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

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

3.A - Core Component 3.A

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

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

Argument

COTC uses a variety of evaluative methods to ensure that courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. The College's program review process serves to sustain the currency and appropriateness of the academic programs. The objective of the review process is to evaluate, assess and strengthen the programs offered by the College. Leadership ensures program integrity, and is accountable for ongoing quality assessment via data on student outcomes, enrollment and regulatory compliance.

Courses are continually evaluated based on best practices and input from students, faculty, deans/directors, external regulatory or accrediting bodies, research data and academic advisory committees. Course syllabi are reviewed each semester. The standard syllabus includes credit and contact hours, course descriptions, required topics, and student learning outcomes and competencies for the course.

Curriculum is reviewed annually, and revisions are made based on formative and summative assessment findings, regulatory and accreditation requirements, feedback from the academic advisory committee, review of student and program outcomes, and workforce needs. New programs of study, revisions to programs of study, new courses and course revisions are initiated by faculty members in collaboration with the academic dean/director. A curriculum proposal is submitted to the dean/director for consideration, then forwarded to Academic Affairs for initial approval. The plan of study and/or course syllabi are then submitted to the Curriculum

Committee for review and approval. It is important to note that the College's Student Learning Assessment Steering Committee (SLASC) is now an integral part of this process. Final recommendations are made to the Vice President for Academic Affairs, after which the program or course is finalized.

Many technology programs are individually accredited or regulated. For example, the Nursing program is regulated by the Ohio Board of Nursing and accredited by the Accreditation Commission for Education in Nursing. Nursing has also been awarded pre-candidacy status through the National League for Nursing Commission for Nursing Education Accreditation. The Radiologic Technology, Diagnostic Imaging, and Surgical Technology programs are all accredited through JCERT and CAAHEP respectively. The Human Services, EMS, Business Management and Engineering programs have also achieved accreditation. Although specialty accreditation is voluntary, the College values the program accreditations as a method to ensure programs are in compliance with industry standards.

Many COTC courses have been approved by the ODHE for Ohio Transfer Module (OTM), Transfer Assurance Guides (TAG), and/or Career Technical Credit Transfer. This is a state level approval process that ensures course content is consistent, at an appropriate level and fully transferable to other state institutions.

Finally, faculty contribute to course currency and relevancy by pursuing their own academic progression and professional development, achieving and maintaining specialty certifications, contributing to journals, presenting at professional conferences and networking with other professionals.

COTC articulates and differentiates learning goals for its undergraduate and certificate programs. The College offers undergraduate education at the associate degree level, awarding the Associate of Applied Science (A.A.S.), Associate of Applied Business (A.A.B.), Associate of Science (A.S.), Associate of Arts (A.A.) and Associate of Technical Studies (A.T.S.). The College also offers certificate programs that are embedded within associate degrees. Each academic program, both degree and certificate, has clearly articulated end-of-program student outcomes. These outcomes are available on the website, in program overview documents, in the individual student handbooks for the programs and on certain course syllabi. The outcomes are based on state guidelines, regulatory and accreditation requirements, and industry standards.

COTC's program quality and learning goals are consistent across all modes of delivery and at all locations. The College's Curriculum Committee is instrumental in ensuring the consistency of all course syllabi through clear curriculum policies and the use of a standardized syllabus template. The goal of the College is to ensure that all faculty adhere to published course syllabi regardless of location or mode of instruction. Academic Affairs, deans/directors, and lead faculty work together to provide oversight across all campuses and modes of delivery. Consistency is reinforced through faculty onboarding and in-class observations.

Online courses must meet the same requirements as on-campus classes in accordance with the standardized syllabus outline and course syllabus. In 2014, the College implemented a consistent process for development of online courses in follow-up to the 2013 eLearning Report. This was

undertaken to ensure a standard of consistency and quality for the structure and delivery of online courses. All of the College's online courses have been revised to ensure eLearning standards are met. The College is currently in dialogue with faculty regarding development of a master syllabus template.

Off-campus courses must demonstrate their fidelity to the same guidelines that govern on-campus courses, and are subject to a high level of review to ensure consistency. The College provides high school students the opportunity to earn college credit while still in high school. These dual credit courses are offered in a flexible time frame rather than the College's regular semester blocks; however, student learning outcomes, evaluation methodologies, assessment methods and course content are consistent with on-campus courses. All syllabi related to these types of course are reviewed by faculty in the discipline.

Additionally, the College offers courses and programs through contractual or consortia arrangements. For example, the College has agreements with the Ohio Department of Commerce, the Ohio Fire Academy (OFA), and the Career & Technology Education Centers of Licking County (C-TEC) to offer courses and certificates such as the State Tested Nurse Aide (STNA), Pharmacy Technician, Medical Coding, Fire 1 and 2, and Electrical Technology. All consortia program courses are held to the same standards as courses and programs offered on campus.

3.B - Core Component 3.B

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.

Argument

COTC's General Education (GE) program is appropriate to the mission, educational offerings and degree levels of the institution. COTC has defined GE as a collection of courses that assist students in acquiring: (1) effective written and spoken communication skills; (2) problem solving and/or critical thinking; (3) mathematical and computation skills; (4) natural and physical laboratory sciences skills; (5) experiences in the social and behavioral sciences, arts and humanities, ethics, and cultural diversity; and (6) computer and information literacy. Each technology program includes GE courses that it regards as essential for every college-educated person.

