based on the findings. Most recently, all SSCC libraries have changed their hours, increased access to basic office supplies, improved the library's online presence and functionality, and acquired new materials for reserve and for general collections at the request of faculty and staff.

After a period without an advisor or student members, Phi Theta Kappa was restored in 2012. Faculty members encouraged students with qualifying grade point averages to join and to apply for scholarships. In 2013, four Southern State students were invited to the Ohio Statehouse to attend a statewide luncheon for the All-Ohio Academic Team. In 2014, that number increased to seven. Phi Theta Kappa members now travel to regional conferences on a regular basis and they actively recruit for new members.

The Southern State Theatre uses its mission and sets goals as the basis for its quality improvement efforts. Following each production the Theatre Director and associates complete a self-evaluation. This has led to a number of improvements in the last few years. Most recently, during the 2014-15 academic year, the theatre moved auditions for spring performances up. They now occur prior to the winter break instead of after. This allows the participants more time to memorize lines, design sets, and perfect other necessary aspects of the performance. As the theatre is part of the larger community, it's also notable that the theatre has begun using social media for promotion and feedback, as well as selling tickets online. Demand for live theatre has increased in our service area, allowing the theatre to raise ticket prices to defray the cost of production.

Student Government Association is another co-curricular group that utilized ongoing assessment activities to improve outcomes. For example, in April of 2011 a "healthy" vending machine was installed at Central Campus in the lounge as a result of student input. This input also resulted in suggestion boxes being installed at all the campus libraries. This group routinely uses surveys to gather feedback. In 2012 this student association addressed Ohio's movement toward a smoke-free campus. As a result, administration and the Board of Trustees were well informed when tit came time to consider policy adjustments. In another example, priority registrations and computer lab availability were addressed, each resulting in improvements to the educational environment.

4.B.3. Using Assessment Information to Improve Student Learning

Southern State uses the data it gathers through assessment, Program Review, and Core Review to improve student learning.

Assessment of Student Learning

Over the past five academic years, the number of disciplines and programs submitting an assessment report has risen from 16 of 48 (33%) in 2010-2011, to 39 of 47 (83%) in 2014-2015. One component of the assessment report asks if the disciplines or programs used the results of their assessment efforts to make interventions to improve student learning. The number of programs and disciplines making changes based on assessment has increased steadily each year, from six in 2010-2011 to 28 in 2014-1015. For the remaining assessment reports where a change was not made, the reports indicated the results met the desired threshold of success for the student learning outcome.

Program and Core Learning Review

In addition to annual assessment of student learning, every program and discipline goes through a triennial review. These reviews enable the College to enact positive changes on multiple levels. College-wide initiatives can be instituted and assessed during these review processes. Likewise, changes that are specific to individual programs and disciplines can be instituted and assessed. Recent College-wide initiatives include, but are not limited to:

- Verifying the credentials of adjunct faculty and training adjunct and College Credit Plus instructors who deliver SSCC curriculum at off-campus locations.
- Instituting an early warning system and assuring that faculty use this system.
- Promoting graduate surveys to the student body to improve assessment and action planning.

Recent program and discipline specific initiatives include, but are not limited to:

- The Chemistry department has incentivized campus visits for local high schools by offering free field trips that allow high school students to see college-level lab experiments.
- The Health and Physical Education department has added online courses.
- The Business Department has made Interpersonal Communications (COMM 1110) a requirement.
- The philosophy department intends to move courses online to meet student demand.
- The history department is planning to add new courses at the 1000 and 2000 level.
-

