



Student Completion and Success Plan

Submitted to the Ohio Department of Higher Education

November 18, 2020

Update to the Plan Submitted in June 2018

Approved by the Board of Trustees

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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.

ODHE Guidelines for the 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.

CONNECTION TO THE INSTITUTION

Who are Marion Technical College's (MTC's) students?

Marion Technical College (MTC) is located in Central Ohio, approximately 50 miles north of Columbus. The College's primary service area is Marion County, which has a population of approximately 65,000. Most MTC students live in Marion and the six counties that surround Marion; the population in the seven-county area is approximately 460,000. In addition to courses conducted on the MTC campus, MTC offers dual enrollment courses in 20 area high schools and offers courses at two state correctional facilities located in Marion County. MTC also offers non-credit courses and other workforce services; results for non-credit students are tracked but are not included in this report.

As shown in Table 1, MTC categorizes its students into three main groups: General, Early College, and Prison Students. General students are students who have graduated from high school; early college students are students who have not graduated from high school, and prison students are incarcerated in one of the two state correctional facilities MTC serves.

Due to the unique needs of each major type of MTC student, success and completion results are tracked for each group and then consolidated for all students. MTC also tracks student success using the standard IPEDS and HEI student definitions; prison and general students are combined in those metrics. Tracking results by the three primary student groups in this manner enables the College to develop specific strategies for each major group and subgroups within each major category.

As a percentage of the student body, the general student population declined from 63% of the student headcount in fall 2013 to 51% of the student headcount in fall 2019. Overall student headcount declined by 6.3% from fall 2013 to fall 2019.

Table 1: Fall Term Student Headcount								
Student Type	2013	2014	2015	2016	2017	2018	2019	2020*
General	1,696	1,498	1,373	1,376	1,314	1,270	1,252	1,107
Early College	648	674	757	911	854	832	967	893
Prison	347	298	305	263	303	287	301	152
Total	2,691	2,470	2,432	2,550	2,471	2,389	2,520	2,152
<i>*this preliminary fall 2020 headcount is included as a reference but has been impacted by COVID. Prison enrollment in fall 20 declined due to a lockout in one of the correctional facilities. Subsequent tables will not include this preliminary fall 2020 data.</i>								

The number of general students declined 26% from fall 2013 to fall 2019; the FTE for general students declined approximately 25% in the same time period. General students typically take more credit hours per student than other student groups. As shown in Table 2, general students accounted for 74% of annual FTE in 2013-14 and 62% of FTE in 2019-20:

Table 2: Annual FTE by Student Type Summer, Fall, Spring Terms							
Student Type	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
General	1,236	1,057	966	947	921	878	876
Early College	246	271	313	357	317	321	376
Prison	179	153	148	141	151	153	159
Total	1,661	1,482	1,430	1,445	1,379	1,351	1,411
<i>FTE is defined as credit hours / 30</i>							

Because the early college and prison populations are unique, MTC disaggregates data by student type. Demographic data area tracked for all students, but the focus on improvement strategies is on general students. An analysis of the characteristics of the general student population shows the proportion of Pell-eligible students has decreased since fall 2013 but appears to be flattening. The proportion of new students is influenced by an improved categorization of former CCP students as new; these students were not consistently categorized as new prior to 2017. Student average age and the percentage of female students is consistent, but the percentage of adult students has declined from 50% of students in fall 2013 to 43% in 2019. MTC has implemented co-req models for math and English, so this means the trend analysis for Dev Ed placement loses some meaning. This is an important metric we will track over the next few years.

The percentage of MTC students who reside in Marion County had decreased from 2013 to 2019 but appears to be increasing slightly. The percentage of students who are seeking a degree in a health-related field has remained consistently above 50% and the percentage of students enrolled in other programs has been fairly consistent over the past seven years.

Table 3: Fall Term General Student Characteristics							
Year ->	2013	2014	2015	2016	2017	2018	2019
General Students->	1,696	1,494	1,371	1,376	1,314	1,270	1,252
Pell Eligible	65%	64%	60%	59%	55%	48%	48%
Female	69%	70%	72%	71%	70%	72%	70%
Average age	28	28	28	28	28	27	27
25 and older	50%	48%	46%	48%	47%	45%	43%
Minority	8%	9%	8%	10%	9%	11%	12%
Full-time (12+ credits)	47%	43%	38%	37%	36%	35%	38%
New to MTC***	22%	20%	18%	20%	19%	22%	27%
New Students who Placed into at least 1 Dev Ed Course	48%	59%	56%	57%	70%*	50%**	54%**
* co-req math implemented partially in 2017							
**includes placement into co-req math and English courses							
***New-to-MTC includes former CCP students as of fall 2018; this was changed to align with the IPEDS definition.							
County of Residence							
Marion	47%	45%	41%	40%	40%	41%	43%
Morrow	10%	10%	12%	10%	10%	7%	7%
Crawford	8%	9%	9%	9%	8%	10%	8%
Delaware	8%	7%	8%	9%	9%	9%	10%

Table 3: Fall Term General Student Characteristics							
Year ->	2013	2014	2015	2016	2017	2018	2019
General Students->	1,696	1,494	1,371	1,376	1,314	1,270	1,252
Wyandot	8%	8%	7%	8%	9%	7%	8%
Union	5%	5%	5%	7%	7%	6%	7%
Franklin	4%	4%	4%	4%	5%	5%	4%
Hardin	2%	2%	2%	2%	3%	3%	3%
Other	8%	10%	12%	11%	9%	12%	10%
Primary Declared Major							
Arts & Sciences	5%	8%	8%	8%	7%	5%	4%
Business	14%	13%	14%	17%	18%	16%	15%
Engineering	7%	6%	5%	5%	5%	5%	6%
Health Technologies	52%	54%	56%	54%	56%	56%	54%
Information Technologies	8%	7%	8%	7%	5%	7%	7%
Public Service	10%	11%	11%	9%	8%	9%	10%

There have been some national, regional, and state discussions related to personalizing the typical student, using either a “persona” strategy or by assigning a name like “Maria” to a typical student. The idea of this strategy is to encourage staff to think about students as persons and not just headcount of FTE. Using this concept, MTC’s typical student is a 27-year-old female Pell-eligible white health major who lives in Marion County and placed into a Dev Ed Co-Req class. However, creating this type of attribute assignment applies only to approximately 1 out of every 20 MTC general students. MTC prides itself on personalized service to all students; MTC’s relatively small size makes this a practical approach to serving students.

What efforts are underway at the college to help students in need of remediation become better prepared for college?

MTC is a member of the ODHE’s Strong Start to Finish initiative, which helps faculty understand the importance of shortening the pathway for college gateway course sequences, especially in math and English. The percentage of students who place into at least one developmental education course increased from 2013 to 2016 and is decreasing from 2017-19. MTC is a leader institution in the implementation of co-req math pathway redesign and was able to redesign math course sequences and update math courses using funding from an ODHE Bridges grant. MTC’s math faculty are evaluating the course redesign and improving the courses. MTC was also able to improve tutoring services in math. MTC’s advising office has worked with math and English faculty to improve its math and English placement process; this now includes a referral to MTC’s ASPIRE program if indicated. Students who are not ready to take a college-level math or English courses, even a prereq course, are encouraged to use the ASPIRE courses to prepare for college-level coursework.

MTC implemented a redesigned set of English courses in 2018-19. Beginning in summer 2018, MTC improved new student orientation and is encouraging every new student to complete a career assessment. MTC is planning to implement a first-year experience course in the FY22 academic year.

To continue efforts to improve student success, MTC joined the OACC Student Success Leadership Institute (SSLI) in 2015. Through the SSLI, MTC is developing additional strategies modeled after Completion by Design Colleges and is working through a 12-person cross-functional team to identify and implement high-impact practices.

How do we build relationships with K-12 schools? How do we engage with parents and community?

