



Note: This document was developed collaboratively by Community College Presidents, Chief Academic Officers, ODHE and OACC staff, as a recommended general framework for community colleges to use in updating their strategic Campus Completion Plans.

Purpose: The purpose of this Campus Completion Plan is to develop a systemic improvement plan for institution-wide policy and practice change that reaches the departmental- and classroom-levels for direct impact on student persistence and completion by:

- Engaging system-wide expertise in all aspects of the Plan's development, implementation and assessment;
- Identifying policies and practices that are advancing the institution toward improved student completion rates;
- Discerning strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers in completion efforts that align with workforce needs.

This document is to serve as a vehicle for campuses to articulate the outcome of a strategic process for improvement.

Updating Campus Completion Plans: Completion plans are intended to be continuous improvement documents that are owned by the institution's faculty, staff and board of trustees. This template has been organized to encourage inclusion of the following items:

- 1) Measures of progress toward student completion goals established in your 2018-2020 completion plan;
- 2) Updated student completion goals, with metrics, for the period between December 1, 2020 and June 30, 2022, including goals related to:
 - a. Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study;
 - b. Reducing the number of students in and sections of stand-alone developmental education courses in math and English

- c. Placing students on clear pathways to graduation or transfer (if that is their goal) and careers;
- d. Outcomes for students over age 25; and
- e. Alignment to the state's workforce development priorities.

As in past years, the template is designed based on Completion by Design's Loss Momentum Framework, allowing colleges to plan efforts along the continuum of student progress—from "Connection" to "Successful First Year Entry" to "Student Progress" to "Completion". Questions are provided preceding each section to stimulate discussion regarding the plan.

And, as in past years, the use of this template is voluntary.

A few questions to consider about...

CONNECTION TO THE INSTITUTION

- Who are our students?
- What efforts are underway at the college to help students in need of remediation become better prepared for college?
- How do we build relationships with K-12 schools? How do we engage with parents and community?
- What do we have in place to specifically connect with adult students?
- What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?
- What are pathways for College Credit Plus students?
- How does our institution orient students? How does our institution communicate learning expectations to our students? How does admissions, student support, registration, student life aid in this process?
- What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?
- How does co-requisite learning support the learning outcomes of the institution's gateway courses?
- Do we offer prior learning assessment for adult learners?
- Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?
- Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career?

CONNECTION

Outcomes from 2018-2020

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Increase # of CCP students who matriculate to Belmont College.	40% rate of CCP students who attend Belmont College after graduation.	Belmont College has increased the number of students who took CCP courses with us and later enrolled full time. 2018 – 83 2019 – 86 2020 - 102	The increase in students each year shows progress. We will continue to monitor this and attempt to improve upon the current number.	
Increase enrollment of age 25 and older.	5% increase in enrollment.	Adult student enrollment decreased over the last three years. 2018 - 865 2019 - 717 2020 - 557	Number of students 25 years of age or older enrolled each semester.	Based on these data we have already initiated several strategies to increase adult student enrollment. Part of the decrease is due to the available jobs in the area in the gas and oil industry.
Implementation of new recruitment model.	The recruiting function has transformed over the last few years and is now all under the Dean of Student Affairs. The new process is being formalized.	The Dean of Student Affairs is creating a calendar of events and communicating that to the campus community.	This model will be measured by the number of inquiries, applications and, ultimately, enrollment year over year.	This new model began with the hiring of the new Dean of Student Affairs just under a year ago.
Improve college website to assist students to understand program pathways and high demand workforce areas.	New website activation	The new website is under development and we hope to have it completed and active early in 2021.	Progress has been made and this initiative is in the final stages.	

Explore a shift in the marketing and PR model to inform communities of program pathways.	Enrollment increase of 5%.	Although marketing shifted toward informing communities of program pathways and transfer options, Belmont College did not increase enrollment 5%.	The new marketing materials are focused on educating people about the variety of options available at Belmont College.	Key metrics such as Fall to Spring retention and first time from high school enrollment over the past two years have increased, leading us to expect enrollment growth this past Fall. Due to the Pandemic our enrollment decreased slightly. We believe we have a solid foundation in place and enrollment will increase in the future.
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2020 Improvement Focus Description: Expand CCP pathways and recruitment efforts to increase enrollment.

