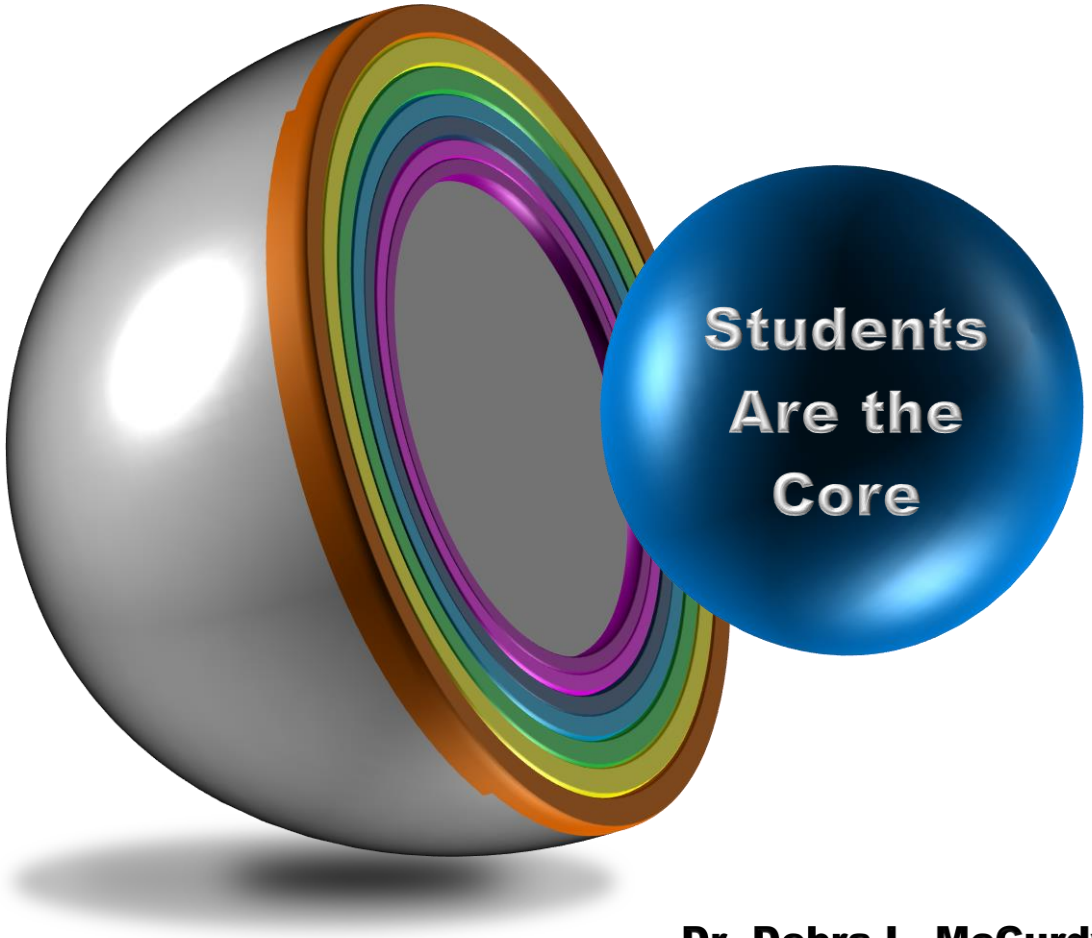
Rhodes State College

CAMPUS COMPLETION PLAN UPDATE

Driving Transformation

JUNE 2016



Dr. Debra L. McCurdy, President

OhioHigherEd
University System of Ohio

RHODES
STATE COLLEGE

Table of Contents

Update Overview……3

Timeline Highlights ……3

Plan Structure & Initiatives……4

Plan Outcomes Summary……5

Team #1……5

Boot Camps……5

Orientation Redesign……6

Team #2……7

Financial Aid Literacy……7

Learning Communities……8

Team #3……9

Virtual Advising ……9

Early Alert System ……10

Team #4 ……11

Course Modularization ……11

Student Centered Scheduling ……12

Team #5……13

Prior Learning Assessment……13

Stackable Credentials/Pathways……14

Team #6……15

College Credit Plus……15

Outcome Tracking & Assessment ……16

Board of Trustees Resolution ……17

2016-2018 Completion Plan Framework……18

Appendix A-K Initiative Support Documentation……20

Update Overview

The ***Rhodes State College Campus Completion Plan: Driving Transformation (2014-2016)*** was a product of the College's strategic planning and continuous improvement process, with a focus on student readiness, access, persistence, retention, completion and success.

Public colleges and universities in Ohio were required to submit a campus completion plan that was approved by its board of trustees to the Chancellor by June 30, 2014. Current legislation calls for each institution to update its completion plan and for submission to the Chancellor by June 30, 2016.

The current legislation (3345.81 Strategic Completion Plan) states:

> *"Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education."*
>
> *The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption."*

Timeline Highlights

Over 100 employees across the College at various levels actively participated in the Plan development and launch. Planning Teams helped to create the Completion Plan presented to and approved by the College's Board of Trustees on May 20, 2014. The Plan was submitted to Chancellor John Carey by June 30, 2014 in compliance with state legislation. President Debra McCurdy introduced the framework of the Plan to the college community at the 2014 President's Spring Forum.

Implementation Teams were established fall 2014 to engage key stakeholders in additional testimony, develop action plans, identify resources (including budgetary), and reestablish timelines to fully launch the plan. Operational Teams were created in the fall of 2015 to scale and pilot strategies within each initiative as recommended by Implementation Teams. Implementation Teams also made recommendations to revise and develop policies and procedures that lead to improved student outcomes. The planning co-chairs under the direction of President McCurdy have most recently worked with the teams to provide an update on the progress of the Completion Plan and the outline planning efforts for 2016-18.

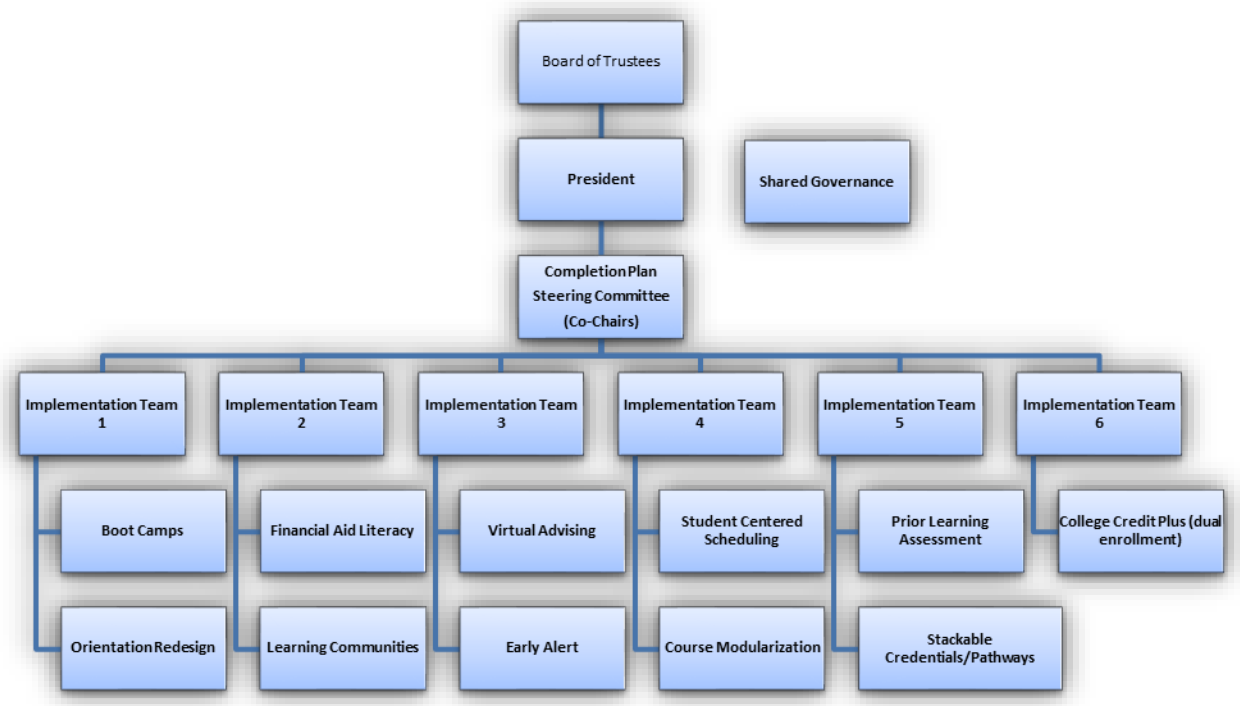
May 2014-July 2014 **August 2014-July 2015** **August 2015-May 2016**

Plan Structure & Initiatives

The Completion Plan encompassed an institution-wide, system planning approach that directed the operational levels of implementation. President McCurdy provided institutional oversight for the Completion Plan activities and worked with the Steering Committee Chairs/Liaisons weekly on institutional interventions.

The Steering Committee and the six (6) Implementation Teams guided and developed recommendations and implementation strategies for the eleven (11) initiatives: (a) *Boot Camps, (b) Orientation Redesign, (c) Financial Aid Literacy, (d) Learning Communities, (e) Virtual Advising, (f) Early Alert, (g) Student Centered Scheduling, (h) Course Modularization, (i) Prior Learning Assessment, (j) Stackable Certificates/Pathways and (k) College Credit Plus*.

All policy related recommendations were reviewed through the Shared Governance and/or organizational structure, as appropriate.



Plan Outcome Summary: Team #1

INITIATIVE A: BOOT CAMPS

The Academic Success Center offered math boot camps two months prior to each semester. The 3-hour pilot workshop included tips for success and an introduction to the online math practice program EDREADY.

Summer 2015

- Five two-hour "brush-up" boot camps were held with a total 18 registered students.
- Individuals who scored lower on Compass were offered an extended boot camp that met for one week, for a total of eight hours. Eight students benefited from the extension. Five participants completed the eight hour offering.

Fall 2015

- Four two-hour "brush-up" boot camps were held at the end of the fall semester leading to the spring semester. A total of 15 students were in attendance.
- Boot camps attendance has declined but corresponds with the drop in enrollment and Compass testing for traditional (non-College Credit Plus) prospects.

Of the students who retook the Compass test after participating Boot Camps, 67% increased their scores. A continued focus on getting individuals from Transitions (GED) to attend the Boot Camp have helped students become better prepared.

Strategy	**Leadership**	**Collaborators**	**Outcome**	**Measure**	**Timeline**
Mentorship program with K-12 Math instructors ACT-COMPASS Prep Program to prepare students for the Compass Placement Assessment Boot Camps in math, reading, and writing Professional Tutors	Chair, Mathematics Supervisor, Testing Center Associate Dean, Academic Success Center	Dean, Arts/Sciences Math Chair & Faculty Director, Advising & Counseling Director, Community Outreach Director, Marketing Director, Institutional Research Registrar Coordinator, Testing Center Director, Math, Science, and Engineering Skills Center	Summer 2014, 83 of the 173 (48%) placed into development math Fall 2014, 325 placed into development math with 50% receiving a C or better Summer 2015, 40% of students improved scores by more than 10% Fall 2015, 16.7% improved scores by more than 10%. Summer 2016, 70% improved scores by 10%	Rates of students placing direction into college level courses Rates of students successfully completing their first semester Rates of students repeating developmental education courses	Summer 2015 Eight boot camps sessions held with 34 students; 8 completed pre and post assessment Fall 2015 Five 2 hour boot camps were held with 15 students in attendance; 4 completed pre or post assessment Spring 2016 Ten 2-hr sessions were held with 42 students in attendance; 23 completed pre and post assessment Summer 2016 Assess & Improve

Plan Outcome Summary: Team #1

INITIATIVE B: ORIENTATION REDESIGN (2016-2018 Plan Initiative)

The College's First Year Experience course was the primary focus of the team's work to begin redesigning orientation. As a result, the First Year Experience course will be delivered in a 15-week format beginning in fall 2016 in addition to the current eight-week SDE course format to increase student readiness and success.

The course has added seven (7) required assignments:

- Introduction to campus resources (scavenger hunt exercise)
- E-portfolio Diversity and Global Awareness paper
- Financial literacy exercise
- Academic planning exercise (develop a course plan through to graduation)
- Strategic Learning Exercises: note-taking, test taking, and time management
- Career Exploration assignment
- Sexual Assault assignment

Improvement Initiative	**Strategy:**	**Leadership:**	**Collaborators**	**Outcome**	**Measure**	**Timeline**
Orientation Redesign and Delivery	Mandate new student orientation for on campus and on-line delivery The First Year Experience (current SDE) course redesigned	Director, Advising & Counseling Deans VP Academic Affairs Deans VP Student Affairs Chair, Social and Behavioral Sciences	Chairs Faculty Advisors Admissions Faculty Director, Advising & Counseling Workforce Development Staff	Fall 2014 SDE: 65% of students received a C or better 70% persistence rate Fall 2015 SDE: 70% of students received a C or better 76.4% persistence rate	Semester to semester persistence rates Course grade "C" or better	Fall 2014 Redesign new student orientation Redesign First Year Experience (SDE) course Summer 2015 Implement redesigned new student orientation Fall 2015 Implement redesigned First Year Experience (SDE) course, 11 faculty trained, 43 sections offered on campus and at high schools Spring 2016 28 sections of SDE offered Spring & Summer 2016 Assess & Improve Fall 2016 38 sessions planned in 15 week format

Plan Outcome Summary: Team #2

INITIATIVE C: FINANCIAL AID LITERACY

The Nursing Department used the Nursing Capstone class as a pilot to discuss financial aid and consequences of taking out student loans. The pilot will be expanded to other capstone classes and will include a financial aid session during new student orientation and SDE 1010. The target goal was 75% of students will score "C" or better in the Financial Literacy exercise. Data from fall semester 2015 showed 91% "C" or better on the exercise.

Strategy	**Leadership**	**Collaborators**	**Outcome**	**Measure**	**Timeline**
Financial aid workshops and seminars Online/interactive tools Strategic scholarship opportunities	Director, Financial Aid Executive Director, Advancement	Director, Admissions Director, Advising & Counseling Registrar Director, Community Outreach Director, Marketing Director, Information Systems, Director, Marketing Director, Institutional Research	Decrease rate of students exceeding maximum timeframe Increase in the rates of students achieving 67% of course completion 100% of FA advisors deliver information to students on repayment, financial planning, and loan debt 100% of SDE1010 (First Year Experience) incorporate a financial literacy module 91% students earned a "C" or better in SDE FA literacy exercise	Rate of students exceeding 150% of the maximum timeframe for using financial aid Semester course completion rates FA advisors provide literacy to students FA literacy integration into SDE1010 SDE students w/ "C" or better	Fall 2014 Develop financial aid workshops, including online Spring 2015 Develop online financial aid tools Earmark & award funds for at-promise/first generation students Fall 2015 Implement financial aid literacy program Summer 2016 Assess & Improve

Plan Outcome Summary: Team #2

INITIATIVE D: LEARNING COMMUNITIES

An assessment of Allied Health Learning Communities (LC) allowed for the review of data collected from the pilots and the existing course scheduling process. The scalability of this initiative is challenging for the College and would not provide significant return for students at this time.