MTC builds and maintains relationships with K-12 schools in several ways:

- The College Credit Plus (CCP) department coordinates MTC's CCP initiatives. The CCP department consists of a full-time director and two full-time assistants who serve as the primary liaisons with the K-12 schools to ensure effective communication.
- MTC collaborated with Marion City Schools to create the Graduation Pathway to Success (GPS) program that started in fall 2016. GPS is a subset of CCP. GPS students take a defined set of courses on a pathway that leads to students earning an associate degree or certificate by the time they graduate from high school. This program is partially grant funded through the Marion Community Foundation and provides opportunities for disadvantaged high school students to begin college courses in their first year of high school. The GPS program expanded to other K-12 schools in 2018, funded by an ODHE Innovation grant and an additional Marion Community Foundation grant.
- CCP department personnel work closely with school counselors for advising and enrollment of high school students. The CCP department also administers MTC's placement tests at the high school locations.
- Representatives from Admissions, Student Services, and academic departments collaborate to provide information to and coordinate advising nights for College Credit Plus students and families.
- The Admissions Office routinely holds information events at area high schools and talk with guidance counselors about MTC academic programs. Various events are held throughout the year to afford secondary students the opportunity to tour the campus and learn about academic programs.
- MTC sponsors an annual guidance counselor meeting for area high school counselors.
- MTC houses a regional tech prep coordinator and actively participates in career-tech initiatives.
- MTC sponsors annual Math competitions for middle school and high school students.
- MTC works with the local high schools and college representatives to provide career assessments and resources to students who do not have a post-graduation plan in place.
- MTC's VP for Planning & Advancement serves on the Marion County Schools Advisory Board.
- MTC's Chief Strategy Officer serves as a member of the local Career Center school board, served for 26 years as a member of a local K-12 school board, and is a regional representative at the Ohio School Board Association.
- MAWAC- MTC is an active participant in this local coalition of K-12, higher ed, economic development, chamber, and business/industry

MTC engages with parents and the community in multiple ways:

- Direct involvement in community groups such as the Chamber of Commerce, Rotary, and Kiwanis in MTC's service area
- Through general advertising, a direct mail newsletter, social media such as Facebook and Twitter, sponsored admissions nights for potential adult students, and sharing success stories of MTC students through a variety of media channels
- Public speaking at local organizations such as the Chamber, Rotary, Kiwanis, and similar community groups. MTC's President and Cabinet serve as members of Rotary, United Way, Marion CANDO, Kiwanis, local school boards, the local hospital board, and a variety of community organizations.
- MTC also engages its community through academic program advisory committee meetings, participation in

various community events, and active public relations campaigns. Individual College employees also participate monthly on the local radio station's "Morning Magazine" radio program, attend the weekly meetings of BNI, work with GEAR UP to promote college attendance to K-12 students, and engage in a variety of other events. Additionally, several academic program instructors have included community service projects in their course curriculum.

- MTC recently received a Title III – Strengthening Institutions grant. The grant will fund a full-time Experiential Learning Coordinator, who will work with faculty to add additional community-based learning to the curriculum.
- To fulfill a strategic plan initiative, MTC recently secured a long-term lease on a downtown Marion location. The location will help the College improve its connection to an underserved population in Marion City and aligns with a general downtown Marion revitalization effort.
- In 2019, MTC agreed to absorb a community pride initiative called MarionMade! The Marion Community Foundation started this program in 2017 to showcase the positive contributions current and former Marion residents have made and are making to the quality of life in Marion and beyond. As the program grew, it became difficult for the limited staff of the Marion Community Foundation to manage; the Foundation approached MTC in 2018 to ask if the College would be willing to host MarionMade! Details about MarionMade! can be found at <https://www.marionmade.org/>.
- Since 2017, MTC has worked with the Chamber of Commerce and several area businesses to sponsor an entrepreneurial program called The Forge. Participants interested in starting a small business attend a 6-week series of free classes, covering topics from Marketing to Accounting. The Forge aligns with MTC's strategic plan initiative of improving economic development in the area. Over 100 persons have attended The Forge since its inception, and so far program participants have created 6 new businesses.
- In 2019, MTC collaborated with several area manufacturers, the Marion Chamber of Commerce, and the Marion County Department of Job and Family Services to create a "Made in Marion" showcase featuring products manufactured in Marion County. The event attracted over 5,000 middle and high school students, 12 manufacturers, and the local career center. Lt. Governor John Husted provided a keynote address. The event is continuing in 2020 as a virtual event; details can be accessed at <https://www.madeinmarion.org/>
- MTC opens its facilities for a number of community presentations. Recent topics include meetings centered on Diversity, Race, and Mental Health issues.
- MTC received a grant from the Marion Community Foundation to implement a vision of Marion as "America's Workforce Development Capital." Although Marion is a small community, it includes an impressive array of educational institutions – Marion Technical College, RAMTEC, and a regional campus of the Ohio State University. Our education and business community understand that an effective workforce is the key to a strong local economy. The America's Workforce Development initiative will make it easier for local employers to access the educational resources available.
- MTC is a sponsoring member of the Marion Area Workforce Acceleration Collaborative (MAWAC). This group includes leaders from local K12 schools, Tri-Rivers Career, RAMTEC, Ohio State Marion, OhioHealth, and several area business leaders. MAWAC is a collaborative vehicle to discuss integrated opportunities for education and industry to help advance workforce preparedness and economic development in the Marion area.

What do we have in place to specifically connect with adult students?

Adult students are a growing focus area for the College. MTC uses several methods to engage adult students and is continuing to explore additional ways to connect. MTC has the following initiatives currently in place:

- MTC offers Business Management courses onsite at Whirlpool Corporation. This enables students to participate in a cohort and attend classes immediately before or after starting a shift.
- MTC offers Engineering Technology courses at Vaughn Industries in Carey, Ohio. This is integrated with Vaughn's apprenticeship program.
- MTC has offered an Adult Student Accelerated Program (ASAP) in Business Management since 2007. This program is designed to help working adults earn an associate degree in 28 months by attending class once a week, taking courses one at a time in a predefined sequence, and completing a substantial amount of coursework in an asynchronous online format.
- MTC sponsors an ASPIRE program to help adults earn a GED.
- MTC offers courses in evenings and online to enable working adult students to attend.
- The Marion Tech Downtown location will help MTC attract under-resourced adult students who live in the Marion City limits by providing a more convenient way to attend classes.

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?

MTC uses its CCP relationships with K12 schools to help high school faculty and students to graduate ready to enter college. This is accomplished informally through the interactions between MTC and high school faculty, especially those high school faculty who serve as dual enrollment instructors for MTC. The Marion Area Workforce Acceleration Collaborative also assists in this effort. There is more work to do in this area, however, especially for those high school students who do not participate in CCP.

In addition to providing general information to high school students about being prepared for college, MTC offers scholarships to students who graduate in the top part of their high school class. MTC also hosts campus visits, where MTC admission counselors and program directors discuss the importance of being prepared for college. MTC also provides placement testing at the high school sites to help students understand where they stand in terms of being ready for college.

One barrier to a successful transition from high school to college is the separate data systems used at ODE and ODHE. A more comprehensive system might help MTC (and other Ohio colleges) understand how high school coursework helps high school students become college-ready; this information could be shared with high school instructors and students.

What are pathways for College Credit Plus students?

MTC's College Credit Plus department, in conjunction with program directors and faculty, have created specific pathways called Graduate Pathways to Success (GPS). The GPS program started in 2016, funded partially by the Marion Community Foundation and Marion City Schools. The GPS program, which began in the Marion City Schools, was expanded to other area schools in 2017 when MTC received an Innovation grant. As a part of this grant, the GPS concept was expanded to NC State College and Mansfield City Schools. Several high schools across Ohio have visited MTC to learn about the GPS concept.

As of fall 2020, MTC has created 8 GPS pathways in 4 high schools. Pathways include Engineering Technologies, Health, Medical Assisting, and Transfer (Arts and Science). The GPS program requires student to take a specific course sequence, sometimes starting as early as ninth grade.

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?

New student orientation programs are conducted each term. Orientation introduces new students to faculty, staff, and other students; communicates success tips to students; includes a campus tour; and provides an opportunity to

meet other new students. The following departments present information during each orientation session:

- Career Services
- Student Resource Center (tutoring, advising, disability services)
- Financial Aid
- Campus Security
- Student Activities
- Library Services
- Diversity Program
- Academic Services
- Information Technology

IT services (email and learning management system) and learning expectations are consistently communicated to students via the course syllabus, College website, and student handbook.

Attendance at orientation has become mandatory for new students. MTC's Director of Advising (a new position created in spring 2018) is updating new student orientation by expanding the orientation over a longer period and adding additional orientation sessions. MTC participates in the ODHE Strong Start to Finish initiative, which provides other opportunities for MTC to learn about and incorporate best practices for student orientation.

What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?

MTC uses multiple ways to place students into appropriate level coursework. MTC has created an internal placement level schema for Math, English, Reading, and Statistics, and plans are in process to create a Science placement level. The levels enable MTC advisors to use multiple measures for student placement and are aligned with the remediation free standards established by ODHE. Accuplacer tests are one common measure; ACT scores are another. MTC developed local tests for Math and English placement, and students are also placed based on their high school coursework and GPA. Advisors use these available measures and a discussion with each student to place students into the appropriate beginning coursework.

How does co-requisite learning support the learning outcomes of the institution's gateway courses?

MTC has implemented a co-req model for Math and English gateway courses. Currently, MTC offers only three stand-alone Dev Ed courses – two in Math and one in Reading. MTC offers co-req courses for Quantitative Math, Statistics, College Algebra, and English Composition I. The learning outcomes for co-req courses are aligned with the gateway courses, and faculty who teach the co-req and gateway courses collaborate closely during the term.

Do we offer prior learning assessment for adult learners?

MTC offers a variety of prior learning assessment and transfer opportunities for adult learners. Table 4 shows the unique number of students who have earned some type of transfer credit; Table 5 shows the types of transfer credits earned.

