Name of Lead Institution (only one)	**Sinclair Community College**
Project Start Date July 1, 2016	
Primary Contact - Individual must be authorized to sign grant contract and legally responsible as representative.	Steven L. Johnson, Ph.D., President & CEO, Sinclair Community College, 444 West Third Street, Dayton, Ohio 45402-1421 (927)512-2525 president@sinclair.edu
President	Steven L. Johnson, Ph.D., President & CEO
Project Director/s	**Andy Runyan**, Ph.D., Chief Academic Advising Officer, Sinclair Community College, 444 West Third Street, Dayton, Ohio 45402-1421 (927) 512-3700 andy.runyan@sinclair.edu **Allysen Todd**, Ph.D., Dean of Arts & Science, Columbus State Community College, 555 E. Spring Street, Columbus, Ohio 43215 atodd12@cscc.edu
1) Certification by Authorized Official:	
To the best of my knowledge and belief, the information contained in this application is true and correct. The document has been duly authorized to comply with the required assurances.	
Signature of Authorized Official	
Steven L. Johnson, Ph.D., President and CEO	
Date	
2) Administering Institution:	
Andy Runyan, Ph.D.	
Chief Academic Advising Officer	
Sinclair Community College, 444 West Third Street, Dayton, Ohio 45402-1421 (927) 512-3700 andy.runyan@sinclair.edu	
andy.runyan@sinclair.edu	
3) Educational Partners (please submit separate information for each partner)	
Columbus State Community College	
Allysen Todd, Ph.D.	
Dean of Arts and Science	
555 E. Spring Street, Columbus, Ohio 43215	
atodd12@cscc	
4) Educational Partners (please submit separate information for each partner)	
Institution Name	
Contact Person	
Title	
Address	
Email	
5) Other Partners (please submit separate information for each partner)	
Institution Name	
Contact Person	
Title	
Address	
Email	
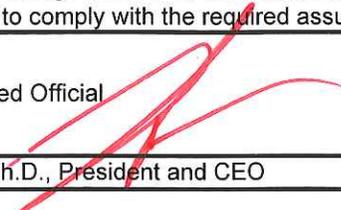
Executive Summary

(A) Brief description of the proposed innovation

Two leading Ohio community colleges in Columbus and Dayton will share leadership and knowledge *to redesign administrative methodologies and processes,* creating a comprehensive Guided Pathways Model to accelerate student success and completion of postsecondary credentials while creating economic efficiencies.

The overall project goal is to provide students with clear academic pathways to support course selection and program completion while reducing the number of excess credits earned that do not apply to their earned postsecondary degrees and certificates.

The project has **three objectives**:

1. Enhance the advising model for the redesign of guided pathways for College Credit Plus high school students
2. Establish a mapping model for the redesign of guided pathways for students seeking two-year degrees and certificates
3. Improve a transfer model for guided pathways from two-year to four-year institutions

(B) How collaboration supports this innovation

For this project, Columbus State Community College and Sinclair Community College will leverage dedicated administrators, faculty, and staff who are highly skilled in guided pathways. The leadership of both Colleges recognize the critical need for strategic academic pathways to support student success and degree completion, and agree to join efforts to create model pathways, drawing on the successful experiences of both institutions. Columbus State and Sinclair's recent work together includes the current AACC Pathways initiative, involving Columbus State as one of the 30 participants and Sinclair's Dr. Kathleen Cleary as one of the 12 coaches providing leadership for this initiative. Columbus State and Sinclair have joined forces for this project, realizing the importance of building organizational capacity for this work, and acknowledge the synergy that will result when working in concert with each other. This grant project will allow best practice sharing between the institutions throughout the project, saving the partners time and money, compared to working independently.

(C) The expected academic improvements and cost efficiencies to be realized

The three models developed through this project will identify and assess the effectiveness of key design elements of guided pathways critical to supporting student completion. The models, covering the entire pathway from a high school student's first connection to postsecondary courses through degree completion, will inform other institutions in Ohio desiring to redesign or improve their pathways.

The implemented guided pathways will provide students with the most expedited path to their postsecondary degree goals. Time and money will be saved by four stakeholder groups:

- Students will avoid the expenses associated with accumulating excess credits that do not apply to their degree programs.
- The state will not pay subsidy for unnecessary course completions.
- Columbus State and Sinclair will shorten their "learning curves" related to this work by sharing best practices.
- Other Ohio institutions will learn from the reports disseminated through the project that facilitate easy adoption of replicable models and best practices.

1. Project Design

Two leading Ohio community colleges in Columbus and Dayton will share leadership and knowledge *to redesign administrative methodologies and processes,* creating a comprehensive Guided Pathways Model to accelerate student success and completion of postsecondary credentials while creating economic efficiencies.

College leadership at Columbus State Community College and Sinclair Community College recognize the unique contribution each institution brings to the partnership. Drawing on the expertise and strengths of both Colleges, this evidenced-based project will focus on the development of processes and systems to better support high school to college transition and transfer alignment with Ohio universities.

The overall project goal is to provide students with clear academic pathways to support course selection and program completion while reducing the number of excess credits earned that do not apply to their earned postsecondary degrees and certificates.

The project has **three objectives**:

1. Enhance the advising model for the redesign of guided pathways for college credit plus high school students
2. Establish a mapping model for the redesign of guided pathways for students seeking two-year degrees and certificates
3. Improve a transfer model for guided pathways from two-year to four-year institutions

Project Efficiencies and Replication

The three models developed through this project will identify and assess the effectiveness of key design elements of guided pathways critical to supporting student completion. The models, covering the entire pathway from a high school student's first connection to postsecondary courses through degree completion, will inform other institutions in Ohio desiring to redesign or improve their pathways.

The implemented guided pathways will provide students with the most expedited path to their postsecondary degree goals. Time and money will be saved by five stakeholder groups:

- High schools will avoid the expense of paying for CCP credits that do not apply to their degree programs.
- Students who avoid the expenses associated with accumulating excess credits that do not apply to their degree programs.
- The state will not pay unnecessary subsidy for unnecessary course completions.
- Columbus State and Sinclair will shorten their "learning curves" related to this work by sharing best practices.
- Other Ohio institutions that will learn from the reports disseminated through the project that facilitate easy adoption of replicable models and best practices.

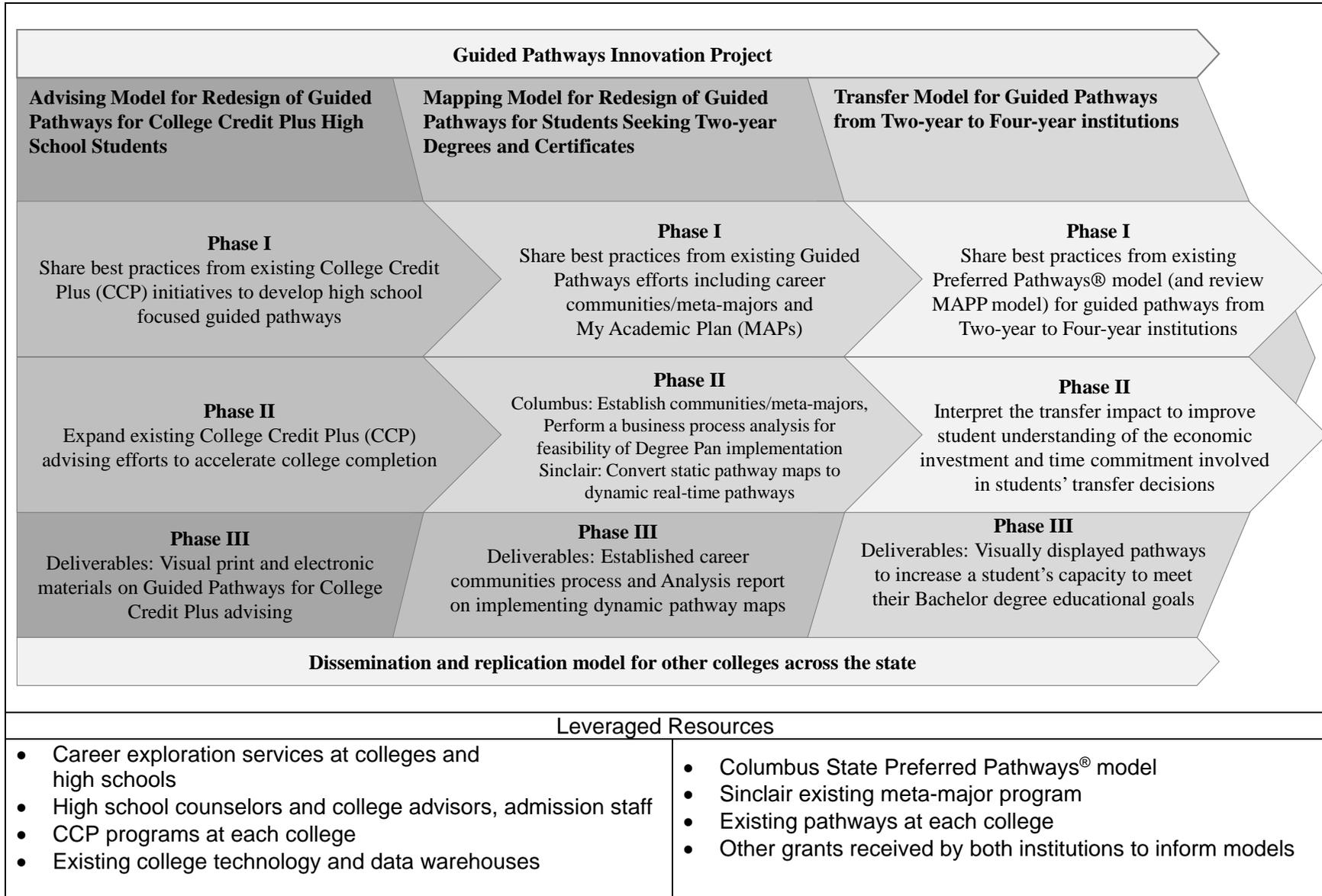As shown in the diagram on the next page, the Guided Pathways project will leverage existing resources of both institutions and utilize a three-phased approach to accomplish each project objective:

Phase I — Joint planning, research, and the sharing of best practices and expertise between Sinclair and Columbus State

Phase II — Project activity implementation

Phase III — Preparation of deliverables and project dissemination

Guided Pathways Innovation Project

Advising Model for Redesign of Guided Pathways for College Credit Plus High School Students	Mapping Model for Redesign of Guided Pathways for Students Seeking Two-year Degrees and Certificates	Transfer Model for Guided Pathways from Two-year to Four-year institutions
Phase I Share best practices from existing College Credit Plus (CCP) initiatives to develop high school focused guided pathways	**Phase I** Share best practices from existing Guided Pathways efforts including career communities/meta-majors and My Academic Plan (MAPs)	**Phase I** Share best practices from existing Preferred Pathways® model (and review MAPP model) for guided pathways from Two-year to Four-year institutions
Phase II Expand existing College Credit Plus (CCP) advising efforts to accelerate college completion	**Phase II** Columbus: Establish communities/meta-majors, Perform a business process analysis for feasibility of Degree Pan implementation Sinclair: Convert static pathway maps to dynamic real-time pathways	**Phase II** Interpret the transfer impact to improve student understanding of the economic investment and time commitment involved in students' transfer decisions
Phase III Deliverables: Visual print and electronic materials on Guided Pathways for College Credit Plus advising	**Phase III** Deliverables: Established career communities process and Analysis report on implementing dynamic pathway maps	**Phase III** Deliverables: Visually displayed pathways to increase a student's capacity to meet their Bachelor degree educational goals

Dissemination and replication model for other colleges across the state

Leveraged Resources	
• Career exploration services at colleges and high schools • High school counselors and college advisors, admission staff • CCP programs at each college • Existing college technology and data warehouses	• Columbus State Preferred Pathways® model • Sinclair existing meta-major program • Existing pathways at each college • Other grants received by both institutions to inform models

Objective 1. Enhance the Advising Model for Redesign of Guided Pathways for College Credit Plus High School Students

The first project component is the development of guided academic pathways for College Credit Plus (CCP) high school students into the meta-major programs at Columbus State and Sinclair. A meta-major is a collection of academic programs that have common or related content, such as business, STEM, and liberal arts. The offering of meta-majors is a best practice approach cited by Bailey et. al.[1] that offers students, who are undecided about a major, a limited number of exploratory or "meta-majors" that expose them to educational and career options within broad fields.

