Team Memberships

Connection

Marjorie Carrothers – Leader
Tim Houston
Juanita Roxby
Alecia Frey
Jodi McFarland
Debbie Saffell
Erin Schau
Amanda Hession
Annmarie O'Grady

First Year Entry

Amy Leoni – Leader
Juanita Roxby
Amanda Hession
Jesse Gipko
Janell Comstock
Becki Kurtz
Courtney Nign
Rita Zaborek
Susan Galavich

Progress

Jesse Gipko – Leader
Jane Black
Erin Susick
Dave McLeod
Beth Perzanowski
Amanda Hession
Sue White
Janell Comstock
Juanita Roxby

Completion

Tim Houston – Leader
Jane Black
Jennifer Nippert
Dave Mertz
Heather Davis
Alicia Frey
Erin Schau

Other

John Koucoumaris – Leader
Troy Caldwell
Marjorie Carrothers
Steve Hoagland
Becki Kurtz
Steve Morgan
Janet Sempkowski
Erin Susick

Workforce

Tim Houston – Leader
Erin Schau
Dirk DeCoy
Desiree Lyonette
Debbie Montgomery
Steve Hoagland
Ed Mowrer

Data Team

Becki Kurtz   Steve Hoagland   Tim Houston
Troy Caldwell   Amy Leoni

Category Title: *CONNECTION*

Improvement Focus: Review and revise systems and processes to form greater connections both internally and externally with new and current students thus leading to enrollment and completions

GOAL: To develop deeper connections with current and prospective students from inquiry through enrollment

Improvement Objective	Strategy	Responsible Parties	Outcome	Measure	Timeline
(College Strategy/Intervention Objectives)	*What will we do differently? What are the action steps for intervention?*	*Title and department*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Better use of technology to reach prospective and current students Determine year over year performance to gauge our success.	Student driven information on website to draw students in and to look at Belmont College Departments responsible for their own webpages All students will have access through the BeConnected Initiative	Department Administrators with Faculty and Staff Input IS and Marketing Departments	To build a better connection, with community, stakeholders, prospective/current students Current Information represented on Website and MyBelmont Better/current information. Increased number of Inquires Increased number of applications. Increased Enrollment	Measure year over year conversion rate. Computation going back 2-3 years to determine trend(s). Track the number of "hits," on website. Compute and compare number of inquiries to the application rate. Compute application to registration rate. Compute registration to enrollment rate. All three of the above for term to term and year to year to determine trends. Assess year to year conversion rate.	Fall 2016
Access career,	Use College website to link careers	Student Services	Increased Completion Rates	Monitor and compute average	Annually

labor market information and communicate information to prospective/current students	to majors and then to career demographics Utilize faculty expertise (Field and areas of study) Survey student needs Purchase and have available Career Assessment Tools: Career Coach , Kuder, and utilize OhioMeansJobs	Career Services Program chairs Website & MyBelmont information	Increase retention rates overall and within programs Increase Program pass rates Guided Pathways Increase in student credentialing Increased Job Placement	time for certificate completion. Compute the average number of undecided at the time of registration Monitor and compute the number / percentage of new cohort of undecided students at time of registration. Determine time frame for undecided to claim a major. Monitor the number of students that do Change of Major, when change occurred, the number of occurrences, and reason for changes. Utilize December Ends Report for Job Placement (survey results) Track number of "hits" to college website and to all associated links	
Better connected and informed students: fiscally, academically, career path directed.	Increase communication between decision-makers and the doers "Pop-Up" and "In Your Face" Information such as pop-up information prompts in MyBelmont Start with admission application and continue through graduation application Rewards for accessing and completing information steps Enforcement of Payment deadlines with consequences: - Purging process - Administrative withdrawal/drop	College-wide effort Educated Decision-Makers, Staff, Faculty Reliable student information system Business Office, Financial Aid	Students making better educated and timely decisions Increase retention and completion rate Decreased holds, default rates, and AG referrals	Monitor first to second term persistence. Monitor fall to fall persistence. Track the number /percentage of holds on student accounts. Track the number/ percentage of student drops related to non-payments	