- Academic Affairs_Assessment_Assessment Timeline Programs
- Academic Affairs_Assessment_Changes Interventions 2010-2015
- Academic Affairs_Assessment_Communications Speech Workshop
- Academic Affairs_Assessment_Communications Speech Workshop Follow-Up
- Academic Affairs_Assessment_English Evaluation
- Academic Affairs_Assessment_Monitoring Report to HLC Assessment and Program Review
- Academic Affairs_Assessment_Programs Assessment Plans
- Academic Affairs_Assessment_Snapshot
- Academic Affairs_Assessment_Type of Delivery
- Academic Affairs_Core Review_Math 2013
- Academic Affairs_CORE_Review Cycle
- Academic Affairs_CORE_Review Evaluation Form
- Academic Affairs_Library_Survey Results Fall 2013
- Academic Affairs_Program Review_2014-2016 Review Cycle
- Academic Affairs_Program Review_AGRI 2014 Resource Page
- Academic Affairs_Program Review_Evaluation Form
- Academic Affairs_Program Review_Faculty Credentials Guidelines
- Academic Affairs_Program Review_MAST 2014
- Academic Affairs_Program Review_NURS 2014
- Academic Affairs_Program Review_OFIT 2011-2012
- Academic Affairs_Program Review_Review Form
- Academic Affairs_Programs_Program Outlines Catalog
- SSEA_Collective Bargaining Agreement Article 9
- Student Affairs_Phi Theta Kappa_Webpage
- Student Affairs_SGA_Surveys
- Student Affairs_SGA_Webpage
- Student Affairs_Student Success Center_Early Alert Guide
- Student Affairs_Theatre_Mission and Goals
- Student Affairs_Theatre_Vendini Survey

Medical Technician Program had low enrollments and ongoing accreditation concerns so the College determined it should be discontinued.
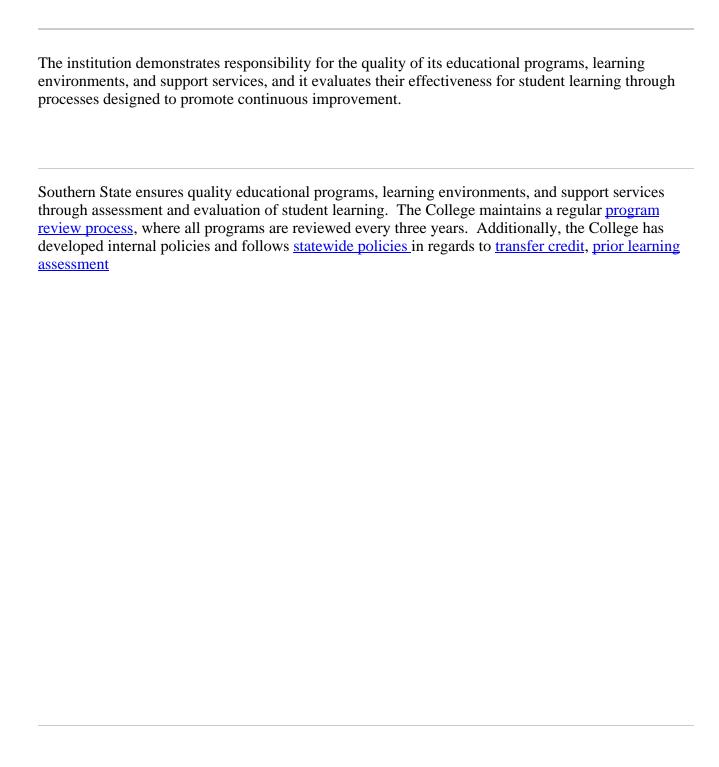
Through the assessment process, many programs implement smaller program changes. An example would be the Computer Science faculty reviewing their curriculum and removing one of the majors and utilizing the meta-major concept to create a more student-friendly course and program layout (computer science program layout before and after). Through the meta-major layout, students lose less time when changing majors within the program by aligning courses common to all programs in the same terms.

In an effort to improve the overall retention, graduation, and transfer rates at Southern State Community College, the institution has sought out relevant student support practices. To streamline student services and focus on retention and completion initiatives, student support services were reorganized in 2013. The new Student Success Center encompasses four departments - Tutoring, Retention, Advising, and Career and Counseling services. The main goal of the Center is to track students from the start of their academic career to the finish. Support services provided by this Center seek to address the needs of our general student population and particularly those who are academically under-prepared, adult learners, and first generation college students.

When reviewing student retention and completion data (IPEDS reports), the College chose to implement changes to advising as part of the student support practices. All new students are to meet with an advisor upon completion of the placement assessment. At that time, students are registered for their respective math and English courses, as well as other courses in their major. Students who are new to college are also encouraged to take the College Success course where they are provided with a program completion plan outlining their respective program and course sequencing to ensure timely program completion. Students who are in technical programs are provided with a faculty contact within the program so the faculty may advise them as they progress towards completion.