Table 4: Number of Students Who Have Earned PLA Credit					
Year->	2016	2017	2018	2019	2020*
Unique Students	573	596	544	560	451
Total Courses	3356	4618	3566	3944	2871
<i>*as of November 6, 2020</i>					

Table 5: Types of PLA Credit Awarded					
Type of PLA Awarded	2016	2017	2018	2019	2020*
ADVANCE PLACEMENT	4	9	14	10	2
Articulation Credit	15	50	19	20	30
ATI Testing	50	46	3	46	6
Certification	30	15	3	12	23
CLEP	1	3		1	
Credit by Exam	48	33	27	35	14
CTAG	3	5	6	9	
License	61	35	42	9	9
Life Experience	28	30	9	14	8
Military Crd Non-TAG			15	17	20
OTM Transfer			271	801	642
TAG Transfer		1	151	833	608
Other Transfer	3116	4391	3006	2137	1509
Total	3356	4618	3566	3944	2871
<i>*as of November 6, 2020</i>					

Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?

MTC works closely with the local Ohio Technical Center, Tri-Rivers Career Center. A few students have earned or are in the process of completing ATS degrees through the one-year option but so far this has not been a popular option for those who have completed a 600- or 900-hour training program at the career center. MTC will continue to work with Tri-Rivers to make sure students know about this option.

MTC has received CTAG approval for every eligible course MTC offers that aligns with the CTAG learning outcomes. Some of the coding for awarding CTAG credit is ambiguous, so credit awarded through CTAG is undercounted. For example, a student who completes a Computer Technician A+ course at a Career Center is eligible for CTAG credit, but that same student has passed the CompTia A+ certification exam. The PLA credit would be awarded as a certification instead of a CTAG. We think the updated CTAV transfer system will help students at the career centers and admissions staff at MTC improve the number of credits awarded by CTAG; this is an area for improvement.

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?

The job placement rate for students who graduate from MTC has been consistently above 80% for students who are seeking work after earning an associate degree. MTC offers a jobs board and placement services at no cost to employers or to students (current and former) seeking positions (<https://www.mtc.edu/careerservices/>). MTC also offers help for students who are unsure about career choices through web-based career exploration services.

MTC submitted a career services plan to ODHE in December 2017; additional information about plans to improve career services is included in this plan. MTC created a full-time Director of Career Services in January 2018, and a new person was hired to the position in fall 2019 when a vacancy occurred. MTC implemented a career-service fee in 2017 to provide funding to improve career services for students. MTC also worked with Ohio State Marion to secure an OMIC grant to improve co-op and internship placement services at the Marion campus.

In June 2015, MTC implemented the EMSI Career Coach product and included links to Ohio Means Jobs on program web pages. However, MTC was not able to continue funding EMSI's Career Coach due to COVID-related subsidy budget cutbacks in summer 2020. Career Coach provided local information about career education requirements, wages, anticipated openings, and current employment. The College is currently using OhioMeansJobs and the College Central Network (CCN) to provide local career information to students. A series of videos called Career Spots introduces students to the skills needed for various careers related to programs MTC offers.

MTC uses the Ohio Department of Job and Family Services Wage-Match system to track graduate earnings and employment; the most recent results are listed below. Using these results, which are based on quarterly employment report filings, enables the College to track graduates' success and interact with employers who provide jobs to MTC graduates. Table 6 shows the average annual earnings of MTC graduates; Table 7 shows the employers where the largest number of MTC graduates work.

Table 6: Calendar Year 2019 Earnings of MTC Graduates Employed by an Ohio Employer: By Decade						
Department / Program	Decade					Overall
	1970-79	1980-89	1990-99	2000-09	2010-19	
Arts & Science					\$32,792	\$32,792
Associate of Arts					\$26,843	\$26,843
Associate of Science					\$39,966	\$39,966
Business & IT	\$55,879	\$59,854	\$52,789	\$48,788	\$41,122	\$49,028
Accounting	\$66,729	\$65,812	\$56,369	\$56,001	\$42,245	\$56,686
Business Management	\$75,983	\$53,148	\$60,628	\$52,986	\$45,258	\$51,953
Criminal Justice			\$48,721	\$54,765	\$45,939	\$49,917
HSS			\$50,959	\$43,520	\$31,410	\$39,828
Networking		\$66,281	\$50,090	\$67,831	\$52,048	\$57,019
Office Information	\$34,109	\$43,946	\$43,435	\$41,963	\$33,115	\$41,371
Prison			\$26,672	\$31,314	\$28,270	\$29,901
Software Development	\$56,936	\$80,212	\$65,208	\$72,295	\$47,020	\$70,974
Engineering	\$85,639	\$68,421	\$80,988	\$68,232	\$71,485	\$71,876
Alternative Energy					\$69,697	\$69,697
Electrical Engineering	\$107,133	\$70,307	\$80,132	\$80,241	\$59,755	\$74,011
Mechanical Engineering	\$51,249	\$64,776	\$81,606	\$65,844	\$60,977	\$67,734
Mechatronics				\$81,444	\$70,103	\$73,592
Power Line / OREC				X	\$88,195	\$88,475
Robotics					\$44,268	\$44,268
Telecom				\$58,037	\$42,382	\$52,344
Vaughn					\$77,099	\$77,099
Health	\$47,514	\$61,367	\$62,968	\$51,156	\$41,581	\$48,885
ALHLTH					X	X
DMS					\$43,545	\$43,545
Health-Other			\$38,781	\$59,677	X	\$42,169
HIT				\$32,644	\$37,346	\$35,763
Medical Assisting				\$36,501	\$26,453	\$29,646
Medical Lab	X	\$63,193	\$52,189	\$45,356	\$39,479	\$46,284

Table 6: Calendar Year 2019 Earnings of MTC Graduates Employed by an Ohio Employer: By Decade

Department / Program	Decade					Overall
	1970-79	1980-89	1990-99	2000-09	2010-19	
NUR-AS					\$30,701	\$30,701
Nurse	\$48,373	\$61,031	\$67,261	\$54,951	\$48,611	\$55,341
OTA					\$34,528	\$34,528
PTA				\$46,747	\$39,271	\$42,109
RAD			\$79,992	\$56,739	\$41,908	\$48,862
Overall	\$55,824	\$61,376	\$58,994	\$51,658	\$44,094	\$50,948
<ul style="list-style-type: none"> • MTC Degree or Certificate Graduates who earned at least \$5,000 in Calendar Year 2019 • Excludes self-employed • X – less than 5 records; value is suppressed 						

Table 7: Largest Employers of MTC Graduates and Students as of the Fourth Quarter 2019

OHIOHEALTH CORPORATION	546	MERCY HEALTH	51
MARION GENERAL HOSPITAL INC.	485	MORROW COUNTY AUDITOR	49
WHIRLPOOL CORPORATION	329	MARION CORRECTIONAL INSTITUTIO	46
VAUGHN INDUSTRIES LLC	237	ADECCO USA INC.	44
THE OHIO STATE UNIVERSITY	186	JPMORGAN CHASE BANK NATIONAL	43
THE KROGER CO. (INC.)	125	MORROW COUNTY HOSPITAL	41
WAL-MART ASSOCIATES INC	115	MARION CITY BOARD OF EDUCATION	40
WYANDOT MEMORIAL HOSPITAL	105	WILLOW BROOK CHRISTIAN SERVICE	39
MARION AREA PHYSICIANS LLC	102	KOHL'S DEPARTMENT STORES INC.	39
GALION COMMUNITY HOSPITAL INC	102	MENARD INC.	38
MARION COUNTY COMMISSIONERS	91	UNITED CHURCH HOMES INC.	37
MOUNT CARMEL HEALTH SYSTEM (I	86	CITY OF MARION	37
NATIONWIDE CHILDREN'S HOSPITAL	81	WYANDOT COUNTY AUDITOR	35
HONDA OF AMERICA MFG. INC.	78	Lowe's Home Centers LLC	35
HEARTLAND EMPLOYMENT SERVICES	72	KNOX COMMUNITY HOSPITAL (INC.	34
MEMORIAL HOSPITAL OF UNION COU	69	YOUNG MEN'S CHRISTIAN ASSOCIAT	33
BUCYRUS COMMUNITY HOSPITAL LL	67	MEIJER GROUP INC. ET AL	33
NORTH UNION LOCAL BOARD OF EDU	66	AVITA HEALTH SYSTEM (INC)	33
MARION TECHNICAL COLLEGE	66	WYANDOT INC.	32
OHIOHEALTH PHYSICIAN GROUP IN	63	KINGSTON RESIDENCE OF MARION	31
DELAWARE COUNTY AUDITOR	61	BRIDGESTONE APM CO (INC.)	31
BLANCHARD VALLEY REGIONAL HEAL	60	Starbucks Coffee Company (Inc.	30
BOB EVANS RESTAURANTS LLC	57	BWW RESOURCES LLC	30
MCDONALD'S RESTAURANT OF OHIO	52	JAG HEALTHCARE INC.	29

Table 8: Connection Strategies and Outcomes from 2018-20

Strategy/Goal:	Desired Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Examine recruiting and marketing efforts	Maximize return on investment	Shifted marketing and recruiting efforts to a more personalized outreach using social media	Number of applicants	The number of general applicants has increased by 8% from 2018 to 2020 for a comparable time period
Improve conversion rate of applicants	Increased rate	Improved messaging to applicants	Conversion rate of applicants to registered students	The conversion rate improved by 2% from 2018 to 2020 for a comparable time period
Improve conversion rate of CCP students	Increased number of recent CCP grads enroll at MTC after HS graduation	Not much improvement.	Number of CCP students who graduate from high school in the spring and are enrolled at MTC in the fall of the same year	The percent of recent HS grads enrolling at MTC increased slightly from 12.7% in 2017 to 15% in 2018-2020. However, this is impacted somewhat by the increased number of HS students who earn a certificate or degree from MTC before graduating from HS.
Implement mandatory orientation for new students	All new MTC college students participate in an orientation	Created online orientation course; added additional orientation sessions	Percent of new students who participate in orientation	The percentage is improving; initiative was stalled due to COVID.
Improve high school pathways, focus on the value of completing college courses in high school	Increase number of pathways offered	MTC now offers 8 different pathways in 4 area high schools; program is called GPS	Number of students enrolled in a pathway	20 HS students graduated with a degree or certificate from MTC in 2020 compared to 3 in 2018.