Improvement Focus Current Status: We are finalizing a health pathway and will continue to work on additional CCP pathways. Recruiting strategies for adult students will be finalized and put into effect.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Expand Pre-Admission Nursing requirements offerings for CCP students.	Create a health pathway for CCP students.	Vice President of Academic Affairs, Dean of Academic Affairs, Director of Nursing, Director of Radiology		Increase in CCP to Belmont applicants for our health programs.	Number of students.	Fall of 2021
Implementing Recruiting strategies for adult learners.	Working with employers in a variety of industries to recruit students to retrain. Expanded online course opportunities.	Dean of Student Affairs, Enrollment Services Advisor		Increase in the number of adult students.	Number of students age 25 or older.	Fall of 2021

Develop an interactive, intensive orientation process.	Offer multiple dates to allow for smaller groups. Availability for one-on-one meetings. Canvas training.	Dean of Student Affairs, Faculty Leads, Associate Dean of Financial Aid, Registrar		Increase in FL to SG retention. Increase in number of students participating in orientation.	FL to SG retention. Number of students participating in orientation.	Fall of 2021
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What additional information do we need?

- 1. What programs adult learners are interested in.**
- 2. Number of CCP students who have matriculated to Belmont College.**
- 3. Best practices for recruiting and supporting adult students.**

A few questions to consider about ...

FIRST-YEAR ENTRY

1. What are our gateway mathematics and English courses? How do students know which best fits their major?
2. How will we increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?
3. What are we doing to reduce the number of stand-alone developmental courses that we offer?
4. How do we advise and place students for efficient completion?
5. Do students have options for structured degree pathways and/or meta-majors?
6. Are students advised with default pathways to their chosen degree?
7. How can we maximize credit accumulation?
8. How do we help undecided students choose a career and educational path?
9. How do we help students understand industry needs and high-demand areas?
10. How are we advising students who intend to transfer for a bachelor's degree?
11. How do we engage students within the college community?
12. How do we ensure that student costs are transparent and student financial planning continuous?
13. What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?
14. How do we help students who are underprepared for their course of study?
15. How do we address the differences in learning styles? How do we address students with special needs? (students with disabilities, seniors, commuters, parents)
16. How do we connect students with social services to address food and housing insecurity, transportation or childcare needs?

FIRST-YEAR ENTRY

Outcomes from 2018-2020

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Augment the Be-Connected initiative to decrease textbook costs, cater to various learning styles and engage students in the learning process.	Convert LMS to Canvas. Decrease textbook costs 25%.	Belmont College converted to Canvas LMS. Many courses have transitioned to OER or more affordable textbook options.	Transition to new LMS. Student cost for course materials.	We continue to look for opportunities to lower costs for students. Now that we have transitioned to Canvas many faculty are finding ways to use free resources to help with costs.
Implement andragogy strategies to attract and retain adult learners.	Survey results were used to determine the progress.	We are pleased with the information gathered from surveys but plan to provide professional development for faculty on this topic.	According to the Adult Learner 360 Survey by CAEL, the teaching and learning process for adult students was one of Belmont College's strengths.	Belmont College is focused on recruiting more adult students and providing the supports needed for successful completion of a certificate or degree.
Revise the FYE Student Success Course and new student orientation process to engage students and augment their success.	25% increase in online registrations.		Number of students using online registration system.	There are challenges for some students to register online with our current system. Once this was determined, FYE courses were redesigned to help students prepare their schedule for the next semester and schedule a meeting with an advisor.
Revise the onboarding process for new students.	Survey results at or above the mean.			

Revise the transfer advising process.	Increase transfer rate by 5%.	Our transfer rate has decreased over the past three years.	The transfer rate and transfers per 100 FTE.	We are looking into the reasons for the decrease in transfer rates. Additionally, we are marketing the benefits of starting at Belmont College and transferring to a four-year institution.
Augment co-curricular activities and events to engage students.	Activities calendar.	The Dean of Student Affairs is now responsible for increasing the amount of co-curricular activities.	Activities Calendar	We have several potential student organizations being created now and ideas for events that will be implemented in the future.