1. *Pilot fall 2013*: Academic LC vs. Non LC showed the LC GPA was greater by 0.57 for students in a LC and showed 77% satisfaction and desire to continue in the LC.
2. *Pilot fall 2014*: Academic LC vs Non LC showed the LC GPA was slightly lower (0.02) but a greater ability to move on in the science sequence. Qualitative information showed scheduling was a factor in recruiting for the LC and the closing of some courses due to low enrollment impacted the consistency of group membership in identified LC courses.

Strategy	**Leadership**	**Collaborators**	**Outcome**	**Measure**	**Timeline**
Creation of Learning Communities based upon targeted populations as defined by the institution (Veterans, Minority, Workforce/Industry, etc.)	VP Academic Affairs Deans VP Student Affairs	Learning Communities Steering Committees Learning Communities Coordinator Chairs Faculty Faculty Advisors & Advisors Registrar Information Systems Staff Workforce Development	Increase student course to course persistence rates Increase student retention rates Increase certificate and degree completion rates Fall 2013: GPA .57 greater for students in LC & 77% student satisfaction to continue in LC Fall 2014: .02 GPA decrease from 2013 for students in LC	Persistence of Learning Community Students Retention of Learning Community Students Certificate/Degree Completion of Learning Community Students GPA for student in LC	Fall 2014 Steering Committee develops Learning Community Program Summer 2015 Implement Learning Communities Spring 2016 Assess and Improve Fall 2016 Develop New Learning Communities

Plan Outcome Summary: Team #3

INITIATIVE E: VIRTUAL ADVISING (2016-2018 Plan Initiative)

During testimony from Information Systems staff and Academic Advising personnel and research from other two and four-year colleges, Team 3 recommended the implementation of a Cranium Café Pilot as the first step in virtual advising. The cost, user ease and impact appeared to provide the ability to connect with students in a timely manner.

A Special Activities Grant was awarded in the amount of $3,000 for a one year pilot of Cranium Café Services. This will allow for a limited number of administrative users (academic and student affairs staff, faculty, and integration with Canvas, if desired). The implementation plan has been developed and equipment has been purchased and received.

Strategy	**Leadership**	**Collaborators**	**Outcome**	**Measure**	**Timeline**
Intrusive model Advising technology	Director Advising & Counseling VP Academic Affairs Deans Chairs VP Student Affairs Registrar	Director, Distance Education Director, Information Systems Faculty Registrar Admissions Faculty Advisors Financial Aid	Reduce rate of students trending above the 150% SAP financial aid standard Increase course completion Increase semester to semester persistence Pilot implementation in Fall 2016	150% SAP financial aid timeframe Increase course completion rates Semester to semester persistence	Fall 2015 Develop comprehensive advising system Fall 2016 Run Pilot Fall 2017 Implement full Cranium Café module Spring & Summer 2017 Assess & Improve implementation process.

Plan Outcome Summary: Team #3

INITIATIVE F: EARLY ALERT (2016-2018 Plan Initiative: Comprehensive Early Alert Program)

As a result of testimony from various staff members from the campus community and from outside research, Team 3 recommended the implementation of an Early Alert policy and process by employing a revised and improved version of the Banner STARS technology previously used by the College. This allows for ease of access for faculty, cost effectiveness, a quicker implementation and therefore a quicker impact on student success and completion. 100% completion of development of an in-house early alert system within STARs. Pilot Testing of early Alert system currently in process.

The initial results appear to show a positive result. Additional research will need to be conducted to determine the correlation; however, the number of students placed on Academic Warning, Academic Probation, and Academic Dismissal have been significantly reduced.

	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Dismissal	110	96	75	53
Academic Warning	200	193	197	163
Academic Probation	190	136	105	80

Improvement Initiative	Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Early Alert System	Mandatory Early Course Assessment Course Remediation Leveraging Technology	VP Academic Affairs Associate Dean, Academic Success Center Deans Chairs Director, Information Systems VP Student Affairs VP Academic Affairs	Deans/Chairs/ Faculty Associate Dean, Academic Success Center Director, Distance Education Director, Information Systems Workforce Development Director, Advising & Counseling Admissions Director, Financial Aid Registrar Director, Information Systems	Increase student course completion rate Increase student persistence rate term to term within course sequence or series 85% Faculty participation in Early Alert Pilot	Course persistence rates Student persistence rates, course to course within a sequence or series Faculty participation	Summer 2014 Develop Comprehensive Early Alert System Summer 2015 Pilot Comprehensive Early Alert System Fall 2015 Pilot Implement Spring & Summer 2016 Assess & Improve Full implementation Fall 2016

Plan Outcome Summary: Team #4

INITIATIVE G: COURSE MODULARIZATION

The Math Department's chair and faculty reviewed both baseline and success data for developmental math courses pre/post modularization. Implementation Team #4 recommended the operationalization of course modularization which includes development of a policy and process for scaling modularization for strategically identified courses like math.

A review of data for all developmental math courses for the 2012-13, 2013-14 & 2014-15 academic years and summer/fall 2015 was conducted. As a result of the new math structure, pass rates of "C" or above increased significantly during the summer 2015, fall 2015 and spring 2016 semesters.

Academic Year/Term	n (students)	Success Rates (C or above) N	Y
2014-15 (baseline)	638	45.3%	54.7%
2015-16*	**783**	**31.4%**	**68.6%**
Summer 2015	103	31.1%	68.9%
Fall 2015	427	32.2%	69.8%
Spring 2016	253	33.6%	66.4%

*Implementation of modularized developmental math courses.

Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Review outcomes data & develop an action plan and corresponding assessment plan for modularized courses. Create a policy and procedure for future modularized course development, including training and for faculty and academic advisors.	VP Academic Affairs VP Student Affairs Deans Chairs	AVP Academic Affairs Faculty Advisors Director, Financial Aid Curriculum Committee Registrar Institutional Research	13.9% increase in students receiving C or above in modularized math courses. Data not available. Data not available. 0% Course modularization policy and procedures developed.	Increase course completion rates (C or above) in modularized courses. Increase in fall to fall retention. Increase 2, 3 and 4 year degree completion rates. Policy and procedures established for any modularized courses.	Summer 2015 – Spring 2016 Fall 2016 Spring 2018, 2019, 2020 Spring 2016 – Spring 2017

Plan Outcome Summary: Team #4

INITIATIVE H: STRATEGIC COURSE SCHEDULING

Team #4 helped to facilitate the development of the draft policy for course scheduling with the leadership of the Academic Deans Council. Expert testimony and consultation on strategic course scheduling occurred at a college-wide session on December 13, 2013. A recommendation for the Academic Deans Council to finalize the draft Course Scheduling Policy and develop a complementary procedure/process for sustainability which will be submitted through the Shared Governance process during the 2016-2017 academic year.

Rhodes State has scheduled classes concurrently without the appropriate coordination across multiple departments and offerings, limiting student success and constricting classroom usage. Team #4 vetted several technologies with key stakeholders, including the Information Systems department, the Registrar's Office and the Academy. A course scheduling system will streamline how to determine class offerings each term. Inputting, editing, validating, approving, and updating the course offerings can become more strategic, transparent and efficient.

The purchase and implementation of CourseLeaf Section Scheduler will occur in fall 2017 to enhance student access to classes and expedite certificate/degree completion to meet life demands.

Strategy	**Leadership**	**Collaborators**	**Outcome**	**Measure**	**Timeline**
Examine existing trend/baseline data for course enrollment trends to develop scheduling rules Course Scheduling Policy Developed Select & implement course management software (CMS) Training & Professional Development for faculty & staff	VP Academic Affairs VP Student Affairs Deans Chairs	AVP Academic Affairs Faculty Advising Curriculum Committee Registrar Institutional Research Room Scheduling	50% Course Scheduling Policy draft developed & implemented 25% Purchase approved- FY17 Capital Appropriations 0% Training on CourseLeaf Section Scheduler (CLSS)	Development of Rhodes State Course Scheduling Policy Purchase and implementation of CourseLeaf Section Scheduler (CLSS) Faculty & staff Training	Spring 2016 Summer 2016 – Spring 2017 Fall 2017

Plan Outcome Summary: Team #5

INITIATIVE I: PRIOR LEARNING ASSESSMENT (PLA) (2016-2018 Plan Initiative)

As a result of testimony and research, Team #5 recommended that Prior Learning Assessment (PLA) should become a more accessible and widely used option for obtaining credit. The Team suggested that a toolkit be developed which would provide academic and faculty advisors with training.

Strategy:	**Leadership:**	**Collaborators:**	**Outcome:**	**Measure:**	**Timeline**
Evaluate and assess students' life learning for credit to expedite certificate and degree completion and to reduce costs Standardize PLA application process and timeline	VP Academic Affairs VP of Student Affairs Executive Director, Workforce Development VP Academic Affairs VP Student Affairs	Deans Chairs Faculty Registrar Director, Advising & Counseling Project Coordinator, Workforce Development Director, Marketing & College Relations Director, Admissions	PLA Credit Awarded: 2010 - 1082 2011 - 1290 2012 - 1162 2013 - 1092 No Data Available 75% PLA Took Kit developed 50% PLA Training Tool Kit developed	Number PLA credits awarded Certificate and degree completion of PLA students Tool Kit Development Tool Kit Training Development	Summer 2014 Develop PLA Process Fall 2014 Implement PLA Process Spring 2015 Assess & Improve Spring 2016 Implementation Recommended

Plan Outcome Summary: Team #5

INITIATIVE J: STACKABLE CREDENTIALS/PATHWAYS (2016-2018 Plan Initiative: Guided Pathways)

As a result of testimony and research, #5 recommended that the college continue to see ways to document appropriate certificates within each academic division (including recognized third-party credentials) and completing the necessary financial aid requirements. This recommendation would require the use of operational planning to align or build the divisional curriculum to meet the certificate requirements.

To facilitate the process of stackable certificates/credentials/pathways, Team #5 researched a software package that would streamline the process of awarding a certificate was researched. This software would increase the identification of completion opportunities for students; increase the operating efficiencies at the college; increase completion revenue; and increase the delivery of stackable certificates. The software is under consideration through the College's capital appropriations request.

Strategy	**Leadership**	**Collaborators**	**Outcomes**	**Measure**	**Timeline**
Build a Stackable Credentials/Pathways Program	VP Academic Affairs VP Student Affairs Executive Director, Workforce Development	Director, Financial Aid Deans Chairs Faculty Director, Advising & Counseling Registrar Director, Marketing & College Relations Director, Institutional Research	No Data Available 0% Stackable Certificate/ Pathway Model Developed 25% Review completion of all stackable certificates to ensure that they qualify for financial aid 25% Curriculum Review of third party and college certifications embedded into courses 0% Automated certificate awarding software - u achieve® Batch Access Package from College Source	Stackable certificates awarded Stackable Certificate/ Pathway Model	Fall 2014 Scale & development new stackable credential pathways Fall 2015 Implement scaled & developed new stackable credential pathways Spring 2015 Assess & Improve Spring 2016 implementation recommended

Plan Outcome Summary: Team #6

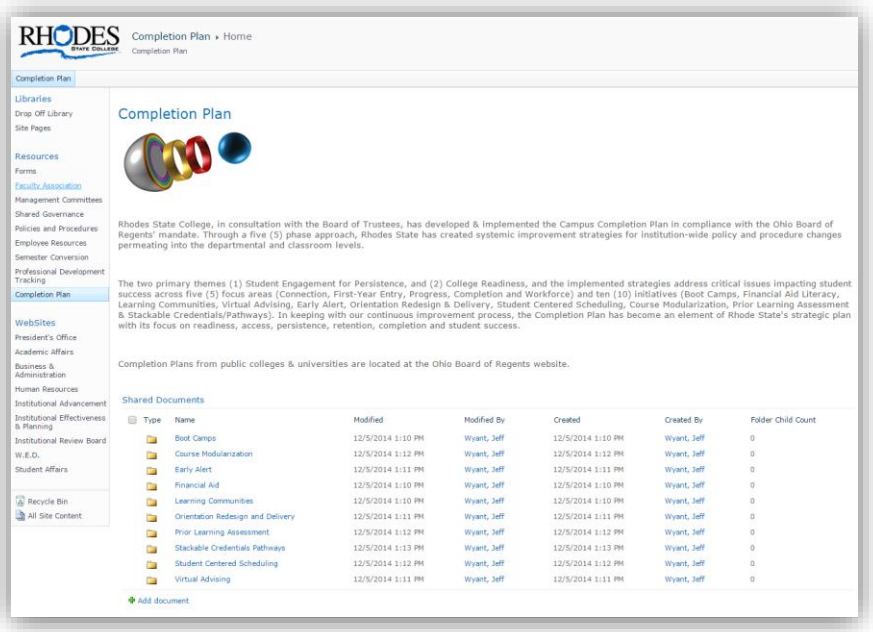
INITIATIVE K: COLLEGE CREDIT PLUS

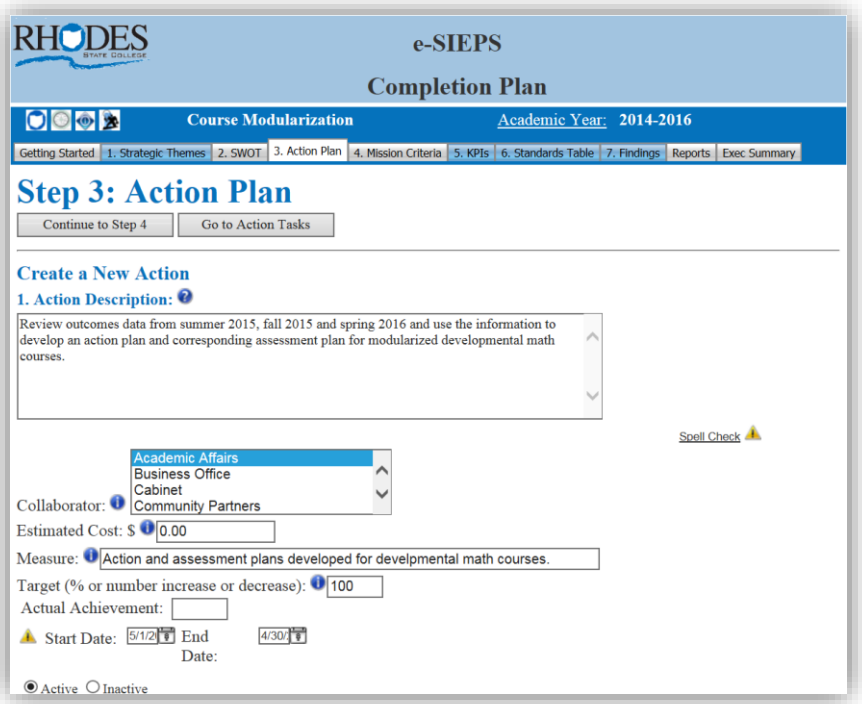
Team #6 was brought together with the charge to identify and recommend an effective, comprehensive and innovative College Credit Plus model to embrace a holistic student experience. The Team brought together administration and staff from across the campus to outline and identify current processes, and explore ways to streamline and improve them. The Team also explored ways to strengthen the relationship between high school partners and the college including additional touchpoints beyond the annual Counselor meeting in September and the Superintendent's Summit in November.