2020 Improvement Focus Description: Increase number of general applicants and conversion rate of general applicants

Improvement Focus Current Status: New initiatives are in stasis due to COVID. In 2019 we modified our applicant messaging to incorporate behavioral messaging principles

Table 9: Connection Strategies and Outcomes for 2020-22:						
Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>Who will be responsible (title)?</i>	<i>Who will need to support /bolster the change and how (titles)?</i>	<i>What will be our outcome indicator of success?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>
Improve conversion rate of general student applicants	Continue to improve messaging; implement ASQ.	Admissions Director	VP of Advancement and Planning	Improved conversion rates		Fall 2020
Improve conversion rate of CCP students		CCP Director	CAO/Academic program areas			Fall/spring 2021

What additional information do we need?

We plan to administer an admitted student questionnaire, funded through a Title III grant we received in late September 2020, to help us understand the reasons admitted students do not decide to enroll.

A few questions to consider about ...

FIRST-YEAR ENTRY

What are our gateway mathematics and English courses? How do students know which best fits their major?

MTC's gateway English course is English Composition I. MTC currently offers three gateway math courses; Quantitative Analysis, Statistics, and College Algebra; an additional gateway course in Technical Math is under consideration. Program faculty consulted with general education faculty to determine the most appropriate gateway course for each program. The curriculum course sequence pathway lists the gateway course.

How will we increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?

MTC's curriculum has been redesigned to include gateway courses in the first half of every academic program. Full- and part-time students are advised to complete the gateway courses early in their program.

What are we doing to reduce the number of stand-alone developmental courses that we offer?

MTC has reduced the number of stand-alone developmental education courses to three: two in Math and one in Reading. Faculty developed co-req courses for each of the math and English gateway courses.

How do we advise and place students for efficient completion?

MTC advisors and admission counselors review each student's academic readiness and "life" circumstances when discussing a completion plan. The plan starts with the degree pathways, the pathway is modified to meet each student's individual situation. MTC uses a system called AVISO to map the completion plan. One goal supported by the recent Title III grant MTC received is to ensure that every student has completed the degree map.

Do students have options for structured degree pathways and/or meta-majors? Are students advised with default pathways to their chosen degree?

MTC has used structured degree pathways since 1971. Faculty have developed a listing for each certificate and degree program - a term-by-term course sequence that will lead to completion. This sequence is modified as described above for part-time students. MTC is exploring the meta-major concept but has not formally implemented it.

How can we maximize credit accumulation?

MTC advisors are aware of the national research showing the positive relationship between credit accumulation and completion. Advisors routinely discuss this with students and create a plan that matches each student's personal situation.

How do we help undecided students choose a career and educational path? How do we help students understand industry needs and high-demand areas?

MTC's admissions counselors and first-year advisors discuss career choices with undecided students. When appropriate, admissions counselors encourage students to use a career-planning tool to help them identify career interests. MTC has enhanced its Career Services effort, created a Director of Career Services position in January 2018, and implemented a career services fee in spring 2018 to improve career services. This position works closely with admissions and advising to implement career pathways throughout the student's college career.

Additionally, MTC annually publishes a history of MTC graduates' careers, job placement rates, and estimated annual salaries to help students choose a career path (see Table 6). The College uses Ohio Means Jobs lists of high demand occupations and EMSI Analyst to inform students about job demands.

How are we advising students who intend to transfer for a bachelor's degree?

MTC is creating pathways aligned with Ohio Graduation Transfer Pathways (OGTPs) where possible. Students who plan to transfer are advised to take courses that have a guaranteed transfer and/or align with the student's planned transfer institution.

How do we engage students within the college community?

Engaging students in the MTC college community is a challenge because many MTC students are early college students or working adults who are juggling family and career obligations in addition to college coursework. MTC sponsors two college-wide student organizations: The National Society of Leadership and Success and Phi Theta Kappa, an academic honor society for students at associate degree institutions. MTC also offers a Student Ambassador Program, tutoring opportunities for students, and a variety of events such as job fairs and health fairs throughout the year. Other activities designed to engage students are the Radiography Quiz Bowl competition, Engineering Robotics Competitions, community service projects embedded in academic courses, cultural awareness programs, and general student activities such as intramural sports and welcome back events. MTC also engages in Title IX programming such as Bystander intervention, Take Back the Night, It's on Us, and the Red Flag Campaign.

In 2019, MTC implemented a way for students to petition to begin a sponsored organization related to a specific program area. So far, the Engineering students have successfully formed an organization; other program areas, namely Business and Information Technology, are in the process of forming clubs. Health programs also have student organizations in place. In the fall 2019 term, MTC added a state-of-the-art e-sports arena in an effort to further engage students.

How do we ensure that student costs are transparent and student financial planning continuous?

MTC publishes the cost of attendance clearly on the MTC Website <https://www.mtc.edu/tuition-and-fees/>. Financial planning is discussed during advising appointments. MTC's Cohort Default rate has improved consistently over the past three years and is now at 9.4%. This compares favorably to the national rate of 9.7%, which includes two- and four-year colleges, and the national rate of 15.2% for two-year colleges.

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?

MTC offers an early course registration for students who have accumulated credits; the more credits, the earlier a student can register. MTC also offers a flat tuition rate for 13-18 credit hours, effectively lowering the tuition rate by 27.8% per credit hour. The primary barrier to MTC students completing 12 hours per term is a student's life circumstances. Since 2017, between 33% and 36% of MTC fall-term general students attend full-time. Adult students must continue employment while attending college; the limits the number of classes they can take each term.

How do we help students who are underprepared for their course of study? How do we address the differences in learning styles? How do we address students with special needs? (students with disabilities, seniors, commuters, parents)

Underprepared students are identified through placement testing and initial interviews with admission counselors and advisors. MTC is redesigning its advising processes to provide improved services to students who place into developmental education classes or who are otherwise identified as potentially benefitting from an intensive advising experience.

MTC hired a full-time Director of Disabilities in fall 2018. The Director works with students who have disabilities to provide reasonable accommodations and will communicate with faculty to ensure a common understanding of these students' abilities. Each syllabus includes a statement informing students how to access disability services and the Director of Advising reminds faculty and new students about the policy and the services available at the beginning of each term. Although MTC's campus is for the most part handicapped-accessible, MTC recently completed an ADA facilities audit to determine what improvements can be made to improve access for students with disabilities.

In spring 2018 MTC implemented a Predictive Analytics software system from AVISO. This system uses a combination of historical course completion rates and student demographics to rate each student based on the specific courses for which they have registered and assigns a red-yellow-green indicator that serves as a guide for advisors.

MTC offers two options for senior citizens who want to continue learning. The 60 Plus program enables senior citizens to audit College classes at no cost. The Learning Enrichment Institute, moved to the Marin Public Library in 2019, offers short-term courses such as Photography and Art for a nominal fee to adults aged 50 and over.

MTC faculty are aware that differences in learning styles exist, and the faculty consider this during course development, including assignment and assessment creation.

The current improvement focus for successful first-year entry is to increase the number of students who achieve the ODHE success points and completion measures each year. We have organized datasets to allow us to track student performance longitudinally and to provide information about improvement initiatives.

How do we connect students with social services to address food and housing insecurity, transportation or childcare needs?

In 2019 MTC opened a Connection Center for students. MTC is improving the Connection Center in 2020 and 2021 through the Title III grant and a grant received from the Marion Rotary Club. The center is staffed several hours each week by a Student Resource Navigator (SRN) who is a shared resource person experienced in the range of services provided by agencies in the Marion Community. The SRN connects students with available community resources such as Jobs and Family Services, Marion Matters, and Goodwill. The Marion Campus (MTC and Ohio State Marion) opened a food bank in 2018, and this is expanding in 2020-21. In 2019, MTC worked with Goodwill to implement a clothing voucher program for MTC students. In 2019 MTC also worked with Wyandot Snack Foods to provide no-cost snacks to MTC students. The Connection Center will continue to grow to help MTC meet student needs outside of the classroom.

