



# SOUTHERN STATE COMMUNITY COLLEGE

## Campus Completion Plan 2020-2022



Plan Implementation and Board Approval: July 2014

Plan Update and Board Approval: June 2016

Plan Update and Board Approval: June 2018

Plan Update and Board Approval: November 2020

Southern State Community College

100 Hobart Drive

Hillsboro, OH 45133

1.800.628.7722 | [www.sccc.edu](http://www.sccc.edu) | [info@sccc.edu](mailto:info@sccc.edu)

Southern State Community College

**Request for Board Action**

Re: Campus Completion Plan

**Background:**

Under Section 3345.81 of the Ohio Revised Code, each public institution of higher education is required to develop its own completion plan designed to increase the number of degrees and certificates awarded to students. The first such plan was created in 2014, updated in 2016 and again in 2018 and 2020. This current plan (attached) is in response to the mandated bi-annual update.

The 2020-2022 plan is consistent with the mission and strategic priorities of the institution, it includes measurable student completion goals, and aligns with the State's workforce development priorities. The report and revised plan are presented for Board adoption and, once approved, is submitted to the Chancellor.

**Recommendation:**

That the Southern State Community College Board of Trustees adopt the College's updated Campus Completion Plan.

**Action Taken:**

The Southern State Board of Trustees unanimously approved the Campus Completion Plan during the November 4, 2020 meeting.

## Table of Contents

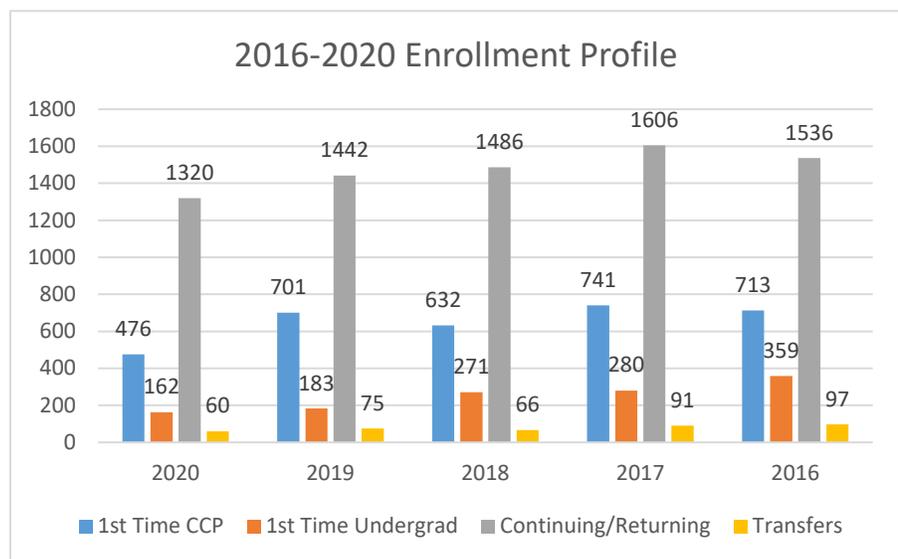
About Southern State .....	4-5
Purpose and Introduction .....	6
Updated Completion Goals and Alignment with Key Performance Indicators   2020 – 2022 .....	7-8
- <b>Connection to the Institution</b> .....	9-10
➤ Career Advising	
➤ Building Community Engagement	
- <b>Successful First Year Entry</b> .....	11-12
➤ Helping Undecided Students Make Career Selections	
➤ Connecting Students with Social Services	
- <b>Student Progress</b> .....	13-14
➤ Early Alert/Warning Systems – Leverage NAVIGATE	
➤ Developmental Progression: Strong Start to Finish	
- <b>Student Completion</b> .....	15-16
➤ Identify Key Metrics	
➤ Monitor Program Assessment of Student Learning	
- <b>Other Aspects of Completion</b> .....	17
➤ Quality Assurance in Flexible Learning Modalities	
- <b>Workforce</b> .....	18-19
➤ Link Programs to Ohio Means Jobs Employment Data	
➤ Linking Curriculum and Programming to Ohio’s High-Demand Occupations	
Measures of Progress 2018-2020 .....	20-30
Appendix: .....	31
- A: Questions to Consider	

## About Southern State

Southern State Community College is physically located in the southern region of Ohio and serves a five county area. While geographically large, the area is rural and sparsely populated. Three of the counties are designated Appalachian although all share similar economic, demographic, and societal characteristics. Three campus locations exist to serve the region. While each campus has a unique personality, appearance, and menu of programming, all campuses are operated through a centralized administrative structure, adhering to common policies and practices and sharing academic and support services.

