Data Set	Report Name	Data Type	Frequency of Collection	Major Pro(s)	Major Con(s)
American Association of Community Colleges Key Performance Indicator Pathways	AACC KPI Pathways	Quantitative	Annually	Strong Student Persistence and Completion Metrics	Not Currently Participating
Community College Survey of Student Engagement	CCSSE	Quantitative	Every 3 Years (in spring)	Multiple Administrations and Important Higher Ed Engagement Survey	Three-year Participation Cycle
Central Ohio Technical College Internal Reporting	COTC Internal Reporting	Quantitative	Varies by Activity, Every Semester, Annually	Much Normal Operations can be Incorporated	New Operations May Need Established or Existing Operations streamlined
Central Ohio Technical College Survey	COTC Survey	Quantitative and Qualitative (depending on instrument)	Varies by Activity, Every Semester, Annually	Variety of Data Collected	Resource-heavy and Not Yet Participating in Some Surveys
Higher Education Information System, Ohio Department of Higher Education	HEI	Quantitative	Year-round Reporting with Some Reports Produced by State on Annual Basis	State Entity with Extensive Database of OH Higher Education Data	Usefulness of Products
Integrated Postsecondary Education Data System, U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics	IPEDS	Quantitative	Year-round Reporting with Some Reports Produced by State on Annual Basis	Federal Entity with Extensive Database of National Higher Ed Data	Retrospective, Application of Data due to Incongruence between Definitions and COTC Population
National Community College Benchmarking Project	NCCBP	Quantitative	Annually (in autumn)	Multiple Administrations, Strong Student Outcomes Metrics, Includes Financial Data	Retrospective
Survey of Entering Student Engagement	SENSE	Quantitative	Every 3 Years (in autumn)	Multiple Administrations and Important Higher Ed Engagement Survey	Three-year Participation Cycle, Sampling Procedures
Two-Year Cohort Outcome Metrics	Two-Year Cohort	Quantitative	Annually (in autumn)	Multiple Administrations, Cohort-based, Strong Persistence and Completion Metrics, Allows for Equity Studies	Retrospective

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.

CONNECTION
Improvement Focus Description: Provide enhanced opportunities for students to prepare for college.
Improvement Focus Current Status: Beginning

Focus:	Strategy:	Leadership:	Others:	Outcome (or Observed Change)	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?
1. Create and define resources available to students for admission.	Evaluate current resources available in the admissions process, and make changes, and edits to current materials as necessary.	Director of Gateway Operations, Director of MPR, Director of Academic Operations.	VP for Academic Affairs, Gateway Data and Communications Coordinator, Gateway Manager of Advising / Retention.	NCCBP: Shift(s) in resource allocation may affects ratio(s). SENSE: Maintain or Increase Year-over-Year. Increased yield of applicants enrolled.	NCCBP Form 18 Student to Student Services Staff Ratio: Counseling and Advising; Testing and Assessment Services; Recruitment, Admissions, Registration. SENSE 18D, 23 ★ Conversion rate of applicants to enrollment in the college.	May 2017 May 2017 May 2017
	Evaluate need for additional resources.	Director of Gateway Operations.	Gateway Manager of Advising / Retention	Presence of additional and / or new resources.	Advising / recruitment staff and program faculty satisfaction with type and number of recruitment resources.	May 2017

2.	Widely distribute information regarding available preparation resources to students.	Create resources for student use in preparation of college assessment.	Director of the Center for Academic Success, Gateway staff	Library Director	Increase percentage of applicants who take placement exam and score into college-level courses. SENSE: Maintain or Increase Year-over-Year IPEDS: Increase awareness and availability of financial resources may affect frequency/proportion	Compare placement data from previous academic year. SENSE 18F, 18I, 18J, 18L, 23 ★ IPEDS Data Feedback FTFTDS Grant or Scholarship Aid by Type and Amount, All Undergrads Grant or Scholarship Aid by Type and Amount	Spring 2017
3.	Investigate co-requisite mathematics and English courses in lieu of mandatory prerequisite courses.	Create courses appropriate for co-requisite alignment.	Math & English Faculty, Director STEM and Arts and Sciences, Director for Center for Academic Success	Collaboration with other Ohio colleges currently using co-requisites, Curriculum committee	AACC KPI Pathways: Implementing co-requisites should lead to increased College-level credit/course attainment NCCBP: Implementing co-requisites should lead to increased developmental-college-level success Increased percentage of students will successfully complete college-level Math and English courses on first attempt.	AACC KPI Pathways Early Momentum Metrics, Gateway Metrics ★ NCCBP Form 8, 9 ★ Compare completion data after implementation of co-requisites	2016-18 academic years