The new guided pathways into the meta-majors will offer CCP students default sequences of courses that will transfer into all the meta-majors. Students on this default pathway will be able to earn 12-15 credits before it will become critical to declare a program major. Before students reach the CCP 12-credit threshold, they will be directed to use the career exploration resources available at their high schools and/or meet with a college academic advisor or career coach to explore options. CCP students who solidify their decisions will be transferred from a meta-major pathway into a two-year pathway leading to their chosen degree.

From the beginning of a student's postsecondary pathway, it is critical that students clearly see the precise way to achieve their ultimate educational goals, and receive the guidance they need to get on and stay on that path. For example, in choosing what CCP courses to take in high school, a student who has some interest in a health sciences career, but has not settled on a specific program major, such as occupational therapy assistant, will benefit from knowing that a particular CCP course will apply to four different degrees in the health sciences meta-major. The new pathway into the meta-majors will help undecided students maximize their efforts and avoid the accumulation of excess credits while they are solidifying their career goals.

In fall 2014, Sinclair launched a meta-major infrastructure, called career communities, where students engage with employers, industry representatives, faculty, and staff who are experts in their fields, to give students guidance on program and career selection, and answer questions about the best pathways to reach their goals. Career communities also provide a venue for students to interact with peers who have similar interests. In the fall of 2015, the career communities successfully piloted a decision process based on choice theory that was designed to expedite a student's ability to set their career and program goals. Furthermore, Sinclair assigned each academic adviser to a specific career community, enabling advisors to become specialists in the programs aligned with their particular community—a strategy that is improving advising. Over 3,500 new, first time in college students are currently connected to an advisor in their chosen career communities.

Sinclair's meta-majors program, coupled with advising, is helping students persist and complete in greater numbers:

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[1] Thomas Bailey, Shanna Smith Jaggars, & Davis Jenkins. Redesigning America's Community Colleges: A Clearer Path to Student Success. Harvard University Press: Cambridge, MA. (2015).

- Course completion in fall 2015 is 74% compared to the fall 2014 rate of 72%.
- Of the 8,480 new Sinclair students in 2011-2012, those with an academic map, 10% completed their educational programs in three years, compared to just 4% who did not have a map.

During the first year of the proposed project, Columbus State will leverage the best practices and experiences of Sinclair to establish their meta-majors system, potentially targeting allied health, business, engineering technologies, and information technology. This grant project will allow such best practice sharing between the institutions throughout the project, saving the partners time and money, compared to working independently.

In developing the new CCP pathways into the meta-majors, the Guided Pathway team from Columbus State and Sinclair will identify all the common CCP courses offered that apply to the meta-majors at each of their colleges. The team will document this mapping process for sharing with other institutions. Using the new, formalized pathways, the Guided Pathway team will develop and disseminate print and online information that will benefit high school students as they accumulate college credits toward their associate degrees, ensuring applicability to their career goals and expediency into the workforce. The new materials will:

- Introduce high school students, parents/guardians, and high school counselors to the concept of meta-majors, and how meta-majors and CCP courses can accelerate completion of a college degree or certificate.
- Visually present the various academic pathways.
- Describe the career categories and present career exploration questions to help students decide if the pathway is a good fit for them, and learn about the careers and job titles that are at the end of the pathway.

The meta-majors activities in the high schools are not designed to replace the career exploration activities provided by the high schools, but rather supplement their efforts. College enrollment staff, pre-college advisors, and CCP Coordinators at both institutions will have conversations with the highs school administrators, faculty, and counselors to coordinate the dissemination of the materials through orientation sessions. The pre-launch planning with the high schools will ensure the meta-major activities align with the high school's existing career exploration activities and plans.

Deliverables of the Advising Model for Redesign of Guided Pathways for College Credit Plus High School Students (Columbus State and Sinclair):

- Visual print and electronic materials that clearly show how core sets of CCP courses taken during high school will apply to students' career interests and career fields.

Objective 2: Establish a Mapping Model for Redesign of Guided Pathways for Students Seeking Two-year Degrees and Certificates

To help students transition from the quarter to semester system implemented in 2012, Sinclair developed 180 degree program MAPs (*My Academic Plan)* that kept students from losing ground during the semester conversion. The mapping process included faculty recommendations for preferred electives, which were used to reduce a large number of elective choices to a strategic few, based on the student's major. The process used to create the maps was successful and the MAPs worked well in keeping students from losing ground during the

semester term conversion. The use of these pathway maps continue to keep students "on track" toward their degrees and have greatly reduced the number of excess credits students accumulate. *In fall 2015, the average number of excess credits earned by Sinclair students was 3.65%.*

However, the current MAP system requires manual changes when a student goes "off map" or when a program requirement is changed, such as when a course is dropped or added. The MAP system is also not connected to the degree audit system in Colleague, (the College's enterprise resource planning system) requiring additional manual entries. *A better model to be developed through this project, for both Sinclair and Columbus State, is a dynamic tool integrally linked to the institutions' data warehouse, with flexibility to accommodate changes such as students' going "off map" and course additions and deletions made by the institutions.*

In 2014, Sinclair made a significant investment to further augment its MAP system by partnering with Civitas Learning, Inc. to leverage their full suite of insight and action analytics tools. Civitas Learning, Inc. is a provider of predictive analytics platforms and software tools. A major factor in selecting Civitas Learning was Civitas' interest in involving Sinclair in the development of the product capabilities and tools. Sinclair is collaborating with Civitas to develop the degree pathway capabilities within its Degree Map software that will provide students with an up-to-date visual of their pathways. The work will also have dynamic systems to incorporate curriculum revisions that occur after a student's pathway is developed, as well as linkages to degree audit rules contained in Colleague. Columbus State will also be exploring and implementing a similar student planner system. The goal of both systems will be to offer models that will provide:

- Students with better information to clearly see and understand the implications of switching their program of study or "stopping out" for a semester.
- Advisors with real-time information to recommend courses when changes occur.
- The capability to extend or shorten the pathway based on student needs.
- Information regarding which courses are in-demand and the best time to schedule them, based on students' degree maps.

Deliverable of the Mapping Model for Redesign of Guided Pathways for Students Seeking Two-year Degrees and Certificates:

- Business process analysis report on the feasibility to implement a student planner/degree mapping system at Columbus State (Columbus)
- A report on the process involved in developing dynamic, real-time automated pathways, including lessons learned. This report will include the recommended processes for sequencing a degree program and descriptions of considerations such as considering the prerequisite and co-requisite courses, "preferred" electives for optimal transferability, and "toxic course combinations" (two courses taken in the same term that typically lead to failing grades). This report will be shared with other Ohio institutions interested in developing similar tools. (Co-Leads: Sinclair and Columbus State).

Objective 3: Replicate a Transfer Model for Guided Pathways from Two-year to Four-year institutions

Columbus State developed the successful Preferred Pathway®[2] process that allows students to "pre-major" and complete their Bachelor degrees at one of nine four-year colleges and universities. Building upon the Preferred Pathway® model and other best practices related to the four-year transfer process, such as the Maricopa Community College District to Arizona State University Pathways Program (MAPP),[3] Columbus State and Sinclair will significantly improve their existing transfer model to helps students better visualize their academic maps into the four-year institution, resulting in greater time and financial efficiencies for students.

The Guided Pathway team conducted preliminary research of best practices in preparation of this proposal to identify characteristics of successful transfer infrastructures. Common themes among the best practice models include:

1. Clearly articulated pathways.
2. Central and easily accessibility information to transfer.
3. Evidence of significant benefit for students to transfer.
4. Consistent messaging and emphasis on degree attainment at both institutions.
5. Preliminary degree search abilities, including access to information on related careers and ability to compare degree programs.

Planning for this Guided Pathways project led to the identification of several areas for improvement, including one that pertains to articulation agreements. There was agreement among the team members that articulation agreements are generally written to facilitate the transfer process for college administrators, and do not incorporate "student-friendly" information students can easily grasp and clearly visualize. Another innovation identified is to make clear the consequences of various transfer options in terms of time and money, to better support the decision-making process of students and their families. Such increased understanding, made possible through new, clear, visible displays, will increase a student's capacity to meet their Bachelor degree educational goals.

Deliverable of the Transfer Model for Guided Pathways from Two-year to Four-year Institutions:

- Clear, visually displayed pathway templates for adoption by other institutions to increase a student's capacity to meet their Bachelor degree educational goals

