

BOARD ACTION

Policy:		
Title:	Approval of Edison State Community College's 2020-2022 Completion Plan	
<u>Background of Issue:</u>		
<p>The Ohio Department of Higher Education (previously the Ohio Board of Regents) convened a <i>Complete College Ohio Task Force</i>, charged with the goal of finding ways in which to increase the percentage of Ohio adults completing a postsecondary degree or certificate. The <i>Complete College Ohio Task Force</i> believes that the key to dramatically increasing the number and percentage of Ohioans with college degrees or other credentials of value in the marketplace is focused, intentional, sustained action at the campus level. The core recommendation of the <i>Task Force</i> is therefore a statewide requirement for all public institutions of higher learning in Ohio to develop and implement institution-specific Completion Plans which are consistent with the institutions' mission and strategic priorities. House Bill 59 called for each public college and university to submit a campus completion plan that was approved by their Board of Trustees to the Chancellor by June 30, 2014. The legislation further states that these plans are to be updated every two years, with the current Plan due December 1, 2020. Completion plans provide a continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials.</p>		
Impact on Student Success:	The initiatives identified in the Completion Plan focus on student success through connection, entry, progress, completion, and workforce development, with an additional area focused on the outcomes for students over the age of 25. These initiatives are to be accomplished through the continued delivery of Edison State's Career Pathways.	
Impact on Budget:	N/A. All expenses will be managed through departmental budgets.	
<u>Recommendation:</u> Approve the 2020-2022 Completion Plan		
<u>Does this replace an existing policy?</u> The 2020-2022 Completion Plan replaces the 2018-2020 Completion Plan		
Approved: YES/NO C	Signature: <u>Tamara David Hanley</u> , Chairman	Date: 11/18/2020

Edison State Community College

2020-2022 Completion Plan



CONNECTION

Conversion of high school grads from CCP student to Edison State student



FIRST YEAR ENTRY

Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study



PROGRESS

Reducing the number of students in and sections of stand-alone developmental education courses in math and English



COMPLETION

Placing students on clear pathways to graduation or transfer and careers



ADULT LEARNERS

Focusing on adult learners through marketing, resources, and services



WORKFORCE

Alignment to the state's workforce development priorities for Career Pathways and Accountability

STUDENT SUCCESS

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?
Career and transfer information is provided by each Career Pathway on the college's Catalog for employment and further education opportunities	Career and transfer information is published.	A team of individuals from the Career Pathways Advising Office worked to vet and select the appropriate career information to include in the academic catalog for each pathways program. The Coordinator of Academic Information and the Marketing Office incorporated this information into the catalog in order to ensure clarity and functionality. In March 2019, the project was complete, and the catalog was published on our website.	Career Pathways have information available. The goal was to provide user-friendly, accurate career information for all programs of study at Edison State in the 2019-2020 catalog. This goal was accomplished.	The software that Edison State currently uses to produce its academic catalog is not conducive to incorporating a large amount of new information, requiring additional pages to be built, formatting to be changed, etc. It proved to be a difficult and time-consuming process, but our team members worked hard to produce a high quality product that will benefit students.
Incoming high school students are motivated and prepared to enter college-level coursework in a Career Pathway.	Increased number of incoming high school students enrolling in Career Pathways. Implementation of new application.	A new application was created by Marketing and the website redesigned to streamline the application process for all.	High school students are prepared for college-level curriculum. Selection of Pathway at time of application. Less undeclared students will enter in first semester-more will have an identified program of study.	Auto download into Colleague will be achieved when the CRM can be implemented in the next two years.