The GE program provides a strong foundation for student success in all degree offerings. The College is a proponent of students becoming lifetime learners, and also recognizes that education in both the arts and sciences is valuable in meeting the College's mission. All degree-seeking students receive the same general education foundation, which includes communication, computation, critical thinking, information gathering, scientific inquiry, social behavior and cultural awareness.

The College's GE requirements satisfy the guidelines published by the ODHE for two-year programs. For the A.A. and A.S. degrees, the ODHE recommends at least 30 semester hours of GE courses including six semester hours each in Composition, Social Sciences, Natural Sciences, Mathematics, and Arts and Humanities. All GE courses are TAG-approved and part of the OTM. A minimum of 24 semester hours of GE courses are required for the A.A.S., A.A.B.,

and A.T.S. degrees, with a minimum of three semester hours in Composition, Oral Communications, Social Sciences, and Humanities; and 4 hours in Mathematics. Fifteen additional semester hours of TAG- or OTM-approved GE courses and an additional 3-4 hour college-level mathematics or logic course are required for A.A.S. degrees with a transfer option. Certificates of Achievement require a minimum of 40 percent (12-16 hours) of coursework to be completed in GE studies.

COTC also offers several One-Year Certificate Programs, each of which require skills in written and spoken communication, one college-level mathematics course, and computer and information literacy.

COTC articulates the purposes, content and intended learning outcomes of its GE requirements.

The GE program is grounded in a philosophy developed by the institution, and it imparts broad knowledge and intellectual concepts to students while developing skills and attitudes that the institution believes every college-educated person should possess. COTC is cognizant of the importance of a strong GE core to the success of its students, not only while they are pursuing their technical college courses, but in their lifelong aspirations as well. Assisting the College in achieving its mission, the Arts and Sciences Department serves in a support role, empowering students with skills critical to both their academic and personal success.

The College's GE philosophy is that every student should have many opportunities to develop knowledge, technical skills, self-reliance and a sense of responsibility as a citizen of the community, the nation and the world. This is accomplished through quality academic courses and experiences in communications, mathematics, lab science, social science, computer literacy, community and cultural awareness, and wellness. The College's published GE requirements allow students to acquire the necessary abilities to obtain and keep a job, listen and read with understanding, speak and write clearly, think soundly, and employ mathematics quickly and accurately. Most GE courses are foundations for more specific technical courses at COTC.

The purposes, content and learning outcomes of the College's GE requirements are articulated in the General Education Requirements policy that is publicly available on the website and embedded in Plans of Study, as evidenced by course syllabi and program requirements.

Each COTC degree program requires the completion of GE core requirements providing knowledge in the areas of collecting, analyzing and communicating information; mastering inquiry methods; developing creative work; and acquiring skills to adapt to ever-changing environments. All of the College's technical programs provide knowledge in the above areas at different levels of depth and scope. In the Health Sciences programs, simulation labs and clinical rotations are utilized to allow students to discover job skill knowledge in the areas of mathematics, communication, critical thinking, assessment and adaptations to changing environments. Other programs, such as the Engineering, Culinary Science, Business Management, Forensic Science and Information technologies, provide similar experiences within the courses required in the Plans of Study.

Challenging intellectual and creative work is central to student learning and collegiate quality. When asked how much their coursework at the College emphasized applying theories or concepts to practical problems or in new situations, 67.4 percent of student respondents in the 2014 Community College Survey of Student Engagement (CCSSE) indicated this occurred quite a bit or very much. The frequency range for comparison groups was 55-59.8 percent. The percentage for COTC was higher than the highest percentage for the comparison groups, and was significantly higher than the aspirational comparison group.

COTC is aware of the importance of students continually applying the GE skills they learn, not only in the class in which a given skill is learned or perfected, but in all aspects of their education. In short, COTC goes beyond the well-known concept of "writing across the curriculum" to reinforce all of its GE courses across the curriculum. The goal is to avoid the pigeonholing of knowledge that occasionally manifests itself by students. Students learn, for example, that procuring credible research and disseminating it using correct grammar and punctuation should occur not only in their composition classes, but in all their classes.

 Technical and GE faculty collaborate to ensure that students are effectively applying the skills they learn in their GE courses to their technical courses. One example is the Introduction to Business faculty member who solicits the help of the Small Group Communication faculty member to judge a team building competition. Additionally, faculty presentations and workshops during Faculty Development Days encourage faculty to share ideas across the disciplines.

The education offered by COTC recognizes the human and cultural diversity of the world in which students live and work. The College's institutional value of "Sustainability" emphasizes its commitment to mutual respect and diversity by building relationships that acknowledge the essential dignity of each individual and by valuing all races, genders, cultures, backgrounds, lifestyles and abilities. The College strives to create and sustain an intellectually stimulating environment for collective growth. Organizational structures, such as the Office for Disability Services, the Office for Multicultural Affairs, the Diversity & Inclusion Advisory Council, and the Faculty Access Committee illustrate that the commitment to diversity is embedded institutionally.