- Academic Affairs_Accreditation_Quality Initiative
- Academic Affairs_Assessment_CSCI Metamajor After
- Academic Affairs_Assessment_CSCI Metamajor Before
- Academic Affairs_College Completion Plan
- Academic Affairs_Data_Jim Simpson Data Report
- Academic Affairs_Graduate Surveys_Report Fall 2014-2015
- Academic Affairs_Program Review_AGR

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

Southern State ensures quality educational programs, learning environments, and support services through assessment and evaluation of student learning. The College maintains a regular program review process, where all programs are reviewed every three years. Additionally, the College has developed internal policies and follows statewide policies in regards to transfer credit, prior learning assessment

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strategic filling of positions. Since 2011, enrollment has declined 38%. Commensurate adjustments to staffing levels have taken place through attrition and retirement incentives as opposed to lay-offs and formally declared reductions in force. Moody's reaffirmation of its A3 rating in early 2015 is compelling evidence of the College's anticipation and corrective response to fluctuation while noting the pressure to increase revenue.

The College's organizational structure mirrors its mission. Each area is provided support services necessary to meet its goals regardless of the educational delivery mode or location. Southern State Community College employees 54 full-time faculty, 103 part-time instructors and 166 part-time non-teaching staff and 88 full-time staff members. Included among the full-time teaching staff are a librarian and counselor. The 2014 IPEDS report fully describes the personnel distribution.

Among the non-teaching staff, job descriptions are established and revised on a periodic basis. Within each description, the appropriate qualifications are clearly outlined. Each position is point-factored for placement on the salary schedule. Just as in academics, transcripts and hiring documentation are maintained to demonstrate required credentials and/or qualifications. In fact, the online employment application portal aides in this quality measure by doing the initial qualification screening. Annual performance evaluations among full-time staff are conducted for quality maintenance, personal improvement and institutional progress toward strategic goals. Adjunct instructors, tutors, child care personnel, and part-time instructors of the Truck Driving Academy have alternative models for evaluation.

Southern State operates four campuses throughout a geographic service region in southern Ohio that is comparable in size to the states of Rhode Island and Delaware. The facilities represent approximately 250,000 square feet of usable space sufficient for the College to deliver quality programming. Additionally, credit and non-credit courses are also delivered at off-site locations including area high schools and career centers as well as online. The College is approved for the Additional Location Notification System as prescribed by the Higher Learning Commission.

The physical campuses are managed by a maintenance superintendent and relevant personnel under the direction of the Vice President of Business and Finance. Contracted and certified maintenance agreements are in place for heating, air, and ventilation systems as well as custodial services. In addition to the State Share of Instruction (SSI), Southern State receives biennial capital support for renovations and special projects. This funding assists in fulfilling necessary maintenance and upgrades to plant operations.

In late 2011, as part of a strategic goal during that year, the College underwent a comprehensive facility assessment and utilization study under the direction of a professional engineering and design

articulated a strategic goal related to space utilization. Considered a key aspect of facility management, the effective use of space is equally important to the physical status of the space. Ad Astra, a space utilization software program was purchased in 2014 and is scheduled for full implementation in Fall 2015. This advanced analytics system allows the College to improve space utilization, reduce scheduling conflicts, optimize space resources, and inform future scheduling for course offerings.

The technology budget is supported by both the general fund and by a technology fee assessed to students. Through this budget, the College is able to prioritize needs consistent with strategic aims. The College maintains a rolling five year replacement schedule for major technology items. Among the most significant IT initiatives implemented in the College's history was the implementation of a new, long overdue administrative computing software, JEX. The conversion was an intense, year-long process, which encouraged and provided the opportunity for quality improvement in data retrieval, collection, storage, and analytics. This strategic investment totaled over $1M. Among accomplishments of similar scope but less costly, the College also cast the goal of upgrading the wireless network across the four-campus structure. The aim, to support all users on campus simultaneously, required a monumental investment of human and financial resources. Like the administrative computing upgrade, this improvement was another strategic bold step toward being a leader in technology and innovation.