Strategy	**Leadership**	**Collaborators**	**Outcomes**	**Measure**	**Timeline**
Increase number of high school partners	VP Academic Affairs VP Student Affairs Director, Off-site programs	Associate VP for Academic Affairs	2014-15: 68 MOUs 2015-16: 84 MOUs 2015-16:148 2016: 167 2015-16: 1 Degree & 7 Certificates	# of signed MOUs # of credentialed faculty #of certificates and degrees awarded	Fall 2015 Begin visits with high school partners Spring 2016 Finalize and send out MOUs Fall 2015 Begin review of high school faculty transcripts for either full credentialing or plan of study development Spring 2016 Begin assigning faculty to courses for Fall 2016 Spring 2016 As MOUs are returned begin to review high school curriculum to match with RSC certificates and degrees Summer 2016 Continue curriculum review
Increase number of credentialed high school faculty	VP Academic Affairs	Associate VP for Academic Affairs Deans Chairs			
Increase number of high school students completing either a college certificate or associate degree upon graduation from high school	VP Academic Affairs Director, Off-Site Programs	Deans Chairs Registrar			

OUTCOME TRACKING & ASSESSMENT

The operational work implemented as a result of the 2014-16 Plan will be monitored by the Plan's Steering Committee over the course of the upcoming academic year (2016-17). Implementation and Operational Teams use the College's Electronic-Strategic Institutional Effectiveness & Planning System (e-SIEPS) to track and monitor planning and assessment activity. All employees have access to e-SIEPS and can monitor the Plan's progress.





BOARD OF TRUSTEES RESOLUTION

The Board unanimously approved Resolution No. 2016-44 for *The 2014-16 Rhodes State College Updated Completion Plan: Driving Transformation* on May 17, 2016.

CONSIDERATION OF APPROVAL FOR THE 2014-2016 RHODES STATE COLLEGE UPDATED COMPLETION PLAN: DRIVING TRANSFORMATION

Resolution No. 2016-44

Resolved, upon the recommendation of the President, and with the concurrence of the Vice President for Institutional Effectiveness & Assistant to the President for Planning, the Vice President for Student Affairs and the Associate Vice President for Academic Affairs, that consideration be given for the updated Completion Plan activities.

Description:

Public colleges and universities in Ohio were required to submit a campus completion plan that was approved by its board of trustees to the Chancellor by June 30, 2014. Current legislation calls for each institution to update its completion plan and submit it to the Chancellor by June 30, 2016.

The current legislation (3345.81 Strategic Completion Plan) states:

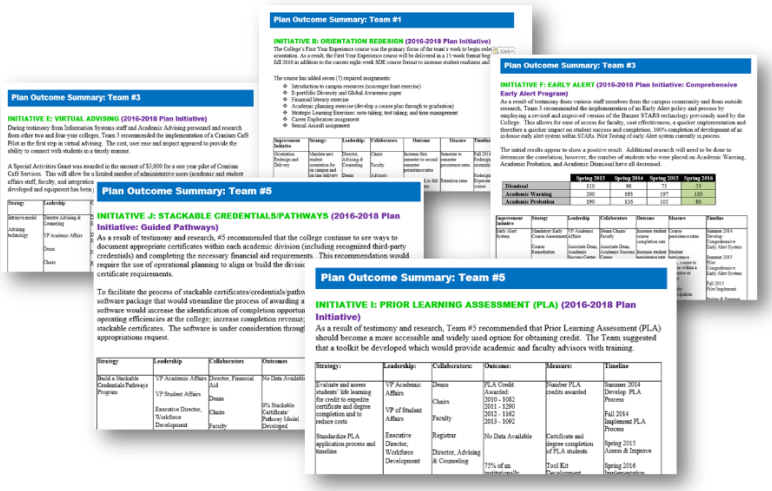
> *"Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education.*
>
> *The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption."*

The ***Rhodes State College Campus Completion Plan: Driving Transformation*** was a product of the College's strategic planning and continuous improvement process, with a focus on readiness, access, persistence, retention, completion and student success.

The five (5) phase planning process includes a four (4) stage implementation process: (a) start-up, (b) initiative development, (c) implementation and (d) reporting.

2016-18 COMPLETION PLAN FRAMEWORK

Rhodes State will continue to champion evidence-based institutional improvement through the continuation of the 2016-18 Campus Completion Plan. Five (5) initiatives (***Virtual Advising, Orientation Redesign, Comprehensive Early Alert Program, Prior Learning Assessment & Guided Pathways***) from the 2014-16 Plan will be enhanced and expanded to drive systemic improvement plan for institution-wide policy and practice change that positively impacts student persistence and completion.



1. **Virtual Advising.** The Virtual Advising team will continue to develop this initiative to promote the innovative use of technology to enhance the relationship between advisor and advisee. The Cranium Café Pilot will be assessed and additional virtual solutions for virtual engagement and tracking. An assessment of the current advising practices of both staff and faculty advisors and of advising-related policies will be conducted to determine changes. All advisors will need to engage in training to monitor and track student progress toward completion and in order to assist students with the virtual tools.

2. **Orientation Redesign**. The College's ability to create connections with faculty and staff can be made with new students during orientation. New student orientation will become mandatory in all divisions and will include a redesigned format tailored to the needs of specific student populations. Mandatory orientation is currently a requirement in 3 of the 5 Rhodes State academic divisions. Included in the redesign will be the separation of registration from orientation as well as integration of curriculum from the current SDE course.

3. **Comprehensive Early Alert System (CEAP)**. The Early Alert initiative has been selected for enhancement and to serve as the College's Quality Initiative, an accreditation compliance activity mandated by the Higher Learning Commission. CEAP will foster greater collaboration between Academic and Student Affairs by: (1) creating a culture of engagement for faculty and staff by providing professional development throughout the academic year; (2) promoting student engagement through the improvement of policies and procedures that currently limit faculty and staff's ability to best serve students; (3) enhancing current a interventions to increase academic success and (4) improving the access, sharing and utilization of data through a centralized data management system.

4. **Prior Learning Assessment (PLA)**. The Prior Learning Assessment initiative will continue to examine an effort to re-envision how to streamline the PLA process and the timeline for application and approval to support the completion agenda. This system will reduce the time to certificate and degree completion by allowing students to gain credit for experience, credit for non-academic learning and credit by examination. Consideration for current issues/barriers and policies/procedures will need reviewed.

5. **Guided Pathways.** The College's original Stackable Credentials/Pathway initiative will be reenvisioned to encompass the Ohio Association of Community College's Guided Pathways initiative which started November 2015 as a part of the Student Success Leadership Institute (SSLI). Guided Pathways is a state-wide initiative derived from the Completion by Design and the Achieving the Dream national efforts.

2014-16 COMPLETION PLAN REPORT – TEAM #1

A. Boot Camps

IMPLEMENTATION TEAM MEMBERSHIP

1. Dr. Richard Woodfield, Vice President, Academic Affairs (Liaison)
2. Mr. Chris Jebsen, Director of Advising/Co-Chair
3. Ms. Carol Schmidt, Dean of Nursing/Co-Chair
4. Ms. Traci Cox, Director of Admissions
5. Ms. Andrea Faber, Chair, Mathematics
6. Ms. Phyllis Henderson, Director of Community Outreach
7. Dr. Josekutty Nainaparampil, Mathematics Department

OPERATIONALIZATION TEAM MEMBERSHIP

1. Andrea Faber, Department Chair of Mathematics (Co-Chair)
2. Dr. Diana Ridgwell, Director of Academic Success Center (Co-Chair)
3. Dr. Nanette Smith, Director of Assessment & Quality Improvement
4. Dr. Josekutty Nainaparampil, Supervisor, Mathematics/Sciences/Engineering Skills, Academic Success Center
5. Mr. Will Wells, Dean of Arts and Sciences

DEFINITION

Boot camps: A process or period of time designed to assist the student in achieving success on the ACT by increasing/enhancing the student's knowledge of math.

IMPROVEMENT FOCUS DESCRIPTION

High school and adult students lack the necessary skills to succeed in their college courses, degrees or programs. Relying on developmental coursework or remediation is not sufficient as a mechanism for success, particularly in mathematics. Boot camps provide students an opportunity to increase or improve current math skills before taking college level courses which should lead to greater persistence, retention and completion.

MILESTONES/RESULTS

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Reviewed the dates for semester boot camps. Look at continuing to do them after the 1 Stops and confer with Admissions on orientation dates	Fall 2014	Fall 2014	Associate Dean of Academic Success Center determined the optimal dates for the math boot camps to be two months prior to each semester
Consulted with Math Department to determine software to be most effective in Math boot camps	Fall 2014	Summer 2015	Associate Dean of Academic Success Center met with mathematics faculty to integrate the EdReady program

Met with various constituent groups for scheduling of boot camps	April 2015	June 2015	Assistant Dean met with the Chair, Mathematics, Director of Marketing, Coordinator Testing and Accommodative Services, Director of Advising and Counseling, Director of Workforce Development, Director of Admissions, Associate VP of Academic Affairs, VP of Academic Affairs, Director of Distance and Innovative Learning, VP of Student Affairs and ABLE instructor
Reviewed Spring 2015 outcomes	May 2015	August 2015	Eight 2 hour boot camps were held with 34 students in attendance. Of the 8 students who completed both pre and post EdReady assessments; 24% improved their scores by 10% or more
Reviewed Summer 2015 outcomes	August 2015	January 2016	Five 2 hour boot camps were held with15 students in attendance. Of the 10 students who completed both the pre and post assessment; 40% improved their score by 10% or more

EXPERT TESTIMONY

Testimonial Experts:

1. Ms. Andrea Faber, Chair of Math (ED Ready Demo)
2. Dr. Diana Ridgwell, Associate Dean, Academic Success, Current Bootcamp Coordinator
3. Dr. John Fallon, Chair of Humanities
4. Ms. Phyllis Henderson, Director, Community Outreach: Completion Agenda, Plus 50 Program Grant
5. Mr. Rodney Null/Teresa Kremer: Math Instructors: Mentorship Program in Math
6. Ms. Heather Vennekotter, Director of Testing :Testing Center

I. Testimony

Question 1: What are the challenges of driving students' schedules with regard to boot camps?

- **Post-Testimony Summary:** Students have limited time on campus and finding the best times to meet can be difficult. Currently, the College offers a daytime and a nighttime boot camp on varied days.

Question 2: What is being planned to implement different options for boot camps?

- **Post-Testimony Summary:** Continue to work with the math department and use student feedback to edit the content.

Question 3: How does communication flow?

- **Post-Testimony Summary:** Communication flows from the Academic Support Center on planning, staffing and content. Marketing communication is from the Academic Success Center to Testing and Advising.

Question 4: What are we doing now to identify boot camp needs?

- **Post-Testimony Summary:** Exit evaluations from students and feedback from facilitators

Question 5: What would you like to change about the current boot camp process?

- **Post-Testimony Summary:** With the boot camps not being required, attendance remains low. Students who need it the most are not participating.

Question 6: How do you decide what boot camps you are going to offer each term?

- **Post-Testimony Summary:** We have edited the content several times based on student, facilitator, and math department input but otherwise, they remain relatively the same. We have changed the frequencies and the dates and time offered, trying to find the best time for students.

TECHNOLOGY RESEARCH & REVIEW

Technology Expert:

1. Rodney Null, Math Instructor

TECHNOLOGY	DETAILS	COMMENTS	APPROX COST
EDREADY	Software program that assesses student skill level and provides online practice	Used with current Math courses	$3,000 per year unlimited students
ALEKS	Previously used software	Similar to EdReady and has ability to track student progress	$15 per student. Going up to $20 per student soon. Too expensive if number of students increase

RECOMMENDATIONS & OPERATIONALIZATION:

1. Current Boot Camps are meeting the needs of this strategy.
2. Current Boot Camp software should be switched from ALEKS to EDREADY in order to better align with math curriculum.
3. Newly created COMPASS Prep materials on Testing Center website meet the Completion Plan needs.
4. Boot Camps in Reading and Writing are not necessary due to the ALP program which combines developmental English with College level English.
5. Participation by current developmental math students' needs to be encouraged for faster progression through developmental math modules.

Operationalization Status:

Operationalization Team is formed and meeting to review and schedule upcoming boot camps. Recommendation: Team is investigating ways to require mandatory participation for any student who is placed into developmental math for this initiative to have impact on student success. In fall 2016, the team will assess the impact of the new math modules and the multiple measure placement to see if these programs are having a positive impact on developmental math success or earlier placement of students into college level math. At that point the necessity of the boot camp will be evaluated.

Reviewed Fall 2015 outcomes	August 2015	January 2016	Nine 2-hour boot camps were held 12 students attended during Fall 2015. Four students took the pre and post assessment; 16.7% improved their score by more than 10%.
Scheduled Spring 2016 Boot Camps	November 2015	May 2016	Ten 2-hr sessions were held with 42 students in attendance including development math and apprentices from Dana Corp.) Of the twenty-three (23) who took both pre and post assessments and 70% improved their scores by 10%. Institutional Research is developing a report to identify future student success in math. Study groups were also expanded Spring 2016 to offer students weekly opportunities to practice math with facilitation by professional tutors
Schedule Future 2016-2017 Boot Camps	March 2016	On-Going	Boot camps for Summer are scheduled in July 2016

BUDGET & EFFICIENCIES

ACTIVITY/RESOURCE	COST/SAVINGS – ESTIMATE
EdReady Software	$3,000 per year
Marketing	$300 per year for flyers and handouts

2014-16 COMPLETION PLAN REPORT – TEAM #1

B. Orientation Redesign

IMPLEMENTATION TEAM MEMBERSHIP

8. Dr. Richard Woodfield, VPAA/Planning, Team #1 Liaison
9. Mr. Chris Jebsen, Director of Advising/Co-Chair
10. Ms. Carol Schmidt, Dean of Nursing/Co-Chair
11. Ms. Traci Cox, Admissions Director
12. Ms. Andrea Faber, Chair of Math
13. Dr. Josekutty Nainaparampil, Math
14. Ms. Phyllis Henderson, Director, Community Outreach

New Additions/Replacements:

1. Ms. Judi Mazzarelli, Associate Dean of Student Services (Co-Chair)
2. Dr. Antoinette Baldin, AVPAA, Team Liaison

OPERATIONALIZATION TEAM MEMBERSHIP

6. Dr. John Fallon, Department Chair of Humanities (Chair)
7. Dr. Nanette Smith, Director of Assessment & Quality Improvement
8. Ms. Cathy Kohli, Director of Financial Aid
9. Ms. Nora Beerline, Instructor of English

DEFINITION

Mandatory Orientation: All new degree or certificate seeking students must complete a mandatory orientation prior to registering for their first semester courses.