2020 Improvement Focus Description: Ensure equity and inclusion of all students in student supports and activities.

Improvement Focus Current Status: Data has been gathered and conversations are underway. This will be an ongoing process.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Review Trustee's Scholarship criteria to ensure equitable distribution of funds.	Conduct thorough review of current data regarding Trustees Scholarship distribution.	Dean of Student Affairs		Equitable distribution of scholarship funds.	Distribution of funds according to socioeconomic status.	Spring 2021
Develop intrusive advising strategies to include financial discussions.	Conduct professional development for academic advisors using recommendations from the <i>Advising Implementation Forum Report</i> released from Ohio Strong Start to Finish.	Dean of Student Affairs		Increase in number of students completing the FAFSA. Decrease in the number of unpaid students on the first day of class.	Number of FAFSA's received; number of students paid in full/have payment arrangements made by the first day of class.	Spring 2021

Create a more robust, visible, and active group of student organizations on campus.	Review the process for creation of student organizations. Update policy and initiate promotion of new groups.	Dean of Student Affairs		Increase in student organizations.	Number of student organizations as well as level of participation within each.	Fall of 2021
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How can we assist our student services staff members to feel competent and engaged with the strategies?

- 1. Ensure they are all included in the planning process for these strategies.**
- 2. Provide professional development to enhance their knowledge of current strategies.**
- 3. Provide progress reports to all stakeholders.**

A few questions to consider about ...

STUDENT PROGRESS

- What measures do we collect and track to ensure that students are staying on track?
- How and when do we intervene with students to keep them on track?
- How do we engage students with meaningful workforce connections and experiences?
- How transparent and accessible are our programs of study?
- Why do our students fall behind or leave? How do we know?
- What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?
- How do we ensure alignment between instructional and student support services and among institutional interventions and programs?
- How do we determine the preparation of students for specific programs?
- How does our institution support student learning?
- How do we determine and address learning support needs of the students?

PROGRESS

Outcomes from 2018-2020

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Assist students to choose and enter a pathway.	Students will choose a major in their first term.	Participate in SSTF and SSLI to redesign advising function. Advisors involvement in those projects. Retraining of advisors.	Completion rates by access category and term. FL to FL retention rate. FL to SG retention rate. Number of new degree-seeking students completing math/English gateway courses in the first 12 months.	The college is reevaluating the efficacy of using FL to FL retention rates as an indicator. In spring 2020, the college also implemented a redesign of math/English developmental courses along with creating new co-requisite courses. The college will conduct a study of new degree-seeking students completing gateway courses in the first 12 months. The number of developmental course sections has decreased each year in English starting in 2016, from 16 to 6 in 2019. Math decreased from 23 in 2018 to 21 in 2019. This number will drop dramatically as the co-requisite model was implemented to scale.
Assess whether students are on or off the pathway plan every term. Intervene early if off-pathway and provide coaching/advising/support services across the curriculum.	Students will persist in the major from term to term and year to year.	Retraining of advisors. Revising of academic early-alert system and interventions. Redesigning Student Success Center and	Completion rates by access category and term. FL to FL retention rate. 2018 – 53.7% 2019 – 52%	See comments above.

<p>Determine and address student support needs every term.</p> <p>Design part-time pathway.</p>		<p>tutoring functions.</p> <p>Developing of new online and hybrid pathways for part-time students.</p>	<p>2020 – 59.75%</p> <p>FL to SG retention rate.</p> <p>2018 – 79.39%</p> <p>2019 – 67.97%</p> <p>2020 – 79.5%</p> <p>Number of new degree-seeking students completing math/English gateway courses in the first 12 months.</p>	
<p>Embed experiential learning in every program and ensure all students participate.</p>	<p>All students will participate prior to graduation.</p>	<p>Many programs continue to include and expand experiential learning. We established a baseline of 401 students taking part in experiential learning during the 2018-2019 school year.</p>	<p>Number of students in experiential learning by type, term, and program.</p>	<p>Some programs have fully integrated experiential learning while others continue to revise courses. Experiential learning opportunities will be built into the new program review process. This will ensure all programs are moving toward increased opportunities for students.</p>
<p>Continue to participate in Student Success Leadership Training (SSLI).</p> <p>Utilize the Retention Management System to track students across the curriculum if possible.</p>	<p>Cross functional team of 10 participants.</p>	<p>Continue to participate in SSLI as well as SSTF.</p> <p>Make-up of team has changed due to turnover at the college. However, team has been able to move forward with initiatives.</p>	<p>Noel Levitz, SSI, CCSSE, Evaluation of effectiveness.</p>	<p>The college has implemented Noel Levitz and CCSSE. Results have not been fully implemented due to turnover at the college.</p>