Childcare is a challenge for MTC students and employees. Community resources are limited and expensive.

Table 10: Summary of Major First Year Entry Outcomes from 2018-20				
Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Advising	Redesign advising system to include a high-touch interaction; train advisors on use of AVISO	Advising system redesign is partially implemented	Advisors complete advising training; increased use of AVISO	Ongoing
Orientation	Redesign student orientation	Mostly complete	Percent of new students who participate	
Connection Center	Create a way to connect students to community resources	Created but still improving	Number of students served; improved student persistence as a result	
Update degree plans to include gateway courses in first year	Completed			
Minimize stand-alone developmental education courses	Completed			

2020 Improvement Focus Description: The primary foci for 2020-22 are to continue to improve MTC's Connection Center, to use the Title III grant to redesign physical spaces for student services, and to improve the percentage of students who have created a specific degree plan in AVISO.

Improvement Focus Current Status: These initiatives are in progress, funded primarily through the Title III grant effective October 1, 2020.

Table 11: Summary of Major First Year Entry Initiatives for 2020-22

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>Who will be responsible (title)?</i>	<i>Who will need to support /bolster the change and how (titles)?</i>	<i>What will be our outcome indicator of success?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>
Redesign physical space for student services				Redesigned space		Dependent upon capital funding bill
Update Degree plans	Implement degree plans in AVISO for every general student	Director of Advising	CAO, program directors	Degree plans are created and used to monitor student progress	Percent of students who have created a plan	Underway, fully implemented by 2023
Enhance MTC Connection Center	Improve services and use of MTC's Connection Center			Physical space for Connection Center is improved; students indicate the service is valuable	Number of students who access the services and are able to mitigate issues	Underway; complete by spring 2021

How can we assist our student services staff members to feel competent and engaged with the strategies?

Student services areas are engaged with the strategies; it is just a matter of funding and implementing the plans during the current COVID restrictions.

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?

Helping students stay on track begins when a student applies to MTC. The student information system monitors which documents students need to submit, and admission staff communicate routinely with prospective students. The monitoring includes whether or not a student has completed a FAFSA, and if a student who has completed a FAFSA has also completed an application.

Each student enrolling at MTC selects a degree or certificate completion plan called a PDC (Program- Degree- Curriculum). The MTC system is set up so that each student knows the specific courses needed to graduate or meet the student's academic goal. The course sequence is outlined by term, and the PowerCampus and AVISO systems

automatically track student progress towards fulfilling the degree requirements. Additionally, every new student is assigned to a full-time advisor. Most students transition to a faculty advisor after their first year.

Course instructors are required to take attendance for each class meeting and enter the attendance into the PowerCampus. MTC's Student Resource Center developed a pilot project in fall 2013 to notify advisors when students were absent from the first week of class sessions; this successful pilot was expanded to all academic areas in fall 2014. Course faculty routinely intervene with students who are falling behind and make sure students are aware of options available to get caught up. Students who are expected to register for the subsequent term are notified if they have not registered.

AVISO is MTC's platform for tracking the progress students make toward degree completion, which aligns with the pathways initiative. In 2010, Marion Technical College began using AVISO to assist students who wanted to complete coursework prior to semester conversion. MTC transitioned AVISO into a degree completion tool after semester conversion in 2012, interacts with MTC's Student Information System (PowerCampus) to monitor student progress towards completion, registration for a subsequent term, and various other factors. The AVISO system sends automated alerts to the student and the student's advisor when the student's performance falls below an established threshold or if the student not following the academic plan created by the student and the student's advisor.

MTC also collects and analyzes course completion and student persistence data and requires advisors to stay in close contact with advisees. MTC is currently exploring the development of measures that can inform student progress in addition to the attendance, registration, and off-plan alerts currently in place. In fall 2017, MTC piloted the AVISO predictive analytics system, which provides advisors a green-yellow-red rating for the likelihood a student will successfully complete the coursework in a given semester. The predictive analytics system was implemented college-wide in summer and fall 2018.

How do we engage students with meaningful workforce connections and experiences?

Most of MTC's technical degree programs include an internship or co-op component as an integrated part of the program of study. Each of MTC's program faculty teams meet twice per year with a program advisory committee, whose members consist of representatives from area business and industry. The advisory committee input and the co-op/internship requirements ensure that the curriculum is meeting the needs of local businesses and that students develop workforce connections. MTC faculty accompany students to major area employers such as Whirlpool and Honda. MTC sponsors an annual career fair, and several area employers provide occasional guest lecturers for MTC class sessions. In addition, many courses include a community service component. An experiential learning coordinator will be added as a part of the Title III grant; this person will help MTC faculty find additional ways to engage with the local workforce. Workforce engagement is also integrated into two other grants MTC recently received: an NSF Engineering grant related to SMART manufacturing/Industry 4.0 and a STEMP3 grant to improve connections among MTC, area high schools, and area manufacturers.

How transparent and accessible are our programs of study?

MTC's programs of study are prominently published on the College website. The course sequence is listed by term, and each academic program's web page includes easy-to-find information about employment of MTC graduates, earnings, and labor market projected employment. Students can monitor their progress through the College's automated degree-audit system, MyInfo, and can create a customized pathway toward degree completion if a completion plan does not follow the standard two-year timeframe.

Why do our students fall behind or leave? How do we know?

MTC has deployed various surveys and attempted personal follow-ups to determine why students fall behind or leave prior to completing their certificate or degree. Most reasons are similar to typical reasons community college students do not complete, including poor grades, lack of finances, changes or pressures at work, and home situations that make it difficult to stay enrolled.

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?

MTC encourages students to stay on track; at the same time MTC advisors recognize it might not be possible for some students. Students who have to stop out are encouraged to re-enroll when their circumstances change. In 2018, MTC implemented a scholarship program called "Get to Next." This program provides a fully paid tuition and fees last-dollar scholarship for students who complete 30 hours in their first year and meet other requirements. This concept – providing degree-completion funds for students who have been successful in their first year – has received some national attention as a scholarship model. At this point, MTC is not able to fund every student who qualifies; raising additional scholarship dollars for this initiative is a priority.

How do we ensure alignment between instructional and student support services and among institutional interventions and programs?

MTC is a small college, with classes and faculty offices housed in three buildings. The proximity of the student support area to the instructional services area promotes natural connections that ensure interventions are aligned. Additionally, there is an effective formal communications process when a student needs additional learning support; students complete a tutoring request form, faculty evaluate and approve the request if warranted, and additional help is provided by personnel in the Student Resource Center.

How do we determine the preparation of students for specific programs?

Program faculty, under the guidance of the respective department dean and Chief Academic Officer, create the guidelines for acceptance to limited enrollment programs such as Nursing and other Health Technologies. Student preparation is determined by a combination of factors, including metrics such as the student's past academic performance, results on standardized tests, and a personal interview.

Programs that have an external accrediting agency also adhere to the requirements of the appropriate accrediting body.

For non-limited enrollment programs such as Engineering, Business Management or Arts & Sciences, program faculty use recommended placement test scores where applicable. Multiple measures, including high school GPA and recent work skills, are also used to determine preparation. Admissions counselors, first-year advisors, and faculty advisors also discuss the general requirements and rigor of a program with a student when appropriate.

How does our institution support student learning?

MTC supports student learning through course design, routine assessment, and consistent interaction between students and advisors. Faculty are asked to inform students about tutoring and other services available for students in need of additional support. As a part of the Math redesign project, the College implemented additional support for students in all levels of Math courses in fall 2017. The Title III grant will provide additional funds to help MTC support student learning through improved faculty development.

MTC's current improvement focus for improving student progress has not changed substantially since 2018. Major components of the plan to support student progress are to enhance advising, career counseling, early warning, and intervention processes:

- Update advising processes.
- Develop advising standards for all academic advisors.
- Train advisors on the standards and expectations.
- Use technology (AVISO) to supplement advising to inform advisors which students need assistance.
- Monitor course completion rates using a variety of factors (course level, format, location, length, student demographics, etc.) and make changes where warranted.
- Add additional student alerts (early warning system) and evaluate course designs to ensure students understand their progress in a course.

- Admission, Advising, and Career Service collaboration to assist with career counseling and creating a pathway to career success.
- Create additional early warning indicators for at-risk students.

How do we determine and address learning support needs of the students?