First Year Experience Course: A course designed for new students entering college who are seeking a degree or certificate.

IMPROVEMENT FOCUS DESCRIPTION

New student orientation will become mandatory and will include a redesigned format taken to the needs of specific student populations by providing face to face and on-line options for all academic groups, including on-line, transient, certificate, over 50 age group, consortium, transfer, CCP (on & Off campus) and veterans. Included in the redesign will be the separation of registration from orientation as well as redesign of the SDE1010, First Year Experience Course.

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Require mandatory orientation by Fall 2016	November 2014	Ongoing	In development
Creation of on-line orientation	December 2014	August 2015	Reviewed three party vendors; recommend in-house solution

Redesign SDE	November 2014	August 2015	Redesign completed
Create new leadership team for SDE (Student Development Education) 1010 redesign led by Chair, Humanities and select English faculty	April 2015	April 2015	Met with President and VPAA on design elements
Meet with constituent groups of the current configuration determine what changes are requested / needed to improve the course Student Learning Outcomes in the First-Year Experience course	April 2015	June 2015	Met with the following constituent groups: • Vice President for Academic Affairs • Academic Deans • Academic Department chairs • SDE Faculty (representative group) • Director of Advising • Non-academic Advisors • College Completion Implementation Committee Co-Chairs for Teams #1 & #2
Begin work to integrate financial literacy awareness activity in the redesigned course.	April 2015	August 2015	The target goal was 75% of students will score "C" or better in the Financial Literacy exercise. Data from fall semester 2015 showed 91% "C" or better on the Financial Literacy exercise
Increase student proficiency in study skills which includes knowing where to access the additional training in study skills	April 2015	August 2015	Create a Scavenger Hunt exercise to be implemented in Week Two of the course. Exercise requires the students to locate and visit the Academic Success Center
Train SDE faculty on revised course content	August 2015	August 2015	Eleven adjunct and full time faculty trained on new course content
Launch 8-week format of SDE for Fall 2015	August 2015	December 2015	During Fall 2015, 43 sections of SDE 1010 with new course content were offered on campus and at high schools

EXPERT TESTIMONY

Testimonial Experts:

1. Mr. Brad Kunz, Instructional Design - Topic: On-Line Orientation Module and Delivery
2. Ms. Tish Hatfield, Dean of Allied Health – Topic: Rigor of Health Programs
3. Mr. Chris Jebsen, Director of Advising and Traci Cox – Topic: New Student Orientation and 1 Stop

4. Dr. Rose Reinhart, Associate Vice President of Student Affairs - Topic: Registration of New Students and Stars Training
5. Mr. Will Wells, Dean, Arts & Sciences and Lisa Tracy, Chair of Social Sciences – Topic: SDE Instructors and SDE 1010
6. Ms. Cathi Kohli, Financial Aid – Topic: Financial Aid Literacy
7. Mr. Rodney Null and Teresa Kremer, Math Instructors - Topic: Mentorship Program in Math

II. **Testimony** – provided by several representatives of academic and student affairs personnel of the College. The discussion outlined below focuses on questions related to orientation redesign.

III. **Question 1: What are the consequences if the student does not attend?**

- **Post-Testimony Action:** Review College policy. Students will not be able to register for classes. Student may attend an on-line option in lieu of not attending face to face orientation in order to register for classes.

Question 2: What actions would be in place to ensure compliance?

- **Post-Testimony Action**: Attendance would be tracked via the Banner System. Admissions would reach out to students who did not attend.

Question 3: How does communication flow?

- **Post-Testimony Action**: Communication would be placed in the College catalog in the fall of 2016 to ensure that future students would be required to attend/ complete New Student College orientation.

Question 4: What are we doing now to identify orientation needs?

- **Post –Testimony Action**: The committee has identified New Student College Orientation is an essential component to ensure College success.

Question 5: How are we addressing technology?

- **Post-Testimony Action**: Technology would be utilized via CANVAS to deliver the on-line orientation in addition to serving as a resource for review of essential orientation topics.

Question 6: How do you see technology being leveraged for on-line orientation?

- **Post-Testimony Action**: CANVAS will be the vehicle used to deliver on-line orientation in addition to serving as repository for a variety of essential concepts related to academic success.

Question 7: What would you like to change about the current orientation process?

- **Post-Testimony Action:** The committee would like to see a comprehensive package with regard to orientation so that students are aware of College resources for student success.

Question 8: How do you decide what classes you are going to offer each term?

- **Post-Testimony Action:** Past experience, various chair requests and recent enrollment trends

Question 10: Is there a Banner report that will denote whether student College orientation occurred?

- **Post-Testimony Action** : This will be determined.

TECHNOLOGY RESEARCH & REVIEW

Technology Experts:

1. Ms. Traci Cox, Director of Admissions
2. Mr. Chris Jebsen, Director of Advising & Counseling
3. Mr. Brad Kuntz, Instructional Designer

TECHNOLOGY	DETAILS	COMMENTS	APPROX COST
Advantage Design Group	Best practices, as outlined in their webinar can be found at: https://www.student-orientation.com/	Webinar conducted with Team members, Student Affairs leadership and select Academic Affairs staff	$15,000-$30,000
Comevo	www.comevo.com	Conducted a demonstration on 3/4/15 of which a recorded version can be found on Youtube.	$15,000-$30,000
CANVAS	https://www.instructure.com/	In-house solution: modules can be delivered within Canvas platform	

RECOMMENDATIONS & OPERATIONALIZATION:

Recommendations:

1. Team 1 recommended that new student orientation be mandatory, either online or in person prior to registering for their first semester course.
2. Team recommended that due to high cost of outsourcing, online orientation modules should be completed in-house and be designed for various student segments.

3. Team recommended that the following statement be added to RSC catalog "all new degree or certificate seeking students must complete an orientation prior to registering for their first semester courses".
4. Team recommended that SDE 1010 be redesigned to allow for the addition of financial aid literacy, study skills and student support.

Operationalization Status: Mandatory Orientation will have operationalization team established for implementation. SDE 1010 Operationalization Team is established and monitoring impact to students on course content changes.

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Offer redesigned SDE in 8 week format in Fall 2015 and Spring 2016	August 2015	May 2016	In Spring 2016 semester, 28 sections of SDE offered; 38 sections planned for Fall 2016
Rewrite course into 15 week format to provide a greater level of student support throughout the student's first term	December 2015	August 2016	Provide student support through midterms and finals in partnership with Academic Success Center, which is not possible in the current 8-week SDE course format
Increase student GPAs to "C" or better for students taking SDE-1010 to promote student persistence	August 2015	On-Going	Institutional Research is collecting and analyzing student persistence data and retention data
Offer 15 week SDE 1010 format	August 2016	On-Going	Sections planned for Fall 2016

BUDGET & EFFICIENCIES

ACTIVITY/MILESTONE	COST - ESTIMATE
Orientation Redesign to occur in-house	$0

2014-16 COMPLETION PLAN REPORT – TEAM #2

C. Financial Aid Literacy

IMPLEMENTATION TEAM MEMBERSHIP

15. Dr. Rick Woodfield, VP for Academic Affairs, Team #2 Liaison
16. Ms. Tish Hatfield, Dean Allied Health – Team #2 Co-Chair
17. Ms. Cathy Kohli, Director Financial Aid – team #2 Co-Chair
18. Mr. Michael Epley, Academic Advisor
19. Dr. John Fallon, Chair Humanities
20. Ms. Deb Geis, Professor Nursing
21. Ms. Lisa Tracy, Chair Social and Behavioral Sciences
22. Ms. Sandra Kessler, Coordinator Co-ops and Internships

New Additions/Replacements as of August 2015

1. Dr. Tonette Baldin, Interim Vice President Academic Affairs, Team #2 Liaison
2. Dr. John Abbott, Chair Social and Behavioral Sciences

DEFINITION

Financial Aid Literacy is the ability to understand and analyze your finances and your financial opportunities including the incorporation and impact of student financial aid. Financial Aid Literacy empowers students to make appropriate decisions during and after their college studies; and through life.

IMPROVEMENT FOCUS DESCRIPTION

Financial Aid Literacy is one strategy that can prepare students for managing the cost of attendance and support their continued persistence in college. Paying for an education can be a difficult task, but even greater is the level of debt that graduates or drop-out students can accrue. As new students explore Rhodes State College for their post-secondary education, financial literacy needs to be an area of focus for all incoming students. Early preparation regarding financial literacy can assist students in learning how to pay for their education, as well as understanding their responsibility to pay back their debt.

MILESTONES/RESULTS

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Define FA Literacy	November 2014	December 2014	Approved by Implementation Team
Plan and gather information for financial aid literacy	December 2014	Ongoing	Recommendation that FA office continues to improve information distributed to students.
Pilot FA literacy Nursing 2525	December 2014	Ongoing	FA advisors deliver information to students on repayment, financial planning checklist, and students current student loan debt.

FA literacy assigned in SDE1010	December 2014	Ongoing	Financial literacy is presented in SDE1010 by instructors and is reviewed each term to make improvements to the information distributed and discussed with newly enrolled students
FA literacy assigned to online orientation	December 2014	October 2015	Online orientation has not been implemented. However, when the implementation occurs, it is recommended that a financial aid literacy module be incorporated.

EXPERT TESTIMONY

Testimonial Experts:

1. Ms. Cathy Kohli, Director Financial Aid

IV. **Testimony** – It's important for students to understand the financial aid process and how it can affect then as a current student and after graduation as they go into repayment. The need is to work with students as they prepare to budget their access financial aid for each term. Financial Aid literacy will also provide information on credit history and managing funds.

TECHNOLOGY RESEARCH & REVIEW

No technology required for this initiative.

RECOMMENDATIONS & OPERATIONALIZATION:

Recommendations:

1. The Committee recommends that financial aid literacy information be disseminated to all students who participate in the financial aid process at Rhodes State College.
2. The Committee recommends that the Financial Aid Office continues to improve information distributed to students. The FA Office should look for further opportunities to communicate with students on this topic. Areas of communication focus should include SDE courses and modules within face-to-face and online new student orientation programs.
3. The Committee recommends that Financial Aid Advisors deliver information to students on repayment, financial planning checklist, and students current student loan debt..

BUDGET & EFFICIENCIES

ACTIVITY/RESOURCE	COST/SAVINGS - ESTIMATE
Handouts available through Sallie Mae for student loan repayment and check list	$0
Financial aid information Financial Student Aid publications	$0

2014-16 COMPLETION PLAN REPORT – TEAM #2

D. Learning Communities

IMPLEMENTATION TEAM MEMBERSHIP

23. Ms. Letitia Hatfield, Dean Allied Health
24. Ms. Cathy Kohli, Director, Financial Aid
25. Dr. John Fallon, Chair, Humanities
26. Mr. Michael Epley, Academic Advisor
27. Dr. Joseph Abbott, Chair, Social and Behavioral Sciences
28. M. Deborah Geis, Assistant Professor, Nursing
29. Ms. Sandra Kessler, Coordinator, Cooperative Education

OPERATIONALIZATION TEAM MEMBERSHIP

10. Ms. Ann Best, Chair of OTA
11. Mr. Michael Epley, Academic Advisor
12. Mr. Jacob King, Instructor of English
13. Dr. Joseph Abbott, Chair of Social and Behavioral Sciences
14. Ms. Carol Schmidt, Dean of Nursing

DEFINITION

Learning Community**:** Paired courses, two or more courses taught in an interdisciplinary format to a cohort group of students.

Developmental Learning Communities. Two or more courses taught in an interdisciplinary format to a cohort group of students. One or more of the courses must be a developmental level course.

IMPROVEMENT FOCUS DESCRIPTION

Through Learning Communities, students will begin to bond with one another more quickly, which encourages them to engage more deeply with learning and foster stronger relationships with faculty and advisors-ultimately leading to the development of social and academic support networks. In Learning Communities, students' confidence in their abilities to learn, as well as their motivation to succeed, increased by creating a safe, supportive learning space. Due to this "engagement" and "involvement" students persist, are retained and complete at higher rates. There have been several pilot Learning Cohort programs initiated at Rhodes State in the past. All experienced an increase in retention.

MILESTONES/RESULTS

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Piloted Health and ALP Learning Community (LC) in Fall 2014	Summer, 2014	Fall, 2014	Fall 2014 Health LC vs. Non LC quantitative data showed LC GPA slightly lower (.02) but greater ability to move on in science sequence. Qualitative data showed scheduling difficulty in recruiting for this LC and closing of some courses due to low enrollment which impacted the consistency of group membership in identified courses for LC.
Reported results of Accelerated Learning Program (ALP) Learning Community	Fall 2014	Fall 2014	Grade B or better in Developmental Writing followed by a C or better in English Composition: 83% received B or better in non ALP; 100% in ALP
Reaffirmed list of courses currently delivered in Health Learning Community and place on Fall 2015 class list	Fall 2015	Fall 2015	Health Learning Community cohort placed on schedule for Fall 2015. Results pending from IR
Recommended expanding list of Health Learning Community courses to Spring semester offerings. Target offering-Spring 2016	Spring 2015	Summer 2015	Health Learning Community cohort placed on schedule for Spring 2016. Results pending from IR
Identified need for activities outside of the classroom as part of Learning Community	Summer 2015	Summer 2015	List of possible LC activities included in one hour sessions once a month was created
Identified need to expand Learning Community Pilot outside of the health division	Spring 2015	Spring 2015	Identified Public Service to be targeted for next Learning Community pilot

EXPERT TESTIMONY

Team #2 heard testimony from the following individuals:

Dr. John Fallon, Chair, Humanities - Types of Learning Communities and success rates
Mr. Michael Epley/Chris Jebsen, Advising - Rhodes State Health Learning Community Pilot Results
Ms. Ellen Wardzala, Chair, Biological and Physical Sciences - Developmental Science and BIO 1110 relationship
Ms. Andrea Faber, Chair, Mathematics - Developmental Math redesign
Ms. Angie Steele, Americorp Coach - role in student success
Dr. Diana Ridgwell, Associate Dean, Academic Success - Use of Academic Success Center in expansion of LC activities outside of the classroom

RHODES STATE COLLEGE

TECHNOLOGY RESEARCH & REVIEW

No additional technology was needed.