CCP Students will be able to solidify pathways that offer opportunities and awareness for earning college credits that count toward a degree or certificate before graduating from high school.	Develop an ongoing collaborative relationship with high school administrators faculty, staff and students/parents	College Administration, Academics, Student Services, Support Services	Increase enrollment of CCP students from area high schools. Increase in CCP application from students with parent permission signatures. Increase in CCP qualified Teachers/instructors	Compute the number of signed MOUs Monitor the number of CCP students and the number of Credit Hours attempted and earned per student over time (year to year) Number of credentials earned while still in high school.	
Fiscal literacy education	Provide Financial Aid counselling through Workshops, individual sessions, and online links to federal and state information and forms.	Financial Aid	Decreased student default	Track individual number of students that received or attended financial literacy counseling or education events. Monitor and compute persistence rates of students receiving financial literacy interventions versus non-participating students.	

Category Title: First Year Entry

Improvement Focus: Enhance student knowledge and understanding of college expectations. Decrease time to degree through the redesign of developmental education.

GOAL: Promote college preparation and redesign developmental education to decrease time to college-level courses to increase persistence.

Improvement Objective	Strategy	Responsible Parties	Outcome	Measure	Timeline
(College Strategy/Intervention Objectives)	*What will we do differently? What are the action steps for intervention?*	*Title and department*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
ACT score policy to be reevaluated and updated from the current policy of accepting ACT scores back 2 years to accepting back 5 years.	The Placement Policy will be revised to include the update and the college catalog/student handbook will be updated to reflect the change.	Amanda Hession	Incoming students will have less of a barrier to registration/placement if they have ACT scores.	Decreased Accuplacer tests given or possibly less developmental placement or cost for retesting. The number and percentage of students placing into dev education in the fall of 2014 and 2015. Year to year comparison of ACT scores received.	Fall 2016
Developmental Education will be redesigned.	Explore and implement alternative pathways for Mathematics and English (reading/writing) developmental education.	Jesse Gipko Jodi McFarland Faculty	Students in these pathways are able to successfully transition into college-level math and English courses, and time spent in remediation is reduced.	Get a benchmark from last two to three years. Number and percent of students in math and English who complete in two years (start in the fall 2017 and end in fall of 2019). Developmental course success rate improvement. Completion of developmental instruction and advancement time to credit-bearing courses. Reduced course withdrawal rate from developmental courses.	Fall 2017

				Track percentage of completions within two years (new students through 2018-2019) and also what % have completed college level English/Math.	
The mathematics placement test will be redesigned within Accuplacer.	Redesign is currently underway to begin the math test at the elementary algebra level.\n\nPilot to test group for efficacy.	Amanda Hession Math Faculty	Successful placement out of prealgebra	Increased placement into college-level math courses.\n\nDecrease in % of students needing developmental math courses.	Fall 2016
Implement multiple measures of placement.	Add high school GPA and other measures as placement factors.\n\nAccuplacer background questions adjusted to include identified multiple measures.\n\nAdvising processes adjusted to include multiple measure advising factors.	Amanda Hession Advising	More students placed into college-level courses; decrease time to college-level courses.	Track time to college-level courses following change.\n\nDecrease in % of students needing developmental courses.	Fall 2016
The current placement policy will be revised.	Revise placement policy to reflect changes with ACT, multiple measures, etc.	Amanda Hession Advising Jesse Gipko	More students placed into college-level courses; decrease time to college-level courses.\n\nIncoming students will have less of a barrier to placement.	Increased placement into college-level courses.	Spring 2017
Mandatory FYE course for new, degree-seeking students.	Investigate ways to make the FYE course mandatory (embedding within Intro courses, placing within program structures, etc.) and able to be covered by Financial Aid.\n\nModify and strengthen the FYE course to address college readiness, career exploration and financial literacy (career, resume, financial, academic, general college know-how, business office, where to go, what to do, etc.).	Faculty Tim Houston Financial Aid	Students completing the FYE course will be bettered prepared for college.	Track overall success rate in FYE courses.\n\nAdd tracking of this to gateway courses (completes vs. non-completes).\n\nCompare first to second term GPA, persistence, completed credit hours of FYE and non-FYE students then disaggregate into student demographic groups.	Pilot new FYE course to newly registered Spring 2017 students