COTC's GE core includes courses that assist students in cultural diversity experiences. The majority of the College's Plans of Study include SOC 110 - Cultural Diversity as a requirement. Many technologies incorporate human and cultural diversity into their coursework. Courses in the Early Childhood Education, Human Services and all Health Science programs incorporate cultural philosophy in program objectives due to the nature of the profession.

 As discussed more completely in 1.C.2, co-curricular activities and diversity initiatives, such as gender-neutral restrooms, cultural-awareness workshops, the Italian study-abroad program and many other student awareness events allow students, faculty and staff to better understand diverse populations outside the classroom.

 COTC 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. While research is not required, faculty are engaged in many scholarly activities. A faculty in

Engineering Technologies recently presented at several national conferences. Nursing faculty have written articles and presented papers at state and national meetings. GE faculty have presented to colleagues in the areas of math, science, philosophy and communications during Faculty Development Days. Also, the College supports and encourages faculty to pursue advanced degrees.

In the classroom, student assignments are focused on the discovery of knowledge. In many technical courses, a philosophy of transferring theory to practice is a major objective. Courses in the Engineering, Digital Media Design, Culinary Science, Health Sciences, Early Childhood Education, Business Management, Human Services and Public Safety technologies all have major components of knowledge acquisition through discovery.

Creative work is emphasized in many GE classes, such as English/communications, social and behavioral sciences, and mathematics. Many programs have capstone assignments, service learning projects and practicums/internships as part of a discovery/creative learning experience.

3.C - Core Component 3.C

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

1. The institution 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.

Argument

COTC has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty. The student-to-faculty ratio at the College is13:1,which promotes academic support and student engagement in the classroom, laboratory and clinical setting. In addition to instruction, faculty engage in college governance, academic program administration, and program accreditation. Faculty also serve as advisors to students; advise administration on academic matters of the College, such as curriculum and graduation requirements; serve on college and departmental committees; participate in professional and community organizations; and engage in professional development activities. Certain faculty members have written professional publications and/or presented at local, state and national conferences. With an average of 10.1 service years and approximately 72 percent of the full-time faculty having been with the College for five years or longer, continuity to carry out these functions is assured. In addition, full-time faculty representatives serve on the College's Curriculum Committee and SLASC. These committees are essential for ensuring continuous quality of student learning.

Faculty from each discipline are responsible for developing the curriculum for their respective areas while ensuring that course content, textbooks and other curricular resources are current, consistent and relevant to their discipline. The curriculum is then presented to the Curriculum Committee which makes recommendations to the Vice President for Academic Affairs. All faculty are involved in the assessment of student learning. Ongoing assessment occurs at the course level as well as at the departmental, program and college level.

COTC has highly qualified, motivated and engaged faculty dedicated to providing quality educational experiences to their students. The faculty's commitment to and engagement in these multiple roles ensures both continuity and sufficient numbers to carry out the work and the mission of the College.

All instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs. Instructional personnel at the College must meet clearly established requirements for academic credentialing. The College has fully implemented HLC credentialing guidelines with the goal of hiring faculty who demonstrate subject matter expertise. The College has established consistent procedures to promote careful consideration of faculty qualifications during the hiring process.

Faculty members who teach GE courses hold a master's degree or higher in their discipline. If their master's degree is in another discipline, they must have completed 18 or more graduate hours in the discipline in which they are teaching. Several of the technical programs have differing or additional requirements of faculty depending on regulatory or accreditation requirements. For example, programs with regulatory oversight or external accreditation such as the Basic Police Academy, EMS, Nursing, or Surgical Technology specify degrees and/or certifications required to meet that technology's standards.

Position postings for faculty clearly state the required qualifications for each position. Applications are carefully screened by the search committee and appropriate academic dean/director. Official academic transcripts are requested and reviewed to assure consistency and compliance with position requirements. A template is utilized to record the degrees and experience of the candidates, including those applying for CCP instructional positions. In addition, certain technologies utilize forms specific to their discipline to assure regulatory compliance. Transcripts and credentialing documentation are maintained by the College.

Faculty who teach under agency contractual arrangements are required to meet the standards of the appropriate regulatory agency providing oversight to the program. Academic Affairs monitors faculty credentials carefully, and conducted a full faculty audit in the 2015-16 academic year to assure compliance.

COTC faculty are evaluated regularly in accordance with established institutional policies and procedures. Full-time faculty are evaluated in accordance with the process articulated in Article X of the *Agreement Between the Central Ohio Technical College and the United Faculty/Central Ohio Technical College, AFT-OFT*. Each academic year, excluding the year in which the faculty member is up for contract renewal, faculty participate in an annual performance review with their designated administrator. The faculty member provides a written narrative that includes identified strengths and areas for growth, progress toward previously established goals and objectives, and goals for the upcoming year. The faculty member then meets with their administrator to discuss their performance and receive feedback on the narrative.

Faculty members who are up for contract renewal participate in a comprehensive evaluation process. This process includes, but is not limited to an in-class observation, a review of teaching

materials, an evaluation conference, submission of a comprehensive Faculty Narrative, a summary of student evaluation trends and an Administrative Final Evaluation Report. Final reports are submitted to Academic Affairs by the third week of each February.