CONNECTION

2020 Improvement Focus Description:

Increase number of degree seeking CCP students continue with Edison State

Improvement Focus Current Status: Increasing from prior year. Currently 15.7%

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?
Conversion of high school grads from CCP student to Edison State student	<ul style="list-style-type: none"> *Offer CCP Scholarships Enhanced *Marketing of Scholarship *Development of clear career pathways for each high school through our Priority Project *Requirement of identifying career pathway on application *Development a personal communication by Edison State Faculty to connect the CCP student *Create an incentive for students to complete their degree with Edison State prior to transferring 	Dean of Student Affairs Provost	Financial Aid Marketing Enrollment Managers Faculty Adjuncts Career Pathways Advisors	Increase number of degree seeking CCP students continue with Edison State	Increase percentage year to year Baseline: AY2018 124/1133 10.9% AY2019 184/1172 15.7%	Year 1: increase by 2% on baseline Year 2: Increase by 3% on prior year

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?
<p>Career Pathways are clearly mapped out for students with required courses and recommended sequence identified.</p> <p>Students choose a career pathway during intake and are connected to related careers immediately.</p>	<p>Career Pathways and education plans are complete and responsive.</p> <p>Career Pathways Advisors follow planned guidance with students in their pathways on career preparation.</p> <p>Program maps are completed with full- and part-time maps in the catalog</p>	<p>Career Pathways Advisors start their initial meetings with students focusing on the career connection and preparation.</p> <p>Advisors are proactive in reaching out to new applicants in their pathway to encourage advisement and enrollment.</p> <p>New dates set for Piqua campus orientations were established. Online modules were developed.</p> <p>All orientation activities and new version of XLN now online with no charge.</p> <p>Implementation of ADVISE has begun.</p>	<p>Career Pathways and education plans are accessible by advisors and students.</p> <p>Student is notified of Pathway and faculty advisor in order to plan program to completion.</p> <p>Increased participation by students moving toward an eventual mandatory orientation program for all entering new students, including CCP.</p>	<p>Implementation of Advise and Student Planning will make this process easier and more trackable.</p> <p>Involvement of all divisions, not just Student Affairs is being planned.</p>
<p>Assistance is provided to students who are unlikely to be accepted into selective admission programs to redirect them to another more viable path to</p>	<p>Students are enrolled in a viable career pathway suitable to their aptitude.</p> <p>Students connect with their assigned Career Pathways</p>	<p>Students receive in-depth, immediate conversations with a Career Pathways Advisor about their majors and other potential majors. Conversations about the</p>	<p>Students are retained.</p>	<p>Denied applicants to competitive programs are counseled again to help them redirect to another program.</p> <p>All nursing students must</p>

credentials and a career.	Advisor who provides planned outreach with the student before starting at Edison, throughout their preparation into selective programs, and to graduation.	<p>application begin during the initial pathways meeting.</p> <p>There are two dedicated advisors for our competitive programs that can redirect a student if they are not successful after the first semester.</p> <p>The Nursing Program Director outlined the timeframe for forced withdrawal from NUR135 due to failed tests to better understand and align with financial aid timeline.</p>		<p>meet with a pathways advisor to receive signature on their nursing application.</p> <p>Pathways appointments continued with advisors virtually through COVID crisis.</p>
Special and intensive supports are provided to help academically unprepared students, including those very poorly prepared, to succeed in the "gateway" courses for Career Pathways as soon as possible.	<p>Special and intensive supports are provided.</p> <p>Embedded peer tutoring and Professional peer tutors in gateway and developmental math and English courses.</p> <p>Tailored workshops or tutoring sessions in the Learning Center.</p>	<p>Embedded peer tutors are established for developmental math sections.</p> <p>The Strong Start to Finish grant is providing the funds necessary to expand the program.</p>	<p>Improved student completion of gateway courses.</p> <p>With the shift to online classes mid-term the embedded tutors set-up online tutoring sections and participated in the online course to the extent possible. Feedback from the instructors of the courses was extremely positive.</p>	<p>In order to measure the impact of embedded tutors on student success, a comparative study will be conducted at the end of the Spring 2020 term.</p> <p>The abrupt shift to online instruction may impact a comparative study between fall 2019 and Spring 2020 success rates.</p>

FIRST-YEAR ENTRY

2020 Improvement Focus Description: Increased percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study

Improvement Focus Current Status Curriculum changes, strategies, and interventions have been developed and are in use.

