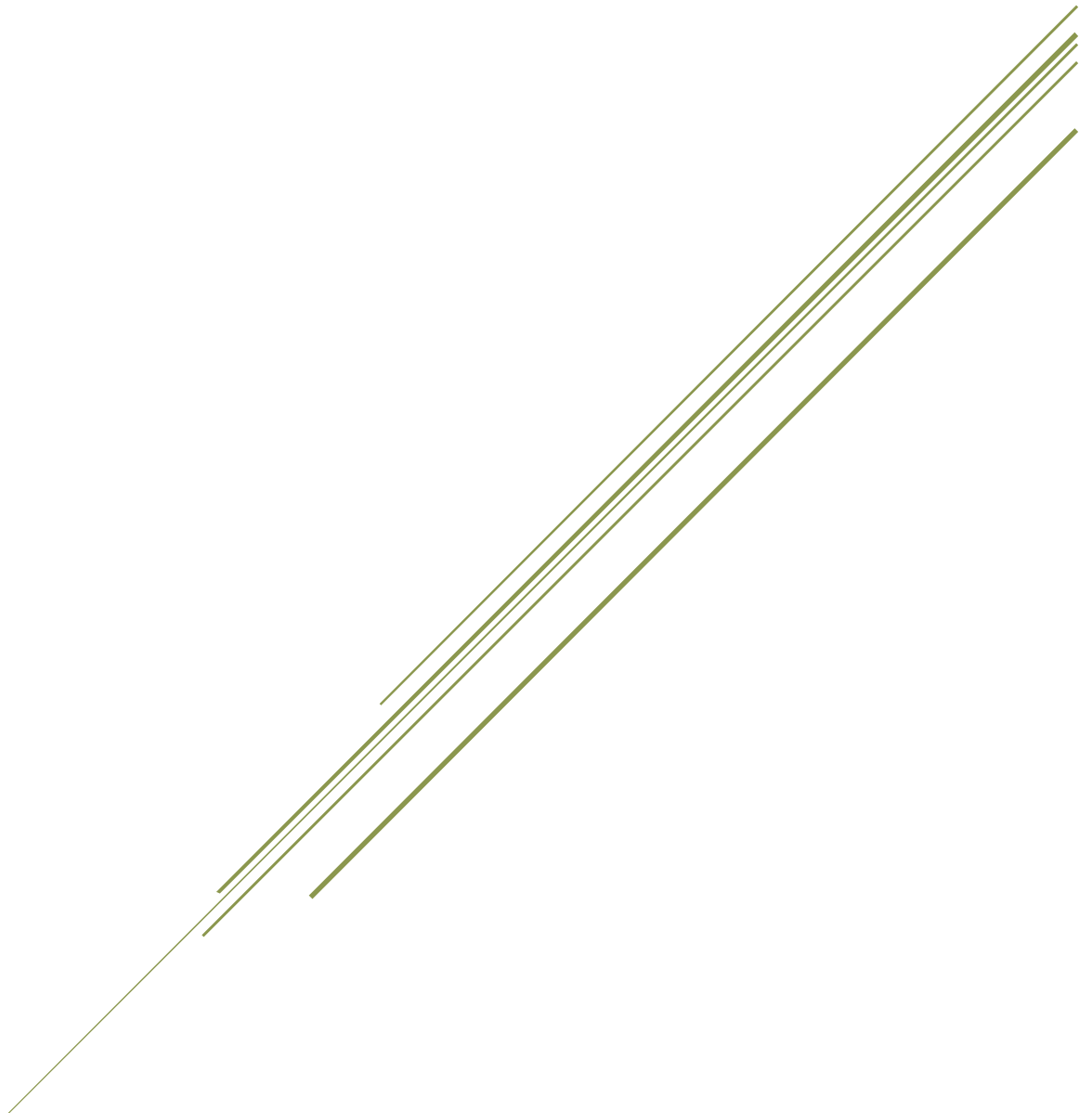


MONITORING REPORT

CORE THEME II: HELPING STUDENTS LEARN



Core Theme 2 presents the opportunity to review institutional data in response to the Key Performance Indicators (KPIs).

April 2022 Monitoring Report – Core Theme 2

We believe that students are provided the best opportunity for success through a strong and committed teaching and learning environment that connects necessary resources, support and tools in the classroom and throughout the college.

COLLEGE END GOAL: Student Success and Completion

All learners achieve their transfer, career, and lifelong learning aspirations by acquiring knowledge and skills needed to prosper in the 21st century economy as determined by assessment of their learning.

KPI

Success, Completion, and Persistence

- State Share of Instruction (SSI) performance benchmark comparisons

Success Points

Edison State continues its performance trend in the Success Categories. Our performance for the completion of 12 credit hours experienced the greatest percentage improvement (10.65%) FY21 as compared to FY16. Student completion of DEV Math Success indicates the greatest decrease (-6.46%) over the six-year period. All FY percentages are an average of three years running.

