Note: This template was developed collaboratively by Community College Presidents, Provosts, OBOR and OACC staff, as a recommended general framework for community colleges to use in completing their strategic Campus Completion Plans. The plans are to be approved by boards of trustees and forwarded to the Chancellor by June 30, 2014.

Purpose:

The purpose of this Campus Completion Plan is to develop a systemic improvement plan for institution-wide policy and practice change, that reaches the departmental- and classroom levels for direct impact on student persistence and completion by:

- Engaging system-wide expertise in all aspects of the Plan’s development, implementation and assessment;
- Identifying policies and practices that are advancing the institution toward improved student completion rates;
- Discerning strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers in completion efforts that align with workforce needs.

This document is to serve as a vehicle for campuses to articulate the outcome of a strategic process for improvement.
A few questions to consider about

CONNECTION TO THE INSTITUTION

- Who are our students?
- What efforts are underway at the college to help students in need of remediation become better prepared for college?
- How do we build relationships with K-12 schools? How do we engage with parents, adult-students and community?
- What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?
- How does our institution orient students? How does our institution communicate learning expectations to your students? How does admissions, student support, registration, student life aid in this process?
- How does the co-curricular program support the common learning outcomes of the institution?
- Do our current academic and student programs meet our students’ needs and interests? How do we know? How do we help students select a career?
CONNECTION

Improvement Focus Description: _______________________________________________________________

Improvement Focus Current Status: ___________________________________________________________

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What additional information do we need?

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________
A few questions to consider about

SUCCESSFUL FIRST-YEAR ENTRY

- Why do our students fall behind or leave? How do you know?
- How do we advise and place students for efficient completion?
- What do we know about credit accumulation?
- How do we help undecided students choose a career and educational path?
- How do we help students understand industry needs and high-demand areas?
- How do we engage students within the college community?
- What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?
- How do we help students who are underprepared for their course of study?
- How do we address the differences in learning styles? How do we address students with special needs? (handicapped, seniors, commuters)
FIRST-YEAR ENTRY

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Do we know our students’ expectations?

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________
A few questions to consider about

STUDENT PROGRESS

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

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

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________
A few questions to consider about

STUDENT COMPLETION

- Are students achieving credentials within selected program streams?
- How can we increase credit attainment and help more students complete their credentials, more quickly?
- How do we assist students with college to career transition?
- What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?
- Do our registration and withdrawal policies support completion? How do we know that students who complete our certificates and degrees have met our learning expectations?
**COMPLETION**

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**What are our next steps?**

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2. ___________________________________________________________________________________________

3. ___________________________________________________________________________________________
A few questions to consider about

OTHER ASPECTS OF COMPLETION SUCCESS

➢ What does the disaggregated data tell us about completion rates for different populations? How do we reshape our institution to build sustainable models of successful programs? How do we select and cultivate external linkages?

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

➢ What else can we do?
**OTHER**

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What are our next steps?

1. ____________________________________________________________

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3. ____________________________________________________________
A few questions to consider about WORKFORCE

- Based on our College service area which of the 6 JobOhio regions do we serve? [http://jobs-ohio.com/network](http://jobs-ohio.com/network)
- Which of the 9 JobsOhio key industries are addressed in our current curriculum and programing? [http://jobs-ohio.com/industries](http://jobs-ohio.com/industries)
- How have we linked our curriculum and programing to labor market information for each occupation? [http://ohiolmi.com/proj/jobsohioInd.htm](http://ohiolmi.com/proj/jobsohioInd.htm)
- What are the job training needs of our community based on our regional economic development network?
- How do we connect our students needing employment with our employers needing a trainer workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- How do we analyze the changing needs of our stakeholders and select courses of action regarding these needs?
- How do we determine if we should target stakeholder groups with our educational offerings and services?
- How do we align our credit on non-credit offerings?
WORKFORCE

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What are our next steps?

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