Southern State was one of the first community colleges in Ohio to develop an accredited transfer program, and continues to serve students who desire to transfer to a four-year college or university in Ohio and beyond. Along with the Associate of Arts and Sciences and the transfer options, the College offers Associate and Applied Associate Degree Programs as well as certificates in different areas of study in business, health sciences, computers, engineering, human services, and education, while maintaining a strong general education component. Additionally, as Ohio aims to reach an aggressive degree attainment goal and continues to support early college, Southern State supports this goal by being a premier provider of College Credit Plus programming. The College supports various delivery methodologies including face-to-face, hybrid, and online learning models.

Like many community colleges, Southern State's enrollment is highly susceptible to economic shifts. During periods of full or healthy employment, enrollment is challenging however, upticks in unemployment generally result in increased enrollment. During the period 2010-2017 the College had nearly doubled in size at particular times and then contracted. At present, enrollment continues to exhibit volatility amidst the worldwide Coronavirus Pandemic. In fall 2020, the College experienced and anticipated decline of nearly 15% over the previous academic year. Headcount is roughly 2000 while full-time equivalency rests at nearly 1400.



The College employs nearly 450 individuals on a part-time and full-time basis. Courses are taught by 37 full-time faculty members who are part of an organized union and senate and nearly 100 part-time instructors representing various professions. The staff and administration, comprised of both full-time and part-time personnel, represent several major divisions within the college including academics, student services, plant, business, and corporate and community services.

In addition to compliance with all national regulations defined by the Department of Education, Southern State Community college is accredited by the Higher Learning Commission and must demonstrate compliance with the Criteria for Accreditation and Assumed Practices. The College is an Open Pathway institution and follows a 10-year cycle. Reviews include peer and Commission reviews of comprehensive evaluations, assurance reviews, quality initiative proposals, interim monitoring, and substantive change requests in addition to Federal Compliance Monitoring. The Five-Year Assurance Argument was submitted in late 2019 and accepted without any monitoring. The next visit is the comprehensive review in 2025.

In addition to the national and State accrediting bodies, Southern State is recognized by the Ohio Department of Higher Education as a “state” community college. This distinction requires regulatory compliance with all laws, guidelines, and statues appropriate to a publicly funded institution of higher education. The core functions are consistent with Ohio's definition of state community colleges as defined in the Ohio Revised Code Section 3358. A nine-person Board of Trustees, appointed by the Ohio Governor, have final responsibility for governance and operation of the institution. The Board of Trustees is the voice of student and community and delegates authority to the President for administrative and operational functions.

Southern State Community College does not discriminate based on race, color, national origin, sex, disability, or age in its programs and activities. The following people have been designated to handle inquiries regarding the non-discrimination policies: James Bland, Vice President of Student Affairs & Enrollment Management | Title IX Lead Coordinator 100 Hobart Drive, Hillsboro, OH 45133 | [jbland@sscc.edu](mailto:jbland@sscc.edu) | 800.628.7722, Ext. 2510 or Mindy Markey-Grabill, Executive Director of Human Resources | Title IX Coordinator 100 Hobart Drive, Hillsboro, OH 45133 | [mmarkey@sscc.edu](mailto:mmarkey@sscc.edu) | 800.628.7722, Ext. 2550.

## Purpose and Introduction

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 the College to articulate the outcome of a strategic process for improvement. Like earlier iterations of the Completion Plan, the goals and measures included here address the needs and priorities of the institution while aligning with the various statewide initiatives aimed at progress and completion. The organization of this document includes a lookback at the 2018 goals and measures while placing renewed emphasis on strategies and measures within each focus area and on integrating and aligning elements of the important work that is underway within the Student Success Leadership Institute (SSLI), Statewide grant initiatives such as Strong Start to Finish, and within the Department of Workforce Development. Lastly, this plan is a component of the College's Institutional Effectiveness Plan and Strategic Plan and aligns with many of the College's Key Performance Indicators.