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?
Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study (Strong Start to Finish Initiative)	*Evaluate and reassess our placement protocols and strategies *Placement of embedded peer tutoring and Professional peer tutors in gateway and developmental math and English courses *Review of the co-requisite model for English and math	Provost	English Faculty Math Faculty Tutoring Center Advisors Enrollment Managers	Increased percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study	Increase by 5% the percentage of students completing their initial college-level math and English courses during their first three semesters enrolled at Edison State.	Achieve the 5% increase by June, 2022.

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?
Advisors monitor student progress toward completion and dynamically respond to student needs.	<p>Software is identified.</p> <p>Advising model is implemented.</p> <p>Rules in Colleague are written.</p> <p>Outlook is used to track students who are using our services.</p> <p>Advise and Student Planning are implemented.</p>	<p>Advisors are able to monitor their caseloads and identify new students through Outlook.</p> <p>Student planning has been implemented along with self-service and myESCC-advisors are able to help students plan their programs and register on their own.</p>	<p>Advisors monitor and respond to student needs.</p> <p>This promotes more ownership and understanding of time and commitment by students, will need to measure success and retention to see if we are maintaining the 2% increase over last year</p>	COVID 19 has forced virtual advising, but it is very difficult and we have lost the personal touch with students. Will need to see if it has a major impact on success and retention
The college schedules courses to ensure students can take their required courses when they need them, and can complete their programs in as short a time as possible.	<p>Schedule is built based on student needs.</p> <p>Students are able to take courses when needed</p> <p>Ability to plan Career Pathway beyond one year.</p> <p>Student Planning will be able to give reports on course needs more than one semester in advance.</p>	<p>Enrollment management team was formed to complete a more thorough and proactive review of the schedule.</p> <p>Use of Student Planning is in place.</p>	<p>Students are completing in shorter periods of time.</p> <p>Excess credits are reduced.</p> <p>Students staying on path and completing more quickly and successfully.</p>	

PROGRESS

2020 Improvement Focus Description: Improved Student Success

Improvement Focus Current Status Pre-implementation state with Ellucian; Placement and assessment strategies are being discussed

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?
90-Day Plan Action Item – Rollout of Advise	*Work with Ellucian for setup and implementation of Advise *Conversion of other systems to Advise *Training for Faculty and Advisors	Dean of Student Affairs Director of Career Pathways Advising Database & Applications Developer	Registrar Coordinator of Professional and Technical Career Pathways Advising Information Technology Support Services	An increase in student success for those students with an academic alert A higher percentage of faculty using the system to issue alerts for students Increased communication between students and faculty Students are more successful	Comparison of count of alerts issued and results Comparison of count of faculty issuing alerts and the timeliness of issue Survey usage pre and post implementation Student success indicators	Implementation January 2021 Continual monitoring of usage and student success indicators
Reducing the number of students in and	*Address the challenges identified with the	Dean of Arts and Sciences	English Faculty Math Faculty	Reduced number of students in stand-alone	Percentage of reduced number to enrollment	Continual monitoring

sections of stand-alone developmental education courses in math and English	co-requisite model *Identify other ways to reduce the number of students in stand-alone developmental education courses in math and English *Explore options for assessment and placement *Connection and partnering with K-12 on preparing students for college level		Enrollment Managers Career Pathways Advisor	developmental education courses in math and English		
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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?
The college helps students document their learning and present themselves professionally to employers and universities.	Every student leaves Edison State with a professional portfolio or resume, and skills to obtain employment.	Career Services Advisor participated in majority of capstone courses to teach resume, cover letter and interview skills.	Positive feedback from external stakeholders on students' professional preparation and presentation. Number of students with professional portfolios.	Consider having all advisors take on this role for their pathway areas. Consider expanding these services into all programs. Consider having these services available earlier in the year/program.