		College hired Dean of Student Services who is revising the Retention Management System to track students.		
<p>Implement Canvas (LMS) and Unit 4.</p> <p>Develop online advising and tutoring functions.</p> <p>Utilize technology to keep students on-plan versus scheduling them for available courses.</p>	<p>Decision to implement a new database system.</p> <p>Board approval.</p>	<p>Canvas implemented Fall 2019 for course instruction.</p> <p>Evaluating ways to use Canvas and new online systems for advising.</p> <p>Participate in Ohio's eTutoring initiative.</p> <p>Ongoing training of tutors for that.</p>	<p>Implementation plan Spring 2019.</p>	<p>Implementation of Canvas has been relatively seamless since the college has conducted many training sessions.</p> <p>College still looking into Unit 4 and other systems that can replace Jenzabar.</p>
<p>Implement innovative tuition models.</p> <p>Promote 15 credit hours per term as full-time at Belmont college.</p> <p>Ensure student costs are transparent.</p> <p>Ensure continuous student financial planning and fiduciary responsibility ongoing.</p>	<p>Tuition packages approved by Board of Trustees.</p> <p>Plan for implementing "Fifteen to Graduate."</p>	<p>Tuition packages being evaluated.</p> <p>"15 to Graduate" being implemented by Dean of Student Affairs and Advisors.</p>	<p>Evidence of implementation.</p> <p>Number of average credit hours per student.</p>	

2020 Improvement Focus Description: Continuous Improvement

Improvement Focus Current Status: Increase persistence, retention, graduation, and transfer rates

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Map and communicate program/career pathways.	<p>A) Assist students to choose and enter a pathway.</p> <p>B) Assess whether students are on or off the pathway plan every term.</p> <p>C) Intervene early if off-pathway and provide advising and support services across programs.</p> <p>D) Determine and address student support needs every term.</p> <p>E) Design part-time pathways.</p>	Dean of Student Affairs, Dean of Academic Affairs	<p>Advisors, Faculty Leads, FT Faculty</p> <p>Guide students into majors early and advise on a timely basis.</p> <p>Leads and Faculty to check-in with students and monitor progress.</p>	<p>Students will choose a major in the first term.</p> <p>Students will persist in the major from term to term and year to year.</p> <p>Students will have a clear career pathway upon completion.</p>	<p>Completion rates.</p> <p>FL to FL and FL to SG retention rates.</p> <p>Number of new degree-seeking students completing math/English gateway courses in the first 12 months.</p>	Annually by term and academic year.
Augment experiential learning to increase	A) Embed experiential learning in	VP of Academic and Student	Advisors, Faculty Leads, FT Faculty	All students will participate in experiential	Number of students in experiential	Annually at end of

job placement and transfer.	every program and ensure all students participate.	Affairs, Dean of Academic Affairs		learning prior to graduation.	learning by type, course, term, and program.	spring term.
Provide faculty and staff training to influence goal attainment and engage students in meaningful workforce connections.	A) Continue to participate in Student Success Leadership Training through SSLI, and SSTF. B) Create and utilize a new Retention Management System to track students across the curriculum.	Dean of Student Affairs, Dean of Academic Affairs	Dean of Student Affairs, Dean of Academic Affairs, Director of Workforce, SSLI, and SSTF teams	Faculty and staff engagement in student success. Number of students moving directly into the workforce.	SSLI, Noel Levitz, CCSSE.	Every other year.
Enhance the use and effectiveness of technology to support advising, coaching, institution, and college support services.	A) Implement alternative to Jenzabar and utilize Canvas most effectively across programs. B) Develop an online advising function. C) Utilize technology to keep students on-plan versus scheduling them for available courses.	Dean of Academic Affairs	Director of IT, Advisors, FT Faculty	Number of students, faculty, and staff knowledgeable of and proficient in Canvas.	Implementation and tracking.	SP 2021