Prior to fall 2015, Southern State's technology infrastructure was divided between administrative functions and academic functions. The administrative academic component function consisted of the

quality education and to reach its vision to be "Your First-Choice College." The strategic goals, which emerge annually from these guiding sources, are relevant and reflect a commitment to the College's continued advancement. The organizational structure of the institution supports quality and resources are appropriately allocated to accomplish stated goals (as addressed in Criterion 5.C.). Evidence of this is speckled throughout the Assurance Argument and is best summarized in the Presidential Evaluation narrative (

Division Coordinators review budget proposals and make suggestions/requests, and return to Deans and Directors.

- Vice Presidents review and prioritize requested adjustments for alignment with the College's mission

- Advancement_Communications_Campus Images
- Business Office_Audits_Financial Audit Report 2013
- Business Office_Budgets_Functional Budget 2015
- Business Office_Budgets_Monthly Financial Report May 2015
- Business Office_Budgets_Resource Allocation FY2015
- Business Office_Facilities_2011 Facility Assessment and Utilization Study
- Business Office_Moody's Rating
- Human Resources_Customer Service Training PowerPoint 2014
- Human Resources_Employee Performance Evaluation Form
- Human Resources_Employee Training Portal
- Human Resources_IPEDS Employee Distribution
- Human Resources_Job Description_Executive Director of Information Technology
- Human Resources_Organizational Chart
- Human Resources_Records Retention Policy
- President_BoT_Email Recap_May 2015
- President_Evaluation_2013
- President_Evaluation_2014
- SSEA_Collective Bargaining Agreement Appendix F
- SSEA_Collective Bargaining Agreement Article 7.06
- SSEA_Collective Bargaining Agreement Article 9.06

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

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

Southern State strives to create a culture of shared governance and an environment that is reflective of the organization's value for stakeholder involvement. Organizational structure, policy, and operating practice promote informed decision making throughout all sectors of the College. Southern State is deliberate in providing opportunities for internal and external constituents to influence strategic visioning, program quality, relevancy, and development, policy formulation, and generally shaping the future of the institution. This is only possible through the active and informed involvement of knowledgeable Trustees, administrators, faculty, staff, and students.

5.B.1. Governing Board Knowledge and Oversight

As described more fully in Core Component 2.C, the Southern State Board of Trustees consists of nine (9) members appointed by the Governor of Ohio. Duties and powers of this board derive from Chapter 3358 of the Ohio Revised Code. Formal duties and expectations are defined by the State of Ohio and conveyed in the Board of Trustee Policy Manual. Policies regarding meetings, particularly the construction of the agenda, serve to guide Trustees in meeting their legal and fiduciary responsibilities. During each meeting, the Board entertains a comprehensive Monitoring Report that includes a President's Report and a Treasurer's Report. Together, these reports inform the Board of Trustees regarding high-level, internal and external developments relative to College operations as well as informing the Board about the financial health of the College. Additionally, the Board reviews and approves the Policy and Information Manual on an annual basis. As necessary, the Board contemplates any adjustments to policies impacting students, finances, or academics.

On the ground level, the College administration has established protocol that serve to inform Trustees and build upon existing knowledge of the institution. For example, new board member orientation programs aim to welcome new members and provide a comprehensive overview of responsibilities. Senior level administrators are included in such orientations to offer insights into the operations and priorities of the College. The Board also hosts an annual retreat aimed at solidifying strategic goals for the institution. During such retreats, senior administrators are invited to share departmental updates, which further enhance knowledge and builds rapport among one another. Routinely, senior level staff, faculty, and other guests as needed make presentations to the Board of Trustees both by request of the Board and the College as a method to keep the Board informed on important matters.

5.B.2. Engaging Internal Constituents in Governance

The college has developed an organizational structure which provides for clear lines of reporting and authority and for direct communication between individual divisions and between them. While this structure provides for clear lines of authority, the college also routinely establishes cross divisional committees and teams which can be both permanent and transient depending on need. A list of the recognized college committees and teams is described on the College's web page. An example of a transient team would the Semester Conversion Task Force formed in 2010 to lead the college through the semester conversion process or the technology group which reviewed administrative computing options for the College. Another example is the Institutional Collaboration as referenced in other areas of the assurance argument. This particular committee is comprised of interdepartmental representation and their emphasis is communication and process improvement across all sectors of the College.