				Percent of students taking/ completing FYE in first semester. Increase first semester to second semester persistence rates. Reduce withdrawal rate: Comparison of W's received per term Track FYE course success rate from current to new course. Track first term GPA to second term GPA in two groups: those who took FYE course and those who did not.	
	Financial Aid counseling embedded within mandatory FYE course.				
Create a mandatory new student orientation for new, degree-seeking students to improve preparation in advance of each semester.	Create a full day orientation that includes how-to's and college success factors while providing opportunities for engagement. Create an online component that can be used in supplementation to in-person orientation. Investigate making mandatory orientation and ways to enforce attendance without a firm barrier.	Tim Houston and cross-functional work teams/ departments Program Chairs	New students will be better prepared for college.	Compare completers and non-completers first term GPA, persistence, credit hours completed, completers. Track who participates and retention in this group vs. those who do not participate. 75% of all newly registered students will attend an in-person orientation session.	Fall 2016
Mandatory faculty orientation	Newly hired faculty—including adjuncts—will receive an orientation to the college that includes information on college policy, processes, systems, etc.	Amy Leoni HR	New hires will be better connected to college resources and understand processes and thus be able to assist students better.	Compare course success rates by faculty member. End of term follow-up survey for new hires. Track course success rates of faculty who completed orientation.	Fall 2016

Category Title: Progress

Improvement Focus: Consistent and timely progress toward degree

GOAL: Student retention and timely completion

Improvement Objective	Strategy	Responsible Parties	Outcome	Measure	Timeline
(College Strategy/Intervention Objectives)	*What will we do differently? What are the action steps for intervention?*	*Title and department*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Student Accountability	Consistent departmental policies for attendance, late assignments, textbooks, etc.	Program Chairs; Faculty	Consistency of expectations for students across courses within departments; increased student retention.	Overall and new student retention rates. CCSSE data All syllabi reflecting departmental policies	Implemented by Summer Term 2017-2018 School Year
Course Schedule	Course offerings following catalog course sequences; course offerings following even hour timing blocks; program courses and gen. ed. courses evenly distributed; flex scheduling for selected summer courses	Program Chairs and Vice President of Academic and Student Affairs or Designee	Course schedule that follows approved course sequences; courses following even hour timing blocks; program courses and gen. ed. courses evenly distributed; flex scheduling for selected summer courses	Fewer independent studies. More students in program sequences. Increased class size Persistence More new students able to use summer to take developmental and other selected courses	Implemented by Summer Term 2017-2018 School Year
Textbook Affordability	Mandatory faculty usage of the assigned textbooks/uniformity of textbooks; Increased usage of online & free digital books, E-Books, OAR, and other print Formats (Loose-leaf, Rentals, etc.) as applicable	Program Chairs/Bookstore Manager	Decreased cost of books for both the students and the College	Track impacted and non-impacted student with persistence. Fewer book returns to publishers due to books	Implemented by Summer Term 2017-2018 School Year