Edison State 3 Year Average Ending	12 Hrs	24 Hrs	36 Hrs	DEV English Success	DEV Math Success	Total
FY 16 EDISON STATE	35.95%	27.05%	21.33%	4.51%	11.16%	100%
FY 17 EDISON STATE	38.10%	26.10%	20.50%	4.00%	11.20%	100%
FY 18 EDISON STATE	40.80%	26.30%	19.10%	3.70%	10.10%	100%
FY 19 EDISON STATE	43.53%	26.87%	18.13%	3.29%	8.19%	100%
FY 20 EDISON STATE	28.7%	17.2%	9.0%	27.2%	17.9%	100%
FY 21 EDISON STATE	46.6%	28.3%	17.2%	3.3%	4.7%	100%
FY 21 Compared to FY 16	10.65%	1.25%	-4.13%	-1.21%	-6.46%	
Trendline						

DEV = Developmental

Compared to our community college cohort:

3 Year Average Ending FY 21 Percent of Institution's Total Points by Success Category						
Institution	12 Credit Hours	24 Credit Hours	36 Credit Hours	DEV English Success	DEV Math Success	Total
Sorted by ↓						
CENTRAL OHIO TECHNICAL	39.8%	25.2%	18.4%	4.1%	12.5%	100%
CLARK STATE	41.0%	26.2%	18.5%	5.7%	8.7%	100%
EDISON STATE	46.6%	28.3%	17.2%	3.3%	4.7%	100%
NORTH CENTRAL	36.3%	25.0%	18.0%	5.6%	15.1%	100%
NORTHWEST STATE	40.5%	28.5%	22.0%	3.8%	5.2%	100%
SOUTHERN STATE	41.2%	26.3%	19.7%	4.4%	8.4%	100%
TERRA STATE	40.5%	25.7%	17.7%	3.5%	12.5%	100%
ZANE STATE	41.2%	24.7%	18.4%	5.9%	8.9%	100%
EDISON STATE FY20	28.7%	17.2%	9.0%	27.2%	17.9%	
FY121 to FY20	17.9%	11.1%	8.2%	-23.9%	-13.2%	

FY 2022 SSI Formula: FY18, FY19, FY20 data for Success Points and Completion Milestones & FY19, FY20, FY21 data for Course Completions

	50%		25%		25%				100%	
DRAFT FY 2022 True-up	Course Completions (FTE)	Course Completions (FTE) - Access	Success Points	Assoc. Degrees	Assoc. Degrees Access	Certificates	Certificates - Access	Transfers	Transfers - Access	Formula Total FY 2022 True-up
Institution	\$232,713,125		\$116,356,563		\$116,356,563					
CENTRAL OHIO TECHNICAL	\$4,882,845	\$527,184	\$3,168,518	\$1,513,071	\$842,491	\$188,620	\$125,480	\$407,963	\$159,770	\$11,815,941
CLARK STATE	\$6,960,040	\$724,230	\$4,368,666	\$1,624,762	\$982,178	\$240,771	\$173,646	\$670,676	\$277,960	\$16,022,929
EDISON STATE	\$4,626,118	\$341,209	\$3,103,081	\$1,013,561	\$448,500	\$193,948	\$92,556	\$572,664	\$194,653	\$10,586,289
NORTH CENTRAL	\$4,242,959	\$382,039	\$2,613,626	\$1,160,004	\$490,837	\$92,856	\$47,272	\$416,552	\$136,227	\$9,582,371
NORTHWEST STATE	\$6,656,327	\$568,225	\$2,794,595	\$697,800	\$329,119	\$111,111	\$73,104	\$276,354	\$85,675	\$11,592,311
SOUTHERN STATE	\$3,390,450	\$274,684	\$2,306,577	\$862,957	\$413,178	\$73,811	\$47,775	\$466,568	\$170,147	\$8,006,148
TERRA STATE	\$3,019,392	\$304,588	\$1,401,971	\$635,659	\$315,280	\$114,298	\$57,823	\$257,156	\$98,452	\$6,204,618
ZANE STATE	\$2,925,284	\$255,374	\$1,968,848	\$979,599	\$428,174	\$70,167	\$34,527	\$331,928	\$121,384	\$7,115,284
ALL CC Total (N=23)	\$214,877,188	\$22,154,965	\$118,516,076	\$53,631,645	\$27,808,221	\$6,457,000	\$3,690,038	\$18,343,683	\$8,585,489	\$474,064,305
Edison Shares	2.15%	1.54%	2.62%	1.89%	1.61%	3.00%	2.51%	3.12%	2.27%	2.23%
Prior Report	1.98%	1.51%	2.06%	1.90%	1.62%	3.28%	2.66%	2.83%	2.01%	2.01%

Students are considered **access** students for course completions if they have any of the following characteristics:

- **Age:** The student was 25 or over when they began at this college. This calculation uses the difference between the year first enrolled and year of birth as full birth dates are not available for all students.
- **Financial:** The student was Pell eligible at any time during their enrollment at a USO college or university. This information is based on FAFSA data.
- **Race:** If the student was reported as African American, American Indian, or Hispanic from the Student Entrance (SE) table.
- **Academic Preparation:** If the Student was reported as being classified as below the statewide remediation free standards for math in the Special Populations (SP) file. In future it is hoped that students who are reported as underprepared for English can also be included.