At the beginning of each fall semester all faculty and staff participate in information and training activities aimed at informing personnel and building engagement. Frequently referred to as "Opening Week" or "Welcome Week" this is a designated and required function for all personnel. During this time faculty departments have an opportunity to meet and discuss curriculum matters, participate in the annual Assessment workshop, take advantage of specialized training, and generally hear college-wide updates. Throughout each semester, college-wide meetings, referred to as "All College Meetings," which convene three times annually, to continue the communication loop. Such meetings are often the platform to keep the college community abreast of accreditation processes including the Quality Initiative and migration to Open Pathways, inform stakeholders on progress toward strategic goals, and offer open communication regarding significant College issues and projects.

In addition to encouraging active participation in Opening Week and All College meetings, adjunct faculty are specifically targeted for continued engagement. Recognizing that meeting participation can be challenging for part-time faculty often employed elsewhere, specialized orientation and development workshops are coordinated three times a year on a Saturday. Mandatory participation is required at least once a year. During these workshops adjunct instructors are oriented to the College and provided opportunities for training in the use of administrative and learning management systems, security, classroom management, library resources, and a host of other topics.

Additionally, the President holds an annual strategic visioning exercise where internal and external constituents are able to help develop the goals for the upcoming year based on the strategic vision of the College. The President also provides monthly board meeting updates to the College community via email for those who are unable to attend the meeting.

students. The most widely recognized formal mechanism includes student groups and organizations. With clear procedures for establishing a new club or organization, students are invited to expand their involvement as they wish. Existing, recognized, and sponsored groups include Medical Assisting Student Association, Phi Theta Kappa Honor Society, Respiratory Care Student Association, Student Nurses Association, Student Government Association (SGA), and Student Philosophy Association. While group strength and organization is dependent upon the engagement of transient students, the majority of the recognized groups are able to maintain their integrity due to the College's active support of the group's sponsors. For example, the SGA, is particularly active and has remained so by filling executive leadership positions and appointing campus ambassadors. The Association has established a variety of promotional and fundraising endeavors that speak to the broader student population and has done so with fervor. Most recently, the Association established a discount card initiative with proceeds directed to support an SGA scholarship through the College's Foundation.

Informally, the College actively seeks student involvement in the development of policies and procedures that impact students. It is not uncommon for the administration to seek input from SGA members on issues ranging from marketing ideas to becoming a smoke-free campus. This input is solicited through deliberate conversation, surveys, and open invitations to the Board of Trustee meetings. More recently, the College has used social media to communicate with students.

5.B.3. Involvement in Setting Academic Requirements, Policy, and Processes

Similar to the engagement practices addressed in 5.B.2., stakeholders are involved in setting academic requirements and policy. The Institutional Collaboration Committee is among the most formalized means of suggesting changes and includes interdepartmental representation. Other means of communication include the use of the Vice President's Council, Curriculum Committee, and Program Review. Additionally, students are able to use their respective student organizations to facilitate change. Active groups include the Student Government Association, Student Nurses Association, the Respiratory Care Student Group, and the Medical Assisting Student Organization.

- Academic Affairs_Accreditation_Accreditation Updates August 2015   Ç   ,

- President_BoT_Policy on Meetings
- SSEA_Collective Bargaining Agreement Article 15.03
- Student Affairs_SGA_Discount Card Annual Sale Web

than funds available annually. An example of equipment and space needs addressed through this process is the renovation of the College greenhouse. The greenhouse was several years old and need of repair, updated control systems, new plumbing, and new plant tables. Based on this information, funds were allocated to completely remodel and update the greenhouse. Another example of the process would be the hiring of a faculty member in the Criminal Justice program. Based on the program review process it was identified there was a need to hire a full-time faculty member for this program. Upon hiring of the full-time faculty member the credit hours taken in this program doubled in two years.

