

BELMONT COLLEGE



SYSTEMS PORTFOLIO

ACADEMIC QUALITY IMPROVEMENT PROGRAM (AQIP)

OCTOBER 2014

BELMONT COLLEGE AQIP Systems Portfolio

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Institutional Overview

In 1970, under an Ohio state charter, Belmont Technical Institute began full-time instruction serving Belmont, Harrison, and Monroe Counties. According to the charter, the institute was “dedicated to providing quality, post high school level education for paraprofessional occupations.” General education courses and technical courses were combined to create curriculum based upon intensive hands-on training while soft skills were developed concurrently. In 1971 Belmont Technical College was formally established by the Ohio Board of Regents (OBR). In 2008, the college was approved by the OBR and the Higher Learning Commission to confer pre-baccalaureate degrees and espouse the mission of a comprehensive community college. The name was changed to Belmont College in 2012.

Mission, Vision and Values: Regardless of the changes and growth within the college over the years, the legacy of the technical, workforce, and transfer mission stays strong and is supported by the statements of Mission, Vision and Values:

Mission: Belmont College, an integral division of the University System of Ohio, provides affordable higher education for students in a learner-centered environment. The college offers educational opportunities in college preparation, technical education programs, and transfer degrees. Belmont College provides community leadership that promotes programs for economic development, career advancement, workforce development, and community education that are responsive to business and industry.

Vision: Belmont College will be recognized as the community’s college and will be responsive to regional and state needs by providing higher education and leadership for growth and change.

Values: Belmont College is a learning organization that embraces a culture of continuous knowledge acquisition, integrity, openness, caring, and respect for all. Access, affordability and quality are operational values that inspire the college community to be its best. The college continuously transforms itself to respond to changing community, regional and state needs.

Numbers and Types of Students, Faculty, and Staff: The 2012-2013 academic year total undergraduate enrollment at Belmont College was 2,163. There were 778 men (415 full-time, 363 part-time) and 1,383 women (669 full-time, 716 part-time). 1,107 students (51.2%) were age 25 or older. 91.6% were white, 2.9% African American, 0.8% Hispanic, 0.5% Asian, and 0.3% American Indian or Alaska Native. 10.6% of the student population was from out-of-state. Belmont’s faculty-to-student ratio (IPEDs) was 16:1. In 2012 /2013, 82% of the classes had an enrollment of less than 20 students.

In academic year 2012-2013, Belmont employed 36 full-time faculty and 127 part-time faculty; 24 full-time executive administrative and managerial staff and 1 part-time; 29 full-time professional/support/service staff and 9 part-time; 20 full-time technical/paraprofessional staff and 7 part-time; 12 full-time clerical/secretarial staff and 6 part-time.

Level and Scope of Academic Offerings: Belmont’s academic offerings include associate of arts, associate of science and applied associate degrees. Within each of these degrees short and long term certificates are offered. In the Workforce Development and Community Education Department noncredit courses are offered. All courses, certificates, and degrees, are stackable toward certificates, associate degrees and baccalaureate degrees respectively. There are four academic divisions: 1.) Liberal Arts and Humanities, 2.) Health Sciences and Public Service, 3.) Business and Information Technology, and 4.) Engineering, Industrial Trades, and Building Preservation and Restoration (BPR).

Campuses and Additional Instructional Locations: Belmont is a non-residential campus, composed of a one story Main Building, the Natural Sciences Building and the Science and Engineering Building,

which houses the Industrial Trades and BPR programs. In the fall of 2015, a new Health Sciences Building will open and house state-of-the-art science labs as well as health and public service programs. Courses are delivered at two additional locations, one each in Harrison County and Monroe County.

Course Delivery: Courses are offered primarily on-ground, in a hybrid format to supplement the on-ground method, online or via video conferencing. Belmont College's only totally online program is the Library Paraprofessional Program.

Belmont's Quality Journey: Belmont began its quality improvement program in 2004 when the college was accepted into the Academic Quality Improvement Program (AQIP). Belmont submitted the first systems portfolio in October 2006 and received the first systems appraisal feedback report in March 2007. Through several strategy forums and action projects, the college submitted the second systems portfolio in October 2010. The systems appraisal feedback report in March 2011 showed improvement in the movement towards continuous quality improvement and the subsequent quality check-up visit yielded reaffirmation by the Higher Learning Commission (HLC). Feedback from the Systems Appraisal Feedback Reports has driven the college improvement efforts over the years.

Quality Work at Belmont College: Belmont's Action Projects in the past 2 to 4 years are described below:

- **Understanding the Needs of Industry Stakeholders.** This action project was initiated in 2007 to perform a GAP analysis in regard to workforce needs and current college program outcomes. The project was continued in 2010 and in 2014 to deepen the relationships and partnerships between Belmont and industry stakeholders to further expand programming options, strengthen regional workforce and economic development, and expand program development. (Category 2)
- **Measuring Effectiveness.** This action project was initiated in 2010 to strengthen the college's culture of continuous quality improvement (CQI). At that time the focus of the project was informing the college community about CQI and building an infrastructure for its success. Research, planning and budgeting were connected and aligned. In 2013 the project was concluded and a new project was launched with a focus being to strengthen the CQI process and further move the organization toward an aligned approach for ongoing process improvement. An update this year will focus on moving the college toward a fully aligned level of systems and processes for institutional effectiveness. (Category 7)
- **Dual Enrollment: Participation and Readiness.** This 2009 action project focused on increasing participation of high school students in college credit classes to decrease time to degree, decrease cost of credentials, and increase student success. All goals of the project were met. There was a 30% increase in dual enrollment over the 3-year timeframe of the project. (Category 3)
- **Helping Students Learn Through Redesign of Developmental Education.** This action project began in 2011. The focus was to enhance student retention and completion in developmental education and success in subsequent college level gatekeeper courses. All goals were met in the initial project. It is restarted in 2014 focusing on the redesign of the delivery methodology to expedite time to degree, decrease cost of an associate degree, and increase graduation rates. (Category 1)
- **Student Persistence.** In 2007 this action project focused on removing barriers to student retention. Implementation of case management academic advising, technology enhanced developmental education, individualized financial aid counseling, more customer friendly business office processes, parent counseling services, an academic alert system, study groups, and peer tutoring for "killer courses" are some of the intervention outcomes. (Category 3)
- **Evaluating Employee Satisfaction.** This action project was initiated in 2007. The AQIP Examiner was administered to all employees. Results analyzed by the Human Resources team and shared with the college community, drove improvements such as improved campus safety and security, improved hiring/orientation processes, motivation activities for employees, and a review of the benefits package. (Category 4)

Category 1 - Helping Students Learn

Introduction

The college's processes for helping students learn exhibit a range of maturity levels. Overall, the maturity is at a systematic level with specific processes and functions varying in degree of maturity. The college has created well-developed and planned policies and procedures regarding assessment, program development, and program review. Processes in these areas are aligned and empowered by faculty.

The college's processes are aligned in providing a common data set for program review, completion, and student success measures. The Institutional Research Department is responsible for systematically providing data throughout the college for analysis. This includes Board of Trustees Monitoring/Ends Reports which are completed routinely and are related to Institutional Key Performance Indicators such as: graduation and completion rates; completion rates in developmental education courses; and national licensure and certification examination results to name a few.

The college is committed to improving student learning. This is evident in the integration of the assessment process within program review functions as well as the systematic process of assessing Core Learning Outcomes college-wide. In an effort to improve instructional effectiveness, Belmont implemented an assessment cycle consisting of embedded comparative analysis between defined learning outcomes and measured learning outcomes. Degree programs with national and/or program accreditation have stable, intentionally managed processes and are, therefore, considered aligned in maturity. Other programs are moving from reacting to systematic in maturity level as student assessment initiatives utilize a common assessment guidebook and an assessment portal website where faculty collaborate, share, and post assessment data, analysis/outcomes resulting in improvements to systems and processes for teaching and learning.

Belmont's *Learning and Student Success Model* provides an aligned framework for students from the start of their college career through college graduation or goal completion. In this category, this paradigm is described in many responses as it is all-encompassing throughout many college functions. For example, the advising process is aligned in identifying at-risk students and providing students with needed learning support through a Retention Management System and Academic Early Alert process which is part of Jenzabar EX. The process of assessing and improving teaching and learning is systematic based upon course and program assessment results. Programs remain current through a systematic program review process as well as a more formalized Developing A Curriculum (DACUM) process used for program development.

Through faculty collaboration, the developmental education program has been streamlined using statewide standards proposed by the Ohio Board of Regents to increase student success. The current AQIP action project, *Helping Students Learn through Redesign of Developmental Education*, further demonstrates Belmont's commitment to student learning and success by redesigning the emporium model to include the combination of traditional instruction with technological support. This Action Project is aligned with data supporting student learning needs via a modified emporium model and also the use of innovative delivery methods.

The institution's foci for the future in helping students learn include developmental education retention and success, improving national licensure and certification pass rates in the nursing programs, improving college enrollment, retention, and completion rates, strengthening student support services and student

satisfaction, enhancing new program development, and marketing strategies. The ultimate goal is to move the maturity level of this category from systematic to aligned and integrated in all areas.

1P1. Determining Common Learning Objectives for All Students (Core Component 3B)

Belmont College's Learning Philosophy which flows from the college mission describes learning as an active, participatory process to provide affordable higher education for students in a learner-centered environment. Faculty, staff, and students share responsibility for learning and adapting to diverse teaching and learning styles. According to the Learning Philosophy, learning involves a mutual relationship among faculty and students in which faculty members are caring, competent, and knowledgeable and students are responsible for full engagement in this process. Belmont partially fulfills this philosophy through the identification and threading of Core Learning Outcomes (CLOs), also referred to as general education outcomes, across the curriculum. In addition, broad learning skills, co-curricular activities, program outcomes, and the utilization of the DACUM process for curriculum development support the philosophy.

Belmont communicates the purpose and content of the CLOs through publication in the college catalog, by inclusion of the outcomes in all college syllabi, and by offering co-curricular activities such as Cultural Pearls, Student Government and Phi Theta Kappa. The CLOs to be achieved by all Belmont College graduates are 1.) Communicate Effectively (written, oral and reading); 2.) Think Critically and Creatively; 3.) Learn Actively; 4.) Accept Accountability; and 5.) Build Multicultural Diversity/Global Awareness. Belmont believes that when practiced across the life span, the outcomes encourage: personal and professional growth; the ability to function in an employment situation; community service; and good citizenship. Assessment of the CLOs by faculty occurs inside and outside of the classroom and guides decision-making and actions to improve teaching and learning. Each outcome is measured over a two year cycle. See 1P18 for details of the assessment process.

The general education component of the curriculum offered at Belmont College follows the guidelines prescribed by the Ohio Board of Regents. General education and basic elective courses encompass approximately 50% of the credit hours in each applied business (AAB) and applied science (AAS) program curriculum. The general education component of all programs includes a broad learning perspective: writing and communication, natural and physical science, social and behavioral science, mathematics, and arts and humanities courses.

Table 1: Selective Examples of Integration of Cultural Diversity and Broad Learning Skills

Program	Course	Exploring Global Diversity & the Changing Environment	Building Communication Skills	Embracing Intellectual Inquiry
Associate of Arts & Associate of Science	<ul style="list-style-type: none"> World Religion Global 20th Century Literature 	<ul style="list-style-type: none"> Social injustice Human issues across cultures Comparative studies 	<ul style="list-style-type: none"> Discussions Collaborative groups Oral presentations Written reports 	<ul style="list-style-type: none"> Interviewing strategies Comparative analysis research paper
Business & Information Technology	<ul style="list-style-type: none"> Business Communications Organizational Behavior Marketing Web Marketing 	<ul style="list-style-type: none"> Understanding cultural diversity Group dynamics of corporate culture Ethics in a global environment 	<ul style="list-style-type: none"> Discussions Written reports and presentations Case studies Online discussion forums 	<ul style="list-style-type: none"> Research reports Evaluating policies Developing a marketing plan Examining organizational charts
Health Sciences	<ul style="list-style-type: none"> Ethics Human Biology 	<ul style="list-style-type: none"> Impacts of genetics and heredity on society Human values Ideals and morality 	<ul style="list-style-type: none"> Group activities Lab exercises and simulations Discussions 	<ul style="list-style-type: none"> Applying scientific methods Thinking critically Making decisions

General education courses are chosen and developed by faculty teams including Program Chairs, key college personnel, and governance teams. Examples of broad learning skills incorporated in the general education courses and program curriculum are shown in Table 1. Co-curricular activities further integrate broad learning and inquiry as shown in Table 8 in 1P16. Belmont recognizes the diversity of its student body and provides services for various groups of students (See 1P10).

1P2. Determining Specific Program Learning Objectives (Core Component 3B and 4B)

Faculty determine program learning outcomes through consultation with advisory boards, incorporation of industry standards, requirements of licensure and accreditation boards, and input from graduates and employers. Each program has overall program learning outcomes. Each course has defined learning outcomes that guide the development of course objectives which in turn determine the unit objectives and evaluation methods. These are all included in the course syllabus.

Program objectives are updated using the DACUM process for curriculum development. This process involves program faculty and the Director of Program Development meeting with focus groups from business and industry to determine the skills and abilities required for current practice in the job field. Through focus group activities, program and course outcomes are determined with corresponding course development or revision to meet workforce and employer needs.

Each program develops a five year assessment plan. The plan includes methods of assessment, dates, and frequency for collection of data regarding student performance on program learning outcomes. Faculty assess learning outcomes (See 1P18) using rubrics developed for the specific program outcomes, capstone projects/courses, national certification/licensure testing, among other methodologies. The assessments are completed systematically per the five year assessment plan. Data is gathered and analyzed by faculty and improvements are identified in the areas of curriculum and instruction and systems/processes related to the program area. Strategies to reach the targets for improvement are identified and implemented over the next academic year. Examples of strategies to improve student learning include incorporation of more active learning strategies in the health science disciplines, adoption of a new textbook for the English 1110 course, and modification of clinical activities to enhance student learning in the nursing programs. The college embraces a culture of continuous quality improvement (CQI). Throughout all curriculum development, CLO assessment, program assessment, and revision the CQI process is utilized.

1P3. Designing New Programs and Courses

The New Program Development Model is a systematic process that provides a conceptual framework in which program ideas, staff, and resources are approved, funded and developed. The model places emphasis on accessibility, versatility, and a quality learning environment. The New Program Development Model is a process of generating ideas, research, approvals, program and curriculum development, and notification.

Ideas for new program development are generated from program chairs, faculty, internal and external stakeholders, environmental scanning/other research, and from the SWOT analysis of the college strategic planning process. Ideas are presented to the Director of Program Development for movement through the New Program Development Model or the Model for Program Revision.

Research for new program ideas is conducted by the Director of Program Development. These studies are established to seek out feasibility information regarding jobs outlook and employment opportunities. Environmental scanning utilizes the Bureau of Labor Statistics, Occupational Outlook Handbook; the Ohio Means Jobs website and data sets; the Department of Labor, Tomorrow's Jobs; and the Department of Jobs & Family Services, 2018 Ohio Job Outlook for East Central Ohio, to track trends in employment

needs and assist in identifying opportunities for jobs by industry and living wage salaries. Other supportive data included for the needs assessment are: 1.) 5-year potential enrollment analysis; 2.) Possible transfer and articulation pathways to 4-year institutions; 3.) Possible collaboration with other 2-year and 4-year institutions, and 4.) Other similar programs within a 30 to 50 mile radius.

The program budget with start-up costs is researched. Budget factors include equipment/technology, facilities, accreditation, instructional development, marketing plan, new faculty/personnel, and administrative overhead. A five-year budget/business plan is developed. Approvals to proceed are obtained throughout the process and faculty begin development of the new program. The college has appropriated funds set aside for new program start up.

Career pathways are supported by advisory committees which are appointed with members consisting of community leaders, industry experts, and external and internal stakeholders. Members are asked to participate in regular meetings and also participate in periodic surveys related to job opportunities, required employee skill sets, future needs/concerns, and other related topics. The new program and curriculum are then developed guided by the program outcomes and course objectives. Program outcomes are developed using Bloom's Taxonomy for competency levels. Program characteristics include pathways from high school to college, college certificate to associate degree to 2 + 2 agreements with 4-year institutions, affording graduates the opportunity to achieve a bachelor's degree. An example of current degree pathways are 2 + 2 programs with Kent State University in engineering, business, and accounting. Belmont has formally established pathways from high school to bachelor's degrees.

New course development occurs as faculty and program chairs act upon suggestions from advisory boards, students and other stakeholders. Course objectives are developed to meet industry standards and employer needs. New courses are also developed to meet licensure requirements, new technology, new industry expansion in the region, and market changes. In each case, the department chair, full-time and adjunct faculty, and Director of Program Development contribute to the curriculum design. Whenever possible, courses meet Transfer Assurance Guidelines (TAG), Ohio Transfer Model guidelines (OTM), and Career-Technical Assurance Guidelines (CTAG) to insure the seamless transfer to other public colleges and universities in Ohio. All new courses are reported yearly to the Ohio Board of Regents and published in the college catalog and on the website. A master course syllabus is designed in a standard format and presented to the Curriculum Team which consists of faculty from all discipline areas with a faculty member serving as chair.

The Curriculum Team provides oversight of the curriculum and reviews rigor, content, resources, and faculty needs. Furthermore, review and administrative guidance are provided by the Vice President of Learning and Student Success and the Executive Dean of Academic Affairs (See 4P1 and 4P2). New programs are sent to Ohio Board of Regents (OBR) and possibly the Ohio Department of Education (ODE), and/or the Higher Learning Commission (HLC) as appropriate.

Belmont also increases the competitive edge of program offerings by providing 1) flexibility in course delivery and scheduling, 2) unique programs, and 3) training for industry certificates. A concurrent variety of educational delivery modes provides for day, evening, video conferencing with off-campus locations, and online learning opportunities. The Building Preservation and Restoration program as well as the Library Paraprofessional program are unique programs on the national level while the Civil Engineering, CISCO Academy and Cyber Security programs are unique to the regional area. As a leader in industry training, Belmont provides up-to-date welding facilities which include pipe welding capabilities to meet the needs of the oil and gas industry. The Belmont Truck Driving Academy, offered in partnership with a private firm, meets the local demand for truck drivers.

1P4. Designing Responsive Academic Programming (Core Components 1C, 3A, and 4A)

Belmont ensures that the institution's degree programs are appropriate to higher education and to the needs of a diverse student body. The student body at Belmont College includes various generations of learners with diverse learning styles. Students are afforded the opportunity to experience multicultural education through a variety of general education courses. Ethnic diversity and multiculturalism are threads in the curriculum as shown in 1P1. In addition, students participate in co-curricular activities such as Black History Month, and various student supported awareness weeks (for example, raising money for Autism Awareness Week), which deepens and broadens the concepts of diversity and multiculturalism. These activities expand students' sensitivity and awareness as part of the CLO, Build Multicultural Diversity/Global Awareness. The college is increasing students' diversity awareness through campus activities as part of Perkins Grant Plan initiatives. These include increasing the male/female population and minority census in specific academic programs of study (males in nursing, females in welding, etc.).

Learning outcomes for the programs are developed by program chairs and full-time faculty in each program area. These outcomes are reviewed annually and published in the college catalog and on the Belmont College website. The DACUM process provides an opportunity for faculty, industry leaders, and employers to review program outcomes and curriculum goals. Course, unit, and lesson plan goals flow from these outcomes.

Belmont ensures the quality of its degree programs through a comprehensive program review process which is further discussed in 1P13. This program review process has been instrumental in improving program quality for the past ten years. Advisory Board input is sought systematically by faculty for each program to determine the relevancy of program curriculum and outcomes for the job market. The strategic planning process is helpful in guiding program development as well. Refer to 1P3 and 5P4 for environmental scanning research information. Examples of new programs that are being developed based on industry needs include those shown in Table 2.

Table 2: New Programs 2014

Department	Degree	Program
Engineering	Associate of Applied Science	Instrumentation
	1-Year Certificate	Instrumentation
AEP Apprenticeship Collaboration	Associate of Applied Technical Studies	Line/Utility Technician
WSCC Industrial Technology	Collaborative: Associate of Applied Science	Process Technician
Civil Engineering	Associate of Applied Science	Energy and Natural Resources
	1-Year Certificate	Energy and Natural Resources
	1-Year Certificate	Water Resource Management
Business	1-Year Certificate	Oil and Gas Accounting

College credit is awarded based on the Academic Semester Credit policy. The policy is based upon statewide guidelines from the Ohio Board of Regents (See 1P12, Table 6, Belmont *College Credit Formats*). Prior learning is assessed through credit by examination or portfolio assessment. Transfer credit is assessed and awarded by the Program Chair. The Chair reviews the student's official college transcript to determine if the college credit earned elsewhere will be accepted at Belmont College. Credit is only awarded if earned at a regionally accredited institution of higher learning, is approved for transfer through the Ohio Board of Regents transfer and articulation guidelines, meets the guidelines for military credit, College Level Examination Program (CLEP), or Advanced Placement credit per college policy (1P12). If credits are transferred in from outside of Ohio, contacts are made to the home institution to confirm that course outcomes and content are sufficiently equivalent to the Belmont course. Transfer and articulation agreements with other post-secondary institutions are updated annually.

Institutional authority over quality and academic rigor is established through course prerequisites that establish a basis of knowledge to build upon in subsequent courses. Academic rigor is ensured through depth and breadth of content and a general calculation of each credit hour requiring three hours of out-of-class work. Depth and breadth of course content are standardized by the state course numbering system (Transfer Assurance Guides, the Ohio Transfer Module, and Career-Technical Assurance Guides). Belmont's general education courses and a number of technical courses are approved for the TAG, CTAG, and OTM. Online, hybrid, and videoconference courses meet the same requirements of academic rigor as traditional courses as communicated and documented in the standardized syllabus. Online faculty are required to take an online training course.

College Credit Plus (college courses offered to high school students) is taught by college faculty usually on the main campus. If taught at area high schools, college faculty teach the courses and meet the guidelines for faculty credentialing set by the college in compliance with Ohio Board of Regents and HLC faculty credentialing criteria. Faculty use a master standardized course syllabus that contains the same learning outcomes and content outlines and lesson plans as college students enrolled at Belmont College. Belmont regularly hosts high school student events on-campus. These include the MathCounts, TEAMS, and Science Fair academic competitions, along with College Goal Sunday (for financial aid assistance), and college Tech Prep events. Additionally, Belmont employs the Southeast Ohio Regional College Tech Prep Coordinator. The Tech Prep program provides a seamless transition from secondary to post-secondary programs of study in career-technical program pathways.

Belmont maintains accreditation for the Medical Assisting Program through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Belmont has attained pre-kindergarten Ohio Department of Education licensure for the Early Childhood Education Program. The college is currently seeking national accreditation for the Emergency Medical Services and Fire Programs (Belmont has state accreditation for this currently) as well as exploring and working toward program specific national accreditations in Welding, HVAC, and the Associate Degree Nursing Program. A number of other programs offer industry-based certification exams upon completion. Examples are Pharmacy Technician, State Tested Nursing Assistant, Welding, CDL, and five levels of the CISCO Academy.

The college annually collects and analyzes data on job placement rates for all programs after graduation. Data collected includes: current employment status, general employer information, employment satisfaction, and satisfaction with the education received at Belmont. Students are also queried about plans to continue their education. The job placement survey is completed after graduation to determine employment rates in the field of study.

The Workforce Development and Community Education (WFD/CE) Department's primary objective is to assist individual, business, industry and community growth through training and education. All offerings are intended to strengthen and enhance career, personal, and educational goals. The WFD/CE Department conducts a needs assessment of local business, industry, and the community to determine the needs of the citizens it serves. The results of the assessment are evaluated and feasibility is determined for offering the desired program. Based on this assessment, the college evaluates what academic support is needed to fully prepare the student to learn a strong technical skill set, or to meet an employer's defined academic requirements.

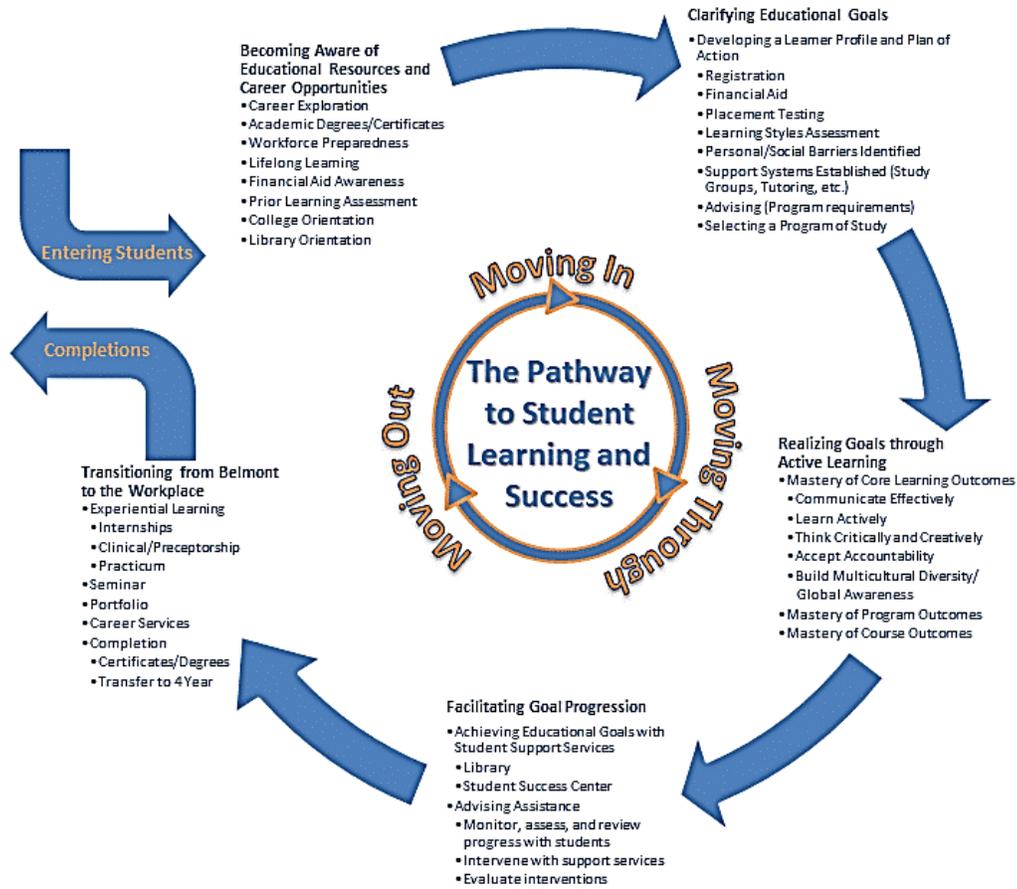
Often, industry based standards lead to the development of curriculum supporting specific required skill sets. Some examples include enhancing Anatomy and Physiology for EMT and Paramedic students and adding construction math to a workforce welding program. WFD training includes welding classes and workforce training. Community Education offerings include courses in the areas of digital photography, stained glass, small business, pharmacy technician, IV therapy, computers, ACT test prep, and State Tested Nurse Aide (STNA). In collaboration with the Energy Institute, training and courses are offered

in support of the oil and gas industry including OSHA 10, Safeland training, Introduction to Oil and Gas, and Introduction to GIS.

1P5. Determining Student Preparation Required

The Learning and Student Success Model (Figure 1) outlines the pathway for bringing students into the college, moving them across the curriculum, and transitioning graduates to the workforce.

Figure 1: Learning and Student Success Model



During the “Moving In” phase, all students are tested for college readiness through Accuplacer placement testing unless they have ACT, SAT or placement scores from another college. The Ohio standardized placement test scores (set by the University System of Ohio) determine placement in the college level courses. Students who score below college ready on the placement exam must complete their developmental education courses at Belmont before enrolling in college level course work unless they are simultaneously enrolled in a college level course and a supplemental instruction course for English or math. Students who score in the lowest ranges in all three areas of the Accuplacer exam are counseled to enter Adult Basic Literacy Education (ABLE) courses. The Learning and Study Strategies Inventory (LASSI) is administered along with the Accuplacer test. Student scores are addressed with the student by Student Success Center staff. Any student scoring less than 50% on more than six of the LASSI categories is referred to an admissions counselor for Case Management Advising.

Within the college curriculum, Belmont has other measures in place to monitor and augment the preparedness of students. Belmont operates a standard prerequisite system to ensure adequate preparation in knowledge/skills needed for courses within college programs. Prerequisites are determined by program chairs in consultation with faculty within the discipline, and in keeping with norms at other colleges in Ohio. A new initiative is the use of SmarterMeasure, an online readiness tool that evaluates students' strengths and challenges for online learning.

An individual program area may have its own guidelines for the level of preparedness a student needs to succeed. For example, prior to admission to the nursing programs, students take prerequisite course work in anatomy and physiology, allied health math, and general psychology. The student must receive a grade of "C" or better to be considered for admission. Students must also complete the State Tested Nurse Aide Program and acquire the certification giving them a firm foundation for the nursing program.

1P6. Communicating Required Preparation for Specific Programs (Core Component 2B)

Table 3 outlines means of communication. Belmont communicates with its students from inquiry through graduation. Students can access information about Belmont College at any time via the Belmont College website (www.belmontcollege.edu). The college website includes information for prospective students about its programs and admission requirements. Each program has a link on the Academics tab that explains the program outcomes, job opportunities, and course sequencing. The HLC accreditation affiliation and the Belmont College catalog can be accessed on the website. Under the Admissions tab, students can learn about admission requirements and how to complete the admission application. Information about financial aid, scholarships, and placement testing is included under this tab. Students may receive information about the college through group and one-on-one tours, high school recruitment visits, county Ohio Means Jobs offices (through Job and Family Services), and community events like job fairs.

Table 3: Communication of Expectations Regarding Student Preparation and Learning Objectives

Activity	Responsibility	Communication Activities
Individual tours	<ul style="list-style-type: none"> Faculty Admissions 	Tour the campus, meet faculty and are given program specific brochures. Tours are tailored to the student's specific educational needs.
Group tours	Enrollment Services	Tour the campus, meet faculty and hear a more focused admissions presentation.
High school visits	Enrollment Services	Information provided on the admissions process, Belmont in general and specific programs. A College Viewbook and program specific brochures are provided.
Website inquiries	Enrollment Services	The website provides information regarding specific programs, course information, accreditation, control, cost, financial aid, etc. to prospective and current students.
Admissions Appointment	Admissions	Meet with an admissions specialist to discuss academic preparation, program/career selection, costs, financial aid, and the admissions process.
Orientation / registration	<ul style="list-style-type: none"> Student Services Faculty Registrar Financial Aid 	Accepted and enrolled students are introduced to college policies/procedures and to staff and faculty; students register for classes; purchase books; verify financial aid, etc. A <i>College Catalog & Student Handbook</i> is provided. Students complete an orientation.
Academic advising	<ul style="list-style-type: none"> Faculty Student Services 	Newly enrolled and current students review their academic progress and Degree Completion Plan; complete degree audits; and address any Early Alerts in a one-on-one advising session.
MyBelmont	<ul style="list-style-type: none"> IS Department Office of E-Learning 	The MyBelmont portal provides grades and assignments. The system serves as the students' electronic connection to the college. Includes access to the <i>College Catalog & Student Handbook</i> , how-to guides, help documents, etc.
Course syllabus	Faculty	The standardized course syllabus provides instructor's contact information; class schedule; course description; learning outcomes; textbook; resources and grading.
Academic policies	Strategic Communications and Enrollment Mgt.	The <i>College Catalog & Student Handbook</i> (print and online) explains student expectations and academic policies for current students.

As students inquire about the college, they are sent communications such as the Viewbook and specific information about the program they are interested in pursuing. The Viewbook provides an overview of Belmont College. After completing their application to Belmont College, they are sent an acceptance letter and scheduled for an admission appointment. At the admission appointment the prospective students may be provided with a copy of the college catalog which provides further details about what is required, i.e. program and course objectives, course descriptions and prerequisites, degree requirements, and suggested completion templates. Any credentials that can be earned by completing specific coursework are identified in the catalog and on the website, for example, CISCO or Microsoft industry credentials. Gainful employment information for certificate programs is provided on the Belmont College website.

During the admissions process, students meet with an Admissions Counselor to verify their student file is complete (transcripts, financial aid, application, placement scores, etc.) If there are no placement scores or approved placement waivers, students are provided information to prepare for the Accuplacer testing, scheduled for a testing time, and provided with supplemental study materials. Once the Accuplacer test scores are received, students meet with an Admissions Counselor and may be referred to Kuder Career Assessment (to clarify career goals) or other college support systems. Then they are scheduled to meet with their assigned Academic Advisor to register for appropriate courses.

The accuracy of materials is ensured through departmental review processes in which final approval of communicated information is granted collaboratively by the department head, content experts, and the Communications Department. Primary sources such as documented graduate employment salary data are used and compared with the U.S. Department of Labor Statistics and the DJFS jobs outlook data to further ensure data validity.

1P7. Helping Students Select Programs of Study (Core Component 3D)

Belmont College provides support for student learning through the Learning and Student Success Model (1P5). This model outlines the entire process from admission to graduation. During the “Moving In Phase”, Admissions Counselors are available to assist students and potential students in making program decisions. During set admissions appointments, Admissions Counselors talk to students about their program options, the student’s goals, and their current life status. If students need more assistance in making a program decision, the Kuder Career Assessment may be administered. This assessment is specifically designed to measure a student’s interests, skills and work values, and it provides the student with an occupational outlook. Admissions Counselors are available to discuss the results with the student and to offer guidance in the selection of an appropriate program.

The Kuder Career Assessment is utilized with high school students. The High School Enrollment Services Associate educates high school students about proper career pathways to college and often leads students through the online Kuder Career Assessment. During recruitment events and high school visits, the High School Enrollment Services Associate discusses career goals and how the students’ goals relate to college choices.

College Tech Prep sponsors events for high school students on campus. These events enable students to explore careers and college majors in the areas of Science, Technology, Engineering, and Math (STEM) and business programs and offers professional development activities for high school teachers (STEM Expo, Teacher Expo, Business/ Entrepreneurship Day). The college has sponsored events such as Law Day, Medical Assisting Day and Nurses Week to encourage students to explore these majors. See 1P10 for additional ways Belmont assists students with their needs, interests and abilities.

1P8. Dealing with Underprepared Students

As stated in 1P5, if the student scores in the midrange of the Accuplacer, they are placed in developmental reading, writing or math courses at Belmont. Students in developmental courses receive supplemental assistance in the form of specialized LibGuides developed collaboratively by college staff and faculty. The LibGuides provide students additional study resources and help them connect earlier to their programs of study. In addition, a Supplemental Instruction (SI) Leader is assigned to the majority of developmental education courses to assist students with their learning during their scheduled class time. The SI Leader is a student who has successfully mastered the course content. Study groups are also available after the class session

First-time students who are underprepared are also encouraged to enroll in a First-Year Experience (FYE) course. This course includes information about Belmont College systems and processes for student success as well as time management, study skills, critical thinking skills, and test-taking skills. The course uses a holistic approach to address the social and cognitive issues that students may encounter as well. The First-Year Experience (FYE) counselor triages students to identify academic challenges and socioeconomic barriers. Students are provided Student Success Plans to address these needs. The plan is individualized and assigned by the academic advisor. See 1P15 for detailed information about Case Management Advising.

Students who score within confirmation range on the Accuplacer may enroll in college level English or math courses with a paired supplemental instruction course in English or math. This supplemental instruction course is a one credit enrichment course focusing on key developmental concepts to help students fill learning gaps to be successful in college level coursework without slowing progress through the curriculum.

Students registering for online classes for the first time are encouraged to take a SmarterMeasure assessment, an online readiness tool that evaluates student strengths and challenges for online learning. The assessment includes resources for improving skills in identified weak areas. Atomic Learning, Learning Express Library, the Khan Academy, and MyMathlab are online resources available for additional help.

During the “Moving Through” phase of the Student Success Model, students who are underprepared or not meeting learning outcomes are identified by faculty. Through an online Academic Alert process, faculty communicate with advisors about student progress issues. Advisors then contact the students and provide proactive advising. Professional and peer tutoring is available in the Student Success Center (see Table 7, 1P15). Additional tutoring is available online 24/7 through etutoring.org where students can receive online tutoring in mathematics, statistics, chemistry, accounting, anatomy and physiology, physics, biology, and writing.

1P9. Detecting and Addressing Differences in Students’ Learning Styles

During the admission process in the “Moving In” phase, students take the LASSI inventory in the Student Success Center to determine their learning styles, time management skills, motivation, and need for study skill development. An advisor discusses the results with the student and encourages completion of the online LASSI modules. Students are advised to register for a Student Learning and Success course which is designed to help students create greater success in college and in life.

To address the differences in learning styles, faculty embrace active learning strategies throughout the curriculum. These strategies include student use of computer labs, technical labs, experiential learning such as clinical, internship, field labs and capstone courses, simulations, hands-on activities, lecture/

discussion, and small group work. Most classrooms are equipped with LCD projectors, and instructor computer stations to promote the use of visual aids. In addition, the college subscribes to Films on Demand, uses SmartBoards, and response clickers to enhance active participation of students. A new Health Sciences Building with state-of-the art learning facilities and simulation labs will be open for students in fall 2015.

1P10. Addressing Special Needs of Student Subgroups (Core Component 1C)

Special needs of students are identified. Table 4 describes how these subgroup needs are addressed.

Table 4: Addressing Needs of Student Subgroups

Student Subgroup	How Needs are Addressed
Student Government Association	Active voice in conveying student needs through the governance system. Students' needs are reported to the Student Success Team and the Student Life Team. The student recommendations are considered by the teams and acted upon by contacting the department responsible for the service that is needed by the students. For example, a survey of Business and Accounting students revealed the need for more evening classes and subsequently more classes were added to the term schedule.
Commuters	All students at Belmont commute to attend classes on the main campus or at the off-campus locations. The advising department has scheduled hours to accommodate the needs of commuters on the main campus and at the off-campus locations. Financial Aid services are available online through MyFAO. Online registration is provided to allow for ease of registration. To help reduce transportation costs and provide flexibility, online courses and video conferencing is available. E-Tutoring services are available free of charge to students. Transportation is also available for students from Monroe County to the main campus. Free parking is available at all sites with security surveillance for safety. A contracted cafeteria is available during fall and spring semesters, and vending services and an ATM are available year round.
Low Income Students	Partial or full scholarships are offered for students in specific programs, for example: AEP Scholarship, Belmont Savings Bank Scholarship, BPR Scholarship, Clay Family Memorial Nursing, CONSOL Energy, Gust Maistros Scholarship, Kim Taylor Scholarship, Rubloff Scholarship, ME-MMA Scholarship, and Project Best Scholarship. Additional scholarships are available and include: Belmont College Employee Scholarship, Hilda Burrows Scholarship (for displaced workers), Senior Citizens Scholarship (for those over 60), Woolman Scholarship (for any student with financial need), St. Clairsville Rotary Scholarship (for residents of St. Clairsville), and the Trustees Scholarship (for residents of Belmont, Harrison or Monroe counties and recent high school graduates and covers the full cost of tuition).
Special Needs Students	Special needs students are referred to the Access Advisor who assesses their needs in detail to ensure that all aspects of a needed accommodation are understood and received. The Access Advisor provides notification of students with special needs to faculty who facilitate reasonable accommodations. These accommodations may include extended test-taking time, readers and scribes, ADA computers, smart pens, books on tape and stethoscopes for the hearing impaired.
International Students	International students receive support services through the Student Services Department, the Student Success Center, the Financial Aid Department, and the Learning Commons.
Veterans	A representative from the Department of Veterans Affairs is on campus regularly to assist veterans with questions/concerns and works with the Belmont Career Services office for veteran job placement. Belmont confers transfer credit for prior learning assessment regarding military training/experience and has been designated on the 2014 Military Friendly Schools® list. Belmont has a college veteran representative who is credentialed to certify veterans and serves as the official veterans contact for the college.
Adult Learners	Belmont recognizes that adult skill sets may need assessed and supported to acquire new skills and/or update current skills. Workshop topics routinely offered by the Student Success Center and Career Services include: time management, study strategies, test taking and note taking techniques, resume writing and interviewing techniques, as well as other related topics.
Senior Citizens	Senior citizens are offered free classes through the community education department and receive tuition waivers for college courses. "Grandparents classes" are offered for seniors interested in pursuing a degree to offer services to local schools as teacher aids.
50+	Prospective students who are over the age of 50 may enroll in a free transition to college course that addresses reading, writing, math, and computer skills. These students complete a college and library orientation. Once they complete all the skill components, they take the college placement test (Accuplacer) and then register for college if they wish.

Table 4: Addressing Needs of Student Subgroups (continued)

Displaced Adult Workers	Belmont addresses the needs of displaced adult workers through a coordinated process. Belmont College, in collaboration with the Governor's office, the Department of Jobs and Family Services, the Workforce Investment Board, and other local agencies plans, implements, and manages a Transition Center where displaced workers from local industries can receive counseling, crisis intervention, classes, career training, and advising in order to move from joblessness toward gainful employment within a six-month period of time.
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1P11. Expectations for Effective Teaching and Learning (Core Component 2D and 2E)

Expectations for effective teaching and learning are communicated to the faculty in part through a Learning Commons (LC) orientation for all new full and part-time faculty that covers college policies and procedures including: taking attendance; college forms; operating policies; expectations related to teaching and learning; and professional development activities. The LC also maintains and orients faculty to the virtual Teaching and Learning Center which contains resources for professional development, discipline-specific supplemental course material and directions and links for technology support based upon the college's expectations for teaching and learning. Additionally, the virtual center offers resources related to a variety of topics such as assessment, active learning, classroom management, textbook selection, and curriculum development.

During the orientation process, faculty members meet with the Vice President of Learning and Student Success, the Executive Dean of Academic Affairs, and the E-Learning Coordinator. The expectations for effective teaching and learning are communicated which flow from the philosophy of learning and the Academic Affairs mission and goals. The *Assessing Student Learning: Faculty Guidebook & Plan* is provided to the new faculty member. This guidebook provides information about the assessment of student learning using both direct and indirect measures. The guide also includes the procedure for assessment of online instruction.

The President of the college is responsible for ensuring the timely appraisal of college employees. Administrators have the responsibility and authority for facilitating the process and collaborating with faculty to complete the evaluation process. The goal of the faculty appraisal process is to create a climate of excellence in education by maintaining and improving the quality of instruction at Belmont College. In addition, the faculty appraisal process provides support for ongoing faculty professional development. The appraisal process evaluates the faculty member's performance in areas directly affecting quality of service to students and the institution.

The faculty member is responsible for developing an individual appraisal plan in conjunction with his/her administrator. A two-track evaluation process is utilized. Track One is for faculty members whose performance has been rated satisfactory according to the output criteria of the Faculty Model. However, should a pattern of unsatisfactory job performance develop after a Track One evaluation, and before the next scheduled evaluation, the Track Two process may be initiated. Track Two is for faculty members whose performance has been rated unsatisfactory according to the output criteria of the Faculty Model and other mutually approved performance criteria.

The Track One process begins prior to the end of Spring Semester. The Human Resources Coordinator sends to the Executive Dean of Academic Affairs a list of faculty members whose contracts are scheduled for renewal at the end of the next academic year. Data includes the most current information about educational attainment, number of overall years of experience, and number of overall years of teaching experience.