1.a. Logic model
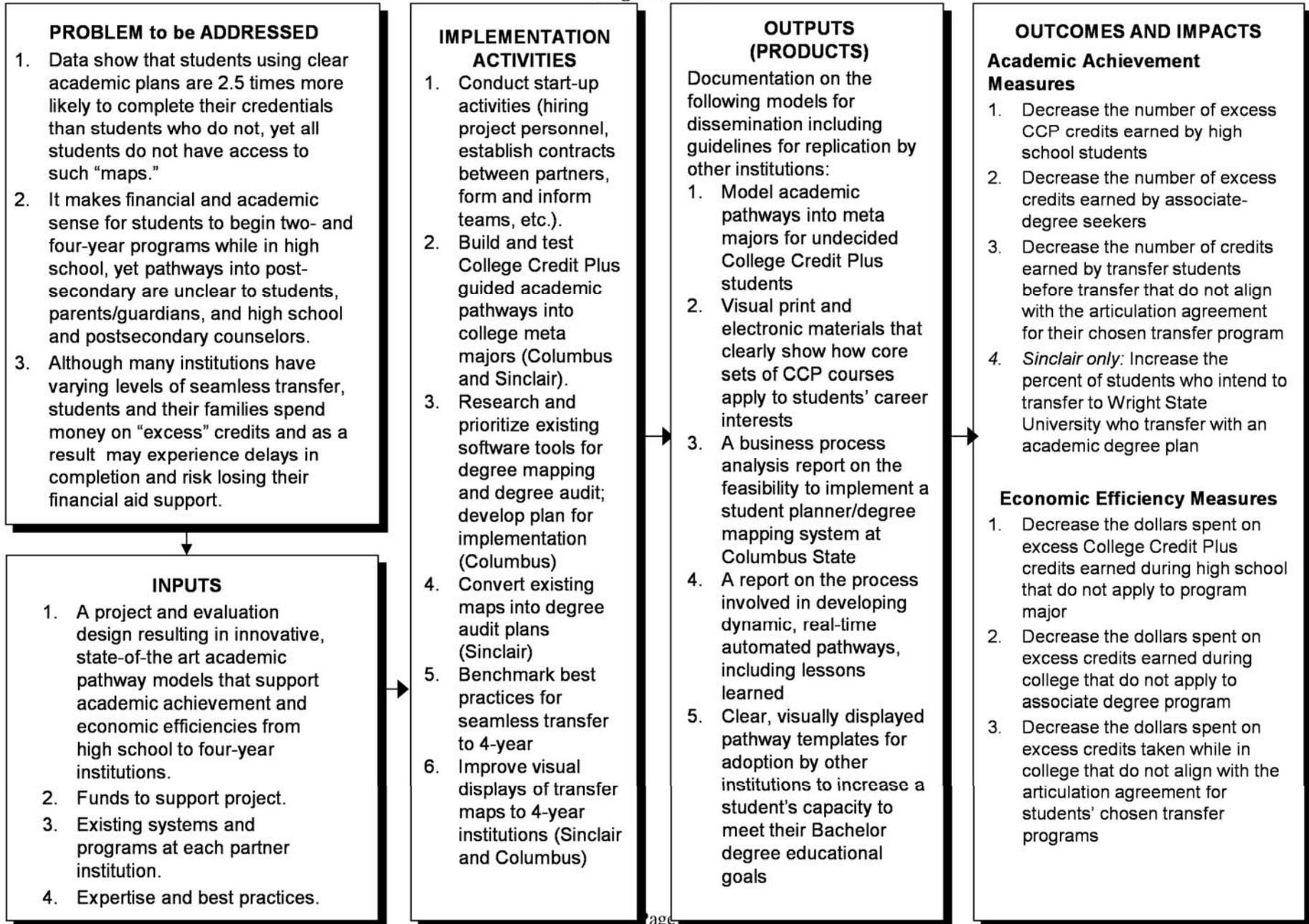
The logic model presented below shows the need the project will address, the resources and activities required, and the anticipated outcomes.

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[2] http://www.cscc.edu/academics/pathway/.
[3] https://transfer.asu.edu/agreement2/maricopa-county-community-college-district/mapp.

Ohio Department of Higher Education - Innovation Grant Program
Guided Pathways Model for Student Success (Sinclair, Columbus State)

Logic Model

PROBLEM to be ADDRESSED

1. Data show that students using clear academic plans are 2.5 times more likely to complete their credentials than students who do not, yet all students do not have access to such "maps."
2. It makes financial and academic sense for students to begin two- and four-year programs while in high school, yet pathways into post-secondary are unclear to students, parents/guardians, and high school and postsecondary counselors.
3. Although many institutions have varying levels of seamless transfer, students and their families spend money on "excess" credits and as a result may experience delays in completion and risk losing their financial aid support.

INPUTS

1. A project and evaluation design resulting in innovative, state-of-the art academic pathway models that support academic achievement and economic efficiencies from high school to four-year institutions.
2. Funds to support project.
3. Existing systems and programs at each partner institution.
4. Expertise and best practices.

IMPLEMENTATION ACTIVITIES

1. Conduct start-up activities (hiring project personnel, establish contracts between partners, form and inform teams, etc.).
2. Build and test College Credit Plus guided academic pathways into college meta majors (Columbus and Sinclair).
3. Research and prioritize existing software tools for degree mapping and degree audit; develop plan for implementation (Columbus)
4. Convert existing maps into degree audit plans (Sinclair)
5. Benchmark best practices for seamless transfer to 4-year
6. Improve visual displays of transfer maps to 4-year institutions (Sinclair and Columbus)

OUTPUTS (PRODUCTS)

Documentation on the following models for dissemination including guidelines for replication by other institutions:

1. Model academic pathways into meta majors for undecided College Credit Plus students
2. Visual print and electronic materials that clearly show how core sets of CCP courses apply to students' career interests
3. A business process analysis report on the feasibility to implement a student planner/degree mapping system at Columbus State
4. A report on the process involved in developing dynamic, real-time automated pathways, including lessons learned
5. Clear, visually displayed pathway templates for adoption by other institutions to increase a student's capacity to meet their Bachelor degree educational goals

OUTCOMES AND IMPACTS

Academic Achievement Measures

1. Decrease the number of excess CCP credits earned by high school students
2. Decrease the number of excess credits earned by associate-degree seekers
3. Decrease the number of credits earned by transfer students before transfer that do not align with the articulation agreement for their chosen transfer program
4. *Sinclair only:* Increase the percent of students who intend to transfer to Wright State University who transfer with an academic degree plan

Economic Efficiency Measures

1. Decrease the dollars spent on excess College Credit Plus credits earned during high school that do not apply to program major
2. Decrease the dollars spent on excess credits earned during college that do not apply to associate degree program
3. Decrease the dollars spent on excess credits taken while in college that do not align with the articulation agreement for students' chosen transfer programs

1.b. Priority addressed by this proposal: Administrative redesign, program sharing, and/or competency-based education. What is the educational or economic challenge to be address?

The proposed Guided Pathways project focuses on administrative redesign and addresses the critical need to help students accelerate their degree completion through the use of academic pathways, technology, and other supports.

1.c. How does the project address academic achievement?
What are the academic achievement goals for the project (two-year, three-year, five-year)?

The project will address academic achievement by guiding students along expedient pathways that will lead to course completions and program graduation/transfer with no or minimum accumulation of excess credits.

Note: In developing the academic and economic measures, Sinclair determined total excess credits for a single term based on individual degree audits. Columbus State estimated their excess credits by determining the total credits earned minus the credits that applied to students' GPA for multiple terms. Both calculation methods eliminate the non-college level developmental education courses from the formula.

The major academic success measures are presented in the charts below.

Academic Success Measures

OBJECTIVE 1: ACADEMIC SUCCESS MEASURE ENHANCE THE ADVISING MODEL FOR REDESIGN OF GUIDED PATHWAYS FOR COLLEGE CREDIT PLUS HIGH SCHOOL STUDENTS				
1. EXCESS COLLEGE CREDITS EARNED DURING HIGH SCHOOL: Percent of *college-level* credits earned ***during high school*** that do not apply to chosen degree programs ***(see note above)***				
ACADEMIC SUCCESS MEASURE	BASELINE	2ND YEAR	3RD YEAR	5TH YEAR
Sinclair	26%	23%	20%	15%
Columbus State	4.1%	3.9%	3.7%	3.5%
Sinclair baseline: fall 2015 cohort; Columbus baseline: class of 2014				

OBJECTIVE 2: ACADEMIC SUCCESS MEASURE ESTABLISH A MAPPING MODEL FOR REDESIGN OF GUIDED PATHWAYS FOR STUDENTS SEEKING TWO-YEAR DEGREES AND CERTIFICATES				
2. EXCESS COLLEGE CREDITS EARNED IN COLLEGE: Percent of credits earned by associate degree-seeking students ***while enrolled in the community college*** that do not apply to their degree programs				
ACADEMIC SUCCESS MEASURE	BASELINE	2ND YEAR	3RD YEAR	5TH YEAR
Sinclair	3.65%	2.90%	2.0%	1.5%
Columbus State	20.6%	19.0%	18.0%	16.0%
Sinclair baseline: fall 2015 cohort; Columbus baseline: class of 2014				

OBJECTIVE 3: ACADEMIC SUCCESS MEASURE IMPROVE A TRANSFER MODEL FOR GUIDED PATHWAYS FROM TWO-YEAR TO FOUR-YEAR INSTITUTIONS				
3. EXCESS COLLEGE CREDITS EARNED IN COLLEGE: Percent of credits earned while in transfer pathways post high school (AA/AS Degrees only) that do not apply to their degree programs. *(the institutions made an assumption that the AA and AS degree-seeking students are transfer students and therefore are not included in the transfer objective below)-*				
ACADEMIC SUCCESS MEASURE	BASELINE	2ND YEAR	3RD YEAR	5TH YEAR
Sinclair	3.75%	3.25%	2.75%	2.25%
Columbus State	5.4%	5.0%	4.5%	4.0%
Sinclair baseline: fall 2015 cohort; Columbus baseline: class of 2014				

OBJECTIVE 3: ACADEMIC SUCCESS MEASURE IMPROVE A TRANSFER MODEL FOR GUIDED PATHWAYS FROM TWO-YEAR TO FOUR-YEAR INSTITUTIONS				
4. TRANSFER STUDENTS WITH MAPS (Sinclair only): Percentage of students who intend to transfer to Wright State University who subsequently transfer and have an academic MAP/Degree Plan				
ACADEMIC SUCCESS MEASURE	BASELINE	2ND YEAR	3RD YEAR	5TH YEAR
Sinclair only	0	(128) 10% of students	(382) 30% of students	(638) 50% of students
Sinclair baseline: based on 1,276 transfer students from Sinclair to Wright State University in 2014-15				

1.d. How will the innovation address economic efficiency & establish economic efficiency goals for the project (two-year, three-year, five-year)?

By decreasing the number of excess credits earned along a student's educational pathway, a student's financial outlay of funds for tuition, books, and related costs will substantially decrease. The major economic efficiency measures to be tracked are presented in the tables below.

ECONOMIC EFFICIENCY MEASURES

OBJECTIVE 1: ECONOMIC EFFICIENCY MEASURES ENHANCE THE ADVISING MODEL FOR REDESIGN OF GUIDED PATHWAYS FOR COLLEGE CREDIT PLUS HIGH SCHOOL STUDENTS				
ECONOMIC EFFICIENCY MEASURE	BASELINE	2ND YEAR	3RD YEAR	5TH YEAR
1. COST OF EXCESS CREDITS: Number of dollars spent on excess CCP credits earned prior to high school graduation that do not apply to chosen degree programs				
Sinclair formula: 756 excess credits per term x $40/CCP credit hour	$30,230	$27,207 per fall term	$24,184 per fall term	$12,092 per fall term
Columbus State formula: 248 excess credits x $40/CCP credit hour	$9,920	$9,424 per year	$8,928 per year	$7,936 per year
Sinclair baseline: fall 2015 cohort; Columbus baseline: class of 2014				

Objectives 2: Establish a Mapping Model for Redesign of Guided Pathways for Students Seeking Two-year Degrees and Certificates				
COST OF EXCESS CREDITS: Number of dollars spent on excess credits taken while in college that do not apply to student's chosen associate degree program (all degree types)				
ECONOMIC EFFICIENCY MEASURE	BASELINE	2ND YEAR	3RD YEAR	5TH YEAR
Sinclair formula: Number of excess credits per fall term (900) x $117/credit [in/out-of-county blended rate]	$105,300	$94,770 per fall term	$84,240 per fall term	$63,180 per fall term
Columbus State Formula: 3,627 excess credits (2014 cohort) x $135.93/credit hour	$127,659	$93,673 per year	$88,743 per year	$78,882 per year
Sinclair baseline: fall 2015 cohort; Columbus baseline: class of 2014				

Objective 3: Improve a Transfer Model for Guided Pathways from Two-year to Four-year Institutions				
COST OF EXCESS CREDITS: Number of dollars spent on excess credits taken while in college that do not apply to transfer programs (these numbers reflect AA/AS degrees only)				
ECONOMIC EFFICIENCY MEASURE	BASELINE	2ND YEAR	3RD YEAR	5TH YEAR
Sinclair Formula: 415 excess credits x $117/credit (in/out-of-county blended rate)	$48,555	$43,699 per fall term	$38,844 per fall term	$29,133 per fall term
Columbus State Formula: 3627 excess credits x $135.93/credit hour	$127,659	$93,673 per year	$88,743 per year	$78,882 per year
Sinclair baseline: fall 2015 cohort; Columbus baseline: class of 2014				

1.e. Explain how/why collaboration is critical to program success, and document the collaboration expected throughout the project. Note: attachments should provide evidence of a commitment to collaboration, where appropriate.