RECOMMENDATIONS & OPERATIONALIZATION:

Recommendation: Continue offering the Health Learning Community in first semester schedule for Fall 2015 and begin to offer a continuation of the Health Learning Community for the second semester for Spring 2016. Investigate other Learning Community opportunities.

Operationalization Status: Operations team was formed in January 2016 to continue the Health Learning Communities and expansion of Learning Communities.

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Reviewed pilot LC implementations	October 2015	November 2015	Team met with Completion Plan Implementation Leaders to review data collected from pilots and ongoing scheduling process. Reviews included: - Fall 2013 LC vs. Non LC: quantitative data showed LC GPA greater by .57; qualitative data showed 77% satisfaction and desire to continue in LC - Pilot Fall 2014 Academic LC vs. Non LC quantitative data showed LC GPA slightly lower (.02) but greater ability to move on in science sequence
Established scheduling of courses for the Fall 2016 Health LC	March 2016	April 2016	- Reviewed Fall schedule with Academic Advisor, Chairs and identified courses and schedule needed for learning communities. - Academic Advisor to recruit LC members for Fall 2016
Discussed establishment of additional LC communities	March 2016	On-going	- Team continuing to meet with other departments on LC opportunities with targets at Corrections/Human Services programs
Run Health LC	August	On-going	- Discuss results for Fall 2016 LC, schedule Spring 2017

BUDGET & EFFICIENCIES

ACTIVITY/RESOURCE	COST/SAVINGS – ESTIMATE
Marketing-Learning Community Cohort	$5000.00

2014-16 COMPLETION PLAN REPORT – TEAM #3

E. Virtual Advising

IMPLEMENTATION TEAM MEMBERSHIP

30. Dr. Daonian Liu, Director Center for Distance and Innovative Learning (Co-Chair)
31. Ms. Jeannette Passmore, Academic Success Coach Coordinator (Co-Chair)
32. Dr. Cynthia Spiers, Vice President for Student Affairs (Liaison)
33. Dr. Diana Ridgwell, Associate Dean for Student Success
34. Ms. Sylvia Altenburger, Learning Specialist
35. Mr. Aaron Beach, Instructor, Math
36. Ms. Nora Beerline, Instructor, English

New Additions/Replacements as of November 2015

3. Dr. John Berry, Vice President for Student Affairs (Liaison)
4. Mr. Daniel Hoppe, Director, Center for Distance and Innovative Learning (Co-Chair)
5. Angela Steele, Academic Advisor

OPERATIONALIZATION TEAM MEMBERSHIP

15. Ms. Judi Mazzarelli, Associate Dean for Student Services (Chair)
16. Ms. Christine Blaine, Coordinator, Learning Management System
17. Mr. Paul Burkholder, Instructor, Information Technology
18. Ms. Nora Beerline, Instructor, English
19. Mr. Anthony Dickman, Coordinator, Financial aid
20. Ms. Melanie Johnson, Academic Advisor
21. Ms. Jeannette Passmore, Academic Success Coach Coordinator (Co-Chair)

DEFINITION

Virtual Advising: Virtual advising leverages technology such as phones, online chat, text messaging, and web-conferencing to facilitate the relationship between advisor and advisee, as a supplement to face-to-face interaction, and to provide consistent information to students and other stakeholders.

IMPROVEMENT FOCUS DESCRIPTION

Rhodes State recognizes the need to expand touch-points with all students regarding academic advising. A virtual advising delivery system will engage students at the earliest pre-college touch points and reinforce the milestone completion points to advance students through to certificate and degree completion. The holistic intrusive model will promote the significance of COMPASS placement testing, as well as other placement indicators, to prospective students so that they will become more conceptually aware of gaps between their plans/expectations and real employment opportunities (Rassen, Chaplot, Jenkins, & Johnstone, 2013).

MILESTONES/RESULTS

This information was reviewed and revised by the Implementation Teams from the original Plan. Implementation Team Co-chairs have this information.

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Reviewed academic advising model	11/2014	12/2014	SWOT analysis completed, testimony gathered from advising stakeholders
Defined virtual advising initiative	12/2014	2/2015	Definition of virtual advising recommended to steering committee
Identified barriers to virtual advising	12/2014	2/2015	Barriers and potential solutions identified and provided to the steering committee
Evaluated virtual advising technology options	12/2014	6/2015	Two options selected for virtual advising
Made final recommendation		6/2015	Final recommendation on virtual advising definition, policy, and technology presented to the steering committee
Virtual advising technology selected	6/2015	10/2015	Funding for a pilot of Cranium Café awarded
Pilot of Cranium Café	3/2016		In progress

EXPERT TESTIMONY

Testimonial Experts:

2. Mr. Chris Jebsen, Director, Academic Advising
3. Ms. Diane Haller, Chair, Human Services
4. Ms. Tish Hatfield, Dean, Allied Health
5. Mr. Denny Maas, Assistant Professor, Engineering Technology
6. Ms. Angela Steele, Academic Advisor
7. Mr. Will Wells, Dean, Arts & Sciences
8. Mr. Steve Miller, Director, Institutional Research
9. Ms. Dorothy Kiel, Director, Quality and Assessment

V. **Testimony –** provided by faculty, staff, and academic advisors. The discussion focused on the questions below.

VI. **Question 1: What current practices involve advising students outside of a face-to-face meeting?**

- **Post-Testimony Summary:** Both faculty advisors and academic advisors use phone calls and emails to work with students. A majority of communication that does not happen in a face-to-face setting is done via email. The challenges of email include the non-synchronous function and potential miscommunication. Using email can also turn

answering a simple question into a lengthy exchange. It is also difficult to ensure that the conversation is occurring with a student and not someone claiming to be the student.

Question 2: What are some options for virtual advising solutions?

- **Post-Testimony Summary:** Phone, email, text messaging, web conferencing, social media, blogging, instant messaging, web pages, podcasts, and videos.

Question 3: What would be the purpose of virtual advising?

- **Post-Testimony Summary:** There is a need to expand the hours that academic advising is available. We also need to provide off campus students with the same quality of services that we provide to on campus students. In addition, information needs to be provided in a timely manner. The current website update process does not allow for quick updates.

Question 4: What functions would you like to see in a virtual advising tool?

- **Post-Testimony Summary:** Requested functionalities include screen sharing, data capture, video or other real-time capabilities, document sharing, FERPA compliant. The technology needs to be universal so that students will understand how to access it. Faculty would like to be able to use links and exchange documents.

Question 5: What are the institutional requirements for virtual advising?

- **Post-Testimony Summary:** There are currently no policies or procedures in place for advising via electronic means. Some items that would need to be developed include documentation guidelines, security guidelines, registration policies, promising practices, and how technology will be incorporated into the current advising workload. One-on-one access to advisors is a critical element of virtual advising so there will need to be a focus on developing interactions and touchpoints.

TECHNOLOGY RESEARCH & REVIEW

Technology Experts:

1. Mr. Showkat Choudhury, Director of Information System
2. Mr. Adrian Sierra, Technician, Instructional Technology

TECHNOLOGY	DETAILS	COMMENTS	APPROX COST
SightMax Live Chat	Text based chat software that is FERPA compliant. Licenses for administrative users are purchased individually.	Limited to text only.	$2,500 annually
Cranium Cafe	Web-based virtual office software.	Provides an in office experience at a distance.	Based on FTE

RECOMMENDATIONS & OPERATIONALIZATION:

Recommendation: Team 3 recommends the implementation of a Cranium Café Pilot for the 2016-2017 academic year as a first step in virtual advising due to cost, user ease, and impact. Based on research, Cranium Café has been identified as user friendly, FERPA Compliant, and its ability to be used by all campus constituents. It provides the ability to connect with students in a timely manner. The following implementation steps are recommended:

1. Installing Cranium Café services for supervisor identified users in academic advising, financial aid, records, and the Academic Success Center. In addition, there will be several faculty spots available. (Timeline attached as Appendix A.)
2. Training selected operators on end-user navigation, documentation requirements, FERPA related items, student authentication, and customer service.
3. Install the required Cranium Café code on the webpages for the identified departments.
4. Schedule, promote and train relevant personnel within identified departments.
5. Assess pilot of Cranium Café and adjust procedures on a quarterly basis.

Operationalization Status: A Special Activities Grant was awarded in the amount of $3,000 for a one year pilot of Cranium Café services. This will allow for a limited number of administrative users (academic and student affairs staff, faculty, and integration with Canvas if desired).

1. Pilot users have been identified.
2. A test of Canvas integration has been done using the Canvas test site.
3. Webcams have been secured for pilot users.
4. Cranium Café has provided an onboarding document.
5. Webpages have been selected for Cranium Café links.
6. An implementation timeline was developed and modified where necessary.
7. An operational team has been identified.

BUDGET & EFFICIENCIES

ACTIVITY/RESOURCE	COST/SAVINGS - ESTIMATE
Special Activities Grant – Pilot	$3000.00
Cost of Full Implementation	Based upon FTE per college cost of $7.90. Estimated cost to Rhodes State - $19,884

2014-16 COMPLETION PLAN REPORT – TEAM #3

F. Early Alert

IMPLEMENTATION TEAM MEMBERSHIP

37. Dr. Daonian Liu, Director Center for Distance and Innovative Learning (Co-Chair)
38. Ms. Jeannette Passmore, Academic Success Coach Coordinator (Co-Chair)
39. Dr. Cynthia Spiers, Vice President for Student Affairs (Liaison)
40. Dr. Diana Ridgwell, Associate Dean for Student Success
41. Ms. Sylvia Altenburger, Learning Specialist
42. Mr. Aaron Beach, Instructor, Math
43. Ms. Nora Beerline, Instructor, English

New Additions/Replacements as of November 2015

6. Dr. John Berry, Vice President for Student Affairs (Liaison)
7. Mr. Daniel Hoppe, Director, Center for Distance and Innovative Learning (Co-Chair)
8. Angela Steele, Academic Advisor

OPERATIONALIZATION TEAM MEMBERSHIP

1. Faculty Member from Division of Nursing
2. Faculty Member from Division of Business and Public Safety
3. Faculty Member from Division of Allied Health
4. Faculty Member from Division of Arts and Sciences
5. Representative from Faculty Senate
6. Representative from the Academic Leadership Team
7. Representative from the Student Affairs Leadership Team
8. Director of Academic Advising
9. Associate Dean of Student Success
10. Student Representative

DEFINITION

An Early Alert Program is a proactive system of communication and collaboration of faculty, staff and students to promote academic success via the provision of early intervention to students identified as needing additional academic and social support. Rhodes State College uses a comprehensive, faculty initiated, communication system to increase student retention and success by connecting academically at-risk students with intensive and comprehensive interventions to promote positive academic behaviors.

IMPROVEMENT FOCUS DESCRIPTION

Providing assistance early in the semester is very important to students' success. Rhodes State recognizes an opportunity to increase persistence and retention rates of its students. College Preparation and Intervention, offers a series of procedures, processes, programs and services that promote student development and skill acquisition among targeted, at-risk populations. This myriad of support is designed to ensure that students experiencing academic difficulty, or who are at-risk for poor academic performance, have the necessary assistance to complete individual courses and course sequences leading to certificate and degree completion.

To promote course completion, as well as credentialing, at Rhodes State College (RSC), included among these supportive measures is a fully functional early alert and intervention system, bolstered by technology.

MILESTONES/RESULTS

This information was reviewed and revised by the Implementation Teams from the original Plan. Implementation Team Co-chairs have this information.

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Reviewed previous early alert efforts and research on early alert	11/2014	2/2015	SWOT analysis completed, current practices identified, testimony gathered from faculty and staff
Researched early alert technology	2/2015	5/2015	Starfish, Dropout Detective, Owens Community College system were reviewed and evaluated. It was recommended that RSC design and develop an early alert system in-house.
Initial design of early alert system	5/2015	8/2015	Developed system within STARs and tested it prior to fall 2015.
Campus wide implementation	8/2015	12/2015	85% participation from faculty was achieved. Team recommended refining of intervention practices by coaches and advisors.
Minor updates to early alert statuses	1/2016	1/2016	Team recommended and removed some update statuses that were not being utilized.
Improvements to submission and documentation options.	6/2016	6/2016	Team streamlined the submission screen and added additional fields to the documentation screen to make data collection more efficient.

EXPERT TESTIMONY

Testimonial Experts:

1. Director of Institutional Research
2. Director of Academic Advising
3. Dean of Academic Support Programs,
4. Director of Information Technology,
5. Senior Programer
6. Director of Academic Advising at Owens Community College
7. Registrar
8. Assistant Vice-President for Academic Affairs
9. Dean Will Wells
10. Chair Diane Haller
11. Dorothy Kiel, Institutional Research
12. Dean Tish Hatfield
13. Denny Maas, faculty member

14. Angela Steele, AmeriCorps Completion Coach.

VII. **Testimony –** provided by faculty, staff, and academic advisors. The discussion focused on the questions below.

VIII. **Question 1: What, if any, current practices are there with early intervention for students at risk?**

- **Post-Testimony Summary:** The AmeriCorps Completion Coach had worked with SDE and developmental math courses in the 2013-14 academic year. The focus was primarily on attendance issues. Students in the clinical portion of the health programs receive intrusive interventions from the faculty and faculty advisors. This is done on an informal basis.

Question 2: What are some barriers with introducing an early alert process?

- **Post-Testimony Summary:** Software used in previous early alert initiatives was cumbersome and added significant steps to the faculty side of the alert process. There was a lack of follow-up with the alerting faculty to inform them of any interventions taking place with the student. There was no formal follow-up after the alert was issued. The overall process lacked a formal assessment process.

Question 3: What would faculty and staff like to see from an early alert system?

- **Post-Testimony Summary:** It should be integrated with tools that faculty use regularly such as the LMS or STARs. Early course assessment will be key to the success of the program. There needs to be a way to 'close the loop' and let faculty know what is happening with the alerts. In addition, documenting alerts and providing additional assistance to students with multiple alerts would be beneficial. Academic advising needs to be integral in the development of early alert and the associated practices.