The Track Two process centers around improvement of faculty performance in one or more areas of competence (as found in the Faculty Evaluation Tool) through the development of a written performance action plan, including goals, actions, and time frames. The evaluator and faculty member define specific

action steps and professional development activities to improve the faculty member's performance within a specified timeframe determined by the evaluator. Improvement in performance as evidenced by satisfactory completion of the performance action plan will end the Track Two process. Documentation of successful completion of the action plan, signed by the faculty member and the evaluator, are placed in the faculty member's personnel file. Failure to improve performance or to demonstrate consistent satisfactory performance may result in the continuation or the triggering of a new Track Two process and/or disciplinary action.

Belmont College employees believe student evaluation is an essential part of maintaining quality instruction. Students have the right, the opportunity, and the responsibility to evaluate the quality of their educational experience as it relates to instruction. Student evaluation of instruction is conducted by full-time faculty per the schedule in Table 5.

Table 5: Frequency of Student Evaluation of Instruction

Instructor	Courses	Time Frame
Teaching course for <i>first time</i>	Evaluate that course	The term it is offered
Teaching a <i>new</i> course	Evaluate that course	The term it is offered
On a 1-year contract	All courses	All terms per year
On a 2-year contract	All courses	One term per year
On a 3-year contract	All courses	One term per year

Student evaluation of instruction is conducted by part-time faculty in every course section, every term. During week 15 or 16 of the semester, faculty members provide the students in their classes with hard copies of the Student Evaluation of Instruction (SEI) and direction on how to complete it. The Director of Educational Services sends faculty teaching online courses an email containing a link to an online SEI. Completed SEIs are delivered to the mailbox of the Director of Educational Services by the designated student proctor. The Director of Educational Services reviews the online and hard copy SEIs, records their completion on a tracking sheet, and forwards any that are unsatisfactory to the Executive Dean of Academic Affairs for further review. After the final grade due date, the completed SEIs are given to the faculty members for analysis and evaluation.

Faculty Classroom Observation is conducted once per contract period at a minimum. The length of the observation and number of observations is determined by the evaluator/observer. The official Classroom Observation Form (COF) used to evaluate competencies is provided to the faculty member prior to the observation. A debriefing session by the evaluator/observer is held with the faculty member following the observation. Strengths and opportunities for improvement are discussed. A copy of the completed COF is given to the faculty member.

To promote college wide faculty development, each fall and spring during college forum days, professional development activities for faculty are offered on topics related to expectations for teaching and learning including active learning strategies, setting up internships, assessment of student learning, online course management tools, and dealing with disruptive student behavior. Faculty attendance is required for forum activities. Faculty evaluate forum activities and provide input for future topics for faculty development.

A required course for faculty who want to teach online is available every semester and is taught by the Director of Teaching and Learning. The *E-Learning Policy and Procedure Manual* identifies online faculty expectations and quality standards. Online pedagogy, hybrid and flipped instruction, use of online discussion boards, video-conferencing, online grade books, and attendance are topics covered in this course.

Although the conduct of research is not within the mission of Belmont College, an approval process for the utilization of students and/or faculty for research is published in the college catalog. Research proposals are evaluated by the Vice President of Learning and Student Success. Faculty are supported in pursuing research through doctoral studies or continuing education courses. Several faculty members have published books, serve on textbook editorial boards, and present papers at professional conferences as well as serve on advisory boards for local business and industry. Faculty hold advanced degrees and/or certifications, attend regional and national conferences, and maintain membership in professional organizations and are encouraged in each of these areas. Research and analysis is conducted by faculty throughout the assessment and program review process.

Belmont is committed to freedom of expression and academic excellence. Expectations for student learning are communicated through the assessment of learning in formative and summative activities, course syllabi and the college catalog/student handbook. The Core Learning Outcomes are included in all syllabi as a reminder to students and faculty that these are expected outcomes of all Belmont graduates. In addition, program outcomes are emphasized in each course as they are accomplished through course objectives. Students study ethics and research techniques across the curriculum. Belmont's Academic Misconduct policy is included in all college syllabi and in the college catalog/student handbook. Breaching this policy through plagiarism is considered a violation of the *Student Code of Conduct* and any violations are addressed by the Dean of Student Services. Students abide by an *Acceptable Use* policy when utilizing campus technological resources. The Learning Commons/Library provides information about copyright laws and provides LibGuides to inform students of proper citation of references, ethical use of information and plagiarism.

1P12. Building an Effective Course Delivery System (Core Component 3A)

Belmont College courses are delivered over two 16 week semesters in fall and spring as well as in a 10 week summer semester. Courses are offered that follow the curriculum plan for programs as outlined in the college catalog. Contact hour and credit hour allocation is based upon the Carnegie unit. A credit hour is defined as 750 minutes (semester credit hour) of formalized instruction per the college credit hour policy that typically requires students to work on out-of-class assignments an average of twice the amount of formalized instruction. Student needs and the college learning philosophy drive the schedule development and provide guidance in the delivery methods chosen for courses.

A variety of delivery modes are available to students and provide flexibility for those who live a distance from the main campus. These modes include:

- Online courses: a course where most (>80%) of the content is delivered online; typically the course will have no face-to-face meetings.
- Blended/Hybrid courses: a course that blends online and on-ground delivery; substantial content is available online and there are a reduced number of face-to-face meetings.
- Face-to-Face courses: a course that is offered on-ground in a technologically wired classroom.
- Video conferencing courses: held face-to-face at specific dates and times in a classroom. Instructors communicate with students at other sites through a TV monitor and microphone system. Students can see and speak with the instructor and other students at all sites in real time.

Before a course is developed for online delivery, the college reviews content and learning outcomes as well as faculty staffing to determine whether a course can be delivered effectively in this way. A course for faculty interested in teaching online enables best practices in the online classroom and is mandatory for all faculty teaching online for the first time. The Director of Teaching and Learning provides a template for and assistance with course design to ensure consistent and effective online courses. An E-

Learning Handbook outlines best practices for online curriculum and delivery of instruction. The college is also a member of Quality Matters which guides effective, quality online course design.

Based on student Degree Completion Plans (DCPs), needs are assessed for offering videoconference courses at off-campus locations as well as traditional courses at these locations. Hybrid courses are offered based on student group needs. For example, many transitional nursing students' work schedules did not permit students to complete the program. The college formed hybrid courses for this group which allowed them to continue to work in the field while taking classes.

Program and general education courses are structured depending on the skills and abilities that students are to learn. The college credit formats used in Belmont courses and driven by the Ohio Board of Regents Two-Year Operating Manual are outlined in Table 6.

Table 6: Belmont College Credit Formats

Classroom hour	Formalized instruction conducted on or off-campus in which the teacher presents an educational experience to students, applying any combination of instructional methods. Students are expected to work on out-of-class assignments on a regular basis to average three hours of out-of-class study for each hour of formal class activity.
Laboratory hour	An educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member. One credit is awarded for a minimum of two laboratory hours in a standard week with an average of one hour of out-of-class study preparing for or following-up the lab experience.
Practicum hour	An off-campus work experience, integrated with academic instruction in which students concurrently apply theoretical concepts to practical situations within an occupational field. Oversight is provided by a faculty member who visits the student at least once biweekly, provides the final grade, and teaches at least one course on the campus. One credit is awarded for a minimum of seven clock hours per week in a practicum.
Seminar	Less formal educational experience than classroom/lecture/discussion class with a small number of students engaging in discussions directed by a faculty member. Credit is awarded the same as a classroom hour.
Clinical	Laboratory sessions which meet at a health-related agency. Clinical provides a realistic environment for student learning and is under the direct supervision of a regular faculty member of the college. A clinical hour is equivalent to 50 minutes of experience. Clinical credits are awarded the same as laboratory credits.
Capstone	Course that provides students the opportunity to apply theory learned throughout the program to a comprehensive project that requires analysis and problem solving.
Internship/Co-op	A work experience that is on or off-campus, paid or unpaid to augment formal classroom instruction. The experience is coordinated by a faculty member who visits the job site for a conference with the student and supervisor at least once during the term and assigns the course grade after consultation with the supervisor. One credit is awarded for a minimum of 10 clock hours of cooperative work experience per week.
Independent study	Form of education offered when a student and a professor or instructor agree upon a plan of study for the student to complete a required course in the program major outside of regularly scheduled class time with guidance from the instructor for academic credit.

Formulating the schedule includes input from students, faculty, program chairs, academic managers and the Vice President for Learning and Student Success. The curriculum plans that inform the scheduling process are approved by the Curriculum Team comprised of faculty representatives from each program area and other college representatives. This team meets monthly to review and approve new or revised programs and courses.

The schedule production process begins six months before registration for the term. The process begins with previous schedule evaluations by the Executive Dean of Academic Affairs and Director of Educational Services. Courses are evaluated for inclusion in the schedule per the current curriculum plans for each program. The first schedule draft is prepared and given to the Records Office for entry into the Jenzabar system. Upon receipt of the first draft, courses are reviewed by the Executive Dean of

Academic Affairs, Dean of Student Services and Off-Campus Operations, Program Chairs, Academic Deans and Advisors. The Program Chairs and Department Heads check the accuracy and sequencing of the courses, make suggestions for adding additional courses, check course codes, course numbers, and credit hours for accuracy, and fill in flex dates to make sure required contact hours are met. Refinements are made by the Records Office and a final draft is prepared.

The Records Office prints the schedule and returns it to the Director of Educational Services and the Executive Dean of Academic Affairs for approval. After the schedule is finalized, rooms are assigned by the Academic Specialist for Business and Information Technology. All further schedule changes require the submission of a schedule change form. The Director of Educational Services sends a web request to the Web Developer to display the schedule on the college website. The web schedule is updated automatically as schedule changes occur.

Student evaluations of the schedule are obtained through Student Evaluations of Instruction provided each term, Student Satisfaction Surveys, focus groups, input to the Student Success Team, Student Government Surveys, and Graduate Surveys.

1P13. Ensuring Programs and Courses are Up-to-Date & Effective (Core Component 4A)

The Belmont College strategic planning process assesses overall program relevancy through the SWOT process. On a more short term basis, the Belmont College Instructional Program Review process is based upon fundamental principles of CQI. The program review process is a college-wide initiative, which supports the goals of enhancing program performance, accountability, and viability. Descriptive, quantitative, qualitative, and summative program review data is benchmarked, and serves to evaluate program effectiveness, endurance, and viability.

Steps in the program review process include: 1) Regularly assess the overall health of all instructional programs; 2) Examine the gaps between the expected outcomes and the benchmarks identified for the programs; 3) Develop strategies and initiate activities to address any expected outcomes which deviate from the acceptable benchmarked levels; and 4) Document the process, evaluate and update the program review model.

Comprehensive program review is conducted on a five year cycle. Program chairs and faculty determine the performance factors that lead to the sustainability of the programs. Data collected include:

- Program Data
 - Mission, Core Learning Outcomes, and Program Learning Outcomes
 - Program Characteristics
- Faculty and Staff: Current expertise of faculty and adequateness of support staff
- Curriculum and Instruction/Student Success: Student learning outcome achievement, effectiveness of instructional strategies, curriculum relevancy, and community partnerships for learning (internships, cooperative work experiences, practicums)
- Facilities, Technical Infrastructure, and Resources: Physical space, instructional technology resources, and support services for learners
- Labor Market: Present and future employment opportunities in the occupational area; environmental scanning
- Advisory Committee: Recommended changes to the curriculum from the advisory committee
- Program Promotion and Informational Materials: Evaluation of promotional materials and activities to convey the program mission and employment opportunities
- Additional Comments: Opportunities for student organizations
- Opportunities for the Program: Additional enrollment, additional offerings

- **Conclusions/Recommendations:** Programs are classified as falling in one of four quadrants based on ten-year enrollment and credit hour trends and three-year graduation trends. The four quadrants are defined as: deactivate (possible teach-out or consideration for Workforce Development offering), adjustment (curriculum revision, repackaging, program promotion adjustments), expansion (identify new target markets, increase resources, enhance job opportunities), and investment (increase enrollment through internships, partnering with high schools and career centers, and showcasing job opportunities).

Viability of programs is assessed on a yearly basis. Each fall term, program key evaluation criteria are provided by the Institutional Research Department to the program chairs and faculty. These key indicators include enrollment and retention from fall to fall, graduations, job placement, and ten year net loss/gain in credit hours and head count. A new indicator for cost analysis is being developed. Minimal benchmarks for achievement are provided in the program review model as indicated:

- **Enrollment:** ten year net loss/gain in headcount and credit hours
- **Enrollment:** less than 25% decline from fall to fall annually indicate an upward trend
- **Persistence Rate:** rate of 55% or more fall to fall semester (persistence from first level program course to second level program course; courses identified by program chair)
- **Placement:** equal to or greater than 75% related to the field of study
- **Graduation:** rate equals eight students or more per year (July 1 to June 30)

Program chairs and faculty analyze the data, determine deficiencies in meeting benchmarks, and develop goals for improvement or for enhancing the program's performance. The written analysis is disseminated to the Student Learning Team for discussion and to the Vice President of Learning and Student Success, Dean of Institutional Research and Planning, and Executive Dean of Academic Affairs for review and approval. A report is provided to the Belmont College Board of Trustees at the April Board meeting. Strategic plans for improvement for each program are implemented, monitored, and evaluated during the next program review cycle by the Program Chairs, faculty, Student Learning Team, and academic administration. Student learning and core learning outcomes are assessed on a regular basis per the individual program assessment plan and the core learning outcome two year cycle of assessment. This process is detailed in 1P1 and 1P2.

1P14. Changing or Discontinuing Programs and Courses

Programs may be discontinued following the program review process discussed in 1P13 held annually for each program area. If a program is not meeting one or more benchmarks for the Key Performance Indicators (KPIs), the program may be recommended for closure by the Student Learning Team. The recommendation is taken to the Vice President of Learning and Student Success. After careful consideration of how the program's closure would affect Belmont's overall program offerings and stakeholders, the Vice President may forward the recommendation to President's Staff for consideration. If a program is to close, a program closure plan is developed by the office of the Vice President of Learning and Student Success. The plan includes a teaching-out of current students, the transition of current faculty, and the reallocation of current resources. College departments impacted by the closure, the Higher Learning Commission and the Ohio Board of Regents are informed. All program materials are archived for future reference.

The relevancy of courses is evaluated by program chairs and faculty during the annual program review process which includes environmental scanning and external stakeholders. Advisory committee recommendations are considered as well as the needs of employers. A DACUM process as described in 1P2 may be conducted to determine the need for revision or discontinuation of courses. Graduate surveys provide insight into the need for updating courses or emphasizing certain content areas over others. If

courses are to be discontinued or revised, they are taken to the Curriculum Team for consideration and review. Courses no longer useful to a program are deactivated. Course substitutions may be provided for the course if students need the course to complete their program of study. The Curriculum Team addresses all changes to programs and courses. This is a cross functional team comprised of faculty from each division of the college as well as academic advisors, administrators, and others.

1P15. Determining and Addressing Learning Support Needs (Core Component 3D)

Student learning support needs are addressed and identified in many ways throughout a student's course of study. The Charles W. Kocher Student Success Center (SSC) identifies student learning needs upon admission to the college through the use of the Accuplacer placement test to assess student needs for developmental course work and Kuder software to assess student learning styles and career interests (see 1P5 and 1P7). Advisors then use the results of these assessment tools to help students develop goals and provide guidance for the scheduling of classes. The SSC also addresses other student learning needs through an array of services described in Table 7.

Table 7: Services Provided by the Charles W. Kocher Student Success Center

Academic Testing	
Placement Testing	Accuplacer is an online placement test required for all degree- or certificate-seeking students. The test includes the following "subtests": writing, reading, arithmetic, and elementary algebra.
Make-up and Online Course Testing	Instructors can have tests administered to students through the Center.
ABLE: Adult Basic and Literacy Education	ABLE offers free classes for anyone 18 years of age and older who did not complete high school or who wishes to improve general academic skills to enter college.
Accuplacer Preparation	A LibGuide provides access to Accuplacer study guides and preparation videos.
Tutoring / Assistance	
Drop-in Tutoring/ Assistance	Available free to students seeking assistance in math, writing, or nursing.
Individual Tutoring	Students can request a tutor and schedule tutoring appointments.
E-Tutoring	Online tutoring services are available through the Ohio eTutoring Consortium.
Supplemental Instruction (SI)	The SI Leader offers out-of-class study sessions and tutoring.
Workshops	Available to students who need assistance improving academic skills necessary to succeed.
Study Groups	The Center will form study groups based on student requests.
Academic Coaching	The coach's responsibility is to make a "connection" with the student at least once a week, to determine if the student's needs are being met, and to offer additional services.
Industry and Program Specific Certification Testing	

Once admitted, students are individually assessed for at-risk factors utilizing the Jenzabar Retention Management System (RMS), Learning and Study Strategies Inventory (LASSI), and Accuplacer scores. If a student demonstrates selected at-risk factors they may be triaged into Case Management Advising. At-risk factors may include: scoring less than 50% for over half of the categories in LASSI; placing into two or more required developmental education areas; first generation college student; and employment of more than twenty-five hours per week.

A Degree Completion Plan (DCP)/Student Success Plan is completed collaboratively with the student and their advisor to map out a curriculum plan and set education, career, and success goals. The DCP provides a timeline for completion of courses based on a student's status as a full-time or part-time student and also takes into consideration any developmental education needs the student may have. When completing the DCP, advisors relate transfer and career information that align with the student's goals.

The Access Advisor provides instructors with notification about the particular needs of disabled students in their classrooms. This notification is done in a manner that respects student privacy and confidentiality while ensuring that the student receives the learning support required to be successful in the course.

To assess students' needs across the college, students participated in the Community College Survey of Student Engagement in 2012 to gauge student engagement and overall satisfaction with the college. The Student Success Center surveys students to identify satisfaction levels with tutoring and supplemental instruction each term. These results are analyzed and improvement strategies created. The Noel Levitz SSI was administered in spring 2014. It measures student satisfaction and priorities, showing how satisfied students are as well as what issues are important to them. This data can be used to guide strategic action planning, strengthen student retention initiatives, identify areas of strength for institutional marketing and chart progress toward campus goals.

Program review and assessment also identify learning support needs. There is an analysis of program retention, graduation, enrollment and placement statistics as discussed in 1P13. Through this analysis, benchmarks for these KPIs can be increased by student learning support and learning where students face challenges in meeting program and course outcomes and competencies. Action plans in the assessment process also include learning support services.

Faculty and deans prioritize and submit requests for equipment purchases to the Executive Dean of Academic Affairs. Requests are then analyzed. Priority is given to those items that impact program accreditation and the sustainability of programs to be relevant to industry needs. President's Staff considers these requests along with all college capital requests for funding within the college budget. Other funding sources are available including the Carl Perkins Instructional Grant, the Dominion Energy Grant, and industry co-sponsors.

Faculty members participate in decisions about the redesign of classrooms through an ad hoc facilities team. This group was critical in the selection of technology and classroom design for the new Health Sciences Building. The Instructional Technology Team makes recommendations for improving the use of technology and introducing new technology college-wide.

Students, staff and faculty have their technological needs met through integrated systems (MyBelmont), wireless networks, and updated classrooms (all classrooms have a minimum instructor's computer station with LCD projector). Classroom computer labs are equipped with up-to-date software and utilize VMWare which allows student specific logins and course specific software access. Software specific to program needs is maintained and upgraded as needed. SmartBoards are placed strategically in designated classrooms. Free printing is available in computer labs as well as the Student Success Center and Learning Commons. The Information Systems Department provides Help Desk support for faculty and students and is accessible on a stop-in basis, by telephone or through e-mail support requests. Audience response devices (Classroom Clickers) are used to obtain real time feedback about student learning by instructors. Hands-on learning is provided with engineering, welding, heating and air conditioning, electronics, information technology and health-related laboratories. Simulation is available for students to practice patient scenarios in the nursing programs. A virtual office setting is available for use by medical assisting students and office administration majors.

Student internships (and other forms of experiential learning) are available that may involve a paid or unpaid work experience. Contractual relationships with industry partners provide students with real life experience and the possibility of future employment in local companies. An internship manual guides the learning outcomes for the experiences and provides consistency in evaluating internship experiences. Students meet throughout the term to discuss their experiences in a seminar format. Faculty and industry supervisors provide an evaluation of the student's performance.

The Learning Commons (LC) provides library orientations (both in-person and online) and offers guidance for students engaged in conducting research. The LC also provides faculty learning support

through new hire orientations and an online Teaching and Learning Center LibGuide (an online collection of information, materials and websites related to improving teaching and learning).

Belmont College is also a member of the Ohio Library and Information Network (OhioLINK). This consortium includes sixteen public/research universities, twenty-three community/technical colleges, fifty independent colleges and the State Library of Ohio. It provides Ohio students, faculty and researchers with information needed for learning, teaching and research. Together, OhioLINK and its member libraries provide access to: fifty million books and other library materials; more than one hundred electronic research databases; millions of electronic journal articles; over 81,000 e-books; thousands of images, videos and sounds; and over 39,000 theses and dissertations written by Ohio students. Usage is evidenced by material circulation, library traffic, special video collection usage, Films on Demand views, Lib Guides accessed, and Learning Express Library page hits.

Faculty chairs have an ongoing collaborative and professional relationship with library staff. Each year a request is sent out by the LC for program resource requests, i.e. books, DVDs, database subscriptions. As a professional courtesy, program chairs and faculty are alerted to any new books, related program materials, resources or services that the library staff receives or develops. For example, a new children's literature course was added to the curriculum. Collaboration with library staff and faculty lead to the purchase of learning resources and books related to children's literature.

Faculty development is provided annually at both fall and spring forums to provide training for emerging technologies and use of the Jenzabar Learning Management System to enhance student engagement with course content. Employees are surveyed during these times to determine technology training needs. Additional training is available in the form of workshops provided by the Director of Teaching and Learning and also through the LC. Additionally, employee annual performance appraisals identify the learning needs of staff and faculty.

Career Services is a key function embedded throughout the Belmont College Strategic Plan. The objective is to "design and implement an aggressive career services function that supports all stages of the student educational pathway and meets the needs of prospective and current students, employers and alumni." Career exploration is offered via Kuder software to elementary, secondary and adult students prior to entering Belmont and to new students who are undecided in their choice of major and to students who are progressing toward graduation. Additional services provided include classroom presentations on resume writing and interviewing techniques to prepare students to meet with employers. Students are encouraged to complete resumes and then have them posted on College Central Network (CCN). Once logged into CCN students may: search for jobs posted exclusively to Belmont College; search the Jobs Central® national job board and the Intern Central® national internship board; build a résumé, or upload a résumé file; and gain access to announcements, upcoming events, career advice documents, career advice videos, podcasts, and career articles. In addition to posting jobs on CCN, employers are also able to announce employment and internship opportunities by posting openings on an internal bulletin board.

1P16. Co-Curricular Goals and Curricular Learning Objectives (Core Component 3E)

The Strategic Plan specifically includes an objective to align student co-curricular activities with curriculum and instruction. The Student Support Services Unit Plan now guides the college to offer more co-curricular student activities, seminars, and workshops on leadership development, professionalism, and cultural and wellness awareness. A First Year Experience Forum Day event was implemented in fall 2014. This program focuses on motivation for success, increasing overall GPA, increasing engagement in and out of the classroom, increasing student involvement in college activities, and improving student use of college resources.

Table 8 lists examples of co-curricular college activities and attainment of the college mission and Core Learning Outcomes (Critical/Creative Thinking; Learn Actively; Communicate Effectively; Accepts Accountability; and Build Multicultural Diversity/Global Awareness). Activities align civic or social responsibility related to the college mission.

Table 8: Examples of Co-Curricular Activities at Belmont College

Co-curricular Organization	Example Activity	Academic Goal
Student Government Association	Activities allow students to develop their leadership skills, while providing a voice for students in the college community.	Accept Accountability: Takes responsibility for current and life-long learning.
Phi Theta Kappa	The Belmont College chapter of this National Academic Honor Society hosts food drives and other community building events.	Think Critically and Creatively: Thinks logically, analytically, and systematically to problem-solve.
Medical Assisting Student Association	The purpose of the organization is to create opportunities for professional development, networking, and furthering the application of curriculum.	Learn Actively: Examines and develops interpersonal/personal skills, such as basic independent living skills, professional attitude, social skills, and self-discipline.
Cinco de Mayo	An event that encourages cultural awareness throughout the college community.	Build Multicultural Diversity/Global Awareness
Association of Information Technology Professionals (AITP)	This organization of students interested in Information Technology is affiliated with the Greater Wheeling AITP.	Communicate Effectively: Uses technology to gather, process, and communicate information.

1P17. Determining that Graduates Have Met Learning Expectations

All Belmont programs are required to use formative and summative assessment to determine the students' knowledge and skill level at the end of the program. Summative assessment techniques include internships, capstone courses/projects, healthcare experiential learning courses, and comprehensive exams and papers. The students' performance with regard to program outcomes and core competencies is measured. The assessments are documented in the program assessment plans and students must meet the pre-set level of performance to pass.

Graduate assessment continues after students complete the program. As part of the 5-year assessment plan for each program, graduates are surveyed to determine satisfaction with their program of study. Employers are also surveyed on a regular basis for each program. Preceptor, practicum site, and internship evaluations are analyzed annually for satisfaction with students' performance. Core Learning Outcomes are assessed on a two year cycle and analyzed for strengths and weaknesses. During the annual Program Review Process, job placement rates are determined for each program. Pass rates on licensure and certification examinations are evaluated every year and inform curriculum and instruction.

Degrees and certificates are awarded at the end of the semester in which the student successfully completes the program requirements. Verification of completion and degree audits are completed by program chairs, the business office, the Executive Dean of Academic Affairs, and the registrar.

1P18. Designing Processes for Assessing Student Learning (Core Component 4B)

All assessment of learning at Belmont College is overseen by the Student Learning Team (SLT) and Vice President of Learning and Student Success. The SLT includes program chairs, faculty and administrative staff. The purpose of the SLT is to assess programs for effectiveness in helping students learn and to apply the CQI process in evaluating 1) program review criteria (enrollment, retention, graduation and employment), 2) resource allocation (facilities, faculty, and technology), 3) incorporation of Core Learning Outcomes (CLOs) and Program Learning Outcomes, and 4) use of advisory board input and

market research to improve programs. Both the assessment of the CLOs and program outcomes are overseen and coordinated by the SLT. Program Chairs design their own program specific assessment plan with consultation and support from the SLT, faculty, and administrative staff.

All faculty are provided with an *Assessing Student Learning – Guidebook and Plan* manual that received support and approval from faculty. This document outlines the process of student learning assessment of the Core Learning Outcomes and the Program outcomes. As part of the program assessment process, faculty identify the program outcomes, determine the measures for assessment of each outcome, establish benchmarks for achievement, determine timelines for assessment, create rubrics, collect the data, analyze the data and make recommendations for improvement in teaching and learning. The faculty complete a program self-study every five years to determine needed resources for the program. Program review is conducted annually. See 1P1 and 1P13 for more detailed information.

Faculty receive training on assessment through numerous means including attendance at professional development workshops, webinars, and conferences related to assessment. Faculty also attend program specific conferences where they learn assessment techniques. Program Chairs attend individualized assessment trainings and workshops/working meetings regularly on campus. The Director of Teaching and Learning assists faculty with submitting data and uploading data analysis to the assessment website.

Once completed, data analysis is uploaded to the Belmont College Assessment website that is accessible to all faculty. The website provides a dedicated space for all programs to post assessment results and data. Results of the data collected are also shared with the Student Learning Team. The SLT serves as peer reviewers of the assessment process. Targets for improvement are identified by the faculty in the program area and implemented over the next academic year. The Vice President of Learning and Student Success, Executive Dean of Academic Affairs, Director of Educational Services, and the Director of Teaching and Learning provide consultation as needed for technical support with the website and assistance with data analysis.

Assessment of the CLOs by faculty occurs inside and outside of the classroom, which guides all learning, decision-making and actions. The CLOs are assessed in all technical and transfer programs. At the beginning of each two year CLO assessment cycle, faculty identify the courses to be used for the assessment. The sampling frame includes all students in all sections of a first level course chosen by program faculty as well as all students in all sections of a second level course. The faculty utilize an imbedded assignment in the course to assess the students' proficiency in mastering the CLO being measured. College wide rubrics that were developed and approved by faculty are used to evaluate the students' performance on the assignments. Data from the rubrics is analyzed using descriptive statistics indicating the average score for the group of students on each CLO characteristic. College benchmarks for achievement are identified for each course being measured and student performance is compared against these predetermined benchmarks. Faculty identify changes to the curriculum and/or instruction following the data analysis process and document this information on a data analysis form. The data analysis forms are then uploaded to the assessment web site designed for each program. Consistency in the use of the CLO rubrics is achieved through faculty training during fall forums and mentoring of adjunct faculty by program chairs and full-time faculty.

1R1. Measures of Student Learning Collected and Analyzed Regularly

Examples of measures of student learning collected and analyzed regularly are found in Table 9.

Table 9: Examples of Measures of Student Learning

Measure of Student Learning	Frequency of Analysis	Responsible Party
Graduation and Completion Rates	Yearly	Faculty, Dean of Student Services, Academic Deans
Assessment of Student Core Learning Outcomes	2 year cycle	Program Chairs and Faculty
Program Learning Outcomes - All Programs	5 year cycle	Program Chairs and Faculty
Program Review - All Programs	Yearly	Program Chairs and Faculty
Completion Rates in Developmental Education Courses	Yearly	Coordinator of Developmental Education and Faculty
Success in Subsequent College- level Course Work	Yearly	Coordinator of Developmental Education and Faculty
Assessment Studies of English and Mathematics	Yearly	Assistant Dean of Arts and Sciences and Faculty
Placement Rates by Program	Yearly	Program Chairs and Faculty, Career Services
Student Satisfaction and Engagement Studies	2 year cycle	Institutional Research
Student Retention Fall to Fall	Yearly	Dean of Student Services
Graduation and Completion Rates and Comparison	Yearly	Dean of Student Services
Transfer Amounts and Rates Compared to Comparable Institutions	Yearly	Institutional Research
Number of Students Engaged in Experiential Learning	Yearly	Program Chairs and Faculty
National Licensure and Certification Examinations	Yearly	Program Chairs and Faculty
Student Evaluation of Instruction	Every term	Students
Student success in transferring to the upper division baccalaureate programs	Yearly	Dean of Student Services

1R2. Performance Results for Common Student Learning Objectives

Program Review is completed annually (See 1P13). Key Performance Indicators are analyzed for each program by faculty. Benchmarks for three KPIs were established by the Student Learning Team for the 2011/2012 academic year. These benchmarks are: Enrollment Trend: Less than 25% decline from fall to fall; Persistence Rate: 55% or higher retention from Level I to Level II; and Graduation Rate: eight or more graduates per year.

Table 10: Program Review Summary of Key Performance Indicators for Select Programs

Academic Programs, Key Performance Indicators				
	Enrollment		Persistence	Graduation
	Fall 2012/2013 Headcount	Enrollment Trend Fall-to-Fall Headcount % Change	1st Level Course to 2nd Level Course	Degrees Awarded 2011 -2012
Associate of Arts	46	0	NA	4
Associate of Science	371	-24.30%	NA	4
Accounting	39	-11.40%	52.60%	15
Building Preservation and Restoration	18	-55.00%	37.50%	6
Cyber Security & Computer Forensics	22	-40.50%	76.90%	8
Library Paraprofessional – Info. Services	19	-9.50%	63.60%	2
Civil Engineering	43	2.40%	50.00%	11
Industrial Electronics	70	-32.70%	80.00%	24
Criminal Justice	54	-29.90%	53.30%	22
Industrial Trades - HVAC	28	-47.20%	48.00%	6
Child Development	48	-21.30%	54.10%	11
Practical Nursing	50	-36.70%	64.30%	51

Analysis of the data in Table 10 indicates ten of the programs did not meet the enrollment benchmark in 2011/2012. Programs that experienced declines greater than 25% included: Building Preservation and Restoration (-55%), Cyber Security and Computer Forensics (-40.5%), Interactive Media (-26.9%),

Microcomputer Applications (-60%), Industrial Electronics (-32.7%), Criminal Justice (-29.9%), Industrial Trades, HVAC (-47.2%), Industrial Trades, Welding (-30.5%), Radiologic Technology (-46.3%), and Practical Nursing (-36.7%). The persistence benchmark was met by 11 programs where first and second level courses occur in different and subsequent academic years. Fourteen of the degree programs did not achieve the “eight or more graduates per year” benchmark. Each program has constructed a strategic action plan for improvement. The college is developing a cadre of new programs and certificates to align with market demands. Existing programs have undergone extensive revision to re-align with changing markets in response to patterns of evidence found in the program review process.

Core Learning Outcomes (CLO) are assessed on a two-year cycle by each program by measuring student achievement in a first level and second level program course. Growth in the skill is expected through improvement in achieving the benchmark. The assessment of the CLO of “Learn Actively” was completed in September 2012. Faculty identify the assignment for measurement and compare results with the college benchmark. Data is gathered then submitted through a website. Analysis of the data is completed by faculty who make recommendations for improving the skills if benchmarks are not met.

Table 11: Learn Actively Performance Assessment in 1st and 2nd Level Courses

Program	Assessment Level	Course	# of Students	Average Rubric Score	Benchmark
Mental Health	1 st	Interviewing Techniques	9	3.15	2.0
	2 nd	Mental Health & Family	13	3.61	3.0
EMT/Fire Science	1 st	Ohio Basic EMT	6	2.64	2.0
	2 nd	Paramedic Practicum	6	3.68	3.0
Computer Science	1 st	Routers and Routing	18	3.11	2.0
	2 nd	Computer Capstone	22	3.39	3.0
Radiology	1 st	Ethics and Law in Radiology	9	3.62	2.0
	2 nd	Digital Imaging	10	3.6	3.0

Students in each program were measured on each of five criteria against a rubric using a scale from one through four. A college-wide benchmark for achievement of the aggregate groups of students' scores across criteria for level one assessment was 2.0. The college-wide benchmark set for second level courses was 3.0. Rubric performance criteria for the *Learn Actively* CLO are: 1) Active participation; 2) Teamwork and making collective decisions; 3) Quality of product and relevance of quantity of information resources; 4) Cognitive level of task; and 5) Professional attitude, punctuality, and work ethic. Results indicated that students are performing at the benchmark level in each area of the five criteria and are moving from the first to the second level course with improved skills (Table 11).

Another key indicator of student success in student development and learning is *assessment of success in developmental reading, writing and math*. This indicator showed a downward trend in 2012 as the college adopted the Emporium model for teaching the courses. Success in these courses is indicated by a grade of “C” or higher (withdrawals are considered non-success). This Emporium model required students to work independently to achieve mastery in online modules using diagnostic prescriptive software and online resources. Table 12 displays the results over a five year cycle for reading and writing. Table 13 displays data results for developmental mathematics courses.

Table 12: Developmental Reading and Writing, Success/ Non-Success Fall 2008/2009 - Fall 2012/2013

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
% Success	64.6%	74.6%	72.2%	75.3%	42.5%
% Non-success	35.4%	25.4%	27.8%	24.7%	57.5%

Table 13: Developmental Math, Success/Non-Success Fall 2008/2009 - Fall 2012/2013

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
% Success	64.4%	67.9%	69.5%	64.5%	32.1%
% Non-success	35.6%	32.1%	30.5%	35.5%	67.9%

Developmental education has been redesigned (current AQIP Action Project “Helping Students Learn through Redesign of Developmental Education”). As a result, success rates from Fall-to-Fall have significantly improved in developmental courses.

Table 14: Fall-to-Fall Developmental Reading, Writing, and Math, Success Rates

	% Passing	% Failing	% Withdrawn or Incomplete	Total grades assigned
Developmental Education Courses Fall 2012/2013	36.6%	47.3%	16.1%	429
Developmental Education Courses Fall 2013/2014	62.3%	25.4%	12.3%	456

Following completion of developmental education courses, students are tracked to determine their *success in subsequent college level-courses*. Successful and non-successful completions are tracked. Belmont students who successfully completed one or more developmental education courses are subsequently enrolled in one of the six college-level courses. The data indicate that aggregated success rates for 2012/2013 in the six subsequent courses are all at or above 70%. The overall success rate in subsequent college-level courses for 2012/2013 was 73.4% and represents students enrolled in six courses during the year. The non-success rate for the year in those six courses was 16.3% and the withdrawal rate was 10.3%.

Assessment studies of English and mathematics is also evaluated each year. Tables 15 and 16 show 5-year trends for success and non-success in English and math. Table 15 displays success rates for four college-level English courses: *Composition I*, *Composition II*, *Technical Writing*, and *Writing about Literature*. Table 16 displays success rates for college-level math courses: *Allied Health Math* and *Statistics*.

Table 15: English: Percent Success and Non-Success Trend 2008/2009 through 2012/2013

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
% Pass	76.3%	74.8%	68.3%	64.1%	71.7%
% Fail	14.3%	15.3%	19.0%	22.2%	17.6%
% Withdrawn	9.5%	9.9%	12.7%	13.7%	10.3%

Table 16: Math: Percent Success and Non-Success Trend 2008/2009 through 2012/2013

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
% Pass	78.4%	78.3%	73.3%	76.2%	76.3%
% Fail	13.3%	14.0%	11.1%	14.2%	14.7%
% Withdrawn	8.2%	7.7%	15.6%	9.6%	9.0%

Results for college-level English course(s) reveal that overall, a higher percentage of non-successful students earned grades of “F” than withdrew from courses. (Grades of “F” and withdrawals are both considered as non-success.) Table 16 shows overall success rates in math courses over the last five years have ranged from a high in 2008/2009 of 78.4% to a low of 73.3% in 2010/2011. The overall success rate for college-level math courses in 2012/2013 is 76.3%. This is an increase of .1% over 2011/2012 and an increase of 3 percentage points over 2009/2010.

1R3. Performance Results for Specific Program Learning Objectives

Program learning outcomes are assessed by faculty on a regular cycle using the five-year assessment plan which includes annual updates and Action Plan steps. The program assessment plan identifies an assignment to be assessed, the measurement tool to be used, the benchmark for achievement, the responsible party and the time frame for assessment. Some programs utilize a portfolio for assessment, while others evaluate progress in skills over the curriculum as the students' progress to graduation. Results demonstrate student achievement of the program learning outcomes and are retained on Program Assessment Data Analysis Sheets which are tied to the Program Review process. Reports summarizing Program Reviews are found on the Academic Assessment group site of the college's web portal. Faculty use the results to make changes to the assessment process, curriculum and instruction as appropriate.

Results for the assessment of student learning for the Industrial Electronics Program are summarized in Table 17. Program Chairs along with program faculty develop plans for improvement and implementation over the following academic year for programs that do not meet the benchmarks for student learning outcomes, graduate satisfaction and employer satisfaction. In the example below, the program did not meet one of the benchmarks (the improvement is noted).

Table 17: Industrial Electronics (IET) Program Outcomes

Industrial Electronics (IET) Program Outcome	Course Assessed and Benchmark	Results of Assessment
Demonstrate understanding of the theory and operation of basic industrial systems.	EIE2105 Benchmark: 4	Average Student Score = 4
Demonstrate the ability to read and understand blueprints and schematic diagrams.	EIE2105 Benchmark: 4	Average Student Score = 4.1
Demonstrate the ability to install and connect components and circuits used in basic industrial systems.	EIE2105 Benchmark: 4	Average Student Score = 4.2
Demonstrate the ability to analyze, test, troubleshoot, and repair components and circuits used in basic industrial systems.	EIE2105 Benchmark: 4	Average Student Score = 3.6
All but one of the outcomes were successfully demonstrated in EIE2105. All students/graduates demonstrated skills obtained during the IET program. Program revision includes more time repairing non-functioning circuits in the laboratory setting.		

1R4. Evidence that Graduates Have Acquired Required Knowledge and Skills

Belmont College annually assesses students' knowledge and skills through analysis of certification, licensure exams, advisory boards, etc. Data for pass rates on exams in the PN, ADN, and EMS programs are presented in Tables 18, 19, and 20 and show the percentages of students who were successful in passing the tests upon taking them for the first time, and the benchmarks against which the passing rates are measured.

Table 18: National Council Licensure Examination-PN (NCLEX-PN) Results, 2009-2013

	Completers from Prior Years			Completers from Day Program Current Year			Completers from Evening Program Current Year			Annual PN Pass Rate	OBN Benchmark
	Testing	Passing	% passing	Testing	Passing	% passing	Testing	Passing	% passing		
2009	9	7	77.8%	25	18	72.0%	16	14	87.5%	78.0%	81.44%
2010	9	7	77.8%	21	20	95.2%	16	12	75.0%	84.8%	82.70%
2011	8	6	75.0%	18	16	88.9%	9	4	44.4%	74.3%	81.00%
2012	11	6	54.5%	13	11	84.6%	24	17	70.8%	70.8%	81.00%
2013	13	5	38.5%	13	12	92.3%	8	8	100.0%	73.5%	80.40%
5-Year Total	50	31	62.0%	90	77	85.6%	73	55	75.3%	76.5%	

Table 19: National Council Licensure Examination-RN (NCLEX-RN) Results, 2009-2013

	Completers from prior years			Completers from Day Program current year			Completers from Evening Program current year			Annual ADN pass rate	OBN Benchmark
	Testing	Passing	% passing	Testing	Passing	% passing	Testing	Passing	% passing		
2009	10	4	40.0%	52	31	59.6%	23	16	69.6%	60.0%	83.99%
2010	11	7	63.6%	51	34	66.7%	10	9	90.0%	69.4%	83.04%
2011	9	4	44.4%	46	37	80.4%	12	10	83.3%	76.1%	84.00%
2012	8	3	37.5%	41	39	95.1%	24	16	66.7%	79.5%	85.80%
2013	7	3	42.9%	45	31	68.9%	20	14	70.0%	66.7%	78.90%
5-Year Total	45	21	46.7%	235	172	73.2%	89	65	73.0%	69.90%	

The Practical Nursing program has not met the Ohio Board of Nursing (OBN) benchmark for three consecutive years (Table 18). The Registered Nursing program has not met the Ohio Board of Nursing (OBN) benchmark for six consecutive years (Table 19). Action plans have been developed and implemented for both nursing programs including the hiring of a consultant to provide faculty with strategies to improve the pass rate.

Employers rate the graduates of the nursing programs well. Results in 2013 for the Graduate Nurse Employer Survey for the AD nursing program indicate that the average score ranged from 3.8 to 4.7 with the benchmark for achievement being 3.0 on a 5 point Likert scale. The Graduate Nurse Employer survey for 2013 for the Practical Nursing program indicated an average score of 3.6 to 4.4 on a 5 point Likert scale with the benchmark set at 3.5.

Table 20 below shows the percent of students passing the Ohio Department of Safety's Emergency Medical Services, EMT and Advanced EMT testing in their first-time attempt. The benchmark for the passing rate for the current cycle is 65% for first-time test takers by the end of the five year accreditation cycle. The Advanced EMT pass rate is currently 44%. That rate will change over the remainder of the accreditation cycle as more graduates test.

Table 20: Emergency Medical Services, EMT and Advanced EMT Testing Results, 2003-2013

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Advanced EMT% pass	75	68	100	25	25	100	80	73	91	75	44
EMT% pass	75	68	62.5	69.3	60	57.6	68	73	54	56	65
Benchmark %	N/A	65	65								

With the implementation of the new National Standards Curriculum for EMT and EMS, all levels of examinations have changed. As a result, test result averages at Belmont tend to have started below the benchmark initially but are improving over the course of the accreditation cycle. Pass rates on all levels of testing are being monitored by the Program Chair who anticipates that pass rates will continue to improve over the current accreditation cycle which ends in October 2016. Student review sessions prior to testing are being implemented.

1R5. Performance Results for Learning Support Processes

The Student Success Center gathered data regarding student satisfaction with Supplemental Instruction (SI). See Table 21. Supplemental Instruction leaders are available in most developmental education courses to enhance student learning.