Columbus State and Sinclair's recent work together includes the current AACC Pathways initiative, involving Columbus State as one of the 30 participants and Sinclair's Dr. Kathleen Cleary as one of the 12 coaches providing leadership for this initiative. Both Colleges recognize the new opportunity and critical need to create and communicate strategic academic pathways to the College Credit Plus student population and agree to join efforts to create a model pathway, drawing on the experiences of both institutions.

Sinclair has extensive expertise in the development of guided pathways for community college students, gained in large part through multiple years of work with the Completion by Design initiative sponsored by the Bill & Melinda Gates Foundation and the U.S. Department of Education, and others. Sinclair's pathway and student completion initiatives have been featured recently in the Washington Post,[4] Inside Higher Education,[5] the American Association of Community Colleges,[6] PBS News Hour.[7] Likewise, Columbus State has led the Central Ohio

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[4] http://www.washingtonpost.com/sf/brand-connect/wp/enterprise/data-driven-support-improves-student-completion-rates-at-community-college/.
[5] https://www.insidehighered.com/news/2015/06/02/sinclair-community-colleges-15-years-completion-projects-pay.
[6] http://www.aacc21stcenturycenter.org/article/keeping-the-focus-on-completion/.
[7] http://www.pbs.org/newshour/updates/trying-everything-increase-graduation-college-cutting-back/.

Compact since 2012, which recently became the first regional member of the Pathways to Prosperity network through Jobs for the Future, focusing on the development of grade 9-14 career pathways with close collaboration from employers. Additional financial commitments to these efforts were made by AEP Credits Count and JP Morgan Chase New Skills at Work programs totaling over $7.5 million. Columbus State also features a highly successful Preferred Pathways® process for transfer students. These Columbus State pathways initiatives were featured in a recent stories in *The Atlantic*[8] and *The Business Officer*[9]. Both institutions are committed to consulting with each other to support continuous improvement in these two areas, resulting in strong replicable models for state-wide use.

2. Project Rationale

2.a. Describe the research basis and/or prior experiences with relevant data that support this innovation.

As part of Ohio's efforts to boost college and career readiness, the state passed legislation authorizing and appropriating funding for College Credit Plus, a dual credit initiative to provide students in grades 7-12 the opportunity to earn transcribed college credits. As a vehicle for expanding accelerated learning opportunities, it is a powerful catalyst for increasing dual enrollment opportunities across the state.

Research supports the work with the CCP student population for several reasons:

1. Dual credit students are often overlooked in student success initiatives and "unique student success strategies are warranted."[10]

2. "Dual enrollment students are more likely than others to pursue and perform well in their postsecondary programs after high school."[11] At Sinclair, CCP students have 93% course success rate as compared to 74% course success rate (fall 2015) of the general Sinclair student population, making CPP students an ideal target population to guide into college programs leading to in-demand careers.

3. Dual credit opportunities are viewed as central to postsecondary reform, and these students are "foundational to the future of higher education."[12]

4. Dual credit programs, such as Ohio's College Credit Plus program, entails some significant risks, as "students who fail or do not complete courses receive neither college nor high school credit."[13] Course failure also puts their future financial aid support at risk. With such inherent risks, a pathway model, grounded in best practices, is a state-wide solution to appropriately address weaknesses inherent in dual credit programs.

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[8] http://www.theatlantic.com/education/archive/2014/10/when-a-community-college-transforms-a-city/381941/.

[9] Gehr, Terri. Sphere of Influence. *The Business Officer*. November 2015.

[10] Kallan Williams, (2015). *Bridging Dual Endeavors: Student Success Strategies for Dual Credit Programs*, In S. Whalen (Ed.), *Proceedings of the 11th National Symposium on Student Retention, Orlando, Florida.* Norman, OK: The University of Oklahoma. 2015.

[11] Williams, *Bridging Dual Endeavors*. 2015.

[12] Williams, Bridging Dual Endeavors. 2015.

[13] Williams, Bridging Dual Endeavors. 2015.

In addition, extending the Guided Pathway model from high school, to associate degree completion or transfer to a four-year institution is a proven success strategy. "The guided pathways model can provide a route through college that is relatively easy to understand and follow, and that helps structure student choices" an evidenced-based strategy that helps students succeed and complete.[14] Based on research by Bailey et. al, students "graduate faster and with fewer excess credits, especially when the courses and sequences are aligned with transfer institution baccalaureate program requirements and local workforce needs."[15]

The Community College Resource Center, an independent authority on two-year colleges, found that associate degree holders earned 12% more credits than required by their program.[16] Ohio students as well spend time and money accumulating excess credits that do not eventually apply to their chosen program of study or career field. Excess credits sometime result when students change their minds after taking several classes. Some of these excess credits will be diminished through the proposed project by leveraging the existing career exploration services at the colleges and high schools.

Excess credits also result when students and parents/guardians lack information regarding career options and in-demand jobs. "Many students, particularly those who are recently out of high school or who come from disadvantaged backgrounds, do not have a clear idea of the opportunities available to them" in the various career fields."[17] This lack of information includes details such as what particular jobs entail, and labor market data such as workforce demand and typical wages. Students who engage in meta-majors will be able to explore careers and obtain labor market data that will guide their career decisions.

Although most colleges and universities have an extensive array of articulation agreements, these agreements are not easy for students and their parent/guardians to understand, having been written for the benefit of higher education administrators. Bailey et. al found no direct positive correlation between articulation agreements and transfer rates. They also found that although colleges and universities often work together in pairs to create their own transfer agreements, "many of these local agreements apply to a limited number of specific programs…[which can] contribute to confusion among students, advisors, and faculty. [18]

"Losing credits in the process of transfer can derail students' progress toward a bachelor's degree. For example, a 2014 study using a nationally representative sample found that students who were able to transfer almost all their earned community college credits to a four-year institution were two and a half times more likely to earn a bachelor's degree, compared to students who were able to transfer fewer than half of their earned credits."[19]

Clearly, there is a need to create improved transfer maps for students at many institutions.

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[14] Bailey et. al, Redesigning America's Community Colleges.
[15] Completion by Design. Building Guided Pathways: Practical Lessons from Completion by Design Colleges. The Bill & Melinda Gates Foundation. 2015.
[16] Bailey et. al, Redesigning America's Community Colleges. 2015.
[17] Bailey et. al, Redesigning America's Community Colleges. 2015.
[18] Bailey et. al, Redesigning America's Community Colleges. 2015.
[19] Bailey et. al, Redesigning America's Community Colleges. 2015.

2.b. Detail the expected number of students to be impacted by this project (two-year, three-year, five-year) and the impact for these students a) academically and b) financially.

Estimated Number of Students	College Credit Plus			New, Two-year Degree Seeking Students			Transfer Students		
	2 yr	**3 yr**	**5 yr**	**2 yr**	**3 yr**	**5 yr**	**2 yr**	**3 yr**	**5 yr**
Columbus State	1,750*	2,250	3,500	3,200**	4,000	4,500	400****	800	1,000
Sinclair	1,400*	2,000	3,000	4,000**	4,500	5,000	600***	900	1,200
Total	3,150	4,250	6,500	7,200	8,500	9,500	1,000	1,700	2,200
* Represents 50% of CCP student population which is the target for this project.								
** Approximate number of new degree-seeking students each year								
*** Represents approximately 50% of the transfer students to Wright State University (pilot target group)								
**** AA/AS completers at Columbus State projected for the spring of 16.								

2.c. Describe how this program provides a new opportunity or model for the state in educational excellence and/or economic efficiency.

The proposed Guided Pathways project of Columbus State and Sinclair aligns with Ohio's initiatives, as evidenced by the Governor Kasich's Mid-biennial review which prioritizes completion of baccalaureate degrees and improving College Credit Plus. The proposed project is based on best practices and will provide a **model for the state in educational excellence and economic efficiency**. According to the Pathways to Prosperity Network, a network of organizations committed to developing career pathways that enable students to smoothly transition between high school, into higher education, and into careers, a key lever to supporting postsecondary student success is creating and utilizing "career pathways with clear structures, timelines, costs, and requirements linking and integrating high school and community college curricula and aligning both with labor market needs."[20]

Based on research findings and current practices at most institutions, Ohio higher education institutions and their students will benefit from having clear models that:
1. Begin at the high school level and support students who are both decided and undecided regarding their future careers
2. Leverage technology to enable automatic pathway monitoring to determine if students are enrolling in the courses recommended by the academic plans and their advisors, and
3. Present a clear way to present transfer pathways and options to students seeking four-year degrees.
4. Provide efficiencies related to avoidance of excess credit accumulation.

2.d. Demonstrate commitment to project success. Indicate any financial or in-kind contributions that will be made to the project in the first 24 months; discuss synergy with other initiatives on campus. Note: attachments must provide evidence of commitment, where appropriate.

Columbus State and Sinclair have joined forces for this project, realizing the importance of building organizational capacity for this work, and acknowledge the synergy that will result when working in concert with each other. Both institutions bring dedicated and highly skilled

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[20] Chahill et al., State Strategies for Sustaining and Scaling. November 2014.

administrators, faculty, and staff in guided pathways. Both are involved in the AACC Pathways work through the American Association of Community Colleges. The in-kind commitment of personnel from both institutions total nearly $130,000. In addition, each College brings unique experiences and nationally recognized expertise:

Leveraged Resources of Columbus State:

- Existing best practices from projects underway at Columbus State through the Central Ohio Compact including Department of Education Investing in Innovation (i3), AEP Credits Count, JPMorgan Chase New Skills at Work

Leverage Resources of Sinclair:

- Existing best practices from projects underway at Sinclair through the Completion by Design project funded by the Bill & Melinda Gates Foundation, the U.S. Department of Education Strengthening Institutions Program, Sinclair's comprehensive predictive analytics and student success tools initiative (LiFT!), and the My Academic Plan (MAP) which has been adopted by over 25 other higher education institutions.

2.e. Demonstrate how this project will be sustained beyond the grant period and continue to provide substantial value and lasting impact. Detail the five-year financial needs to sustain the project and identify sources of continuing funding or in-kind support. Note: attachments should provide evidence of a commitment to project sustainability beyond the grant period.

The leadership of Columbus State and Sinclair recognize that interventions that support student success are often "circumfluous," requiring continuous improvement and the commitment of partners to work together to develop new strategies. In this spirit of cooperation, the colleges agree to sustain the project activities that prove to be effective in accelerating completion of degrees and cost effective for students and the institutions. These activities may include:

- Monitoring and sustaining the student meta-majors and updating them with changes in existing programs of study and any new programs.