				not being used by some instructors; increased efficiency of student costs due to book uniformity and actual usage; increased usage of alternate book modalities; decreased cost to both students and college	
Assign Target College for AA & AS Students	Increased usage of CLEP testing; up-front career assessments for all students; college majors aligned with careers	Student Services/Career Services	More students able to choose appropriate Belmont majors and subsequently target colleges based upon overall goals	Track students who CLEP. Track rate of transfer and number of credit hours completed before transfer Fewer Students Switching Majors	Implemented by Summer Term 2017-2018 School Year
Retention & Modes of Offering Courses	Gather and analyze data for courses with multiple offering modalities with regard to student success (Courses in modes showing lower student success will be evaluated as to continued viability and retooled or discarded in that mode as applicable.)	Institutional Research *(Gathering/Analyzing Data)* Program Chairs/E-Learning Coordinator *(Retooling/Discarding Courses)*	Courses in modes showing lower student success will be evaluated as to continued viability and retooled or discarded in that mode as applicable.	For courses that have been retooled, data will continue to be gathered and analyzed as to effectiveness.	Initial Data Analyzed by Spring Term 2017-2018 School Year with Courses Discarded/Retooled by Summer Term 2017-2018 School Year
More Certification Testing Incorporated into Classes	Incorporate certification testing into all applicable courses	Program Chairs/Vice President of Academic and Student Affairs/Student Success Specialist	Increase student marketability	Course success rates for these courses. All courses with available certifications have certification testing as part of the course	Summer 2017-2018 School Year

Faculty Advising Limited to Second Year Students	College policies/procedures detailing scope/limitations of faculty advising; ongoing training for faculty; technical support procedures in place for faculty	Vice President of Academic and Student Affairs/Student Services	Faculty and student services share the responsibility of student advising	Number and percentage of students earning 30 credit hours. Number and percentage of students who are completers getting through the second year. All appropriate faculty fully implement Faculty Advising Model	Spring 2016-2017 School Year
Stronger Connection of College Faculty with High Schools in Regard to CCP Academic Decisions	CCP liaison working with faculty when assigning classes/instructors; faculty mentoring of CCP instructors; faculty advising of CCP students/Belmont faculty in the school systems/creation of policy and procedures that will support a student centered, student driven CCP program/stronger support and presence of Belmont College in the school systems.	Vice President of Academic and Student Affairs/Student Services/Faculty	Increased effectiveness of CCP initiative. Increase CCP enrollment. Increase of CCP students who persist with Belmont College after high school graduation. Increase of CCP students earning a Belmont College credential while still in high school. Stronger relationships with high school administrators and faculty.	Course success rates among CCP students. CCP liaison and Academic Affairs managing all aspects of the CCP program	Fall 2016-2017 School Year

Category Title: COMPLETION

Improvement Focus: A closer look at our current processes reveals that a number of students could be completers if we as a college would be more proactive in awarding certificates and degrees

GOAL: To provide a realistic, measurable, living piece of the overall Belmont College Completion Plan that fits well with the other categories to provide a smooth, seamless success plan from pre-college through to completion and employment

Improvement Objective	Strategy	Responsible Parties	Outcome	Measure	Timeline
(College Strategy/Intervention Objectives)	*What will we do differently? What are the action steps for intervention?*	*Title and department*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Improve Internal Communications	Use newsletter to share: - College vision -Team Updates -Policy changes -Practice changes -BOT Actions -Departmental Updates -Benchmark Data -Upcoming events -College initiatives	President Team Chair Policy Cord. Dept. Head Pres. Asst. Dept. Head IR Dept. Head Pres. Staff IT	Improved morale and trust among employees that should also lead to better connection with students, buy-in to support College initiatives, acceptance of accountability and ownership for decisions.	Survey of college climate. Employee satisfaction surveys	July 2016
	Train students to use their emails	IT	Improved communication	Survey of Students Awareness Increased enrollment and completions	
	Have designated space for faculty displays & program information.	VP of Academics and Dir. of Facilities	More awareness of programs and opportunity to showcase highlights of programs		Fall 2016 Fall 2016
	Inform students of scholarship opportunities.		Improved persistence of new students.	Fall to fall and term to term persistence	
Improve efficiencies in Processes and Decision making	All forms can be completed online Reduce response time for data requests Train staff on Jenzabar	Dept. Head IT IT	Improved staff & student satisfaction Timely reporting on various projects Improved communication	Documentation of usage Timely reporting of data Employee satisfaction survey Fall to fall and term to term persistence	Fall 2016

