

Dr. Jimmie D. Bruce, Ed.D.
President

Jefferson County Campus

4000 Sunset Boulevard
Steubenville OH 43952

Phone: 7402645591
Toll Free: 8006826553 x236

www.egcc.edu



**EASTERN
GATEWAY
COMMUNITY
COLLEGE**

June 24, 2016

Chancellor John Carey
Ohio Department of Higher Education
25 South Front Street
Columbus, Ohio 43215

Dear Chancellor Carey:

On behalf of Eastern Gateway Community College, I am pleased to provide the updated Completion Plan with goals and metrics for the two-year period July 1, 2016 through June 30, 2018 as prescribed in ORC3345.81. The EGCC Board of Trustees adopted the new Completion Plan by unanimous vote based upon the motion of Ms. Christine Dennison and second of Mr. James Gasior at the May 11, 2016 business meeting.

In addition to the 2016-2018 Completion Plan, I have included the updated 2014-2016 Completion Plan for Eastern Gateway Community College for your review. Progress towards goals established in the initial completion plan are included in this update.

Should you have any questions or require any additional information, please contact me.

Sincerely,

Jimmie D. Bruce, Ed.D.
President

/mjd

Attachments: *2016-2018 EGCC Completion Plan*
2014-2016 Updated EGCC Completion Plan

2014-2016 Completion Plan Update

Connection

<p>Focus Implement Accelerated Learning Program (ALP)</p>	<p>Strategy -Students scoring close to college-level English on the placement assessment will be enrolled in ALP courses -Students enrolled in ALP courses will have one extra hour per week to work on class assignments and/or review material -Faculty who teach the college-level English courses also conduct the ALP session</p>	<p>Update The Accelerated Learning Program (ALP) has been offered since Fall 2015, the program allows students who have placed within ten points of college level English to register for an ALP course. The students in the ALP course are enrolled in a college level course with one hour of extended time with the same instructor. This program has shown success from Fall 2104, when it began, to Fall 2015 with an 88% increase in pass rates.</p>
<p>Focus Tutoring Sessions</p>	<p>Strategy -Areas identified as barriers to successfully completing developmental math will have specialized tutoring sessions scheduled throughout the semester</p>	<p>Update Faculty identify “bottlenecks” in the curriculum through the computer aided instruction software, MyLabsPlus. Once “bottlenecks” are identified tutoring sessions are scheduled. Students sign-up for these targeted tutoring sessions through the Student Success Center. The targeted tutoring sessions were recently introduced; in the process of gathering data.</p>

First Year Entry

<p>Focus Redesign the student success course and align to specific disciplines at the college</p>	<p>Strategy -Redesign the student success course to include components of specific disciplines -Length of course could change, currently 15-week course -Redesigned course will incorporate information about criminal record barriers and how</p>	<p>Update - After careful consideration the team decided to delay the redesign of the course. The initial plan was to change the content of the current course, after discussions we decided to not only change content but increase the credit hours from</p>
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	to address them	one to three. Our Completion Plan will reflect the work of the new course for implementation Spring 2017.
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Progress

<p>Focus Increase term-to-term and year-to-year retention</p>	<p>Strategy - Assign each student a professional advisor/coach who will offer intrusive advising, interventions, and academic planning -Monitor success and failures rates of students through the Aviso student retention software</p>	<p>Update - During the Spring 2016 semester, the admission and advising departments were merged to increase efficiency. This merger led to the enrollment specialist position being created. These positions have reduced the wait time for students during the onboarding and registration process. With the merger of departments, retention efforts will be moved from the advising department to the Student Success Center. Student success coaches will be hired to work collaboratively with faculty and students to ensure student success by increasing the retention rates from term-to-term and year-to-year.</p>
<p>Focus Provide proactive advising to help keep students with criminal records moving forward in their academic program</p>	<p>Strategy - Develop materials specific to academic program describing criminal record barriers to completion</p>	<p>Update - 100% of all students applying to enroll in programs requiring background checks are notified during the onboarding process. The catalog for academic year 2016-2017 also states the need for background checks for those programs.</p>

Completion

<p>Focus Remove barriers to graduation</p>	<p>Strategy - Have professional and academic advisors identify potential graduates -Have registrar identify students</p>	<p>Update - The graduation request form is still being used. The college's 2016-2018 Completion Plan calls for structured pathways</p>
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	<p>who have completed 45+ credit hours (Currently students must apply for graduation)</p>	<p>being developed, once these pathways are implemented the graduation request form will no longer be needed. From 2013 to 2014 the college saw .5% increase in the number of degrees awarded and 2.3% increase in the number of certificates awarded. Once the structured pathways are in place, the college anticipates the percentage for both degrees and certificate attainment to increase.</p>
<p>Focus Review degrees to determine if any certificates are embedded within degree</p>	<p>Strategy - Have program directors review all technical degrees for industry recognized certificates</p>	<p>Update - The college increased certificate attainment 2.3% from 2013-2014.</p>