- Monitoring and sustaining the student planner/pathways systems, funding any ongoing costs for upgrades, maintenance, and subscription fees.

- Continuously monitor student success, seek stakeholder feedback on the meta-majors and student planner/guided pathways systems, and make continuous improvements to maintain effectiveness and efficiencies.

3. Project Plan

3.a. Outline the roles and responsibilities of key staff members.

To provide overall leadership for the project at each institution, Sinclair selected **Dr. Andy Runyan** and Columbus State selected **Dr. Allysen Todd.** Dr. Runyan and Dr. Todd will be responsible for:

- Overall project management
- Dividing the project into a series of discrete activities with a leader, deliverables, timeline, tasks, and budget.
- Timely deliverables
- Budget monitoring
- Supervision of the Project Managers and other project staff
- Facilitation and communication to fully integrate the models at their respective institutions
- Submission of required reports
- Dissemination of the model and project outcomes

The table below identifies key personnel to lead the major project activities.

OBJECTIVE	COLUMBUS STATE	SINCLAIR
Enhance the Advising Model for Redesign of Guided Pathways for College Credit Plus High School Students	*Jan Rogers*, responsible for facilitating meta-major advising efforts for two categories of CPP high school students: undecided and those selecting a specific pathway.	*Melissa Tolle*, responsible for assisting with the CCP pathways development and communications with the high schools.
Establish a Mapping Model for Redesign of Guided Pathways for Students Seeking Two-year Degrees and Certificates	*Teddi Lewis-Hotopp*, responsible for coordinating the evaluation, selection, and implementation of a dynamic student planner for student pathways.	*Laura Mercer*, responsible for the development of the model in the various technology platforms and for providing technical direction to the Guided Pathways Developer.
Improve a Transfer Model for Guided Pathways from Two-year to Four-year Institutions	*Allysen Todd* will lead faculty to develop meta-majors for the associate of arts and associate of science transfer degrees.	*Jared Cutler*, responsible for development of the transfer pathways.
Data and reporting	*Paul Rusinko*, serve as internal evaluator responsible for collecting and analyzing data, assist in preparing the formative evaluation reports, provide required data for three years after the grant period.	*Karl Konsdorf*, serve as internal evaluator responsible for collecting and analyzing data, preparing the formative evaluation reports, provide required data for three years after the grant period.

Dr. Runyan and Dr. Todd will appoint advisory committee members from the partners that will consists of the leads and key personnel from each college, as well as faculty, staff, and student representatives to be identified during the project .The key personnel will maintain a high level of state-wide visibility for the project and each will be responsible for disseminating the results. The Colleges will disseminate information through statewide convenings such as those sponsored by the Bill and Melinda Gates Foundation Completion by Design initiative and will work with Ohio's Student Success Center, the Ohio Association for Academic Advising, and the Ohio Association of Community Colleges to share learning in statewide meetings.

Sinclair Community College, the fiscal agent for this project, and Columbus State, both have extensive experience in managing large federal, state, and privately-sponsored grants including multi-million dollar projects from the U.S. Department of Education and U.S. Department of Labor. All funds will be managed in accordance with federal, state, and institutional policies, and all expenditures will be audited annually. Both Colleges are considered low-risk auditees.

3.b. Provide a brief biography of key staff members.

Sinclair and Columbus State identified highly qualified individuals to lead the project activities at each institution.

Sinclair Community College

Kathleen Cleary, Ph.D. is the Associate Provost for Student Completion and oversees all Sinclair's completion initiatives, including the current U.S. Department of Education Title III program focused on student completion. She is also the project director for Ohio's implementation of the Bill & Melinda Gates Foundation's Completion by Design program. From 2009-2012 she directed the Developmental Education Initiative of the Gates and Lumina Foundations. A national expert on college completion issues, Dr. Cleary has given over 100 presentations at colleges and conferences across the country in the past five years on completion issues from remediation to graduation. She holds a Ph.D. in theatre history, literature and criticism and is an alumnus of the Harvard University Graduate School of Education's Management and Leadership in Education program.

Andy Runyan, Ph.D. has served as the Chief Academic Advising Officer for Sinclair since March of 2014. He has teaching experience at the postsecondary level in Engineering Technology at Edison Community College and experience as an Academic Dean at Clark State Community College. He was employed at Sinclair in the Information Technology department from 1991 through 1994 and was responsible for the department that implemented my.Sinclair, web registration, the Curriculum Management Tool, and what is now the Student Success Plan software. Since that time he has served as Chief Academic and Student Affairs Officer at Clark State Community College and Senior Associate Academic Vice President and Dean of Graduate Studies at Cedarville University. Dr. Runyan has a PhD. In Computing Technology in Education from Nova Southeastern University.

Melissa Tolle has worked in higher education for 15 years, with 12-years at Sinclair. She has held various positions in her career, with a focus on enrollment management and high school partnerships. She currently serves as the director of Sinclair's College Credit Plus program, overseeing student enrollment and registration procedures, faculty credentialing and instructional compliance, business operations, college and state reporting, and secondary school relationships and procedures. Ms. Tolle holds a Master's Degree in Higher Education Administration

Laura Mercer has over 30 years of experience in comprehensive planning, implementation, and management within the higher education and workforce environment (strategic, process, technology, and facilities related). She is the Project Director for the strategic LiFT! initiative at Sinclair, providing leadership and project management for the institutions' comprehensive predictive analytics and student success tools initiative. In this role she fosters meaningful

connections among institutional capabilities, actions, policy, and interventions to mitigate students' risks and to best support their achievement.

Jared Cutler currently serves as Assistant Provost of Accreditation and Assessment at Sinclair Community College, a position he has held since January 2013, and oversees the development and maintenance of Sinclair's articulation agreements. Prior to that, he was Director of Curriculum and Assessment for three years, and worked in Institutional Research at Sinclair for eight years before that. He holds both an M.S. and a Ph.D. in Psychology – Research and Evaluation Methodology from Utah State University.

Columbus State Community Collee

Dr. Allysen Todd is the Dean of Arts & Science at Columbus State Community College. As the Dean of Arts and Sciences she collaborates with faculty and staff to lead the implementation of articulation agreements and faculty relationships with four-year institutions. Todd also aligns courses in the Arts and Science's division with shifting technology and delivery methods that promote student success. Allysen Todd previously worked at the Community College of Allegheny County for thirty-one years. She began as an adjunct at several off-campus sites and centers. Then, as a full-time professor in the English Department, she was elected as department head and chair of the College's governing body, College Council. Todd has a Doctor of Philosophy from the University of Pittsburgh, a Master of Arts from Duquesne University and a Bachelor of Arts from Bethany College.

Teddi Lewis-Hotopp is the Director of Student Academic Support Services and Project Manager for the college's participation in Achieving the Dream and the Central Ohio Compact. She leads the implementation of infrastructures in tutoring, articulation, and early alert, and projects to increase student success through proactive communication, intervention, and articulation. Lewis-Hotopp also has directed the College's Title III Strengthening Institutions program. She earned a Master's Degree in Education from Ohio State University and has taught English and developed curriculum in a variety of settings, including at two charter schools. She is working on her doctorate specializing in Higher Education Leadership, at Capella University.

Dr. Jan Rogers is Columbus State's Administrator of Enrollment Management and Student Services, leads Columbus State's College-Credit Plus program. Rogers joined the college in 1998 as a coordinating director of Student Life, and since then, also has served as the College's Vice President of Student Affairs and as Executive Dean of the College's Delaware Campus. Rogers earned her doctorate in Educational Counseling and Psychology from North Carolina State University.

3.c. The GANNT chart below presents the implementation of the major activities by component and identifies milestones in the project development.

The following timeline assumes the two-year program will commence on July 1, 2016.

Project GANNT Chart: Q 1 anticipated to begin late spring/early summer								
Start Up Activities and Joint Planning Sessions								
Sub Tasks	**Year 1**				**Year 2**			
	Q 1	**Q 2**	**Q 3**	**Q 4**	**Q 1**	**Q 2**	**Q 3**	**Q 4**
0.1 Hire and orient project staff	X							
0.2 Hold full-day planning sessions with key personnel from both institutions and external evaluator	X	X	X	X	X	X	X	X
0.3 Make purchase requisitions needed for outside services	X							
Milestone: Project plan and evaluation plan are updated with clear assignments for implementation								
Component 1: Advising Model for Redesign of Guided Pathways for College Credit Plus High School Students								
Sub Tasks	**Year 1**				**Year 2**			
	Q1	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
1.1. Develop pathways and materials for CCP courses into the meta majors	X	X						
1.2. Hold training for college CCP Coordinators, admissions personnel, pre-college advisors, and college advisors			X					
1.3. Hold face-to-face orientations for high school students, parents/guardians, and counselors			X					
1.4. Pilot meta major pathway materials at several schools; make improvements based on pilot			X					
1.5. Implement meta major pathways at the remaining target schools				X	X			
1.6. Hold refresher training for college CCP Coordinators, admissions personnel, pre-college advisors, and college advisors						X	X	X	X
1.7. Hold face-to-face orientations for high school students, parents/guardians, and counselors					X			
Milestone: Full implementation of CCP pathway orientation and materials in all target high schools								
1.8. Conduct formative evaluation activities	X	X	X	X	X	X	X	X
1.9. Prepare annual and final reports				X				X
1.10. Disseminate outcomes of component activities through online reports and conference presentations							X	X
Milestone: Model and results are disseminated								

Components 2: Development Mapping Model for Redesign of Guided Pathways for Students Seeking Two-year Degrees and Certificates								

Sub Tasks	Year 1				Year 2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.1. Identify desired elements and data sources for two-year pathways (Sinclair)		X						
2.2 Implement processes to access and secure data (Sinclair)	X	X	X	X				
2.3 Structure new data in college warehouses/platform feed (Sinclair)			X	X				
2.4 Purchase and install student planner system for managing maps; ingest data into student planner system (Columbus State)						X	X	
Milestone: Internally and externally sourced data are augmented and ready for pilot								
2.5 Develop and test automated program pathways			X	X				
2.6 Integrate models into colleges' operations				X				
2.7 Develop training/ train staff and deliver stakeholder communications					X			
Milestone: Capability to launch degree map is complete								
2.8 Launch degree map (Sinclair)					X			
2.9 Launch pilot student planner system (Columbus)					X			
Implement student planner system (Columbus)						X	X	
Milestone: Model defined, tested, and executed								
2.10 Conduct formative evaluation activities	X	X	X	X	X	X	X	X
2.11 Prepare annual and final reports				X				X
2.12 Disseminate outcomes of component activities through online reports and conference presentations							X	X
Milestone: Model and results are disseminated								

Component 3: Development of Improved Transfer Model for Guided Pathways from Two-year to Four-year institutions								

Sub Tasks	Year 1				Year 2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.1 Research and document best practice transfer models				X	X			
3.2 Convert articulation agreements to student-friendly format			X	X				
3.3. Identify desired elements and data sources for transfer pathways				X				
3.4 Implement processes to access and secure data needed to interpret impact of transfer decisions				X	X	X		
3.5 Structure new data in college warehouses/platform feed (Sinclair)					X	X		
Milestone: Internally and externally sourced data are augmented and ready for pilot								
3.6 Create transfer maps in Degree Map based on the articulation agreements				X				
3.7 Create templates for students interface that clearly show the effect of their transfer decisions				X	X			
3.8 Develop and test transfer models					X	X		
3.9 Integrate models into colleges' operations							X	

3.10 Develop training/ train staff and deliver stakeholder communications								X	
Milestone: Capability to launch transfer map is complete									
3.11 Launch degree map for transfer students								X	X
Milestone: Model defined, tested, and executed									
3.12 Conduct formative evaluation activities	X	X	X	X	X	X	X	X
3.13 Prepare annual and final reports				X					X
3.14 Disseminate outcomes of component activities through online reports and conference presentations								X	X
Milestone: Model and results are disseminated									

4. Project Evaluation

4.a. Describe the evaluation design. Clearly explain how academic achievement and reduction in expenditure will be defined and measured.