<p>Increase student required number of credit hours per term and provide students incentives to complete in a timely manner.</p>	<p>A) Implement innovative tuition models.</p> <p>B) Promote 15 credit hours per term as full-time at Belmont college.</p> <p>C) Ensure student costs are transparent.</p> <p>D) Ensure continuous student financial planning and fiduciary responsibility ongoing.</p>	<p>Dean of Student Affairs, VP of Administrative Affairs</p>	<p>Dean of Student Affairs, Advising, Associate Dean of Financial Aid</p>	<p>Tuition packages.</p> <p>Plan for implementing "15 to Graduate."</p>	<p>Tuition packages.</p> <p>Average number of credit hours per student.</p>	<p>Fall 2021</p>
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How can we assist our faculty and staff to feel competent and engaged with the strategies?

- 1. Ensure all stakeholders are included in the planning process for these strategies.**
- 2. Provide professional development to enhance their knowledge of current strategies.**
- 3. Provide progress reports to all stakeholders.**

A few questions to consider about ...

STUDENT COMPLETION

- Do students have the opportunity to earn meaningful embedded certificates along the way to an associate degree?
- How can we increase credit attainment and help more students complete their credentials more quickly?
- Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?
- How do we assist students with college to career transition?
- How do we assist students who will be transferring to universities to complete bachelor's programs? Do we understand their success once they've transferred?
- What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?
- Do our registration and withdrawal policies support completion?

How do we know that students who complete our certificates and degrees have met our learning expectations?

COMPLETION

Outcomes from 2018-2020

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Restructure academic support services.	Increase retention by 5%.			
Assist students in the transition from college to career or from Belmont College to a four-year institution.	Increase transfer rate by 5%.	Our transfer rate has decreased over the past three years.	The transfer rate and transfers per 100 FTE.	We are looking into the reasons for the decrease in transfer rates. Additionally, we are marketing the benefits of starting at Belmont College and transferring to a four-year institution.
Auto-confer credentials and degrees.	Increase completion rate by 15%.	Belmont College increased certificates awarded each year over the last three years. 2018 - 83 2019 - 121 2020 - 139	Total number of certificates awarded.	
Evaluate the IR/IE models to determine effectiveness in managing process improvement of college.	Due to turnover in this department the evaluation is ongoing.	Options for IR/IE function are being evaluated.	Common data sets. Systematic accurate imputing of data. Recalibration of data inputs to attain integrity. Intact IR function.	

2020 Improvement Focus Description: Revise assessment process.

Improvement Focus Current Status: Implement data and assessment processes that support the strategies to increase student enrollment and completion.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Implement a career services plan from entry to job search.	Formalize the plan to ensure all students have access to the services.	Dean of Academic Affairs	Manager of Testing Services	To better prepare students for their coursework as well as career through career services.	We will establish a baseline of how many students take advantage of the provided services, then work to increase that number.	Fall of 2021
Evaluate the IR/IE models to determine effectiveness in managing process improvement of college.	A) Streamline data request process. B) Find dashboard software for easy access to data.	President's Staff		Formalized data reporting process. Readily available data for stakeholders.	Success will be measured by the completion of this formalized process.	Spring 2022
Redesign assessment plan for academic programs.	Complete the HLC Assessment Academy.	Dean of Academic Affairs	Assessment Academy Team	A revised assessment cycle that provides meaningful data that is used for continuous quality improvement. Successful completion of the HLC Assessment Academy.	Completion of assessment redesign and HLC Assessment Academy.	

What are our next steps?

- 1. Choose dashboard software.**
- 2. Formalize data reporting schedule.**
- 3. Complete assessment redesign.**

A few questions to consider about . . .