## 2020-2022 Campus Completion Goals

Similar to previous iterations of the State mandated Campus Completion Plan, the 2020-2022 Plan has been organized using the template provided by the Ohio Department of Higher Education and inspired by Completion by Design's Loss Momentum Framework. The goals have been developed through thoughtful reflection of the questions presented in regard to **connecting to the institution, successful first-year entry, student progress, student completion, and workforce development** (Appendix A). The 2020-2022 Plan integrates the work of Southern State's student success team, the strategic plan, institutional effectiveness measures, and the College's work in Guided Pathways. From connection to completion to workforce entry, the College aims to use the 2020-2022 goals to address gaps in the student experience, build momentum in areas of promise, and actively monitor the effectiveness of select interventions. Specifically, the 2020-2022 plan will integrate 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.

To this end, Southern State has identified the following priorities:

### Connection to the Institution

1. Career Advising
2. Building Community Engagement

### Successful First Year Entry

1. Helping Undecided Students Make Career Selections
2. Connecting Students with Social Services

### Student Progress

1. Early Alert/Warning Systems – Leverage NAVIGATE
2. Financial Aid Policies

### Student Completion

1. Identify Key Metrics
2. Monitor Program Assessment of Student Learning Outcomes

## **Other Aspects of Completion**

1. Quality Assurance in Flexible Learning Modalities

## **Workforce**

1. Link Programs to Ohio Means Jobs Employment Data
2. Linking Curriculum and Programming to Ohio's High-Demand Occupations

## Priority Areas: 2020 -2022

**Priority Area:** Connection to the Institution

**Improvement Focus Description:** Career Advising

**Improvement Focus Current Status:** Several service area counties are participating in grant-funded initiatives to develop a work force ready community among current high school students and adults in transition. While the assessment resources are abundant, the professionals qualified to coach the participants are limited in the community. SSCC has staff members able to service its students identified in the grants and provide the needed support for a significant portion of the grant population. This connection also provides the motivation needed for our students to follow through on their career discovery process.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Provide career assessment advising/coaching to SSCC students participating in community initiatives to build a workforce ready community	Provide qualified coaches to the community grants initiatives to assist with assessment interpretation for career direction and options	Student Success Center  VP Student Services	Academic/Career Advisors  Career Counselor	Increase number of high school graduates/adults with clearer goals for career occupations	Percentage of students completing career assessment/ coaching for career direction and opportunities	Assessment at end of each academic year.

**Priority Area:** Connection to the Institution

**Improvement Focus Description:** Building Community Engagement

**Improvement Focus Current Status:** Complimentary to the College’s strategic focus on enrollment and market expansion, it is the aim of the College to enhance partnerships among the community, CCP partners, and workforce entities. Central to this focus is a collaborative project with county Developmental Disability Boards, local schools, and community member to launch a comprehensive Transition Program for students with Intellectual Disabilities.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Hire a Coordinator for the onboarding and retention.	We will directly market and recruit to individuals and families that often do not have opportunities in the current academic structure.	Director of Workforce Development	Transitions Coordinator Faculty	First year, 2-5 enrollees; second year, 5-7 enrollees	Enrollment and community contributions  Employment and volunteerism of the students post completion	Four years

**Priority Area:** Successful First-Year Entry

**Improvement Focus Description:** Helping Undecided Students Make Career Selections

**Improvement Focus Current Status:** Informative career goals and integrated advising are critical elements of Guided Pathways. It is through the holistic advising model that students explore/confirm career interests and occupations for academic direction to intended goals. This model keeps them closely connected with professionals / faculty who can help them stay on track.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Expand career planning in the holistic advising process	Systematic integration of interest assessments, aptitude skills, and academic/ career readiness tools.	Student Success Center VP of Student Affairs	Advisors Student Support Personnel Faculty	Increase in percentage of students with developed academic plans / career direction.	Identification of and progress on intentional guided pathway. Percentage of undecided students moving from default AA/or admissions intent to directed academic pathway. Overall retention in guided/targeted pathway.	Annual measurement of admitted undecided students with declared pathways by start of 2 <sup>nd</sup> year. Measure of retention from 1 <sup>st</sup> to 2 <sup>nd</sup> year of students with academic plans/career direction (guided pathway).