Part-time faculty are evaluated by their designated academic administrator the semester of hire, then every two years. Certain technologies have additional regulatory or accreditation requirements for evaluation of part-time faculty, and those processes are maintained by the individual technologies. For example, the Nursing Department conducts an on-site evaluation of part-time faculty during the semester of hire, repeats this at least annually for two years, and then moves to every other year. In addition, on-site observations are conducted as indicated depending on circumstances, such as clinical site transitions.

Students have the opportunity to contribute to faculty evaluations. This is a voluntary process with access provided to the students at the end of each semester for their assigned course. Students may also provide feedback by sharing concerns through completion of a Student Concern Form, or directly communicating with the course instructor or appropriate academic dean/director.

COTC has processes and resources for ensuring that faculty are current in their disciplines and adept in their teaching roles; it supports their professional development. The College is committed to recruiting and retaining highly qualified faculty, and encourages them to pursue higher education. Full-time faculty members have access to tuition reimbursement for college courses and/or degree granting programs, and provides tuition assistance for up to seven credit hours of coursework per semester.

In accordance with Article XV of the collective bargaining agreement, funds are available for faculty members to attend professional meetings, conferences and workshops. A process is in place to give faculty members access to these professional development funds. In addition, departmental budgets or the Office of Academic Affairs often provide funding to support faculty attendance at regional, state and national workshops.

Program directors in the technologies often receive departmental support to attend national conferences. Some departments purchase site licenses to allow faculty access to archived educational webinars. The College also sponsors annual Faculty Development Days prior to the start of each autumn semester, during which professional development workshops and activities are provided. Part-time faculty are provided professional development opportunities at least once each academic year on every COTC campus.

 COTC faculty are accessible to their students. In addition to face-to-face meetings, students may contact faculty through email, telephone or the various communication functions available within the Moodle Course Management System. Full-time faculty are expected to maintain office hours, and are required to post them on their office doors each semester for easy reference for students. Additionally, office hours are listed on course syllabi, and faculty are required to provide their course and office schedules to the deans'/directors' offices each semester. COTC students are generally pleased with the availability of faculty. As evidenced in the recent administration of the CCSSE, students engage frequently with their faculty. COTC's benchmark

score for Student-Faculty Interaction was 51.1, as compared to the 2014 CCSSE Cohort standardized score of 50.0. When asked to indicate how often they had used email to communicate with an instructor, 85.8 percent of student respondents indicated often or very often. Further, 59.0 percent of the respondents indicated that they often discussed grades or assignments with an instructor.

Staff members providing student support services are appropriately qualified, trained and supported in their professional development. At COTC, every position has a specific job description which lists the duties, expectations and qualifications for the position. The qualifications, including experience and education, vary depending on the type of work performed in the position. Interested parties may apply for positions online. After the closing date, all applications are forwarded to a selected hiring committee to ensure that they meet the minimum qualifications for a position. Members of the hiring committee, under the supervision of HR, review all the applications, meet to evaluate their findings, hold interviews, and forward the top candidates to the hiring supervisor for further consideration. All staff providing support to students for academic advising and other student support (i.e., study skills strategies, accommodations for students with disabilities, counselors, career services, and multicultural affairs) have at least a bachelor's degree; some have a master's degree in the area related to their responsibilities. Members of the Office of Financial Aid have a minimum of a bachelor's degree or an associate degree with several years of related experience.

Professional development funds are available within each department to be used for external conferences, seminars, webinars and professional memberships. Additionally, supervisors arrange appropriate internal training which varies according to the department's responsibilities. For example, Financial Aid advisors are trained on federal regulations, policies/procedures and the College's information management system. Academic advisors are trained on FERPA and the College's programs, policies/procedures and information management system. As with faculty, all staff are eligible to participate in the programs offered by HR.

3.D - Core Component 3.D

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.

Argument

COTC provides student support services suited to the needs of its student populations. The institution provides academic, financial, information technology and personal well-being support to students at all of its campuses through the Gateway, the Center for Student Success, Academic Affairs, the library, Financial Aid, ITS, Student Life and Public Safety. The College also offers dining services and a Barnes & Noble College bookstore, along with collaborations with local community resources.

Students have admissions advisors, academic advisors, faculty advisors, and retention supports through an early alert system and AmeriCorps Completion coaches. The Center for Student Success offers face-to-face tutoring, eTutoring and ESL tutoring along with a Math Learning Center, a Communication Resource Center, a Learning Skills Specialist and a Testing Center. Students in certain programs of study are supported by specialized labs, service learning projects, internships and/or practicums. The library, which is shared with Ohio State Newark, provides access to OhioLink and offers LibChat services.

Financial Aid utilizes SALT® and a Default Prevention Coordinator to educate students on financial responsibilities. The office also provides scholarships, emergency grants including a partnership with Goodwill for car repairs, and student employment opportunities.

ITS provides the Learning Management System (LMS), Moodle; Office 365; website, portal and mobile app access; computer labs; technical support; and Atomic learning modules.