A student evaluation of teaching survey is administered at the conclusion of each course. Academic department administrators review the results with faculty and make improvements where warranted. MTC administrators also use the results from the CCSSE and Ruffalo Noel-Levitz surveys to understand student learning and support needs. The NL Student Satisfaction Survey was scheduled to be administered in spring 2020, but COVID caused a delay until fall. The most recent results are shown in Table 12, and indicate MTC is doing well in most categories:

Table 12: Student Satisfaction Scores: Noel Levitz SSI (7 point scale)				
Primary Category	2008	2012	2014	2018
Academic Advising and Counseling Effectiveness	5.41	5.81	5.96	6.12
Admissions and Financial Aid Effectiveness	5.23	5.74	5.85	5.89
Campus Climate	5.67	6.01	6.07	6.15
Campus Services	5.65	6.01	6.04	6.13
Instructional Effectiveness	5.73	5.94	5.99	6.01
Registration Effectiveness	5.41	5.88	6.01	6.07
Safety and Security	5.31	5.82	6.44	6.03
Student Centeredness	5.48	5.85	5.96	6.07

PROGRESS

Outcomes from 2018-2020

Table 13: Summary of Major Progress Outcomes from 2018-20				
Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Disability Services	Hire a DS director and improve services	DS Director was hired and services are provided to students in need	DS director position hired; number of students served; student satisfaction with services; success of students served	
Improve Advising	Restructure advising services	Advising redesign is nearly complete; still working on additional training	Ultimate measure is improved student persistence and completion; interim measure is student	A major component of this goal is to increase the use of AVISO

Table 13: Summary of Major Progress Outcomes from 2018-20

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
		for full-time and faculty advisors	and faculty satisfaction with the new process	
New Student Orientation	Improve new student orientation	Improvement is nearly complete; just tweaking the design	Percentage of new students who complete the orientation.	
Redesign physical spaces		Architect design is in final draft form	Space remodeling is completed	

2020 Improvement Focus Description: The primary focus for 2020-22 is to continue to improve the goals started in 2018-20. Many of the strategies align with the objectives outlined in the Title III grant; a summary of the major activities is included as an Appendix to this document.

Improvement Focus Current Status: Action plans and timetables are detailed in the Title III grant.

Table 14: Summary of Major Student Progress Goals for 2020-22

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>Who will be responsible (title)?</i>	<i>Who will need to support /bolster the change and how (titles)?</i>	<i>What will be our outcome indicator of success?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>
Improve use of AVISO	Create customized academic plans for students	Title II program Director	All academic areas – advising, faculty, program directors	The plans created enable improved advising	The percentage of plans created; ultimately an improvement in student persistence and completion	Already in place to some extent; goal is to have a plan in place for at least 75% of general students by 2023
Improve Experiential learning	Hire experiential learning coordinator	Title II program Director				

How can we assist our faculty and staff to feel competent and engaged with the strategies?

Faculty and support department personnel are actively engaged in developing success strategies. MTC faculty and department deans and SRC/First-Year Advisor meetings routinely discuss student success strategies during department meetings. MTC is beginning an intensive student success discussion in other support departments. MTC's strategy is to ask employees in each department to actively consider how they impact student success and how the department can measure its effectiveness at improving student success at the College. The College is organizing to provide actionable data and reports to departments and is in the process of creating a format each academic support department can use to track its progress on a continuing basis. Faculty advisors are provided with advisee lists and the subsequent term enrollment status of students who are not graduating so they can follow up personally with students where needed.

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?

MTC students are able to earn meaningful embedded certificates in several business programs, IT, Engineering, and Criminal Justice.

How can we increase credit attainment and help more students complete their credentials more quickly?

MTC has implemented several strategies to help students complete their academic goal more quickly:

- Increased emphasis on Career Assessments and Pathways.
- Awarding certificates when earned to give students a sense of accomplishment when they reach the halfway point.
- Academic program deans and directors are increasing efforts to coordinate the scheduling of course sections, minimizing conflicts and trips students need to make to campus. This enables students to take more credits per term.
- Every online course section is reviewed by the Instructional Designer and scored using a rubric. Faculty are given specific suggestions to improve student engagement and enhance the delivery of online courses.
- MTC implemented Math course co-reqs in spring 2017 and a redesigned English course co-req sequence in fall 2018. Faculty and academic administrators believe the redesigned sequence will improve the number of students who complete gateway Math/English courses in the first year.
- Academic program faculty decided to offer additional courses in an 8-week format so that students can complete a two-course sequence in a single semester. A comparative analysis of student performance in half-term vs. full-term courses is planned as a part of this initiative.
- Each degree-seeking student chooses a major that includes a specific term-by-term listing of courses needed to complete the credential. Part-time students work with advisors to design a pathway for attaining a degree that matches the planned enrollment pattern.
- Beginning in the 2014-15 academic year, MTC academic deans created an annual course schedule, including class section meeting times, to enable students to plan their schedule for the entire year.

Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?

MTC is automatically awarding certificates; those certificates are aligned to degrees. The process is currently somewhat manual; efforts are underway to automate the procedures.

How do we assist students with college to career transition?

The college to career transition begins with the admission appointment, where admission counselors discuss career plans and how careers align to MTC programs with prospective students. After a student selects a program, an appropriate advisor is assigned, and the advisor and student engage in continuing discussions. MTC programs include an internship or co-operative work experience that gives students the opportunity to gain real-world experience in a career. MTC maintains a no-cost job posting site, [College Central Network](#), that enables employers to post open positions and enables job-seekers to post resumes. MTC's Director of Career Services and co-op and internship coordinators review student resumes and offer suggestions for improvement. MTC career services office sponsors an annual job fair and visits classes upon request.

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?

MTC has designated a transfer advisor to assist students who plan to transfer to a four-year college after graduating from MTC. MTC's IR office uses the National Student Clearinghouse to identify top transfer partners, but there is room for improvement in developing an understanding of students' ultimate success in degree attainment after transferring.

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?

MTC academic deans and advisors updated MTC's late registration policy in 2017-18. Academic deans and directors proposed additional changes to the course withdrawal policy in the 2018-19 academic year. Students who want to withdraw are asked to consult with their advisor and financial aid before making a final decision. Students are also informed of options such as a grade of Incomplete at the end of a term; this allows extra time past the end of the term for a student who is on track to pass a course.

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

Most degree programs include a capstone course in which students synthesize the program learning outcomes from prior coursework. Assessments in capstone courses are holistic and inform program faculty about the degree to which students have achieved program-learning objectives. In addition, many programs require students to pass an external certification exam to be employed in the career. When possible, the appropriate academic department dean tracks the results of student performance on external certification exams and uses the results to improve student learning and course design. MTC co-op, clinical site, and internship coordinators routinely survey employers during the term to assess student performance; this feedback is communicated with academic department administrators and faculty.

Table 15: Summary of Completion Outcomes from 2018-20

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Embedded certificates	Create additional meaningful certificates	This was accomplished; we are now in a monitoring phase for additional opportunities	Number of certificates offered	Certificate awards have doubled since 2015-16 and have stayed consistent.
Auto Awarding certificates	Develop a way to more easily award certificates	Still in progress. It is still a manual process to award certificates	Process in place	

2020 Improvement Focus Description: MTC's improvement focus for 2020-22 is to improve the degree completion rate for all students and for student demographic subgroups.

Improvement Focus Current Status: The Title III and other grants (NSF, Strong Start to Finish, STEMP3) are providing necessary resources for MTC to meet this goal. The major grants started in October 2020, so we are at the beginning stage of implementation.

Table 16: Summary of Completion Goals for 2020-22

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>Who will be responsible (title)?</i>	<i>Who will need to support /bolster the change and how (titles)?</i>	<i>What will be our outcome indicator of success?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>
Completion rate – all students	Action steps are outlined in the Title III grant and other areas of this document	This is an effort involving all areas of the College, with a strong emphasis on academics and advising		Success indicator is an improvement in the completion rate and a narrowing of gaps in the completion rate of student subgroups		Underway; new initiatives in Spring 21
Completion rate – student subgroups						

What are our next steps?

The next steps for improving the completion rate are to:

- Update datasets showing completion rate by program, Pell status, Age, Ethnicity

- Communicate current status with all College employees
- Implement steps outlined in the Title III Grant
- Develop a way to track and report progress
- Engage employees in the completion effort

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?

MTC has analyzed completion data for courses by different student characteristics. Analyses have been created for minority students, developmental education course completion, online course completion, 25 and over, and other combinations of several factors. Our results show the differences between students with no risk factors and students with a single risk factor are minimal; however, students who have multiple risk factors (Pell eligible, minority, placed into 2 or more developmental education courses) complete courses at approximately a 20% lower rate than students who have no risk factors.

Using AVISO's predictive analytics is enabling MTC advisors to improve understanding of the risk factors beyond obvious demographics such as age, Pell status, and ethnicity. AVISO uses student demographics, the historical pass rate on a course, and other factors to provide a single risk-factor rating of green-yellow-red to help advisors know which students to monitor closely.

Are our courses and program streams offered in student-friendly ways?

MTC offers courses in a variety of formats:

- Traditional: in-person 16-week course that meet twice per week
- Blended: students meet in person once per week, complete work online
- Online synchronous; online asynchronous
- 8-week sessions
- One-night-per week for adult students in Business Management
- Other formats for cohort-based health programs

College program directors continue to review course formats for improvements. COVID has caused faculty to become much more adept at offering online synchronous courses and embracing technology-facilitated course delivery methods.

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?