A review of the **Draft FY22 True-up SSI Funding Formula** shows the overall change in SSI was an increase of 12.32% from FY21

DRAFT CC Summary	Changes from FY 21		
	Institution	FY 2019 Formula Earnings	\$ Change
CENTRAL OHIO TECHNICAL	\$11,374,921	\$441,020	3.88%
CLARK STATE	\$15,559,048	\$463,882	2.98%
EDISON STATE	\$9,425,190	\$1,161,100	12.32%
NORTH CENTRAL	\$9,393,828	\$188,543	2.01%
NORTHWEST STATE	\$11,379,405	\$212,906	1.87%
SOUTHERN STATE	\$8,137,456	-\$131,308	-1.61%
TERRA STATE	\$6,438,174	-\$233,556	-3.63%
ZANE STATE	\$7,175,047	-\$59,763	-0.83%

Changes from FY 22 Projection		
FY 2019 Projected Formula Earnings	\$ Change	% Change
\$11,791,876	\$24,065	0.20%
\$16,045,730	-\$22,801	-0.14%
\$10,597,681	-\$11,392	-0.11%
\$9,612,201	-\$29,830	-0.31%
\$11,603,215	-\$10,904	-0.09%
\$8,029,613	-\$23,465	-0.29%
\$6,313,807	-\$109,188	-1.73%
\$7,103,820	\$11,464	0.16%

Highest % Change ALL Community Colleges			
EASTERN GATEWAY	\$11,953,131	\$3,268,880	27.35%

Highest % Change ALL Community Colleges			
WASHINGTON STATE	\$6,369,457	\$72,624	1.14%

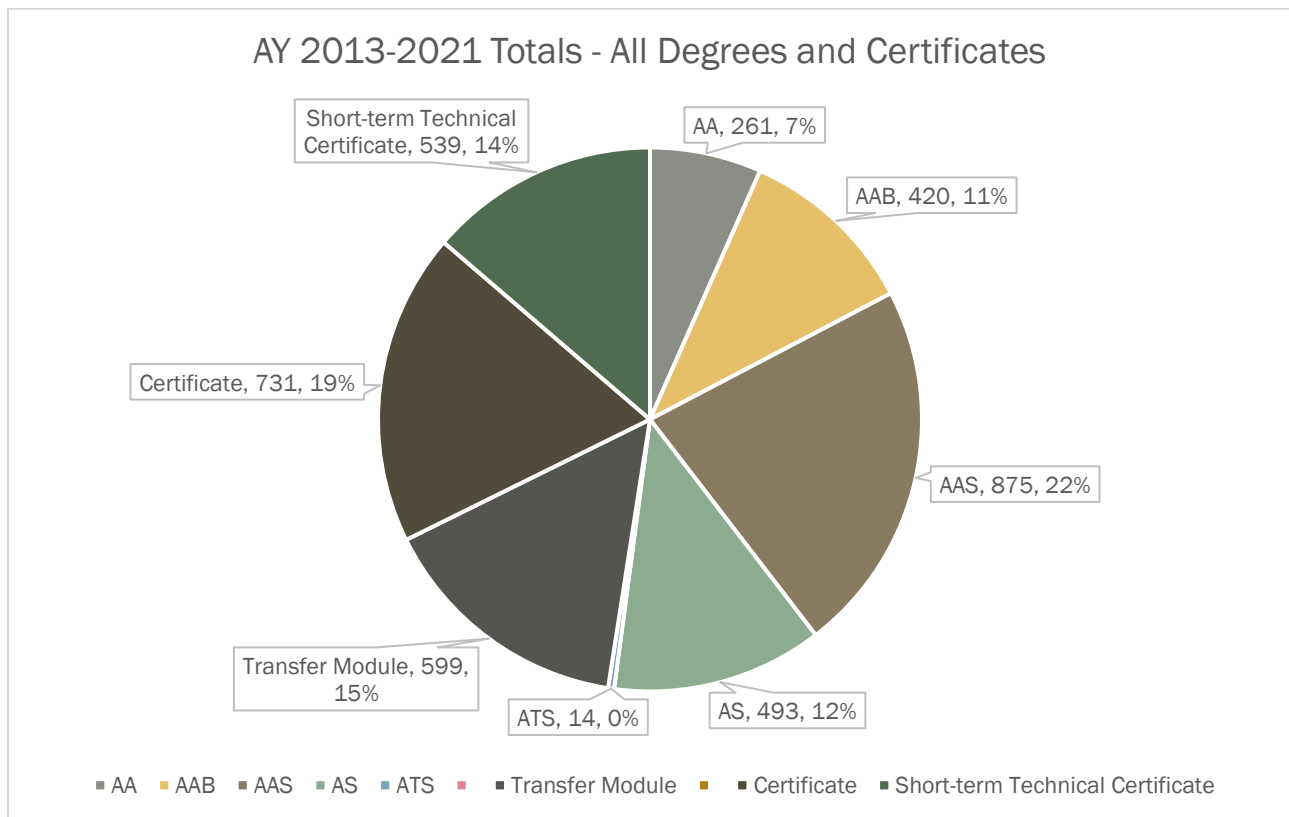
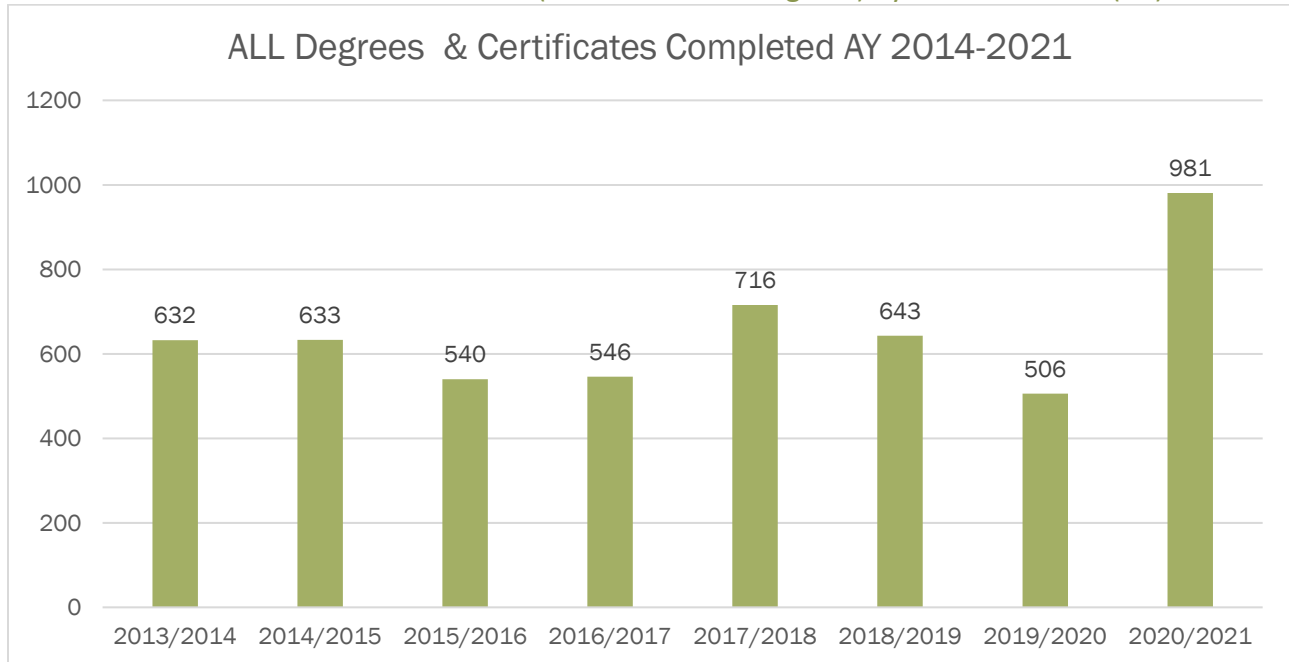
Greatest Negative % Change ALL Community Colleges			
BELMONT TECH	\$4,216,555	-\$388,164	-9.21%