Other

<p>Focus Create Structured Learning Assistance (SLA) program</p>	<p>Strategy - Attach SLA workshops (sections) to gateway courses and courses that have increased failure and withdrawal rates -2.5 hours per week workshops -Mandatory attendance</p>	<p>Update -The team elected not to implement SLA because of the targeted tutoring sessions being implemented. Too many initiatives would not allow the college to determine what works and what doesn't work.</p>
<p>Focus Increase the number of Faculty Inquiry Groups (FIG)</p>	<p>Strategy - Faculty in gateway courses will meet twice each Fall and Spring semesters, according to discipline, to share outcomes</p>	<p>Update -The faculty created a Faculty Development portal through Google for Education to exchange ideas, methodologies, share lessons, provide other means of support. A faculty meeting place was also created in BlackBoard for faculty to use for tech support when developing content.</p>

Workforce

<p>Focus Expand students' technical knowledge prior to entering the workforce</p>	<p>Strategy - Create additional internship and apprenticeship opportunities within technical degree and</p>	<p>Update -An Internship Coordinator was hired during the Spring 2016 semester. Most of their time</p>
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	certificate programs	was spent on meeting with employers to establish partnerships for next academic year.
Focus Create an open welding lab utilizing VTEC virtual welder	Strategy - Implement VTEC in current instruction	Update -A virtual welder was purchased through a grant and is currently being used in the welding program.
Focus Increase welding certifications by using SENSE system through the American Welding Society	Strategy - Purchase and utilize SENSE program	Update -The college did not seek SENSE accreditation due to the certified instructor resigning.

Note: This template was developed collaboratively by Community College Presidents, Provosts, ODHE and OACC staff, as a recommended general framework for community colleges to use in updating their strategic Campus Completion Plans. Updates of completion plans are to be approved by boards of trustees and forwarded to the Chancellor by June 30, 2016.

Purpose:

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

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

This document is to serve as a vehicle for campuses to articulate the outcome of a strategic process for improvement.

Updating Campus Completion Plans:

As with the initial completion plans, updates to the completion plans are intended to be a continuous improvement document that is owned by the institution’s faculty, staff and board of trustees. As each completion plan is specific to the mission and priorities of each institution, there is not a mandatory template that has been developed by the Ohio Department of Higher Education. When campuses are updating their plans, please address the following:

- 1) Progress towards goals established in the initial completion plan
- 2) Updated student completion goals with metrics for the two-year period between July 1, 2016 and June 30, 2018. Please give consideration to the following:
 - a. An indication of how students will be advised on pathways to graduation and careers; (recommended by Ohio Task Force on Affordability and Efficiency in Higher Education)
 - b. Attention to outcomes for adult students over age 25; (recommended by the Ohio Board of Regents in the 8th report on the Condition of Higher Education) and
 - c. Alignment to the state’s workforce development priorities. (required by legislation)

A few questions to consider about

CONNECTION TO THE INSTITUTION

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

CONNECTION

Improvement Focus Description: College will focus on increasing connection with students from enrollment through graduation.

Current Status: There is a weak connection between college and students. At this point, it is mostly a transactional relationship.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
-Implement New Student Orientation	-Offer new student orientation. -Plan -Design -Schedule -Publicize and invite	-Director of Admissions and Advising	-Leader and/or individual from each department will participate in new student orientation and will be responsible for communicating key items about department.	-Number of students who participate in new student orientation and effectiveness of orientation	-Number of students who participate in new student orientation Survey results from orientation	-Fall 2016
-Increase Co-Curricular Activities	-Increase the amount of student groups, programs and awareness -Engage students through small groups and surveys to learn what types of	-VP of Student Affairs	-Student Activities Coordinator at Jefferson and Valley Center	-Increase in number of groups, programs, and activities	-Number of students participating in surveys, groups, programs, and activities	-Fall 2016

	<p>groups they would like to join</p> <p>-Organize group activities based on student responses</p> <p>-Coordinate participation in those student activities</p>					
-Develop incentive program for nontraditional students	-Prior Learning Assessment (PLA)	-PLA Coordinator	-Enrollment Specialist	-Increase number of students participating	-Number of students earning PLA -Number of PLA credits earned	-Fall 2016

A few questions to consider about

SUCCESSFUL FIRST-YEAR ENTRY

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

FIRST-YEAR ENTRY

Improvement Focus Description: Redesign of current Succeeding in College Course to better prepare in-coming students to EGCC, choosing a course of study that will align with their career path, and develop life-learners.