Table 21: Student Satisfaction with Supplemental Instruction, 2010-2013

Questions 1-8	2012-2013	2010-2011	Average
The Supplemental Instruction (SI) Leader was knowledgeable about the course material.	87.07%	87.90%	87.49%
The SI Leader was available to help me during and/or outside of class.	84.91%	88.71%	86.81%
The SI Leader answered my questions and/or addressed my concerns in a satisfactory manner.	85.34%	87.90%	86.62%
SI helped me to better understand the course content.	83.19%	83.87%	83.53%
SI had a positive impact on my grade(s).	76.72%	77.42%	77.07%
The instructor encouraged students to attend SI study groups.	75.86%	89.52%	82.69%
If I have a chance to enroll in another SI course, I will.	63.79%	72.58%	68.19%
I would recommend SI to others.	75.43%	82.26%	78.84%

During 2010, the college participated in an OLN (Ohio Learning Network) statewide collaborative project to assess online student support services using a benchmarking audit tool offered through the *Center for Transforming Student Services (CENTSS)*. It serves as a benchmark tool with other Ohio two year and four year institutions. In CENTSS terminology, the usage of technology in student support services is termed a “generation.” *Generation 1* indicates that minimal or no online services are available in this category and *Generation 5* indicates that comprehensive services are available online. Belmont was not above the benchmark of other two-year schools in any category. Recommendations were made to specific departments to allow for improving Belmont’s online services to the same generational levels of other two-year colleges. Additionally, each category was compared and linked (if existing) to initiatives set forth in *Belmont College’s Strategic Plan 2009-2014*.

In spring term 2012, Belmont administered the CCSSE (Community College Survey of Student Engagement) to 533 Belmont students (enrolled in 71 course sections). Benchmarks for performance were on five dimensions: *Active and Collaborative Learning*; *Student Effort*; *Academic Challenge*; *Student-Faculty Interaction*; and *Support for Learners*. The average rating by Belmont students in 2012 is above the national benchmark (50) on four of the dimensions and slightly below the benchmark on the fifth dimension (Support for Learners). Table 22 compares Belmont students’ average ratings from the 2006, 2009, and 2012 administration.

Table 22: CCSSE Results Comparison - 2006 through 2012

	Active & Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
2006	49.6	52	50	49.3	53.1
2009	51.9	55.1	54.4	50.3	52.7
2012	53.5	54.3	56.4	51.2	49.3

Specifically, the 2012 CCSSE results identified the areas of highest student engagement as: Active and Collaborative Learning, worked with classmates outside of class to prepare class assignment; Academic Challenge, using information you have read or heard to perform a new skill; Academic Challenge, number of assigned textbooks, manuals, books, or book; length of course readings; Academic Challenge, number of written papers or reports of any length; and Support for Learners, frequency of academic advising/planning.

Aspects of lowest engagement identified were in the following: Support for Learners, providing the support you need to help you succeed at this college; Support for Learners, encouraging contact among students from different economic, social, and racial or ethnic backgrounds; Support for Learners, providing the support you need to thrive socially; Support for Learners, frequency of career counseling; Student Effort, frequency of peer or other tutoring.

1R6. Comparison of Performance Results with Other Organizations

Belmont uses comparative data for a variety of key performance indicators for helping students learn. For example, Belmont reports to the Ohio Board of Regents the number of associate degrees awarded by, the number of semester-equivalent credits earned by students, and the percent of students who earned associate degrees within time categories that range from “2 years or less” to “more than 4 years.”. Data for three years are reported in Table 23 and includes comparable institution data as well. Belmont’s average of 87 credits to degree is four credits above the average value 83.7 for all 23 Ohio community colleges in 2011/2012.

Table 23: Time and Credits to Associate Degrees at Comparable Ohio Institutions, 2009 - 2012

Institution		Number of Degrees Awarded	Average Credits to Degree	Percent Graduating in:			
				2 Years or Less	> 2 Years, <= 3 Years	> 3 Years, <= 4 Years	More than 4 Years
Belmont Technical College	2009-2010	240	88	14	38	10	38
	2010-2011	251	85	25	29	14	33
	2011-2012	245	87	14	35	18	33
Eastern Gateway Community College	2009-2010	157	97	13	26	14	47
	2010-2011	186	100	17	36	18	39
	2011-2012	182	104	14	20	17	49
Marion Technical College	2009-2010	169	89	8	31	22	38
	2010-2011	223	95	11	27	22	40
	2011-2012	232	83	6	38	20	36
Terra State Community College	2009-2010	176	68	16	18	14	52
	2010-2011	196	67	16	17	15	53
	2011-2012	223	68	16	20	15	49
Washington State Community College	2009-2010	257	87	13	24	20	43
	2010-2011	297	87	19	24	17	40
	2011-2012	314	88	12	34	15	39
Zane State College	2009-2010	313	83	17	30	15	38
	2010-2011	375	84	14	35	14	36
	2011-2012	412	85	14	34	16	36

CCSSE reports (retrieved from <http://www.ccsse.org/survey/survey.cfm>) to participating institutions provided nationally normed benchmarks for the concept of *student engagement*. Table 24 shows data for the 2012 administration of the survey at Belmont. The average rating by Belmont students in 2012 is above the national benchmark (50) on four of the dimensions and slightly below the benchmark on the fifth dimension (Support for Learners).

Table 24: Belmont College 2012 CCSSE Benchmark Results

	Active & Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Belmont Score	53.5	54.3	56.4	51.2	49.3
CCSSE Cohort	50	50	50	50	50
Small Colleges Comparison Group	51.4	51	50.4	51.9	51.9

III. Recent Improvements in Helping Students Learn

Belmont College has made a number of changes that have positively impacted student learning. The college developed an *assessment website* to improve access to results and communication across programs. Faculty can view data, collaborate on rubric development, and share best practices. A standard template for all program assessment plans is provided and assessment resources are posted on the site. Faculty development was provided for assessment, the assessment process was solidified and improved and assessment plans with specific deadlines and measures for assessment were developed.

To address the low pass rates in the nursing programs, the *nursing curriculum was redesigned* to a concept-based format for both nursing programs. The programs adopted more rigorous admission criteria and a requirement for the STNA credential prior to admittance to the programs. An action plan to improve NCLEX success rates for both nursing programs was developed that includes increased rigor in testing with online testing opportunities, increased use of simulation activities, enhanced active learning strategies in the classroom, earlier application of students to take the licensing examination, incorporation of progression testing throughout the curriculum, and earlier preparation in course work for the licensing examination. Students eligible for re-admission to the nursing program are now required to complete remediation activities. A nursing consultant was contracted in Spring 2014 to assist faculty with evidenced-based teaching and learning strategies. She also assessed all aspects of the nursing programs and submitted a written summary report with recommendations for improving NCLEX pass rates, including program specific accreditation which is in process.

Another improvement in the EMS and Fire program areas was to budget for equipment and mannequins. New equipment was purchased including a fire door, a simulation mannequin, and a LifePak 12.

CENTSS results were given to departmental leaders who developed a plan to correct any inadequacies and prioritize improvements linking them to Strategic Plan initiatives. The plans led to improved college website design and increased usage of MyBelmont. Belmont completed a total website redesign in 2014 to improve issues identified in CENTSS and to improve overall website user-friendliness and ease of access to relevant information.

To improve support for learners based on CCSSE results, a new model has been implemented in the Enrollment Services and Student Services Departments. The new model serves to enhance retention, persistence, completion and recruitment. A full-time staff position was added to focus on the recruitment and preparation of non-traditional adult students. Support service staff hours were increased at the Monroe off-campus location. Additional strategies are: expanding subject specific in-person professional tutoring services, increasing the role of faculty in student academic advising; implementing a new enrollment services, admissions, advising, and registration model; initiating more active learning strategies to enhance engagement in the classroom; and reviewing college policies for revision to enhance student persistence and completion.

In December of 2013, the college contracted with Jenzabar, the college's integrated student and administrative enterprise resource planning (ERP) system, to provide an assessment of the current usage of the Jenzabar system. As a result of the assessment, the Information Systems Department will be making formal recommendations for easier processing of student applications for admission, removing paper-based processes to create more centralized access to information, and adding more integrated advising functionality as well as online advising.

As part of an effort to help students complete on time, the college implemented a "15 to Finish" program recommended by the Ohio Association of Community Colleges as part of its *Completion By Design*

initiative. This awareness and educational campaign encourages students to complete fifteen credits per semester in order to graduate on time. Students are advised to revise their degree completion plans and work closely with their academic advisor to stay on sequence with their programs.

As a result of the college strategic planning process, Program Review process, and the Program Assessment process, there have been eleven program modifications, eight additional articulation and transfer agreements, two new majors, two new associate degrees and four new certificates developed. All programs are moving toward reducing the maximum number of required credit hours from 72 to 65 by December 2014 unless accreditation standards require otherwise.

A college-wide Enrollment Summit Task Force was formed to examine the enrollment decline and move forward recommendations for resolving it.

112. How Culture and Infrastructure Help Set Targets for Improvement

Belmont College has embraced in its Strategic Plan the concept of creating a culture of continuous quality improvement. An action project, *Measuring Effectiveness*, is focused upon growing this culture (See 1P2). As a result, the college is focused on continuous improvement within the learning process.

Belmont embraces a systematic and collaborative process within its infrastructure and culture which is moving toward alignment and integration. For example, the Student Learning Team shares Program Review, Core Learning Outcomes and Program Assessment information with others throughout the college through group portal pages, informational workshops at college professional development events (forums), and through reports and presentations to the Board of Trustees and other governance teams. The governance structure allows for sharing results across departments.

Belmont prides itself on going above and beyond to help students meet their educational goals. Initiatives and strategies are aligned, developed and implemented within the culture of improvement while keeping student needs at the forefront. This is evidenced in the institution's improvement strategies for increasing retention, improving national licensure and certification pass rates, increasing college enrollment and completion rates, strengthening student services and student satisfaction, and enhancing new program development.

Additionally, assessment data, program review data, AQIP Action Projects and data regularly collected by the Institutional Research Department, aid in determining specific processes and targets to improve. For example, the college was recently prioritizing efforts in the Strategic Plan, it became apparent after reviewing institutional data, that enrollment was decreasing significantly. A college-wide, cross-functional committee (Enrollment Summit) was established to identify enrollment issues and provide recommendations for improvement strategies to the administration. These recommendations will drive future AQIP Action Projects and direct future college initiatives.

Category 2 – Accomplishing Other Distinctive Objectives

Introduction

Belmont College focuses on objectives in two distinctive non-instructional areas: workforce training/continuing education and development/external affairs. Belmont addresses these two areas through the efforts of the Workforce Development and Community Education Department (WDCE) and the Development and External Affairs Department (Development Department), with support from the career services function of the college. This narrative will focus on processes and objectives in the WDCE Department and the Development Department.

The WDCE Department is focused on meeting the needs of area employers. As technologies change in every field, the WDCE Department provides training ranging from entry-level to increasingly more complex offerings and incumbent worker training (both classroom and customized) to meet these changing needs. Customized workforce training includes understanding the company or industry's needs, assessing existing employee skills, developing a customized curriculum, delivering the training, and reviewing customer feedback for continuous improvement.

The Belmont College WDCE Department is increasing its focus on value added industry credential training, licensures, certificates, and CEUs for targeted professions. Partnerships and an on-site Testing Center accommodate these expanding third party technical skill verifications. Further, WDCE is designing and implementing stackable certificate and modularized training where workforce training can be accepted toward one-year certificates or credit toward a degree. Examples of these trends can be seen in State Tested Nursing Assistant (STNA), welding, childcare provider CEUs, and industry safety training.

The Development Department, in part, is responsible for the needs of Belmont alumni. Alumni relations include communication between alumni and the college and between alumni themselves through social networking. Belmont alumni are provided with lifetime career placement assistance through the career services function. The Development Department is also responsible for securing contributions to assist the Belmont College Foundation, a 501(c) 3 non-profit organization that assists the college in attaining its mission. The department staff members work closely with faculty and staff to evaluate funding needs of the college as outlined in the Strategic Plan and endeavor to determine the available means to raise funds (cash, stocks, bequests, property, grants, and gifts-in-kind) for those purposes in order to support the achievement of departmental objectives from sources such as state and federal grants, businesses, foundations, alumni, employees, and other friends of Belmont.

The WDCE, Development, and the career services function are in strong alignment with the main college processes. All three work hand-in-hand in delivery of high quality training and services. Each is aligned with the main college, the Strategic Plan (2P2, 5P1, 8P6), and faculty and staff needs (2P5). Belmont College considers these areas to be aligned, and cites the following examples for this conclusion. First, WDCE and career services are cross training staff to assist with student registration to spread the work load during key recruitment cycles. Second, student placement services have been enhanced by these areas collaborating to develop student resumes. Third, these areas are working collaboratively to address customer service issues, including customer service training through the WDCE Department. The movement to integrate processes will be achieved by a 2015 launch of the "Be Connected" project. Areas of future focus are: cross training staff to enable departments to more efficiently serve students; customer service training across the college; implementation of the "Be Connected" strategy which includes development of a College Services Guide for Business & Industry; and developing alumni relations.

2P1. Designing and Operating Key Non-instructional Processes

Belmont College designs and implements key processes for all distinctive objectives that collectively work to achieve the college's mission, vision, and values. They are financially sustainable and meet the needs of our community and stakeholders.

Both internal and external stakeholders' needs are reviewed by President's Staff and college committees as necessary. It is determined if the needs of external and internal stakeholders are best met by the college or by a non-instructional entity. If a non-instructional effort is designated, then it is determined if sufficient staff and resources are available to meet the goals of the effort and to not drain the instructional resources. A strategic approach is then developed to address the need if appropriate.

A recent example of this process centers on the Ormet plant closing in Monroe County. Workforce training is directed by the Vice President of Learning and Student Success and the Director of Workforce Development. The WDCE develops a unit plan and departmental budget aligned with the college Strategic Plan. WDCE employees are assigned objectives within the unit plan and the objectives are monitored regularly for progression toward attainment through individual meetings between the Vice President and Director, and through WDCE weekly department meetings. When 900 Ormet jobs were lost, Belmont College was asked by the Ohio Board of Regents (OBR) Chancellor to step in. Under the direction of the Vice President of Learning and Student Success, Director of Workforce and Economic Development, and Dean of Student Services, the WDCE Department of Belmont College opened a rapid response Transition Center for the dislocated workers. Belmont College worked in collaboration with the Ohio Governor's Office, Ohio Department of Jobs and Family Services (ODJFS), Workforce Investment Board (WIB), Monroe County Commissioners /Monroe County Community Improvement Corporation (CIC), Monroe County Ohio Means Jobs, and Workforce West Virginia to open the Transition Center. Internally, virtually every college department contributed to the effort. From the initial contact, the Transition Center was operational in less than three (3) weeks. The Student Services and WDCE Departments developed a project budget and negotiated a \$206,000 contract with WIB 15. Only by having solid relations with community stakeholders and internal leadership and processes to coordinate resources, can such a project be implemented so quickly and effectively.

The Development Department is under the direction of the Director of Development & External Affairs, who reports to the college President. The department is overseen by the Board of Trustees in collaboration with the Belmont College Foundation Board of Directors. Belmont's Strategic Plan establishes goals for Development, with input from the college President, Director of Development & External Affairs, the Board of Trustees and the Belmont College Foundation Board.

The Belmont College Foundation Board engages the community in activities that include the voluntary contribution of time and finances. The Belmont College Foundation has several committees. They are the Executive Committee, the Campaign Committee, the Planned Giving Committee, the Event Planning Committee, the Financial/Investment Committee, and the Bylaws/Nominating Committee.

The college sponsors a number of activities which are intended to connect various stakeholder groups with the college. These support student recruitment, contacts for business and industry training, alumni connections, and potential donors to the Foundation. Examples of college-sponsored activities are MATHCOUNTS, the District 16 Science Fair, and the JETS/TEAMS Competition; Kids Rule for grades K-6; the Thomas R. Dowler Memorial Golf Classic; and the Heritage Tree and Emeritus Reception Ceremony.

The Director of Development and External Affairs meets weekly with the President and monthly with the Executive Committee of the Foundation Board to review the department's progress in relation to the goals

of the Strategic Plan and its accompanying objectives. Tactics are then taken to President's Staff for further discussion and final decision-making.

2P2. Determining Major Non-instructional Objectives for External Stakeholders

Belmont College uses a Continuous Quality Improvement (CQI) process for all planning and goal setting efforts. The primary non-instructional objective of the WDCE Department is to plan and promote full use of college resources to assist individual, business, industry, and community growth through training and education. All programs are intended to enrich, strengthen, and support those who are not served by the traditional instructional activities of the college. Based upon community interest and need, these programs help customers upgrade their skills, increase their knowledge, learn a new hobby, advance their careers, solve problems and stimulate their minds. Courses are informal, relaxed, and non-competitive. Sub-objectives include training in customer specific areas, economic development, workforce development, personal enrichment, and public safety.

Non-instructional objectives flow from input from external stakeholders and the Strategic Plan. The WDCE Department (operating) plan flows from the Strategic Plan and is founded upon industry stakeholders' identification of needs, department revenue outlook, customer satisfaction, end-of-course evaluation, and customer expectations expressed on end-of-course evaluations. The Director also receives input from stakeholders in a multi-county area including businesses, the Business Resources Network (BRN), area Chambers of Commerce, local government economic development officials, ODJFS Workforce Investment Boards (WIBs), and elected officials. Further, all customized training includes a feedback survey from the employer. The Director and his staff review each of these to assure customer satisfaction and to aid in continuous improvement efforts.

Belmont's Strategic Plan establishes goals for Development, with input from the college President, Director of Development & External Affairs, the Board of Trustees and the Belmont College Foundation Board. The non-instructional objectives of the Development Department are determined by the Belmont College Foundation Board through the support, approval, and development within the Belmont College strategic planning process. They are:

- To initiate a plan to improve upon existing and to build new strategic relationships with friends of Belmont College in the community.
- To create a culture of philanthropy that is based on interactions as they are viewed from the donor's perspective in order to increase the number and frequency of donations.
- To launch and complete a Major Gifts Campaign that meets or exceeds the goal as determined by a feasibility study to provide funds for major initiatives including, but not limited to, the future Health Sciences Center.
- To raise the profile of the Foundation as a charity of choice in the local community.
- To implement a comprehensive Annual Giving Program by soliciting targeted segments of the donor database, tailoring each appeal to the segmented group to increase the overall response to each appeal.
- To create a predictable, dependable stream of annual funding from the foundation to the operating budget of the college based on the Annual Giving Program.
- To design and implement an orientation process for Foundation Board members to build a sense of commitment among the members.
- To formalize a planned giving program to increase the number of donors who provide bequests to the college.
- To implement an organized system of donor recognition to publicly and privately recognize the support and commitment of donors on an ongoing basis.
- To implement a process to determine the viability of external funding for projects contained within the capital plan in an effort to meet the financial needs of the plan initiatives.

- To create a calendar of signature events to include not only fundraising events, but also donor recognition events and community and public functions to stimulate interaction between the general public and the college community.
- To evaluate funding needs of the college as outlined in the Strategic Plan and endeavor to determine the available means to raise funds for those purposes in order to support the achievement of departmental objectives.
- To develop a system to cultivate current students as future donors beginning at enrollment and continuing on a consistent basis through graduation and beyond.
- To implement a process to determine the feasibility of grant funding for strategic priorities and to secure grant funds identified as a good potential match.

To support student enrollment, financial aid, scholarships, and agency funding sources are all considered and promoted when available. Examples of this include the promotion of the HESS Corporation Grant Scholarship, which is awarded to Belmont College full-time and part-time students; U.S. Department of Labor Trade Adjustment Assistance for dislocated Ormet workers; and County-based Workforce Investment Act (WIA) funding for Commercial Driver's License (CDL) students.

2P3. Communicating Expectations Regarding These Objectives

Expectations are communicated to faculty, staff, students and external stakeholders through various methods. Major communication pathways include advisory committees and publications. All academic programs implement the use of advisory committees that communicate community needs and expectations to students, faculty, and staff. A number of publications are disseminated both internally and externally. They include *Belmont Magazine* (distribution of 7,864 alumni and friends bi-annually), the Belmont College Annual Report, information posted on the Belmont College Foundation website (www.belmontcollege.edu/foundation) as well as information posted on electronic monitors around campus. Academic programs are also advertised through social media (Facebook and Twitter), college catalog (hardcopy/website), Grapevine, program brochures, recruitment packets, forums, all-personnel meetings, and department/staff meetings. In addition, each program has a webpage to communicate information with internal and external audiences. Information is regularly shared with the Board of Trustees in monthly monitoring reports regarding various Ends Policies of the college. Belmont College currently has 16 advisory committees made up of over 170 community members and experts; the President has one advisory council for internal communication for each employee group. Expectations are also communicated to employees on a bi-annual basis through fall and spring forum sessions in which critical areas are addressed during an intensive two-day meeting of all staff.

Members of staff are actively involved with community groups such as Rotary, Lions, Business Resources Network (BRN), Chambers of Commerce, and Workforce Investment Boards (WIB's 15 and 16). This community participation allows the college to communicate formally and informally with stakeholders, as well as gain significant feedback about community needs and the role of the college in the communities we serve.

2P4. Assessing and Reviewing Appropriateness and Value of These Objectives

Objectives for the WDCE and Development Departments are ultimately derived from the Belmont College strategic planning process. Input from stakeholders, both internal and external is used to monitor and evaluate objectives on a continuous basis. The WDCE Director, their staff, and the Vice President of Learning & Student Success are all actively involved in this process. The planning process is both long-term and short-term. It occurs both short-term and more comprehensively every five to eight years. The leadership at Belmont College uses this information to assure programs and services are meeting

community, business, and other stakeholder objectives, and that the efforts are financially sound as markets, technology, demographics, and stakeholder needs change.

The WDCE Department monitors performance with a predetermined monitoring format, focused on Key Performance Indicators (KPIs) and reported both departmentally and at the Board level within Ends Policy Reports. The Development Department has created a “dashboard” to monitor progress. All WDCE Department assessments and reviews are done each semester and on an annual basis. The Development Department uses monthly and annual review cycles.

2P5. Determining Faculty and Staff Needs Relative to these Objectives and Operations

The involvement and “buy-in” of staff and faculty are critical for the successful design and implementation of programs and services. The WDCE Department conducts weekly staff meetings to engage staff in planning, program design, marketing, and implementation efforts. Minutes of these meetings are shared with workforce staff, as well as a broader distribution to 16 internal staff and administrators across campus. Staffing needs are assessed in operational planning and in the budget process and the WDCE Department has a close collaborative relationship with faculty and staff. Planning variables for focus include staff load, room/lab availability, supplies/ equipment needs, teacher qualifications, and subject matter experience (SME). Workforce typically has the opportunity to address all employees regarding planning variables of concern to faculty and staff at the seasonal all-employee Forum meetings.

The Development Department keeps staff involved and informed through printed material, emails, and Forum presentations. Faculty and staff members are consulted by the Director of Development and External Affairs regarding college capital needs, scholarship issues, and campaign efforts.

Faculty and staffing needs are assessed at least one semester in advance, based on the schedule of courses proposed for the following semester. To assess capital needs, faculty, working in cooperation with their department chairs, determine replacement and new equipment needs based on enrollment, changes in technology, and input from area employers. Funding for capital equipment can be provided from grants, operating budgets, foundation resources, and specific donations. Separate processes are in place for each of these funding sources.

2P6. Incorporating Information on Needs to Readjusting Objectives or Processes

As addressed in 2P5, the WDCE Department regularly communicates with Belmont faculty and staff to secure the best expertise for industry and client-based training. To assure this communication, the Industrial Trades Department Chair and the Public Safety Chair report to both the Director of Workforce and the Executive Dean of Academic Affairs. As technical expertise and community/industry needs become increasingly focused, Belmont College has reached out to contract with other post-secondary and private organizations to meet local training needs. Examples of this include arch flash training, Safeland safety training, and mine safety training.

2R1. Measures of Accomplishing Non-instructional Objectives Collected and Analyzed Regularly

Belmont College is a data driven enterprise. Tables 25 and 26 highlight examples of Key Performance Indicators (KPIs) collected and analyzed regularly for both the WDCE and Development Departments.

Table 25: KPI for the WDCE Department

Workforce and Community Education (KPIs)	Data Source	Frequency
YTD Budget Information vs. Budget Plan	Business Office Revenue and Expenses for each program	By semester and annually
Contract Training - # businesses served	Jenzabar	By semester and annually
End of Course Surveys	Student and Employer Evaluations	Each training or course
# Community Ed Students Served	Jenzabar	By semester and annually
# Community Ed Courses Provided	Jenzabar	By semester and annually
Community Ed Student Satisfaction	Student Satisfaction Surveys 5 point scale (revised for AY 13-14)	Each training our course
# Public Safety Students Served	Jenzabar	By semester and annually
# Public Safety Courses provided	Jenzabar	By semester and annually
Public Safety Student and Employer Satisfaction	Satisfaction Surveys 5 point scale (revised for AY 13-14)	Each training or course
Credential/Licensure Testing Pass Rates	Third party data each course with credential	By course and annually

Table 26: Development and Alumni Relations (KPI Dashboard)

Measure	Data Source	Frequency
Average individual gift	Jenzabar	Monthly
Average corporation gift	Jenzabar	Monthly
Average monthly income	Jenzabar	Monthly
# of Donors	Jenzabar	Monthly
# of Donations	Jenzabar	Monthly
# of Repeat Donors	Jenzabar	Monthly
OBR Endowment Comparative Data	HEI	Annually

2R2. Performance Results in Accomplishing Other Distinctive Objectives

Table 27: Key Performance Results for the WDCE Department from 2009 - 2012

	2012	2011	2010	2009
Contract Training Gross Revenue	\$122,872.90	\$165,327.96	\$139,346.68	\$166,322.40
# of Companies Served	16	24	22	16
STNA #Students	120	24	23	12
STNA Licensure Pass Rate	86%	88%	87%	92%
Community Ed/Public Safety # Served	886	1399	1369	1128
# of Community Ed/Public Safety Courses Provided	119	168	136	108

The data in Table 27 indicates a slow but steady decline in Workforce productivity for 2009-2012. Much of this has been due to the general economic downturn since 2008. Efforts are now underway to strategically rebuild Workforce training and services to the community. The “Be Connected” action project strategy will help improve contacts with business and industry as the college builds its offerings, including expanded safety training, CDL, State Tested Nurse Aide, Welding, and Instrumentation programs as examples.

In addition, the Development Department conducts survey and feasibility studies for special projects. Most recently, the Department conducted a stakeholder study to determine the interest and support of the community to help fund a new Health Sciences Building. Based on the study, a \$500,000 fundraising goal was set. As of May 31, 2014, 36% of that goal was achieved and a solid strategy is in place to achieve 100% of this goal.

Table 28 shows a number of positive trends over the past two years for the college. Average monthly income has steadily risen from \$5,587.50 in 2009 to \$14,255.61 in 2013. Average gift size has grown as

well from \$29.01 to \$94.65 over the same period. The Development Department has set a goal to increase giving each year.

Table 28: Performance Results for Development

	FY 13	FY 12	FY 11	FY 10	FY 09	FY 08	FY 07
Average Gift	Individuals						
	\$94.65	\$50.51	\$26.93	\$18.78	\$26.57	\$26.57	\$42.93
	Corporations						
	\$1,428.44	\$1,200.95	\$4,301.58	\$4,650.00	\$4,587.50	\$2,927.19	\$43,745.00
Average Monthly Income	\$14,255.61	\$8,421.07	\$7,326.81	\$4,834.63	\$4,853.60	\$6,068.82	\$4,071.08
	Cumulative Income Report						
July	\$1,057.86	\$3,972.96	\$3,059.72	\$803.04	\$678.12	\$552.10	\$2,400.00
August	\$3,095.72	\$10,635.9	\$29,068.44	\$1,988.40	\$1,954.68	\$1,376.20	\$5,725.00
September	\$7,848.58	\$12,298.96	\$30,707.46	\$2,857.60	\$4,849.365	\$2,400.30	\$5,825.00
October	\$17,126.44	\$17,200.96	\$31,330.88	\$3,422.96	\$5,579.31	\$3,494.40	\$5,925.00
November	\$18,648.70	\$21,057.96	\$32,016.60	\$4,753.32	\$7,082.43	\$5,588.50	\$6,750.00
December	\$59,982.08	\$25,789.64	\$39,344.45	\$6,498.48	\$10,458.28	\$10,922.26	\$10,340.00
January	\$62,773.20	\$29,751.89	\$41,112.89	\$9,256.32	\$14,214.01	\$14,363.35	\$10,872.99
February	\$67,356.06	\$36,495.35	\$43,824.71	\$9,769.38	\$14,849.66	\$16,386.01	\$11,664.51
March	\$92,533.92	\$82,193.21	\$44,542.54	\$10,718.40	\$15,611.50	\$17,592.47	\$12,188.61
April	\$122,212.32	\$91,539.80	\$45,591.77	\$12,237.50	\$16,535.10	\$58,234.76	\$12,762.71
May	\$162,320.18	\$99,966.66	\$47,491.77	\$12,896.60	\$17,802.78	\$59,292.72	\$13,300.81
June	\$171,067.36	\$101,950.12	\$87,921.77	\$58,015.60	\$58,363.14	\$60,705.84	\$48,852.91
# of Donors	138	148	133	71	89	119	67
# of Donations	835	839	725	634	479	538	280

2R3. Comparison of Performance Results with Other Organizations

Comparison data with other similar institutions are provided in data collected by the Ohio Board of Regents. Additionally, where credential/licensure testing is involved, Belmont College compares our pass rates with other schools providing like training. The data in Table 29 shows the steady growth in STNA enrollment and student pass rates on the Ohio STNA test compared to state-wide pass rates.

Table 29: STNA Ohio Department of Health Data 2010 - 2013

Academic Year	# STNA Students (Belmont College)	Belmont College Pass Rate	State of Ohio Pass Rate
2012-13	137	89%	79%
2011-12	120	86%	82%
2010-11	24	88%	83%

For Development, the Ohio Board of Regents (OBR) tracks endowment funding under the University System of Ohio /Accountability Measures (9 Endowments).

Table 30: OBR Quarterly Goal 9 Endowments and Foundation

Peer Community Colleges	FY 2006 Endowment	FY 2006 \$ per GTE	FY 2008 Endowment	FY 2008 \$ per GTE
Belmont College	\$445,144.00	\$340.00	\$575,457.00	\$425.00
Eastern Gateway	\$429,158.00	\$353.00	\$509,207.00	\$401.00
Washington State	\$248,803.00	\$140.00	\$633,689.00	\$387.00
Marion Tech	N/A	N/A	\$692,346.00	\$489.00
AVERAGES	\$280,776.25	\$208.25	\$602,673.25	\$425.50

For all community colleges in Ohio, in 2008 (latest data posted) the average endowment was \$5,298,097 with an average of \$1,019/FTE of enrollment. Belmont College held \$575,457 in endowment funds at \$446/FTE (Table 30). This compares more favorably with area peer community colleges (Eastern Gateway, Marion Tech, and Washington State) that have an average \$611,745 endowment. The current assets of the Belmont Foundation are \$1,029,079.62 (2/28/2014). The growth in the endowment has been the result of a focus on stewardship, donor relations, improved investment strategies, and implementation of a planned giving program.

2R4. How Performance Results Strengthen our Institution

The following are a few examples of results that have strengthened the overall institution and enhanced relationships:

1. Expanding STNA capacity by securing a second Ohio Department of Health license, which allows the college to offer two (2) simultaneous classes (we offer training at three (3) sites). The second license, combined with a better than state average 85% pass rate, resulted in two local nursing homes closing their in-house STNA training centers and contracting all STNA training with Belmont College.
2. The Ormet Transition Center project enhanced the college's reputation and received kudos from the Ohio Governor's Office as well as from the OBR Chancellor. This project has also resulted in ongoing local media coverage which puts the college front and center in providing retraining for the 900 dislocated Ormet workers. The project has also significantly strengthened our relationship with area One Stop Centers (County Ohio Means Jobs offices).
3. CDL Training has been expanded into Monroe County. Employers, One Stops, and Chambers of Commerce have been very appreciative of the college for making this \$500,000 cash flow investment. The St. Clairsville Chamber President connected the college to a local lender who is finalizing a CDL Loan program with Belmont College. This will be a local private financial aid program for CDL. Traditional federal student aid does not cover CDL and the program cost is a barrier for many qualified students.
4. Development has successfully secured \$15,000 per year from the Hess Corporation for student scholarships. This commitment from a new oil and gas company to the region is further evidence of our reputation and relevance to the community we serve.
5. Six million dollars in capital component state funding was received from the Ohio Board of Regents toward a new 30,000SF Health Sciences Building. Other fundraising and grant efforts have raised over \$180,000 of this \$9.1 million project. Ground breaking took place in 2014.

Each of these specific efforts are working to enhance the college's role and reputation in our service area.

2I1. Recent Improvements in this Category

The most effective way to convey the level of systematic and comprehensive process improvements for WDCE and Development Departments is to address partnerships.

The WDCE Department has developed a methodology to identify, evaluate, and negotiate meaningful partnerships which will result in expanded capacity and high quality service delivery. This five-step process includes: 1.) identifying the need, 2.) developing a work plan and budget using the Learning Education Resources Network (LERN) model, 3.) securing appropriate partners to support or deliver the program, 4.) implementing the program, and 5.) evaluating for continuing improvement.

In 2013-14, there was a 21% increase in Workforce non-credit enrollment and a 48% increase in Workforce non-credit revenue. Additionally, WIB 16 invited Belmont College to be a part in their Southeast Region Workforce Alliance Grant submitted to Ohio Job and Family Services (OJFS). WIB 15 has asked Belmont College to implement a much needed nurse aide training program with grant funding they had received.

The Development Department has demonstrated a similar approach to partnerships as expressed with the Hess Scholarship Program, Dominion Energy grant award for expanding our welding lab, Marshall Piccin Memorial Engineering Fund, and the successful Dowler Classic Golf Scramble Foundation Fundraiser.

2I2. How Culture and Infrastructure Help Set Targets for Improvement

The culture and infrastructure at Belmont College have a significant role in helping select specific processes to improve and to set targets for improved performance. Driven by a long standing culture of student service and success, combined with new performance based funding models from the Ohio Board of Regents, Belmont College is focused on financially sustainable improvements that address data based documentable community needs, high wage-high demand employment training, and attract the development resources necessary to achieve these outcomes. The organizational and committee structure offers multiple opportunities for community engagement through advisory committees, college outreach, membership participation in many community organizations, and serves as the infrastructure for this continuous improvement process.

Category 3 – Understanding Students’ and Other Stakeholders’ Needs

Introduction

As a small institution, Belmont has historically had a reputation of being student friendly with easy access to student service personnel and faculty. A major challenge for Belmont has been how to move from undocumented systems and processes to more systematic, aligned, integrated, and easily identifiable processes that can be evaluated for effectiveness and improvements.

Currently Belmont has a mixture of formal and informal processes. These processes range from the less mature and reactive in nature to others that are more mature and integrated. Belmont’s process of investigating how Understanding Students’ and Other Stakeholder Needs are addressed has led to the discovery of some informal systems and processes implemented by faculty and staff that are actually aligned but have not necessarily been shared across the institution.

As examples, Belmont reacts less formally as to why students do not return for a semester by sending surveys and making phone calls to students even after the term has begun. While the process is informal, it does provide data on what issues students may be facing and identifies areas where changes may be warranted. Ends Policy Reporting is a process that is more formal, aligned, and integrated. This reporting involves elements of gathering data, analyzing the data, making recommendations for improvements and then presenting the information to the college’s Board of Trustees. This particular process is integrated as individuals and departments across the institution are participating in the process of gathering and analyzing data and using the results to improve. The Noel Levitz Student Satisfaction Survey and the CCSSE were selected as two different formal approaches to measuring and addressing student satisfaction and the Board of Trustees monitoring reports provide feedback for a number of key performance indicators.

College-wide enrollment management is a focus for the future. The Noel Levitz Student Satisfaction Survey results reveal the performance gap between student expectations and satisfaction of services provided. In addition, another focus is related to the CCSSE as discussed in Chapter 1 under question 1R5. Results of the CCSSE indicate that the dimensions of Student Effort and Support for Learners are two of the most important areas where improvement efforts should be focused over the next few years. More needs to be done to move Belmont from the systematic level of maturity to aligned and integrated by utilizing cross functional teams to examine data, formulate solutions, and drive change that will increase retention, student success, completion, and enrollment.

3P1. Identifying Changing Needs of Student Groups (Core Component 4C)

Belmont College identifies the changing needs of students through formal and informal methods. The Trustees Scholarship was created for high school graduates in Belmont, Harrison, and Monroe Counties and pays for tuition over six consecutive semesters. Recently a Trustees Scholarship research study was conducted to determine the effectiveness of the allocation methodology on retention and graduation rates. From the study, recommendations were made for revisions in how these dollars are allocated to enhance retention and graduation rates among this population of students. The Noel Levitz SSI and the CCSSE were implemented to glean valuable information about Belmont learning processes so that more knowledgeable decisions can be made in selecting courses of action to address student needs.

Belmont College uses a Learning and Student Success Model (See 1P5) that shows the pathway for student success. This model is reviewed regularly by the Student Success Team regarding the changing needs of students. The model was revised and updated recently to embed new processes and support services to take students in and move them across the curriculum in a way that is aligned with the college's completion agenda. The revised model shows a clear and concise pathway that students will take upon entering the college until they exit the college.

Additional ways of identifying the changing needs of students along with actions to meet these needs are end of course surveys from the Community Education/Workforce Development Department. In credit programs, Student Evaluation of Instruction (SEI) identify trends across programs that may need to be addressed; academic alerts are used by faculty to alert advisors of student poor performance issues. The Jenzabar Retention software identifies at-risk students which leads to assignment of students to Case Management Advising

Ends Policy Monitoring Reports are a formal method to identify changing needs of student groups. The Board of Trustees and senior administrators developed a list of college Key Performance Indicators and Ends Policy Reports to address the KPIs. The Ends Policies cover subject areas related to Access to Higher Education, Student Development, Degree Completion, Articulation and Transfer, and Economic Development. These policies are monitored to enable the Trustees to evaluate the extent to which the mission of the college is being fulfilled. The monitoring activities, or Ends Policy Reports, evaluate a number of college key performance indicators related to underprepared students and students in college gatekeeper courses to name several. The college is able to consistently target improvements and make changes based on the data collected and reviewed. These reports are sent to the Board per the reporting calendar and reflect current activity at the college for each KPI.

Academic Program Review is another method of identifying the changing needs of student groups. (See 1P13 for a detailed description.) The needs of student groups are identified in relation to Belmont's retention, persistence, and completion rates. Results in these areas are used to evaluate whether identified needs are being met. There are four Key Performance Indicators that are used in the academic program review process to show the target areas and programs that need improved. The Key Performance Indicators are the Placement rate, Enrollment trend, Persistence rate and the Graduation rate. Each is benchmarked, measured, and evaluated by each academic program. The 2012/2013 Benchmarks for the KPIs were: Enrollment trend to be less than 25% decline from fall to fall, Persistence Rate: to be 55% or higher retention, the Graduation Rate: needs to be eight or more graduates per year, and Placement: 75% or greater hold jobs in a field related to their major field of study. Out of 24 academic programs reviewed, 12 met the Enrollment Benchmark, 16 met the Persistence Benchmark, 13 met the Graduation Benchmark and 10 met the Placement Benchmark. Each academic program has a resulting Strategic Plan and tactical targets for improvement are embedded. Environmental scanning factors, market and technology changes, and program endurance/viability factors are taken into consideration for the analysis.

The Student Government Association (SGA) president attends Student Success Team meetings and relays any concerns or issues the students are having. During this meeting the student representative, the SGA president and staff are able to discuss the concerns and address each one accordingly. This process allows students' changing needs to be addressed as they arise. Requests from the SGA president resulted in the Business Office installing an ATM and vending machines for food availability during the evenings. Students requested lounge space so student lounge areas have been added across campus and in the new Health Sciences Building to provide space for students to relax and congregate. Feedback from prospective students has caused revision in the orientation process to better communicate resources and programs, and increase access to faculty and support services, especially financial aid counseling.

The admissions, advising and registration process at Belmont College is another opportunity to identify the needs of students. The majority of new and prospective students have a one-on-one interview with an admissions counselor during the enrollment process. Students may disclose a need for special services which results in a referral to the Access Advisor. Students who are veterans are directed to the Registrar who also certifies veterans for their benefits and sends their transcripts to a Program Chair for review. Students who are unsure about a major are referred to Career Services and given the opportunity to complete the Kuder Career Assessment to determine careers, and therefore academic programs, that align with their interests and skills. Students are also often referred to other services on campus, such as tutoring from the Student Success Center. If financial assistance is identified as a need, the students are referred to a financial aid counselor who will discuss financial aid options and explanation of debt that may be incurred. For social services outside the scope of internal expertise, students are referred to a relevant community agency. The student may be advised into pre-college developmental education courses depending upon ACT or SAT scores. Students without such scores are referred to the Student Success Center where they can complete the Accuplacer test. Individual advising regarding Accuplacer scores is provided in the Student Success Center.

The Student Services department has implemented the monitoring of Student Retention and Persistence through the use of the Student Services Assessment Plan. This plan focuses on KPIs specific to the progress a new student makes from initial entry to the completion of their goal. The KPIs that are being tracked and monitored are retention from: admission to advising appointment; registration to first day of class; first day of class to the fifteenth day; and fifteenth day to the end of the term. Through the monitoring of these KPIs, Student Services employees are able to determine what improvements in which areas for what student groups need to be made to ensure persistence. The process repeats itself with the beginning of each term. As an institution, Belmont also monitors term to term, fall to fall, and time to completion. In a recent monitoring report, it was determined that fall to fall retention increased from 46.5% to 60% verifying that the focused retention efforts at the college are succeeding.

3P2. Building and Maintaining a Relationship with Students

Belmont College employs various formal and informal programs, processes, and strategies for building and maintaining relationships with students. For example, any student can walk in and speak with a Financial Aid Counselor, Enrollment Services Associate or Admissions Counselor without making an appointment. The 16:1 student-to-faculty ratio allows faculty to have a close academic relationship with students and constantly assess cognitive and non-cognitive success factors. This accessibility of college faculty and staff allows for the development of relationships informally.

The college has also developed a formalized process for building relationships with students throughout the admission and enrollment process. Staff members in the Enrollment Services department work with students from inquiry to the time they apply to the college. They are trained to provide information to help the student decide if Belmont College is the right college for them. Enrollment Services personnel begin building relationships with prospective students through regular visits to area high schools, college and job fairs, Financial Aid Night at high schools, College Goal Sunday, Trustee Scholarship awards at the high schools, Job and Family Services offices, and Veteran's Affairs offices. Enrollment Services Associates are also available to see students on campus by appointment or on a walk-in basis. The college has also hosted several on-campus events including a Science, Technology, Engineering and Math (STEM) Day and a Women in Information Technology Day.

Once a student has made the decision to apply to Belmont College, they begin working with a representative from the Admissions Office. The goal of the Admissions Counselor is to clearly define all the steps needed to complete the enrollment process. During this process newly admitted students will begin making arrangements to visit the campus, take a college tour, meet with a Financial Aid Specialist

and if needed, the Career Services Counselor. Admissions Counselors and the Student Success Center provide students with a study guide to prepare the student to take the Accuplacer Exam, review and explain test scores after the student has tested, and when needed, administer the Kuder Career Assessment for those who are unsure which program of study to choose. Admissions personnel are also responsible for Belmont College's First Year Experience (FYE) Orientation. At this event, new students are able to interact with each other, Student Services staff members, and the Chair of their academic department, helping the students to feel connected with the campus before beginning their academic experience. The final phase of the enrollment process involves students working with their Academic Advisor. The advisors help students register for courses, understand their Degree Completion/Student Success Plans, and serve as a resource for students who need support with non-academic issues. Academic Advisors work with students from the first time they enroll at Belmont College until their graduation. They have developed a monitoring system to identify and follow up with students who are having academic related difficulties.