Greatest Negative % Change ALL Community Colleges			
RIO GRANDE	\$5,790,396	-\$162,747	-2.81%

KPI

Success, Completion, and Persistence

- Number of credentials awarded (certificates and degrees) by Academic Year (AY)



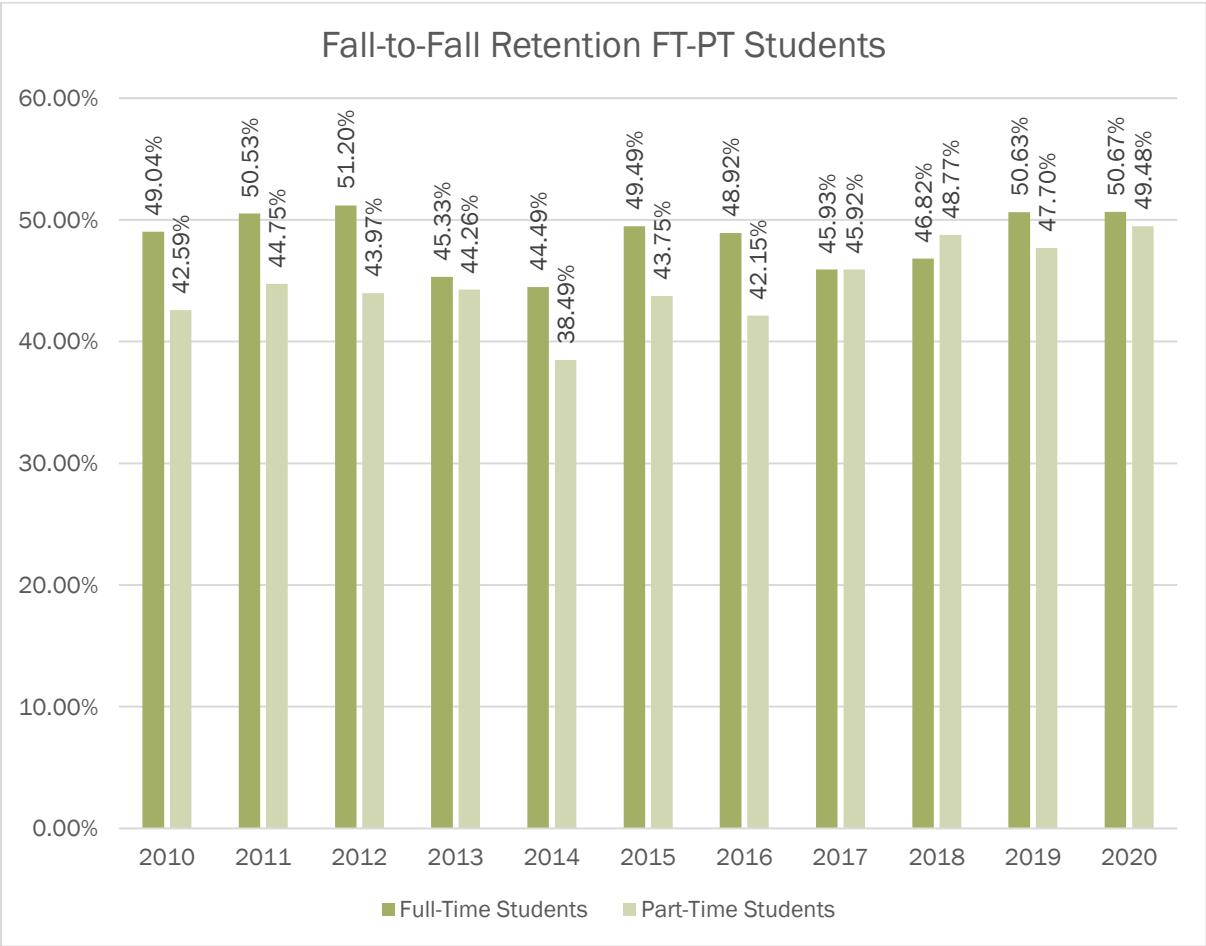
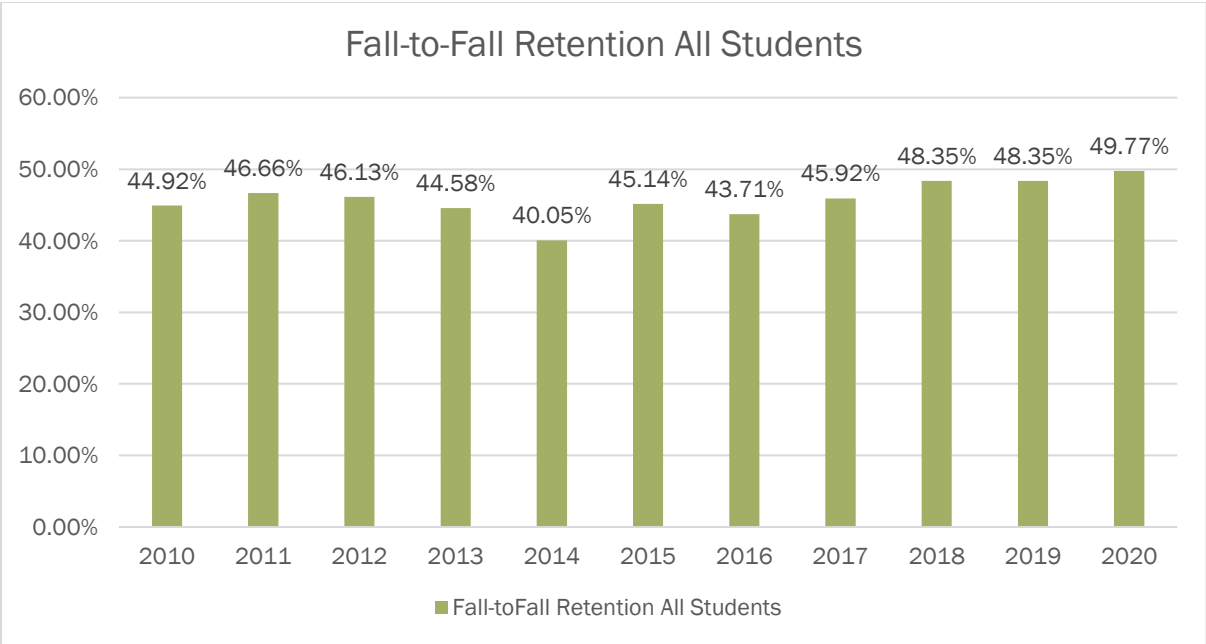
Degree Type	AY2015 - 2016	AY2016 - 2017	AY2017 - 2018	AY2018 -2019	AY2019- 2020	AY2020- 2021	5-Year Total	Percent to Degree Type	Percent to Total
Associate of Arts (AA)	33	32	45	43	39	69	261	12.65%	6.64%
Associate of Science (AS)	70	73	73	68	66	70	420	20.36%	10.68%
Associate of Applied Business (AAB)	149	143	167	153	119	144	875	42.41%	22.25%
Associate of Applied Science (AAS)	65	78	90	67	86	107	493	23.90%	12.54%
Associate of Technical Study (ATS)	5	3	2		1	3	14	0.68%	0.36%
Total of Associate Degrees	322	329	377	331	311	393	2063		
Transfer Module (TM)	86	89	120	95	90	119	599	100%	15.23%
Certificate	76	65	159	190	58	183	731	57.56%	18.59%
Short-Term Technical Certificate	56	63	60	27	47	286	539	42.44%	13.71%
Total of Certificates	132	128	219	217	105	469	1270		
Total	540	546	716	643	506	981	3932		

KPI

Success, Completion, and Persistence

- Percent of fall-to-fall retention/attrition for cohorts - Final Numbers

Fall Term Beginning	Fall Term Returning	Full-Time Students	Part-Time Students
2008	2009	49.39%	41.02%
2009	2010	52.19%	43.50%
2010	2011	49.04%	42.59%
2011	2012	50.53%	44.75%
2012	2013	51.20%	43.97%
2013	2014	45.33%	44.26%
2014	2015	44.49%	38.49%
2015	2016	49.49%	43.75%
2016	2017	48.92%	42.15%
2017	2018	45.93%	45.92%
2018	2019	46.82%	48.77%
2019	2020	50.63%	47.70%
2020	2021	50.67%	49.48%