**Priority Area:** Successful First-Year Entry

**Improvement Focus Description:** Connecting Students to Community Supportive Services

**Improvement Focus Current Status:** In collaboration with a workforce development initiative, the College seeks to leverage community resources, available through Ohio Means Jobs, to assist students in connecting with supportive services while pursuing their education. This partnership is part of a Growing Rural Independence Together (GRIT) initiative and will target students pursuing education in high-demand career fields or employed individual’s upskilling while working in high-demand occupations.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Provide resources for gap funding among people in high-demand career tracks and among those currently employed seeking to upskill.	Build a referral process with Ohio Means Jobs of Highland County	VP of Academic Affairs	Director of Workforce Services  Career Service Navigator  Faculty  Student Advising	Students who are largely ineligible for State and Federal monies, are provided access to gap funding through GRIT.	Referrals to Ohio Means Jobs.	The referrals are tracked monthly and will continue through the life of the grant (June 2022).

**Priority Area:** Student Progress

**Improvement Focus Description:** Early Alert/Warning Systems – Leverage NAVIGATE

**Improvement Focus Current Status:** The changes to academic content delivery since COVID

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Increase success tracking mechanisms of students to intervene earlier with students falling behind and failing / withdrawing.	Incorporate the Progress Report function through EAB Navigate on each course section twice a term to get a reading on every student's participation. This is in conjunction with early alert warnings on individual cases anytime during the semester.	Student Success Center  VP of Student Affairs	Faculty  Advisors  Student Support Personnel	Increase of students successfully completing course work	Increase in percentage of identified intervention students with successful course completion	Assessment of intervention measures after semester grades are submitted for term.

**Priority Area:** Student Progress

**Improvement Focus Description:** Developmental Progression

**Improvement Focus Current Status:** Research indicates that getting students out of developmental education work faster, leads to improved retention, persistence, and completion. To this end, the College recognizes the value in aligning improvement objectives around strategies that accelerate the time a student needs to spend in developmental programming and has signed on as part of Ohio’s Strong Start to Finish Initiative. This is a continuation of the previous Completion Plan goal.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Increase the number of students completing gateway math and English in the first year.	Strong Start to Finish: Southern State will be implementing the co-requisite model for Math 1106 and ENGL 0097	CAO	Faculty  Dean of General Education	More students completing gateway courses in the first year.	HEI data provided by the grant. Benchmarks established in the SSF grant.  Baseline: Math 21.7% English 56.7% Goal: Math 37.3% English: 65.3%	2020-2021 Academic Year

**Priority Area:** Student Completion

**Improvement Focus Description:** Enhance Transparency of Performance Metrics

**Improvement Focus Current Status:** The College has been working toward a more comprehensive approach to monitoring and measuring institutional effectiveness as part of its continuous performance improvement efforts. The metrics have been established and are informed by various data sources including SSLI, KPI's, the VFA, SSTF, and others. It is the intent of the College to enhance the transparency of these metrics for broader engagement and data-informed decision making.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Assemble the various effectiveness indicators in a transparent format suitable for the web.	Update the Institutional Effectiveness website.	CAO  Data Coordinator  Webmaster	Executive Council  Communications	An up-to-date Institutional Effectiveness web site with key performance indicators	Bi-annual web audits  Evidence of data-informed decision related to policies, practices, and adoption of initiatives.	Complete audits in October and February.  Annual analysis of changes in policies, practices, and adoption of initiatives.

**Priority Area:** Student Completion

**Improvement Focus Description:** Monitor Assessment of Program Learning Outcomes

**Improvement Focus Current Status:** As part of the College’s work with the Higher Learning Commissions’ Assessment Academy, strengthening the assessment of student learning outcomes has been prioritized at the program and institutional level. Program assessment plans have recently been rebooted and improved, paving the way for more effective use of assessment data. As part of student completion, the College needs to shift emphasis to reporting out of student learning as it relates to program outcomes.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Ground the evidence of student learning in the reporting of program learning outcomes	Use assessment reports to compose a broader narrative about student learning.	Dean of Technical Studies	Faculty CAO	Full participation of technical programs in meaningful measurement and analysis of assessment outcomes	Baseline: 80% active/meaningful participation  Year 1 Goal: 90% Year 2 Goal:100%	Annual review (October)

**Priority Area:** Other Aspects of Completion

**Improvement Focus Description:** Quality Assurance in Flexible Learning Modalities

**Improvement Focus Current Status:** Historically, the College had used the Quality Matters standards as a framework for ensuring quality in online experiences. As flexible learning modalities have accelerated in the wake of the global coronavirus pandemic, it is becoming clear that a similar framework needs to be applied across online delivery as well as other delivery models such as those being used in high-flex synchronous and asynchronous hybrid formats.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Improve the experience for all learners regardless of course delivery method and build continuity and sustainability in flexible delivery options.	Expand quality review protocol to include all flexible delivery models.	Director of Instructional Technology	Faculty CAO  Instructional Technology Committee	Timely course reviews.  Professional development opportunities aimed at the broad array of course delivery options.	Baseline: - Reviews of online courses only. - PD aimed mostly at CANVAS on asynchronous online delivery	Course review implementation: Summer 2021  Annual review of professional development and training sessions.