Other mechanisms employed to build relationships with students include student organizations, activities, and learning communities. Belmont's Student Government Association (SGA) provides an opportunity for students to share their thoughts and concerns with a member of college staff that reports to the Dean of Students. Recent requests for an ATM, a student picnic, and support for a fundraising event during Breast Cancer Awareness Month were granted through this process. Sharing of information via Facebook is now being addressed as the result of an SGA request. Some of the other activities sponsored by the SGA include Welcome Week, spring and fall cookouts, and college trips. A Music Club, a Criminal Justice Club, a College Republican Association, and an Accounting Club are at various levels of being approved.

Additionally, student representatives sit on the Student Success Team with faculty and staff. The students can share any concerns they have or any changes they would like to see at the college. This gives the students a voice and team members hear a student's point of view. This helps to solidify relationships among students, faculty, and staff.

Membership in the two-year Honor Society of Phi Theta Kappa provides an opportunity for students to be recognized and honored. Belmont students are routinely awarded Ohio All-Academic Team placements through Phi Theta Kappa. Student life activities provide relationship building opportunities in more informal ways. Student activities such as attending Major League Baseball games, Civil War discussion groups, plays and trips to amusement parks are open to staff and faculty as space allows. These opportunities create a natural setting for relationship building.

Faculty members at Belmont College also employ many strategies to build lasting and meaningful relationships with their students. For example, faculty members arrive in the classroom 15-20 minutes prior to the start of class, and engage each student by asking open-ended questions regarding each student's school and personal experiences, e.g. "How are your classes going?" "How was your holiday?" etc. They prioritize remembering each student's first name by the end of the first week of class. Calling a student by name inside and outside of class aids in building rapport quickly.

3P3. Analyzing the Changing Needs of Key Stakeholder Groups (Core Component 1D)

Once the need for changes are identified, the analysis process may vary. The Executive Dean of Academic Affairs works with the Vice President of Learning and Student Success and Human Resources to analyze poor instructor performance. The Associate Dean of Financial Aid and the Dean of Student Services work together to analyze the needs of students with poor Satisfactory Academic Progress (SAP). They may meet with an advisor to develop a plan for success as a condition of granting a re-instatement appeal. Analysis of poor performance of students in developmental courses is initially done by the

Executive Dean of Academic Affairs and the Developmental Education Coordinator, but ultimately, the Vice President of Learning and Student Success may analyze the issue with a cross functional team to determine improvement strategies. Additional methods of analysis may include discussion in college Governance Teams, Task Forces, Departmental Meetings or by teams appointed to analyze the data in a student grievance. The analysis ultimately involves the stakeholders of the process.

Belmont employs the use of Ends Policy Reports as a means to track key measures of student success. Reports are prepared and delivered monthly to the Board of Trustees and time is allocated for specific discussion and feedback from the Board. Belmont College Board of Trustees members participate in pre-board workshops that address a number of topics. At the subsequent monthly meetings, the Board members can engage in Strategic Dialogues in the presence of staff and attendees to further discuss and analyze issues. If more information or follow-up is needed, the Board may add topics to an upcoming agenda.

An example of a formal method that Belmont uses to identify key stakeholder needs is a Post-Graduation Survey. Results are reported in an Ends Policy to the Board of Trustees. A Clinical Agency Evaluation of Belmont College's Nursing Program is mailed on a yearly basis. Additionally, the Graduate Nurse Employer Survey for the Associate Degree Nursing program is used to glean information regarding employer satisfaction. The Community Education and Workforce Development Department sends an Employer Evaluation and Student Evaluation survey to students and employers after each training session. The employer survey asks the employers if any additional training needs exist.

Personal contact at Job Fairs and Trade Shows is a less formal approach that is employed to gather information on employer needs. Ohio Labor Market Information data from statewide surveys is also reviewed by Workforce Development to keep abreast of changing needs of employers. As described in 1P3, programs at Belmont College also have Advisory Committees which provide additional opportunities to learn about industry needs and trends.

Belmont College has a shared governance model in place to identify the changing needs of internal stakeholders. The governance model shows the relationship of all the internal governance teams and how the process of identifying changing needs is handled within the college community. See 5P1 for more detail on how strategic initiatives are established and reviewed to stay current.

Changing needs of stakeholder groups are analyzed in relation to the college's educational mission and its responsibility to the public. For example, employers are asking for more student internships, some of which are paid. This has led to the development of an Experiential Learning Model which will likely lead to better retention and completion for students. The course of action is determined by the potential service to the community. Belmont does not have investors or a parent organization to consider when making decisions about meeting the needs of stakeholder groups. The college exists and operates to serve the public in the three county service districts.

For students in the Early Childhood Education (EDU) program, the faculty conduct an anonymous exit survey with the students before they graduate to evaluate their experience. Results are analyzed by the program leader resulting in improvements to the curriculum and suggestions made to adjunct instructors. This process is based on the latest best practices of the National Association for the Education of Young Children (NAYEC).

To meet the needs of EDU professionals, the program leader relies on the Advisory Committee to inform the changes. Changes are also made according to what is 'best practice' in Ohio, based on ODE/Job and Family Service regulations, and best practices nationally, based on NAYEC standards. Due to the ongoing collaborative relationship with the Advisory Committee, the chair now obtains regular feedback

via phone calls, visits practicum sites, and conducts practicum evaluations. In addition, due to the new common core standards in US education, the program leader has incorporated these in the EDU curriculum so the students have familiarity with them as they prepare for their practicum. Through advisory committee meetings of the Child Development Program, an employer need for a pre-kindergarten licensure program was discovered.

3P4. Building and Maintaining Relationships with Key Stakeholders

In addition to prospective and current students, key stakeholders include employers, industry partners, donors, suppliers, Advisory Committees, community agencies and members, high schools and other institutions of higher education with which Belmont College has transfer and articulation agreements. Belmont College maintains membership in a number of community groups and state and national agencies which provide opportunity for Belmont to respond to various needs or concerns. Table 31 shows examples of key stakeholders and methods used to build relationships.

Table 31: Building and Maintaining Relationships with Key Stakeholders

Key Stakeholders	Method in Building and Maintaining Relationship
High School Districts	High school liaison interacts with high school students, counselors and parents. Dual enrollment point person engages with superintendents. In 2013, Belmont College was contacted by high school districts to collaborate on a Straight-A application to provide education and training in alternative vehicle fuels. Guidance counselor luncheon.
Tech Prep	Office at college - on payroll, collaboration with college officials. High school guidance counselors lunch to discuss College Credit Plus (CC+), student progress. Multiple recruitment events.
Adults	Guidance provided for new or returning adults, unemployed, and GED recipients. Office time at DJFS. Visitation at various businesses and industry. Targeted marketing.
Displaced Workers	Workforce Development establishes relationships with social services, Workforce Investment Boards, One-Stop employment centers, and Veterans organizations. Transition centers were recently established for a mass company lay-off.
AA/AS	Director of Program Development engages with five universities that students transfer to complete 4-year degrees. Universities include Ohio University, The Ohio State University, Youngstown State University, Kent State University, and the University of Akron.
Transfer to 4-Year Institutions	Two-plus-two transfer agreements are completed by the Director of Program Development. Recent agreements include Kent State University that articulate Belmont College's Civil and Industrial Electronics Engineering Programs to Bachelor of Science in Engineering Programs.
Program Advisory Committees	All programs have advisory committees with members from the community with expert knowledge. Advisory committees meet once a year and it is not uncommon to interact via email. Topics often discussed during meetings include: skill sets, employment opportunities, employer satisfaction, and future needs and concerns.
Political Subdivisions	Belmont College sends representatives to a variety of open meetings to ensure communications between public entities and community members, for example, commissioners meetings.
Community Professional Organizations	Belmont College is represented at a variety of community organizations such as Lions, Rotary, and Kawanis. The St. Clairsville Chamber of Commerce holds one of its monthly meetings at the college. This allows college members to interact and showcase specific business higher education offerings as well as technical program offerings.
Energy Institute	Manager assists in building relationships with apprenticeship programs, oil and gas industry companies, and ancillary businesses.

Belmont College maintains relationships through membership in community organizations. The college gets involved by offering expertise and leadership within its service counties. Belmont partnered with Monroe County Commissioners and other interested citizens to create a Higher Education Plan. An important recommendation of the plan was that a P-16 Council be formed and led by members of the community. The P-16 Council functions in Monroe County with Belmont College serving as a consultant and partner. In Harrison County, Belmont College has maintained membership within the Cadiz Business Association. Relationships developed through this venue are still in effect. With the support of the

Harrison County Commissioners, the college facilitated the development of a Strategic Plan in Harrison County to help attract new industries, retain current industries, and spur economic development.

The college uses several strategies, both formal and informal, to meet the needs of displaced workers. The college's Enrollment Services Associate visits the Belmont County Job and Family Services Office on a weekly basis to talk with displaced workers about retraining opportunities available to them. Through this weekly visit, relationships are started with prospective students and also built and strengthened with the office employees. Because Belmont's Enrollment Services Associate has a relationship with the Case Managers at Job and Family Services, it creates a sense of continuity for the displaced worker who may be referred to Belmont.

Belmont builds connections to the alumni community via the social media outlet Facebook. The Alumni & Friends page for Belmont College is separate from the college's page. Belmont posts information about current students, reasons to come back to campus, and new program and facility plans. The page also posts news releases and success stories of former students. Recently nearly 200 alumni have made the connection back to Belmont College through this Facebook page. This has provided us with an open line of communication to ask questions and garner feedback from the alumni sector.

Connections with area high-schools vary with method and intensity. Belmont's high school Enrollment Services Associate relays high-school College Credit Plus and general information/concerns to the Student Services Team. College administrators, high-school guidance counselors, principals, and superintendents meet regularly in formal meetings to plan initiatives. The local superintendents hold monthly meetings which Belmont Administrators can attend for discussion and planning purposes.

Another area where Belmont meets the needs of community stakeholders is in allowing the use of college facilities. Belmont College uses discretion when a request is received. Many times Belmont does not charge or charges very little to agencies and organizations that are providing a community service. For example, the Harrison County Department of Job and Family services informed Belmont that there were no facilities where GED classes could be held during the daytime hours. Belmont has donated space for daytime GED classes for over a year. Other events like "Meet the Candidates" and meetings of the Community Improvement Corporation use facilities at no charge. Some groups are charged based upon their purpose and need for college services. Because student needs are the first priority, some companies have been denied use of the facilities due to the number of classrooms that it would have disrupted.

3P5. Determining the Need to Target New Student and Stakeholder Groups (Core Component 1D)

Decisions to target new student and stakeholders groups are made after considering the college's educational mission and commitment to the public good. Belmont's Director of Program Development gathers information on regional and industry needs to provide direction for developing educational offerings and services. Processes used to identify those needs include using the college strategic planning process and conducting a SWOT analysis, relationship building through the Developing a Curriculum (DACUM) process, Environmental Scanning, participation in community professional organizations, and the Belmont College Energy Institute.

The DACUM process identifies industry needs based on specific duties and tasks for selected jobs. This process brings together focus groups of people who are experts in their field and who hold jobs specific to the industry that is being researched. This affords Belmont College the opportunity to communicate and collaborate with business and industry and to outline the skill sets for specific jobs that match job positions. This information is used to develop outcomes for courses and then develop programs and certificates. Academic programs have also been updated using the DACUM process (See 1P2).

In the strategic planning and new program development processes environmental scanning is completed by listening to the needs of current stakeholders such as high school students, adults seeking initial and second careers, displaced workers, associate of arts and associate of science students, those seeking to transfer to obtain bachelor's degree credentials, clinical and internship sites, social agencies (Ohio Means Jobs), political subdivisions (commissioners and mayors), and community professional organizations. Websites such as the US Department of Labor and The Occupational Outlook Handbook provide information about job growth trends and salaries. Ohio Means Jobs provides information about open positions.

The Belmont College Energy Institute is targeting new students and stakeholders directly related to the oil and gas industry, as well as ancillary entrepreneurship businesses that are being developed. Meetings have been held with local guidance counselors and students to discuss STEM jobs and education that is provided by Belmont College. These events have included an emphasis on oil and gas jobs and education. Traditional Engineering Technology programs are being revamped to allow an emphasis on energy education (Oil & Gas and Coal Mining). Local oil and gas businesses are supporting the college's training efforts by providing guest speakers, tours, equipment grants, classroom materials and scholarships to our students. A new Process Technician degree is now offered to support employment in the oil and gas processing industry.

Other agreements currently being negotiated for pathways to baccalaureate degrees are with Ohio University (AAG to Accounting and Business Management), Youngstown State University (AAG to Accounting and Business Management), and the University of Akron (AAG to Accounting, Supply Chain Management, and Information Systems). Arranging for 2 + 2 pathways provides a service to students who desire to continue and complete a bachelor's degree. By establishing pathways, graduates know in advance classes that can be completed at Belmont College and transfer directly to the 4-year higher education institution program of study. This assists Belmont College graduates in the most efficient pathway to an on-time completion and affordable costs management, especially considering Belmont's expanded mission to include the associate of arts and associate of science degrees and a growth in the number of students transferring for a baccalaureate degree.

Once the environmental scanning process is complete and stakeholder needs are also discussed, then trends can be identified for new program development according to the model presented in 1P3 and new and current stakeholder groups can be served.

Belmont recognizes that a diverse student body enriches the learning environment while it deepens and broadens the critical thinking skills of students. Belmont College tracks the composition of the student body by categorizing each student based on age and educational history at the time of enrollment. Categories include students enrolling within one year of high school graduation, students more than one year from high school graduation but with no college experience, and students who are transferring from another college or university. By analyzing the number of students in each of these groups and demographic data about our community, Belmont can make decisions about the types of students the recruitment efforts should target. Recently, Belmont made the decision to target more non-traditional students. This decision was reached because the categories of non-traditional students were starting to drop. In order to make enrolling in college an attractive option to adult students, Belmont College applied for and was awarded a grant from the American Association of Community Colleges to start a program for students over 50 years of age. As a result, Belmont College created a Transition to College course that is offered free of charge to non-traditional students to reintroduce them to being in a classroom. Students in this course are given computer training, refresher training in math, reading, and writing and an orientation to the college. Outcomes assessment of students completing the course reveals much higher Accuplacer scores on testing at the college level. Students also persist better and attain college credit in math and computer science for completing the course.

3P6. Collecting and Analyzing Complaint Information and Communicating Actions

Belmont College has a number of formal policies and processes for addressing student complaints and issues which are clearly outlined in Belmont's Course Catalog and Student Handbook. Processes are published for Grade Appeals, Financial Aid Appeals, Student Rights & Responsibilities, Grievance Procedures, Transfer Appeal Process, and the Satisfactory Academic Progress Appeal. Another process to be used by individuals who have witnessed or experienced a negative occurrence is the completion of an Incident Report. This report may be received by any administrator but all incident reports are channeled to the Director of Operations who compiles the information and sends a copy of the Incident Report to appropriate administrators. Actions taken in response to such an incident are once again channeled to the Director of Operations on an Incident Follow-up Report. In addition, crime information is collected and submitted to Clery Act reporting by the Director of Operations who updates the Right to Know/Campus Crime Report and sends it to all students and employees (See 6P3 also).

In addition to the processes listed thus far, the Dean of Student Services receives other student concerns and documents them along with the disposition of each. While most issues are general in nature, the intent of this endeavor is to look for patterns of problems.

Feedback to the students on most issues or concerns is via a phone call or an email. Grade Appeals and Grievances Complaints have procedures outlined in the catalog and the method of informing the student varies. In some cases all parties must sign off on the resolution and are bound by a certain number of days regarding a response. In serious matters which involve legal counsel, students are updated on the issue via registered letters.

Regarding complaints to the President's office from students and external stakeholders, the President's secretary asks the person to identify their issue or concern and also asks with whom they have already spoken. In some circumstances the student is directed to the Grievance Procedure outlined in the Course Catalog & Student Handbook. The person's contact information may be relayed to the appropriate Vice President for follow up. When complaint emails come in to the President, the secretary replies on behalf of the president telling the person to whom their complaint was forwarded for further review. The secretary follows up when necessary to be sure the matter has been taken care of. In extreme cases an incident report is completed and submitted to the Director of Operations. Complaints are monitored and tracked to resolution.

If a complaint involves an employee, the complaint process outlined in the policy manual is followed. The Human Resources (HR) Department handles comments and complaints from employees. HR works with department heads to resolve these complaints and issues. Department heads work with employees to the same end. If a complaint involves sexual harassment, Title IX standards are followed to ensure that the investigation is fair to all parties and that the rights of the complainant are upheld. Complaints that come into Human Resources from college employees are addressed by following the complaint procedure as outlined in our policy manual. The event is then documented by HR and a file is kept for future reference.

3R1. Determining Satisfaction of Students and Stakeholders

In an effort to deepen positive stakeholder relations and monitor stakeholder satisfaction Belmont College uses a variety of methods to measure satisfaction. Table 32 lists examples of measures of stakeholder satisfaction. Data from the measures is used as a continuous improvement tool to drive change and arrive at targets for improvement.

Table 32: Examples of Measures of Stakeholder Satisfaction

Measure	Department	Who is Surveyed	Frequency
Noel Levitz SSI	Institutional Research	Students	Every 2-4 years
CCSSE	Institutional Research	Students	Every 2-4 years
Employer Satisfaction Surveys	Each program, Career Services, Workforce Development	Employers	Once per year
Student Evaluation of Instruction (SEI)	Academic Services, Workforce Development, Faculty	Students	End of Term
Graduate Surveys	Each program	Students	Graduating Term
SGA Suggestion Box	SGA, Student Activities	Students	Continuous
Exit Interviews	Human Resources	Employees	At employee retirement or resignation
Parent Satisfaction Survey	Childcare Center	Students/Employees whose children use the Childcare	Annually
Enrollment	Student Services Institutional Research	Students	Every Term
Student Retention	Student Services Institutional Research	Students	By Course Term to Term Fall to Fall
Graduation Rates	Institution Research	Graduates	Annually

3R2. Performance Results for Student Satisfaction

The Noel Levitz Student Satisfaction Inventory was administered to the Belmont College student population in spring 2014. The Student Satisfaction Inventory asks students to indicate the importance of various expectations as they attend college and compares that importance to their level of satisfaction that their expectations were met. The difference between these two variables is shown as a Performance Gap. Furthermore, the results for Belmont College are compared nationally to Community Colleges in the Midwest and throughout the country. The areas of student satisfaction that were surveyed were the Registration Effectiveness, Academic Advising/Counseling Effectiveness, Admissions and Financial Aid Effectiveness and Campus Support Services. The results in these areas are shown in Table 33.

Table 33: Noel Levitz Student Satisfaction Inventory Results

	Belmont College SSI					
	Importance		Satisfaction	Performance Gap		
Registration Effectiveness	6.40		5.47	0.93		
Academic Advising/ Counseling	6.42		5.41	1.01		
Admissions & Financial Aid Effectiveness	6.37		5.31	1.06		
Campus Support Services	5.95		5.23	0.72		
	National Community Colleges - Midwestern			National Community Colleges		
	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap
Registration Effectiveness	6.21	5.55	0.66	6.23	5.49	0.74
Academic Advising/ Counseling	6.21	5.36	0.85	6.22	5.26	0.96
Admissions & Financial Aid Effectiveness	6.12	5.34	0.78	6.13	5.24	0.89
Campus Support Services	5.33	5.10	0.43	5.57	5.05	0.52

The importance of each of the areas of Student Satisfaction was rated higher at Belmont than Community Colleges in the Midwest and Nationally. The level of satisfaction for each area in the Satisfaction Inventory was slightly higher for Belmont in Academic Advising/Counseling and Campus Support Services when compared to National and Midwest Community Colleges. Belmont rated slightly lower

than the comparison group in Student Satisfaction in Registration Effectiveness and below the Community Colleges Midwest, but higher than the Community Colleges in the Admissions and Financial Aid Effectiveness The Performance Gap at Belmont was also greater across each of the four overall areas than the comparison group which may indicate that students may be less judgmental when a particular indicator is also less important to them.

The results indicate that Belmont College students are satisfied with these areas of the college although there is room for improvement. In comparison the satisfaction of the students at Belmont College is relatively similar to the National Community College group and the Midwestern region. Our performance gap identifies that there are areas in which the college can improve to enhance the satisfaction of the students to align it with the importance placed upon those areas by the students.

The breakdown of each group gives a closer look at the areas that can be improved upon to align the importance and satisfaction better. These areas are scheduling of classes, time conflicts, counseling and educational goals, financial aid policies/counseling, and the career services department. The college can focus improvement efforts in these areas to ensure continued satisfaction of students. The Student Services Team at Belmont College has been and will be making improvements based upon the results.

3R3. Performance Results for Building Relationships with Students

Table 34: Workforce Development Student Satisfaction Survey Results AY2012-2013

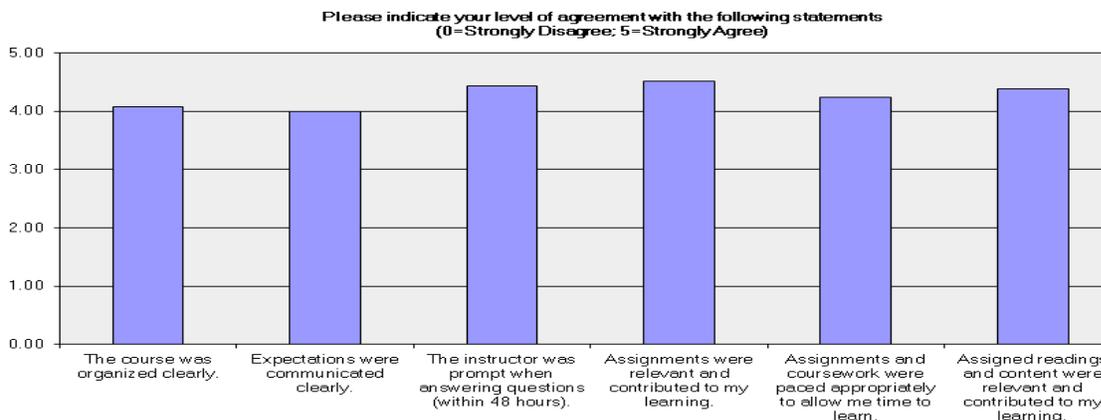
Belmont College WFDCE - Overall Tally					
Total Responses by Question					
Rate the Course	Poor	Below Average	Average	Good	Excellent
The information provided was	1	2	4	38	118
The length of the class was	1	2	12	49	92
The balance between lecture and hands-on activity was	1	2	8	51	98
The sequence of topics discussed was	1	0	8	42	112
The likelihood I would recommend this class to others is	2	2	7	38	114
Overall this course was	0	2	4	36	101
	6	10	43	254	635
Rate the Trainer	Poor	Below Average	Average	Good	Excellent
Pace of the class was	1	0	8	40	115
Explanation of concepts and procedures was	1	1	2	33	125
Knowledge of all course content was	1	1	1	37	124
Organization and preparation of class was	0	1	5	37	102
Answered all of my questions	1	0	2	35	126
Encouraged class participation	1	1	2	35	125
Was well-organized and prepared for class	1	1	4	38	120
Was enthusiastic and engaging	2	0	1	37	123
Overall this trainer was	1	1	2	29	131
	9	6	27	321	1091
Rate the Service	Poor	Below Average	Average	Good	Excellent
The overall service was	2	2	3	34	101
The response time from initial point of contact to training implementation was	0	1	2	35	99
The billing service was	0	0	5	33	89
	2	3	10	102	289
Total Number of Students in all Courses 212		Total Number of Courses 32			
Total Number of Completed Surveys 164		Total Number of Courses with Surveys 28			
Percentage of Completed Surveys 77%		Percentage 88%			

The survey results in Table 34 measure customer and student satisfaction in the following three areas: communication, billing, and student service in the Workforce Development and Community Education Department (WFDCE). The results of the WFDCE student satisfaction survey show that Belmont College

students rate instruction, curriculum, and customer service excellent. WFDCE acknowledges that there were a low number of respondents to the survey and have started to work on a plan to increase student participation. WFDCE has also made improvements to the survey instrument used in the study. The new survey instrument now provides more quantitative data to be used for program development and improvements.

Figure 2 shows results of the Library Paraprofessional Degree (LIS) Program Survey conducted fall 2012 through summer 2013. The survey results are aggregated from all nine courses that were offered in the program and include 52 responses.

Figure 2: Library Paraprofessional Degree Program Survey Results Fall 2012 - Summer 2013



Since fall 2012 when Library Degree courses were re-designed for semesters, Library Degree program administrators have obtained student satisfaction data using an online survey for all LIS courses taught each term. The online survey is linked from the course site and LIS adjunct faculty direct students to the survey by email or during a class chat. At the end of each term, program administrators analyze the data for score averages lower than a 3.5 benchmark. Program administrators also review student comments for suggestions to improve the courses.

3R4. Performance Results for Stakeholder Satisfaction

Employers are highly satisfied with Belmont graduates. For example, the Associate Degree Nursing and Practical Nursing (PN) programs administer a Graduate Nurse Employer Survey annually. The results of the 2013 survey for the Practical Nursing Program are shown in Table 35.

Table 35: Results of the 2013 Graduate Nurse Employer Survey for the Practical Nursing Program

Directions: Please rank the graduate nurses in your employment using the following scale. 1=poor, 2=needs improvement, 3=average, 4=good, 5=excellent	Mean Score
1. Contribute to the identification of holistic needs in the plan of care as a member of a healthcare team.	4.0
2. Practice evidence based decision making to establish priorities according to human needs of people.	3.6
3. Utilize effective verbal, nonverbal, written and computer skills while providing care for people with holistic needs and while communicating with other healthcare providers.	4.0
4. Employ safety and health promotion practices in the ever changing environment to maintain people’s state of well-being	4.4
5. Understand and demonstrate holistic nursing care within the limits relative to their scope of nursing practice and ethical standards	4.0
6. Illustrate advocacy by speaking, writing, or acting in support of the clients’ needs.	4.2
7. Employ delegation techniques within the scope of practice in providing holistic care.	3.8

Comments given in the survey include: These are my concerns with preceptorship/students in my building.; I would like to know what they can do as students- can they pass trays, feed residents, answer

call lights.; Excellent preparation for nursing career!; Caring Nurses! The data shows that the graduates of the PN program at Belmont College are meeting the needs of their employers in the health care industry. Survey results show that students are well rounded employees versed in the critical skills needed to work as a nurse. Belmont College nursing graduates, however, show a need for improvement in indicator #2 and #7. Currently the nursing staff at Belmont College has been working with employers in the service area to help better align the curriculum with the needs of the health care industry.

3R5. Performance Results for Building Relationships with Key Stakeholders

Belmont has a reputation of providing quality graduates for the workforce. Employer requests for student referrals and resumes have increased to the point that Belmont incorporates the use of College Central Network to bring employers and potential candidates together. Figure 3 shows the extent to which this process is being utilized.

Figure 3: Employer Registration on College Central Network



Employers can opt to set up an account that will allow them to post job and internship opportunities and search for prospective employee candidates. Belmont College reinforces the partnerships with employers by utilizing the college's Career Services function and point people in response to requests from employers. This process provides a way of building and maintaining lasting relationships with current and prospective employers.

Belmont's partner employers are also able to set up on the site interviews with our current students, graduating students, and alumni to assist in placement opportunities for the students. For example, recently a postcard mailing was sent to over 650 alumni, and flyers were sent to students nearing graduation in response to a request from Murray Energy to conduct interviews at Belmont College. This response was formulated within a short time frame to maintain and foster the relationship Belmont College has with the partnering employers.

3R6. Comparison of Performance Results with Other Organizations

Examples of methods used by Belmont to obtain comparative results include administering the CCSSE, Noel Levitz SSI, using standardized end-of-program test scores in accredited programs, using the Integrated Postsecondary Education Data System (IPEDS) comparative data and by comparing itself to

other Ohio two-year colleges using a variety of key performance indicators with comparative data in the Ohio Board of Regents Higher Education Information (HEI) System.

Belmont monitors enrollment, tuition and fees, course completion, demographics, retention and graduation rates (to name a few KPIs) systematically and compares itself to the 22 other Ohio two-year colleges annually. During the 2011/2012 year, there were five community colleges with fewer than 250 graduates (Figure 4). Of the five institutions, Belmont had the lowest fall enrollment with 1,616 students, and Terra Community College had the highest fall enrollment with 3,172 students.

Figure 4: Comparison of Numbers of Graduates Among Five Peer Institutions in 2011/2012

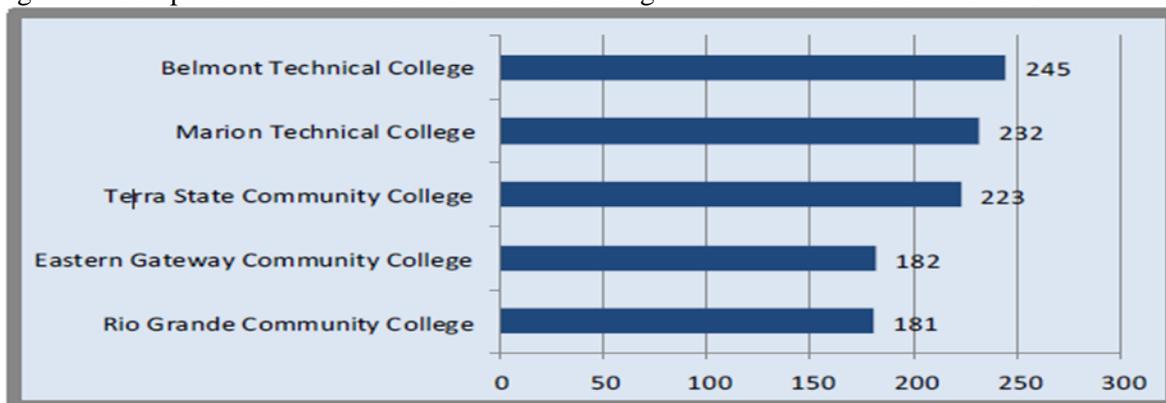


Table 36 displays fall to fall retention data. The fall-to-fall retention rate has fluctuated between 46.5% for the 2011 cohort to 63% for the 2008 cohort. The fall-to-fall retention rate for the 2012 cohort is 60%, which represents an increase of 13.5 percentage points from the previous year. The retention cohort in fall 2012 included 235 first-time, full-time degree-seeking students. Of those 235 students, 141 returned to Belmont in fall 2013. The retention rate in 2012 was the second highest in the eight year range.

Table 36: Fall to Fall Retention Rate, 2005-2012 Student Cohorts

	2005	2006	2007	2008	2009	2010	2011	2012
Entering FT FT DS students	193	226	205	243	366	369	333	235
Returned next fall	95	109	116	153	204	200	155	141
Retention rate for cohort	49.2%	48.2%	56.6%	63.0%	55.7%	54.2%	46.5%	60%

3I1. Recent Improvements in this Category

Assessment of key performance indicators to drive improvement are regular and systematic, as evidenced by the Strategic Plan, departmental assessment plans, units plans, and the College Completion Plan.

Recent improvements include:

- Implemented the Caputi clinical model in the nursing programs to enhance learning about prioritization, delegation, and time management.
- Implemented a new enrollment, admissions and advising model in which students experience a seamless intake process from the inquiry stage to registration. Position descriptions were rewritten and there was departmental restructuring to facilitate the process. At-risk students and those needing special guidance in choosing a career are provided needed services at intake and student fiscal responsibility is initiated upon acceptance to the college. Students meeting the criteria are triaged into case management advising. The advising staff monitors the intake pipeline continuously to inform staff where the college may be losing students before the 15th day of the term so that early intervention may be activated.

- Implemented the new FYE Orientation/Forum for 2014 which brings new students together by major to meet with the Program Chair, faculty, alumni, and second year students in their major. Students who are still not confident about the major they have chosen at the end of FYE Forum will be offered more in-depth career counseling during their first year in college.
- During spring 2013-2014 term recommendations were implemented based upon assessment of the Student Services Assessment Plan KPIs. Improvements in Financial Aid procedures and deadlines include expedited financial aid processing; earlier FAFSA and loan completion; implementation of a Loan Default Management Plan; early student financial knowledge acquisition; revised Trustees Scholarship recommendations; and initiation of a missing documents area on the JICS for students to see what documents are still needed.
- Implemented a more comprehensive plan for financial literacy based on data that showed a high percentage of students have holds on their accounts due to a balance owed to the college.
- Based on the results on the WFDCE customer satisfaction survey, WFDCE has implemented the following changes: increased hours for the base and clinical portions of the STNA program; increased opportunities for continuing education for childcare providers; offered continuing education units for teachers, tax preparers, and certified public accountants; increased opportunity for Belmont College students to participate in test prep for the nursing entrance exam; and increased opportunities for oil and gas workshops and credit courses.
- Based on evaluation of student satisfaction data, the college and the WFD Department have adjusted course offerings and workshops to the changing culture in our area. These changes range from adjusting times of course offerings to creating new fields of study for continuing education credits.
- Vending machines were added to the cafeteria area for evening students and an ATM is now located on campus for the convenience of students.

3I2. How Culture and Infrastructure Help Set Targets for Improvement

The culture at Belmont College has always been focused on the number of students that could be enrolled with some attention to retention and completion. In prior years enrollment had remained strong and even set new enrollment records. However, enrollment has declined while the Ohio Board of Regents implemented a new performance-based higher education funding formula that emphasizes retention and graduation. State legislation is supportive of the Ohio Completion Agenda (HB #59) and the College Completion Plan is aligned with the legislation. Belmont cares about student success, persistence, and completion and realizes that fulfilling the mission is a collaborative between the college, partners in business and industry, and the student. The needs of each are important and must be addressed for the collaborative relationship to succeed and for Belmont to fulfill its mission. This is why Belmont has created a culture to systematically monitor and target retention, graduation, and placement rates among other key performance indicators that facilitate improvement. The policies, practices, action projects, and protocols are now aligned and integrated with not only the college mission, but with the completion agenda.

Category 4 – Valuing People

Introduction

Belmont College is located in eastern Ohio bordering both West Virginia and Pennsylvania. It is a staple within the community and provides higher education learning opportunities for the Upper Ohio Valley. Belmont was founded as a technical college and now espouses the mission of a comprehensive community college which is growing and continually transforming to fulfill its mission. Belmont pride, valuing and helping others, and collaboration are strong motivations of the organizational culture that enables the college to change lives and make a significant difference in students' quality of life.

The college's mission focuses on post-secondary education in the areas of applied associate degrees, pre-baccalaureate associate degrees, certificates, and workforce development. The faculty that lead these programs have very specific credentials and experience which helps make the education received at Belmont College invaluable for the businesses and industries in the Ohio Valley. To help keep faculty on the cutting edge of new trends and research, the college provides instructors and employees with the opportunity to attend conferences, seminars, and other means to further professional and personal growth and development.

Belmont College's current faculty meet the Ohio Board of Regents and Higher Learning Commission credentialing criteria. In academic year 2012-2013, the college employed 36 full-time faculty members and 127 highly credentialed and experienced adjunct faculty members. The college is proud of how the faculty have grown in their academic qualifications and knowledge base while maintaining a strong level of technical expertise.

Over the next several pages, systems and processes for recruiting, retaining, and developing all levels of employees are demonstrated. These systems and processes are all developed, revised, implemented, and evaluated with the college's mission, vision, values, and Strategic Plan in mind. To date, the systems and processes for valuing people are systematic. The Human Resources function as a whole is in the process of bringing those systems and processes into alignment with industry best practices and moving toward becoming integrated across all college departments. The areas of focus for the future include streamlining of processes, metric assessment and tracking, implementing a proactive approach to goal attainment and accountability for deliverables.

4P1. Identifying Specific Credentials, Skills, and Values Required for Employees

Position requirements are based on an analysis of the position, regulatory requirements, professional credentialing requirements, and benchmarking information about similar positions in other educational institutions and business/industry. The analysis of the position is completed by the department head and respective Vice President in collaboration with the Human Resources Department. Belmont College ensures that all positions of employment hold the values that are true to the college's mission, vision, and values, and align with the required credentials, skills, and values required of the position. Faculty position descriptions are guided by the program development model (1P3), specific program requirements, and specific faculty credentials determined by faculty rank. See Figure 5 for delineation of rank and ranking criteria. Program outcomes are derived from input from industry stakeholders. These outcomes are translated into competencies and responsibilities in position descriptions.

To assure quality of instruction, Belmont follows the Ohio Board of Regents and Higher Learning Commission qualifications and credentialing requirements. To align recruitment, compensation,

retention, and evaluation efforts with these requirements, the college has adopted a full-time Faculty Model (Figure 5).

Figure 5: Faculty Model

RANK	ENTRY CRITERIA			4 Salary Range (Midpoint) Revised 06/07	5 Experience for Establishing Target Salary (See Attachment D for Policy)	6 Output Criteria
	1 Education	2 Overall Experience (See Attachment B for Policy)	3 Overall Teaching Experience (See Attachment B for Policy)			
Professor	Doctoral	15+ yrs.	12+ yrs.	\$36,000 - \$59,000 (\$47,500)		To earn rank and/or salary increases, the faculty member must consistently achieve the faculty com-petencies at an average rating of 3.5 on the Faculty Model Competency Instrument (Attachment F).
	Masters + 18 graduate cr. hrs. directly related to the teaching assignment	19+ yrs.	12+ yrs.			
	Masters	24+ yrs.	12+ yrs.			
Associate Professor	Doctoral	8+ yrs.	7 – 11 yrs.	\$32,500 - \$54,280 (\$43,390)		To earn rank and/or salary increases, the faculty member must consistently achieve the faculty com-petencies at an average rating of 3.0 on the Faculty Model Competency Instrument (Attachment F).
	Masters	15+ yrs.	7 – 11 yrs.			
	Bachelors	19+ yrs.	7 – 11 yrs.			
Assistant Professor	Doctoral	0+ yrs.	3 – 6 yrs.	\$29,500 - \$49,560 (\$39,530)		To earn rank and/or salary increases, the faculty member must consistently achieve the faculty com-petencies at an average rating of 2.5 on the Faculty Model Competency Instrument (Attachment F).
	Masters	6+ yrs.	3 – 6 yrs.			
	Bachelors	9+ yrs.	3 – 6 yrs.			
Instructor	Masters	0+ yrs.	0 – 2 yrs.	\$27,000 - \$44,840 (\$35,920)		To earn rank and/or salary increases, the faculty member must consistently achieve the faculty com-petencies at an average rating of 2.0 on the Faculty Model Competency Instrument (Attachment F).
	Bachelors	0+ yrs.	0 – 2 yrs.			
	Associate/Special Certification(s)	0+ yrs.	0 – 2 yrs.			

In addition, Belmont’s Adjunct Faculty Model assigns rank to adjunct faculty and provides incentive for adjuncts to persist and develop. Both of the Belmont Faculty Models reflect specific credentials, values, and skills expected of faculty members at the college that are reflected in positions descriptions. Figure 6 shows an example of one rank from the Adjunct Faculty Model.

For administrative, professional, and staff positions, a grade level compensation model designed with the assistance of an outside consultant is used. It establishes the grade minimum credentials and associated salary ranges. Positions are slotted into grade levels based on specific responsibilities and required credentials. The Human Resources Success Model delineates values and ethics common to all position descriptions at the college.

Examples of values and ethics espoused in the Human Resources Success Model include but are not limited to:

- Recruiting – Ensuring that we search for a diverse pool of potential employees to make sure we have a group of employees to cross all walks of life.
- Assimilation – Ensuring that all employees sign and acknowledge the ethics laws for both the college and the state of Ohio.
- Employee Relations – When situations arise that require an investigation, the college makes sure that all employees are given due process and we follow our dispute resolution policy, which is acknowledged by all employees upon hire.
- Strategic Development – As a department, the Human Resources team works to modify existing policies to better reflect the needs of our employees. Sometimes, this means just rewording something to get rid of any ambiguity within the wording of said policy.

- Employee Satisfaction
- Performing and Developing – The Human Resources team reviews all performance evaluations to ensure they are fair, accurate, and uphold the values and ethics as outlined by the college.
- Employee Mobility – The college follows its hiring procedure manual, established in 2007, to ensure that employees are given a fair chance at any open and available position.

Figure 6: Adjunct Faculty Model

ADJUNCT FACULTY MODEL

LEVEL and TITLE	ENTRY CRITERIA						
	1 Education	2 Overall Experience	3 Teaching Experience	4 Advancement	5 Output Criteria	6 Evaluation Methods	7 Compensation
Professor Adjunct*	Doctoral Degree	5+ yrs.	1+ yrs.	N/A	Completion of orientation to Belmont College (BC). Completion of basic BC orientation with LRC staff by the second week of the term. Completion of basic Virtual Faculty Lounge modules as assigned.	SEI's in all courses	\$31.00 per credit or contact hour whichever is greater
	Masters Degree in discipline	15+ yrs.	2 yrs.	To be assigned to this level an individual must meet the educational and experiential criteria of this level and must have 2 terms at the Adjunct Associate Professor level prior to entering this level.			
	Masters Degree with 18 graduate credit hours in the discipline	15+ yrs.	2 yrs.		Evidence of maintaining currency in the discipline taught (attendance at workshops, teaching/ learning seminars, current working experience in field, participating in professional organizations, completion of Virtual Faculty Lounge modules, community service related to the discipline, etc.)	Mentoring as needed.	

4P2. Hiring Processes Ensure Employees Possess Required Qualifications (Core Component 3C)

Belmont College’s hiring processes are consistent with the HR Model and the overall three-prong mission of technical, pre-baccalaureate education, and workforce development/continuing education. As seen in the HR Success Model and the Full- and Part-Time Faculty Models, Belmont places emphasis on the professional credentials and expertise required for all positions. All new hires are required to produce official transcripts from all institutions attended. Panel interviews are conducted in which situational and behavioral interview questions are asked to help determine future performance based on past behaviors. During the interview faculty candidates are required to give teaching demonstrations. Skills testing of non-faculty employees is required. Prior to employment, Belmont completes both state and federal background checks on newly hired employees who are in the following employment categories: Executive, Financial, and Childcare.

Figure 7 shows a portion of Belmont College’s Human Resources Success Model which reflects the function of Human Resources and the scope of responsibility for assisting students, employees, and the college as a whole.

Figure 7: Human Resources Success Model



Belmont is led by the Board of Trustees (9 members), The President, and President’s Staff (7 members), and various Deans, Associate Deans, Executive Directors, and Directors throughout the college. They support and execute the instructional and non-instructional objectives of the college.

In the 2012-2013 academic year, Belmont College employed 271 faculty and staff. This included 36 full-time faculty and 127 adjunct faculty. The student to faculty ratio was 16:1. More detailed information about the make-up of each employment category and the college demographic profile can be found in the Institutional Overview.

As seen in 4P1, the Faculty Model delineates continuity and consistency related to the ranking, compensation, evaluation, and promotion criteria that are associated with the assigned ranks. New full-time faculty are hired at the level consistent with their education, experience, and other qualifications and are assigned rank accordingly. Faculty hired for each program must meet Ohio Board of Regents (OBR) and Higher Learning Commission (HLC) credentialing criteria as well as Belmont College standards. Faculty members have the opportunity to progress as they advance in degree level, accumulate experience, and improve in performance (1P1). Belmont does not have a maximum number of faculty per rank. The college hires the most qualified applicant in each search.