The overall project goal is to provide students with clear academic pathways to support course selection and program completion while reducing the number of excess credits earned that do not apply to their earned postsecondary degrees and certificates. The evaluation plan will assess achievement of this goal using both quantitative and qualitative data, as well as formative and summative evaluation activities. Framing the evaluation is the logic model, presented in response to question 1.a. above. The evaluation plan draws on recommendations of several publications: National Science Foundation,[21] Fitz-Gibbon & Morris,[22] and Herman et al.[23]

Dr. Lana Rucks of The Rucks Group will serve as external evaluator. The internal evaluator for Sinclair will be Karl Konsdorf, Interim Director of Sinclair's Research, Analytics & Reporting office. The internal evaluator for Columbus State will be Paul Rusinko, Assistant Director of the Office of Institutional Effectiveness. Working in collaboration with the external evaluator, Mr. Konsdorf and Mr. Rusinko will confirm the baseline data, establish and monitor data collection mechanisms, gather and analyze data and information throughout the project, and create formative data reports. The internal evaluators will extract aggregate data from the colleges' data warehouses that contain multiple information sources, and share formative evaluation reports with external evaluator. Comparisons will be made of the outcome data against the baseline data.

There are four academic achievement measures and three economic efficiency measures:

ACADEMIC ACHIEVEMENT MEASURES
1. Decrease the number of excess **CCP credits** earned by high school students
2. Decrease the number of excess credits earned **by associate-degree seekers**
3. Decrease the number of credits earned by **transfer students** before transfer that do not align with the articulation agreement for their chosen transfer program

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[21] National Science Foundation. *User-Friendly Handbook for Mixed Method Evaluations.* Arlington, VA: National Science Foundation, 1997.

[22] Fitz-Gibbon, Carol Taylor and Lynn Lyons Morris. How to Design a Program Evaluation. Newbury Park, CA: Sage Publications, Inc. 1987.

[23] Herman, Joan L., Lynn Lyons Morris, and Carol Taylor Fitz-Gibbons. Evaluator's Handbook. Newbury Park, CA: Sage Publications, Inc. 1990.

4. Increase the percent of students who intend to transfer to Wright State University who transfer with an academic degree plan *(Sinclair only)*

ECONOMIC EFFICIENCY MEASURES

1. Decrease the dollars spent on excess **College Credit Plus credits earned during high school** that do not apply to program major
2. Decrease the dollars spent on excess credits **earned during college** that do not apply to associate degree program
3. Decrease the dollars spent on excess credits taken while in college that **do not align with the articulation agreement for students' chosen transfer** programs

In addition to these long-term outcomes, an intermediate milestone that will be tracked is the rate of course completion. Although the project is not focused on providing strategies to specifically prevent drop-out or stop-out, tracking course completion will be a critical measure of intermediate student success. According to Jenkins and Cho,[24] "longitudinal tracking of student cohorts through intermediate milestones makes it possible to identify where along their educational pathways students are likely to drop out and thus where colleges should focus their efforts to improve student retention."

Qualitative data will be obtained through two types of surveys. The surveys will yield data and information about the usefulness of the pathway materials and processes developed through the project:

*   High school teachers and counselors will be surveyed about their perceptions of the usefulness of the print and online materials describing the pathway and any input or antidotal stories they have received from students
*   College students will be surveyed regarding their impressions of the new associate degree and transfer guided pathways and the effect of the pathway in helping them make decisions

The summative evaluation will be driven by four strategic formative evaluation questions:

Formative Evaluation Questions:

1. How is the project being implemented? Is it on schedule?
2. What quantitative and qualitative impacts is the project having?
3. Are the original objectives and activities still appropriate based on changing circumstances and new developments, and if not, what changes are needed?
4. What challenges need to be addressed related to the execution of the project?

Summative evaluation will occur at the end of year one and year two of the project. Dr. Rucks will be responsible for the summative evaluation, which will be a neutral candid assessment of three key summative evaluation questions:

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[24] Jenkins, Davis and Sung-Woo Cho. *Get With the Program: Accelerating Community College Student's Entry into and Completion of Programs of Study* (CCRC Working Paper No. 32). New York, NY: Columbia University Community College Research Center. January 2012.

Summative Evaluation Questions:

1. To what extent did the institutions achieve their stated academic achievement and economic efficiency measures?
2. Were there any significant unanticipated outcomes?
3. What are the key lessons learned for sustainability and replication by other institutions?

Anticipated areas of the final report will include:

- A summary of the quantitative and qualitative data analysis and other project results.
- The likelihood of sustainability.
- Conclusions for future directions of the Columbus State and Sinclair Guided Pathways initiative.

4.b. Describe the ongoing evaluation process, including (a) collecting data (b) analyzing data (c) responding to data (i.e. developing improvement plans) and (d) reporting data to the ODHE.

The directors of the institutional research (IR) offices at Columbus State and Sinclair will oversee the collection and analysis of data. At the end of each term, the IR directors will share the data with the leadership and project leads at both institutions, the project advisory committee, and the external evaluator. Also at the end of each term, the project managers at each institution will summarize the project activities, and assist the team in documenting factors influencing the project's success, lessons learned, and other salient points to include in the annual and final reports.

The project advisory committee will meet quarterly to review the data and the activities accomplished to date, make decisions regarding any changes needed in the project activities, and update the project timeline as needed. The external evaluator will prepare the annual report at the end of the first project year, and the final report at the end of the second year. The reports will be reviewed by the institutions' leadership teams prior to submission to the Ohio Department of Higher Education. Fiscal monitoring and reporting will conform to state and Sinclair policies and procedures.

Both Columbus State and Sinclair incorporate continuous improvement strategies in their overall institutional assessment plans. This project will use the continual quality improvement PDSA Model (PLAN, DO, STUDY, ACT) developed by Walter Shewhart. The PDSA Cycle is a systematic series of steps for gaining valuable learning and knowledge for the continual improvement of a product or process.

CONTINUOUS IMPROVEMENT MODEL TO BE EMPLOYED BY THE PROJECT LEADERS	
Continual project improvements will be made through the use of the PDSA Cycle model, which provides a structure for planned change utilizing assessment information as a means to improve project effectiveness and efficiency.	 Used by permission from The W. Edwards Deming Institute® Copyright © 2016
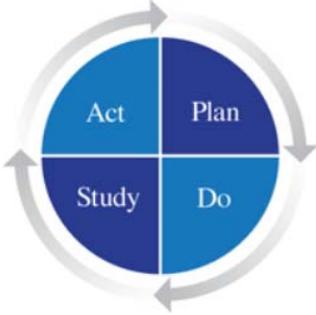
Using the PDSA model, the Guided Pathways advisory committee will recognize opportunities for project improvements and **plan** strategies to address these opportunities, implement (**do**) the new strategies, **study** the results of the new strategies on the impact of the project goal and objectives, and **act** based on what was learned. Using this model, the Guided Pathway team will ensure continuous improvements are made as needed.

4.c. Provide a timeline for the evaluation process, including formative & summative evaluations.

The table below shows the timing of the evaluation process, including **formative** evaluation activities to track performance and make adjustments throughout the year, and **summative** evaluation to document program outcomes.

DATA COLLECTION PROCESS AND TIMELINE			
TYPES OF DATA	**WHEN COLLECTED**	**HOW DATA WILL BE ANALYZED**	**DATA SOURCES**
Milestones achieved in a timely manner **(formative)**	Each term during project period	Compare project accomplishments against project timeline	Project documents and activity reports
Types and number of successes and challenges experienced **(formative)**	Twice per year during project period	Review of project documents	Reports, materials produced, communications
Perceptions of the impact of guided pathways on efficient program completion by students **(formative)**	Annually, in June 2017 and June 2018	Responses to online surveys will be studied and summarized	Surveys of stakeholders (students, staff, faculty)
Number and percentage of course completions **(formative)**	Each term during project then each term during the three years after project end date	Credits earned will be compared to credits attempted	Student information warehouse
Excess credits earned by CCP students, associate degree-seeking students, and	Annually starting in June 2017 then annually three years afterwards	Credits earned will be compared to student pathways to determine excess credits	Student information warehouse; degree audit programs; degree map applications;

TYPES OF DATA	WHEN COLLECTED	HOW DATA WILL BE ANALYZED	DATA SOURCES
four-year transfer students (**summative**)			articulation agreements
Dual degree data for College Credit Plus students (**summative**)	Annually starting in June 2017 then annually three years afterwards	Determine the number of highs school students graduating with high school and college credentials	Student information warehouse
Transfer students with maps (**summative**)	Annually starting in June 2017 then annually three years afterwards	Percentage of students who intend to transfer to Wright State University will be compared to those who transfer and have an academic map	Student information warehouse; degree map applications
Cost of excess credits accumulated by students which do not apply to their degree programs (**summative**)	Annually starting in June 2017 then annually three years afterwards	Multiply the number of excess credits x the cost of a credit hour	College fee schedules

4.d. Identify the individuals who will lead the evaluation process & describe their credentials.

Lana Rucks, Ph.D., of The Rucks Group, will serve as external evaluator. Headquartered in Dayton, Ohio, The Rucks Group, LLC is a female, minority-owned research and consulting firm with significant experience in project evaluation. The firm specializes in helping clients interpret and report data to measure the impact of their work. Dr. Rucks has 15 years of research and evaluation experience and has led dozens of research and evaluation initiatives funded by government agencies. She is a member of the American Evaluation Association (AEA) and serves as President for the state level affiliate of AEA, Ohio Program Evaluators' Group. She holds a Ph.D. and Master of Arts in Social Psychology with a concentration in quantitative methods from The Ohio State University (OSU) as well as a Master of Arts degree in Experimental Psychology from the University of Dayton.

The internal evaluator for Sinclair will be Karl Konsdorf, interim director for Sinclair's Research, Analytics & Reporting office, which is the official source of all institutional data and is responsible for providing all reports required by regulatory bodies and information for curricula and program review processes. He is responsible for shaping the business intelligence (BI) strategy, architecture and budget for the College. In addition, he developed marketing and communication plans for the BI program for the institutions to ensure all constituents understand the value derived from Business Analytics. In 2008, Mr. Konsdorf and his team of talented BI developers, programmers, and analysts received the Best Practices award for Government and Higher Education from the Data Warehousing Institute and the 2015 SAS Excellence in Education Award. Mr. Konsdorf earned his Bachelor's degree from Wright State University in Management Information Systems and his MBA from the University of Dayton. Aside from managing the Research, Analytics and Reporting department, Mr. Konsdorf has been an Adjunct Professor in the Computer Information Systems Department for over 12 years, and in 2010, he was presented the Adjunct Teacher of the Year award by the Dean of Business and Public Services.