TECHNOLOGY RESEARCH & REVIEW

Technology Experts:

3. Mr. Showkat Choudhury, Director of Information System
4. Mr. Adrian Sierra, Technician, Instructional Technology

TECHNOLOGY	DETAILS	COMMENTS	APPROX COST
Dropout Detective	A Canvas integrated technology that uses LMS analytics to alert faculty to students who may be at risk.	Only works within Canvas. Alerts cannot be manually triggered by faculty of seated courses.	$24,000 annually

RECOMMENDATIONS & OPERATIONALIZATION:

Recommendations:

1. **After a review of several pre-existing, purchasable early alert technologies, Team 3 recommended that RSC design and develop an early alert system in-house.**
2. **After an initial pilot implementation of the self-designed early alert program, Team 3 recommended refining of intervention practices by coaches and advisors. The Team also recommended and implemented the removal of some update statuses that were not being utilized. Finally, the Team streamlined the submission screen and added additional fields to the documentation screen to make data collection more efficient.**

BUDGET & EFFICIENCIES

ACTIVITY/RESOURCE	COST/SAVINGS - ESTIMATE
Indirect Costs Only such as human capital, time spent on the program, etc.	$0

2014-16 COMPLETION PLAN REPORT – TEAM #4

G. Course Modularization

IMPLEMENTATION TEAM MEMBERSHIP

44. Ms. Becky Burrell, VP for Institutional Effectiveness/Planning, Team #4 Liaison
45. Ms. Judi Mazzarelli, Associate Dean of Student Services - Team #4 Co-Chair
46. Dr. Nanette Smith, Director of Assessment & Quality Improvement - Team #4 Co-Chair
47. Ms. Cyndi Brandehoff, Instructor, Physical Therapy Assistant Program (Original Member)
48. Ms. Theresa Iiames, Nursing Retention Coordinator
49. Ms. Dorothy Kiel, Director of Assessment (Original Member)
50. Ms. Brenda Wolber, Academic Advisor (Original Member)
51. Mr. Roger Young, Interim Dean, College of Business/Public Service (Original Member)

New Additions/Replacements as of June 2015:

3. Ms. Alissa Zimmerman, Assistant Registrar
4. Ms. Nadine Gurto, Room Scheduling Specialist
5. Mr. Steve Stiles, IT Instructor

OPERATIONALIZATION TEAM MEMBERSHIP

22. Ms. Andrea Faber, Math Department Chair - Operationalization Team Co-Chair
23. Mr. Steve Stiles, IT Instructor - Operationalization Team Co-Chair
24. Mr. Lucas Fullenkamp, Academic Success Coach
25. Ms. Cheryl Grant, Mathematics Instructor
26. Dan Hoppe, Director of Center for Distance and Innovative Learning
27. Ms. Angela Steele, Academic Advisor
28. Mr. William Wells, Dean of Arts and Sciences
29. Mr. Alissa Zimmerman, Assistant Registrar

DEFINITION

Course Modularization – Breaking subjects into smaller units (or modules) which can be studied in sequence or separately (adapted from MIT).

IMPROVEMENT FOCUS DESCRIPTION

The modularization of courses, if appropriate, may be one of those interventions that allows students to move through coursework in a timely, efficient and cost effective manner along the path to successful completion. Modularizing courses will enable students to concentrate on the course content (i.e. student learning outcomes) which they are unsuccessfully meeting, subsequently allowing them to repeat only a portion of a course. Additionally, course modularization will allow students to make the necessary adjustments within the course and avoid repeating course content already achieved.

MILESTONES/RESULTS

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Identify courses with greatest rate of unsuccessful completion.	Summer 2014	Summer 2014	Developmental math was identified as the set of courses with the low pass rates and therefore the first set of courses to be modularized.
Determine which courses would undergo modularization.	Summer 2014	Summer 2014	The courses determined for modularization were: ▪ Basic College Mathematics (MTH0723) ▪ Pre/Introductory Algebra (MTH0833) ▪ Pre-College Algebra (MTH0843) ▪ Intro/Intermediate Algebra (MTH0953)
Assign/train faculty on modularized courses.	Summer 2014	Ongoing	The Chair of the Mathematics department was assigned to lead the developmental math course modularization and faculty training.
Review policy/systems impact and needed change.	Spring 2015	Ongoing	Revised/new policy and systems development.
Develop Curriculum map for developmental math courses.	Spring 2015	Spring 2016	Curriculum maps for MTH0723, MTH0833, MTH0843 and MTH0953 were revised by the Mathematics department to reflect changes made for the new modularized courses: ▪ College Prep Math 1 (MTH0901) ▪ College Prep Math 2 (MTH0902) ▪ College Prep Math 3 (MTH0903) ▪ College Prep Math 4 (MTH0904)
Develop appropriate course modules based upon content (SLO's).	Spring 2015	Spring 2016	The mathematics department reviewed the content for developmental math courses (MTH0723, MTH0833, MTH0843 and MTH0953) and combined or revised content to create the series of modularized developmental math course (MTH0901, MTH0902, MTH0903 and MTH0904).
Develop assessment plan for each developmental math modularized course that permits assessment of modularized course compared to the same traditional developmental math course.	January 2015	Spring 2015	The Mathematics department is currently capturing information for inclusion in the assessment plan for modularized developmental math courses.
Curriculum Committee reviews proposed	January 2015	March 2015	The new modularized developmental math courses were reviewed by the

modularized developmental math course(s).			following Shared Governance committees/councils during AY 2014-15: Developmental Education Committee, Curriculum Committee, Academic Council and College Senate.
Train advisors on managing developmental math modularized courses.	March 2015	March 2015	During spring 2015, the Mathematics department Chair attended several Advising meetings to review the process for advising students into the new modularized math courses during summer/fall 2015. Continuous training has been provided to advisors throughout AY 2015-16.
Advise students into developmental math modularized courses.	Spring 2015	Ongoing	Began advising students into modularized math courses during spring/summer semester 2015.
Modularized developmental math courses offered.	Fall 2015	Ongoing	Modularized courses were offered during summer 2015 and throughout AY 2015-16. During AY 2015-16, 46 sections of the modularized math were offered. The schedule of offerings for summer/fall 2016 are: ▪ Summer 2016: 6 sections ▪ Fall 2016: 16 sections.
Conduct assessment of developmental math modularized courses.	Spring 2016	Ongoing	The Mathematics department is currently capturing information for inclusion in the assessment plan for modularized developmental math courses.
Improvements based upon assessments.	Fall 2016	Ongoing	

BASELINE DATA & OUTCOMES

Review of success rates for developmental math was conducted to compare and contrast pre and post modularized sections. The implementation team reviewed historical data for all developmental math courses for the following academic years: 2012-13, 2013-14 and 2014-15. Baseline data for this initiative was established to be 2014-15 since 2015-16 was the year modularized developmental math courses was implemented. Upon completion of the spring 2016 term, a comparison of the percentage difference between the modularized course pilot (for each term during 2015-16) and baseline data (2014-15) was conducted. Baseline data and outcomes are summarized in the tables.

Academic Year/Term	n (students)	Success Rates (C or above)	
		N	Y
2014-15 (baseline)	638	45.3%	54.7%
2015-16*	**783**	**31.4%**	**68.6%**
Summer 2015	103	31.1%	68.9%
Fall 2015	427	32.2%	69.8%
Spring 2016	253	33.6%	66.4%

*Implementation of modularized developmental math courses.

Academic Term	Success Rates After Modularization	
	% C or above	% Difference
2014-15 (baseline)	54.7%	13.9%

*Year (2015-16) when modularized developmental math courses were implemented.

EXPERT TESTIMONY

Expert testimony was provided by various stakeholders at the College to provide insight and help the implementation team determine the impact of *Course Modularization* of new developmental math courses on student progress/completion. Testimony was provided on:

- November 21, 2014
  1. Dr. Paul Dettmann, IT/ET Instructor
  2. Ms. Andrea Faber, Math Department Chair
  3. Dr. Mathew Kinkley, Executive Director of WEDCE

- July 9, 2015
  1. Ms. Jeannette Passmore, Academic Advisor
  2. Mr. Chris Jebsen, Director of Advising

- October 13, 2015
  1. Ms. Andrea Faber, Math Department Chair

Representatives from academics and workforce who had prior experience with modularized courses provided testimony to give general understanding of how others (in and outside the institution) defined "modularization." Additionally, testimony was provided by the math department Chair as to the progress being made (through Shared Governance) on development, approval and implementation of the new modularized developmental math courses. Advising gave insights related to the process used and effectiveness of advising students into the new modularized developmental math courses (summer/fall 2015) and the math department Chair provided additional testimony related the outcomes from implementation of the first modularized developmental math courses during summer semester 2015.

TECHNOLOGY RESEARCH & REVIEW

No technology required for this initiative.

RECOMMENDATIONS & OPERATIONALIZATION

Recommendation: As a result of the information presented during testimony, in addition to review of baseline and success data for developmental math courses pre and post modularization, Implementation Team #4 recommended the following actions be taken as part of the operationalization of the *Course Modularization* Strategy:

1. Review outcomes data from summer/fall 2015 and use the information to develop an action plan and corresponding assessment plan for modularized developmental math courses.

2. Develop a curriculum map for modularized developmental math courses and review with representative faculty from academic divisions.

3. Create a policy and procedure for future modularized course development that includes training/ professional development for faculty and academic advisors. Policy/procedure development should consider: (1) the addition of a short break between 1st and 2nd 8 week courses to allow for final exams, grading, and to give time for students to transition into the next modularized course; (2) room scheduling to address time blocks for proper alignment of modularized course and exam schedule; and (3) a formalized advising FAQ sheets be created to allow for proper communication and information being provided to students prior to registering for modularized courses.

4. Review data for gatekeeper courses to determine the value of additional course modularization efforts.

Operationalization Status: Outlined below is a summary of activities and outcomes for the pilot modularization of developmental math courses.

PILOT ACTIVITY	START DATE	END DATE	OUTCOMES
Curriculum maps for MTH0723, MTH0833, MTH0843 and MTH0953 were revised by the mathematics department to reflect changes made for the new modularized courses: ▪ College Prep Math 1 (MTH0901) ▪ College Prep Math 2 (MTH0902) ▪ College Prep Math 3 (MTH0903) ▪ College Prep Math 4 (MTH0904)	Fall 2015	Spring 2016	The Mathematics department revised the curriculum maps and math faculty reviewed during training sessions with Director of Assessment & Quality Improvement.
Review the content for developmental math courses (MTH0723, MTH0833, MTH0843 and MTH0953).	Fall 2014	Spring 2015	The Mathematics department combined or revised content to create the series of modularized developmental math course (MTH0901, MTH0902, MTH0903 and MTH0904).

Capture information for inclusion in the assessment plan for modularized developmental math courses.	June 2015	Spring 2016	The Mathematics department recorded assessment activity in eSIEPS for developmental math courses for AY 2014-15 and have recorded updated assessment of the modularized development courses for the 2015-2016 year.
Review by the following Shared Governance committees/councils during AY 2014-15: Developmental Education Committee, Curriculum Committee, Academic Council and College Senate.	January 2015	March 2015	The new courses: ▪ College Prep Math 1 (MTH0901) ▪ College Prep Math 2 (MTH0902) ▪ College Prep Math 3 (MTH0903) ▪ College Prep Math 4 (MTH0904) were reviewed by the following Shared Governance committees/councils during AY 2014-15: Developmental Education Committee, Curriculum Committee, Academic Council and College Senate.
Provide training to advisors throughout AY 2015-16 regarding the new modularized developmental courses.	March 2015	Ongoing	Continuous training has been provided to advisors throughout AY 2015-16.
Advise students into modularized math courses during spring/summer semester 2015.	Spring 2015	Ongoing	Students began being advised into modularized math courses during spring/summer semester 2015.
Offer modularized courses during summer 2015 and throughout AY 2015-16.	Fall 2015	Ongoing	Modularized courses were offered during summer 2015 and throughout AY 2015-16. During AY 2015-16, 46 sections of the modularized math were offered. The schedule of offerings for summer/fall 2016 are: ▪ Summer 2016: 6 sections ▪ Fall 2016: 16 sections.
Improvements based upon assessments.	Fall 2016	Ongoing	The mathematics department continually reviews the content of the developmental mathematics modules to align with the mathematics pathway courses.

The policy and procedure for developing future modularized courses which includes training and professional development for faculty and academic advisors is currently in process. The Offices of Academic Affairs and Student Affairs are working collaboratively to draft a policy/procedure that is adaptable for the variety of program offerings and include: (1) the addition of a short break between 1st and 2nd 8 week courses to allow for final exams, grading, and student transition time into their next modularized course; (2) alignment of time blocks with room scheduling to address ensure proper scheduling of final exams; and (3) creation of a formal advising process/FAQ sheets to ensure proper communication/dissemination of information to students

prior to registering for modularized courses. The target date for completing the development of course modularization policy and procedures is spring 2017.

BUDGET & EFFEICIENCIES

No additional budgetary items are required for this initiative. With the modularization, developmental math courses have been realigned to create a better pathway for students to take their required level math course(s). Therefore, due to modularization of developmental math the number of credit hours students would be required to take is less than in previous years which also reduces time to degree and overall cost* (see below).

Before Modularization of Developmental Math				
	Statistics Pathway	**College Algebra Pathway**	**Topics (now Quantitative Reasoning)**	**Math of Business**
Placed in the lowest section of developmental math (*optional 7 credit hour class in place of the 10 credit hour course but very few students did this).	10 credits $1,601.90	10 credits $1,601.90	5 credits $800.95	3 credits $480.57
Placed in a higher section developmental math that matriculates directly to college level math course.	5 credits $800.95	5 credits $800.95	5 credits $800.95	3 credits $480.57
After Modularization of Developmental Math				
	Statistics Pathway	**College Algebra Pathway**	**Topics (now Quantitative Reasoning)**	**Math of Business**
Placed in the lowest section of developmental math (only 16% of students placed at this level).	6 credits $961.14	8 credits $1,281.52	3 credits $480.57	1 credit $160.19
Placed into the 2nd module.	5 credits $800.95	7 credits $1,121.33	NA	NA
Placed into the 3rd module.	NA	5 credits $800.95	NA	NA
Placed in highest section developmental math (could be 1st, 2nd, 3rd or 4th module depending on pathway) that matriculates directly to a college level math course.	3 credits $480.57	2 credits $320.38	2 credits $320.38	1 credit $160.19

*Cost is estimated using a tuition rate (in-state) of $160.19/credit hour.

2014-16 COMPLETION PLAN REPORT – TEAM #4

H. Student Centered Scheduling

IMPLEMENTATION TEAM MEMBERSHIP

52. Ms. Becky Burrell, VP for Institutional Effectiveness/Planning, Team #4 Liaison
53. Ms. Judi Mazzarelli, Associate Dean of Student Services - Team #4 Co-Chair
54. Dr. Nanette Smith, Director of Assessment & Quality Improvement - Team #4 Co-Chair
55. Ms. Cyndi Brandehoff, Instructor, Physical Therapy Assistant Program (Original Member)
56. Ms. Theresa Iiames, Nursing Retention Coordinator
57. Ms. Dorothy Kiel, Director of Assessment (Original Member)
58. Ms. Brenda Wolber, Academic Advisor (Original Member)
59. Mr. Roger Young, Interim Dean, College of Business/Public Service (Original Member)

New Additions/Replacements as of June 2015:

6. Ms. Alissa Zimmerman, Assistant Registrar
7. Ms. Nadine Gurto, Room Scheduling Specialist
8. Mr. Steve Stiles, IT Instructor

OPERATIONALIZATION TEAM MEMBERSHIP

30. Dr. Tonette Baldin, Associate Vice President of Academic Affairs (Co-Chair)
31. Dr. Rose Reinhart, Associate Vice President of Student Affairs (Co-Chair)
32. Dr. Ken Baker, Dean, Business, Technologies & Public Service
33. Dr. Denise Bowers, Chair, Dental Hygiene
34. Mr. Paul Burkholder, Interim Chair, Information & Emerging Technology
35. Mr. Michael Epley, Academic Advisor
36. Mr. Tony Jackson, Senior Analyst/Programmer, Information Systems
37. Mr. John Livingston, Assistant Professor, Business Administration

DEFINITION

Student Centered Scheduling – Facilitation of course offerings that maximize student satisfaction of time, place and format with consideration of practical constraints of faculty availability and facility limitations.