The Office of Student Life consists of Career Services, Counseling, Disability Services and an Adaptive Technology Lab, Student Involvement, Multicultural Affairs, Recreation Sports,

Student Conduct and Veteran Affairs. Student Life monitors the lactation room, the meditation room and voter registration. VITA tax preparation, Student Government, student organizations, and activities including family-oriented activities are provided. On-campus residence housing is available, and a state-of-the-art recreation facility opened in January 2017. Stress reliefs such as pet therapy are commonly offered, especially during high exam times.

Public Safety is available 24 hours per day and 365 days per year, and collaborates with the Newark Police Department when necessary. It provides safety-to-car support, unlock services and tire changes along with any security measures needed.

The institution provides for learning support and preparatory instruction to address the academic needs of its students, and has a process for directing entering students to courses and programs for which they are adequately prepared. The Center for Student Success offers academic support through specific services including the Communications Resource Center (CRC), Learning Skills Specialist, Math Learning Center, Testing Center and Tutoring Services. These services are provided on all COTC campuses.

The CRC's primary goal is to provide assistance to students to improve their written and spoken communications skills, so they can be successful in current or future communications courses such as public speaking, reading or composition. In addition, support is provided for communications skills across the curriculum.

The Learning Skills Specialist provides advice and resources to enhance student learning inside and outside of the classroom. Areas of support include study skills, time management, note taking, test-taking strategies and learning through technology. Services are offered in a variety of formats such as workshops, classroom presentations, on-demand online seminars, and individualized assistance via in-person and online meetings.

The Math Learning Center provides support for students to receive help in math courses as well as preparation for future classes.

The Testing Center provides support for many types of tests, including ACCUPLACER, COTC's placement testing, as well as ATI TEAS and classroom testing, distance learning testing, missed classroom tests, and class tests for students with authorized accommodations through Disability Services.

Tutoring Services provides support for all subjects other than math and communications. Students have access to online tutoring through the Ohio eTutoring Collaborative, an educational organization dedicated to serving the academic support needs of students at all Ohio universities and colleges and their related programs. The collaborative is committed to providing electronically delivered support in a student centric environment that prepares students for personal success and responsible citizenship.

Student Life provides various support services to students. Counseling services are provided free of charge to all currently enrolled students to attend to their mental health and emotional well-being. The Office for Disability Services (ODS) provides accommodations and support services

for students with disabilities to maximize educational potential and develop independence to the fullest extent possible. It also provides adaptive technology services for students who need academic adjustments. These technologies include Dragon Naturally Speaking, JAWS, magnifiers, and Read and Write Gold. COTC is also a Servicemembers Opportunity College (SOC), and has dedicated staff members to assist veterans and active duty service members with their transitions to college.

COTC utilizes multiple resources and measures to properly place students into coursework where they can succeed. The College has an assessment and placement policy whereby multiple measures are considered in determining appropriate placement. Placement test preparation is free and available through the Center for Student Success. All placement results are reviewed with the student by an academic advisor.

COTC has many resources available to help direct students into a program of study for which they are adequately prepared. All prospective and current students are provided access to FOCUS 2® to help direct them to a career path that may best fit them. This is a self-paced, online career and education planning tool for college students that enables students to self-assess their career-relevant personal qualities and explore career fields in areas of study that are most compatible with their assessment results. It also provides valuable occupation information. Students who complete FOCUS 2® are encouraged to meet with the Manager of Career Development to discuss possible programs of study.

Informational meetings are another way in which students are assisted in determining a program of study. These meetings are regularly scheduled throughout the academic year for all of the Health Sciences programs, the Basic Police Academy and the Engineering Technologies. During these meetings, specifics on the programs, admission requirements, expectations, and licensing and advancement opportunities are discussed. Students who have felony convictions are reviewed by a board to determine their admission status. This process helps to direct students towards career paths for which they are eligible for employment after completion of their program. Additional advising is provided for students who may have criminal misdemeanors that prevent them from certain practicum and internships.

Additional factors which students identified as positive contributions include: a master schedule which extends a full academic year, access to Microsoft Office 365, access to extended computer lab hours, a wide variety of student clubs and study rooms in the library which can be reserved.

COTC provides academic advising suited to its programs and the needs of its students.
Upon registration, every student is assigned to an academic advisor in the Gateway based upon an alpha split model. Academic advisors are professional advisors trained in all academic programs offered at COTC. Through the generalist advisor role, academic advisors assist students with admissions, program information, course planning, new student orientation, registration, and understanding policies and procedures. Academic advisors are positioned at all campus locations, and provide services to students through walk-ins, scheduled appointments, telephone, email and program information meetings. Additionally, academic advisors conduct ongoing outreach to at-risk students through Retention Alert and refer students to appropriate

campus resources. Additional outreach is provided through call center efforts, checking on progress and encouraging registration in the upcoming semester.

Each academic advisor is assigned as a liaison to one or more academic programs and acts as the program area expert for relationship-building with the Office of Academic Affairs. Through the liaison role, academic advisors attend advisory committee meetings, update the program Fact Sheets, manage a program training manual, and provide program training and updates to all advisors. Additionally, all non-health students are assigned a faculty advisor based upon their declared major, and pre-health students are assigned to a program-specific faculty advisor upon acceptance into the health program. Faculty advisors provide guidance related to program and course requirements; career advising; academic concerns; referrals to campus resources; placement into internships, practicums, field experience or clinicals; petitions to graduate; and transfer options for continued education opportunities. All Nursing students are required to meet one-on-one with a Nursing faculty advisor to review course selection and receive approval prior to registration. Nursing program faculty advisors work extensively with their advisees on tracking progress toward degree completion.