KPI

Assessment of Student Learning

- **Achievement of General Education Outcomes**

The Assessment Committee is engaged in collecting and analyzing data for the General Education Outcomes of Critical Thinking, Inquiry, Oral and Written Communication, and Interpersonal Skills. The assessment of Mathematics is conducted by the Math Department. The committee is also currently working on creating a new method to assess diversity in courses. The cycle of assessment review includes five actions:

Assess	Assessment rubrics are completed and submitted
Review	Data from the assessments is analyzed
Improve	Based on the results, areas for improvement are identified
Implement	Improvements are applied in the classroom
Reinforce	The improvements are reinforced

Academic Year 2 scheduled activity:

General Education Outcome	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Oral Communication	Assess	Review	Improve	Implement
Interpersonal Skills and Teamwork	Review	Improve	Implement	Reinforce
Critical Thinking	Implement	Reinforce	Assess	Review
Written Communication	Reinforce	Assess	Review	Improve
Inquiry	Improve	Implement	Reinforce	Assess

Oral Communication:

Five assessments have been administered. In Fall 2020, there were a total of 121 active sections for the identified courses, from which 49 sections were identified for the assessment. The unduplicated student count, randomly selected for assessment, equaled 740 representing 30% of the total student count of 2,004. Assessments were returned for 245 of the students (33%). An overall average score of 4.18 was achieved this academic term, which was an increase of 0.11 from Fall 2017, up 0.49 from Fall 2013, and up 0.76 from Fall 2012. This rating is above the 3.5 target established by the Assessment Committee. The positivity rating for Fall 2020 was 96.2%, meaning, 96.2% scored a 3-5 on the 5-point scale. This is up 1.8% from Fall 2017.

Interpersonal Skills and Teamwork:

Four assessments have been administered; 748 active sections with 307 (41%) identified for assessment. The student count selected for assessment equaled 1,372, or 30% of the total student count of 4,574. Assessment records were returned for 977 of the students (71%). Faculty participation in returning the assessments, based on the count of assessments returned ranged from 64% to 82%, averaging 71.5%. An average score of 3.85 was achieved, all students, all skills, 2012FS, 2013FS, and 2014SS. This rating is above the 3.5 target established by the Assessment Committee. The 2016SS average for all students, all skills was 3.91.

Critical Thinking:

Five assessments have been administered; during the fall semester 2021FS, there were a total of 657 active sections for the identified courses, from which 472 sections were identified for the assessment. The unduplicated student count, randomly selected for assessment, equaled 1,570 representing 37% of the total student count of 4,156. Assessment were returned for 1,423 of the students (91%). CCP high school courses began being assessed as part of the overall process this semester. The overall average score for 2021 was 3.93 for all students, all skills, which is up 0.13 from Fall 2018 and up 0.27 from Spring 2015. This rating is above the 3.5 target established by the Assessment Committee. The positivity rating for Fall 2021 was 91.4%, meaning, 91.4% scored a 3-5 on the 5-point scale. This was maintained since Fall 2018, but up 3.8% from Fall 2017.

Written Communication:

Five assessments have been administered; Spring semester 2021 involved 246 active sections with 118 identified for assessment. The unduplicated count selected for assessment equaled 774, or 30% of the total student count of 2,580. Assessment records were returned for 625 of the students (81%). An average score of 4.13 was achieved, which was up 0.15 from Spring 2018, up 0.25 from Fall 2015, and up 0.65 from Fall 2014. This rating is above the 3.5 target established by the Assessment Committee. The positivity rating for Spring 2021 was 93.8%, meaning, 93.8% scored a 3-5 on the 5-point scale. This is up 2.9% from Spring 2018.