IMPROVEMENT FOCUS DESCRIPTION

Maximize student scheduling options and reduce overall classroom space demand through the implementation of standard class hours and reduce the clustering of core courses during the same, peak times.

MILESTONES/RESULTS

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Institutional Research Analysis Testimony	October 2014	December 2014	Research provided on times courses offered (COMPLETE)
IR Survey	October 2014	December 2014	Coffee for Comments conducted (COMPLETE Dec. '14)
Examine existing trend/baseline data to access course enrollment trends	March 2014	March 2015	-Data from IQ Session from Fall 2015 shows that room utilization is at 35.04% for the campus. A deeper look at this data prompted a review of times that courses were being scheduled and rooms utilized. -IR provided summary data on course enrollment by time and it illustrated that there are peak times/hours that classes are being scheduled. COMPLETE
Course Scheduling Policy Development	November 2014	January 2015	Recommendation made to Completion Plan Steering Committee (COMPLETE)
Explore various course management software (CMS)	November 2014	June 2015 (revised date: original end date was March 2015)	Reviewed 5 technologies: 1.Student Success Plan (SSP) 2.Ellucian Degree Works 3.College Scheduler 4.IQ Session 5.CourseLeaf Section Scheduler (COMPLETE)
CMS Selection and Recommendation Offered	June 2015	January 2016	Recommendation made to purchase CourseLeaf Section Scheduler (CLSS) by LeepFrog (COMPLETE)
CMS Implementation		Live Fall 2017	Expected to be live Fall 2017
Communicate new system to students	January 2017	Spring 2017	Not started
Training & Professional Development for faculty & staff	January 2017	August 2017	Not started

EXPERT TESTIMONY

Testimonial Experts:

8. Ms. Nadine Gurto, Room Scheduling Specialist
9. Ms. Cathy Kohli, Director of Financial Aid
10. Ms. Jeannette Passmore, Academic Advisor
11. Dr. Rose Reinhart, Associate Vice President of Student Affairs

12. Mr. Will Wells, Dean, Arts & Sciences
13. Dr. Richard Woodfield, Vice President for Academic Affairs

IX. **Testimony** – provided by several representatives (academic and student affairs) of the College. The discussion outlined below focuses on five (5) key questions in order to gather additional insight related to **Student Centered Scheduling.**

X. **Question 1: What are the challenges of driving students' schedules?**

- **Post-Testimony Summary:** Review college policy for Course Scheduling; create recommendation (Team #4) and forward to Academic Affairs.

Question 2: What is being planned to implement different options for scheduling?

- **Post-Testimony Summary**: Need exists to identify a college staff/faculty member who will be responsible for scheduling and to ensure accountability. Perhaps a departmental Chair with Dean oversight? …. CourseLeaf may be the answer as it has a built-in "rules" component which must be adhered to when building a schedule.

Question 3: How does "scheduling" communication flow?

- **Post-Testimony Summary**: Recommendation to be made by Team #4 for Academic Affairs to review communication flow of course changes and development (ensuring information travels to Registrar's Office, Room Scheduling and Advising)

Question 4: How do you see technology being leveraged for student centered scheduling?

- **Post-Testimony Action**: Determine a way of collecting analytics (similar to what Amazon uses to determine what's popular or how many "hits"). A day/time map for students to "see the schedule they are building" is requested as well as a mobile application.

Question 5: What would you like to change about the current course scheduling process?

- Providing a schedule for more than one semester at a time
- Having a wait list available
- Better communication throughout the process
- No changes in course times after registration has begun
- Adding sections rather than cancelling classes

- **Post-Testimony Action**: Resolve and enforce common block times. Use data to identify, create and clearly market various new cohort pathways.

RHODES STATE COLLEGE

TECHNOLOGY RESEARCH & REVIEW

Technology Experts: (attended software viewing and provided input):

1. Dr. Ken Baker, Dean, Business & Public Service
2. Dr. Tonette Baldin, Associate Vice President of Academic Affairs
3. Mr. Showkat Choudhury, Director of Information Systems
4. Ms. Tish Hatfield, Dean, Allied Health
5. Tony Jackson, Senior Analyst/Programmer, Information Systems
6. Dr. Rose Reinhart, Associate Vice President of Student Affairs
7. Ms. Carol Schmidt, Dean, Nursing
8. Mr. Will Wells, Dean, Arts & Sciences

TECHNOLOGY	DETAILS	COMMENTS	APPROX COST
Student Success Plan (SSP)	Developed through Gates Foundation Grant at Sinclair College	Conversation with Sinclair: "it is a case management/holistic suite used by advising. MAP is included (academic plan). No scheduling features.	Free
Ellucian Degree Works	Comprehensive academic advising, transfer articulation and degree audit solution	Includes degree audit feature. Banner is now "Ellucian".	No price was quoted; but Banner/Ellucian products known to be very costly
CourseLeaf Section Scheduler (CLSS)	Courses entered while working within school scheduling rules (staying within blocks, etc.)	4 major components: -Build schedule -Validate schedule -Approve schedule -Publish offerings	$25K first year; $20K second year, etc.
College Scheduler	Ability to download spreadsheets of all course demand information. Find out # of students planning for which courses	Banner compatible; "heat map" which shows what timeframe students are choosing -	1 time setup fee of $5K; minimum/year=$15K maximum/year=$30K
IQ Session	-Not currently Banner compatible	Currently utilized by Room Scheduling	-would require additional licenses -Charge and implementation delay for Banner integration

RECOMMENDATIONS & OPERATIONALIZATION:

Recommendation: As a result of the information presented during testimony, room utilization as well as course enrollment data and review of available Course Management System software/technology, Implementation Team #4 recommends the following actions be taken as part of the operationalization of the *Student Centered Scheduling* Strategy:

1. Academic Dean's Council (ADC) to update the draft Scheduling Policy based on the feedback provided by Team#4.
2. ADC to draft a scheduling procedure and submit to Team #4 for review and feedback.. In addition, the ADC should submit the new scheduling policy and procedure through Shared Governance to be reviewed by the following committees: Academic Council, GenEd/DevEd Committee, and other councils and committees as needed.
3. CourseLeaf Section Scheduler (CLSS) to be purchased and implemented by Fall 2017.

Operationalization Status:

The operational team has been identified and will begin to meet in August once faculty to return. The "rules" for scheduling have been defined and space capacity is being researched with finalization Fall 2016.

BUDGET & EFFICIENCIES

ACTIVITY/MILESTONE	COST - ESTIMATE
Examine existing trend/baseline data to assess course enrollment trends	$0
Scheduling Policy Development	$0
Institutional Research Analysis/Testimony	$0
IR Survey – Student Focus Groups	$200 (Coffee for Comments)
Explore various CMS (Course Management Software)	$0
CMS Implementation	Software $25K first year; $20K second year and thereafter
Communicate new system w/ students	$500 (marketing & development of communications)
Training & Professional Development for faculty & staff	$500 (marketing & development of communications – perhaps online video)

2014-16 COMPLETION PLAN REPORT – TEAM #5

I. Prior Learning Assessment (PLA)

IMPLEMENTATION TEAM MEMBERSHIP

60. Dr. Cynthia Spiers, VP for Student Affairs, Team #5 Liaison
61. Ms. Beth Burnett, Project Coordinator, Education & Quality Technology, Team #5 Co-Chair
62. Prof. Will Wells, Dean of Arts & Sciences, Team #5 Co-Chair
63. Prof. Paul Dettmann, Instructor, Integrated Technology (Original Member)
64. Ms. Kitt Horn, Off-Site Coordinator, Student Affairs (Original Member)
65. Prof. Cheryl Kuck, Chair and Instructor, Medical Assisting (Original Member)
66. Ms. Margo Meyer, Director, Advanced Manufacturing & Initiatives (Original Member)
67. Ms. Krista Richardson, Director, Career Services (Original Member)

New Additions/Replacements as of September 2015:

9. Dr. John Berry, VP for Student Affairs, Team #5 Liaison

OPERATIONALIZATION TEAM MEMBERSHIP

This initiative will be continued in the 2016-2018 Completion Plan

DEFINITION

Prior Learning Assessment: The process of evaluating non-credit instruction, awarding credit for recognized proficiencies that equate to specific courses offered at the institution. (PLA with a Purpose – Ohio Board of Regents, University System of Ohio).

IMPROVEMENT FOCUS DESCRIPTION

Rhodes State's Institutional Research Department provided data for the award of PLA during FY -11-12, FY '12/13, FY 13/14. When compared against tabulated PLA awards from other two year colleges, Rhodes State was shown to lag behind most Ohio public sector two year colleges in the number of PLA credits awarded. A Prior Learning Assessment (PLA) promotes persistence by addressing critical readiness and engagement activities. Early student engagement will assist in assessing workforce and life experiences and will be supported within the College. This will assist in understanding student readiness while supporting persistence and retention. PLA assists students in expediting college completion and reducing costs (Council for Adult and Experiential Learning, 2010).By creating a systemic approach to the review and award of PLA credit, Rhodes State students will decrease the cost of their education while simultaneously reducing their time to degree/certificate completion

MILESTONES/RESULTS

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
1. Establish a PLA best practice process	December 2014	January 2015	Best Practice Activities were reviewed and summarized as Team recommendation 1) The College should create and implement a standardized PLA toolkit and 2) The College should provide thorough training in the proper application of the PLA Tool Kit
2. Identify staff with PLA training	November 2014	December 2014	A Survey on Academic Chairs/Deans as well as Student Affairs Directors knowledge of PLA displayed very mixed results with knowledge of PLA ranging from extremely minimal to fairly extensive. Patterns of understanding and awarding PLA credit lacked consistency and prompted recommendation of a College-wide model and consistent and repeated training for those RSC employees whose work involves the awarding or recording of PLA credits or the advising of students.
3. Centralize initial intake for PLA	December 2014	March 2015	A recommendation was generated calling for common and intentional scripting about PLA for those individuals responsible for awarding or recording of PLA credits. This measure would to ensure effective and uniform information exchange.
4. Re-envision marketing for PLA	January 2015	April 2015	A PLA marketing initiative was recommended encompassing both a landing page on the Rhodes State website as well as the development of publications related to the awarding of PLA credit.
5. Standardize PLA application process and timeline.	December 2014	February 2015	The Committee designed and developed a draft PLA Tool Kit inclusive of : 1) Standardized forms for PLA review (Credit for experience, Credit for non-academic learning, and credit by examination)

			2) Scripting for the communication of the PLA process. 3) An up-to-date electronic listing of Academic Chairs and Coordinators and their complete contact information (office location, phone number, email) so that the student can be properly directed. 4) A College-wide portfolio checklist template to be used to guide students in pursuing PLA credit via Credit by Experience or Credit for Non-Academic Learning.
6. Specifically target military affiliated students with PLA credit awareness and review.	November 2014	February 2015	The Committee recommends that in keeping with its "military friendly" status, Rhodes State College should dramatically expand veteran awareness of military credit options and encourage more vigorous utilization of that option..

EXPERT TESTIMONY

Testimonial Experts:

10. Ms. Traci Cox, Director Admissions
11. Ms. Carol Johnson, Coordinator, Student Transfer & Degree Report, Student Records & Systems
12. Mr. Christopher Jebsen, Director, Advising and Counseling
13. Dr. Matthew Kinkley, Executive Director, Workforce, Economic Development & Continuing Education.

XI. **Testimony** – The experts testified on how PLA options are presented to students in their areas of responsibility. Ms. Johnson testified on the rate of PLA awarding and the fact the Rhodes State does not accept PLA credits awarded from another institution of higher learning. This credit request could be reviewed by Rhodes State however through the Colleges PLA review. Both Ms. Cox and Mr. Jebsen indicated that PLA is typically not discussed with students during the admissions and advising process unless the student raises the topic. Team Five felt that this is where intentional marketing of PLA must begin. Dr. Kinkley testified that PLA is often mentioned to the cohorts he served in WEDCE, especially as it relates to transitioning from non-credit education to for-credit education.

TECHNOLOGY RESEARCH & REVIEW

Technology Experts: None were consulted about PLA.

RECOMMENDATIONS & OPERATIONALIZATION:

Recommendations:

1. **The Committee recommends that the College create and implement a PLA toolkit containing the requisite information and documents that any Rhodes employee responsible for awarding or processing PLA credits should fully understand and have readily accessible. Inclusion of the following documents will be necessary:**
    - **The three current College forms for awarding PLA (Credit by Examination, Credit for Non-Academic Learning, Credit for Experience.**
    - **An up-to-date electronic listing of Academic Chairs and Coordinators and their complete contact information (office location, phone number, email) so that the student can be properly directed.**
    - **A College-wide portfolio checklist template to be used to guide students in pursuing PLA credit via Credit by Experience or Credit for Non-Academic Learning.**

2. The Committee recommends the following with respect to PLA Training:

a. **On-boarding Training: Thorough training in the proper application of the PLA toolkit should be included in the on-boarding of all new hires who have any responsibility for PLA (academic affairs, student affairs and Work-force development (WEDCE) included).**

b. **Annual Training for Incumbent Rhodes State College Employees: During Fall Start-up Week, an annual review and update relevant to key elements of, and changes in, College PLA processes will be provided for and required of all Rhodes State College employees responsible for awarding or processing PLA credits (academic affairs, student affairs and Work-force development (WEDCE) included).**

- **The Committee recommends that all persons responsible for student advising shall be instructed to clearly highlight and promote PLA options during their early interactions (both during orientation and initial advising) with all advisees. This mandate will apply to academic and faculty advisors alike as well as to any WEDCE personnel involved with assessing credit for students.**

Implementation of a universal script would be optimal to assure consistent explanation of PLA opportunities across the College.

- **The Committee recommends that relevant College publications promote all PLA options more vigorously and in a prominent way, so that these options become more readily apparent to students. This recommendation arose from analysis of the Alternative Credit Counts report provided by Institutional Research – see attached.**

- **The Committee recommends that in keeping with its "military friendly" status, Rhodes State College should dramatically expand veteran awareness of military credit options and encourage more vigorous utilization of that option. This aligns with the recently approved policy on Military Credits that was reviewed and approved by the RSC Board of**

Operationalization Status:

I. Team Five will meet in June 2016 to finalize contents of the PLA Toolkit.
II. Team Five will provide the recommendations for a standardized PLA training module.
III. Team Five will provide recommended concepts for a PLA Marketing campaign.