**Priority Area:** Workforce

**Improvement Focus Description:** Link Programs to Ohio Means Jobs Employment Data

**Improvement Focus Current Status:** As a part of the career/occupational discovery in holistic advising, students are provided with local career entry opportunities on each academic programs offered through the college. These OMJ links are connect with each academic program outline on the college web site.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Provide local employment opportunities and career pathways for each academic program offered through the College.	Provide links to the state (OMJ) and federal (Occupational Outlook Handbook) resources for each academic pathway so that students might have a larger career picture of the program selected.	Career Services  VP Student Services	Career Services counselor/advisors  Webmaster	Assessable OMJ links/ occupational information on Program web pages	Availability of viable information on local occupational opportunities aligned with academic programs	Updated annually with each catalogue year or specific changes in program/OMJ resources

**Priority Area:** Workforce

**Improvement Focus Description:** Linking Curriculum and Programming to Ohio’s High-Demand Occupations

**Improvement Focus Current Status:** As a lead entity in the Growing Rural Independence Together (GRIT) initiative, the College is leverage a portion of the grant award to build programming and short-term training in high-demand, high-wage careers such as those in Engineering and Computer Science.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Enhance the short-term pathways and training options for students in Engineering and Computer Science.	Design stackable curriculum models	CAO	Dean of Instructional Technology  Faculty  Director of Workforce Development	Various short-term pathways in cybersecurity and other computer application areas as well as a stackable, short-term pathway for students in engineering.	Pathways clearly defined and advertised within the two-year pathways.	First measure Fall 2021  Second measure Fall 2022

## Measures of Progress 2018-2020

The 2018 Campus Completion Plan was the third iteration of the original framework provided by the Department of Higher Education. The tables below provide an abbreviated synopsis of the outcomes of the previous period strategy and goals.

### Successful First-Year Entry | 2018-2020

**Improvement Focus Description:** Incentivizing Continued Enrollment after CCP

**Improvement Focus Current Status:** In previous plans, the emphasis has been on CCP enrollment growth. The 2018-2020 focus is to strengthen the long-term connection to the institution through aligning 15 and 30 hour pathways with the College’s technical programs and initiating various communication measures aimed at informing students of their degree progress.

Connection to the Institution   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Creating 15 and 30 hour pathways that align with technical program offerings	Identify 3-5 pathway programs and partnering high schools.	Technical degree attainment among students who started as CCP.	Pathway implementation Fall 2019. First measure 2020	<p>Pathways in Computer Science are taking shape in a unique partnership with the University of Cincinnati and their “Early Information Technology Program.” Faculty in this area have aligned curriculum to provide for the complete pathway. The initiative is in its infancy as it was delayed due to the abrupt shift to virtual learning and COVID-19 related obstacles.</p> <p>Pathways in Aviation have been forged with the local Career Tech Center and are providing students the opportunity to apply coursework in the Power Plant certification.</p>
Continued college enrollment post-HS graduation	Targeted communications with student progress measures	CCP Retention post-HS graduation	Spring to Summer and Fall Retention among 2018 CCP HS graduates	<p>2018 – Retention 12.6%</p> <p>2019 – Retention 9.8%</p> <p>2020 – Retention 9.3%</p> <p>Decrease may be attributed to increased competition/incentives for CCP grads from four year institutions and COVID 19 impact for (2020). This initiative will continue and ways to improve results will be explored.</p>

**Improvement Focus Description:** Accessible Orientation

**Improvement Focus Current Status:** Previous attempts at mandatory orientation were hampered by the format of orientation program offerings. Going forward, the College believes that streamlining orientation information into an accessible, inviting, and convenient online model will effectively connect more students to important information about college expectations, student support services, and to the faculty and staff.