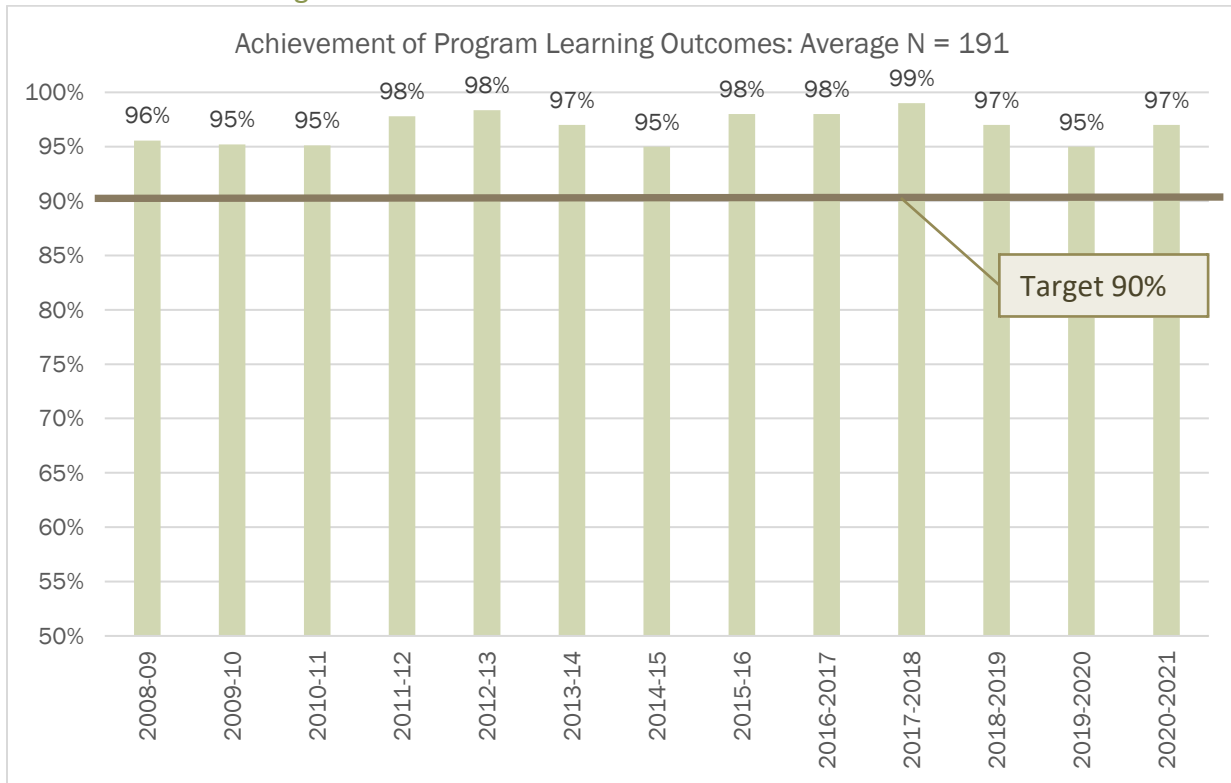
Inquiry:

Four assessments have been administered; 866 active sections with 534 (62%) identified for assessment. The student count selected for assessment equaled 2,249, or 34% of the total student count of 6,668. Assessment records were returned for 1,389 of the students (62%). Faculty participation in returning the assessments, based on the count of assessments returned ranged from 47% to 92%, averaging 76%. An average score of 3.78 was achieved, all students, all skills, all years. This rating is above the 3.5 target established by the Assessment Committee. This is currently being assessed by the committee in Spring 2022.

KPIs

Assessment of Student Learning

- Achievement of Career Program Outcomes
- Actionable Program Reviews



Program Reviews conducted during Academic Year 2020-2021 Electrical Engineering and Mechanical Engineering. Three programs are scheduled for Program Review during the Academic Year 2021-2022.

1. Accounting
2. Computer Information Systems
3. Criminal Justice
4. Early Childhood Education

COLLEGE END GOAL: Access and Affordability

The College will support and encourage the minimizing of barriers to provide more access and affordable opportunities.

KPIs

Access

- Comparison of success metrics (retention, graduation, and GPA) between at-risk and other students.
- Success rates for developmental education courses

National Benchmark Community College Benchmark Project (NCCBP) (Forms 7 & 8)					
Developmental Retention, Success	2016	2017	2018	2019	2020
Math Retention Rate	98.28%	97.43%	97.67%	95.16%	97.16%
Writing Retention Rate	98.67%	93.75%	97.40%	89.09%	97.30%
Reading Retention Rate	100.00%	100.00%	95.45%	100.00%	95.56%
Math Enrollee Success Rate	74.64%	72.98%	79.30%	70.24%	69.04%
Writing Enrollee Success Rate	74.67%	81.25%	81.82%	63.64%	59.46%
Reading Enrollee Success Rate	83.33%	80.00%	90.91%	76.00%	64.44%
Math Completer Success Rate	75.95%	74.91%	81.19%	73.82%	70.83%
Writing Completer Success Rate	75.68%	86.67%	84.00%	71.43%	61.11%
Reading Completer Success Rate	83.33%	84.62%	95.24%	82.61%	67.44%
Credit College-level Retention, Success	2016	2017	2018	2019	2020
Retention Rate	96.92%	96.99%	97.40%	96.09%	96.97%
Enrollee Success Rate	82.70%	85.58%	83.63%	84.12%	85.86%
Completer Success Rate	85.32%	88.23%	85.86%	87.54%	88.54%

KPIs

Access

- Progress made on developmental programming targeting Completion Agenda
- Use of flexible learning methods

In 2019, Edison State implemented at scale its co-requisite remediation model, which places upper-level developmental education students into the college-level English or mathematics course, along with a developmental course that supports the students' remediation needs as they complete college-level work. Furthermore, Edison State's multiple measures of assessment initiative continues to grow, placing more and more students in higher-level courses based on their high school GPA and their performance in high school mathematics and English courses, rather than placing students solely on the basis of standardized test scores. An effect of these two initiatives, in conjunction with the growth of CCP, is that the College has fewer students in developmental courses, thus explaining the downward trend in DEV English and Math success funding found on page 1. In addition, the co-requisite remediation model and the multiple measures of assessment initiative have essentially removed the higher performing developmental education students from remedial coursework, which may explain the lower success rates in those courses.

Regarding the use of flexible learning methods, Edison State has implemented an increasing number of hybrid and online courses across the curriculum. Faculty and adjuncts are working to complete training for using and teaching more heavily on Blackboard, which all instructors must be completed by the end of Fall 2022.