MTC is an active participant in the ODHE Strong Start to Finish Initiative, the OACC Student Success Leadership Institute, MDRC's Encouraging Additional Summer Enrollment (EASE) project, and other state and national initiatives. Employees from across the College participate in these projects. MTC provides professional development funds for opportunities that align with MTC's Vision and Mission:

Vision: A highly-educated workforce elevates the quality of life and contributes to a thriving community.

Mission: To provide the region's most accessible, supportive, and personal pathway to career success.

Core Values:

Innovation – Improve continuously through learning, teaching, technology, and training.

Diversity – Provide pathways to success for all in a wide range of fields.

Integrity – Earn trust by doing what we say we will do.

Community – Shape better places to learn, live, work, and grow.

People – Commit to the success of each person we teach, engage, and employ.

The strategic planning and mission development processes involved a wide cross-section of MTC employees and helped MTC engage employees to support student success. MTC has provided professional development opportunities, such as attendance at national and state conferences to further employee engagement.

What else can we do?

The Title III grant that starts in October 2020 (MTC's first ever Title III grant) will provide the resources MTC needs to improve student success. The College is focused on implementing the strategies outlined in the grant. MTC is also actively applying for additional grants such as TRIO to help provide resources for other student support initiatives.

Table 17: Summary of Other Outcomes from 2018-2020				
Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Improve access for underserved residents of Marion City	Open a downtown Marion Location	Lease was signed in August 2020	Location opened	Final renovations are nearing completion; facility should be open in December
Develop new revenue sources	Improve outside revenue sources from grants, donations. MTC has received over \$3 million in new grants and has improved the fund-raising efforts of the Marion Technical College Foundation			Grant partnership with Columbus State Community College has aided MTC in grant procurement and grant management

Table 18: Summary of Other Outcomes for 2020-22

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>Who will be responsible (title)?</i>	<i>Who will need to support /bolster the change and how (titles)?</i>	<i>What will be our outcome indicator of success?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>
Implement Title III & NSF grants	Implement all aspects of the Title III and NSF grants					
Marion Tech Downtown	Develop Marion Tech Downtown location into a self-sustaining workforce development unit					
Funding	Secure external funding to purchase the downtown building					
Renovations	Complete Bryson Hall renovations					

WORKFORCE

ODHE Guidance for MTC's response:

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://workforcedatatools.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?

MTC serves the Columbus JobsOhio region and the southern part of the Northwest JobsOhio region.

Table 19: JobsOhio Key Industries Addressed in MTC's Current Curriculum and Programming	
JobsOhio Key	MTC Degree / Certificate Program(s)
Financial Services	Accounting, Business Management
Healthcare	Medical Assisting, Medical Lab Technology, Health Information Technology, Pharmacy Technician, BioScience
Energy	Alternative Energy
Agriculture	Business Management – Agriculture
Not on the Ohio key industries list but important in MTC's Service Area	
Information Services and Software	Networking, Software Development, Office Information, Cyber Technology
Advanced Manufacturing	Engineering

How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list? and other labor market information for each occupation?

MTC deans, directors, and faculty routinely analyze Labor Market Information as a part of MTC's program review process. Students are encouraged to explore this when choosing a major and faculty and program advisory committees consider Ohio labor market data when implementing changes to courses and programs. One challenge MTC academic department deans and directors face is a lack of labor market information specific to the college service area. MTC does not fall into one of the standard MSA's, and the Ohio LMI data regions are often too broad for a meaningful analysis and action. MTC has been using JobsOhio, state employment projections, and EMSI for the past six years to link curriculum to the MTC market area's labor market.

MTC connects with local employers through advisory committees, membership on local boards such as Marion's Economic Development Agency, CANDO!, the Chamber of Commerce, through co-op and internship partnerships, connections with former students, and through the MTC website.

What are the job training needs of our community based on our regional economic development network?

MTC uses conversations with advisory committees, Ohio Means Jobs, the Marion Area Workforce Acceleration Collaborative (MAWAC), and EMSI data analytics to understand the job training needs of regional employers. The top number of projected jobs in MTC's seven county region is for semi-skilled workers (Fast Food, Retail, Assemblers, Waiters). The top projected jobs related to programs MTC offers are:

Table 20: Job Training / Employment Outlook for MTC's Service Area				
SOC-Description	2020 Employment	Estimated 2025 Employment	Projected Annual Openings (new and replacement)	Median Hourly Earnings
29-1141 Registered Nurses	2,408	2,673	190	\$31.20
11-1021 Gen/Op Managers	2,220	2,480	256	\$46.30
43-6014 Sec/Admin Assistants	2,162	2,210	262	\$17.30

Table 20: Job Training / Employment Outlook for MTC's Service Area

SOC-Description	2020 Employment	Estimated 2025 Employment	Projected Annual Openings (new and replacement)	Median Hourly Earnings
15-1256 Software Developers	2,013	2,101	177	\$46.84
15-1232 Computer Support	875	910	81	\$24.18
15-1244 Network Admins	382	400	31	\$38.39
17-3026 Industrial Technicians	166	173	18	\$29.23
49-9043 Maintenance Workers	1578	171	18	\$22.06
49-9051 Electrical Power Line	126	132	12	\$32.35

How do we connect our students needing employment with our employers needing an educated workforce?

Each of MTC's technical programs requires an internship, clinical, or co-op experience prior to graduation. This experience will be further enhanced when the new experiential learning position (funded by the Title III grant) is implemented in FY22. MTC students are connected to employers through these experiences. MTC also uses the College Central Network to help match employer needs with students close to graduation.

What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?

Each academic program meets with its advisory committee at least twice per year. Program advisory committee recommendations are included in the meeting minutes, and changes are implemented as recommended and approved by faculty. Generally, advisory committees recommend modifications to existing programs though changes to course content or the addition of a new course.

How do we align our credit and non-credit offerings?

MTC's non-credit offerings are currently created in response to a specific identified need by a local business/industry. MTC does not currently offer "open-enrollment" non-credit programs open to the general public except for The Forge entrepreneurship program. Non-credit training is aligned with the programs MTC offers – the most popular non-credit training is in the area of Engineering Technology, Leadership, and Business Management.

The Marion Tech Downtown location will provide opportunities for MTC to explore open-enrollment non-credit training that can lead to enrollment in for-credit programs.

Table 21: Summary of Workforce Outcomes from 2018-20

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Industry 4.0	Improve Engineering to incorporate Industry 4.0	Secured NSF grant to fund equipment and personnel costs	The NSF grant implementation began October 1, 2020. New course development is in progress.	
Non-credit services	Improve non-credit services to area business and industry (testing, training)	We have continued to work closely with the local regional development entities	Number of training and testing persons served	

Improvement Focus Description: Develop additional non-credit training and testing services for local employers

Improvement Focus Current Status: Implementation is aligned with the opening of Marion Tech Downtown

Table 22: Summary of Workforce Outcomes for 2020-22						
Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>Who will be responsible (title)?</i>	<i>Who will need to support /bolster the change and how (titles)?</i>	<i>What will be our outcome indicator of success?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>
Open enroll non-credit training	Create open enrollment courses	Director of Workforce Solutions	Academic programs	Enrollment in courses / subsequent enrollment in for-credit courses		Start in spring 21
America's Workforce Development Capital (AWD)	Implement vision for AWD	Director of Workforce Solutions	Marketing	AWD Web site created, inventory of workforce training opportunities catalogued		Start in spring 21

What are our next steps?

The next steps for implementing improved non-credit workforce training are to open the Marion Tech Downtown location and get a few open-enrollment courses created.

OVERALL CONCLUSION

MTC's Strategic Plan and Vision and Mission are aligned with ODHE's completion strategy of connection, first year entry, progress, completion, and workforce. MTC leaders have identified opportunities for improvement and department managers continue to implement strategies that will lead to increased student success and completion. These strategies are the foundation of the College's strategic plan. The Title III grant funding will accelerate MTC's progress for improving student success.

Appendix A: Title III Summary

SUMMARY OF TITLE III PROPOSAL	
Context	At MTC, both academic and nonacademic barriers result in low completion and retention rates. Only 61% of general students graduate within five years and only 39% of new first-time college students earn 15 college credits within one year. Additionally, 62% of new students placed into at least one developmental course. Students demonstrate a need for educational services that the College is not currently able to provide, such as high impact advising.
Goal	Credential Attainment & Transfer: The number of MTC students earning a degree, certificate, or transferring to a 4-year institution within five years will increase 14 percentage points from 61% to 75% by Autumn 2024.
Objectives (Attainable by 09/30/2025)	<ol style="list-style-type: none"> 1. Increase the percent of students earning 15 college credits within their first year of college enrollment from 39% to 70% 2. Increase the percent of students completing gateway College Mathematics and English courses within their first year of college from 6% to 30% 3. Increase the percent of full-time students who persist from their first year to their second year from 59% to 77% 4. Increase the percent of part-time students who persist from their first year to their second year from 28% to 40% 5. Increase the number of completed degrees and certificates per 100 FTE from 27 to 40 6. Increase the percent of students who have a defined completion plan in a Guided Pathway from 15% to 95% 7. Increase the percent of students who are “on plan” to complete their goal from 40% to 75%
Major Components of the Title III Activities	<ol style="list-style-type: none"> 1. Student Entry: Improve entry for students through enhanced communication, assessment, and orientation. 2. Advising: Improve student-centered advising by implementing early alert, interventions, and whole-person resources such as financial wellness initiatives. 3. Infrastructure: Improve the student experience through a coordinated, one-stop student central facility renovation. 4. Career and Academic Pathway Alignment: Improve processes for academic program development and experiential learning, and provide engaging professional development for faculty and staff.