5.C.3. Planning Reflective of Internal and External Constituents

Discussed in Core Component 1.A, the mission statement is the foundation for the College's strategic visioning and goal setting exercises. Dating back to 2010, Southern State has relied upon a large-scale, facilitated visualization approach to the strategic planning process. This strategic planning process includes engagement among faculty, staff, students, and select external constituencies. This college-wide planning process was implemented shortly after the inauguration of the College's 5th president, Dr. Kevin Boys, and builds upon earlier planning strategies including the "Looking in to Reach Out Plan |2007-2010. The elements of the vision reflect a solid understanding of Southern State's capacity today while also stretching boundaries for future advancement. The goals derived from the strategic vision are revisited annually with goals being adjusted and the overarching vision and vision elements remaining in-tact (See Strategic Plan Goals for 2011, 2012, 2013, 2014, 2015). This annual vetting process ranges from the use of clicker technology during all-college meetings to structured surveys to specific planning exercises during Opening Week activities.

5.C.4. Planning on the Basis of a Sound Understanding of Capacity

Southern State's overall financial planning is reflective of both historical and contemporary data that is carefully scrutinized to ensure a consistent and healthy resource base. Dependent largely upon only two sources of revenue, statue subsidy and tuition, the College is particularly attentive to fluctuations in these areas and plans accordingly (auxiliary enterprises including a Child Care operations and workforce development provide limited additional funding). The general fund balance history illustrates the comprehensive history of fund balances and the relative percentage of expenditures.

The portion of the general fund resources represented by state funding has yet to return to its pre-FY 2000 levels of 50%, but has increased from a low of 38% in FY 2004, to 48% in FY 2015. During that period, state funding simply could not keep up with enrollment growth. The post-recession recovery's negative impact on enrollment has disproportionately impacted student fee revenue. This, coupled with greater stability in state funding and a shrinking of total revenue, resulted in state support increasing as a percentage of total revenue. Clearly it would have been preferable to realize an increase in the percentage of the College's budget represented by state funding while total revenue had at least been stable as opposed to declining. Decreasing enrollment trends over the last three to four fiscal years has undoubtedly presented challenges; however, the College has maintained a relatively stable financial base as summarized in the annual financial report. Further, conservative management resulting in minimal tuition increases has largely protected student affordability and leveling enrollment trends. In FY 2015 annual tuition for a full-time student is $4,232, which places the College in the lower quartile among Ohio's non-levy supported schools. Tuition increases over the past ten years have averaged 3.1%, and in the last two years less than 2.5%.

From FY06 to FY15 tuition revenue has fluctuated greatly primarily due to a large enrollment increase during the recession followed by a subsequent significant decrease to pre-recession levels, while constrained by state imposed tuition caps. During the time of enrollment growth (FY 2009 &

- Academic Affairs_Programs_Cyber Security Program Outline
- Academic Affairs_Programs_HVAC Program Outline
- Business Office_Budgets_General Fund Balance History 1976-2014
- Business Office_Budgets_Monthly Financial Report July 2015
- Business Office_Budgets_Resource Allocation FY2015
- Business Office_Enrollment_Annual FTE 2005-2014
- Business Office_Facilities_2011 Facility Assessment and Utilization Study
- Business Office_Tuition_FT Annual Tuition 1995-2015
- Business Office_Tuition_Tuition Comparison Chart
- Hanover Research_Academic Programs Offered by Institutional Competitors
- Hanover Research_Best Practices in ABLE-College Data Sharing
- Hanover Research_Best Practices in Non-Faculty Performance Based Pay
- Hanover Research_Brand Perception Survey Development and Implementation
- Hanover Research_Closing the Gender Gap
- Hanover Research_Early College Program Best Practices
- Hanover Research_EDA Grant Awards Evaluation
- Hanover Research_Southern Ohio Environmental Scan

developmental course completion and are intended to measure the significant steps that students take toward higher education achievement.

Having experimented with various iterations of systemic performance improvement over the past forty years, the College's experience with the 2006 Higher Learning Commission's (HLC) reaffirmation visit bolstered Southern State's ability to make significant gains in this area. Experience with developing a progress report relative to assessment and then being challenged to submit a subsequent monitoring report, conditioned the College, beyond assessment, for shaping a culture of continuous learning and improvement across the institution. In many respects, this process sharpened the institution's approach to advanced-level quality improvement. Consequently, while it will always be a work in progress, the College shows promise as a maturing model for institutional effectiveness and recognizes that evidence must substantiate all claims. In fact, even the transition to the HLC Open Pathway has further enlightened our efforts toward improvement and effectiveness. The mere structure of the assurance argument reinforces performance improvement and, in drafting the argument, all involved have a new appreciation for substantiating claims.