COTC provides the infrastructure and resources necessary to support effective teaching and learning. As a technical college, COTC is committed to using current IT educational tools and offerings in support of its classroom teaching and learning environment. Advanced AV/Multimedia systems are installed in every classroom at all campus locations. Technology is integrated into SMART teacher stations, so a fluid and easy-to-use learning environment can be provided using multiple technology and video presentation methods. A few of these include the presentation of PowerPoint slides, document cameras, internet-based educational content and CD/DVD programs. There are 849 computers dedicated to classrooms on the Newark Campus. Of these, 195 are located in open student labs that can be used by all students. An additional 328 computers are available for student use at the three extended campus locations. All student-facing computers are replaced every three years to ensure current technology is available to them. COTC has invested heavily in advanced technology tools for faculty. These include lecture capture applications such as Panopto, and the use of other video streaming systems to support course objectives.

ITS has a videographer on staff who provides video editing and production services to assist faculty in finalizing their course content and incorporating it into the LMS. Equipment such as cameras, video cameras and table devices are also made available for faculty use. During 2015 & 2017, a faculty iPad / tablet program was completed that provided a limited number of tablet devices to faculty. Training on the use of these devices was provided and best practices were incorporated into classrooms. During 2016-17, new mobile enabled devices were implemented in classrooms, so mobile devices could be seamlessly incorporated into the learning environment.

In 2017, COTC started providing students with a toolkit consisting of multiple interactive tutorials and tools to use when taking online courses. A series of interactive tutorials is now available to students to ensure they are well prepared to take an online course.

The College maintains a variety of laboratory teaching spaces for hands-on learning. Three well-equipped science laboratories are maintained on the Newark Campus and one at both the

Coshocton and Knox campuses. In Pataskala, the College partners with Licking Heights High School to use their scientific lab space and equipment. These labs are equipped to support all the needs of the natural and physical science courses, allowing students to conduct chemical experiments, dissect preserved materials, study bacteria, solve environmental issues and learn about many other topics. A full-time lab coordinator is responsible for the Newark and Pataskala campuses, and both the Knox and Coshocton campuses have a part-time lab coordinator who maintains the labs. The coordinators are responsible for preparing lab materials, maintaining equipment, conducting safety audits and ordering supplies.

COTC is committed to updating lab resources to ensure that students are current in their technological skills. The most recent updates to lab resources include 4-D ultrasound devices and ergonomic beds for the Diagnostic Medical Sonography program, a comparison microscope for the Forensics lab, and updated equipment for technology integration support in the Computer Information Technology lab space. The Engineering Technologies Department has added several trainers to their lab, including fluid mechanics, mechanical drives, hydraulics/ pneumatics, instrumentation, temperature, materials science, metrology and electronic board trainers.

Updates have also been made to labs at the extended campuses. A dedicated refrigerator and autoclave have been added to the natural and physical sciences labs at the Knox and Coshocton campuses, so microbiology can be offered for students at these locations. The Engineering Technologies lab at the Knox Campus features a manufacturing assembly trainer. Digital Media Design students on all four campuses have access to a Mac computer lab with Adobe Creative Suite Software and Adobe Premiere Pro. Students can also check out digital and video cameras from the lab coordinator when necessary for their assignments.

The Nursing program is offered at the Newark, Coshocton and Knox campuses. Each site has a well-equipped Nursing Lab that provides resources that support instruction in the art and science of nursing, including mid-fidelity human patient simulators at all three locations and a high-fidelity simulator at the Newark Campus. All labs are equipped with patient care stations to provide a realistic simulated patient care environment. Patient care equipment such as blood pressure cuffs, central line models, IV pumps, telemetry, and disposable practice supplies such as syringes, catheters, demo-dose medications (simulated) and IV solutions are available in all labs. The Nursing program has developed patient care simulation across the curriculum, moving from simple to complex clinical scenarios. This simulation provides excellent instructional opportunities in a safe environment, encouraging the development of clinical judgment as the students work through various patient care situations. Students utilize the Nursing laboratories for required class time as well as open lab skill practice sessions. Two full-time masters-prepared registered nurses oversee the operation of the labs, serve as additional resources to students, and support instruction through skills remediation and assessment.

In addition to traditional classroom space and lab facilities, the EMS and Fire Science technologies utilize a variety of clinical practice sites including hospitals, long-term care and acute care facilities, clinics and schools to meet the learning needs of students. Clinical affiliation agreements are secured with each site identifying the practice area that will best meet the needs of students while in the clinical rotation. The full-time faculty make site visits each term to assess the quality of the learning environment. Students also complete an evaluation of the

clinical site at the end of each semester. Clinical sites and experiences meet or exceed external accreditation standards. All of the College's technological programs that offer practicums have clinical affiliation agreements, internship agreements, or field experience agreements with external businesses and/or non-profit organizations.