Faculty workload at Belmont College for a full-time faculty member consists of 15 credit hours or 18 contact hours per term. In a situation where a faculty member teaches more than that, an overload rate is used to calculate their compensation. Under the college’s current practices, the Executive Dean of Academic Affairs is responsible for assigning faculty load in collaboration with the Program Chairs.

Consistent with Belmont's mission, all faculty must be properly credentialed. Qualifications by degree level are specified in the position description per OBR and HLC criteria. Professional certifications and experience within the area of expertise is a key qualification also delineated in the position description per the faculty models. Professional licensure and certification in the area of expertise is expected and must be maintained. Professional development is part of the faculty role. The college provides compensation for professional development, as well as dues and fees for membership in professional organizations. If a faculty member is in a profession that does not require licensure or certification, the college monitors the faculty member's education and work experience to ensure the skill sets align with the teaching assignment. Faculty required degree attainment depends upon the discipline taught.

Staff providing student support services are required to have academic qualifications and credentials as outlined in the position descriptions. The Director of the Learning Commons is required to have a master's degree in library science. The academic advisors are required to have master's degrees in advising and counseling. Co-curricular activities have a faculty or academic advisor sponsor. Students are assigned to academic advisors who guide them across the curriculum. Faculty are trained in how to advise students. As described in 4P10, employees create professional development plans as part of the annual performance appraisal process. The college subsidizes continuing education which includes conferences and seminars for all employees. Continuing education is emphasized in fast-paced areas such as financial aid where the Department of Education regulatory requirements for Title IV funding sources constantly change. Staff attend sessions sponsored by the Veterans Administration in order to provide students with the most accurate and up to date information.

4P3. Recruiting, Hiring, and Retaining Employees

When the college has an open position, the process for recruitment is as follows. The President, the Executive Director of Human Resources, and the Vice President of the Department all agree on the need to fill the position. Authorization to hire is approved by the Board of Trustees. The job description is created, reviewed, and/or modified in conjunction with Human Resources, the Supervisor and Vice President. A recruitment strategy is developed by Human Resources with recommendations from the Hiring Manager. The recruitment strategy includes where to post the position. This is determined considering the educational level, expertise, and skills required for success in the position. The position may be posted on the Belmont website, employment websites, professional association websites, or others. Local, regional, and national newspapers are also used.

Once the position is posted, the appropriate Vice President and Executive Director of Human Resources form a search committee to review all resumes, evaluate them, and conduct the interviews. The resumes, paper and electronic, are collected and organized electronically to be easily accessed by the search committee, all members of Human Resources, and the Vice President. All applicant flow logs and search materials are stored electronically in an Access Database. The committee conducts and completes the interviews and recommends top candidates to the hiring manager who may complete a second round of interviews and then makes a final recommendation to hire. The recommendation or details of the hire are confirmed between the Vice President and Human Resources, and final approval is sought and granted from the President. References are then checked and Human Resources sends the top candidate for a background check if applicable. The candidate must provide official transcripts, licenses, and certificates when applicable. Finally, Human Resources makes the job offer and confirms a start date.

The new hire meets with Human Resources to complete paperwork, receive and review the college handbook, and receive orientation. The Human Resources Coordinator conducts a one on one benefits overview with all new hires to ensure they understand the various benefits plans and how to enroll. During the new hire orientation, the following information is covered: employment/ employee policies; new hire paperwork is completed; security badge is issued; employee handbook is issued and

acknowledged; history, mission, and values are discussed; within the first 30 days departmental supervisors facilitate specific orientations; departmental supervisors also orient the new hire to the work team, functions, and processes; the full job description is provided and reviewed; and a performance plan is established.

Employee retention is highly valued at Belmont College. To that end, the college has developed a shared governance system which allows all college employees to have a voice in developing college policy. Employee mobility and succession planning are also offered to aid in retention. Belmont also offers a comprehensive and competitive benefits package.

The college has developed a Separation from Service Policy which explains the steps the college and employee can take when ending employment with the college. Belmont currently tracks via exit interviews employee's reason(s) for leaving the college. These results, as they are collected and tracked by Human Resources on a monthly, quarterly, and annual basis, help in developing a more formalized employee retention plan.

4P4. Orienting Employees to the Institution's History, Mission, and Values

New employees meet with the Executive Director of Human Resources in the first week of employment to discuss in detail college mission, vision, and values reflected in the Human Resources Model and the Strategic Plan. New hires are oriented on how to access the components of the employee handbook in the Jenzabar integrated data base system. The various components of the handbook, including the comprehensive benefits package and college policies and procedures, are reviewed with the employee. Employees are also reminded of the Belmont history, mission, vision, and values through the display of the Emeritus Tree, and areas of the college named after past leaders, plaques and pictures of industry partners who have contributed to Belmont. Student work and trophies displayed in showcases, in hallways, and on walls throughout the college. Corporately all of these activities and visuals point the way to a strong college history and legacy, associated with a dedication to holistic student development and strong workforce and economic development of the region.

New employees schedule meetings with a list of people in key departments and positions who will orient them to the function of said department/position. In addition, all employees participate in a formal training session conducted by the Learning Commons Staff. These sessions espouse the basics of Jenzabar-EX, taking class attendance electronically, setting up an electronic grade book, utilizing information resources such as OhioLink and making the most of teaching & learning support and equipment that can be used or that is available to students and employees.

4P5. Planning for Changes in Personnel

Belmont College's Strategic Plan establishes the goals for the college, which include consideration of any staffing changes necessary for goal attainment, planning for new program development, and fluctuations in student enrollment. In the new program development process (1P3), consideration is given to the program personnel required to achieve the educational outcomes and the professional and degree requirements for new programs. The monitoring of any fluctuations in enrollment signals the need for coordination with program managers, deans, the Vice President, and Human Resources as to the required program faculty. Adjunct Faculty is the group most often affected by the fluctuation in enrollment. Succession planning allows for seamless transitions when employees who leave the college give ample notice. The College Completion Plan embeds goals and tactics for fulfilling the agenda of increasing persistence and graduation rates over the next two years. Some staffing patterns are directed by the plan.

4P6. Designing Work Processes that Contribute to Productivity and Employee Satisfaction

Work processes are designed by the departments owning the process in collaboration with internal and external stakeholders of the process. The work flow processes must be consistent with the strategic and unit plans. Cross functional teams/task forces collect the data and design the processes. Analysis includes looking at how a process impacts others and the inputs/outcomes. Once a process is designed it is communicated to others for input, revised if necessary, and then implemented.

The process is then communicated to the college community and finalized. The college departments, systems, and processes are linked by the Jenzabar system software which enables employees to share and access information needed for successful job performance. This system can be adapted to meet the needs of individual departments and for college-wide processes.

Employee involvement is the key to productivity and satisfaction. Employees participate directly in the development of the Strategic Plan and are then familiar with college goals when they participate in the development of unit plans including processes and procedures within their individual departments. The small scale of the college allows for flexibility and streamlining of job tasks by those who are actually performing the work and also for close communication among employees to ensure procedures and processes are adopted and followed accurately.

In addition, each employee, collaborating with their supervisor, participates in an annual performance review that begins with a careful analysis of job descriptions, job responsibilities, and performance objectives and culminates in an action plan for the coming year. The collaborative process ensures the employee's productivity and is in keeping with the college mission and goals. This participation offers a measure of empowerment for the employee which in turn affects satisfaction.

4P7. Ensuring the Ethical Practices of all Employees (Core Components 2A and 2E)

The ethical practice of employees emanates from the authority of the College Board of Trustees that adheres to the Ohio Revised Code and a "strict adherence to ethical standards," (Board of Trustees Policy Manual, p.2). All authority and accountability of staff is done so through the President, who according to Board policy "shall not permit any practice, activity, or organizational circumstance that is unlawful, imprudent, or in violation of accepted higher educational, business, and professional ethics." This is further translated into a written employee Ethics [Code of Conduct Policy] (515.0210.10) contained in the Belmont College Operating Policies. This provides guidelines of expected behavior and processes for dealing with complaints and concerns.

The Human Resources Model includes the core values of Accountability, Quality, Ethics, Integrity, Respect, Professional Development and Lifelong Learning, Community, Self-Direction, and a Safe Environment, which are incorporated into the staff performance standards on the employee performance appraisal tools, and reviewed annually on an individual basis between employees and their supervisors.

The Board approves the oversight of the college through a system of internal and external reporting and the college complies with state, federal and local policies governing ethical issues as well as external and internal audits. The college, as a whole, and individual departments have adopted procedures and processes for monitoring and handling specific situations as they may need to be addressed. In an effort to be more specific, the Board of Trustees follows their own policy manual which outlines what their limitations are. The President, in turn, has Executive Limitations which are reviewed annually by the Board to ensure there are protocols in place for the President's decision making authority. The rest of the employee population follows their employee handbook. While each area attempts to be as specific as

possible, they are meant to be used a guideline. Should a question arise that is not accounted for in the various manuals, the college will seek out the appropriate outside agency to question.

This information is reviewed with employees as part of the orientation process. Employees also have access to the College Operating Policies, including the Ethics Policy, in an online format and are also provided with training on a regular basis from the HR Department, the State Attorney General's Office for related legal topics such as FERPA, copyright compliance, sexual harassment concerns and other topics, such as Title IX and ethics. Employees are given this information annually. The State Attorney General's Office also does an annual Ethics training and recertification for our Board of Trustees.

The college has set standards for ethical conduct and professionalism in and out of the classroom, which are provided to staff in a variety of ways. Those avenues include the Faculty Handbook, and faculty orientation per a libguide. The Code of Conduct includes a social media policy for in and outside of the college. The employee handbook includes a professional dress policy to which all employees are expected to adhere. Academic honesty and integrity standards are outlined in the College Catalog and Student Handbook, Faculty Handbook, and Employee Policy Manual/Handbook and are included in course syllabi. It is expected that faculty enforce the academic integrity standards within their classroom. Employees may face discharge while students may face expulsion if the academic integrity standards are violated.

The Learning Commons staff provide information and instruction to students and staff regarding academic integrity and the ethical use of information resources and appropriate citation of sources. Information is provided regarding accessing valid sources and conducting research. The information literacy learning curve is provided as well. The Director orients all faculty on correct research practices, use of sources, copyright laws, and best practices in classroom materials and in online courses. The validity of internet sources is reviewed. Libguides are provided for accessing support materials and future reference.

The college Fair Use Policy guides and reinforces best practices for online ethics. The institutional research statement in the catalog explains the process for approving individuals to utilize Belmont College to collect data for non-college research purposes.

Academic freedom is supported at the college as an institutional right. Classroom content has nexus with the course objectives and the culture sets the stage for critical analysis of a variety of issues, topics, and discussion points in which students examine all points of view on topics and concepts. Faculty members are expected to represent themselves in a professional, collegiate, and respectful manner.

Financial audits are conducted annually including the 403(b) plan, the pension plan, and financial aid distribution. Financial controls are in place ensuring the financial processes are conducted correctly and consistent with best financial practices.

4P8. Determining Training Needs

Training needs are determined through the strategic planning process and analyses done at the department level pertaining to the needs of individual departments as documented in the unit work plans. To get at this analysis, at the departmental level employees and their supervisors, as part of the annual performance review process, set goals for professional development related to the skill set required of the position. From a Development Factors Assessment, a Growth Achievement Plan (GAP) is developed. Both of these tools inform the employee's Professional Development Plan which is completed based on all of the outcomes of the performance review. (See 4P9 for more detail.)

Individual departments have the ability to participate in training that may be offered through vendors, associations, statewide affiliations and memberships. As these opportunities and needs are identified, a specific plan is established for each individual and/or unit. For example, the Learning Commons participates in OhioLINK, a statewide resource sharing collaborative and it is the staff's responsibility to keep up and understand fully the technology, processes, and policies that are involved in successful participation. In addition, there must be a focus on training staff to keep up with changes in areas that relate to both in-house operations and college-wide initiatives, such as providing faculty and student support for learning. Therefore, staff and department OhioLINK training is ongoing and specific as the system changes.

Belmont College offers formal training for areas such as new hire orientation, training for employee issues and performance appraisals. Annually, we host an all employee update meeting titled "Fall Forum" where in a standard setting, the college provides updates and trainings as requested or directed from the staff. Faculty training is led by the Executive Dean of Academic Affairs who provides a specific Departmental Orientation, reviews the job descriptions with new hires, provides the Program Assessment Handbook, and goes over the performance review and classroom observation process and schedule.

Because the college is a small institution, these types of trainings are offered in a one on one setting. Additionally, formal training is offered in alternative formats. The college sends employees to attend formal training at conferences and seminars at outside agencies. Specific topics include but are not limited to Jenzabar, Drug and Alcohol Training, Hazard Waste and Blood Borne Pathogens, and Bureau of Worker's Compensation. National discipline-specific conferences are frequently attended.

4P9. Training and Developing Employees to Contribute Fully and Effectively

A key aspect of the non-faculty Performance Evaluation Program (PEP) at Belmont is the Developmental Factors Assessment. This tool assesses employees on a continuum of Novice (contributing dependently to the department and college) through three additional levels: Competent (contributing independently), to Proficient (contributing through others), to Expert (contributing strategically). Goals and training are established to assist employees to progress from Novice to Expert. Individuals in collaboration with their supervisor develop specific goals to facilitate professional growth on the continuum and the goals are documented on the Growth Achievement Plan (GAP). At the subsequent performance review, the GAP is reviewed for progress and new assessments and goals are completed for further employee growth and development.

Faculty members are given an evaluation at the end of their contract year. Belmont College follows the Full Time Faculty Model and within this model faculty members are evaluated according to two options or "tracks". The first track revolves around evaluating the faculty member's teaching, service, and assessment activities, and computes an evaluation score that is used as a ranking within the Faculty Model. The second track encompasses those same evaluation competencies but also embeds a development plan for those who are performing at a lower level. The track two option is used to improve the overall performance by the faculty member and those improvement expectations are listed within their evaluation form.

All employees are able to take advantage of the college's professional development opportunities that include local, state, and national events, such as conferences, workshops, and webinars funded by the college. Tuition assistance for degree and licensure/certification completion is also available. The MyBelmont part of the college website offers specific information and training modules for faculty and staff that pertain to college operations, job duties, and the teaching and learning process. Within this system the Teaching and Learning Center is housed as well as numerous LibGuides that offer resources and training to all full and part-time faculty, both on and off-campus.

Training and online support that is offered relates to the evaluation process for both faculty and staff. Specific resources that address faculty development such as the Faculty Focus, an online subscription for teaching support, is not only made available to all faculty but provided with a “push” technology to encourage its use.

4P10. Designing and Using A Personnel Evaluation System (Core Component 3C)

The employee evaluation system, staff Performance Enrichment Program (PEP), was designed with input from the HR Committee, a cross-functional governance team, department supervisors, and employees. Non-faculty employees are evaluated regularly according to set policies and procedures. The faculty performance appraisal procedure occurs in accordance with established policies and procedures as well (See 4P9).

Individual minimum levels of performance are established by use of the Developmental Factors Assessment that follows employees through the stages of performance development from Novice to Expert (See 4P9). This is one of the foundational pieces of the evaluation process and provides a baseline, critical to establishing future employee performance goals. This system provides a strong and focused process for developing individual employees as contributors to the growth of their departments and the college overall.

There is a separate faculty evaluation system. Three parts of this evaluation process include classroom observation, completion of a Competency and Evaluation Instrument and Student Evaluation of Instruction system. It provides a system for faculty to improve teaching skills and, in addition, it is tied to a reward system that recognizes experience, education, and expertise. By using this system faculty are able to get promoted, or stay in rank based on their years of teaching experience, educational attainment, and performance

4P11. Aligning Reward, Compensation, and Benefit Systems with Objectives

Belmont’s recognition system identifies faculty and staff for excellence in goal attainment. Goals are tied to mission, vision, and values. Belmont College has several awards that are presented once a year at various times. The awards that are presented at the college’s Fall Forum (which is the college’s seminar to kick off Fall Semester) are as follows:

- **Ray of Light Award** – Graduating students are given the opportunity to nominate a full-time or part-time faculty member who has energized that student in a special way and helped them to succeed in their college studies.
- **Sunburst Award** – Also known as “Take the Bull by the Horns” award is an annual award that recognizes any team, group, or department for “risk-taking ideas”, “entrepreneurial ideas”, or “innovative ideas” that have been designed and implemented to achieve institutional goals and objectives.
- **Horizon Award** – This award recognizes individuals for accomplishments such as completion of a degree or certification, or acknowledgement of leadership roles within the community. This award acknowledges goals that were achieved in the professional development plan.

Other awards that are given throughout the year are as follows:

- **Sunny Gram** – An acknowledgement by colleagues, co-workers, and students this award is to submit a nomination for performance beyond our standard expectations.
- **Alumni Award** – This award is given out (typically at a Fall Board of Trustees Meeting) to students that have graduated from Belmont College and gone on to achieve great success in their industry or field.

- **Heritage Tree** – This award is given out (typically at a Fall Board of Trustees Meeting) to former faculty and staff that have made significant contributions to the college.
- **Employee Emeritus** – This award is given out to former faculty and staff that have made significant contributions to the college. This is done in accordance to college policy.

Belmont College's Compensation System is one that lists all jobs and ranks them from 1 to 17 with 1 being a lower ranked job and 17 being a higher ranked job. Rank is determined based upon complexity of the job responsibilities. Within those ranks the college slotted in salary ranges. Individual compensation for a newly hired employee within the ranges is determined based on their past work experience and educational credentials. Individual compensation for existing employees is increased when feasible.

In addition to the full-time Faculty Model the college adopted a Faculty Model for adjunct instructors. The college rewards adjunct instructors when there is evidence of professional development in the discipline taught (See Figure 5).

The Benefits program at Belmont College is quite comprehensive. The programs are implemented with the needs of both the college and the employees in mind. We currently partner annually with a health insurance broker who helps negotiate health insurance offerings each year. By doing this, costs are kept under control. In addition, Belmont offers paid time off (vacation, sick leave, and personal days), disability insurance, life insurance, vision and dental insurance. Belmont's pension plan is administered through the state of Ohio. Supplemental savings are also offered in the form of a 403(b) plan and a 457 savings plan.

Additional benefits include a tuition waiver for employees and families to take classes at Belmont; tuition reciprocity for employees who wish to get a degree that Belmont does not offer; Bookstore discount for employees; and a wellness program that meets throughout the year to provide health screenings, walking programs, and other various activities to encourage a healthy lifestyle.

4P12. Determining Key Issues Related to Motivation of Employees

Belmont College participated in the AQIP Quality Culture Survey in 2012. The survey included questions that identified issues related to motivation of faculty, staff, and administration. Survey results were analyzed by an outside entity and returned to the college. Comparative analyses are also available. As a new President takes office at the college, focus groups and other strategies are being implemented to discuss critical areas and develop strategies to improve in areas related to employee motivation and mediocre results.

4P13. Providing for and Evaluating Employee Satisfaction, Safety, and Well-Being

Employee satisfaction is the focus of the Quality Culture Survey mentioned in 4P12. The survey results provide information on areas of possible dissatisfaction that can be examined further through employee focus groups or other means. Results may be used to move from good to great or from mediocre to better through action plans aimed at resolving underlying issues. The workers compensation and cost of medical claims factors are used to evaluate employee health, safety, and well-being.

As a measure to promote health and safety, the college provides a gym membership discount. The gym is located adjacent to Belmont College at Ohio University Eastern, with whom the college has a relationship. In addition, our current health insurance provider offers the opportunity for employees to come to their office on the third Wednesday of each month to receive the following services free of charge: total lipid profile, blood glucose, blood pressure, diabetic screening, weight/BMI (body mass index), body fat, counseling/results with an RN, and smoking cessation. The Wellness & Health

Insurance Committee (4P11) meets throughout the year and is responsible for leading wellness or health activities. They are able to lead, plan, and organize various initiatives that provide a benefit to employees.

The college employs a Director of Operations, who is responsible for all safety and security within the college. The college also contracts with a security firm that provides the college with on-site security guards that work the premises. The Director of Operations is responsible for updating the Safety and Security Plan on an annual basis. That plan is shared with all employees and students. Within that plan is the Emergency Response Plan that outlines how employees are to respond to various emergencies on campus. The college, as lead by Director of Operations, provided training on the AED machines that exist on the college campus. Another measure for safety is our Emergency Communication Plan. This plan outlines who is responsible for contacting whom and establishing our first responder system. Belmont also has a 911 phone system in place. The last thing of note with regard to safety is that all employees are required to wear an identification badge while on campus.

4R1. Measures of Valuing People Collected and Analyzed Regularly

Belmont College collects data in regard to valuing people. Table 37 provides examples of data currently collected related to valuing people.

Table 37: Measures of Valuing People

Measures for Valuing People	
Key Performance Indicator	Frequency
Student to Faculty Ratio	Per semester
College Staff by Category	Annually
Employee Retention	Throughout the year
Exit Interview	Throughout the year
Degrees Held by Faculty	Annually
Degree/Certificates Completed by Employees	Annually
Faculty and Staff Awards	Annually
Attendance at Training Sessions	Throughout the year
Performance Reviews analyzed individually	Annually
Number of Sunny Grams	Throughout the year
Quality Culture Survey	Once every reaffirmation cycle
Noel Levitz SSI	Every four years
Number of professional development sessions attended	Ongoing
Professional development plans completed	Performance appraisal conference
Number of PT hours/week	Ongoing

4R2. Performance Results for Valuing People

Belmont College demonstrates the high degree to which all employees are valued through a strong program of benefits and enrichment opportunities: Benefits package, 4P11; Shared governance system, 4P3; Employee involvement in work processes, 4P6; and Performance enrichment plan, 4P10. The Human Resources Success Model (4P2) recognizes the contributions of administrators, staff and faculty members. The centrality of *communication to valuing people* is shown in the diagram and is carried out in practice throughout the college.

Performance results for valuing employees in practice at Belmont are documented in results from the AQIP Quality Climate Survey. The survey was administered by the HLC to employees of institutions participating in Strategy Forums in 2012. All Belmont employees were invited to participate in the survey, and 118 employees submitted responses to one or more questions on the survey. Responses to survey items contributed to ratings on a Likert-type scale ranging from “1” (strongly disagree) to “6” (strongly agree). A score above “3” indicates a more positive than negative perception.

Data in Table 38, *Employee Participation*, represent perceptions of Belmont employees as they were recorded in the survey. The survey asked employees to rate the extent to which they contributed to decision-making processes at the institution. The mean score for 68 Belmont employees who responded to these particular items on the survey was 3.85. The mean score for all respondents (N= 1,295) from 16 institutions was 3.95. The mean score for Belmont employees' rating can be interpreted as more employees were in agreement at a positive level (any score above "3") than were in disagreement. In comparison with responses from employees in all institutions, Belmont's mean score is .10 below the all participants mean.

Table 38: Employee Participation

Respondents	Number Responding	Mean Score
Belmont Employees	68	3.85
All Institutions	1,285	3.95

4R3. Evidence of Productivity and Effectiveness of Employees Towards Goal Attainment

The performance review reflects the employee's performance and workable goals for the employee individually. The goal of one employee contributes to the attainment of goals in an operational area but does not in and of itself result in departmental goal attainment. Employees work in collaboration with others as a functional unit. As a result, the productivity and effectiveness of employees is evaluated within the context of the functional unit. Assessment results evaluate the effectiveness in teaching and learning (1R6). The satisfaction of students and stakeholders is a reflection of whether the college is fulfilling its mission and meeting students' and other stakeholders' needs as assessed in 3R2 and 3R4. Success in meeting planning goals is reflected in results shown in 8R2.

4R4. Comparison of Performance Results with Other Organizations

AQIP Quality Climate Survey data (4P2) provide multiple opportunities for comparisons between Belmont's performance results and peer institutions. Data from the survey have been used in the college to investigate opportunities for improvement, to assess effectiveness of processes and systems, and to set goals and targets for improvement. Results for *Human Resources Orientation* assess "the extent to which the institution has a high regard for its human resources."

Comparative performance results data for *Human Resources Orientation* are displayed in Table 39. Information in the table shows a mean score of 3.90 for the 68 Belmont employees who responded to questions asking for their perceptions of the extent to which Belmont values its human resources. Comparison with 1,249 participants from peer institutions reveals a mean score of 4.06. As in the case of *Employee Participation* (4R2), the mean score indicates Belmont employees on average were in positive agreement at some level (a mean above "3.0"). The difference, or gap, between the mean for all participants and Belmont participants was .16.

Comparative performance results for *Goal Clarity* ("The degree to which the institution creates clear objectives and performance objectives") and *Evidence Based Orientation* ("The extent to which the institution evaluates and measures the important things that it does, and expects everyone to make decisions based on analysis of factual data and evidence") are also shown in Table 39, *Performance Results Comparisons*. In both of these categories, mean scores for Belmont respondents are above the mean scores for other institutions. Gap scores on these two dimensions can be interpreted as demonstrating that on average, Belmont employees' perceptions are more positive than perceptions of employees in other institutions. These data are shared with employees, and in departmental discussions to generate insights into effectiveness of systems and processes overall and to assist employees in evaluating their individual development and performance.

Table 39: Performance Results Comparisons

	Number Responding	Mean Score
<i>Human Resources Orientation</i>		
Belmont Employees	68	3.90
All Institutions	1,249	4.06
<i>Goal Clarity</i>		
Belmont Employees	76	4.31
All Institutions	1,405	4.22
<i>Evidence Based Orientation</i>		
Belmont Employees	76	4.27
All Institutions	1,304	4.09

4I1. Recent Improvements in This Category

Belmont College is consistently searching for ways to improve how we value people. Currently, results have driven the following improvements:

- **Values** are now a part of the orientation process for all positions that are filled at the college.
- **Efficiency of Forum** – The Forum Committee evaluates the effectiveness of all-college Forums that are held as a means of college-wide communication and professional development. Results of the evaluations are used in planning for future events and agendas.
- **Written Plans** - The Human Resources Department has a written Unit Plan that flows from the college's Strategic Plan. The unit plans assure the daily college operations fulfill the college mission.
- **Organizational Development** - The President conducts employee town hall meeting to exchange ideas.
- **Merit Payments** – Belmont College granted merit payments to every employee tied to the successful quarter to semester conversion.
- **New Positions** – New positions within the college are analyzed and scrutinized before they are filled. This is done to ensure they bring value to college.
- **Background Checks** are completed on selected categories of employee hires.
- **Innovative Recruitment Strategies** have been implemented to expand the adjunct faculty pool and fill vacant positions with the most qualified candidates.
- **The Search Process** was streamlined to decrease search time and increase communication to employees.
- **A New Employee Performance Appraisal** system has been created. It enables employee development and optimizes an employee's chances of promotion within the institution.
- **Employee development** has led to leadership development and succession planning. The Learning Commons succession plan is a primary example of success in this regard.

4I2. How Culture and Infrastructure Help Set Targets for Improvement.

Belmont's culture supports systematic inquiry processes. The last three years have shown marked growth in the college employee's understanding of how the research process follows the CQI model, how examination of systematic processes can uncover opportunities for improvement, and how research and the CQI process work together. Adopting the CQI model to define research questions, identify targets for improvement, implement strategies to create change, and evaluate and revise processes has strengthened the institution overall. As the institution adopts a culture of continuous quality improvement, the employees can see how they and their contributions are valued.

The structure of the college's internal governance system was founded on the principle of inclusion based on expertise and representation, resulting in an open and collegial form of governance. Governance teams serve in an advisory capacity, and all governance stakeholders are trained in looking broadly at college-wide issues instead of narrowly within departments or disciplines. The governance model also includes a continuous improvement mechanism that allows the process to evolve naturally to meet the changing needs of the institution. Because of the structure, teams and employee councils help to identify processes for improvement and contribute to setting targets. An example is the development and implementation of the Staff Performance Enrichment Program.

Category 5 – Leading and Communicating

Introduction

Belmont College completed a revision of the 2009-2014 Strategic Plan. During the process, mission, vision, and values were reviewed as well, to ensure that they are appropriate for the college today. The current Strategic Plan is student centered, rooted in and aligned with the college mission. In addition to institutional goals and objectives, the plan contains unit plans with goals, objectives and action steps that feed into the achievement of the institutional goals. Long, intermediate, and short term goals and objectives are espoused in the unit plans. To formulate the overall Strategic Plan, Belmont College conducted focus groups and interviews to obtain input from internal and external stakeholders regarding perceptions of the college. Stakeholders provided input about how the college might serve community needs. Stakeholders also provided input about what Belmont College might become in the future and its role in education, job training, workforce and economic development.

The mission, vision, and values statements (stated in the Institutional Overview p. 1) were synthesized from the strategic planning process and approved by the Board of Trustees at its May 28, 2009 meeting. Belmont College has fully aligned its research, planning, and budgeting processes with the college mission, vision, and values. The college President retired effective June 30, 2014 and on August 14, 2014, a new President began his term. Foci for future improvement in leading and communicating include moving fully to the Ohio completion agenda, augmenting enrollment, managing budgetary challenges, and anchoring an organizational structure that will enable college goal attainment.

5P1. Defining and Reviewing the Institution's Mission and Values (Core Component 1A)

Belmont College conducts a formal strategic planning process every 5 to 8 years. Formal reviews and revisions of the college's Strategic Plan occur every 1 to 3 years, including the mission, vision, and values statements as demographics, technology, markets, workforce needs, and other circumstances change. Belmont College conducts a SWOT analysis and also collects quantitative and qualitative data related to KPIs indicative of the condition of the institution. The last formal planning process was led by an external consultant. Employees have input into the process and review of the mission, vision, and values. As indicated in the *Quality Climate Survey from the AQIP Strategy Forum: April 2012*, Belmont scored above average in goal clarity -- creating clear objectives and performance expectations. Faculty and staff understand the strategic and unit goals and objectives, know what is expected of them at work, and understand how their work contributes to the institution's quality results and mission fulfillment.

These findings and results are incorporated into the facilitated discussion held by administrators charged with reviewing and updating the Strategic Plan. Subsequently, the President presents the plan to the Board of Trustees for approval. Once approved, departmental and unit plans are developed by unit managers and staff members in which day-to-day operational components feed into achieving the institutional goals. President's Staff members develop departmental budgets which are then combined to create the institutional budget. Over time, the Strategic Plan is monitored and reviewed regularly by the President with responsible parties to evaluate the progress made toward goal attainment, as well as the alignment with mission, vision, and values.

In order to help fulfill its mission, Belmont College provides local access to quality, state-of-the-art, technical education by offering 15 certificates and 31 associates degrees. (See Table 40, Belmont College's Academic Majors & Programs.) All certificates are stackable, allowing progression to an associate degree.

Table 40: Belmont College Academic Majors & Programs

Program	Offering	Program	Offering
Accounting	Associates	Library Paraprofessional	Associates
Associate of Arts	Associates	Marketing	Associates
Associate of Science	Associates	Medical Assisting	Associates
Building Preservation /Restoration	Associates	Medical Coding	Certificate
Business Administration & Leadership	Associates	Medical Transcriptionist	Certificate
Civil Engineering	Associates	Mental Health	Associates
Computer Applications	Certificate	Natural Resources	Certificate
Criminal Justice	Associates	Networking	Associates
Cyber Security & Computer Forensics	Associates	Office Administration	Associates
Cyber Security	Certificate	Office Clerk Specialist	Certificate
Data Processing	Certificate	Oil & Gas Accounting (Pending)	Certificate
Early Childhood Education	Associates	Power Plant Technology	Associates
Electronic Media	Associates	Practical Nursing	Certificate
Emergency Medical Services - Paramedic	Associates	Process Control (Pending)	Certificate
Emergency Medical Services - Paramedic	Certificate	Process Technician	Associates
Energy & Natural Resources	Associates	Radiologic Technology	Associates
Firefighter	Associates	Real Estate	Associates
General Bookkeeping	Certificate	Registered Nursing	Associates
Heating, Ventilation & Air Conditioning	Certificate	Small Business Administration and Entrepreneurship	Associates
HVAC Technology	Associates	Certified Paramedic to Registered Nurse	Associates
Industrial Electronics	Associates	Practical Nurse to Registered Nurse	Associates
Instrumentation & Control	Associates	Welding Technology	Associates
Legal Office Specialist	Certificate	Welding Technology	Certificate

In 2008, Belmont College became a community college. Senior administrative staff created a plan of transition to transform the technical college to a comprehensive community college, as outlined in the Demonstration of Need proposal for the mission change.

Belmont College resources such as budgetary funding, personnel, and administration were realigned to ensure the success of the transition. For example, under the umbrella of student advising and counseling Belmont College created systems and processes for transfer and articulation. The college implemented the Miami University Degree Audit Reporting System which replaced a model that provided access to degree audit records only through the Dean of Educational Services. Belmont College opted into the Ohio Transfer Module and the Transfer Assurance Guides (TAG) system which awards immediate transfer credit to students upon receipt of official transcripts from other institutions. Courses are approved for the Ohio Transfer Module (OTM) and the Transfer Assurance Guides (TAGS). The Career Services Office provides access to admission representatives at four-year institutions for transfer oriented students. A transfer advisor was appointed and a liberal arts and humanities department was created with an Associate Dean of Liberal Arts and Humanities reporting to the Executive Dean in academic affairs. New courses have been developed along with the pre-baccalaureate degrees, concentrations and corresponding formal 2+2 articulation and transfer agreements with four-year institutions. Significant budgetary funds were also aligned with these initiatives. The Trustees Scholarship program has covered the tuition costs for hundreds of students for whom no other financial aid is available.

Belmont College provides student-centered support services beginning with recruiting and continuing through Enrollment, Student Services (admissions, records, student life, and academic advising), Student Success (academic support and developmental education), Financial Aid, Learning Commons, Career Services, and Records. (See 1P8, 1P15, and 3P2) Additional student support services provided on-site include the Information Technology Help Desk, the Café (Food Service), Vending Machines and the Bookstore. The mission of Belmont College and the population of students and potential students it serves drive all decisions relating to program and course offerings, as well as decisions relative to the scope and breadth of support services offered. With an open admission pathway, the institutional overview provides a description of the demographic profile of Belmont students who are primarily adults (average age 27), predominantly female, with increasing numbers of 18 to 24 year old students. There is a rise of adults

returning for retraining and second career options and students completing the lower division of a bachelor's degree.

Continual review, at the departmental level to the strategic planning level, of changing environmental circumstances in the short, intermediate, and long term allows the college to continually adjust and align with and support the mission, vision, and values of the college.

5P2. Setting Directions in Alignment with Mission, Vision, Values (Core Components 1A, 2C, 5C)

The leaders of Belmont College ensure the Strategic Plan is in alignment with the mission, vision, and values of the college as stated in 5P1. The strategic planning process utilizes practices of high-performing institutions such as integrity, collaboration, agility, and data (See also 8P1). Policies of the Board of Trustees ensure ethical practices of Trustees. An example of such a policy is the conflict of interest policy wherein Trustees must sign statements disclosing potential conflicts of interest. This ensures the greatest possible level of transparency between personal interest and the business of the college. The Board also embraces Carver's Policy Governance Model which enables them to focus on college outcomes. In 2005 the Board approved the strategic move toward policy governance. The new Board rules also established monitoring reports, limitations and outcome measures. Though the Board has adopted the policy governance process, the Board rules include systems and processes for monitoring presidential performance. These rules establish the Ends Policy Reports that the Board of Trustees use as metrics to monitor and measure overall performance of the institution. The Ends Policy Reports align with Key Performance Indicators related to the transformation from technical to community college and are categorized as follows: access to higher education; student development; degree completion; articulation and transfer; community development; and workforce development. More than 36 KPIs are associated with monitoring the Ends Policies. Monitoring reports are presented to the Board on a monthly basis.

The President chairs the Belmont College Strategic Planning Team and has the responsibility for ensuring congruence of the Strategic Plan, the institution's budget, and the mission, vision, and values. The latest revision of the plan has resulted in a 2013-2016 Strategic Plan, with a shorter plan life than the original. This is the result of specific, localized factors as well as national trends and changes that are impacting higher education, and more specifically, community colleges. As a result, the plan allows for revision in the short term so that Belmont College is agile enough to respond to environmental changes as they arise. Belmont College is a nonprofit organization. The Board governs the college, on behalf of its community, through policies and procedures which fully express the guiding principles and planning of shared governance and decision making. The monthly monitoring reports, reviewed by the Board of Trustees at their meetings, discussed and acted upon when necessary demonstrate the commitment of Belmont College leadership to the use of data and collaboration in our continuous improvement model. The president of the college is responsible to the Board in executing the policies and procedures for the day-to-day management of Belmont.

Board Governance

The Belmont College Board of Trustees embraces the ideal of providing access to educational excellence and service to students and the community with total passion and commitment. Accordingly, the Board of Trustees will govern with an understanding of the civic responsibility it has to its citizenry; govern with excellence by regular attendance; careful preparation, respecting the group process and strict adherence to ethical standards; govern by inspiring the college to lofty ideals; govern as an initiator of policy and not as a reactor to individual events; govern only through the expressions of its policies; and govern by establishing accountability for itself and all college employees. As indicated in Table 41 *Board of Trustees Evaluation Activities Schedule*, the Board of Trustees will, on an annual basis, in the second quarter of the calendar year, assess its performance. As outlined in the *Board of Trustees Policy*

Manual, Section I: Board Process, Policy # 100.0500.00, the Board, must represent unconflicted loyalty to the interests of the college, Board, and community as a whole. This accountability surpasses any conflicting loyalty such as that to advocacy or interest groups and memberships on other boards or staffs. Further, this accountability displaces the personal interest of any board member acting as an individual consumer of the college’s services. Additionally, it goes on to outline the Board of Trustees’ Code of Ethics. Per Governor Kasich’s Executive Order 2011-03K: *Establishing an Ethics Policy and Requiring Ethics Training*, the Belmont College Board must participate in annual Ethics training through the Ohio Ethics Commission.

Table 41: Board of Trustees Evaluation Activities Schedule

Section	Rule No.	Name	Resp	Activity	Freq	Method	Date(s)	Other
I. Board Process	100.0000.00	Authority of Board	BOT	Assessment Tool	A	Workshop	July	Board Initiated
	100.0100.00	Governance Vision	BOT	Assessment Tool	A	Workshop	July	Board Initiated
	100.0200.00	Board Duties & Responsibilities	BOT	Assessment Tool	A	Workshop	July	Board Initiated
	100.0300.00	Board Organization	BOT	Assessment Tool	A	Workshop	July	Board Initiated
	100.0400.00	Board Meetings & Agenda Planning	BOT	Assessment Tool	A	Workshop	July	Board Initiated
	100.0500.00	Code of Conduct	BOT	Assessment Tool	A	Workshop	July	Board Initiated
	100.0600.00	Policy Revision & Suspension	BOT	Assessment Tool	A	Workshop	July	Board Initiated
	100.0700.00	Board Evaluation	BOT	Board develops instrument	A	Workshop	April - May	Board Initiated
	100.0800.00	Board Development	BOT	Dialogue among Board members	A	Workshop	July	Board Initiated
Section	Rule No.	Name	Resp	Activity	Freq	Method	Date(s)	Other
II. Delegation Policy	200.0000.00	Board/President Relationship	BOT	Dialogue with President	A	Workshop Topic	August	
	200.0100.00	Delegation to the President	BOT	Dialogue with President	A	Workshop Topic	August	
	200.0200.00	Duties & Responsibilities of the President	BOT	Dialogue with President	A	Workshop Topic	August	
	200.0300.00	Board Unity	BOT	Dialogue with President	A	Workshop Topic	August	
	200.0400.00	Presidential Accountability	BOT	Dialogue with President	A	Workshop Topic	August	
	200.0500.00	Monitoring Presidential Performance	BOT	Dialogue with President	A	Workshop Topic	August	

As stated in 5P1, Belmont participates in an organized and cohesive planning process. With the major changes that have taken place in the world of higher education in recent years it has been imperative to update the plan regularly. Table 42, *Strategic Planning Review & Revision Process Timeline*, provides an overview of the most recent planning process. Planning processes are further outlined in Category 8 (8P1).

Table 42: Strategic Planning Review & Revision Process Timeline

	Date	Time	Activity	Participants	Location
1	10/26/12	2 hours	<ul style="list-style-type: none"> • Outside consultant telephone call with President to discuss and coordinate detail process 	President	Telephone
2	11/6/12	1 day	<ul style="list-style-type: none"> • Get President's Staff attention to critical issues facing the college • Establish context • Discuss Belmont College <u>T</u>hreats & <u>O</u>pportunities and <u>P</u>roblems & <u>S</u>trengths • Set expectations for Strategic Planning Update process • Determine categories of focus • Prepare T.O.P.S. presentation to Strategic Planning Team 	Strategic Planning Team	Belmont College
3	11/14/12	1 day	<ul style="list-style-type: none"> • Get Strategic Planning Team participants attention to critical issues facing the college • Establish context • Present, discuss, and edit the T.O.P.S. developed by President's Staff • Set expectations for the Strategic Planning Update process • Present categories of focus established by President's Staff • Brainstorm strategies for each category of focus 	Strategic Planning Team	Belmont College
4	11/20/12	½ day	<ul style="list-style-type: none"> • Review results from previous Strategic Planning Team meeting • Identify and refine issues and opportunities • Begin drafting strategic responses for each category focus • Homework assignments 	President's Staff	Belmont College
5	11/27/12	½ day	<ul style="list-style-type: none"> • Review homework assignment results • Cross-reference results and identify and refine additional issues and opportunities • Continue drafting strategic responses for each category of focus • Homework assignments 	President's Staff	Belmont College
6	12/4/12	½ day	<ul style="list-style-type: none"> • Review revised homework assignment results (including insights & expectations from Dr. Bukowski) providing critical constructive feedback to each goal and set of objectives • Compare each goal and set of objectives to a matrix including potential threat and opportunities, determining effectiveness of outcomes • The who, what, how, and why of strategic statement writing • Rewrite, revise, and/or refine strategic responses for each category of focus with individual coaching for each goal and set of objectives • Homework assignments – continue rewrite, revisions, and/or refinement of each goal and set of objectives 	President's Staff	Belmont College
7	12/10/12	¼ day	<ul style="list-style-type: none"> • Review revised homework assignment results providing critical constructive feedback to each goal and set of objectives • Compare each goal and set of objectives to a matrix including potential threat and opportunities, determining effectiveness of outcomes • Rewrite, revise, and/or refine strategic responses for each category of focus with individual coaching for each goal and set of objectives • Homework assignments – continue rewrite, revisions, and/or refinement of each goal and set of objectives – Final Draft 	President	Telephone
8	12/18/12	½ day	<ul style="list-style-type: none"> • Meet with President's Staff for final review & discussion of Strategic initiatives • Prepare to present the Strategic Plan Update to the Strategic Planning Team • Meeting with the Strategic Planning Team to present the Strategic Plan Update • Discussion 	President's Staff (2 hours) Strategic Planning Team (2 hours)	Belmont College

5P3. How Directions Consider Needs and Expectations of Stakeholders (Core Component 1B)

Belmont College welcomes and seeks input from internal and external stakeholders. The SWOT analysis and environmental scanning activities in the strategic planning process previously described support how the college considers the needs and expectations of current and prospective students and stakeholders. The Board of Trustees retreats and strategic dialogues focus on these needs as well. At monthly board meetings, the Board can engage in Strategic Dialogue sessions. This is devoted time for the Board to discuss matters and issues about the college in an interactive manner. Previous Strategic Dialogue topics have included: Degree Completion, Demographic Profiles, Enrollment Trends, Tuition and Fees, Program Review, and National Licensure and Certification Examinations. At times, community leaders and field

experts are invited to participate. For example, Belmont College nursing faculty participated in the National Licensure and Certification Examinations Strategic Dialogue session. Outcomes from the sessions that require Board approval are agendaized at future meetings.