Paul Rusinko is the Assistant Director in the Institutional Effectiveness Office of Columbus State. Mr. Rusinko compiles and analyzes operational data to help inform strategic decision-making, particularly in the area of student success measurements such as course completion, student retention, and graduation rates, as well as to measure the impact of success-related initiatives and implementations. Paul has worked in higher education for nearly 20 years, with experience in a number of organizational areas including financial aid, academic advising, operations and student services management, in addition to his current role in institutional effectiveness and research.

4.e. State who will be responsible for providing ODHE with the data for three years after the end of the agreement.

The director of Sinclair's Research, Analytics, and Reporting office will be responsible for providing the data for Sinclair. The current interim director is Karl Konsdorf.

The director of the office of Institutional Effectiveness will be responsible for providing the data for Columbus State. The current director is Jennifer Anderson.

5. Budget Narrative

5.a. Document and justify each budget line in the Excel workbook.
Please see the attached budget narratives.

b. Describe the timing of expenditures in relation to the schedule
Please see the attached budget narratives that present costs by year.

c. Costs should fall within comparative industry standards
All costs fall within comparative standards.

Activity	Total	Dept. of Higher Education	Education (OTC, Community College, University) Funds	Name of Education Institution	Other Partner Funds	Name of Other Partners	Activity Description Summary
Personnel - Positions							Overall project management, sustainability strategies, and dissemination, monitoring and approval of expenditures
Project Director, Sinclair	$ 33,287	$ 16,643	$ 16,644	Sinclair			Consultation and integration of new activities into Sinclair's completion agenda
Assoc. Provost for Student Success, Sinclair	$ 37,152	$ 18,576	$ 18,576	Sinclair			Day-to-day project operations, create and monitor project timeline
Project Manager, Sinclair	$ 166,056	$ 166,056		Sinclair			Conversion of static maps to dynamic maps
LiFT! Project Director	$ 85,357	$ 42,678	$ 42,679	Sinclair			Assistance in developing project deliverables
Guided Pathway Developer, Sinclair	$ 125,428	$ 125,428		Sinclair			Construct meta major and program pathways, develop process to integrate changes in articulation agreements, assist with data mapping and integration
Research Analyst, Sinclair	$ 17,569	$ 17,569		Sinclair			Data collection, analysis, and assistance with reporting
Faculty, Sinclair	$ 9,871	$ 9,871		Sinclair			Assist with conversion to Guided Pathway system
Dean, Columbus State	$ 15,738	$ -	$ 15,738	Columbus State			Lead faculty to develop meta-majors for the associate of arts and associate of science transfer degrees
Administrator Enrollment Svcs., Columbus State	$ 13,352	$ -	$ 13,352	Columbus State			Facilitate meta-major advising efforts for two categories of CPP high school students: undecided and those selecting a specific pathway
Director, Student Academic Svcs., Columbus State	$ 11,922	$ -	$ 11,922	Columbus State			Coordination of the evaluation, selection, and implementation of a dynamic student planner for student pathways.
Faculty, Columbus State	$ 15,046	$ 15,046					Assist with program expansion
Pathways Coordinator, Columbus State	$ 136,395	$ 136,395					Day-to-day project operations, create and monitor project timeline
	$ -						
Supplies - Sinclair	$ 5,000	$ 5,000					Standard office supplies and two computer workstations for Project Manager and Guided Pathway Developer
Supplies - Columbus State	$ 6,000	$ 6,000					Two computers for FT Coordinators; project supplies
Purchased Services - Sinclair	$ 32,000	$ 32,000					External evaluator and facilitation of joint planning sessions
Purchased Services - Columbus State	$ 200,000	$ 200,000					Student and parental pathways materials, copying/printing project specific materials, Student Planner Platform (TBD) - implemented in year two
Travel - Sinclair	$ 3,865	$ 3,865					In-state project-related travel, out-of-state benchmarking visits, and dissemination
Travel - Columbus State	$ 7,200	$ 7,200					In-state project-related travel, out-of-state benchmarking visits, and dissemination
Other (Meeting costs, reports) - Sinclair	$ 32,288	$ 32,288					Expenses related to meeting costs and report preparation
Other (Outreach materials, duplication, subscription) - Columbus State	$ 54,000	$ 54,000					Outreach materials for students and families, duplication, subscription
Direct Cost Total	$ 1,007,526	$ 888,615	$ 118,911				
Indirect Costs (@ 8% of Total, Sinclair)	$ 43,830	$ 37,598	$ 6,232				
Indirect Costs (@ 8% of Total, Columbus State)	$ 36,772	$ 33,491	$ 3,281				
TOTAL	$ 1,088,128	$ 959,704	$ 128,424				

Each Activity must be described in-depth the budget narrative

Ohio Innovation Grant							
Sinclair Community College Budget Narrative							
	Year 1		Year 2				
3-9-16	ODHE	Leveraged	ODHE	Leveraged	Total Funded		Project Total
Personnel							
Project Director V. P. (10% of time on project; 5% paid by grant, 5% leveraged)	$ 6,242	$ 6,242	$ 6,367	$ 6,367	$ 12,609		$ 25,218
Assoc. Provost for Student Success (10% of time on project, 5% paid by grant; 5% leveraged)	$ 6,967	$ 6,967	$ 7,106	$ 7,106	$ 14,073		$ 28,146
Project Manager, full-time Band 32 (85% of midpoint)	$ 62,277		$ 63,523	$ -	$ 125,800		$ 125,800
LiFT! Project Director, (30% of time on project; 15% on grant, 15% leveraged)	$ 16,006	$ 16,006	$ 16,326	$ 16,326	$ 32,332		$ 64,664
Guided Pathway Developer to construct meta major and program pathways, develop process to integrate changes in articulation agreements, assist with data mapping and integration (part-time Band 32) (28 hours per week x $35/hour x 48 weeks per year)	$ 47,040	$ -	$ 47,981	$ -	$ 95,021		$ 95,021
Research Analyst-85% of Band 32 10% of full-time position	$ 6,589	$ -	$ 6,721		$ 13,310		$ 13,310
Faculty - to assist with conversion to Guided Pathway system (9 reassigned hours over the two years at adjunct faculty rate)	$ 2,799	$ -	$ 5,710		$ 8,509		$ 8,509
Subtotal, Senior	**$ 147,920**	**$ 29,215**	**$ 153,733**	**$ 29,799**	**$ 301,653**		**$ 360,667**
Total Personnel	**$ 147,920**	**$ 29,215**	**$ 153,733**	**$ 29,799**	**$ 301,653**		**$ 360,667**
Fringe Benefits							
(16.0% of PT)	$ 448	$ -	$ 914	$ -	$ 1,362		$ 1,362
(32% of FT)	$ 46,439	$ 9,349	$ 47,367	$ 9,536	$ 93,806		$ 112,691
Subtotal, Fringe Benefits	**$ 46,887**	**$ 9,349**	**$ 48,281**	**$ 9,536**	**$ 95,168**		**$ 114,053**
Total Salaries + Benefits	**$ 194,807**	**$ 38,564**	**$ 202,014**	**$ 39,335**	**$ 396,821**		**$ 474,720**
Supplies							
Standard office supplies	$ 1,000		$ 1,000		$ 2,000		$ 2,000
Workstation (computer, printer, telephone) for Project Manager and Guided Pathway Developer (year one only)	$ 3,000	$ -	$ -	$ -	$ 3,000		$ 3,000
Subtotal Supplies	**$ 4,000**	**$ -**	**$ 1,000**	**$ -**	**$ 5,000**		**$ 5,000**
Purchased Services							
External Evaluator	$ 14,000		$ 15,000		$ 29,000		$ 29,000
Facilitator for two-day kick-off planning session ($1,500/day x two days) inlcudes travel and other related costs	$ 3,000		$ -		$ 3,000		$ 3,000
Subtotal Purchased Services	**$ 17,000**		**$ 15,000**		**$ 32,000**		**$ 32,000**
Travel							
Travel for planning meetings (150 miles x .54 /mile x 6 trips)	$ 486		$ 486		$ 972		$ 972
Travel for dissemination meetings (150 miles x .54 x 3 trips)	$ -		$ 243		$ 243		$ 243

3-9-16	Year 1		Year 2		Total Funded	Project Total
	ODHE	Leveraged	ODHE	Leveraged		
Travel for benchmarking with peer institution, airfare $500 + hotel $600 + per diem ($75 x 3 days) x 2 trips	$ 2,650		$ -		$ 2,650	$ 2,650
Subtotal Travel	**$ 3,136**		**$ 729**		**$ 3,865**	**$ 3,865**
Other Costs						
Subrecipient: Columbus State CC	$ 176,502	$ 20,253	$ 242,139	$ 20,759	$ 418,641	$ 459,653
Facilities rental for project planning sessions ($200/day x 6 days)	$ 1,200	$ -	$ 1,200		$ 2,400	$ 2,400
Reports for dissemination, editing, typestting, and formatting: 1. Business Process Analysis Report $5,000, Metamajor Process Report $5,000, Report on Implementing Dynamic Pathways $5,000	$ -	$ -	$ 15,000	$ -	$ 15,000	$ 15,000
Food and refreshments for planning and benchmarking information sharing sessions (17 people/session x 4 sessions in year 1 and 4 sessions in year 2 x $25/person)	$ 1,700		$ 1,700		$ 3,400	$ 3,400
Printing of brochures, charts, and other materials for distribution to high schools (average of 5,000 pieces x an average of $1.00 each)	$ 5,000	$ -	$ 5,000	$ -	$ 10,000	$ 10,000
Manager and Guided Pathway Developer	$ 744	$ -	$ 744	$ -	$ 1,488	$ 1,488
Subtotal Other Costs	**$ 185,146**	**$ 20,253**	**$ 265,783**	**$ 20,759**	**$ 450,929**	**$ 491,941**
Total Direct Costs	**$ 404,089**	**$ 58,817**	**$ 484,526**	**$ 60,094**	**$ 888,615**	**$ 1,007,526**
Indirect Costs						
(@ 8% of total)	$ 32,327	$ 4,705	$ 38,762	$ 4,808	$ 71,089	$ 80,602
J. Total Direct + Indirect Costs	**$ 436,416**	**$ 63,522**	**$ 523,288**	**$ 64,902**	**$ 959,704**	**$ 1,088,128**