Improve Customer Service	Provide customer service training Monitor customer service for quality Provide evening contact	HR and Dept. Heads Dept. Heads President	Better customer service leads to better enrollment	CCSSE/Noel Levitz SSI Increased enrollment, customer satisfaction Fall to fall and term to term persistence	July 2016 Summer 2016
Reduce default rate	Provide loan counseling and financial awareness	Fin. Aid	Student Accountability for borrowed money	Drops for nonpayment with year to year tracking Reduced default rate Fall to fall and term to term persistence	Summer 2016
Timely Transcript Evaluations	Registrar evaluate all gen Ed Program Chair evaluate Technical Coursework	Registrar Program Chair	More timely accurate advising and student enrollments	Increased Transfer Student enrollment	Fall 2016
Inform faculty when a student drops	Train faculty how to check class status at will	IT, Faculty	Better informed faculty and possible retention of student	Improved retention	Summer 2016
Auto confer of degrees and certificates	Begin with small cohort to determine best process to auto-confer a credential	Academic Affairs, Registrar, IT	More certificate and degree completions and awards	Increased number of completions	Fall 2016
Update records retention policy	Research and implement most recent, widely accepted policy	Registrar	Ability to purge old documents and free up valuable space that may be used to better serve students	Reduction in storage space	Fall 2016
Support College to Career Transition	List pathways to employment for each major on our website possibly using purchased software Job fairs and career fairs	Career Services, IT	Our web site will provide valuable timely information on each of our majors	Tracking of student usage Track number of students participating in job fairs and career fairs.	Fall 2016
Incentive students to complete a	Investigate strategies and policy changes that would encourage timely completions	Academics, Student Affairs,	More timely completions of certificates and degrees by students	Track number of credit hours to degree.	July 2017

certificate or degree in a timely manner		Business Office		Track of certificate and degree completions and the time needed to accomplish	
Expose and report on institutional, federal or state policies that are barriers to successful completion.	Survey employees and students to determine incentives and barriers to completion. Re-establish an emergency fund	IR, Academics, Student Affairs, Business Office	Increased timely completions, possible reduction in student debt	Time and number of credit hours to degree. Average student debt of completers. Licensure exams success in post-grad exams. Increased rate of timely completions	July 2017
Assess student's learning at completion of certificate or degree	Research measurement tools that evaluate student's learning and readiness for employment.	Academics, Career Services	Improved student and employer satisfaction	Employer Satisfaction Survey	Fall 2016
Increase Course Success Rate	Benchmark the success rate of each course, fall to fall persistence and document trends for each of the following categories: -Male vs Female -by age groups -Part -Time vs Full-Time -Race Ethnicity (as defined by IPEDS) -whether the student took Dev Ed or not -First generation vs non-first generation -Pell eligible vs non-Pell eligible -Veterans vs non-Veterans	Academics, IR, Student Affairs	Ability to assess areas of strength and weakness and to intervene with strategies to make improvements in weak areas and continue in areas of strength	Course completion rate with disaggregation according to student groups. Improved course success rates	Summer 2016