The mission statement along with the vision and values are visible on campus and publicly understood. They are clearly articulated in the Belmont College catalog, on the web site, virtual view book, in the Board Room, and around the college community. Recently, during the college name change and rebranding process, current students, alumni, and members of the community were involved in a series of focus groups to audit proposed brand identity and messaging campaigns for the college. In addition to input from administration, faculty, and staff, four focus groups were conducted to test the newly selected logo and campaign messaging. Following is the focus group breakdown:

- Group A – (Non-traditional) Current students who are either in their second career, entering college for the first time at an older age or looking for additional certification for current career. Participants were seeking varying degrees, areas of program study.
- Group B – (Traditional) Current students who recently left high school and are studying in their first or second year. Participants were seeking varying degrees, areas of program study.
- Group C – (Alumni/former students) Participants attended Belmont College but are no longer current students; graduates. All fell into the age range of both the traditional and nontraditional student model.
- Group D – (Community) Random sampling of members of the local community. All of the attendees fell into the traditional and nontraditional student model.

Upon analysis of the data collected from the branding focus groups, the administration recommended to the Board of Trustees that Belmont Technical College change its name to Belmont College to better articulate to the community the college's broad spectrum of educational and training offerings. The Board of Trustees accepted the recommendation with an effective date of July 1, 2012.

5P4. How Leaders Guide the Institution in Seeking Future Opportunities

The Director of Program Development, in collaboration with faculty, program chairs, and others, is responsible for facilitating the new program development process. The strategic planning process, environmental scanning methods, input from program advisory committees, and community focus groups inform the need for new programming. The program review process (1P3) guides the needs assessment as well. Belmont College has implemented the Developing a Curriculum (DACUM) process to obtain information on the skills needed by graduates of specific programs once they enter the workforce (See 1P2). The collaboration with local businesses during the DACUM process strengthens the community relationships of the college and facilitates course and program development.

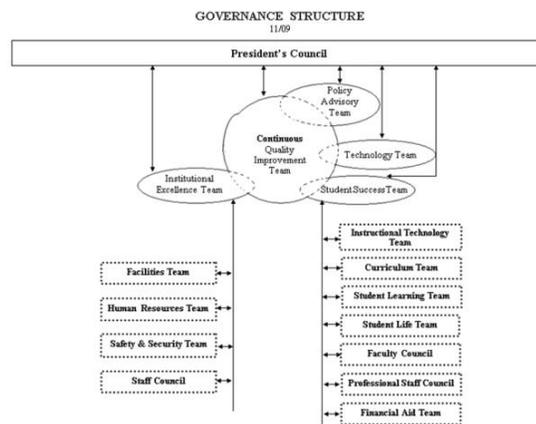
Belmont College also maintains various program-specific Advisory Committees, comprised of local business leaders and industry partners. These advisory committees provide real-time sector driven feedback on programs and curriculum from those closely associated with careers relative to each program. The results of employment surveys conducted after graduation also help to identify areas for new program exploration. Results of the student survey administered at graduation, the alumni survey administered one-year after graduation, job placement reports generated by the Career Services Office, and course evaluations are other means of obtaining the data that is used in the planning process at Belmont College. When evaluating current course offerings and when planning new programming, administration bases decisions on a number of data sources such as: occupational outlook data, student satisfaction survey data, median wage data, employment trends, alignment of programs with future marketplace needs, persistence/completion history in the program, enrollment history, projections for enrollment, marketplace value of the program, and current jobs outlook for the program. The Noel Levitz SSI, student graduate survey, employer surveys, and alumni surveys are all utilized in determining how the educational experience at Belmont can be enhanced. Once a new program need is confirmed or the

need for a program revision is confirmed, the Vice President of Learning and Student Success, program manager, dean, faculty, and Director of Program Development steer the proposal through the development process.

5P5. Making Decisions Using Teams, Task Forces, Groups, or Committees (Core Component 5B)

The Board of Trustees Rule #415.0200.92 states, “The College President will establish an institutional governance structure which will enable all college personnel to make recommendations for the formation of college policy.” The role of governance teams is advisory, performing the research and supplying the expertise necessary to support this process. Belmont College’s governance model (Figure 8, Belmont College Governance Structure) includes structures and processes for communicating, planning, recommending, and responding. Collective involvement requires the active participation of many individuals and teams. The structure was founded on the principle of inclusion based on expertise and representation, resulting in an open and collegial form of governance.

Figure 8: Belmont College Governance Structure

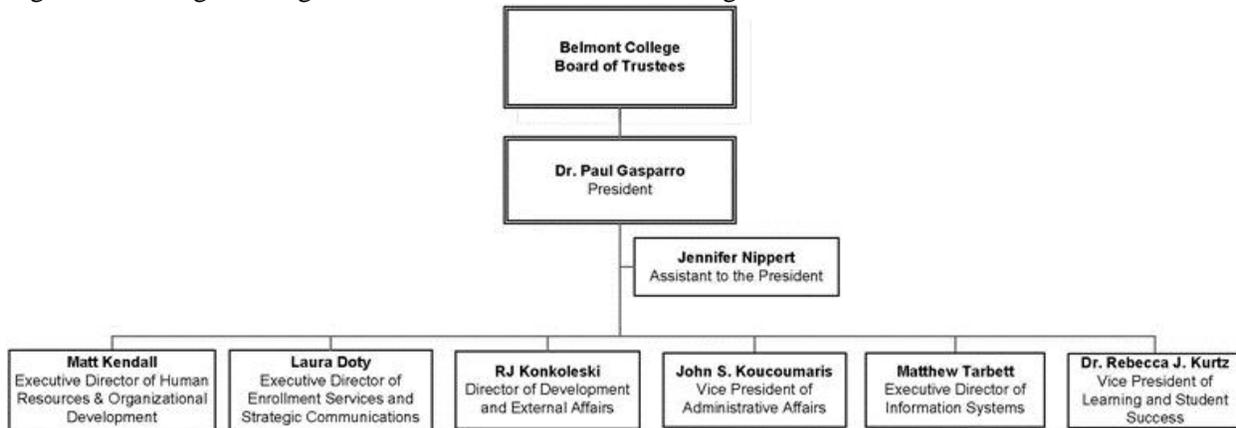


The President’s Council receives all policy recommendations from governance teams and forms final recommendations, which are put into operating policy and presented for approval to the Board of Trustees by the President or his designee. Recommendations for operational protocols, systems, and processes are received and approved by the Student Success Team and the Institutional Excellence Team depending upon the sub-team from which the recommendation came. The shared governance system is periodically evaluated for effectiveness. Currently, a cross functional task force is formed to evaluate the effectiveness of the Belmont shared governance system and make recommendations for improvement. The task force is currently active and assessing the shared governance system at Belmont.

Figure 9, Managerial Organizational Chart of Belmont College, illustrates that the Board of Trustees practices, in accordance with the Board Rules, the philosophy of “policy governance” and has charged the president with the day-to-day operational decision making of the institution. The president has developed and implemented an organizational structure comprised of departments and positions necessary to effectively operate consistently with the mission of Belmont College. President’s Staff bases their decision making on the Strategic Plan and relevant corresponding data that is routinely collected as a means of monitoring the implementation of the Strategic Plan. The President’s Staff makes other strategic decisions with input from appropriate stakeholders and by analyzing appropriate data. As needs and circumstances change, strategic decisions may need to be made to address budgetary issues, the emergence of key programming decisions or to evaluate retention or student services practices. Figure 9 displays the college’s executive management.

Employees within a department meet regularly and/or collaborate to attain the operational goals, and employees work together across multiple departments to execute strategies and tactics that result in the achievement of the goals outlined in the Strategic Plan. For example, academic managers and the student services staff meet weekly to discuss KPIs. These entities make decisions for specific areas based on stakeholder input, data, organizational policy, training, or personal experience. College and departmental ad hoc groups and task forces are appointed as needed. Examples include committees in the areas of enrollment, retention, graduation, placement, assessment, stakeholder satisfaction, fundraising, and facilities. Day to day decisions are made by the appropriate directors, managers, or staff for a specific area. The decisions are based on stakeholder data, college policy, personnel experience, training, and knowledge.

Figure 9: Managerial Organizational Chart of Belmont College



5P6. Using Data in Decision Making (Core Component 5C)

During Belmont College’s recent revision of the college’s Strategic Plan, data was analyzed from the SWOT analysis and environmental scan. Data obtained and recorded in this process was used to create the over-arching institutional goals and to develop the metrics for evaluation of goal attainment. KPIs have been identified and quantified for use by leadership, departments, groups, and individuals to manage the progress towards goal attainment. Data related to the KPIs reveals strengths and areas for improvement in systems and processes. Informed decisions are made with confidence and the data drives improvement. For example, the Development Department monitors the overall number of repeat donors, the percentage of employee participation in targeted appeals, and the overall dollars contributed as metrics for measuring the successes of development initiatives. Based on these results, future goals and metrics are developed and improvements in current systems and processes are considered to attain the goals. Data is utilized to monitor the extent to which the college fulfills the college mission through the monitoring of Ends Policies. Data is used at the departmental level to measure effectiveness in attaining unit goals and individual performance goals.

The extent to which college processes are effective can be evaluated in the same way, based upon data. Data sets are identified by department heads, committees, work groups, and teams to determine the extent to which processes are effective. For example, student drop-out rates are tracked and analyzed from the point of new student admission to the college to the 15th day of the term, and these results are used to set goals to improve retention rates during this period. Program chairs analyze program review data to formulate plans for each program using results to set goals and targets for improvement (See 1P13). Departmental assessment of KPIs can be accessed on the MyBelmont site where the departmental assessment plans are located.

5P7. Communication Between and Among Levels and Units

Belmont College has established communications processes and systems that utilize formal and informal communication methods in an effort to engage various levels of the college in meaningful dialogue. Some specific examples of these which are focused on internal communications include Spring and Fall Forums (all-employee meetings during which departmental presentations are shared), and a college-wide events calendar that is published and distributed to all employees each term. There are also various councils and teams that are components of the college's *Governance Structure*; see Figure 8. President's Council meets monthly and President's Staff, the Academic Managers Team, and the Student Services Team meet weekly. Ad hoc work groups and task forces convene as needed. Electronic internal communications include a mechanism for all-staff and all-employee emails by which internal media releases are disseminated. The phone system, voice mail system, informal collaborative meetings, bulletin boards, TV monitors in high-traffic areas, and the college and alumni social media sites are other communication vehicles. Belmont College holds several events for the college community and the public such as: Heritage & Alumni Awards Reception, the Building Arts Expo, and the Student Government Association's Semi-annual "Cook Outs." Other examples of committees and sub-teams implemented to enhance communication across levels and units of the institution include the Semester Conversion Steering Committee and sub teams, the Reaffirmation Executive Committee, and the All-College Enrollment Summit Steering Committee and subgroups.

5P8. How Leaders Communicate a Shared Mission, Vision, and Values (Core Component 1B)

Because the strategic planning process at Belmont College is closely aligned with the college's mission, vision and values, the goals and the systems and processes built to achieve those goals are also aligned with mission fulfillment (see 4P4). The Strategic Plan is the document upon which all unit plans are based, and, therefore, a unified, consistent message cascades down beginning with the Board to the President and senior leadership staff to departmental managers and ultimately to all staff and faculty. As part of each employee's annual evaluation, a Personal Development Plan is discussed between supervisor and employee. (See 4P10 for a detailed explanation of the performance appraisal.) The plan and a timeline for completion are documented on the evaluation form. In this way, employees have a better understanding of their role in the college strategic priorities and their ability to lead from their position. It also helps to connect the dots for the employee as to how their individual professional development and skills enhancements improve Belmont College's ability to fulfill its mission, vision, and values. Additionally, the data gathered in the *Quality Climate Survey* confirms that Belmont has been making progress in helping employees understand how their roles support the college mission, vision, and values (see 5R2).

5P9. Encouraging, Developing and Strengthening Leadership Abilities (Core Component 5B)

Belmont College celebrates the achievement of leadership educational goals during Fall Forum, the annual fall all-personnel meeting, as well as in the spring during the Employee Recognition Luncheon. Leadership skills are encouraged for all employees and practiced through shared governance team participation, team leadership, and project management assignments. Employees are encouraged to be a part of local, state, and national professional organizations, and to participate in community leadership roles through Chambers of Commerce and other service organizations such as Rotary and Lions Clubs. Belmont College facilitates leadership development activities during the fall all-personnel meeting through guest lecturers/speakers. The college sets aside a membership and dues fund to encourage involvement in professional organizations and leadership development activities outside of the college. Each year the college sets aside a portion of its operating funds to provide reimbursement for employees seeking to advance their education and professional development that is in alignment with their performance goals at the college as approved by their supervisor.

5P10. Developing and Implementing Leadership Succession Plans

Short, intermediate, and long-term goals and tactics embedded in the Strategic and Unit Plans maintain a focus on the mission, vision, and values during times of transition of any type. Secondly, succession planning at the Board level is in place. Trustees rotate terms of office so that a majority of the membership is sustained at all times. Administratively, as outlined in the *Board of Trustees Policy Manual, Section III: Executive Limitations, Policy # 300.0400.00*, in order to protect the Board of Trustees from sudden and unexpected loss of Presidential services, the President of the college shall designate not fewer than two other executives who remain familiar with the Board of Trustees, the President of the college, and their collective issues and processes. This Emergency Executive Succession plan is reviewed annually as part of the Board of Trustees’ Policy Governance process. At all levels of the institution department managers identify employees with growth potential who may want to advance their career at Belmont. These employees have proper growth opportunities in their professional development plans to prepare them for succession.

5R1. Measures of Leading and Communicating Collected and Analyzed Regularly

A few examples of measures of leading and communication collected regularly are found in Table 43.

Table 43: Measures of Leading and Communicating

Measure	Frequency
Program Review Results	Annual monitoring report to Board
Program Assessment Results	Each semester
Graduation Rates	Annually
Retention Rates	Annually
Placement Rates	Annually
Enrollment Rates	By term and overall annually
Quality Culture Survey	Frequency determined by HR Department
Ends Policy Monitoring Reports	Various reports monthly

5R2. Results for Leading and Communicating Processes and Systems

Figure 10: Culture Management

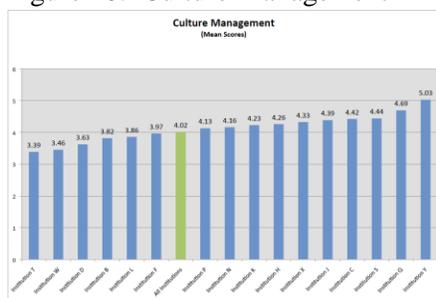
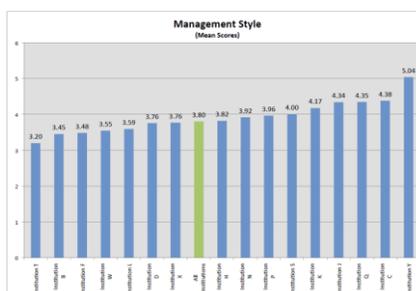


Figure 11: Management Style



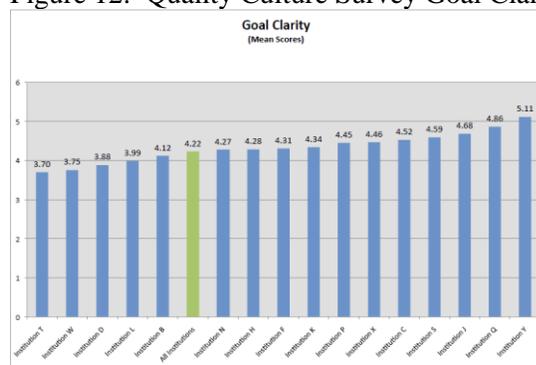
The Belmont College community participated in a *Quality Climate Survey* to help gauge its progress in creating a culture of continuous quality improvement and to discover how and where Belmont can best invest future efforts. In the category of ‘Culture Management’ data revealed (*Figure 10 - Belmont College is represented as Institution F*) that the college ranked just below average when compared to other institutions. This category indicates that the institution fosters collaboration among its faculty and staff, has strong values that are widely shared by those who work at the college, establishes high ethical standards, uses specific events and ceremonies to reinforce its values, and unites employees in a shared vision. It also denotes that senior leadership and administration clearly communicate what is important for the institution’s long-term success; faculty and staff understand the institution’s mission. The ‘Management Style’ category of the *Quality Climate Survey* identifies the degree to which managers

provide clear communication, assistance, and support to their subordinates. Data from the survey revealed that Belmont scored below average in this category (*see Figure 11*). Opportunities for improvement were identified, and suggested approaches for these improvements were recommended in the culture and communication piece in the Strategic Plan.

5R3. Comparison of Performance Results with Other Organizations

Comparative results in a *Quality Climate Survey* (5P1) indicated that Belmont scored above average in the survey category of ‘Goal Clarity’ – the degree to which the institution creates clear objectives and performance expectations. Data revealed that faculty and staff understand the institution’s goals and objectives, know what is expected of them at work, and understand how their work contributes to the institution’s quality results. The institution defines its goals clearly, and faculty and staff understand how their jobs help achieve the institution’s goals and objectives. See *Figure 12*; again, Belmont College is represented as Institution F.

Figure 12: Quality Culture Survey Goal Clarity Mean Scores



5I1. Recent Improvements in this Category

Belmont College has made significant improvements in leading and communicating. The college has implemented a Shared Governance Taskforce to evaluate the overall performance of our shared governance systems and processes. Data from the task force work will be used to improve the governance system. An Enrollment Summit was organized with faculty and staff from all areas and departments of the college to examine enrollment trends at the college. During this process, strategies were collectively formulated to allow the institution to move forward to enhance enrollment. The Enrollment Services function of the college has been created to focus more intentionally on recruitment. The college Completion Plan was written for 2014 to 2017 to align college goals and objectives with the Ohio completion agenda and the college Strategic Plan, and to increase student retention and completion.

5I2. How Culture and Infrastructure Help Set Targets for Improvement

Continuous quality improvement is a driving force of the college and an important component defining the institution as an accomplished organization. Belmont is a learning and student-centered organization that embraces a culture of continuous knowledge, acquisition, integrity, and respect for all. The collective involvement fueled by the college’s governance model offers shared voices in communication and institutional decision making. Strong leadership is encouraged, recognized and embraced at the college. Strong leadership is in place and encouraged through educational opportunities. Belmont is strongly committed to a shared purpose that unites members of the college community into an institutional culture that supports the efforts in leading and communicating. A new President at the college has set the stage for strong leadership and communication moving the college forward to goal attainment in the areas of enrollment, retention, and solid organizational structure.

Category 6 - Supporting Institutional Operations

Introduction

Belmont College is at the Systematic level of process maturity in Category 6. Some departments have well developed and documented processes, but others do not. Some of those with documented processes collect data. Some of those that collect data analyze it systematically to make decisions and improvements. There is collaboration between some departments to break down silos and streamline services while other departments work independently. The Learning Commons gathers large volumes of data and uses some of it to make decisions about hours of operation, staff scheduling, and to identify the need to purchase equipment for the classroom. Data collected by the Director of Operations has been used to improve safety in many areas of the college. The Information Systems Department has begun to gather data, analyze it systematically to identify areas in need of improvement, and to make changes where indicated. There is increasing collaboration between Student Services, Enrollment Services, and the Student Success Center (SSC) to improve services to students and increase retention.

Belmont, overall, has not yet reached the aligned level of maturity in Category 6. Departments associated with this chapter include Admissions, Financial Aid, Development/Alumni, Information Systems, Registrar, Student Services, Student Success Center (1P7), Library, Career Services, Human Resources, Accounting and Finances, Purchasing, Maintenance/Facilities, Food Service, Bookstore, and Marketing/Communications. The departments and functions therein report to three college units: Learning and Student Success, Administrative Affairs, and Strategic Communications. While they serve others and silos may not necessarily exist, collaboration may simultaneously not be at the aligned level at all times.

Areas for focus in Category 6 in the future may include the following: creating and maintaining the safest possible environment to conduct classes; setting parameters for what are reasonable accommodations for the Americans with Disabilities Act; using the support desk user satisfaction survey results to drive improvements; and evaluating the effectiveness of Supplemental Instruction (SI) and the scheduling of SI.

6P1. Identifying Support Service Needs of Students and Other Stakeholder Groups

Student support service needs are identified throughout the students' experience at Belmont College from admission to graduation. Prospective students complete the FAFSA and scholarship applications which identify financial need. As discussed in 3P1 and in 1P8, the need for developmental coursework is identified through placement tests, such as ASSET, Compass, and Accuplacer; ACT and SAT scores; and/or the completion of previous college level coursework prior to admission. Students who take the Accuplacer at Belmont also complete the Learning and Study Strategies Inventory (LASSI) which identifies student strengths and weaknesses. See question 1P5 for a detailed description of the placement process. Students who request career information may set up a Kuder account which can further identify the need for academic advising and career counseling. Textbook needs are identified when program chairs send book orders to the Bookstore.

Once classes begin, Student Services and the Financial Aid Department track student progress across various populations to identify unpaid balances, unsatisfactory academic progress, and other risk factors that contribute to attrition. Faculty hold departmental meetings in which student progress is discussed and any unmet student learning needs are identified. In the classroom, instructors can identify student needs for tutoring, supplemental instruction (SI), or other assistance, through observation, test scores, student requests, etc. The instructor can send academic alerts through the Retention Management System (RMS) to advisors for follow-up. In addition, advisors identify "at risk" students using specific criteria and assign them to case management advising (See 1P15 also). Students may request tutoring services through the

Student Success Center (SSC). The need for library resources is identified by circulation patterns, request forms, data base usage, email requests, and comment cards. Support needs for students with disabilities are identified when the student, a family member, or counselor request assistance by contacting the Access Advisor. See question 1P10 for more information about services for students with disabilities.

For help with computer issues, students can request assistance by sending an email to supportdesk@belmontcollege.edu, by calling ext. 1137, or making a request in person at the information systems office. Information systems staff, library personnel, and the E-learning Coordinator attend student orientations to identify student information systems needs. Students can make requests or suggestions about classroom and lab facilities on the Student Evaluation of Instruction (SEI) survey which is administered at the end of each semester and includes a space for comments about facilities. These comments are forwarded to the Vice President of Administrative Affairs and the Director of Facilities Management for consideration and tracking. Needs concerning food services or other miscellaneous needs can be communicated through student representatives on governance teams such as the Student Success Team and through nursing student representatives who attend nursing faculty meetings. There is also a Student Government Association that collects information through a suggestion box.

Needs of employers are identified during program advisory committee meetings and through employer surveys that are sent out by Program Chairs. Employer registration on the College Central Network (CCN) website identifies employer needs and also connects employers with Belmont students and alumni who are looking for work (See 3R5). Registration on CCN identifies the employment needs of students and alumni.

The Workforce Development and Community Education (WDCE) Department identifies the training needs of local business and industry by reading area publications, meeting with individual employers and local economic development and business groups including county commissioners, port authorities, the Chamber of Commerce, and others. Belmont College is a member of the Business Resource Network (BRN) a consortium of area colleges, service agencies, and economic development officials that meet monthly and review opportunities to help area businesses grow or solve problems based on written business surveys/assessments conducted by BRN. The WDCE Department surveys companies after training is completed at the college to assess satisfaction. The survey asks about interest in future trainings and suggestions for improving the training and/or services provided by the WDCE Department (See 2P1 also).

6P2. Identifying Administrative Support Service Needs of Employees

Administrative support service needs are identified in various ways. In the strategic planning process unit work plans assess and identify service needs of faculty, staff, and administrators. The work plans identify tactics to meet the needs and needs identified in the plans are factored into the college budget process each year. For example, each spring program chairs submit their requests for supplies and classroom equipment for the upcoming academic year to the Executive Dean of Academic Affairs. The needs are prioritized and the highest priorities are addressed first. These requests go to the Vice President of Learning and Student Success who factors them in to the college budget.

Employee needs for computer support are identified when they call ext. 1137, send an email request for assistance to supportdesk@belmontcollege.edu, or make a request in person at the information systems (IS) office. Faculty who need assistance with the computer equipment in their classroom can schedule training with information systems staff. For data needs, employees send requests to datarequest@belmontcollege.edu. The Information Systems Department utilizes Spiceworks, a network management software, that collects and tracks support desk and data requests. Additionally, an inventory

of all computer hardware and software is kept in a database. During each budget cycle the Executive Director of Information Systems collaborates with others to determine what needs to be replaced.

Instructional support needs are identified when an instructor requests classroom equipment, reference materials, or instructions for using library services by filling out a request form in the Learning Commons. Professional development needs are identified during annual performance reviews, through the use of travel/professional development request forms, tuition reimbursement requests, the teaching and learning center, and by tracking the use of professional development resources in the Learning Commons such as Starlink, 20 Minute Mentor, and Films on Demand.

The governance structure also provides a way to identify support service needs. For example, the semester conversion task force identified numerous needs throughout the college community during the semester conversion process in 2012. The Strategic Planning Committee identifies resource needs during the strategic planning process.

6P3. Designing Support Processes that Contribute to Physical Safety and Security

The Director of Operations is responsible for the management of safety and security processes at Belmont College. The college's Safety Manual is located on Belmont's intranet for easy access by all employees. It was developed by the Director of Operations in 2008 in collaboration with the Safety and Security Team and with input from the Ohio Bureau of Workers Compensation. It is reviewed and updated yearly. It contains Belmont's safety policy statement, safety rules and procedures. Safety procedures for specific locations are also provided to all employees. The Safety Manual and safety procedures include policies, procedures, and protocols regarding fire emergencies, weather emergencies, chemical spills, bloodborne pathogens, and all OSHA requirements. Policies on harassment and sexual harassment are contained in the college policy manual. Employees are directed to access these documents through the college intranet. In addition, safety information is located on the college website and in the college catalog, and is communicated to employees during all-college forums. Emergency response procedures are posted in each classroom and office. The Director of Operations sends safety reminder emails to the college community each term.

Belmont's systems and processes that contribute to physical safety and security include the following: the BeAlert Mass Notification System; security cameras located across the main campus; security guards at the main campus; ID badges issued to all employees; controlling access to the main building with key cards for some entrances; severe weather shelter areas; evacuation plans posted in each classroom and in hallways; labeled emergency exits; yearly fire safety inspections; monthly safety inspections by the Director of Operations; the 911 phone system; safety data sheets for hazardous materials posted in all buildings; lab safety protocols displayed on posters and explained to students prior to lab use; and employee safety training provided during all-employee forums.

Safety and security issues documented on incident reports are collected and monitored by the Director of Operations. In addition, crime information is received from the Sheriffs' offices of the three counties where the college has locations. When all information is collected it is submitted to Clery Act reporting. The Director of Operations updates the Right to Know/Campus Crime Report, posts it on the college website, and emails it to all students and employees by October of each year in compliance with the Clery Act. Paper copies are available from the Director of Operations.

6P4. Managing Support Service Processes Daily

Support service processes are managed by the departments that provide the services. Policies and procedures are in place to accomplish the work unit goals consistent with the unit plan. Requests for

services are received by each department based upon the policies and procedures. See 6P3 for information about the management of safety and security processes.

Information systems (IS) processes and staff are managed by the Executive Director of Information Systems. A staff member is available to students and employees from 7:00 a.m. to 8:00 p.m. daily during the college hours of operation. They are available by phone, email (support@belmontcollege.edu), and in person. When a request for service is made, all IS staff are notified simultaneously and a work ticket is generated and assigned. Spiceworks, a network management software, collects support desk issues and creates a data history which is tracked and used by the IS staff to make improvements that reduce or eliminate reoccurring issues. Employee data requests are managed by both the Executive Director of Information Systems and the Dean of Institutional Research and Planning. Requests for data are made using the online data/report request form that is emailed to datarequest@belmontcollege.edu. A ticket is created and assigned to the appropriate employee. The requester is notified by email about the status of the request. If an employee believes the request is not being completed satisfactorily they may contact the Executive Director of Information Systems or the Dean of Institutional Research.

The Dean of Student Services oversees the Student Services Department which includes three full-time advisors and two admissions counselors who provide general student advising and case management advising for at-risk students. They also refer students to the Financial Aid Office, the Business Office, or to the Student Success Center as needed. Students who request accommodations for a disability are directed to the Access Advisor to schedule an ADA appointment. The Access Advisor obtains documentation of the disability, completes an ADA file, and sends accommodation forms containing the reasonable accommodations granted to the appropriate instructor in a confidential envelope. Students can contact the Access Advisor if accommodations are not satisfactory. The Student Services Department holds weekly departmental meetings to monitor and assess key performance indicators.

Learning Commons/Library services are managed by the Director of Learning Commons, and provided by the Library Operations Coordinator, the Learning Commons User Services Coordinator and various support staff. Library requests and usage are recorded, tracked, and reported to the Director to inform decisions about collection resources, subscriptions, instructional support, and staffing needs.

The Executive Dean of Academic Affairs oversees the Developmental Education Coordinator who is responsible for the Student Success Center (SSC) where the SSC Specialist manages and tracks the testing, tutoring, and supplemental instruction programs. Student requests are matched with the services that are available. The Testing Center Specialist uses student satisfaction surveys for testing, tutoring, and supplemental instruction to determine if needs are being met.

6P5. Documenting Support Processes

Information about support service processes is available to employees and students on Belmont College's website, in the College Catalog and Student Handbook, on traditional and electronic bulletin boards, in brochures, department procedure manuals, in course syllabi, on the intranet, in the college policy manual, in email notices that are sent to the college community, and at new student orientations. Belmont College uses the Jenzabar Internet Campus Solutions (JICS) portal as a student access tool to complement the college's main website. The JICS portal, called MyBelmont, provides students with easy access to information about Belmont College 24/7. Password information and the computer support desk link are available on the main page of MyBelmont. Spiceworks, the support desk ticketing system, allows users to access articles through a portal showing them how to resolve specific issues. Employees can use MyBelmont to access the college's operating policies manual, department budgets, employee benefits information, and standard forms. Faculty post and share documents and information about the assessment process in the shared "Academic Program Assessment" group in "MyBelmont". MyBelmont is used to document and share information among governance teams, task forces, college departments, students, and

the college community. It has been used to facilitate the academic program assessment process, the semester conversion process, and to communicate important information to students.

6R1. Measures of Support Service Processes Collected and Analyzed Regularly

A sample of measures of support services that are collected by various departments and the frequency of their measurement can be seen in Table 44.

Table 44: Sample of Measures of Student and Administrative Support Services

MEASURE	DEPARTMENT/POSITION	FREQUENCY
CCSSE	Institutional Research (IR)	Every three years
Noel-Levitz	Institutional Research (IR)	Every other year
Retention	Student Services, Academic Affairs, IR	Yearly
Placement	Student Services, Academic Affairs, IR	Yearly
Success in developmental education	Developmental Education Coordinator, Institutional Research	Each semester
Supplemental instruction satisfaction survey	Student Success Center	Fall and spring semesters
Crime statistics	Director of Operations	Annually
Incident report analysis	Director of Operations	Evaluated as they occur for trends.
Fire inspection results	Director of Operations	Yearly with follow-ups every 2 months
Mass notification system usage	Director of Operations	Reports reviewed after each alert
Circulation statistics	Learning Commons	Annually
General daily traffic count	Learning Commons	Compiled annually
Classroom equipment checked out daily	Learning Commons	Annually (for budget)
Number of support desk tickets opened	Information Systems	Monthly
Time to resolve support desk tickets	Information Systems	Monthly
User satisfaction survey results	Information Systems	Each semester
Number and dollar amount of textbooks sold	Bookstore	Each semester
Dollar amount of textbooks returned	Bookstore	Each semester
Number and dollar amount of textbooks rented	Bookstore	Each semester

6R2. Performance Results for Student Support Service Processes

In spring 2012, Belmont administered the CCSSE. Table 45 shows Belmont's results in the "Support for Learners" category. The results indicate that Belmont students were more satisfied with computer labs (13.2h), skill labs (13.2e), and financial aid advising (13.2g) than with the other services listed. Areas where students expressed being less than somewhat satisfied include career counseling (13.2b), job placement assistance (13.2c), and services to students with disabilities (13.2k). See 3R5 and 3I1 for recent improvements.

Table 45: 2012 CCSSE Support for Learners Mean Scores

Item	Belmont College Mean
Item 13.2: How satisfied are you with the following services at this college?	
1=Not at all, 2=Somewhat, 3=Very, (NA category not included)	
13.2a Academic Advising/planning	2.10
13.2b Career counseling	1.92
13.2c Job placement assistance	1.84
13.2d Peer or other tutoring	2.16
13.2e Skill labs (writing, math, etc.)	2.29
13.2f Child care	1.92
13.2g Financial aid advising	2.28
13.2h Computer lab	2.45
13.2i Student organizations	2.01
13.2j Transfer credit assistance	2.02
13.2k Services to students with disabilities	1.90

The Student Success Center administers the Supplemental Instruction (SI) student satisfaction survey at the end of fall and spring semesters in all classes with an assigned SI Leader. Table 46 shows the average scores for questions 1-8 of the survey. The item with the highest average score (question #6) indicates students strongly agree that instructors encouraged students to attend SI study groups held outside of regular class sessions. However, the responses to question 9 reveal that 78% of the students polled did not attend any of those study groups throughout fall semester. The highest percentage of students (42%) said they did not attend study groups because they did not need or want any help with the course (question #10) while 27% chose scheduling conflicts as the reason for not attending. Areas for focus in Category 6 may be to schedule SI study groups that do not conflict with student class schedules and to investigate whether Supplemental Instruction has an impact on student grades (question #5).

Table 46: Supplemental Instruction (SI) Student Survey Results - Fall 2013.

5= strongly agree; 4 = agree; 3 = neutral/undecided; 2 = disagree; 1 = strongly disagree	N=122	
Question:	Average Score	
1. The supplemental instruction (SI) leader was knowledgeable about the course material.	4.6	
2. The SI leader was available to help me during and/or outside of class.	4.5	
3. The SI leader answered my questions and/or addressed my concerns in a satisfactory manner.	4.6	
4. SI helped me to better understand the course content.	4.4	
5. SI had a positive impact on my grade(s).	4.2	
6. The instructor encouraged students to attend SI study groups.	4.7	
7. If I have a chance to enroll in another course that has an SI leader, I will.	4.4	
8. I would recommend SI to others.	4.5	
9. I attended one or more SI study groups. (If yes, please skip question #10).	Yes = 27	No = 95
10. I did not attend any SI study groups because (please select one):		
I didn't have time.	N = 25	
The study groups were held at times that conflicted with my schedule.	N = 26	
I didn't need or want any help with the course.	N = 40	
Other:	N = 4	

In 2008, using Spiceworks, the IS Department began tracking requests from computer users for password resets. At that time, computer users were required to have multiple passwords. In 2012, after a policy was put in place to require only one password per person, the number of requests received to reset passwords was significantly reduced (Table 47). The reduction in password-reset requests has simplified account management for the IS Department. With just one password change, multiple accounts are updated at the same time. It has also made it possible for students, faculty and staff to manage all of their accounts with one password.

Table 47: Support Desk Requests for Password Resets

Year	Number of Requests to Reset Password		
	October	November	December
2008 - before one password policy	90	39	9
2012 - after one password policy	0	2	4

In fall 2013 the Bookstore began offering books for rent to reduce the cost to students. As seen in Table 48, ten textbooks titles were available to rent in fall 2013. Eighty four students rented books saving them a total of \$8,030.85. The Bookstore will continue to offer textbook rentals with plans to increase the number of titles available to rent.

Table 48: Savings to Students Through Textbook Rentals - Fall 2013

Textbook Condition	Number rented	Total Cost to Rent	Total Cost if Purchased	Savings to Students
New	85	\$ 6,927.95	\$13,854.75	\$ 6,926.80
Used	16	\$ 1,104.60	\$ 2,208.65	\$ 1,104.05
TOTALS	101	\$ 8,032.55	\$16,063.40	\$ 8,030.85

6R3. Performance Results for Administrative Support Service Processes

Requests for computer support are tracked by the Information Systems (IS) Department using the Spiceworks ticket system. As seen in Table 49, in September 2013 the number of support desk tickets that were resolved within 24 hours was 86.7% of the total number received. In December, 91% of the tickets received were resolved within 24 hours. Tickets reopened refers to tickets that were not resolved to the satisfaction of the user on the first attempt. The IS Department will continue to track support desk tickets and strive to shorten resolution time and decrease the number of reopened tickets. The department recently added a survey to the Spiceworks system to measure user satisfaction with IS support.

Table 49: Support Desk Spiceworks Ticket System Results - Fall 2013.

Spiceworks Measure	September	October	November	December
Total Number of Tickets	218	177	107	100
Tickets Resolved Within 24 Hours	189 (86.7%)	165 (93.22%)	97 (90.65%)	91 (91%)
Tickets Resolved Within 72 Hours	11 (5%)	5 (2.82%)	4 (3.74%)	5 (5%)
Tickets Resolved in Excess of 72 Hours	18 (8.25%)	7 (3.95%)	6 (5.7%)	4 (4%)
Tickets Reopened	11 (5%)	6 (3.4%)	2 (1.9%)	4 (4%)

Tracking the types of equipment and number of check-outs from the Learning Commons, as shown in Table 50, has helped to identify the need to purchase equipment for the classroom. In fall 2012, 292 LCD projector check-outs and 252 laptop check-outs were recorded by the Learning Commons. Afterward a need to install computers and projectors in almost every classroom was determined. By spring 2013, the number of LCD projector and laptop check-outs by faculty for classroom instruction was significantly reduced. The Learning Commons will continue to track equipment check-outs to guide future recommendations.

Table 50: Classroom Equipment Checked Out per Term in the Learning Commons

Equipment	Number Checked out per Term				
	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Desktop Computers	260	60	44	43	47
Classroom Clickers	126	57	23	3	35
Digital Camcorder	22	11	8	15	19
Elmo	14	3	1	2	14
LCD Projector	292	69	58	49	69
Laptop	252	137	56	78	107
Laptop Storage Cart	50	48	9	4	2
Microphone	16	14	4	6	13
Other Remote Controls	412	172	87	87	114
Printer Server	44	46	8	4	2
Printer	50	47	8	4	2
Remote Sound System	292	99	55	62	57
Tripod	22	4	7	12	18
Video Transmitter	68	99	25	33	32
Wireless Presenter Remote	314	303	155	294	187
Cart	320	175	82	108	122

The annual fire inspection was done at Belmont in June 2013. Table 51 shows that 58 fire and safety violations were found during the initial fire inspection in 2013. Many of the 58 violations resulted from a lack of storage space on the main campus. Many items that do not need to be readily available were moved to an off-site building and unnecessary items were disposed of. This freed up needed space on the main campus and addressed numerous fire code violations. Follow-up inspections in October and January showed that fire and safety violations were reduced to 38 and 22 respectively. Reducing the number of violations found during annual fire inspections is an area of focus for the future in Category 6.

Table 51: 2013 Fire Safety Inspection Results

Date of Inspection	Number of Issues/ Violations Identified
June 2013 - Initial Inspection	58
October 2013 - Follow-up Inspection	38
January 2014 - Follow-up Inspection	22

Incident reports are filed with and tracked by the Director of Operations. Table 52 is a sample of some of the incident reports from 2010 through 2013. Grey boxes indicate that the category was not included on the list in that year. By tracking incident reports, the Director of Operations can make recommendations to address safety and security issues that have been identified. (See 6I1 for improvements.)

Table 52: Sample of Incident Reports Breakdown

INCIDENT	2013	2012	2011	2010
Accidental 911 Activation	0	1		
Animals on Campus	0	1	3	0
Auto Accident	8	4	10	17
Children on Campus	1	2	10	
Confrontation	2	2	12	6
Fires/ Fire alarms	3	1	2	2
Haz Mat Incident	0	0	2	0
Medical Emergency	16	19	31	24
Non-Student on Campus	2	4	5	4
Parking Lot Issue	1	1	3	2
Safety Issue	7	2	12	8
Security Alarm Activation	1	7	3	3
Shoplifting	0	1		
Student Behavior Issue	17	10	28	20
Student Clinical Injury/Incident	11	8	5	4

6R4. Using Results to Improve Services

The Information Systems (IS) Department analyzes support desk data collected by Spiceworks to determine why some tickets remain open and to reduce the resolution time (See Table 49 in 6R3). The IS Department also monitors Spiceworks data for reoccurring issues. When an issue is recognized the IS Department implements a plan of action to resolve the issue or to minimize the incidences (See table 47 in 6R2).

The bookstore uses a point of sale cash register system to collect and analyze data including book rentals and sales. Based on the number of textbooks rented in fall 2013 and the savings for students, the bookstore manager decided to increase the number of titles offered to rent (See table 48). The Learning Commons (LC) did a multiple data analysis to make the decision to reduce the number of periodical subscriptions. Additionally, the decision to mount computers in every classroom was supported by the number of LCD projector and laptop check-outs from the LC (Table 50). Traffic patterns have been analyzed to make decisions about library staff scheduling and hours of operation.

Incident reports and videos from security cameras are examined regularly by the Director of Operations and changes are made to reduce or eliminate the occurrence of incidents in the future (Table 52). The results of fire and safety inspections are used to make changes to improve working conditions and work spaces and thereby reducing the number of violations (See 6R3, Table 51). Student comments or concerns about facilities on the Student Evaluation of Instruction (SEI) surveys are reviewed and forwarded to the Vice President of Administrative Affairs and the Director of Facilities Management who address the problem.

6R5. Comparison of Performance Results with Other of Organizations

Belmont College is continually striving to compare itself to others in the field and beyond. Belmont's sources for comparative analysis include surveys such as the CCSSE, state reports, federal higher education data, and other sources. For example, the tables below show Belmont's comparative data for item #13.2 in the "Support for Learners" category of the 2012 CCSSE. Table 53 shows that Belmont College's average rating in the "Support for Learners" category was below the benchmark for the 2012 CCSSE Cohort of all participating institutions and also below the ratings for the small colleges comparison group. The areas receiving the lowest scores are career counseling, job placement assistance, child care, and services to students with disabilities. Of those, only career counseling and services to students with disabilities scored below both the CCSSE cohort mean and the other small colleges mean (Table 54). See 3I1 in Category 3 for improvements related to career counseling.

Table 53: 2012 CCSSE Belmont College Support for Learners Benchmark Results

Benchmark	Belmont Score	Small Colleges Comparison Group	2012 CCSSE Cohort
Support for Learners	49.3	51.9	50

Table 54: 2012 CCSSE Support for Learners - Item Comparisons

Item	Belmont College Mean	Other Small Colleges Mean	2012 CCSSE Cohort Mean
Item 13.2: How satisfied are you with the following services at this college?			
1=Not at all, 2=Somewhat, 3=Very, (NA category not included)			
13.2a Academic Advising/planning	2.10	2.30	2.23
13.2b Career counseling	1.92	2.07	2.05
13.2c Job placement assistance	1.84	1.85	1.81
13.2d Peer or other tutoring	2.16	2.20	2.19
13.2e Skill labs (writing, math, etc.)	2.29	2.30	2.29
13.2f Child care	1.92	1.82	1.78
13.2g Financial aid advising	2.28	2.31	2.24
13.2h Computer lab	2.45	2.51	2.50
13.2i Student organizations	2.01	2.04	2.01
13.2j Transfer credit assistance	2.02	2.10	2.07
13.2k Services to students with disabilities	1.90	2.07	2.04

The Bookstore obtains comparison data from the National Association of College Stores (NACS). Table 55 shows that the percent of sales returned in spring semester 2013 was unusually high and almost twice the amount returned in fall semester. Fall semester's return percentage was more typical and below the industry mean. (National Association of College Stores. *College store industry financial report 2013* (pp.47). Oberlin, OH). The high return rate resulted largely from curriculum changes in several areas causing students to return already purchased course materials. The data identified the need for increased and ongoing communication between the Bookstore and faculty to encourage timely course materials decisions.

