SINCLAIR COLLEGE
STRATEGIC PLAN
FOR STUDENT COMPLETION
2020-2025

Helping More Students Get More Credentials More Quickly with Higher Quality and Lower Cost
In 2018 the Sinclair Community College Board of Trustees chose Alignment, Growth and Equity as the three pillars of our strategic planning. Sinclair President Steven Lee Johnson says that Sinclair is about “More Students, Getting More Education, Faster, for Less Money, and Aligned to the Needs of Our Diverse Region.” These pillars and motto are the foundation of the 2020 Completion Plan.

In order to help more students, the college has strengthened its recruitment, onboarding, and retention processes in multiple modalities. The Completion Planning team has selected priorities, goals and metrics to enable more students to reach their goals. The COVID-19 pandemic taught us that faculty and staff could successfully offer instruction and services in online, remote, blended and face-to-face modalities.

Helping our region acquire more education means working with K-12, university and industry partners to serve students that have been left behind in the past. Through College Credit Plus, better transfer pathways and increased collaboration with employers, Sinclair is poised to mitigate barriers and create momentum for students from all demographics to graduate in higher numbers.

In order for students to finish faster, the college has had to pivot to offer education differently. Sinclair has increased the number of courses and programs that it offers fully online in order to meet the needs of students who have to balance busy lives. Students also live increasingly complex lives, so the college has increased services to provide holistic coaching to a diverse student body.

Sinclair has the lowest tuition in the state for students who live in Montgomery County, but prioritizes keeping quality high and ensuring that programs are aligned to the needs of our community.

This plan has data points assigned to every strategic priority, so that faculty, staff, administrators and the Board of Trustees can regularly review progress and identify areas that need added attention. Note that the COVID-19 pandemic caused many students to receive incomplete grades, which will be changed to successful grades when students complete their coursework prior to December of 2020. This will affect the most recent year’s data on the charts at the end of the document.

While hundreds of faculty and staff have contributed to the creation and implementation of this plan, the following are more directly responsible for creating this document:

• Carol Bonner
• Kathleen Cleary
• Jared Cutler
• Dawayne Kirkman
• Karl Konsdorf
• Jennifer Kostic
• Scott Markland
• Alicia Schroeder
• Michelle Wetzel
The accomplishments of Sinclair have been widely celebrated in national and local media including the *New York Times*, the *Chronicle of Higher Education*, *Inside Higher Education*, the *Washington Post*, the *Detroit Free Press*, and the *Dayton Daily News*. That Sinclair was able to change its outcomes so quickly is a testament to the can-do attitude of the Board of Trustees, administrators, faculty, and staff, who have circled the wagons and made substantive changes.

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**OUR MISSION**

Sinclair’s completion plan is directly tied to its mission:

> Find the need and endeavor to meet it by providing high quality, accessible learning as a college of and for the community.

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**OUR PROCESS**

A decade ago President Steven Johnson established that student success and completion is everyone’s job at Sinclair. Every cabinet member has been involved in planning and developing resources to help more students turn their dreams into reality. Over 1,400 faculty and staff members have participated in work teams, focus groups, and professional development activities which seek to improve student outcomes. This “boots-on-the-ground” drive has resulted in the creation of major programs and initiatives, which have demonstrated success in helping students finish their credentials in higher numbers and more quickly.
PRIORITIES & GOALS

MORE STUDENTS

STRATEGIC PRIORITY 1
To strengthen the recruitment and onboarding process of new students.

Supporting Goals:
• To execute the enrollment plan such that increasing numbers of students are applying to and enrolling at the college from targeted market segments. (2% growth, each year, for three years)
• To optimize the new student services center to improve the student experience in person (to the extent possible given the pandemic) and online so they complete enrollment steps.
• To explore ways to help students find and maintain balance between work, family, and their educational goals by utilizing case management and other strategies —thus, keeping more students on the path towards completion of a credential.
• To use data and analytics to identify key patterns in students’ persistence and evaluate the effectiveness of retention strategies.

STRATEGIC PRIORITY 2
To increase the retention rate of returning students.

Key Metrics:
• Enrollment data (eligible Headcount and FTE as defined by the Ohio Department of Higher Education)
• Market segment data
• Term and annual persistence/retention rates
• Student engagement as defined by the Survey of Entering Student Engagement (SENSE)
PRIORITIES & GOALS

MORE QUICKLY

STRATEGIC PRIORITY 3

To increase the number of students accessing and completing courses through multiple modalities.

Supporting Goals:
- To encourage students to enter their program of study and progress as quickly as possible.
- To advance Prior Learning Assessment so that students can get credit for what they already know and are able to demonstrate.
- To create clear pathways from high school and alternative entry points to and through Sinclair.
- To increase summer enrollment.
- To increase support for students to choose a major in their first year.
- To increase credit intensity.
- To ensure courses are available at the right time and in the right modality to meet student needs.