Category Title: OTHER

Improvement Focus: Increase completions of courses and programs

GOAL: Increase completions of courses and programs

Improvement Objective	Strategy	Responsible Parties	Outcome	Measure	Timeline
(College Strategy/Intervention Objectives)	*What will we do differently? What are the action steps for intervention?*	*Title and department*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Incentivize students to take more credit hours per semester to stay in sequence which would lead to degree completion on time.	Offer a flat rate for credit hours over a certain amount (example: 15 credit hours or greater)	BOT action with policy/ procedure	Indicator of success would be students taking at least 15 credit hours and staying in sequence with their degree completion plan. Most students only take 12 credit hrs because of FA. Students would need loans for anything over. They would graduate with debt mainly for the books.	Analyze data on student enrolled hours and completing their degree on time to determine if more students are staying on sequence due to the discount.	FY 17/18 Summer/Fall registration starts in February.
Reduce the number of unpaid students sent to collections. Have a more realistic enrollment count. Free up courses for paying students.	A policy would need to be developed to purge student enrollment for unpaid students. **Strategies for Purge date / Unpaids / Holds** Current – Reactive approach Current policy allows students to attend even if they have not made payment arrangements. -Need to establish and enforce a Belmont FAFSA deadline (earlier than Federal deadline) -Incomplete and late FAFSA application process ➢ Student cannot get books hindering their educational success ➢ Unknown eligibility for aid- students find out too late to drop for 100% refund ➢ No ability to pay leads to student debt and possible bad credit due to collections ➢ Once student has past-due cannot continue on sequence or register ➢ Student cannot continue to pursue education	Administration; passage of policy by President's Council. Ratification by BOT	Indicator for success would be to send fewer student accounts to collections due to unpaid balances. Also review credit hour production to ensure there was not a decline due to this policy.	Analyze data on credit hour production and also accounts sent to collections to determine if there was a positive or negative effect on the College or the students. Year to year comparison of purge and non-payment data. (How many) Can we go back and set up a trend? Overall enrollment. Fall to fall persistence rates.	FY 17/18 at the earliest. Students will need notified.
Reduce the	Part of this is related to the previous issue of	Administration	Indicator for success would be	Analyze data on	FY 17/18

number of students with holds	purging students for which a policy needs to be developed.		have fewer students with holds.	student account balances and holds	
Reduce student fees by eliminating the graduation fee. Confer certificates when student has completed coursework.	Creates a loss of $10,000 in budget revenue. Need to decrease expense of graduation or determine another area to cut expenses to account for the loss. Could this be incorporated into other fees? Possibility of gaining subsidy due to the additional completion points from awarding of certificates and degrees. Possibly not charge for multiple degrees and certificates.	Administration	Possible gain in SSI completion points which impacts funding	Additional SSI Completion Points Year to year comparison of completions – both certificates and degrees.	FY 17/18
Enhance the quality of Belmont College's educational experience through improved facilities and equipment at all locations.	The College formed a Reprogramming Committee in the Fall of 2015 to address the aesthetics, functionality and efficiency of the facilities with an all-encompassing approach. The committee meets weekly to assess data/information gathered from faculty, staff and students in terms of the individual/ group needs and preferences for improving the facilities in these areas. The committee formulates a draft plan to share with the Ohio Facility Construction Commission (OFCC) for their input and makes changes based on the OFCC's recommendations when appropriate. The committee then shares the final draft with the affected individuals/groups for their input and eventual acceptance. Examine and modify the SEI Form: ➢ There are too many questions so students are not reading the questions. ➢ Reduce and modify the questions to more focused feedback questions that also allow individualized comments. The instructor and facilities department will get more value. ➢ Unanimity can be an issue with handwritten surveys. ➢ Online version can also be problematic because the survey should be completed in the classroom. Examine the possibility of a policy to encourage survey completion during classroom time. ➢ Add incentives to students who complete the survey.	President, VP Administrative Affairs, VP Academic and Learning, VP Human Resources and Sustainability, VP of Advancement and Marketing, Dean of Student Services, Executive Dir. Of Information Services, Director of Facilities Management	Increased ratings on the College's Student Evaluation of Classroom and Labs form. The Facilities routinely is rated at a grade of "C" the College's first goal is to raise the grade to a "B" by the end of academic year 2016-2017. By the end of academic year 2017-2018 the College's goal is to raise the grade to an "A".	The College's Student Evaluation of Classroom and Labs form which is administered every semester to each student and addresses the quality of the facilities.	Several medium size projects are either completed or underway. Multiple larger projects are in the final planning stages and are scheduled for completion by end of spring semester of 2017. Many other projects are in the information gathering phase for implementation within the next 2 years.
Reduce the	Part of this is related to the previous issue of	Records office	Indicator for success would be	Analyze data on	Fall 17/18