COMPLETION

2020 Improvement Focus Description: Moving FROM a course by course CCP approach TO applying the Guided Pathways success model to all CCP students.

Improvement Focus Current Status: Assigned as a Priority Project team as part of ESCC Strategic Plan

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?
Placing students on clear pathways to graduation or transfer and careers	*Focused effort toward CCP students *Enhanced use of Student Planning *Training for faculty, staff and students	Enrollment Manager (CR) Dean of Arts & Sciences	CCP Priority Project Team	Student engagement with Student Planning CCP high school pathway sheets out to high schools Proposed majors for all CCP students	Survey usage pre and post implementation to students Number of sheets developed and distributed Increased number of prospective majors over active majors	Academic Year 2020/2021 for baseline Academic Year 2021/2022 for increase

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?
N/A				

ADULT LEARNERS

2020 Improvement Focus Description: Strategic focus on Adult Learners to increase enrollment

Improvement Focus Current Status: 2020FR Enrollment = 15.5% are adult learners 25+

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?
Outcomes for students over age 25	*Creating marketing materials for adult learners *Identify resources for adult learners *Increased marketing focus inclusive of adult learners *Finish for Your Future Accelerated Programs	Enrollment Manger (JK)	Marketing Department Assistant Dean of Workforce Development and Work-based Learning	Materials created Resources are identified Number of 25+ students enrolled Student Success indicators for 25+	Number of adult students who apply and enroll Completion Retention Persistence	Continual monitoring

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?
Students have ample opportunity for and participate in internships, co-ops, clinical placements, service learning, apprenticeships, or other work-based learning experiences.	<p>Students have opportunity for and participate in external student-to-work experiences.</p> <p>Increase apprenticeships participation.</p> <p>Increase awareness and opportunity.</p> <p>Expand service-learning opportunities.</p> <p>Improve communication and collaboration between programs and the Office of Apprenticeship and Work-based Learning.</p>	<p>Created further awareness to stakeholders and students internally and externally to broaden the apprenticeship and internship/co-op pipeline of Edison State students.</p> <p>Created partnership database in SharePoint, used for all communication to employers, educational facilities and agencies, other departments can also show external partnership pieces</p>	<p>Students have opportunity for and participate in external student-to-work experiences</p> <p>Increase apprenticeships participation</p> <p>Partner with outside agencies and career services to assist in pre-employment training</p>	<p>Internship and Co-Op opportunities were already in existence at Edison State, focus on awareness campaign to bring attention to experiential learning opportunities to current and prospective students as well as the community</p>

WORK FORCE

2020 Improvement Focus Description: Connecting non-credit students to credit-bearing programs through Career Pathways

Improvement Focus Current Status: Career Pathways are established and include stackable credentials

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?
<p>Alignment to the state's workforce development priorities</p> <p>Goal 1: Connect Business and Education</p> <p>Goal 2: Create a Culture of Continuous Learning</p> <p>Goal 3: Build Career Pathways</p> <p>Goal 4: Leverage Data for Accountability</p> <p>Goal 5: Coordinate Workforce Efforts</p>	<p>* Connect non-credit students to credit-bearing programs utilizing stackable credentials to be workforce ready</p> <p>*Leverage employability data for accountability</p> <p>*Make use of FastPathOhio to apply credit for prior experiences</p>	<p>Assistant Dean of Workforce Development and Work-based Learning</p> <p>Enrollment Manger (JK)</p>	<p>Director of Regional Campus Enrollment Management and Student Services Regional Locations</p> <p>FastPathOhio Liaison</p> <p>Institutional Research</p> <p>ODHE</p>	<p>Non-credit students converting to credit-bearing degree seeking students</p> <p>Maintaining connection with students after completion</p> <p>Use of labor-market employment databases to leverage data</p>	<p>Increase in the number of non-credit students converting to credit-bearing degree seeking students</p> <p>Increase in the number of students responding to graduate surveys</p> <p>Return of meaningful and informative data</p>	Ongoing