Connection to the Institution   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Create an orientation video accessible and convenient to all students.	Contract with a production company to create the video.	Use data from face-to-face fall orientation from the past two years, and student retention from first year to second year  Compare to attendance of online orientation and retention from first year to second year.	Spring 2019	Fall 2017 – 201 of 414 students completing orientation that were retained. (48.6%)  Fall 2018 – 208 of 368 students completing orientation that were retained. (56.5%)  Fall 2019 – First online orientation. 229 of 391 student completing orientation were retained (58.6%). This is satisfactory progress given the circumstances surrounding implementation of a new online tool.

## Successful First-Year Entry | 2018-2020

**Improvement Focus Description:** Career Advising Model

**Improvement Focus Current Status:** Career selection and integrated advising are critical elements of Guided Pathways. It is through such a model that students are better equipped to articulate career interests and occupations more specifically and also, such a model keeps them closely connected with professionals who can help them stay of track.

Successful First-Year Entry   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Integrate “career” choice into academic advising	Reorganize student advising to make career choice a central tenant of the advising process.	Measurement includes progress on degree pathway /# (if any) major changes/engagement in experiential learning (internship, practicum, etc. / and overall retention in programs	Assess yearly progress in selected major with a 2 <sup>nd</sup> year review of added occupational exposure opportunities.	<p>Major Changes 17-18 – 122 18-19 – 117 19-20 – 108</p> <p>Career advising begins at the first meeting. CCP students do not move from the AA default until high school requirements are completed/planned. Major declaration at application is often changed within the first year as students understand their program and explore other career options. Major changes reflect first-generation, limited understanding of the academic process until mentoring begins with an advisor or faculty member. Exposure to career field comes through program design in curriculum or is encouraged in job shadowing.</p>

**Improvement Focus Description:** First Year Progression

**Improvement Focus Current Status:** Students are often bombarded with the complexity of choosing the right courses for their selected programs and then, scheduling that course according to when it’s offered. To better present this information in an easy-to-view path, Southern State will be implementing an application designed to help students pick a major, build a schedule, and register for classes, in addition to finding supporting resources on campus and staying connected with their advisor.

Successful First-Year Entry   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Keep students on track to graduation	Provide students with contemporary career exploration and self-service tools. (NAVIGATE)	Yearly assessment of major persistence. (Fall/Fall Persistence as measured by CCRC KPI report.	Annually beginning 2019	Fall 2017-2018 – 565 of 974 students persisted in the same major (58%). Fall 2018-2019 – 485 of 894 students persisted in the same major (54%). Fall 2019-2020 – 394 of 740 students persisted in the same major (54%). * Major changes among the high number of CCP students is limited as they are coded as AA until high school graduation requirements are completed or planned.

## Student Progress | 2018-2020

**Improvement Focus Description:** Early Alert/Warning Systems

**Improvement Focus Current Status:** Aggressively promote resource to full/part time instructors to aid in student academic success. Helping faculty to fully understand the significance of their actions (minor as it may appear) in the retention of the student to degree completion.

Student Progress   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Identify early indicators affecting student success	Engage faculty more aggressively in the tools for assisting student success	Higher percentage of early alerts / mid semester grades provide for Intervention opportunities	Each semester	<p>Early alert data:                      2018-19: 253 total 48 dropped/ change schedule in first two weeks/ 66 passed/63 failed/76 withdrew (W/WI)</p> <p>2019-20: 261 total 29 dropped/ changed schedule in first two weeks/ 80 passed/79 failed/90 withdrew (W/WI) 18 Incompletes (Spring COVID)</p> <p>Advisors reach out to all students with D/F mid semester grades in attempts to help them communicate with instructors or withdraw and redirect their academic plans/goals.</p> <p>Move to progress reports of each course roster at 5th/11th week of term along with early alerts on individual cases all semester will provide more data and intervention opportunities. Advisors respond to alerts through 3 different means to student within 72 hours of alert sent. The addition of texting this fall is providing better response in some cases but still have connection issues with some students.</p>

**Improvement Focus Description:** Developmental Progression

**Improvement Focus Current Status:** Research indicates that getting students out of developmental education work faster, leads to improved retention, persistence, and completion. To this end, the College recognizes the value in aligning improvement objectives around strategies that accelerate the time a student needs to spend in developmental programming and has signed on as part of Ohio’s Strong Start to Finish Initiative.