KPI

Affordability

- Amount and change in tuition rates, and program and general fees

	2016	2017	2018	2019	2020	2021
Cost per Credit Hour	140.62	146.62	156.62	161.62	166.62	171.62
Cost per FTE Student	4,218.60	4,398.60	4,698.60	4,848.60	4,998.60	5,148.60

*The fees reported in the summary table include the general fee as well as all other mandatory fees assessed to full-time students. Data from 2016-2019 has been altered from the previous Monitoring Report away from the NCCBP to Institutional reported data for accuracy.

** FTE: 30 credit hours per academic year

2021	
	Reported Value
Cost per Credit Hour	\$171.62
Cost per FTE Student	\$5,148.60
Tuition and Fees as Percentage of Median Service Area Income (\$52,215) (2020 NCCBP)	8.71%

KPIs

Affordability

- Comparison of average cost per credit hours to cohort institutions

Summary of Annualized Full-time In-State Undergraduate Tuition and Fees*							
Ohio Department of Higher Education							
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Change FY 21- FY 22
CENTRAL OHIO TECHNICAL	\$4,296	\$4,296	\$4,536	\$4,656	\$4,776	\$4,896	2.5%
CLARK STATE	\$4,195	\$4,195	\$4,675	\$4,875	\$5,025	\$5,025	0.0%
EDISON STATE	\$4,219	\$4,219	\$4,714	\$4,864	\$5,029	\$5,159	2.6%
NORTH CENTRAL	\$4,718	\$4,488	\$4,998	\$4,998	\$5,298	\$5,298	0.0%
NORTHWEST STATE	\$4,720	\$4,720	\$5,275	\$5,425	\$5,575	\$5,575	0.0%
SOUTHERN STATE	\$4,412	\$4,412	\$5,012	\$5,162	\$5,312	\$5,312	0.0%
TERRA STATE	\$4,304	\$4,304	\$5,108	\$5,228	\$5,348	\$5,468	2.2%
ZANE STATE	\$4,596	\$4,596	\$5,106	\$5,256	\$5,406	\$5,556	2.8%
FY22 Institution with Highest Annualized Tuition	OWENS STATE					\$6,364	2.2%
FY22 Institution with Lowest Annualized Tuition	LORAIN COUNTY					\$3,745	0.0%
FY22 Institution with Highest Change	CUYAHOGA					\$3,726	4.2%
Average – Community College	FY 22					\$5,085	1.3%

*The fees reported in the summary table include the general fee as well as all other mandatory fees assessed to full-time students which meet each of the following: they are in fact mandatory, are not included in the general fee, and are charged each term. The latter may include facility fees, technology fees, parking fees, or other mandatory fees.

KPI

Affordability

- Number of students and percentage of change in the financial aid student profile

NCCBP	2013	2014	2015	2016	2017	2018	2019
% Pell Grant Recipients	52.30%	50.00%	54.00%	38.00%	27.00%	23.00%	26.00%

National Center for Educational Statistics
Undergraduate Student Financial Aid, 2019-2020

All Undergraduate Students

Institution	Type of Aid	Number receiving aid	Percent receiving aid	Total amount of aid received	Average amount of aid received
CENTRAL OHIO TECHNICAL Enrollment: 3,029	Grant or scholarship aid ¹	1,393	76%	\$6,383,990	\$4,583
	Pell grants	1,028	59%	\$3,790,923	\$3,668
	Federal student loans	838	38%	\$4,279,731	\$5,107
CLARK STATE Enrollment: 5,396	Grant or scholarship aid ¹	2,586	74%	\$12,193,492	\$4,715
	Pell grants	2,191	60%	\$10,348,950	\$4,723
	Federal student loans	1,976	48%	\$9,170,324	\$4,641
EDISON STATE Enrollment: 4,202	Grant or scholarship aid¹	1189	88%	\$4,269,332	\$3,591
	Pell grants	761	48%	\$2,746,879	\$3,610
	Federal student loans	416	20%	\$2,638,295	\$6,342
NORTH CENTRAL Enrollment: 2,729	Grant or scholarship aid ¹	1,242	84%	\$4,281,841	\$3,448
	Pell grants	813	52%	\$2,627,174	\$3,231
	Federal student loans	577	31%	\$1,676,680	\$2,906
NORTHWEST STATE Enrollment: 3,736	Grant or scholarship aid ¹	874	84%	\$3,049,400	\$3,489
	Pell grants	650	50%	\$1,989,830	\$3,061
	Federal student loans	567	33%	\$2,060,003	\$3,633
SOUTHERN STATE Enrollment: 2,018	Grant or scholarship aid ¹	820	81%	\$3,163,503	\$3,858
	Pell grants	689	62%	\$2,528,116	\$3,669
	Federal student loans	559	53%	\$2,205,356	\$3,945
TERRA STATE Enrollment: 2,057	Grant or scholarship aid ¹	1,206	51%	\$4,899,509	\$4,063
	Pell grants	657	29%	\$2,360,206	\$3,592
	Federal student loans	772	28%	\$4,552,271	\$5,897
ZANE STATE Enrollment: 2,223	Grant or scholarship aid ¹	739	76%	\$3,368,997	\$4,559
	Pell grants	496	54%	\$2,123,066	\$4,280
	Federal student loans	356	32%	\$1,313,662	\$3,690

¹ Grant or scholarship aid includes aid received, from the federal government, state or local government, the institution, and other sources known by the institution.

<https://nces.ed.gov/collegenavigator/>