number of students with holds to eliminate the barrier for enrollment in future terms.	purging students for which a policy needs to be developed.	for HS transcript; Information Systems Department to create the new code for the hold and to train staff.	have fewer students with holds.	student account balances and holds. New student persistence rates from the first term to the second term.	
Improve the overarching course success rates for all terms.	Examine the data we currently collect on students to see what assessments are possible to mitigate risk factors. Internal audit for retention and persistence. Ask faculty in high-risk areas to identify high-risk students by accessing: ➢ Number of years since high school graduation ➢ When and where did the student take their last Math/English class (high school, GED, etc.)? Analyze historical data by disaggregating the data in M/F, age, race/ethnicity, PT/FT, those previously in dev ed, 1st generation college vs. not, Pell vs. non-Pell, veteran vs. non-veteran	Institutional Research	Identify the success gaps that exist and why they exist for groups with lower success rates. Increase success rates in the identified groups.	Collect success rate data as far back as 3 years to develop trend lines.	FY 17/18

Category Title: WORKFORCE

Improvement Focus: To increase by two (2) the number of Belmont College offerings which address the Ohio Key Industries focus and to implement strategies which effectively increase student job placement

GOAL: By the completion of this plan, Belmont College Students will be educated and trained for high demand, high wage occupations and will experience excellent job placement success.

Improvement Objective	Strategy	Responsible Parties	Outcome	Measure	Timeline
(College Strategy/Intervention Objectives)	*What will we do differently? What are the action steps for intervention?*	*Title and department*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Offer public transportation to all service counties	Initiate conversation with Belmont County Commissioners and check "actual cost" with Wheeling bus to add one stop.	Dean of Student Affairs, Pres. Staff	Bus service to Belmont College	Number of students who use the transportation	SU 2016
Create and implement a new Career Services Plan	New plan has been created and funding has been requested	Dean of Student Affairs, Pres. Staff	Trained staff providing college to career services	Monitoring of college supported KPIs.	July 2016
Promote enrollment in Belmont programs that are linked to the nine Jobs Ohio key industries	Identify and target market the Belmont programs that are also Ohio key industries/prepare documentation to support why programs we offer should be in their top industries/agencies	Academics, Workforce Development and the Marketing dept.	Students become employed in Ohio's key industries	Year over year enrollment trends in jobs. Program Placement Rates	SM 2016
Link each of our programs to the Ohio Means Jobs in-demand Jobs List	Provide a link from Belmont's program listing on the web to Ohio Means Jobs	Academics, Marketing, IT	Students and employers connected	Year over year enrollment trends in these programs. Placement rates	Fall 2016
Determine the job training needs of our community based upon the regional economic development network	Survey county economic developers and local Workforce Investment Boards to determine regional training needs. Have someone scan daily newspaper/indeed/Monster, etc. sites for job openings/library may have access to resources, post for students	Workforce Development, IR, Career Services, Front desk	Improved employee and employer connection, more internships	Year over year enrollment trends in these programs. Placement rates, number of internships	SU 2016
Connect students seeking	Continue to utilize College Central and OhioMeans Jobs to connect students with	Career Services,	Expanded workforce and fl 2016 job opportunities	Year over year enrollment trends in	

employment with employers who need a trained workforce	employers	Faculty		these programs. Placement rates, employer satisfaction surveys	
Seek advice from program advisory committees on curriculum improvements and new program ideas	Survey advisory committees hold listening sessions and round-table meetings	Academics, faculty, IR	More buy-in from advisory boards and programs that are current with employer needs	Number of new programs, enrollment in those programs and placement in the relative fields.	Fall 2016
Analyze the changing needs of our stakeholders and select courses of action regarding those needs.	Gather information on who our stakeholders are, assess, analyze their needs and design an action plan	IR, President's staff	Programs that are current and better stakeholder relationships	Track participants in job fairs and career fairs. Survey of stakeholder satisfaction	Jan 2017
Determine which stakeholder groups that we should target with our educational offerings and services	Identify stakeholders, determine their needs and interests as they relate to our programs. Pull notes from previous Round Table meetings conducted by former new program assistant to President. Reach out to new groups.	IR, President's staff, Academics, Marketing	Improved internal and stakeholder relationships, increased enrollments in Belmont programs	Job placements Satisfaction surveys	