Student Progress   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Increase the number of students completing gateway math and English in the first year.	Strong Start to Finish: Southern State will be implementing the co-requisite model for Math 1106 and ENGL 0097	HEI data provided by the grant. Benchmarks established in the SSTF grant.  Baseline: Math 21.7% English 56.7% Goal: Math 37.3% English: 65.3%	2019-2020 Academic Year	Pending SSTF Reporting

## Student Completion | 2018-2020

**Improvement Focus Description:** Short-term Industry Certifications

**Improvement Focus Current Status:** Industry certifications, particularly in office services, are as marketable as the degree or certificate itself and are often necessary for competitiveness in the workforce.

Student Completion   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Increase the number of students eligible to test to actually test.	Redesign communication strategies to encourage testing	Using May 2017-April 2018 as the benchmark, track # of tests administered against eligible testers.	Summer 2019	In 2018, the Ohio Department of Education rolled out a Request for Proposals (RFP) for Short-Term Certificate funding in the form of a grant and in the sum of \$91,000. Southern State applied for the grant and thus awarded the funds. The grant funds were used to increase the completion of short-term certificates that fell under 30 credit hours or 900 clock hours. The programs that were a focus under the grant included Microsoft Office Suite (MOS), Commercial Driver's License (CDL), a real estate exam preparation class, and later introduced QuickBooks certification. In total, 119 individuals benefited from the grant in their pursuit to achieve a short-term certification. In 2019, the state offered another version of the grant this time focusing on those who were, or are, a part of the foster system. The programs participating in the Foster Grant include, Commercial Driver's License, State Tested Nursing Assistant (STNA) and ed2go certifications, and Dental Assisting.

**Improvement Focus Description:** Finish What You Start

**Improvement Focus Current Status:** Through Ohio’s CCP program, students have the opportunity to accumulate significant credit prior to high school graduation. While many continue taking coursework toward a credential, some simply stop attending. Through a “Finish What You Start” campaign, the College aims to increase the number of graduates who start as CCP enrollees.

Student Completion   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Increase graduation rate among students starting as CCP students.	<ul style="list-style-type: none"> <li>- Degree audits at time of high school graduation.</li> <li>- Continuation of post-CCP targeted scholarships.</li> <li>- Targeted communications</li> </ul>	Baseline: 2018 – 106 graduates began in high school.	Annual measurement	2019 – 103 (32.2%) 2020 – 125 (36.4%)  In addition to graduation rates, the College also considered general retention.  2018 Grads – 129 (12.6%) of 1022 continued after HS graduation.  2019 Grads – 106 (9.8%) of 1085  2020 Grads – 113 (9.3%) of 1210 It is likely that the decreasing percentages are a result of expanding into schools outside of the local service area alongside improved retention and advising processes.

**Improvement Focus Description:** Graduation and Transfer Pathways

**Improvement Focus Current Status:** Following legislation passed in 2015, ODHE is leading a process to establish statewide guaranteed pathways from the associate to bachelor’s degree. In addition to promoting enrollments in the newly approved pathways, the College must also focus on completions.

Student Completion   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Increase the number of students pursuing and graduating from the Associate of Art/Science concentration pathways	Advertise the pathways to new students.	Program enrollment  <hr/> Graduation rate (3 year cohort)	Annually (Fall)  <hr/> 2020	The only approved pathway at the time of reporting was the Business Pathway. Currently there are two (2) active students in the concentration pathway.

## Other Aspects of Completion | 2018-2020

**Improvement Focus Description:** Quality Matters in Online Education

**Improvement Focus Current Status:** Online delivery is outpacing enrollment in traditional course modalities. Continued growth will be contingent on promoting and sustaining a quality experience for students. Well-conceived, well-designed, and well-presented courses are possible through quality assurance processes.

Other Aspects of Completion   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Improve the online experience for all learners to build continuity and sustainability in online delivery.	Continue implementation of the Quality Matters rubric and standards	Baseline: 0 certified courses	Annual evaluation	<ul style="list-style-type: none"> <li>- Four (4) courses were submitted for review according to the review template approved by the Instructional Technology Committee and met all quality criteria.</li> <li>- Four (4) additional courses are pending approval.</li> <li>- Seven (7) courses are being monitored by the Instructional Technology Committee and faculty are implementing recommendations.</li> </ul>

## Workforce | 2018-2020

**Improvement Focus Description:** Access to High-Demand Training

**Improvement Focus Current Status:** The Ohio Department of Job and Family Services has recently initiated a statewide effort to increase the number of apprenticeship experiences for Ohio students. The aim of this focus area is to make meaningful advancements to align our programs to the in-demand occupations, using the Apprenticeship framework.