BUDGET & EFFICIENCIES

ACTIVITY/RESOURCE	COST/SAVINGS - ESTIMATE
The primary activities pertinent to PLA can be done using existing resources thus, no costs have been identified.	$0
Efficiencies recognized by students: • Cost savings • Time to completion of degree/certificate If RSC is able to increase PLA credit count to a total of 1500 during the Fall 2017 time period, this would increase the total award by 210 credits from a height of 1290 in 2011.	210 credits at a cost of $160.19 = $33,639.90 savings for students

Table One: PLA Trends at RSC 2010 - 2013
Alternate Credit Counts by Fall Term
Source: Banner (SHRTRCE) / IR
rev. 6/10/2014
Note: One students might have seven courses with Transfer Credit (code K).

Count of SHRTRCE_PIDM		SHRTRCE_TERM_CODE_EFF					
SHRTRCE_GRDE_CODE	grde_code_desc						
				201002	**201102**	**201220**	**201320**
AP	Advanced Placement			4		8	6
AS	Advanced Standing			179	225	114	103
CR	Credit for Experience			18	18	28	34
EM	Examination			19	41	24	17
K	Transfer Credit			627	755	742	680
KN	Credit for Non-Academic Learning			3	11	4	7
KX	Transfer Credit			51	43	52	38
ML	Military Credit					1	1
QR	Unknown			181	197	189	206
GRAND TOTAL				**1082**	**1290**	**1162**	**1092**

2014-16 COMPLETION PLAN REPORT – TEAM #5

J. Stackable Certificates/Pathways

IMPLEMENTATION TEAM MEMBERSHIP

68. Dr. Cynthia Spiers, VP for Student Affairs, Team #5 Liaison
69. Ms. Beth Burnett, Project Coordinator, Education & Quality Technology, Team #5 Co-Chair
70. Prof. Will Wells, Dean of Arts & Sciences, Team #5 Co-Chair
71. Prof. Paul Dettmann, Instructor, Integrated Technology (Original Member)
72. Ms. Kitt Horn, Off-Site Coordinator, Student Affairs (Original Member)
73. Prof. Cheryl Kuck, Chair and Instructor, Medical Assisting (Original Member)
74. Ms. Margo Meyer, Director, Advanced Manufacturing & Initiatives (Original Member)
75. Ms. Krista Richardson, Director, Career Services (Original Member)

New Additions/Replacements as of September 2015:

10. Dr. John Berry, VP for Student Affairs, Team #5 Liaison

OPERATIONALIZATION TEAM MEMBERSHIP

This initiative will be continued in the 2016-2018 Completion Plan

DEFINITION Stackable certificates are defined as a uniform, accessible pathway to courses that lead to certificates and degrees which promote further educational attainment and options at the institution. This endeavor create a series of ascending credentials that allow a student to progress from a short-term certificate to a degree and beyond in their chosen field.

IMPROVEMENT FOCUS DESCRIPTION

Rhodes State has the potential to create clearly understood and recognizable pathways for stackable certificates and credentials. As of today, this process is not well defined or easily understood. With recognizable pathways, stackable credentials will allow students to progress in their career with plenty of entry and exit points that result in credentials along the way with labor market value. Early student engagement will assist in assessing workforce and life experiences and outline educational career milestones through stackable credentials. This will assist in understanding student readiness while supporting persistence and retention since Stackable Credentials/Pathways provide validation of skills and knowledge needed to support the workforce (Lewis, 2010, Workforce Strategy Center, 2008).

MILESTONES/RESULTS

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
1. Review each curriculum and identify what certificate pathways are in existence	September 2014	December 2014	A review of current certificate pathways was conducted and it was determined that each program listing certificate had a clear linkage to either a third party credential and/or an associate degree. However, these pathways were not always clearly delineated or emphasized in program literature.
2. Highlight stackable certificates within degree programs	January 2015	June 2015	Team recommended that each program that contains certificate opportunities should be tasked to show them graphically in alignment with their degree pathway. This visual depiction should be listed in the college catalogue as well as in FYI sheets.
3. Build Stackable Credentials/Pathways process to incorporate financial aid requirements.	November 2014	June 2015	Team recommended that all stackable certificates be systemically reviewed to ensure that they qualify for financial aid.
4. Continue to embed third-party and College certifications into courses.	November 2014	June 2015	Team recommended a continual review of curricula to ensure third party and college certifications were embedded into courses.
5.Create seamless process to award and recognize certificates.	June 2015	December 2015	Review of data indicated that most certificates require student to apply for them so a significant number of certificates (completions) go unawarded. Team 5 has recommended that the College acquire *u achieve*® Batch Access Package from College Source to automate the awarding of all certificates without need for the student to apply for the certificate. Many students are pursuing a degree, so they don't bother to acquire the embedded certificate.

EXPERT TESTIMONY

Testimonial Experts:

14. Mr. Showkat Choudhury, Director, Information Systems
15. Dr. Matthew Kinkley, Executive Director, Workforce, Economic Development & Continuing Education.
16. Ms. Cathy Kohli, Director, Financial Aid
17. Ms. Judi Mazzarelli, Associate Dean, Student Affairs
18. Dr. Rose Reinhart, Registrar
19. Dr. Cynthia Spiers, Vice President for Student Affairs

XII. **Testimony** – Ms. Kohli testified on the federal standards to award Department of Education Title IV financial aid for certificates. Essentially eligibility depends on two factors, number of credits in the certificate (financial aid is only available for those pursuing long certificates which culminate in an earned credential awarded by a third party entity). Ms. Kohli provides a listing of current certificates and their eligibility status. Mr. Choudhury, Dr. Spiers and Dr. Reinhart testified about the capacity of the proposed *u achieve*® Batch Access from College Source to solve the problem of automating the awarding of certificate. Dr. Kinkley testified on how stackable certificates from Workforce Development can be stacked into credit pathways.

TECHNOLOGY RESEARCH & REVIEW

Technology Experts: Mr. Showkat Choudhury, Director, Information Systems.

TECHNOLOGY	DETAILS	COMMENTS	APPROX COST
u achieve® Batch Access from College Source	This software is compatible with the College's current Red Lantern DARS Audit software. It will review student transcripts and automatically award certificates as soon as the student achieves them. Currently many students don't bother to apply for certificates if they are embedded in a degree program since the student is focused only on attaining the degree. However, not awarding the certificates costs the College subsidy dollars in the form of completion points.	Showkat Choudhury reviewed the various software packages with the required capacity to automate the awarding of certificates. He found this software to be both most compatible with our existing system and most cost effective.	$15,000 for initial start-up, ongoing annual maintenance costs of $2,000.

RECOMMENDATIONS & OPERATIONALIZATION:

Recommendations:

1. Team 5 recommends that all embedded certificates within a degree path be highlighted in a different color in the 4 semester curricular pathway established for each relevant associate degree at Rhodes State College. This visual depiction should be listed in the college catalogue as well as in FYI sheets.

2. Team recommended that all stackable certificates be systemically reviewed to ensure that they qualify for financial aid.

3. Team recommended a continual review of curricula to ensure third party and college certifications were embedded into courses.

4. Team 5 has recommended that the College acquire u achieve® Batch Access Package from College Source to automate the awarding of all certificates without need for the student to apply for the certificate.

BUDGET & EFFICENCIES

ACTIVITY/RESOURCE	COST/SAVINGS - ESTIMATE
The purchase price *u achieve®* Batch Access from College Source is $15,000 initially.	**It is the belief of Team 5 that the capture of certificate achievements that have otherwise not been recorded and/or awarded will have a return on investment from increased completion subsidy that will eventually offset the costs of acquiring and maintaining this subsidy.**

2014-16 COMPLETION PLAN REPORT – TEAM #6

K. COLLEGE CREDIT PLUS

IMPLEMENTATION TEAM MEMBERSHIP

76. Dr. Tonette Baldin, Associate VP for Academic Affairs – Co-Chair
77. Dr. Rose Reinhart, Registrar - Co-Chair
78. Ms. Kitt Horn, Director of Offsite Services
79. Mr. Will Wells, Dean, Arts and Sciences
80. Dr. Diana Ridgwell, Associate Dean of Academic Success
81. Ms. Heather Vennekotter, Testing and Accommodative Services Coordinator
82. Ms. Traci Cox, Director of Admissions
83. Ms. Kathy Simindinger, Academic Affairs Technology Associate
84. Ms. Melanie Johnson, CCP Advisor
85. Ms. Kari German, Accountant
86. Ms. Jennifer Motter, Senior Human Resources Generalist
87. Mr. Jeff Wyant, Applications Analyst/Programmer, Institutional Research

DEFINITION

College Credit Plus – A program in Ohio which allows a student in grades 7-12 to earn college and high school credits at the same time by taking college courses from community colleges or universities at no cost to the student.

Credentialing – The determination by the college of a faculty's educational background

Data sharing agreement – A formal agreement between Rhodes State College and the high school partner which articulates the types of data and the medium in which data can be shared between the two entities.

MOU (Memorandum of Understanding) – A formal agreement between Rhodes State College and the high school partner which articulates the specific details of the CCP program

IMPROVEMENT FOCUS DESCRIPTION

A model for College Credit Plus was developed; process outlined and responsible areas identified, and the current and future impact of modifications was reviewed as they relate to the institution, units and high school partners. In the scope of work, the following points were addressed:

- Review Current College Plus guidelines, agreements and current process.
- Identify all College Plus activities and impacts on responsible areas
- Identify gaps in activities and information
- Develop proposed model as it relations to institution and high school partners
- Provide model recommendations

PROCESS

The committee met twice a week for five week reviewing current documentation, defining proposed processes and spending time understanding why and how we communicate to students. Some key observations noted:

- Very paper intensive process for schools, counselors and students
- Deadlines are loose resulting in rushed and very intense before fall semester
- No centralized location for all CCP documents
- Out of compliance with Title IX
- Need for newsletter or some type of regular communication with parents, students,
- Forms seem cumbersome and lengthy
- Recruitment activities not focused and limited due to limited school interaction and contact
- No website/landing page to provide this information
- Limited use of technology to assist with the communications
- Student billing is manual and very time consuming
- New billing process not yet ready for Fall 2015
- Limited cross-functional conversations when new processes and/or items are implemented
- Compass Testing has not been completed for all students starting Fall 2015
- Lots of school counselor interaction – need to streamline processes
- Limited parent interaction with CCP
- Case load is not manageable by one person; need more staffing in CCP
- What is an ideal number for CCP? This affects customer service
- Pathways need to be refined
- Limited and defined recruitment process to have them become CCP students
- Limited marketing materials
- CCP faculty onboarding is handled by too many departments and not tied to Human Resources on-boarding process
- Limited data collection, assessment and evaluation of processes, demographics with CCP
- Limited work done on what Banner system can do to assist each department – what reports, coding, etc.
- Clear divide between students experience onsite and offsite
- More training needed for all staff and faculty about CCP
- Number of separate CCP processes instead of incorporating CCP into existing processes

MILESTONES/RESULTS

MILESTONE/ACTIVITY	START DATE	END DATE	RESULTS
Need updated MOU which includes data sharing agreement	October 2015	January 2016	New MOUs and data sharing agreements were completed and mailed by January 31, 2016
Create online CCP application and post on website	August 2015	September 2015	Online CCP application was developed and has been placed on the RSC website for use.
Review accepted CCP students for placement testing status	July 2015	September 2015	All accepted CCP students were placement tested and scores were recorded in Banner

Create and automate billing within Banner	September 2015	October 2015	Billing and Banner Tree reports were created and used to submit CCP data to the state in a timely manner
Get approval for New Faculty Observation Form	August 2015	September 2015	Forms approved and began use in Fall semester
Train chairs on new faculty observation Form	August 2015	September 2015	Training took place in August and September 2015
Need date and sent out save the date for yearly summit	October 2015	November 2015	Superintendent Summit was held on November 6, 2015
PARs, I-9s, background checks with fall credentialed faculty to Human Resources	August 2015	November 2015	CCP faculty HR files were complete by November 30, 2015
Compliance with Title IX		On-going	
Need approval of new student resource manual by VPSA	August 2015	February 2016	New student manual began use in April 2016
Completed, return and enter all student registration forms by Sept 9th	August 2015	September 2015	Registrations were input in time to count 1921 CCP students in the 15th day enrollment
Review HEI requirements for state and ensure meeting deadlines	October 2015	On-going	Reporting templates and data structures are reviewed frequently to insure proper reporting
Invest and create a comprehensive CCP catalog include QR code with all materials to refer to website	October 2015	On-going	2017-18 Catalog is waiting for final approval
Invest in comprehensive CCP webpage accessible from our website for students, parents, high school administration and counselors	August 2015	On-going	Website redesign was begun; however, not finished.
Review Admission Policy and incorporate CCP language into Policy	October 2015	On-going	Admission policy including CCP students was revised for 2017-18 Catalog. On-going changes to this will occur as the state revises the CCP legislation
Integrate CCP faculty onboarding process into	August 2015	On-going	CCP faculty are included in the day long Adjunct faculty workshop in early August.

College's New Employee Process			Additional opportunities for onboarding are being reviewed.
Student evaluations completed	November 2015	May 2016	Online course evaluations were piloted at the end of Fall semester and again at the end of Spring semester. This included CCP classes both on campus and in the high schools.
Follow College's new plan for placement	February 2016	September 2016	New multiple measures for placement determination were developed and incorcorporated into the 2017-18 Catalog for us with both traditional and CCP students.
Set up CCP scholarships through Foundation	August 2015	On-going	Work continues with the Foundation office, Financial Aid, and the President to explore new scholarship opportunities for those students who are either underfunded by the state for CCP and for those students who wish to continue with Rhodes following their graduation

TECHNOLOGY

While there were no specific technology required for this initiative there were data needs that were reviewed and determined. A CCP student data group was brought together and reviewed the necessary reports that needed to be available and the necessary data that needed to be collected. The number of CCP students necessitated the automation of the application, reporting and billing process. Members of the group included: Kari German; Alissa Zimmerman; Jeff Wyant; Tony Jackson; Kitt Horn; Kathy Simindinger; Rose Reinhart.

RECOMMENDATIONS & OPERATIONALIZATION:

CCP continues to be a very strong program for Rhodes State College. Continued dialogue with the high school partners needs to continue to streamline processes especially with registration, early alerts and academic standing. Stronger relationships between the school counselors and Rhodes State academic advisors/academic coaches must occur to insure student success. Curriculum review and design needs to begin to package CCP into more intentional pathways, certificates, and degree programs.