OTHER ASPECTS OF COMPLETION SUCCESS

- What does the disaggregated data tell us about completion rates for different populations?
- How do we reshape our institution to build sustainable models of successful programs?
- How do we select and cultivate external linkages?
- Are our courses and program streams offered in student-friendly ways? What is our institution doing to create a culture to support success and completion? How do we engage people across employee categories and provide professional development to support change? How does our college manage process improvement?

What else can we do?

OTHER

Outcomes from 2018-2020

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?

2020 Improvement Focus Description: _____

Improvement Focus Current Status: _____

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?

What are our next steps?

1. _____
2. _____
3. _____

WORKFORCE

Legislative language (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.”

As resources, please refer to the Governor’s Office of Workforce Transformation’s In-Demand Jobs List: <https://topjobs.ohio.gov/wps/portal/gov/indemand/list> and http://omj.ohio.gov/OMJResources/MasterList_Education.stm and the nine JobsOhio key industries and/or four business functions (listed at <http://jobs-ohio.com/industries/>).

JobsOhio industry clusters and labor market information for each occupation: <http://omj.ohio.gov/OmjResources/OccupationsByIndustry.stm>. Six JobsOhio regions: <http://jobs-ohio.com/network/>.

The nine key industries are:

1. Aerospace & Defense
2. Bioscience
3. Healthcare
4. Education
5. Agriculture
6. Energy
7. Research and Development
8. Insurance
9. Financial Services

These information links as well as the Workforce Tools located on <https://workforcedatools.chrr.ohio-state.edu/> assist higher education institutions with the identification of the emerging and growing occupations in an effort to coordinate degree and certificate offerings in their region.

A few questions to consider about WORKFORCE

- Based on our College service area, which of the 6 JobOhio regions do we serve?
- Which of the 9 JobsOhio key industries are addressed in our current curriculum and programing?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list? and other labor market information for each occupation?
- What are the job training needs of our community based on our regional economic development network?
- How do we connect our students needing employment with our employers needing an educated workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list?
- How do we align our credit on non-credit offerings?

WORKFORCE

Outcomes from 2018-2020

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Link Belmont College programs and curriculum to in-demand jobs and labor market needs.	<p>Meeting minutes posted to MyBelmont assessment site.</p> <p>Cataloging of members. Internships in all programs.</p> <p>Curriculum summaries.</p> <p>Program Review and Improvement Plans on MyBelmont Assessment site.</p>	<p>With the transfer to Canvas, a new assessment site is being built to house meeting minutes.</p> <p>Advisory committee members are updated annually.</p> <p>Curriculum summaries are available in the catalog.</p>	<p>In progress</p> <p>Collection of lists.</p> <p>Summaries in Course Catalog.</p> <p>In progress</p>	

Improvement Focus Description: Increase transfer and completion rates and college revenue.

Improvement Focus Current Status: CDL classes are running on campus and we are in the process of gathering data to expand our workforce offerings.

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Expand workforce contract training offerings.	Take information provided from industry partners and OhioMeans Jobs website to determine areas of need in this region.	Director of Workforce Development, Director of Industrial Trades	This initiative is supported by the Vice President of Academic and Student Affairs. Additionally, faculty in the program where training is offered will be included in the creation and offering of additional trainings.	The number of people who are trained through our Workforce Development department will be the key indicator of success. The secondary indicator will be the number of new and different offerings compared to previous years.	Increased number of people trained through Workforce Development and an increase in the types of training provided.	This initiative is already underway with the recent completion of a CDL training pad on our campus.
Expand job placement strategies for Workforce completers.	Market expanded offerings to local business and create contacts at each, connecting the training to in-demand jobs.	Director of Workforce Development, Enrollment Services Advisor		The indicator of success will be an increase in the number of completers placed in jobs through this initiative.	Number of completers Belmont College connects with a job.	Fall of 2021
Creation of a Workforce	Invite members from other advisory	Director of Workforce Development		Success will be measured by creation		Fall of 2021

Development Advisory Committee.	committees as well as local industry, providing feedback from a cross-section of fields.			of the committee along with continued input from the members that will help guide our Workforce offerings.		
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What are our next steps?

- 1. Form workforce advisory committee.**
- 2. Formalize job placement partnerships.**
- 3. Increase workforce training opportunities based on feedback.**