Workforce   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Complete the application for Registered Apprenticeship Program and identify programs that align with the framework.	Expand existing workforce development functions to include Apprenticeship implementation.	Program implementation and number of participating programs.	Spring 2019	The College is a part of the conversation for Apprenticeship implementation but continues to seek improvements as it relates to onboarding students who are interested in such pathways, curriculum development the supports an apprenticeship model, and local employers who are willing and able to participate in such a model. The student participation continues to be a challenge in programs such as Apprenticeships, conversely, the regional grant, Ohio Means Internship and Co-ops (OMIC) has even declined over the previous years and is a short commitment for placement and experiential learning. As with the College enrollment, often when the economy reflects a low unemployment rate, enrollment is impacted, as is the need to seek internships, co-ops, and apprenticeships. The College currently and will continue to participate in conversations held by the Ohio TechNet consortium which represents the states consortium for elevating apprenticeships statewide.

**Improvement Focus Description:** Reaching Underserved and Displaced Populations

**Improvement Focus Current Status:** Since inception, Southern State has claimed a five-county service area and supported campus operations in four of the five counties. In summer 2018, the College will break ground on the fifth campus operation in Adams County Ohio. This county is plagued with high unemployment (insert stat here) and low educational attainment (insert stat here). Currently, the College serves roughly 300 students, many of which are early college (CCP) students. The College aims to reach deeper into the population and target those who are need Adult Basic Literacy/GED services and those who have been displaced as a result of the DP&L (AES) power plant closure.

Workforce   2018-2020 Plan Progress Report				
Focus:	Strategy:	Measure:	Timeline	Progress
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>	
Increase the number of clients served through the Adult Opportunity Center (AOC)	Active recruitment for new clients through the new facility.	Internal enrollment report/ BLS data point for those 25 and older without HS diploma or GED.  2017   Data 58 Completed Orientation  46 Became enrolled  2675.25 Hours of instruction	First measure Fall 2020	The anticipated construction of a fifth campus did not come to fruition. The Adult Opportunity Center continues to serve students in the Adams County area however, the goals set forth in the original plan were largely unattainable absent the dedicated space and partnership with the County.

## Appendix A: Questions to Consider

### CONNECTION TO THE INSTITUTION

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

### SUCCESSFUL FIRST-YEAR ENTRY

- What are your gateway mathematics and English courses? How do students know which best fits their major?
- How will you increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?
- Why do our students fall behind or leave? How do you know?

- How do we advise and place students for efficient completion?
- Are students advised with default pathways to their chosen degree?
- What do we know about how to maximize credit accumulation?
- How do we help undecided students choose a career and educational path?
- How do we help students understand industry needs and high-demand areas?
- How do we engage students within the college community?
- 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?
- 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? (handicapped, seniors, commuters)

## STUDENT PROGRESS

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

## STUDENT COMPLETION

- Are students achieving credentials within selected program streams?

- How can we increase credit attainment and help more students complete their credentials, more quickly?
- Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?
- How do we assist students with college to career transition?
- What policies do we have that incentivize students to complete a goal or certificate in a timely manner?
- What policies and practices at the federal, state, and institutional levels are barriers to successful completion?
- Do our registration and withdrawal policies support completion?
- How do we know that students who complete our certificates and degrees have met our learning expectations?

#### 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?
- How do we ensure that student costs are transparent and student financial planning continuous?
- Are our courses and program streams offered in student-friendly ways?
- What is our institution doing to create a culture to support success and completion?
- How do we engage people across employee categories and provide professional development to support change?
- How does our college manage process improvement?
- What else can we do?

#### WORKFORCE

- Based on our College service area which of the six Jobs Ohio regions do we serve?
- <http://jobs-ohio.com/network>
- Which of the 9 Jobs Ohio key industries are addressed in our current curriculum and programming?
- <http://jobs-ohio.com/industries>

- How have we linked our curriculum and programming to labor market information for each occupation?
- <http://ohiolmi.com/proj/jobsOhioInd.htm>
- What are the job training needs of our community based on our regional economic development network?
- How do we connect our students needing employment with our employers needing a trained workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- How do we analyze the changing needs of our stakeholders and select courses of action regarding these needs?
- How do we determine if we should target stakeholder groups with our educational offerings and services?
- How do we align our credit on non-credit offerings?