 Students also have access to extensive research sources. All library resources are shared with The Ohio State University at Newark, allowing students to access books and journals owned by OSU Libraries. This partnership provides access to inter-library loan services, so faculty, staff and students are able to request articles and books from around the world to support their research and studies. With the main library located on the Newark Campus and satellite libraries located on each of the extended campuses, all COTC students have access to research and informational resources. COTC is also a member of OhioLINK, a statewide consortium of over 121 college and university libraries. As a member, COTC students, faculty and staff have access to numerous resources including books, articles and videos. Members of OhioLINK can request materials from partner libraries and have them sent directly to their home campus, or visit the library of any OhioLINK institution to locate their materials. This consortium also provides access to over 135 online databases which students can access both on and off campus. These online databases contain peer-reviewed research articles, newspaper articles, statistics and videos to assist students in their academic coursework.

On the Newark Campus, the library is open 69 hours per week during the autumn and spring semesters, and 67 hours per week during the summer semester. To assist students after hours, librarians have created resource guides which are websites specific to majors and courses that provide students with a brief overview of library resources and links to a number of recommended databases and websites.

In addition to the library, COTC has an Educational Media and Resource Center located on the Newark Campus. The center provides space, resources and materials for students to use in planning and creating teaching materials for young children. It also provides a space for students to work on assignments for their Early Childhood Education courses.

 The College provides students guidance in the effective use of research and information services. Three professional librarians, with offices in the library at the Newark Campus, provide research services and library instruction to all students. All COTC writing courses must cover research, and all GE courses include a focus on what counts as research in that discipline. Library instructional sessions offered during these or any COTC class focus on developing a topic and search terms, locating relevant information and evaluating that information based on the needs of the student researcher. Sessions are offered at all COTC campuses and are also arranged for CCP courses at their locations. The College adheres to the Association of College and Research Libraries' Framework for Information Literacy for Higher Education.

COTC students can receive research assistance by visiting librarians in the library, or through chat, email and phone. The library website serves as the primary portal for students working on and off-campus, providing access to scholarly article databases as well as books from colleges and universities around the state. Also via the library webpage, comprehensive research guides are available, providing a starting point for students interested in general and discipline-specific

research. Librarian-created tutorials that walk students through the research process and assist them in locating materials are available via the library webpage, and can be linked to Moodle class sites at the request of faculty.

3.E - Core Component 3.E

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

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

Argument

The College's co-curricular programs are suited to its mission and contribute to the educational experience of students. One of the College's primary objectives to "Enhance Student Success" is to provide an exceptional learning environment that prepares each student with the knowledge, skills and values to succeed in a dynamic world. Co-curricular outcomes support the overall educational experience. Focused on critical thinking and effective communication, global citizenship and service to others, marketing informed skills literacy, and self-authorship and ethical reasoning, these outcomes align with learning both in and out of the classroom. Such an environment calls for a rich array of co-curricular programs and activities. Student Life is primarily responsible for student activities, including student clubs and organizations, career services, and multicultural affairs.

Student Life provides diverse programming to enhance the cultural, intellectual and social growth of the campus community. As a result of student feedback, the Newark Campus developed a successful series of family-friendly programs which are offered monthly. In addition, leadership opportunities are encouraged through various student organizations that are based on a mission of academic, faith-based, multicultural, recreational, service, social, special interest or wellness.

With about 30 active student organizations each semester, there are a range of opportunities for students to get involved. These programs represent the visible and accessible avenue to student involvement. The interests of these groups include but are not limited to sports, social, cultural, religion and politics. By being involved in an organization, students have the opportunity to learn soft skills such as time management, communication, team building, leadership development, project planning, preparing meeting agendas, and the art of delegating and negotiating.

Through events and programs, the Office of Multicultural Affairs promotes cultural awareness, enhances exposure, and creates a learning environment of cultural differences for students, staff and faculty. The office strives to develop comprehensive programs to increase retention of minority students for academic success and professional development as well as collaborate with other offices and the community to create an inviting and relaxed atmosphere that promotes inclusiveness for all students.

The Office of Career Development and Experiential Learning Services provides students and graduates with individualized career planning and consultation with job search strategies, labor market information, and assistance with résumés and interviewing skills, among other services.

Atypical for a technical college in Ohio, COTC's students have access to on-campus housing through the partnership with Ohio State Newark. Access to on-campus housing enhances retention and academic achievement. COTC also provides students with a roommate finder application and an off-campus housing informational packet to facilitate additional housing.

The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission. COTC is a technical college with a mission focused on workforce development. It is firmly rooted in the tradition of community engagement and service to multiple community constituencies. Both education and co-curricular programs connect students, faculty and staff with external communities to help students develop the knowledge and skills that will better enable them to succeed in a diverse workplace and society.