ODHE Innovation Grant									
Columbus State Community College Budget Justification 7/1/16-6/30/18			**Year 1**		**Year 2**		**Total**		
A. Equipment									
n/a			$ -		$ -		$ -	$ -	
Subtotal, Equipment			**$ -**		**$ -**		**$ -**	**$ -**	
B.1. Key Personnel	**Position Title**	**Calculation**	**ODHE**	**In-Kind**	**ODHE**	**In-Kind**	**ODHE**	**In-Kind**	
PI, Allysen Todd	Dean, Arts & Science (Transfer Lead)	5%	$ -	$ 6,000	$ -	$ 6,150	$ -	$ 12,150	
Jan Rogers	Administrator, Enrollment Services (Pre-College Lead)	5%	$ -	$ 5,091	$ -	$ 5,218	$ -	$ 10,308	
Teddi Lewis-Hotopp	Director, Student Academic Services (Pathway Mapping Lead)	5%	$ -	$ 4,545	$ -	$ 4,659	$ -	$ 9,204	
Subtotal, Senior			**$ -**	**$ 15,636**	**$ -**	**$ 16,026**	**$ -**	**$ 31,662**	
Other Personnel									
Faculty, TBD	Faculty time for program expansion	5 CH per semester Y1	$ 11,616	$ -	$ -	$ -	$ 11,616	$ -	
Pathways Coordinator	To Be Hired;	100% FTE	$ 52,000	$ -	$ 53,300	$ -	$ 105,300	$ -	
			$ -	$ -	$ -	$ -	$ -	$ -	
Subtotal, Other	*Personnel: Increase projection (2.5%) accounted for in year 2+*		**$ 63,616**	**$ -**	**$ 53,300**	**$ -**	**$ 116,916**	**$ -**	
Total Personnel			**$ 63,616**	**$ 15,636**	**$ 53,300**	**$ 16,026**	**$ 116,916**	**$ 31,662**	
B.2. Fringe Benefits									
(16.23% of PT)	Part time fringe rate of 16.23% consisting of Retirement programs (14.00%), Unemployment, Worker's Compensation and Medicare (1.83%), and other minor costs (0.40%).		$ -	$ -	$ -	$ -	$ -	$ -	
(29.53% of FT)	Full time fringe rate of 29.53% consisting of Retirement programs (14.00%); Insurance (10.72%); Unemployment, Worker's Compensation and Medicare (1.83%); Leave including vacation, personal business, and sick leave (1.22%); and other minor costs (1.76%).		$ 18,786	$ 4,617	$ 15,739	$ 4,733	$ 34,525	$ 9,350	
Subtotal, Fringe Benefits			**$ 18,786**	**$ 4,617**	**$ 15,739**	**$ 4,733**	**$ 34,525**	**$ 9,350**	
Total Salaries + Benefits			**$ 82,402**	**$ 20,253**	**$ 69,039**	**$ 20,759**	**$ 151,441**	**$ 41,012**	
C. Facilities									
Not allowable			$ -		$ -		$ -	$ -	
Subtotal, Facilities			**$ -**		**$ -**		**$ -**	**$ -**	
D. Supplies									
Laptop	Two Computers for FT Coordinators		$ 3,000				$ 3,000	$ -	
Instruction and project supplies	Project specific office supplies needed for the implementation and execution of the project.		$ 2,000		$ 1,000		$ 3,000	$ -	
							$ -	$ -	
Subtotal, Supplies			**$ 5,000**	**$ -**	**$ 1,000**	**$ -**	**$ 6,000**	**$ -**	
E. Purchased Services									
Consultant	IT process analyst for Student Planner feasibility study		$ 80,000						
Consultant	Project Manager for Student Planner implementation/analysis				$ 120,000				
Subtotal, Purchased Services			**$ 80,000**	**$ -**	**$ 120,000**	**$ -**	**$ 200,000**	**$ -**	
G. Travel									

Benchmarking Travel	Three individuals to travel to Arizona for MAPP benchmarking	$	6,000		$	-	$	6,000	$	-
Local Travel	Paid at federal mileage rate	$	600		$	600	$	1,200	$	-
Subtotal Travel		**$**	**6,600**		**$**	**600**	**$**	**7,200**	**$**	**-**
H. Building Improvements								
Not allowable		$	-		$	-	$	-	$	-
Subtotal, Building Improvements		**$**	**-**		**$**	**-**	**$**	**-**	**$**	**-**
H. Other Costs								
Outreach materials	Student and Parental pathways materials	$	2,000		$	1,000	$	3,000	$	-
Duplication	Copying/Printing project specific materials	$	500		$	500	$	1,000	$	-
Subscription	Student Planner Platform (TBD) - implemented in year two	$	-		$	50,000		
							$	-	$	-
Subtotal Other Costs		**$**	**2,500**		**$**	**51,500**	**$**	**54,000**	**$**	**-**
I. Total Direct Costs		**$**	**176,502**	**$**	**20,253**	**$**	**242,139**	**$**	**20,759**	**$**	**418,641**	**$**	**41,012**
J. Indirect Costs								
8% Modified Direct Costs	Total direct costs less stipends, tuition and related fees, and capital expenditures	$	14,120	$	1,620	$	19,371	$	1,661	$	33,491	$	3,281
K. Total Direct + Indirect Costs		**$**	**190,622**	**$**	**21,873**	**$**	**261,510**	**$**	**22,420**	**$**	**452,132**	**$**	**44,293**
M. Cost Sharing		$	-		$	-	$	-	$	-

Ohio Department of Higher Education

Ohio Higher Education Innovation Grant Program

Memorandum of Understanding
Between Sinclair Community College and
Columbus State Community College

Whereas, the Ohio Department of Higher Education has issued a request for proposals entitled "Ohio Higher Education Innovation Grant Program."

Whereas, the Ohio Higher Education Innovation Grant seeks proposals to promote educational excellence and economic efficiency throughout the state in order to stabilize or reduce student tuition rates at institutions of higher education.

Whereas, Sinclair Community College and Columbus State Community College are leading institutions of higher education in Ohio with enrollments exceeding 50,000 students.

Whereas, Sinclair Community College and Columbus State Community College have formed a partnership to share leadership and knowledge ***to redesign administrative methodologies and processes,*** creating a comprehensive Guided Pathways Model to accelerate student success and completion of postsecondary credentials while reducing student and institutional expenditures.

Therefore, Sinclair Community College, as prime applicant, with Columbus State Community College as a partnering sub-recipient, submit this proposal to the Ohio Department of Higher Education for the Ohio Higher Education Innovation Grant Program to conduct regular joint planning sessions to achieve these common purposes:

1. Enhance the Advising Model for the Redesign of Guided Pathways for College Credit Plus High School Students
2. Establish a Mapping Model for the Redesign of Guided Pathways for Students Seeking Two-year Degrees and Certificates
3. Improve a Transfer Model for Guided Pathways from Two-year to Four-year institutions

Sinclair Community College and Columbus State Community College also agree to sustain the project activities that prove to be effective in accelerating completion of degrees and cost effective for students and the institutions. These activities may include:

- Monitoring and sustaining the student meta-majors and updating them with changes in existing programs of study and any new programs.

- Monitoring and sustaining the student planner/pathways systems, funding any ongoing costs for upgrades, maintenance, and subscription fees.

- Continuously monitor student success, seek stakeholder feedback on the meta-majors and student planner/guided pathways systems, and make continuous improvements to maintain effectiveness and efficiencies.
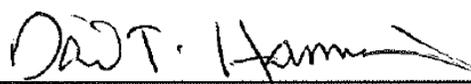
Signatures

SINCLAIR COMMUNITY COLLEGE

_____
Signature
Steven Lee Johnson, Ph.D.
President & Chief Executive Officer

3-7-16
_____
Date

COLUMBUS STATE COMMUNITY COLLEGE

_____
Signature
David T. Harrison, Ph.D.
President

3/7/16
_____
Date

	Implementation Schedule
	Please provide a brief bulleted list of major components of grant activity taking place each term.

Term	Grant Activities
Spring 2016	Start-up activities for both institutions: hire Program Coordinators at both institutions; key personnel from both institutions plan and participate in day-long planning session
Summer 2016	**Both institutions:** Conduct a second day-long joint planning session; share current practices; conduct analysis of current practices; create pathway guide materials for undecided College Credit Plus students., conduct formative evaluation activities. **Columbus State:** Create pathway guide for students selecting majors in business, health, information technology, engineering technology; **Sinclair:** Hire pathway developer, identify desired elements and data sources to convert static two-year pathways into automated pathways and implement processes to access and secure data for automated pathways
Fall 2016	**Both institutions**: Conduct joint planning; hold training for college CCP Coordinators, admissions personnel, pre-college advisors, and college advisors; hold face-to-face orientations for high school students, parents/guardians, and counselors; pilot meta major pathway materials at several schools; make improvements based on pilot; implement meta major pathways at the target schools; conduct formative evaluation activities. **Columbus State:** Hire process analyst consultant and conduct business process analysis; finalize meta-majors for associate of applied science career pathways; finalize meta-majors for associate of arts and associate of science pathways; design maps for all meta-majors; research appropriate technology system for managing maps; write systems requirements for software or subscription for a dynamic visual student planner (student planner system) **Sinclair:** Implement processes to access and secure data and structure new data in college warehouses/platform feedfor automated pathway systems,
Winter 2017: End year 1	**Both Institutions:** Conduct joint planning; implement meta major pathways at the remaining target schools and provide orientations and training as needed; begin benchmarking on transfer models and conversion of articulation agreements to student-friendly format; begin accessing data to interpret impact of transfer decisions; implement formative evaluation activities and prepare and submit final report. **Columbus State:** Hire project manager consultant to implement student planner system; benchmark meta-major maps at the Maricopa Community College District; purchase and install student planner system for managing maps; ingest existing data into student planner system; develop meta-major maps for university parallel transfer associate of arts and associate of science degree programs; evaluate progress. **Sinclair:** Continue work on processes and structuring of data in platform for automated pathway system; develop and test automated program pathways; begin integration of models into colleges' operations; begin creation of transfer maps in Degree Map based on the articulation agreements
Spring 2017	**Both institutions:** Conduct joint planning; continue work on transfer model; conduct formative evaluation activities and evaluate progress. **Columbus State**: Implement meta-major maps with all associate degree programs; implement meta-major student planner system; create appropriate marketing and outreach materials (online and print). **Sinclair:** Develop training/ train staff and deliver internal stakeholder communications for automated pathways; launch automated degree maps.
Summer 2017	**Both institutions:** Conduct joint planning, continue ongoing communications for high schools; develop and test transfer models CCP initiative; begin report writing for dissemination; and implement formative evaluation activities. **Columbus State:** Launch student planner system; beta test new system with 10 high school partners; conduct meta-major training at partner high schools; evaluate progress. **Sinclair**: Continue refinement of automated pathways and document lessons learned.

Fall 2017	**Both institutions:** Conduct joint planning; continue communications for CCP initiative; continue work on reports for dissemination, integrate models into college operations; develop training and train college personnel on all models; and evaluate project results. **Columbus State:** Implement student planner system with all high school partners; assign advisors to each high school student. **Sinclair:** Launch degree map system for transfer students.
Winter 2018: End year 2	**Both institutions:** Finalize work on models and reports for dissemination. **Columbus State:** implement student planner system with associate degree students; monitor progress; measure success; report results; disseminate results; evaluate progress. **Sinclair:** Oversee summative evaluation activities, begin sustainability and close out activities for project.
Continuation During Years 3-5	**Both institutions:** • Monitoring and sustaining the student meta-majors and updating them with changes in existing programs of study and any new programs. • Monitoring and sustaining the student planner/pathways systems, funding any ongoing costs for upgrades, maintenance, and subscription fees. • Continuously monitor student success, seek stakeholder feedback on the meta-majors and student planner/guided pathways systems, and make continuous improvements to maintain effectiveness and efficiencies.