Table 55: Textbook Sales and Returns Comparison to Industry Mean

TERM	Quantity Sold	Dollar Amount Sold	Dollar Amount Returned	Percent of Sales Returned	Industry Mean Percentage
Spring 2013	4,103	\$391,321.11	\$45,225.02	11.5%	6.80%
Fall 2013	4,288	\$422,760.30	\$26,410.46	6.3%	6.80%

6I1. Recent Improvements in this Category

As described in this chapter, various departments of the college have systematic processes in place for supporting institutional operations. Results of these processes are collected and analyzed regularly to make decisions and improvements (Table 45). Some recent improvements are described below.

Through the use of Spiceworks, the Information Systems Department adopted a more systematic approach to support desk processes and the analysis of results which has improved response time (Table 49); implemented a policy of one username and password per person for email, MyBelmont, and VMWare login accounts, thus reducing the number of requests for password resets (Table 47); set up the user portal feature of Spiceworks as another way of contacting the IS Department; developed an end-user satisfaction survey for support desk users; and created and filled the full-time hourly staff position of Support and Process Coordinator to coordinate all information systems support.

The Learning Commons discontinued a number of periodical subscriptions to reduce costs; used traffic patterns to adjust staff scheduling and reduce hours of operation; and provided data on LCD and laptop circulation to support the decision to mount computers and projectors in classrooms (Table 50).

The Director of Operations used information obtained from safety issues, fire inspections, video surveillance, and incident reports (Table 52) to initiate the following improvements: no pets on campus policy; repair of flooring and exit door in the Learning Commons; the location and removal from the college of all equipment containing mercury; requiring a photo ID to charge books to financial aid in the bookstore; the purchase of a new portable radio system with repeater for improved communication between locations during emergencies, implementation and maintenance of a mass notification system; installation of security cameras; hiring security guards and placing them strategically on campus; children on campus policy; cleaning out storage areas and relocating items to an off-campus building; began to analyze incident reports and use results to improve.

6I2. How Culture and Infrastructure Help Set Targets for Improvement

Within Belmont's organizational structure, departmental and interdepartmental meetings are held to share information, identify areas needing improvement, increase efficiency, and eliminate redundancies. For example, there is regular collaboration between the Student Success Center (SSC) and Student Services Department staff to enhance and streamline the processes that provide services to students in the areas of placement, academic advising, developmental education, and tutoring. Learning Commons staff collaborate with SSC staff for the creation of libguides for developmental courses and placement testing. The E-learning coordinator monitors and assesses online learning processes and provides training and assistance to faculty who teach online courses. The new position of Support and Process Coordinator was created to facilitate information systems process improvements and the Dean of Institutional Research and Planning is available to all departments to assist with the analysis of data.

Belmont College encourages a culture of collaboration and continuous quality improvement (CQI) through the shared governance structure which includes 16 teams of employees who have knowledge in the area of the team's focus. These teams make recommendations to President's Council which is composed of a representative from each governance team and is led by the President. (See Figure 7, governance structure, discussed in 5P5). Employees from various levels of the college are involved in the strategic planning process that identifies institutional and departmental goals, objectives, tactics to meet objectives, and strategies to implement tactics while considering the budget impact of all activities.

Category 7 – Measuring Effectiveness

Introduction

Belmont College is at the systematic level of process maturity in Category 7. Results are used to drive improvement consistently in some areas of the college, but not in every department and in an integrated fashion interdepartmentally. The Ohio completion agenda and the college Student Success (persistence and completion) agenda are driving an initiative to improve in this category. In 2012, a Strategy Forum Team went through a series of exercises that led to making this a priority for the institution during the next 1-3 years and an action project is targeted to this end.

In May 2013, the action project called “Building a Culture of Process Improvement at Belmont College” was initiated. Initially the project was targeted at educating the college community about continuous quality improvement. Since the project was launched, it has been expanded to include one goal and seven objectives aimed at enhancing the institutional effectiveness function. The goal and objectives of the action project are:

Goal: Strengthen the institutional effectiveness function of the college.

Objectives:

- Design and implement unit work plans with accompanying assessment plans.
- Improve direct access to data for users.
- Enhance data-driven decision-making throughout the college as evidenced by documentation and reporting of KPIs via implementation of departmental assessment plans tied to the Strategic Plan and unit plans.
- Practice systematic goal setting and revision of goals/identification of improvement targets that are aligned and integrated interdepartmentally and tied to strategic college priorities.
- Apply standard qualitative and quantitative analyses methods to data sets.
- Educate employees on how to analyze data, applying standard qualitative and quantitative analyses methods to data sets.
- Measure effectiveness systematically using valid and reliable assessment tools.
- Lead each department through exercises to systematically design, implement, and evaluate a departmental assessment plan and set targets for improvement.

The action project will have an effect on all areas of the institution including the Business Office, Enrollment Services and Communications, Information Systems, Admissions, Student Services, Institutional Research, Human Resources, Student Support Services, Physical Facilities, and Academic Affairs. The overall project timeline is lengthy in order to institute the Continuous Quality Improvement (CQI) process within all areas of the institution and to integrate employees into a culture of inquiry. The project will more effectively integrate the college’s institutional research, planning, and budgeting processes. The breadth and scope of the action project will help Belmont move its processes relating to measuring effectiveness from systematic to aligned and integrated.

Areas of focus for the future in Category 7 are:

- Integration of the completion plan agenda and associated key performance indicators (KPIs) with unit work plan assessments to meet improvement targets in the college Strategic Plan and fulfill the college mission.

- Increase the efficiency and performance of the Jenzabar administrative and student information system as recommended in the *Jenzabar Operational Assessment* conducted in fall 2013 in order to support greater effectiveness in meeting institutional needs and accomplishing the college mission and goals.
- Improve the level of employee understanding and practice of analyzing data and information in order to create knowledge and to inform decision-making.
- Align key performance indicators (KPIs) in the College Completion Plan with institutional KPIs, and do the necessary training to facilitate stronger organizational decision-making from the research base.

7P1. Selecting, Managing, and Distributing Data to Support Programs and Services

Belmont selects data and information for storage management and distribution based on the needs, reports, and planning processes of students, employees, academic programs, and college departments. Data selected for storage are determined by requirements of the college's Strategic Plan, state and federal reporting processes, budgeting processes, accreditation requirements, systematic program assessment, and review. Data selected and stored for internal departmental assessments and KPIs to determine efficiency and the quality of services in discrete work units are defined by responsible persons and work groups within and throughout the institution.

Belmont uses Jenzabar to store and manage institutional data for planning, research, distribution, and reporting. The main administrative information system is Jenzabar EX. In addition to Jenzabar, Infomaker, a report writing program, PowerFAIDS, the financial aid management software, and a Microsoft SQL server are used to manage data.

Data integrity for these systems is maintained through routine checks by the Information Systems Department, and periodic checks in the Records Office, the Institutional Research Department, and the Office of Financial Aid. Data verification is carried out by individuals responsible for entering and maintaining record level data. Systems analysts and reporters provide back-up support and oversight for correcting data and systems errors. Individual departments use other databases such as Microsoft Access and Microsoft Excel depending on the data management processes they perform to meet departmental objectives and goals. In addition to providing back-up, security, training, and report writing support for all departments in the college, the Information Systems (IS) Department takes responsibility for oversight and maintenance of information and data security.

Data and information systems security are maintained by the IS department. Stored data can be accessed by employees who have a need for data in their job assignments. A permission system is maintained and overseen by the IS department so that only the individuals with legitimate educational need have access to various tables, data elements, reports, and particular data sets. As an example, a payroll clerk in the business office should have access to employee payroll data while the financial aid director would not. Similarly, the financial aid director should have secure access to record level student data from the Fiscal Operations Report and Application to Participate (FISAP) which the payroll clerk would not.

The college's *Information and Technology Appropriate Use* policy outlines the procedure for granting access to data. Upon initial employment at the college, or following changes in assignments, or when new projects are developed, employees and their supervisors determine the type and extent of access to data that are necessary for completing tasks. Employees complete the forms and requirements, and then sign agreements for appropriate use and confidentiality of data before gaining access to the information system and data. Table 56 demonstrates key components of this policy.

Table 56: Information Systems: Data Security Policies

Document	Purpose
POLICY 1000.0100.12 – Information Technology Appropriate Use	Outlines what systems and data should be accessed, what shouldn't be accessed, and when
Form 106 – Jenzabar Permissions Request	Employee will fill out requesting access to Jenzabar and also if it is a new position or if they are replacing someone. The form then needs signed by their supervisor then the Executive Director of Information Systems
Form 128 – Jenzabar Confidentiality Agreement	Employee needs to sign form stating they understand FERPA policies

Data is distributed through the college's portal called MyBelmont, which gives employees secure access to pertinent data. Data and reports are also accessed through Infomaker reports and desktop executables that are made through Infomaker. Working together, the IS department (which has oversight for data storage) and the Institutional Research (IR) Department (which addresses data usage) developed a data request system to facilitate access to data and to monitor appropriate usage of data. When making a data request, employees define their research questions, identify the data they need to answer their questions, explain how the data will be used internally and or externally, and indicate how data will be analyzed and with whom the data will be shared. Employees locate the data request form in MyBelmont and send an email to datarequest@belmontcollege.edu to access data and routine reports. The Dean of IR or the Executive Director of IS have authority to approve, deny, or revise requests and to assign to the appropriate persons the tasks of retrieving and returning data to requesters.

7P2. Managing Data to Support Planning and Improvement Efforts (Core Component 5D)

Belmont conducts strategic planning retreats and activities to identify and analyze data and information needed to determine strategic goals, to develop objectives, and to set targets for improvement. In 2012, a consultant led Belmont strategic planning leaders through the process of updating and extending the college Strategic Plan.

A SWOT analysis was conducted during strategic planning meetings to identify strengths and weaknesses in the areas of internal operations, external factors, competition, and market conditions. Based on analysis of data, the following strengths and weaknesses were targeted for action.

Institutional strengths include institutional scholarships, including the Trustees Scholarship, the auditor's unqualified opinion of financial well-being, and no long term debt to minimize future financial commitments.

Opportunities for improvement include the changing model for state support of instruction has increased dependency on tuition, unknown impact of student loan debt, declining enrollment (enrollment headcount below 2,000 students in fall 2012), lack of new programs, aging facilities and operating systems, conservatism, board involvement, aging of faculty and administrators leading to increase in employee turnover, size of institution as a limitation on capacity, internal communications, and lack of efficiencies.

The college strengths and weaknesses were analyzed in light of the needs of the communities served; changes in requirements of regulatory bodies, accrediting agencies, state and federal statutes; the political and technological trends of the times; employment and unemployment trends affecting the region; high school class sizes; the size of the college-going cohort in general; competition from neighboring institutions; and Belmont performance results. The results of the analysis were synthesized into a Strategic Plan in which the goals and objectives of the college were determined to align with the mission, vision, and values of the college. Tactics to attain the objectives were determined. Tactics to attain the

objectives were specified. This information was then posted on the MyBelmont Intranet website. The college community was given access to review the plans and to make comments. The revised Strategic Plan was approved by the Board of Trustees.

Institutional performance, as an indicator of fulfillment of the Strategic Plan and college mission, is analyzed at the institutional, departmental, and program levels through an extensive set of Key Performance Indicators (KPIs). The KPIs are organized to provide insight into the college's current strategic priorities and intended outcomes related to each. Those priorities are found in the college Strategic Plan and are translated into operational outcomes through the unit work plans. Each category of the Strategic Plan has a unit work plan with the KPIs associated with it, and the unit supervisor is charged with implementing and evaluating the plan and monitoring KPIs.

The KPIs are updated in an ongoing fashion when reviewed by the strategic planning group appointed by the President. Some KPIs are assessed and reported to the Board of Trustees in the form of Ends Policy Reports which document the ways in which the college is fulfilling its mission. The Ends Policy Reports are published in monthly Board of Trustees packets and are posted on the college web site. These performance reports and other KPIs are assessed and reported departmentally and to various groups, committees, and councils for decision-making purposes. Performance reporting through KPIs provides accountability to the Board of Trustees and to Belmont's community to determine the extent to which the college is fulfilling its mission. In addition, the data-driven performance reporting supports productive evaluation of systems and processes and guides goal-setting and attainment of improvements in organizational operation. (See 7P1 for management and distribution of the data related to KPIs.)

7P3. Determining the Needs of Departments Related to Data

On the departmental level at Belmont, data is collected and analyzed based on the goals and objectives and on the KPIs established to assess goals and objectives within individual departments. Access to data and to reports is provided to individuals and to teams to take responsibility for monitoring departmental processes and for guiding improvements in outcomes both formatively and summatively.

The Information Systems department works with the other departments of the college when responsible employees determine there is a need to gather additional data or to gather data in a different way in addition to that required by formal plans. Individuals and teams discuss the research questions and the Information Systems department determines the availability of the requested data. In some instances, the IS department determines that access to requested data can be provided from data stored in the administrative information system; in other instances, the IS department decides a separate database would be more efficient, and in those instances access to the requested data is provided from a separate database.

Permission to access departmental data is determined by the head of the department in compliance with all policies and forms needed by the IS department. Once authorizations have been provided and paperwork has been completed, the IS department grants access and trains employees on how to access data if that is necessary.

7P4. Analyzing Performance Data and Sharing Analyses (Core Component 5D)

Institutionally, Belmont gathers and analyzes key college performance data in the form of Ends Policy Reports as defined in the Board of Trustees policy manual. Ends Policies address the mission of the college overall, and Ends Reports document performance on KPIs derived from the mission and operationalized in the Strategic Plan.

Institutional outcome data are analyzed in the IR department in collaboration with content experts. Access to higher education, student development, degree completion, articulation and transfer, community development, economic development, and workforce development are monitored and reports are scheduled for presentation at Board of Trustees meetings and for publication on the college web site.

Data prepared in the IR department are analyzed and compiled by the Vice Presidents for Administration and Learning and Student Success in collaboration with others. These data and reports are shared publically and throughout all departments of the institution. Monthly Board packets are sent electronically to employees and to Board of Trustees members each month. Final copies of board materials and reports are stored in the Learning Commons as public information. The format of performance reports includes data for review, analyses by vice presidents and other administrators and faculty members when appropriate, conclusions, and targets for improvement over the next year. Each report addresses a summary of the previous year's report that includes information regarding implementation, success, failure, and what has been learned.

Examples of KPIs assessed in Ends Policy Reports are semester enrollment statistics and demographic profiles of the student body, tuition and fee comparisons with regional and other comparable institutions, program reviews of all degree programs, assessment of student core learning outcomes, completion rates in developmental education courses, assessment of English and mathematics, success in college level coursework following completion of developmental courses, licensure and national registry exam pass rates, placement data and rates by program area, student engagement and satisfaction studies: *CCSSE* and *Noel-Levitz*, transfer and graduation rates, semester retention studies, graduation and completion rates, performance studies after transfer, workforce development and community education courses and completion rates, and completion rates for training programs and dislocated workers.

Performance results and reports are posted publicly in the Board of Trustees minutes on the college website, and shared with committees, at meetings, and across the college community as appropriate.

7P5. Determining the Needs and Priorities for Comparative Data

Comparative data and information contribute to analysis and understanding of the effectiveness of the institution overall, of individual administrative areas, of academic program outcomes, of resource analysis, and in what areas the college needs to grow. Best practices are reviewed when establishing goals and priorities for projects and reports and serve as one source of comparative data. Comparative data can provide an external perspective on institutional effectiveness, guide interpretation of institutional data, and provide context for outcomes and benchmarks for performance.

Comparative data and information are selected according to criteria, such as geographic area, enrollment, similarity of academic programs, organizational structure, similarity in administrative information systems, and participation in Higher Learning Commission accreditation projects (e.g. *Examiner* and *AQIP* Quality Climate surveys), and peer groups established for *Noel-Levitz* and *CCSSE*. Additional criteria for selecting comparative data are derived from measurements prescribed in institutional goals and or department goals specified in unit work plans of the Strategic Plan. In some instances, research reports and requests for data specify requirements for comparative data criteria.

Comparative data needs at Belmont are determined by reviewing key processes basic to attaining the institutional mission, vision, values, and strategic objectives. These data needs call for Belmont to evaluate its performance against established goals but also in relation to best practices in higher education in institutions similar in size and mission. Therefore, comparative data regarding tuition and fees, employer satisfaction, placement rates, and standardized exit test results are examples of comparative data that are key to determining whether the college mission is being fulfilled and to what extent this is so.

Belmont's IPEDs Data Feedback Report provides concise reports for Belmont's chosen peer comparison group which includes 23 community colleges in Ohio and West Virginia Northern Community College, a geographic peer. Two-year institutions, especially those in Southeastern Ohio and Western West Virginia, are perceived as competing for the same students. Other two-year institutions in Ohio are viewed as aspirational peers - institutions with more integrated systems for institutional effectiveness. The latter institutions are used to investigate potential improvements or growth opportunities for Belmont College.

The Higher Education Information (HEI) System collects data for all Ohio Institutions. Comparative reports from the HEI system are also useful for establishing trend data, reviewing institutional data, and for establishing goals and priorities that are linked to objectives in the Strategic Plan. The Noel Levitz SSI and the Community College Survey of Student Engagement (CCSSE) are additional examples of comparative data used at Belmont that are nationally normed.

7P6. Ensuring Department Analysis of Data Aligns with Institutional Goals

During the strategic planning process each of the college's nine major goals were given clearly defined objectives, tactics, budget information, and timelines. All unit plans flow from the Strategic Plan and are stored on the college's secure data file server. Each objective's folder has security set to only allow access to the lead for that objective. It is the responsibility of the objective lead to make sure the plans are updated, under budget, and on schedule to be completed in the designated time period. Progress on attainment of objectives is reviewed with unit personnel regularly.

In response to state regulatory requirements, Belmont's *College Completion Plan* has been developed to further the college mission and improve performance on work unit goals and objectives. The Completion Plan examines success points in students' experiences and is divided into six stages: Connection; First-year Entry; Progress; Completion; Other; and Workforce. Performance indicators with measurable outcomes are associated with each of the categories. Work units endorsed tactics to attain the objectives for each of the desired outcomes, and a two-year timeline has been established to document progress on the completion plan from *connection* through *workforce*. Data gathering will be coordinated in the IR department and each of the work units will have assistance in analysis of data and evaluation of their assessment. The six stages mirror students' progressive experiences and will bring together teams of employees for assessment and evaluation of progress.

7P7. Ensuring the Timeliness, Accuracy, Reliability, and Security of Information System(s)

The timeliness of the information systems is ensured by the IS Department. The IS Department maintains a separate test environment that mirrors the production administrative information systems. All upgrades are applied to the test environment and fully tested to ensure that all parts of the integrated administrative information systems remain compatible and operational. All college employees with appropriate access are provided real-time access to the administrative information systems databases through the Jenzabar applications as well as report writing tools.

Data accuracy is maintained through data validation performed by the IS Department and assisted by the various departments of the college that take responsibility for the data. The Jenzabar administrative information system has built-in checks to help ensure the accuracy of the data. There are also SQL scripts developed to run against the database to identify possible bad data that needs to be addressed by the appropriate departments. College reporting to the Ohio Board of Regents' (OBR) Higher Education Information (HEI) system provides validation in the way of edit checks that prevent the college from completing the process if errors in the data are found.

The college's information technology infrastructure has systems in place to inform the System Administrator of any service interruptions. In addition to the college's internal monitoring, critical systems are also remotely monitored for system interruption by the vendor. Regular backups are performed on all systems and stored off-site. Backups are tested regularly to ensure the data is secure and available.

Belmont ensures the security of the systems through the use of individual user accounts with specific access rights. The formal process users must follow to request access to the administrative information system is described in 7P1. College policies regarding the acceptable use of information systems are published in the College Policy Manual. All computer systems have antivirus software installed and updated to protect the network systems from attacks.

The reliability, accuracy, and security of the Jenzabar operational system were assessed in fall 2013 by an outside consultant. Following on-campus interviews and meetings with users of the administrative information system, the consultant provided a comprehensive assessment of the operating system and made recommendations for increasing the functionality and operation of the systems. Five high level and three medium level recommendations from the consultant are included in Table 57. Work on these recommendations began in 2014.

Table 57: Jenzabar Operational Assessment

Project	Objective	Priority Level
Retention	Revise Jenzabar Retention module to reflect student demographics; provide training for employees; evaluate effectiveness against student retention statistics	High
eLearning improvements	Gain access to new and enhanced features; provide better support for instructors; increase LMS adoption	High
Security audit	Review EX and GL security; recommend improvements; teach security administrator how to make changes and better maintain security	High
Programmer training	Jenzabar consultant to work directly with IS programmer to reduce existing manual processes and utilize features and functionality within EX and JICS system	High
Registration consulting	Address existing issues; Provide overview of features and assist with implementation of features client chooses to adopt	Medium
Business Office consulting	Refine existing processes; Address questions and issues; Train in unused or underutilized areas (e.g. <i>Communication Management</i>).	Medium
Development training	Overview of constituent data for Director; Advanced development training and Infomaker training for Development Coordinator.	Medium
Communication and collaboration among users	Re-establish a Jenzabar users' group with representation from departments involved in data entry, storage, management, and use.	High

7R1. Measures of Performance and Effectiveness Collected and Analyzed Regularly

Institutional key performance indicators are assessed on a term and/or annual basis. External measurements for the state and federal regulatory bodies are by term for the majority of HEI reports, and annually for federal (IPEDS) reporting. Table 58 displays measurements for which the IS and IR departments, and the business office capture, analyze, and report data regularly. In addition to the measurements shown in this table are Ends Policy Reports described in 7P4.

Table 58: Institutional Measurements and Reporting

Measurement	Frequency of Measurement
IS - Monitoring of help desk requests	Continuous
IS - IT access logs	Weekly
IS and IR - Support/Help Desk service requests	Continuous data collection; Weekly review
IS - Monitoring of hardware stats	Daily monitoring and review in IS
Jenzabar Operational Assessment – outside consultant	Annual
State (HEI) reports – Student enrollments; Student completions; Physical Facilities; Human Resources; Financial	Term reports: Completions; Enrollment files; Annual reports: Financial; Facilities; Human resources
Federal (IPEDS) reports: Completions; Retention; Enrollment; Employees; Financial; Financial Aid; Library; Graduation Rates; FISAP	Annual
Student Outcomes: Gainful Employment; Placement rates by program	Annual

7R2. Evidence that the System for Measuring Effectiveness Meets the Institution's Needs

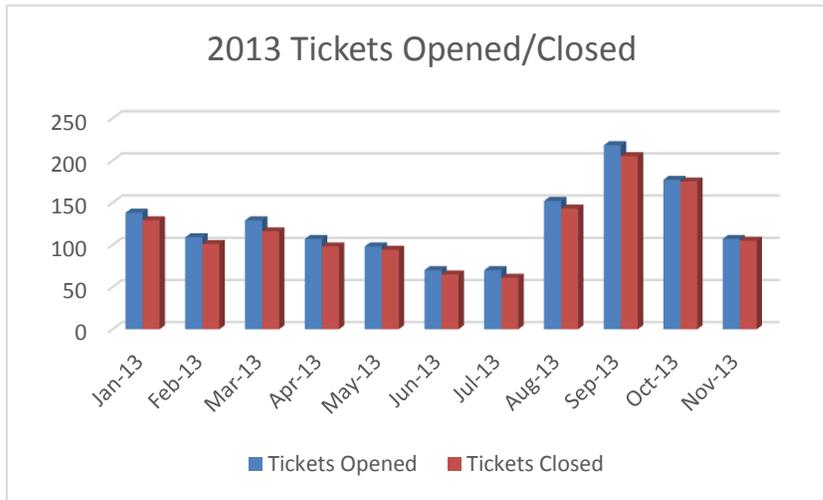
The *Jenzabar Operational Assessment* report identified areas of strength for the college in how the administrative and student information systems are being used on a day-to-day basis. However, the strongest evidence for measuring effectiveness of the information system can be seen in the daily operations of the college and in the external reporting operations. The state reports to the HEI system have been without unresolved errors over the past six years. This was a particularly notable accomplishment in that the institution converted from a quarter to semester calendar system in 2013. As a part of the conversion process the system software and hardware environments had to be configured to support the transition. Historical and current academic records were converted to reflect the semester calendar. All areas of the college were involved in the conversion, but the conversion of records and reporting processes rested mainly with the IS Department.

A sample of data for Support/Help desk service requests generated over a recent 11 month period is displayed in Table 59 and Figure 13. The average response and closure rate for these requests is 94 percent. Requests are monitored on a daily basis; the monthly accounting shows the highest number of requests in September, at the beginning of the academic year. The lowest numbers of requests were made during the summer months when a lesser number of students and faculty members were using the systems regularly. The lowest closure rate on requests occurred in July when staffing in the IS Department was lower. These data overall speak to the efficiency of employees in responding to requests and resolving software and hardware issues.

Table 59: Support/Help Desk Service Requests

Month	Tickets Opened	Tickets Closed	Percent
January 2013	138	129	93%
February 2013	109	101	93%
March 2013	129	116	90%
April 2013	107	98	92%
May 2013	98	94	96%
June 2013	70	65	93%
July 2013	70	61	87%
August 2013	152	143	94%
September 2013	218	205	94%
October 2013	177	175	99%
November 2013	107	105	98%

Figure 13: 2013 Support Desk Tickets Opened and Closed



Customer service satisfaction surveys completed by Support/Help Desk request users shows 98% satisfaction with responses to requests and resolutions of concerns. Surveys are completed by approximately 10% of service users, with customers rating their satisfaction on a scale from 1 to 5. Average results for survey responses are shown in Table 60. After reviewing data, Belmont was able to cut back on staff hours to reduce expenses.

Table 60: Customer Service Satisfaction Perceptions of Users

Survey Question	Did the support technician treat you with respect?	Was the solution provided by the technician relevant to your problem?	In your opinion, did you receive timely service?	How satisfied were you with the overall service experience?
Satisfaction Rate	98%	96%	97%	98%

The administrative information system is used to gather and organize data for measurement report writing and to provide information needed to evaluate the college’s effectiveness in meeting institutional goals and mission. The information system infrastructure has been designed with redundancy so there is no single point of failure. Through the use of VMware and SANs, users are shielded from hardware failures that can occur. In the event of server hardware failure, running virtual machines are automatically migrated to the other running hardware hosts without any downtime for end users. The physical resources on each host are monitored and running virtual machines are automatically moved to balance the load on the physical resources available. The SANs and VMware environment are monitored continuously to ensure performance and uptime, as shown in Figure 14.

The image in Figure 15 displays Central Processing Unit (CPU) and memory usage for all systems. The systems and network administrators are notified when usage levels become too high for capacity. The ongoing monitoring of systems lets us determine the probability of when equipment will need to be upgraded or replaced. For example, we can watch the storage space on our disks so we can be prepared to replace them before problems arise.

Figure 14: Number of Requests Received, Fulfilled Requests and Latency

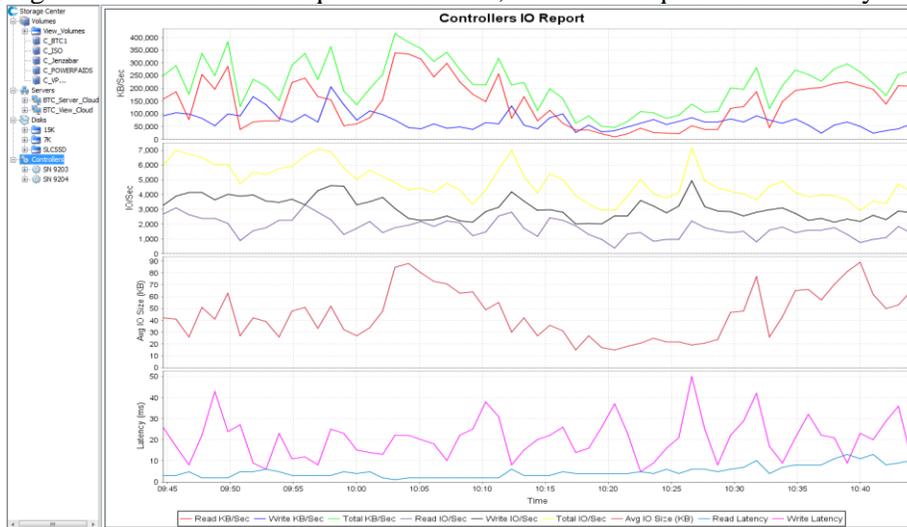
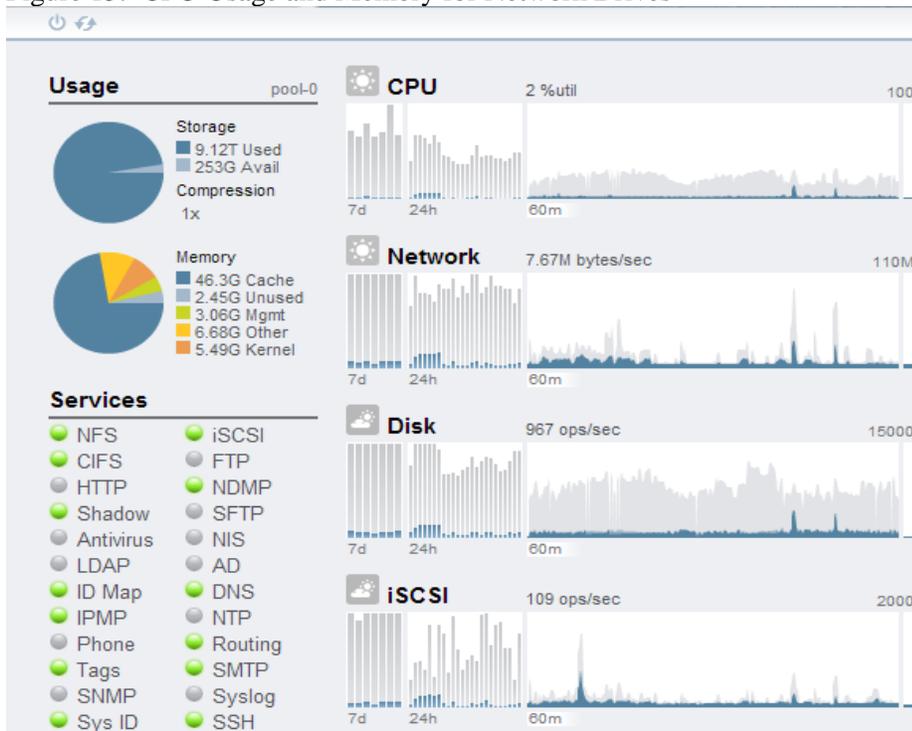


Figure 15: CPU Usage and Memory for Network Drives



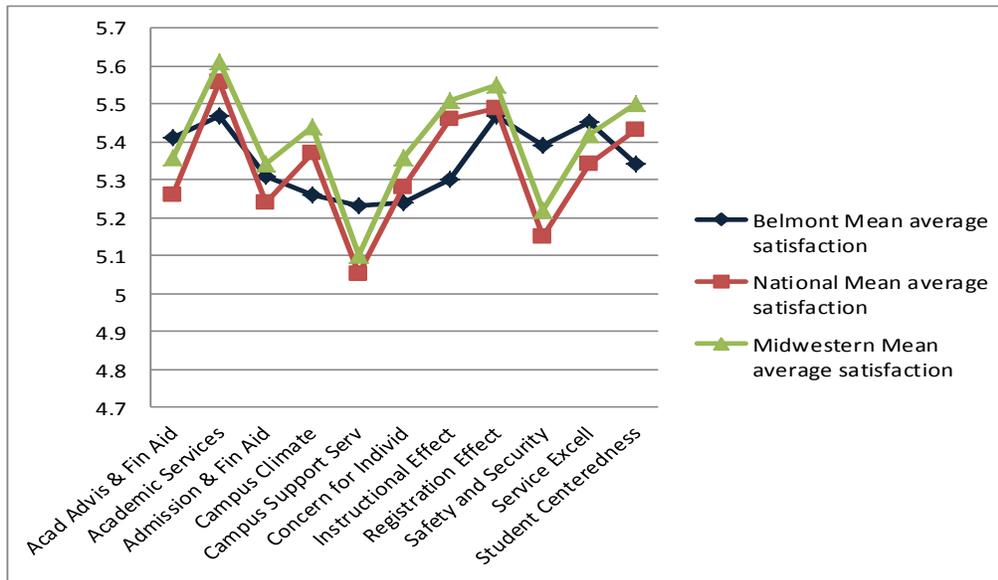
7R3. Comparison of Performance Results with Other Organizations

Institutional effectiveness is measured using internal and external data sources and reports. Comparative results from external sources have been especially useful in Ends Policy Reports discussed in 7P4. The primary audiences for Ends Policy Reports are Board of Trustees members and citizens in the community. The May 2014 Noel-Levitz Student Satisfaction Inventory provided data that is currently

being analyzed by academic administrators. Strengths and challenges are identified in the data and are guiding budget decisions and improvements for the future.

The data in Figure 16, Noel-Levitz Student Satisfaction Inventory Comparison of Means, display averages for Belmont students, for the national Noel-Levitz cohort (all students from community colleges who responded to the same instrument in the same year), and for the Midwestern Comparison Group. Mean satisfaction scores for each group are displayed on 11 scales: *Academic Advising/Counseling; Academic Services; Admissions and Financial Aid; Campus Climate; Campus Support Services; Concern for the Individual; Instructional Effectiveness; Registration Effectiveness; Safety and Security; Service Excellence; Student Centeredness.*

Figure 16: Noel-Levitz Student Satisfaction Inventory Comparison of Means



Belmont’s satisfaction mean scores are shown with the national and midwestern community college mean satisfaction scores. In four categories, the mean for Belmont students is above the means for national and Midwestern comparison groups. These are areas of strength for the Belmont as indicated by students’ satisfaction. Areas in which the college identified challenges are those where the mean for Belmont student responses is below the mean for both national and Midwestern community colleges. Challenge areas are: *Academic Services, Campus Climate; Concern for the Individual; Instructional Effectiveness; Registration Effectiveness; and Student Centeredness.*

Data from the SSI were presented to the college community in an all-employee in-service program in fall 2014. Challenges and Strengths perceived by Belmont students were identified for further examination by department managers. Department managers are working within their work groups to understand the ratings, to identify underlying issues affecting students’ perceptions, and to develop action plans that are being implemented. The SSI will be repeated in two years. At that time, progress and issues for further action will be identified for action through the CQI process.

7II. Recent Improvements in this Category

Systematic processes and the use of outcomes data for results have been improved since the last systems portfolio was presented. An Executive Director of Information Services was hired in 2011. The new leadership in the IS department increased the college capacity for understanding how data are organized

in and accessed from databases. IR in collaboration with IS and others have helped the college community begin to understand the potential for using data to improve. Key process areas where improvements have been made include:

- The program review process and metrics for academic programs have been strengthened and made more specific to determine program sustainability and viability.
- All academic programs have implemented assessment plans with required direct and indirect measures of learning. Assessment plans are accessible on the Intranet.
- New procedures for data storage, management, and retrieval have yielded more accurate data sets. Data analysis processes have become more intentional and will be a focus for further improvement through the work of the Institutional Effectiveness action project.
- Employee CQI training has increasingly enabled users to request data that specifically answers research questions, and not to request more or less data than what is required.

The Institutional Effectiveness action project focuses on continuous improvement throughout the college. Measurements of effectiveness are imbedded in the strategic planning goals and the institutional effectiveness action project is focused on helping the college community meet strategic goals.

The data request process (discussed in 7P1) was initiated in 2011 and allows for the tracking and reporting of requests for data and technical assistance throughout the college. Usage statistics for Spiceworks are monitored by IS specialists and IR who monitor timeliness and accuracy of responses.

Data, reports, and programs are available online to authorized-users through the Virtual Desktop project (See 7R2). College administrators and faculty have access to their desktop when they are away from the college. Overall accessibility to the college has been increased including the availability of data and reports. This has increased efficiency and productivity. In addition, virtual desktops facilitate access to documents such as work unit action plans, to the data request process, to reports such as Ends Policy Reports, and to data stored in databases that are the foundation for data-driven decision-making.

7I2. How Culture and Infrastructure Help Set Targets for Improvement

Belmont embraces its core values: *It is a learning organization that embraces a culture of continuous knowledge acquisition, integrity, openness, caring, and respect for all. Access, affordability, and quality are operational values that inspire the college community to be its best. The college continuously transforms itself to respond to changing community, regional, and state needs.* These values guide the college in its selection of specific processes to improve and set targets for improved performance results in *Measuring Effectiveness*. CQI is embedded in every college function and governance team. Thus allowing Belmont the ability to continuously monitor its progress and implement the changes necessary to improve as needed.

Measurement of effectiveness based on outcomes assessment and continuous improvement in systematic processes are fundamental to the emergent culture of the college. The IR department oversees the action project and the IS department addresses recommendations from the Jenzabar Operational Assessment (Overview, 7P7, and 7R1). Together, the college is creating a context to move forward to a full-blown integrated culture of assessment.

Category 8 - Planning Continuous Improvement

Introduction

Category 8 examines Belmont's planning processes and how strategies and action plans are informed by data based decisions and lead to achievement of goals. At Belmont College the key planning process is the strategic planning process, which yields a five to eight-year plan with long, intermediate, and short-term goals and actions embedded within. Every one to three years, the Strategic Plan is updated to be more current and appropriate for the college. Belmont's strategic planning process is described in greater detail in 5P2.

The Strategic Plan demonstrates the alignment of continuous quality improvement in all departments of the college with the key planning processes and decision-making for the allocation of resources in the budget process. The process for strategic planning begins with the college mission, vision, and values and is operationalized through unit plans. Unit plans drive the day to day operations of the college. Key performance indicators (KPIs) are embedded in the unit plans and are systematically assessed to review departmental effectiveness and to drive improvement in an ongoing fashion. Belmont College uses an integrated research, planning, and budgeting process. Research drives the planning and budgeting processes (8P6, Facilities).

College employees are engaged in moving from a systematic to an aligned level of maturity in planning continuous improvement. An example of how Belmont is moving from a systematic to an aligned level of maturity can be seen in the increased collaboration in planning processes for the college budget. Established processes for developing the budget in the business office and at the executive level show increased maturity over the last seven years.

Areas of focus for the future in Category 8 include: growth and investment in facilities to support student success in alignment with the College Completion Plan (CCP) (see 8P5-CCP; 8P6 Fiscal; 8R3; and 8I1), the development of a stronger culture of inquiry, and a more supportive network for measuring effectiveness (see 8P6, 8R5 and 8I2).

8P1. Key Planning Processes

Key planning processes for achieving the mission, vision, and values of the college are explicated in responses to 5P1 and 5P2. From the processes described in Category 5 the following key planning processes occur: collection and analysis of quantitative and qualitative data; creation of clear objectives and performance expectations; approval of strategic goals, departmental and unit plans (along with KPIs) and development of day-to-day operational components, tactics, activities, and metrics; review by the President and his administrative team (8P4); development of the operating budget; revision of departmental budgets, and the overall college budget; review and approval by the Board of Trustees.

8P2. Selecting Short- and Long-Term Strategies

The selection of short- and long-term strategies is determined by an analysis of internal and external stakeholder needs via environmental scanning methods and the SWOT analysis. Focus groups and surveys are also conducted with business and industry partners to determine the role Belmont will play in meeting the educational needs of the community. Program advisory committees are instrumental in assisting the college to select key short and long term strategies. Once assessment data is collected, the administrative team, in collaboration with department heads and experts, analyzes the data to determine clear goals for the future.

8P3. Developing Key Action Plans to Support Organizational Strategies

Unit level plans (ULPs) are developed and flow from the Strategic Plan. They are developed by department heads with employees in cross-functional work groups. Target goals and tactics for improvement are set and activities are initiated in accordance with the budgeting process, strategic goals of the college, and the overall mission of the college.

8P4. Aligning Planning Processes Across Institutional Levels

The college executive team consists of the Vice President of Learning and Student Success, Vice President of Administrative Affairs, Executive Director of Human Resources, Executive Director of Enrollment Services and Strategic Communications, Executive Director of Information Systems, the Director of Development, and the Assistant to the President. This team works with the President to develop, implement, and evaluate the strategic and unit plans. These individuals work with unit managers to develop, implement, and evaluate the implementation of the operational unit plans which provide the same structure of objectives, tactics, metrics, timelines, and budgetary efforts as the Strategic Plan. The daily work of departments flows from the unit plans.

8P5. Defining Objectives, Selecting Measures, and Setting Performance Targets

As discussed in 8P3, unit-level plans have objectives tied to the goals and objectives of the college Strategic Plan. Each of the goals and objectives have tactics to attain the objectives and metrics for measuring performance both institutionally and at the departmental level. Success at the operational level yields departmental success which, in turn, contributes to institutional effectiveness.

The College Completion Plan provides an operationalized example of a planning process tied to strategic objectives in response to a State House Bill implementing Ohio's completion agenda which is aligned with the corresponding performance funding formula with the purpose of increasing the number of college graduates in Ohio. The College Completion Plan (CCP) was developed by a cross-functional college taskforce which developed objectives and performance targets based upon best practices and the Ohio completion agenda expected outcomes. The task force members then led six subgroups of employees who developed operational tactics and action plans to attain the objectives. Metrics were then set to evaluate the effectiveness of the plans. Action plans are tied to departmental work units, put into practice according to budgetary constraints, carried out by cross-functional groups of employees, assessed along pre-determined key indicators of performance for the Strategic Plan, and revised based upon data and feedback from analysis of results.

8P6. Strategy Selection and Action Plans Consider Resources and Needs (Core Component 5A)

The strategic and capital plans allow Belmont to assess financial, physical, technological infrastructure, and human resources of Belmont College, to address any associated needs, and to develop these resources in line with the college's mission and vision for the future. The Strategic Plan has focus on the core mission of the college which is teaching and learning, student support needs, and academic program needs. All are addressed through indicators assessed in the environmental scanning process. The updates allow Belmont to take into account the current state of the college (financial, physical, technological, HR), changing markets, and changing student demographics/needs.

Fiscal: The overall financial health of the college is strong having more than adequate cash flow and reserves, and continues to build a strong financial foundation (see 8R2). Belmont's financial position, as a whole, improved during the fiscal year ending June 30, 2013. The combined net position increased

\$423,239 or 2.2%, from the previous year. Over time, net position is one indicator of whether the financial health of the college is improving.

Another indicator of financial strength can be seen in primary reserve ratios. The primary reserve ratio measures the financial strength and flexibility of the college by indicating how long the institution could function using its expendable reserves without relying on additional net assets generated by operations. Historical and comparative data showing Belmont's strength and flexibility support a claim of a robust financial position. Data are included in 8R2.

The most significant sources of operating revenues come from the college bookstore at 22% and net tuition and fees at 71% of the total operating revenue. Belmont College has experienced a decline in enrollment over the past two years. Some of this decline is due in part to the 2012 conversion from a quarterly academic calendar to a semester-based calendar as part of an overall ten year Strategic Plan put forth by the Ohio Board of Regents to standardize the academic calendar for the entire University System of Ohio to provide for a more seamless transfer of academic credit.