Preparing the Comprehensive Development Plan for this grant involved participation from major College departments including the Office of the President, Planning and Advancement, Institutional Strategy, Academic Affairs, and Student Services. Through extensive planning, the comprehensive development plan accurately reflects MTC’s strengths and weaknesses and describes a consensus strategy for achieving the stated grant goals. MTC is focusing efforts on helping all students succeed. While the College is continuing to make strides toward student success, there is still much to do in order to reach the institution’s vision. MTC has identified four primary areas for improvement: Student Entry, Advising, Facilities, and Career and Academic Pathway Alignment. Dr. Adams serves as Vice President of Planning and Advancement. She has experience in key areas of focus, including collaborative leadership leading to enrollment growth strategies and student success efforts. She provides leadership to the departments of Admissions, Financial Aid, Registrar, Institutional Advancement, and Marketing and Communications

Project Activity Overview (Created over five year project)	<p>Year 1</p> <ul style="list-style-type: none"> • Launch project and appoint Project Director • Hire Activity Director and assign personnel • Hire professional development trainer • Establish Core Team and assemble existing committees that will contribute • Review research and benchmark best practices of AVISO system • Review and determine questions for admitted student survey • Redesign orientation model • Expand use of student success engagement engine • Assess current inventory of rapid entry interventions and identify gaps • Review scheduling history; analyze needs by program using degree audit data • Create technical guide for developing new programs and program review • Plan and refine design plans for one-stop student central space • Research and select program support for faculty professional development program (pre-packaged programs, consultants, etc.) <p>Year 2</p> <ul style="list-style-type: none"> • Pilot implementation of AVISO plans campus-wide • Pilot admitted student questionnaire • Launch redesign for mandatory orientation model • Refine and renovate one-stop student central space • Expand use of student success engagement dashboard completion plans • Hire personnel, including advisors, student life assistant, and data analyst • Refine technical guide for developing new programs and program review • Implement first phase of faculty professional development • Pilot program review system <p>Year 3</p> <ul style="list-style-type: none"> • Re-launch AVISO system • Launch admitted student questionnaire • Renovate one-stop student central space • Hire personnel, including additional advisors <p>Year 4</p> <ul style="list-style-type: none"> • Implement facility renovation plan • Implement training and usage of AVISO system • Acquire new personnel • Full launch AVISO completion plans campus-wide • Wrap up faculty professional development and create sustainability plan <p>Year 5</p> <ul style="list-style-type: none"> • Implement facility renovation plan • Launch professional development initiative and training • Create sustainability plan for effective, efficient interventions and personnel • Full launch of program review system
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Marion Technical College
Board of Trustees
Virtual Board Meeting
Tuesday, November 17, 2020

Call to Order

Chair Anderson called the meeting to order at 5:30 p.m, with the Board meeting virtually. The state legislature granted temporary authority (House Bill 197, 133rd General Assembly) allowing public boards to meet remotely under the Ohio Open Meetings Act in response to the COVID-19 pandemic.

Roll Call

The Recording Secretary called the roll. Trustees present were Chair Tim Anderson, Ms. Jude Foulk, Dr. Justin Hamper, Mr. Gregory Moon, Mr. Don Plotts, Vice Chair Roxane Somerlot, and Mr. Ken Young.

Mr. Kit Fogle was absent.

Major Discussion Topic

Dr. McCall updated the Board on the College's COVID response plan. Presently, the College has moved nearly all courses to remote format, with some hands-on and lab sections still meeting face-to-face in a limited setting. The remote format will continue through the end of the fall term and through the first week of the spring term, to limit potential spread from holiday gatherings. For fall term, significant increases in online enrollment were evident, and shifting to remote learning was less impactful to course delivery.

Dr. McCall also shared the state legislature is expected to pass the delayed capital budget before the end of the General Assembly. The College had previously engaged with an architecture firm to begin renovations to Bryson Hall prior to the COVID-related delay in funding. The College has reengaged with the firm to prepare for funding becoming available.

Consent Agenda

1. Approval of preceding meeting minutes
2. ODHE Completion Plan

The Completion Plan is required to be completed every two years and filed with the Ohio Department of Higher Education. The report answers key questions and provide data to ODHE on student success, often without much feedback from the department.

Chair Anderson presented the consent agenda and called for a motion to approve the agenda. Motion was made by Mr. Plotts and seconded by Mr. Young. By a unanimous vote, the motion carried.

President's Report

The Surgical Technology self-study was approved and a virtual on-site accreditation visit is anticipated in January. With the steps required for final approval, it may take up to a year for the final decision to be issued. The first accreditation will be for five years, with continuing accreditation status thereafter.

The Forge and business plan competition were completed in a completely virtual format, and came to an end in November. Mr. Drake Tulloh of Painless Fleet Maintenance won the for-profit competition (\$2,500), and Brooke Olson of Ability Vending won the non-profit competition (\$1,000). Several local entrepreneurs and community leaders served as judges of the competition. Chair Anderson was complimentary of the progress of the Forge and the support for entrepreneurs in the program. Dr. McCall highlighted the success of several of the Forge participants, noting business expansions and employees hired.

Approvals from the Department of Education, Ohio Department of Higher Education, and Higher Learning Commission were received for certificates and locations related to the correctional facilities and Marion Tech Downtown. For the correctional facilities, approvals were imperative to prepare for offering Pell through Second Chance Pell.

Due to COVID, the annual Alumni Hall of Fame was canceled. Press releases celebrating the awardees will be put out and the awardees will also be invited to attend the event in 2021. Similarly, the ribbon cutting at Marion Tech Downtown through the Marion Area of Chamber of Commerce will be postponed to a later date.

Monitoring Reports

EL 4.5 – Financial Condition

Chief Financial Officer Rhonda Ward presented the finance report as of October 31, 2020, as evidence of compliance with EL Policy 4.5 - Financial Conditions. She referred the Board to the following items in her written report.

- The College is still finalizing audit statements, with auditors on-site to complete the audit. Statements will be shared with the Board at the January Board meeting. Board members will receive a conflict of interest survey from the auditors to complete via email.
- Enrollment is still tracking down compared to the budget (10% down), however work is being done to compare year to year enrollments, with enrollments in limited programs, off-site programs, and early college delayed compared to 2019.

Chair Anderson asked what deadlines were established for CARES funding, and Ms. Ward noted there is \$100,000 of CARES related funding that will be carried forward. Those funds will cover reimbursements to the College for refunded lab and parking fees, PPE, and reopening expenses. As each funding allotment has strict guidelines, tracking has been crucial to ensure expenditures are allowable.

EL 4.7 – Funding

Dr. McCall shared with the Board the College took in \$2 million in grants in the last year, and will bring in significant additional grant funding through Title III, totaling \$2.2 million over five years. The College's Foundation Board of Directors welcomed three new Board members in October, replacing three College employees who had been serving on the Board. The College continues to work with Columbus State Community College (CSCC) to seek grants, and is working on a TRIO Talent Search grant, which works with underserved K-12 students. The College's ethics policy was also included as evidence of compliance with the policy.

Mr. Plotts encouraged his fellow trustees to support the College's Foundation.

EL 4.8 – Asset Protection

Dr. McCall shared the College's most recent six-year capital plan that is provided to ODHE and typically includes shared projects with OSUM. In the current capital plan, the College plans to use its funds to complete a major renovation to Bryson Hall. Also included was a master framework plan for the campus with input from OSUM and the College, determining priorities for the campus for the future. The campus' long term capital planning and maintenance is planned over ten years, and additional projects are added and prioritized due to need. The College's Facilities Department meets weekly to stay on top of physical plant needs. This has been especially important in responding to COVID through the addition of physical barriers, enhanced cleaning, and distribution of PPE.

Mr. Moon motioned to approve the monitoring reports, and Mr. Plotts seconded the motion. By a unanimous vote, the motion carried.

Policy Review/Governance Issues

No policies were reviewed at the meeting.

Informational Items

Dr. McCall shared with the Board that Ms. Primrose Igonor, Psychology Faculty and Diversity, Equity, and Inclusion Coordinator, has put together a list of engaging workshops and sessions for College employees and community leaders. Ms. Igonor is also leading a group to craft a statement for the College related to diversity.

Vice Chair Somerlot asked if more information was available about a possible co-tenant at the Marion Tech Downtown location. Presently, no further information was available.

Executive Session

No executive session was held.

Adjournment

Mr. Young made a motion to adjourn, and Mr. Plotts seconded the motion. There being no further business to come before the Board, Chair Anderson adjourned the meeting at 6:12 p.m.