Key Metrics:
- Completion of 9 credit hours in the program of study in the first year
- Completion of 30 credit hours in the first year
- Course completion rate
- Withdrawal rate
- Student engagement as defined by CCSSE

STRATEGIC PRIORITY 4

To use evidence-based practices to provide wrap-around services and life coaching to a diverse student body.
PRIORITIES & GOALS

MORE CREDENTIALS

STRATEGIC PRIORITY 5

To mitigate barriers to student success and completion.

Supporting Goals:

• To help college personnel and programs be ready for academically and culturally diverse students as they transition to the college environment.

• To expand online access to holistic student support to address personal, academic, career, and financial challenges.

• To improve teaching and learning through culturally inclusive pedagogy and practices.

• To increase in-person and online student engagement with faculty, staff, and peers.

• To increase student participation in experiential education (work-based learning, service learning, etc.).

STRATEGIC PRIORITY 6

To create momentum for students, which helps them stay on the path to completion and graduate in higher numbers.

Key Metrics:

• Credentials awarded
• Median time to completion
• IPEDS graduation rate

• To adopt pedagogy, learner support, and guidance for a diverse student population that improves success for marginalized and historically underrepresented groups (minority students, first-generation students, adult students, etc.).

• To increase competency-based education (CBE) and multiple modalities to accommodate students’ varying learning styles.
PRIORITIES & GOALS

HIGHER QUALITY, LOWER COST, ALIGNED TO THE REGION

STRATEGIC PRIORITY 7
To provide students with high-quality academic experiences and career development that lead to in-demand jobs in the region.

Supporting Goals:
- To provide clearly defined curriculum transfer pathways by improving our articulation agreements and adding helpful resources.
- To improve transfer partnerships, which provide increased engagement, stronger support, and a smooth transition.
- To support and improve reverse transfer processes.
- To ensure that academic programs remain aligned with workforce needs and available jobs leading to a family-supporting wage.
- To provide faculty and staff development opportunities, which promote effective methods of learning for a diverse student body.

Key Metrics:
- Learning outcomes
- Employment and earnings data
- Transfer/subsequent enrollment data
- Actual cost of attending
- Work-based learning
- Credentials awarded in in-demand careers

STRATEGIC PRIORITY 8
To prioritize and strengthen the transfer process to improve completion of bachelor degrees for Sinclair students who seek them.

Supporting Goals:
- To promote career exploration and development through curricular and co-curricular activities.
- To expand alignment of academic programs with work-based learning opportunities so that students are readily identified for in-demand jobs upon completion.

Key Metrics:
- Learning outcomes
- Employment and earnings data
- Transfer/subsequent enrollment data
- Actual cost of attending
- Work-based learning
- Credentials awarded in in-demand careers
DATA TRENDS

I. IPEDS Graduation Rate

II. Percentage of Graduates Who Completed a Credential Within Five Years

III. Course Success Rates

IV. Withdrawal Rate: All Students

V. Fall to Fall Retention: NEW Degree Seeking Students

VI. Percentage of New Full-Time Students Who Completed Required MATH and ENGLISH in First Year

VII. Percentage of New FULL-TIME Students Who Completed 30 Credit Hours in First Year

VIII. Percentage of New Students Completing Nine Credit Hours in First Year in Declared Major

IX. Average Credit Hours Completed by Associate Degree Graduates

X. 2019 CCSSE Benchmark Scores

XI. Median Earnings One Year Post-Graduation (Degree Earners)

XII. Median Years to Completion (Degrees)

XIII. Credentials Awarded
IPEDS Graduation Rate
First-time in college, full-time, degree-seeking students who complete a degree in 3 years

Percentage of Graduates Who Completed a Credential Within Five Years
(Degree, One-Year Certificate, or Short-Term Certificate)

*Note – FY 2019-20 numbers may rise as students complete courses with grades of incomplete
Course Success Rates

*Note – FY 2019-20 numbers may rise as students complete courses with grades of incomplete

Withdrawal Rate: All Students
Fall to Fall Retention:
NEW Degree Seeking Students

Percentage of New Full-Time Students Who Completed Required MATH and ENGLISH in First Year

*Note – FY 2018-19 numbers may rise as students complete courses with grades of incomplete
Percentage of New FULL-TIME Students Who Completed 30 Credit Hours in First Year

*Note – FY 2018-19 numbers may rise as students complete courses with grades of incomplete

Percentage of New Students Completing Nine Credit Hours in First Year in Declared Major

* Note – FY 2018-19 numbers may rise as students complete courses with grades of incomplete
Average Credit Hours Completed by Associate Degree Graduates

2019 Community College Survey of Student Engagement (CCSSE) Benchmark Scores
(Cohort average=50)
Median Earnings One Year Post-Graduation
(Degree Earners)
FY2009-10 through FY2018-19

Median Years to Completion (Degrees)

Credentials Awarded
Goal: 10,000 by 2022