Another significant source of revenue essential to the operation of the college is state appropriations. With declining state funding, higher education institutions are forced to put a higher tuition burden on the students. Belmont has responded with minimal tuition increases and has maintained competitive rates. A new state funding model for higher education was implemented in fiscal year 2014. This model begins a phase that is based less on enrollment numbers and more on performance metrics and completion rates. In fiscal year 2015, enrollment no longer is the primary factor in the funding model. The college has revised its Strategic Plan to reflect new realities and challenges with initiatives to meet the challenges facing higher education and Belmont College in particular.

Facilities: Physical facilities projects demonstrate the pathway from mission, vision, and values, to the Strategic Plan, the college budget and planning process, and on to investing in the future of the college in order to provide state of the art facilities where students can experience success and meet the requirements of their future employers. Short- and long-term goals and plans for physical facilities are discussed in 8R3.

The buildings and infrastructure are sufficient to support the college mission and provide the students with hands-on learning experiences in laboratories that mimic the real-life work environment. Wireless internet and the IT helpdesk ensure that students use technology in the learning process. Online learning is supported by the e-learning coordinator through the Jenzabar Learning Management Systems (LMS). The Strategic Plan focuses on mission, fiscal stability, and planning for the future.

Technology: In order to stay relevant with continuously evolving technology the college is always working on projects to improve current technology. The college also looks to acquire any new technology that may improve the learning environment of students and improve efficiencies. The Information Systems Department is responsible for the acquisition, implementation and maintenance of all Belmont College technology.

The Executive Director of Information Systems is in charge of managing technology for the college. Through the use of Microsoft Project, strategic technology initiatives derived from the college Strategic Plan are entered into a timeline and assigned resources. This ensures resources are available to complete critical technology initiatives and that college resources are not over extended and projects can be completed on time.

Belmont currently uses Jenzabar EX, an integrated database information system that all areas of the college use to conduct business. In order to ensure the college is using the ERP to its greatest potential,

the Executive Director of Information Systems ordered a campus-wide review of college departments' use of the system. Jenzabar was contracted to come to Belmont to complete the review which has been completed (7R2). The Jenzabar review process included a self-assessment and interviews with staff members. Following the campus visit, Jenzabar prepared a written assessment of the current use of the Jenzabar system which included recommendations for improvements and ways to better utilize the system. Recommendations for improvements to system utilization were prioritized by the Jenzabar consultant and are being used to guide employee training on under-utilized aspects of the system and increased efficiencies throughout college departments (7P7).

Human Resources: The Strategic Plan focuses on the college core mission, teaching and learning. Student support service needs and academic program needs are identified in the planning process and then reinforced in the budgeting process. The programming (5P1), organizational structure (5P5), and planning structure (5P6) are all consistent with the college mission.

The Human Resources (HR) Department oversees recruitment, selection, and hiring of candidates to fill employment openings in accordance with college policies. Candidates for all positions are screened by HR to ensure that all required credentials, skills, knowledge, and values are consistent with specific job descriptions (4P1). All faculty have professional credentials, work experience, educational levels required for their positions. Staff members meet the job description requirements based on education and skills necessary to successfully meet the responsibilities of the position. The Faculty Model and Adjunct Faculty Model outlined in 4P1 explicate the interface between the faculty ranking process, position requirements, and compensation.

8P7. Assessing and Addressing Risk in Planning Processes

Belmont assesses and addresses risk in planning processes. Outside experts are employed to assess and evaluate insurance and risk management. A hired consultant views the current liability policy and suggests appropriate coverage to protect Belmont's assets. The budget is periodically revised and reviewed to identify and mitigate risks. Belmont monitors the Senate Bill 6 (SB6) ratio which is an overall score of the college's financial health based on an analysis done by the Ohio Board of Regents (OBR). Reports are routinely prepared to estimate other financial risks such as the maximum risk for retirement eligible employees and the impacts of fluctuating state funding.

For the capital plan, CLT Efficient Technology Group completed an investment-grade audit report for energy efficiency and cost-reduction improvements. Also Ohio Facilities Construction Commission (OFCC) evaluations were utilized to assess the condition of Belmont's buildings.

Enrollment and market changes present elements of risk management in any planning process, as tuition dollars are generated from credit hours and performance metrics related to students' success (8P6). Fluctuations in enrollment must be considered in any planning process as well as the identification of alternative funding sources.

The Board of Trustees, as governing authority and as outlined in the Board of Trustees Policy Manual, delegates the operations of the college to the President. Section III, Executive Limitations (Table 61) constrain the President to act within acceptable boundaries and determines how risk is assessed in planning processes.

Table 61: Executive Limitations

Policy 300.0000.00 <i>General Executive Restraint</i>	Constrains the President from wasting resources of students, employees, college, community, or taxpayers
Policy 300.0300.00 <i>Financial Condition & Activities</i>	The President shall not expend more funds than have been received in the fiscal year, indebt the college in an amount greater than can be repaid during the current operating period, or use any long-term undesignated reserves without approval of the Board.
Policy 300.0500.00 <i>Asset Protection</i>	The President must keep all assets protected, maintained, and free from unnecessary risk, e.g. Insurance protection against theft, casualty, and liability losses; bondable personnel with access to college funds; and protection of intellectual property.
Policy 300.0900.00 <i>Accreditation</i>	Proper and necessary approvals and accreditations shall be maintained.
Policy 300.1100.00 <i>Competitive Bidding Policy</i>	With exceptions, the college will competitively bid any single purchase of \$25,000 or more.

As Chief Executive Officer, the President then delegates or initiates the creation of college operating policies to ensure compliance with Executive Limitations set forth by the Board. For example, Operating Policy 355.0100.92: *Property, Casualty, and Liability Insurance Programs* was established and authorizes the Treasurer to adequately maintain property, casualty, and liability insurance with the amount of coverage reviewed annually by the Board of Trustees and bid at three-year intervals. This operating policy meets the conditions of both the Asset Protection and Competitive Bidding Policies. Section IV, Ends Policies direct the President to achieve certain results.

The Board of Trustees regularly monitors each Ends and Executive Limitations policy to verify the degree to which established Board policies are being satisfied at a rate and method approved by the Board, and the extent to which the college mission is being fulfilled.

8P8. Developing and Nurturing Employee Capabilities to Address Changing Requirements

Before each fall and spring semester, an in-service week is held that covers educational topics for faculty, staff, and administrator professional development. New faculty participate in a comprehensive orientation in the Learning Commons (See 4P4 and 4P7). The Learning Commons facilitates a virtual faculty teaching and learning center where all faculty can complete modules for continuing development and access libguides. In addition, current faculty, staff, and administration have access to professional development dollars to attend conferences and take additional courses (See 4P8). Full-time faculty members, staff and administrators participate in the employee evaluation process (4P6) during which they design of professional development plans that are tied to the Strategic Plan and college strategic priorities. Skill sets and training needs are identified during performance appraisals and during the strategic planning process. New staffing needs and resources for training are allocated in the budget per the strategic departmental plans. These activities are governed by the Human Resources Success Model (4P2), which itself is periodically revised and updated to reflect changing organizational strategies and action plans.

8R1. Measures of Effectiveness Collected and Analyzed Regularly

Belmont measures that are collected and analyzed regularly to determine the effectiveness of the strategic and operating processes along with the frequency of their analysis are found in Table 62. These metrics are associated with the strategic and unit plans.

Table 62: Measures of Effectiveness and Frequency

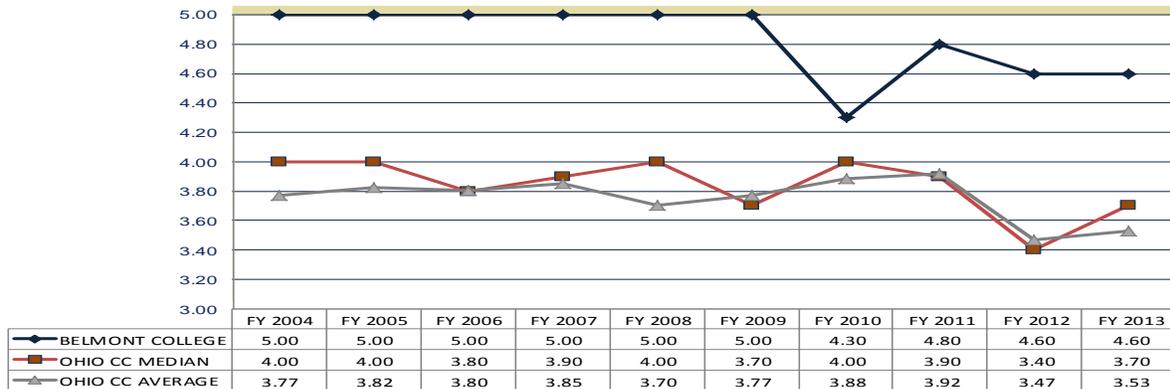
Measures (KPI)	Frequency
Purchase requisitions	Daily: Actual compared to budget
General Ledger Inquiry	Daily
Audited Financial Statement and notes	Annual
Expense and revenue reports	Monthly reporting and monitoring
Core Expenses per FTE	Annually
SB6 ratios – Quarterly monitoring	Annual reporting
Facilities Usage/Efficiency	Every 2 years
Campus Safety and Security (CSSA)	Annually
Student Evaluation of Instruction	Every term by course
CCSSE – Paper and Pencil Student survey	Every 2-3 years
Noel-Levitz SSI – Online Student survey	Every 2-3 years
Employee survey	Every 2-3 years
Enrollment reports - Demographics	Term reports
Recruiting Log - Average days to fill positions	Ongoing with quarterly summaries
Student Degree Completions	Annually
Student Retention	Term to term
Student : Faculty Ratio	Annually
Primary Reserve Ratios	Annually
Viability Ratios	Annually

8R2. Performance Results for Accomplishing Organizational Strategies

Performance goals in the Strategic Plan are distributed across eleven functional areas of the college. Within functional areas are measurable objectives. Performance results are aligned to assess strategies and activities. As an example, Objective #3 in the Finance area addresses implementation of Key Performance Indicators (KPIs) to measure performance and analyze effectiveness of operation and strategies. One of the KPIs identified for this objective is a set of three measures prescribed in “Senate Bill 6” (SB6) of the Ohio General Assembly and designed to monitor the financial health of colleges.

The SB6 measures are expressed in ratio scores and rate: Viability, Primary Reserve, and Net Income. Ratios are reported on the three areas as well as in a composite score that combines the three measurements. The methodology for calculating ratios is defined by the state. Ratios provide measurements for individual public institutions which can then be used for comparison against benchmarks and within groups. Figure 17, *Ten-year trend SB6 composite scores*, displays composite scores for Belmont, the median for 23 Ohio community colleges, and the average for 23 community colleges over the last ten years.

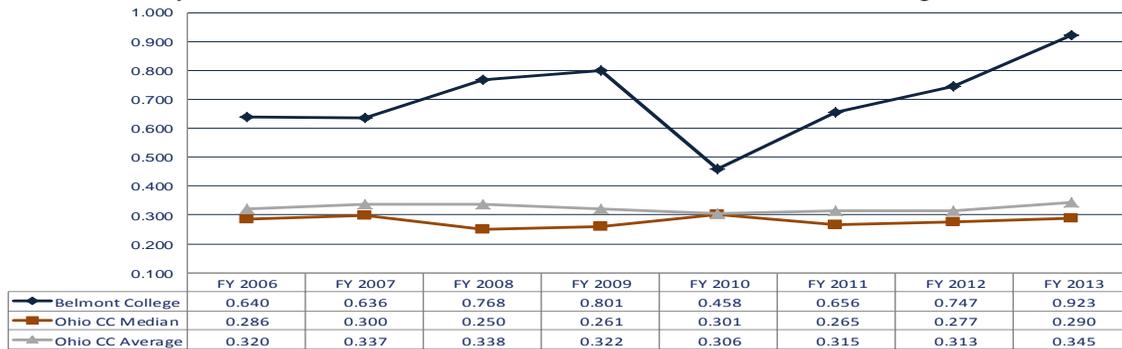
Figure 17: Ten-year Trend SB6 Composite Scores



Belmont’s composite score has been above the Ohio community college median and average in each of the last ten years. In light of declining enrollment over the past three years, the performance results on the SB6 ratios are a positive indication of the financial health of the institution. Subsidy revenue from the state has decreased, enrollment has declined, and Belmont has sustained surpluses in the general operating fund that have been available to fund strategic objectives. Efficiently managing expenses has allowed the college to sustain a net increase in assets over the past three years.

The history and current financial assets of the college over the last seven years are supported by the data in Figure 18, *Primary Reserve Ratios for two-year institutions in Ohio, 2006 through 2013*. Belmont’s primary reserve ratio of .923 in 2013 indicates the college could sustain operations for a period of 11 months without relying on additional revenue generated by operations. Over the seven years, Belmont’s primary reserve ratio has been higher than the average or median scores for the 23 Ohio community colleges.

Figure 18: Primary Reserve Ratios for Two-Year Institutions in Ohio, 2006 through 2013



Comparison against average and median SB6 ratios demonstrate the financial strength and flexibility of the college in the face of decreased enrollment and the need to invest in the future of the college. Data indicating decreased enrollment are reported by the office of research and monitored in the business office by tracking full-time equivalency (FTE) units by term and year. FTE trends are used to track enrollment patterns over time, to plan for the future of the college, and to make budgetary decisions. Enrollment trends for the last ten years show a decline of 18.2% in annualized FTEs.

Combined performance results for the period between 2009 and 2010, show a 27% increase in enrollment, a decrease from .801 to .458 in the primary reserve ratio, and a slight dip from 5.0 to 4.3 in the overall composite score for the college. (The one-year dip in the composite score resulted from an auditor’s decision to include Direct Loans in revenue in the financial statement. This affected the primary

reserve ratio as well, as expenditures were overstated by 10 million dollars.) These results demonstrate how the college has used the budgeting process to make adjustments to expenditures in order to align with increases and decreases in enrollment and to sustain fiscal strength and viability.

8R3. Targets for Performance of Strategies and Action Plans over the Next 1-3 Years

The Strategic Plan discussed in Category 5 includes goals, objectives, tactics, strategies to achieve tactics and unit work plans. Overarching goals were derived from the mission, vision, and values of the college and are organized across 11 areas of the college. The plan was updated in 2013 to extend through 2016 and to include performance targets within the next three years. The College Completion Plan (CCP) was developed in 2014 and extends through 2017.

There are goals for each of the 11 institutional areas in the Strategic Plan. The institutional goal for *Facilities, Provide an efficient, safe and effective learning environment along with adequate support facilities*, has seven objectives. The fourth objective states: “Implement a sustainable design plan in all facility improvements including new construction and renovations to reduce the college’s impact on the environment.” This particular objective interfaces with the Capital Plan which is summarized in Table 63.

Table 63: Strategic Goals and Targets, Facilities

Facility	Planning	Goals	Targets	Timeline
Health Sciences Capital Project	2013-2018 Capital Plan	Provide state of the art facilities for learning in health sciences field.		2014
		Secure funding for project.	\$6 million from State for \$9.1 million project. Belmont funding: \$1.5 million capital component; Fund balance of \$1.1 million; Capital Campaign \$250K; Grants \$250K	2016
Original Building	Strategic Plan	Replace antiquated facilities.	Retrofit main building and natural science center	Phase I completion 12/14
	Improvement of HVAC	Replace current HVAC equipment (26-43 years old)	Improve to standards set out in Facility Condition Report	
	Lighting Project	Meet standards of HB251	Increase student and staff comfort level to improve learning environment.	Phase I completion 12/14
		Reduce energy use	Current lamps (T12) phased out Application for AEP rebate for energy upgrades	
Phase II of HVAC and Lighting Projects	Prepare funding model for Phase II	Expected cost approximately \$4 million		

Belmont College started with the CQI process to write the Capital Plan. This Capital Plan utilized assessments done by the state architect’s office and an engineering firm to compile a list of priority projects, set targets, develop strategy, and implement action plans that will be carried out over the next biennium and beyond. The Capital Plan and the Strategic Plan are essential elements of Belmont’s planning for the future. The main structure for the college was built in the 1970s to provide classroom space, office, and common areas that could be adjusted to the needs of educational buildings at that time.

The health sciences labs are no longer adequate for students to learn the professional skills and knowledge that will take them into highly skilled positions in the health sciences field.

Planning for the health sciences building began more than seven years ago when the college began setting aside capital funds for the project. Six million dollars in funding from the state is being added to the 3.1 million committed to the project from Belmont. Laboratories, offices, and classrooms will support enhanced learning experiences for students. In nursing labs, crank-style beds will be replaced with technology that simulates what students will find in clinical settings.

In addition to the Capital Plan discussed above, the College Completion Plan (CCP) demonstrates another way in which the Strategic Plan has been actualized in the college planning process overall. The goal of student support in the Strategic Plan (See Categories 3 and 5) addresses the network of services designed to support students throughout the enrollment, persistence, and completion phases of success in college. The CCP was developed in 2014 and extends through 2017. Performance targets in the CCP focus on student success and completion of certificates, degrees and post-secondary coursework and experiences.

8R4. Comparison of Performance Results with Other Organizations

The CQI process is used throughout the college to develop assessment strategies, to identify relevant data, to implement action plans for improvement, to analyze institutional and comparative data, and to evaluate effectiveness of planning and implementation processes. Planning and improvement processes described in 8P5 are related to the CCP. The data in Table 64 below show Belmont's results for first-year full-time students on measures of success recommended by the State of Ohio. Results for all community colleges in Ohio are displayed making it possible to identify strengths and opportunities for improvement and to compare results for this institution with all others in the state.

Table 64: First-Year Measures of Success

	Number in Cohort	First Term Credits Attempted		Fall to Spring Persistence	Year One Credit Attainment	Completed 80% of Credits Attempted
		12-14	15+		24+	
Belmont Full-time Entering Students in Fall 2010	376	73.4%	26.6%	72.9%	44.7%	79.0%
Ohio CCs Full-time Entering Students in Fall 2010	17,157	80.1%	19.9%	72.7%	31.2%	67.8%

Another source of comparative data for Belmont is the Quality Climate Survey administered by HLC in April 2012 to all full-time Belmont employees in preparation for the Strategy Forum. The Human Resources Team at the college reviewed and analyzed data for *Culture Management*, "The extent to which the institution actively and deliberately strives to shape the culture it wants through conscious, intentional actions." This measure was used in developing and implementing the Institutional Effectiveness project and results from the survey inform planning for changes and bringing the institutional climate to a higher level of maturity. Comparative results in Table 65 include results on Culture Management, where Belmont was below the mean for all participating institutions and on Evidence-based Orientation, where college employees' responses were above the mean for all institutions. Additional data related to the survey are discussed in Category 4.

Table 65: Quality Climate Survey: Comparison of Means for Belmont with Other Institutions

	Culture Management		Evidenced-Based Orientation	
	Mean	Valid Cases	Mean	Valid Cases
Belmont April 2012 Administration	3.97	71	4.27	76
All Institutions in HLC April 2012 Administration	4.02	1,274	4.09	1,304

8R5. Evidence that the System for Planning Continuous Improvement is Effective

Evidence for the effectiveness of Belmont's planning for Continuous Improvement is documented in academic program reviews (1P13), Ends Policy Reports (7P4), and departmental and unit work plans (5P1) of the Strategic Plan for administrative and staff operations, and student support services. Outcomes assessments of departmental and program goals are carried out systematically, support the mission of the college, and are shared with the Board of Trustees and other stakeholders. The institutional mission and goals are revised in response to changing internal and external conditions, and the effectiveness of planning processes as assessed via the institutional effectiveness function and CQI process.

At the institutional level, The Board of Trustees, the President and his executive staff, and the Office of Institutional Research and Planning review continuous planning activities and projects and assess strengths and weaknesses of the institution-wide system for improving institutional effectiveness. The CQI process drives planning activities and projects. Key-performance indicators are measured against national, state, and local benchmarks and regular college and departmental monitoring reports are prepared by college administrators and staff members to address key performance indicators for all college departments and functions. Monitoring reports for key college performance indicators are presented at the Board of Trustees meetings and published on the college web site for public review (7P4). Belmont has become an evidenced-based decision-making institution that uses results to drive change and improvement.

Planning processes and activities are evaluated internally and externally. The governance structure includes voices of all employees, and feedback from discussions is an integral part of continuous planning, implementation, and assessment efforts. In addition, outcomes data, such as that from the AQIP Examiner (Fall 2008) and the Quality Climate Survey in Spring 2012 (8R4) provide measures of how well the institution is achieving its mission from the perspective of full-time employees. The shared-governance task force (described in 5I1) is working on evaluation of the shared-governance structure and recommendations developed by the task force members will be submitted to the President and his executive staff.

8I1. Recent Improvements in This Category

Revisions to the capital plan demonstrate continuous improvement in action (8R3). The facilities management department identified priorities and employed Facility Planning Partners, an outside consultant group, to write the plan. Using the outside consultants resulted in the plan being approved by the state, so by improving the writing process the college gained success.

The completed Jenzabar Assessment mentioned in 8P6 and 7P7 provides examples of short-term and long-term improvement targets that have been identified and that are being achieved. Immediate changes following the assessment included updating of administrative system software, scheduling of training for the Financial Aid Office and other personnel, and improving access to and functionality of virtual desktops.

Improvements to recruiting and hiring processes are a continuing focus for the HR Department. Changes have been implemented to strengthen the college and to make hiring processes more consistent, equitable, and aligned with best practices.. Other improvements are discussed in 5I1 (shared governance task force); 8P3 (implementation of unit work plans); 8R2 (KPIs); and 1P13 (program reviews).

8I2. How Culture and Infrastructure Help Set Targets for Improvement

The shared governance process serves as a supportive network for planning continuous improvement. The AQIP team, made up of employees representing all departments in the college is working to establish a culture of inquiry and CQI as a part of the Institutional Effectiveness action project. The team is currently focusing on recommendations from the *Jenzabar Operational Assessment* described in 7P7.

Belmont has an integrated set of processes in place relative to planning, and the culture of the college is oriented toward continuous improvement. Development of a stronger culture of inquiry and a more supportive network for measuring effectiveness (see 8P6 and 8R5) is a focus for ongoing and future work. Targets for improvement have been set for physical facilities, Human Resources (8R5), Information Technology (7P7), Institutional Research (8P6), Student Services, and Academic Affairs. Many of these targets are evident in the Strategic Plan (8P6), the College Completion Plan (8R4), the college budget (8R2), and the Capital Plan (8R3). Annual targets are set with performance data and from feedback and guidance from stakeholders, students, and administrators, faculty and staff members. Belmont's culture encourages partnerships with business and industry leaders and initiates collaborations with regional and state organizations and institutions through a shared focus on providing affordable higher education for students in a learner-centered environment.

Category 9 – Building Collaborative Relationships

Introduction

The most important partnerships and collaboratives to the college mission are those driving community leadership promoting programs for economic development, career advancement, workforce development, community education and that are responsive to business and industry. Belmont works closely with industry to obtain input for curriculum currency, student competencies necessary for a skilled workforce, building relevant state-of-the-art training programs, gaining insight into the latest industry trends and requirements for employment, partnering to gain equipment for simulated labs and classrooms that are realistic, and facilitating experiential learning that leads to job placement and workforce strength. In addition to the Academic departments working with employers to prepare students for employment, the Career Services function and the Workforce Development and Community Education Department at Belmont reach out to employers in a variety of ways. Employer relationships are created through involvement with community functions/ programs such as the Business Resource Network (BRN) and the Chambers of Commerce as well as through meetings with individual companies to address needs. Academic Affairs, Career Services, and the Workforce Development Department work in alignment to proactively meet the needs of business and industry in the region. They also facilitate student experiential learning options, placement services at the point of graduation, and student seminars to learn interviewing skills and resume writing. The three areas collaborate to implement job and career fairs. Students are prepared for the “moving out” phase of the Student Success Model (See 1P5, Figure 1).

Other examples of Belmont’s collaborative relationships are developed and flow directly from the main themes in the mission including, affordable higher education for students in a learner-centered environment. Relationships supporting this part of the mission are systematic and are formed to meet this explicit goal within our mission. Belmont’s relationship with MBS, our wholesale textbook vendor, point-of-sale and systems provider allows us to provide new, used, and rental textbooks at an affordable and competitive price; thus, supporting the mission to provide affordable education with the student at the center of the educational experience. In addition, the client-vendor relationship that we have with our NCLEX review providers is a direct way that we are practicing learner-centered strategies by working directly with our vendor to identify strengths and weakness of Belmont students to tailor a review that is best suited for our particular students.

Educational opportunities in college preparation, technical education programs, and transfer degrees, is another mission driven collaborative relationship-builder at Belmont. Belmont has historically been an academic institution with strong technical roots. The relationships based on the technical mission are long standing and integrated while the focus on the transfer mission is systematic and aligned because the transfer mission is a more recent mission component with less time for development and evaluation.

Belmont has strengthened existing relationships and created many new ones since the last portfolio. Although the college is seeing many positive results from these relationships, at times the results are anecdotal and do not always have data to support them. Some results in the Development Office are reactive. It is hoped they become more systematic as long-term fund raising goals are developed. In the future, one area in particular where Belmont can focus is providing a more systematic tracking system for collaborative relationships and monitoring how the results for the performance in Building Collaborative Relationships compares with the performance results of other higher education institutions.

9P1. Building Relationships with Organizations from Which We Receive Students

Collaborative relationships with educational institutions and organizations from which Belmont receives students include: high schools, charter schools, community colleges, and four-year institutions, the Department of Jobs and Family Services, and businesses and industries that need special training.

The largest source of students from an educational institution or organization is the high schools in the college service district. Students are recruited from high schools not only for traditional enrollment but also for the College Credit Plus (CC+) Option. Belmont has a High School Enrollment Services Associate (HSESA) that is dedicated to the recruitment of high school students. Traditional enrollments from our high schools make up the largest portion of our high school population and, thus, take recruitment priority over CC+. In addition, high schools that in the past have yielded higher numbers are more heavily recruited by the HSESA. High yielding schools reside in the service district although schools outside of the district also receive recruitment attention.

For traditional enrollment, the HSESA visits a majority of our service district high schools at least twice a school year. Relationships are created with not only personal visits to the high schools but also through phone and email communications with high school guidance counselors, parents, and students. These relationships are further built through special services and activities that are provided like the Kuder Career Assessment and Science and Engineering Day. The Kuder Career Assessment is an online assessment that can be administered on site at the high schools. Students who complete the assessment can be counseled as to which careers may be most suitable for them in the future. Science and Engineering Day was an activity held at the college. High school students spend the day at the college attending sessions conducted by not only college faculty but also professionals working in science and/or engineering fields. Belmont uses these types of services and activities to build engagement leading to stronger relationships with area high schools.

By state law all high schools must speak with their students about being enrolled in college classes. In some cases, the high school will request that the HSESA come to informational meetings. In addition to conversations with high school guidance counselors, attendance by the HSESA at informational meetings helps build a bridge between Belmont and a particular high school. The relationship with high schools is further built through activities such as luncheons hosted by Belmont for the guidance counselors and the State College Credit Plus representative.

Although, Belmont receives a portion of new students from high schools, the college recognizes that adult students must also be recruited in order to make up for the declining high school populations in the area. Adult student recruitment has become a priority for Belmont. An Enrollment Services Associate was hired to specialize in recruiting and working with adult populations. Over the last year a concerted effort has been made to build relationships with local employers and agencies that provide services to and employ those in our adult demographic. We have formed partnerships with the local Veteran's office, the Ohio Department of Job and Family Services, and the local prison, for example, to provide clients/employees with information about our degree and certificate programs. These relationships are formed and prioritized based on the demographics of agency clientele/employees that match the offerings that Belmont provides.

9P2. Building Relationships with Organizations that Receive our Students and Graduates

Articulation and transfer agreements that have been established with other educational institutions lead Belmont students who complete an associate degree to pathways for obtaining a bachelor's

degree at other educational institutions. Developing these types of agreements has become a priority for Belmont since the college obtained the authority to grant the Associate of Arts and the Associate of Science degrees. Forty-two percent (42%) of all students continue their education upon graduating from Belmont College. Belmont has a number of formal 2 + 2 agreements for technical and pre-baccalaureate students.

Relationships are built with transfer institutions in order to establish a framework and pathway for completion of a bachelor's degree. Belmont students are prepared for upper division coursework at a university and can complete a bachelor's degree without duplication of coursework in an acceptable 2-year time schedule. For example, the college maintains an agreement with Kent State University that establishes the Associate of Arts Degree as the first 2-years of a Bachelor of Business Administration in Accounting and the first 2-years of a Bachelor of Business Administration in Business Management. Other agreements are in place with the universities to which Belmont students most frequently transfer: Ohio University, University of Akron, and Youngstown State University.

In addition, Belmont College and Washington State Community College (WSCC) have a shared agreement that provides Belmont College students the opportunity to seamlessly complete the Associate of Applied Science Process Technician degree. The signed agreement permits students to complete 45 hours towards the Process Technician degree at Belmont College and then 20 hours of WSCC online classes to complete their degree. The Process Technician program was designed in conjunction with local industries to provide graduates the skills and education needed to be considered for employment as a Process Technician or Chemical Operator.

Although the Academic departments work with employers to prepare students for employment, the Workforce Development and Community Education Office at Belmont also reaches out to employers in a variety of ways. Employer relationships are created in many ways through our involvement with community functions/programs such as the Business Resource Network (BRN) and the Belmont County Chamber of Commerce as well as through meetings with individual companies to address their needs.

Once specific employer or industry needs are understood, Belmont works with the employer to prioritize the design and delivery of programs to meet those needs. Examples include: the creation of Commercial Driver License (CDL) training to address the shortage of truck drivers which was discovered after meeting with numerous businesses, the expansion of State Tested Nursing Assistant (STNA) classes into Harrison and Monroe Counties after documenting a need for those services in those counties, and targeted professional development classes for childcare providers after working cooperatively with our local Job & Family Service Offices, that license childcare providers.

9P3. Building Relationships with Organizations that Provide Services to Our Students

Recently the college identified the need for nursing students to receive supplemental instruction prior to taking the NCLEX exam. Although the students receive a high level of in class and clinical preparation, it has become a priority to provide additional education beyond these methods. Preparation beyond normal coursework will give students a stronger chance of passing the NCLEX on the first attempt. Through the contract with Kaplan, students have access to online resources that they can use to tailor individual study plans in preparation for the NCLEX.

Occasionally vendors come to campus to demonstrate a product or service for faculty. However, in order to create a relationship with an NCLEX review provider, several vendors were vetted through a

literature review of nursing journals and networking at nurse educator meetings. This was done in an attempt to identify companies that specifically provide review courses and materials for the NCLEX.

The college builds relationships with vendors by taking observations and feedback from students and faculty to continually improve the additional service to our students. The nursing programs utilize class representatives who bring concerns and comments from the student body to the faculty meetings. Also students report satisfaction or dissatisfaction with products, services, or textbooks to the faculty which is then discussed at faculty meetings. If feedback is positive, it is given to the vendors in order to validate the services that they offer are meeting our needs. Alternatively, if feedback is negative, changes are then made to improve the relationship between not only the college and the vendor but also the program provided to the students by the vendor.

Partnerships for veterans - local veterans' association service organizations - provide resources, referrals, and give away items. Prioritization of these relationships is based upon an understanding of the population and community Belmont serves and the needs within that community. The veteran student population has increased. Belmont is augmenting relationships with organizations to provide more services to this cohort of students.

9P4. Building Relationships with Organizations that Supply Materials and Services

Making education affordable is one of our institutional priorities so it has been a focus to create and build relationships with vendors that provide competitive pricing and incentives so the college may keep expenses as low as possible. Belmont does not have a designated purchasing office so each budget manager is responsible for creating, prioritizing, and building relationships with the organizations that supply materials and services to the institution. Two examples of departmental focus on this issue are the bookstore and the industrial trades academic unit.

The Belmont College bookstore has created a relationship with MBS, the wholesale textbook, point-of-sale and systems provider which allows the college to provide textbooks at an affordable and competitive price. As part of the agreement, ongoing textbook buyback is conducted. In response, MBS agrees to grant Belmont priority consideration when filling the used book bin and hold orders. They also agreed to provide promotional funds to be used at Belmont's discretion to promote the buyback program. These varying activities build the relationship with MBS thus allowing for more used textbook options and savings for students.

In order to provide cost savings in the classroom, academic administrators, like those in industrial trades, work closely with vendors to determine how costs can be cut for welding and HVAC labs. The costs for supplying labs directly affect students. Relationships are not only built with current suppliers but also created with new suppliers to obtain quotes for supplies and/or materials that the present suppliers are providing to us. We are then able to compare quotes and make purchasing decisions by prioritizing the best pricing, delivery, and quality of product.

9P5. Building Relationships with External Agencies with Whom We Interact

For the Belmont Development Office, relationship building is essential. It is generally accepted in fundraising that a period of 18-24 months of cultivation is necessary to begin a conversation with someone regarding a significant donation. At this point, relationships that the Development Office creates or initiates would be in the framework of community partners whose interest align with the mission of the college. An example would be the recent partnership with Hess Energy which has provided \$16,000 in scholarship funds as well as access to Hess shale drilling sites for Belmont College students.

Also, the Thomas Dowler Golf Scramble has created relationships with influential community members who have transitioned from strangers to the college into annual donors. The methodology for prioritizing the cultivation of these relationships is based on the affluence or capacity to give and affinity or positive regard of and personal connection to the college. An individual or company with great capacity and great affinity would be the highest priority for relationship building. As for how relationships are built, the answer is simply through time and effort. The philosophy is to treat people well at every opportunity and to endeavor to exceed their expectations of us.

The college is focused on not only incidental relationships that are built with the community but also with direct relationships through paid memberships and contract agreements with educational associations, external agencies, and the community. Table 66 below outlines some of these relationships. Paid and contract associations are prioritized based on how the relationship will support the college mission. As college employees build relationships through membership in and contracts with these organizations, the benefit to the college increases. Each year the administration of the college reviews the memberships and contracts to ensure that the relationships are still beneficial to the mission of the college; those found to still be supporting, are maintained often through financial means.

Table 66: Examples of Belmont College Memberships and Partnership Agreements

Educational Associations	External Agencies	Community
Higher Learning Commission	CONSOL	Local High Schools
CAHEP	HESS	ESS
Ohio Board of Nursing	Murray Energy	Belmont County Safety Council
Tech Prep	Ohio Valley Oil and Gas Association	Belmont Hills Country Club
National Science Fair	Wheeling Area Chamber of Commerce	Job and Family Services
Math Counts	Barnesville Area Chamber of Commerce	Monroe County Department of Job and Family Services
TEAMS	St. Clairsville Area Chamber of Commerce	
Ohio Association of Community Colleges	Woodsfield Kiwanis Club	
Inter University Council of Ohio	Rotary	
Ohio Association of Two-Year College Admissions Officers	Monroe County Chamber of Commerce	
American Association of Community Colleges		
Council for Higher Education Accreditation		

9P6. Ensuring that Partnership Relationships are Meeting the Needs of Those Involved

Formal agreements include articulation agreements, internships, agency memberships, purchasing agreements, and servicing agreements. There are contracts with high schools, transfer colleges, vendors, and external service providers. The agreements outline the terms of the relationship and responsibilities/outcome expectations of all parties involved including the college, students, and the agency/organization. Satisfaction is assessed by survey.

In the Development Office, which includes Alumni Relations, measures to help ensure that we are meeting the needs of our partners have been implemented. In the alumni area, a social networking presence on the Facebook platform has been established. The Facebook page provides a linkage to alumni and gives a vehicle for communication when the records that are kept such as email addresses or physical addresses become outdated and invalid. It provides the ability to push information to the alumni, and gives them the opportunity to give feedback, ask questions, and share concerns. In this way, there is a tool to use to attempt to extrapolate whether or not alumni needs are being met.

An example of a recently implemented measure to meet the needs of donors is the Donor Agreement document. The document is a customized, mutual agreement that outlines the terms and conditions for the more complicated donations, such as endowed funds or scholarships. The document is developed with the donor and once all parties are in agreement to the terms outlined therein, it is signed by the donor, the President, and the Chairperson of the Foundation Board. This ensures that the donor's expectations are met, while meeting the needs of the college. It will also help in years to come should a question arise as to the spirit or intention behind a gift or fund.

9P7. Building Relationships Within the Institution

Belmont maintains a college-wide governance structure that has cross functional teams (5P5) and also has many non-governance teams that bring varying areas of the college together. Key non-governance cross-functional groups include: President's Staff, Academic Managers, and the Student Services Team which all meet weekly. In addition, governance teams such as President's Council, the Student Learning Team, Student Success Team, and Curriculum Team meet monthly. Relationships are created at meetings and then further built when members of these teams and their offices join to work on college-wide projects.

A specific example of how the college created and built relationships between and among departments and units within our institution was the Semester Conversion Team. Two years ago Belmont converted from quarters to semesters. There was a large semester conversion steering committee with various work groups that were given specific tasks to complete from course conversion to conversion communication. Regular meetings were held for the steering committee and also the smaller work groups. An internal website was created to provide regular discussion, updates, and communications within the groups.

To stay connected outside of team meetings, the college uses technology to assist in integration and communication across these groups. The main source for communication is our student and staff portal, MyBelmont. Within this site there are group sites that can host such things as discussion boards, announcements, and minutes. There is also a college newsletter called the Grapevine which communicates team, department, and college happenings to faculty and staff.

9R1. Measures of Building Collaborative Relationships Collected and Analyzed Regularly

One of the benefits of the Wholesale Agreement with MBS is their commitment to give Belmont priority consideration when filling the used book "Bin & Hold" orders. As part of the college commitment to reducing student costs, procuring used books is essential as they save students 25 percent over the cost of new. Therefore, a robust "fill rate" is the goal as these orders are a major source of used books. The fill rate is measured by comparing the amount of books filled to the amount of books ordered. Since entering the agreement, the college increased the fill rate from 63.9 percent to 74.6 percent, an increase of over 10 percent. Along with the monitoring the "fill rate" in the bookstore, the college also monitors several other areas that are direct links to building collaborative relationships. Table 67 shows a few of the other Key Performance Indicators that are monitored and related to building collaborative relationships:

Table 67: Examples of Belmont College Key Performance Indicators

Measure	Frequency
Employer satisfaction	After each training course
Fill rate	As needed
Dollar amount of contributions / by individuals and corporations	Annually
Total # of donors individual and corporation as well as total donations	Monthly
Average gift amount by individuals and corporations	Monthly
Cumulative Giving	Annually
Total # of students who rented a textbook	Every semester
Dollar amount of savings for students	Every semester

9R2. Performance Results in Building Key Collaborative Relationships

The Belmont Development Office is continually working to build relationships with not only external partners but also internally with the faculty and staff. The tables below show how progress with building these relationships has supported not only the increase in number of donors but also the increase of dollar amounts that are donated since the Foundation was started in 2001.

Table 68: Average Gift by Donor: Individual and Corporation 2007-2014

Year	Average Gift	
FY 14 as of November 25, 2013	Individuals	\$58.26
	Corporations	\$3,700.00
FY 13	Individuals	\$94.65
	Corporations	\$1,428.44
FY 12	Individuals	\$50.51
	Corporations	\$1,200.95
FY 11	Individuals	\$26.93
	Corporations	\$4,301.58
FY 10	Individuals	\$18.78
	Corporations	\$4,630.00
FY 09	Individuals	\$29.01
	Corporations	\$5,587.50
FY 08	Individuals	\$26.57
	Corporations	\$2,927.19
FY 07	Individuals	\$42.23
	Corporations	\$3,745.00

Each year the foundation goal is to receive more donor dollars than in the previous year relative to annual giving. The recently launched capital campaign has a tested goal of \$500,000. The average gift to the Belmont College Foundation has for both individuals as well as corporations either increased or remained steady over the last seven years (Table 68). As Belmont becomes more mature in fundraising and develops plans for future projects, annual goals will become more focused rather than simply wanting to outpace the previous year.

Table 69: Average Number of Donors and Donations 2007-2014

Year	Number of Donors	Number of Donations
FY 14 as of November 25, 2013	36	223
FY 13	138	835
FY 12	148	839
FY 11	133	725
FY 10	71	634
FY 09	89	479
FY 08	119	538
FY 07	67	280

As seen in Table 69 the overall number of donors and donations has either increased or remained steady over the last seven years.

Table 70: Number of Belmont Employee Donors 2007-2014

Year	Number of Belmont Employee Donors
FY 14 as of November 25, 2013	22
FY 13	45
FY 12	42
FY 11	43
FY 10	38
FY 09	36
FY 08	33
FY 07	30

Table 70 shows that the number of employee donors to the Belmont College Foundation has increased at a steady pace over the last seven years. Of course the college would like to see 100 percent employee participation but is satisfied with the steady increase in the number of employee donors over the years.

Table 71: Cumulative Donors

Total number of Donors with cumulative giving and pledges of over \$3,000	36
Percent of donors with cumulative giving and pledges of over \$3,000 who have pledged donations	25%
Average Pledge Amount	\$4,993.94

A cumulative donor is a good prospect for making a future pledge. Twenty-five percent (25%) of cumulative donors of over \$3,000 have also made pledges on average in the amount of \$4,993.94 to the college (Table 71). As relationships are built with donors and new projects are added that need donor funding, it is anticipated that the number of donors with cumulative giving and pledges of over \$3,000 will increase but again we are pleased with the cumulative donors.

9R3. Comparison of Performance Results with Other Institutions

To continue the theme of reporting on the Wholesale Agreement with MBS, the representative reports that among MBS stores with the same high rating as Belmont, a fill rate of 40% is regarded as very good. With a current rate of 74.6%, Belmont College's performance results compare favorably to that of other higher institutions served by MBS.

In addition with regards to fundraising, for all community colleges in Ohio, in 2008 (latest data posted) the average endowment was \$5,298,097 with an average of \$1,019/ft of enrollment. Belmont College held \$575,457 in endowment funds at \$446/ft. This compares more favorably with

area peer community colleges (Eastern Gateway, Marion Tech, and Washington State) that have an average \$611,745 endowment. The current assets of the Belmont Foundation are \$1,029,079.62 (2/28/2014).

9I1. Recent Improvements in this Category

Since the last portfolio, a Director of Development and External Affairs has been employed. This position has been able to focus on not only fundraising dollars but also building the necessary relationships to add dollars and new donors to our fundraising efforts. New fundraising projects like an annual golf scramble as well as a capital campaign to raise funds for a new Health Sciences Building have been implemented. The processes are fairly systematic and comprehensive because expanding the fundraising office benefits the entire college both monetarily and in building relationships. The performance results will continue to be developed as newer areas of the college grow and become more mature.

Although strides have been made specifically within the Development Office, there have also been improvements in this category at the college-wide level. Many of the purchasing practices have gone from being reactive to aligned. As part of the last financial audit, it was cited that the college must now collect a W9 from all vendors to ensure that legitimate businesses are being paid. This process has allowed for the Business Office to reach out to vendors to collect the necessary information and thus form more collaborative relationships. In addition, the college is using its membership in OACC to not only utilize consulting services for bidding out liability insurance but also in negotiating electric and gas contracts.

9I2. How Culture and Infrastructure Help Set Targets for Improvement

The college mission clearly states that: *Belmont College provides community leadership that promotes programs for economic development, career advancement, workforce development and community education that are responsive to business and industry.* This part of the mission is used to direct the processes which improve and to set targets for improved performance results in Building Collaborative Relationships. In addition, the Belmont culture of continuous quality improvement guides improvement of offerings based on external needs in order to internally meet students' needs while preparing them for employment with the business and industry with whom we have created collaborative relationships. Whether in the classroom, bookstore, fundraising office, or among other internal Belmont offices, the college is continually working to build collaborative relationships that will enhance the learning experience, environment, and marketability of students.