Perhaps the most relevant example of performance improvement and learning from experience has been the recent (Summer 2015) submission of the Quality Improvement Initiative as required by the HLC Open Pathway. Southern State identified a four-pronged approach to student success including mandatory orientation, refresher courses for students with developmental needs, required enrollment pathways, and plans for academic completion. While the outcomes, particularly as they related to anything "mandatory" or "required," suggested there is room for improvement, there were notable successes in the use of refresher courses and in the implementation of the academic completion plans. Above all, the process of establishing the goal, measuring success toward the goal, and finally analyzing the results and identifying opportunities for improvement and/or expansion has been informative for future sustainability of the pre- and post- entry student success strategies.

At the micro-level, the College relies extensively on the feedback of its constituents. Graduate surveys, advisory council feedback, formalized student engagement surveys such as the Community College Survey of Student Engagement (CCSSE), informal surveys, and cross-departmental committees help the College recognize ways in which it can improve operations, increase efficiency, and generally improve effectiveness. Through these mechanisms the College has implemented various improvements such as bookstore practices, tutoring support, and various timeline restructuring. The College is committed to obtaining this feedback and even invests in it where necessary. For example, the College increased the graduate survey response rate by over 40% by reimbursing students half of their graduation fee for a returned survey.

5.D.2. Learning from Experience

Perhaps the greatest opportunity for continued growth and advancement toward a shared vision is continued maturation of data-informed decision making. While the absence of a highly qualified institutional researcher has posed limitations, the College has been deliberate in leveraging existing resources to fill this gap. Most recently, the College partnered with the Ohio Association of Community Colleges to participate in a grant program aimed at assisting smaller institutions with data compilation and analysis. Southern State opted to take a closer look at gatekeeper courses and online delivery to glean insights into student success. The findings of this analysis resulted in a new focus for the assessment of online instruction as well as recommendations to hire an instructional technology specialist to support quality instruction in online delivery. Further, the data also revealed that the timing of the Academic Early Warning System needed re-tuning.

Despite the assertion that there are firmly rooted quality improvement processes in place, the College

also recognizes that for continued, meaningful improvements, the expertise of an institutional research professional is warranted. Although the College has effectively leveraged research resources over the years, such as consulting contracts, special internal projects, and the like, the time has come for investment in a more permanent solution. The College has constructed a job description for a full-time institutional research position. Ideally, the role would be implemented in the foreseeable future however, this is heavily contingent on enrollment and budget implications.

Priority projects aimed at improving institutional effectiveness have been defined and will be accelerated by the addition of an institutional research professional. Among these projects include:

- Development of a database for employers for the Ohio Means Internships and Co-Op grant
- Retention and persistence tracking related to developmental courses, non-returning students, and students with 60 or more credit hours but no degree.
- Recruiting and application pipeline reports aimed at improving access.

In addition to these initial projects, the overall intent of the position is to assist the College in developing systemic data tracking mechanisms and analysis necessary to continue maturing into a model institution for evidence-based decision making and quality improvement.

Finally, the president has recently been appointed to the Voluntary Framework of Accountability Oversight Board by the American Association of Community Colleges. Southern State's participation in this program will provide another data-rich feel for continued improvement, especially as it relates to student success and transparency for stakeholders.

- 1847 20090605 Progress Report - Report and Staff Analysis Form
- 1847 20101105 Monitoring Report - Report and Staff Analysis Form
- Academic Affairs_Accreditation_Quality Initiative
- Academic Affairs_Committees_Advisory Committee_2014 Notes
- Academic Affairs_Data_Jim Simpson Data Report
- Academic Affairs_Graduate Surveys_Report Fall 2014-2015
- Academic Affairs_Internships_Ohio Means Internships & Co-Ops Webpage
- Academic Affairs_Survey_CCSSE 2013 Key Findings Report
- Human Resources_Job Description_Institutional Researcher
- Ohio Board of Regents_State Share of Instruction Handbook FY2015
- President_All College Meeting_August 2015 Presentation Slides
- President_BoT_Pres Report_June 2015
- President_Strategic_Strategic Vision Elements
- President_Voluntary Framework of Accountability