A number of faculty members incorporate a hands-on, service-learning component into their courses, so that students can apply what they learn to real-world situations involving a local civic-oriented need. Examples include:

- ECE-190 Professionalism in Education – Students participate in service learning that is agreed upon by the class with a non-profit agency or program. They document the experience and make a final presentation connecting the value for children and families.
- ECE-170 Children's Literature – In collaboration with the dual enrolled class at C-TEC, students prepare a parent event focused on children's literature. Based on a topic like Diversity in Children's Literature, students prepare posters and an active learning experience. They then present in a post-session format for parents of young children in the Licking County area. Parents and their children are invited to come and experience the value of reading to young children. Students reflect on the experience in reaching out to parents as partners in the educational process.
- NURS-201 Advanced Adult Health – Qualified students conduct service projects as part of their work toward induction into Alpha Delta Nu, the honor society for associate degree nursing. Students who meet academic criteria for the honor society must successfully conduct a professional, service-oriented project to be inducted.
- BUS-115 Introduction to Marketing – Students create realistic marketing plans for their own business rather than a fictitious product or business, allowing them the opportunity to expand or begin their own small business. They have also created marketing plans for community organizations that approach faculty for possible inclusion and plan creation. For example, in Spring 2017, students worked with the Knox County Community Concert Association and presented their plans to members of the organization's leadership team at the end of the semester.

Internships and practicums also provide students with opportunities to practice social responsibility. Students have completed internships at many non-profit organizations including

the American Red Cross, the Licking County Chamber of Commerce, the local domestic violence shelter and many others.

Students seeking experiential learning opportunities can obtain the support of the Office of Career Development and Experiential Learning Services. Additionally, the office provides guidance on how to maximize the experience, address employer expectations and make the experience more meaningful. Area employers looking to host students for these experiences can receive assistance developing internship descriptions and announcements, framing work experiences, and facilitating a connection to students and faculty in the appropriate programs of study. Additionally, the office hosts an annual Career Fair each spring. In 2017, 174 businesses, medical facilities and organizations from the region participated. Employers represented all technologies, and 186 students and alumni attended.

The College's student employment program provides students with the opportunity to gain hands-on work experience while earning money to help with educational expenses. Opportunities are available across the College in a variety of areas such as the Gateway, the Center for Student Success, Student Life, the library, Newark Campus Dining, Safety & Security, Multicultural Affairs, Disability Services, Financial Aid, Career Development, ITS, and Fees & Deposits.

The College has a deeply rooted history of service to its constituents, and is dedicated to outreach and engagement activities and initiatives within the communities it serves. For example, the Engineering Technology Department offers an Egg Drop Competition for area high school students. Another example is the Diversity through Artistry program that engages faculty, staff and student volunteers with area third graders in an eight-week art project that helps college students and elementary children gain valuable insight into global awareness and appreciation through various art mediums.

The College participates in economic development activities vital to the region, and is committed to partnering with diverse groups and individuals to strengthen community ties. This involvement extends beyond memberships in traditional organizations, and is evidenced by activities in Coshocton and Knox counties as well as Pataskala and Newark. The College hosts a wide range of external constituent activities and events at each of its campuses. For example, on its Newark Campus, the College in partnership with Ohio State Newark hosts the annual Chamber of Commerce Groundhog Breakfast that attracted over 800 business/civic leaders and community members in 2017. The Roscoe Village Foundation board meetings are routinely held on the Coshocton Campus, and the Mount Vernon Toastmasters Club holds its bi-monthly meetings at the Knox Campus.

In addition to events on campus, COTC is active and visible in the communities it serves through Student Life and individual academic programs. Students, faculty and staff participate in an array of community service activities. For example, in 2015 and 2016 a team of faculty, staff and students participated in A Brush For Kindness through Habitat for Humanity to make exterior visual and structural improvements to homes near the Knox Campus.

The College invests resources annually in sponsorships of community events and activities such as county fairs, festivals, education-related activities and other events. (See 1.D.3 for examples).

The community and the College both benefit from sincere goodwill and long-term relations, which are critical to the College's ability to meet its mission.

The Workforce Development Innovation Center (WDIC) offers opportunities for innovative partnerships between higher education and businesses with a focus on improving the skills of the workforce to increase Ohio's economic development and competitive edge. (See 1.D.3 for additional information).

COTC is a formal, contractual partner with ABLE (Adult Basic Literacy and Education) in its three-county area. Ohio ABLE programs provide free services for individuals who need assistance acquiring the skills to be successful in college for post-secondary education, training and ultimately employment. Specifically, the Transitions to Collegeprovides instruction to eliminate the barriers many students experience when taking their next educational step whether it is after high school, achieving their GED or re-entering the educational setting after many years. Free instruction and learning services are offered to any adult needing pre-college coursework in reading, writing or math based on ACCUPLACER or through a referral. In Knox County, the College provides office space and a classroom, and in Coshocton the campus serves as the only GED test site in the county.

A healthy, economically vibrant community requires strong collaboration among business, education and government. In Licking, Knox and Coshocton counties, Job and Family Services, in conjunction with OhioMeansJobs, has developed independent employment and training centers. These are excellent community resources for employers and job seekers, providing access to services from local and state economic and education partners in one convenient location. As an educational partner, COTC Gateway staff work collaboratively to visit the centers to meet with potential students.

COTC has a proven and measurable economic impact in the communities it serves. The College was ranked number one in Ohio and number 19 in the nation by PayScale in its 2016-17 College Salary Report ranking the best community and career colleges by salary potential. Also, an economic impact analysis conducted in 2014 by the independent research firm, Impact Data Source, found that COTC has a local economic impact of $58 million and supports 705 direct and indirect jobs in its three-county service area. Based on the study of 2011-12 fiscal data, these jobs contribute $29.9 million annually to the local economy in workers' earnings.