Current Status: Succeeding in College course taken during first semester.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
-Develop First-Year Experience Course	-Every student will take the FYE class. The current course, Succeeding in College, will be redesigned with updated topics that reflect the policies, services, and academics at EGCC. Skills learned in this course will enhance and transfer to their academic experience as well as prepare students for the professional setting in a work environment -There will be a logical progression of topics and skills	-VP of Academic Affairs -General Education Dept.	-Academic Deans	-70% of students will demonstrate that they are adequately prepared for future classes at EGCC or as a transfer student to a four-year university	-Successful completion of the course with a grade of C or better	-Fall 2016

-Implement Career Exploration Plan	-Utilize Ohiomeansjobs.com. for career exploration which will help students plan their course of study	-Division Chair	Instructors	-All students will complete the Career Skills Inventory	-Number of students completing the inventory	-Fall2016
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A few questions to consider about

STUDENT PROGRESS

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

PROGRESS

Improvement Focus Description: Improve student success through coaching and advising.

Current Status: Lack of student success.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
-Implement Student Success Coaching Program	-Assign each student a student success coach who will offer intrusive advising, interventions, and academic planning	-Student Success Director	-Academic Deans, Interim Vice President for Academic and Interim Vice President for Student Affairs	-Increased retention rates as well as increased graduation rates	-Increase term-to-term retention rates by 2% within two years; increase year-to-year retention and graduation rates by 2% within two years	-Fall 2016
-Implement Academic Progress Plan	-Student success coaches will ensure students meet with coach once a semester to review academic plan progress towards graduation showing completion progress at	-Student Success Director	-Academic Deans, Interim Vice President for Academic and Interim Vice President for Student Affairs	-Increased percentage of completion toward degree from term-to-term and year-to-year	-Increase term-to-term pass rates by 1% per term; Increase graduation rates by 1% per year	-Fall 2016

	25%, 50%, 75%, and 100%					
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A few questions to consider about

STUDENT COMPLETION

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

COMPLETION

Improvement Focus Description: Revise the current developmental math pathway for non-stem students to enable them to progress more quickly to their college level math course, as well as achieve greater success at the college level. In the area of English, the delivery of the content will be streamlined and simplified for the sake of continuity.

Current Status: Beginning phases of development in progress.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
-Implement Structured Pathways	-Each student will be provided with a guided pathway to completion of intended degree or certificate	-VP of Academic Affairs	-Academic Deans and Program Directors	-Number of programs with structured pathways	-100% of programs have structured pathways	-Completed by January 2017
-Developmental Math	-Currently the college has 5 structured mathematics pathways, 1 for stem and 4 for non-stem students. To simplify, we will revise the non-stem options to 3 varying pathways, one that includes statistics, one that includes math for elementary teachers, and another that includes a new course: Quantitative Reasoning. -We will create a	-Math Professors	-Advising: All advisors must be made aware of the pathway changes to properly assist students with setting up their semester schedules.	-Healthy pass rates in Quantitative reasoning on behalf of those students who first took MTH081/001. This will demonstrate that these students were adequately prepared for college level math. It will also demonstrate that these students	-An increase in pass rates in entry-level college math courses college-wide	-Fall 2016-Spring 2018

	<p>syllabus and course outline for the Quantitative Reasoning (QR) course that will function as the college's new "liberal art's math". This course will require, as a prerequisite, the lowest level developmental math course, thus shortening the path to college level math for non-stem students.</p> <p>-We will make revisions at the developmental level as well to make sure the prerequisite course for QR adequately prepares students to succeed in the Quantitative Reasoning course.</p>			<p>could fulfill their college level math component in a shorter time period than the previous pathways allowed.</p>		
-Developmental English	<p>-Currently the college has two levels of Developmental English, 083 and 095. In the past, there were three different methods of course delivery: A book only version, book and Mylabsplus with Smarthinking tutoring component and book only with Mylabsplus. A better option is to</p>	-Developmental English Program Director	-Advising, Faculty	<p>-Pass rates</p> <p>-Students will demonstrate that they were sufficiently prepared for the demands of the next level of English at EGCC or as a transfer student to a four-year university.</p>	-Increase in pass rates	-Fall 2016

	have a consistent delivery of course to ensure continuity within the course for better adaptability as a student progresses through the program. Use of Mylabsplus and the textbook will be implemented.					
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A few questions to consider about

WORKFORCE

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

WORKFORCE

Improvement Focus Description: Increase employer engagement and the number of CTE transfer students.

Current Status: Employers are disconnected from the curriculum. CTE programs are not recognized.

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
-Maximize Employer Engagement	-Reevaluate the role of the advisory committee Visit business and industry for needs assessment Invite employers to participate in the educational process	-Deans	-Program Directors	-Increased number of business and industry partners participating in advisory committees Business and industry participation in the classroom	-Noted participation reflected in the meeting minutes Noted participation in the classroom Number of interns that get hired	-2016-2017
-Increase Number of Students Transferring from CTE Programs	-Prepare pamphlets on CTE transfer pathways Visit career and technical schools classrooms for presentations on pathway options	-Admission	-Recruiters Faculty	-Increased number of CTE transfers	-Enrollment numbers	-2016-2017