#	Goal	Action	Responsible	Collaborators	Measure	Outcome/Evidence	Timeline
4.	Continue assessing mandatory student orientation, face-to-face or online, incorporating evaluation information gained from new student orientations.	Explore having current students present experiences at NSO. Revise faculty involvement at NSO to include transition from high school and "how" to study for college courses. Assess current orientation program through focus groups, program evaluations, etc. Continue to investigate other colleges' orientation programs for best practices. Focus on redesign of the online orientation to an interaction and meaningful experience for students.	Gateway Managers - Advising / Retention, Admissions	Advising Team, Admissions Team, Director of Gateway Operations, Director of Student Life, Director of Financial Aid, Chief Academic Officer, Director of Center for Academic Success	CCSSE: Maintain or Increase Improved term-to-term persistence and completion rates. Modification of NSO based on feedback received. Incorporation of best practices for NSO. Improved online orientation.	CCSSE 8H ★ Constructive feedback from participants. Participant and presenter responses. Interactive components in online orientation.	Autumn 2016 – Spring 2017
5.	Investigate student planning software to ensure accuracy of scheduled courses relative to declared plan of study.	Compare software need and compatibility with current information technology.	Director of Academic Operations; Director of ITS	VP for Academic Affairs, VP for Extended Campuses and Gateway, Director of Gateway Operations, Faculty	Decrease student time to certificate or degree.	Increase efficiency and accuracy of student academic scheduling.	December 2016
6.	Increase enrollment in ATS degree and One Year Option.	Market ATS to general public and businesses.	Director of Academic Operations, Director of MPR	Director of WDIC, VP of Extended Campuses and the Gateway, faculty, Gateway staff, college staff	COTC Internal Reporting: Track data for change in enrollment	COTC Internal Reporting Census Reporting ★	Autumn 2016

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7.	Increase support of transitioning veterans and current veteran residents.	Identify strengths and areas of needs involving veterans.	Director of Disability Services	VP for Academic Affairs, Director Academic Operations, Director of Gateway Operations.	COTC Survey: Monitor for identification of unique barriers: Veteran-specific barriers HEI: Informs COTC of size of student subgroups: Military	COTC Survey Veteran's Survey ★ HEI SP	Autumn 2016
8.	Investigate awarding credit for military experience, education and training.	Review MTAGS and military discharge documentation for development of possible credit policy.	Director of Academic Operations	VP for Academic Affairs, Director of Disability Services.	AACC KPI Pathways: Increased awarding of alternative credit should lead to increased College-level credit/course attainment	AACC KPI Pathways Early Momentum Metrics, Gateway Metrics ★	2016-17 Academic Year

9.	Investigate ways to better demonstrate a "caring campus".	Identify opportunities to improve student access to college facilities.
		  More convenient parking.
		  More on-campus housing opportunities.
		  Increase number of gender-neutral restrooms.
		  Improve / increase ADA accessibility
			Superintendent of Facilities and Support Services; Director of Disability Services	College staff	CCSSE: Maintain or Increase
					
					SENSE: Maintain or Increase
					
					COTC Survey: Monitor for responses related to institutional support
						CCSSE 4I, 9C, 9D, 9E, 9F, 11A, 11B, 11C, 12K, 12L, 12M, 18D, 26 ★
						
						SENSE, 18A, 18B, 18H, 18P, 18Q, 18R ★
						
						COTC Survey Campus Climate Survey, Veteran's Survey ★
						
						COTC Points of Pride ★
							2016-17 Academic Year

10.	Review and revise, if necessary, registration deadlines for new registrants.	Compare success rates of students registering at different times, to include late registrants.	VP for Academic Affairs, Director of Academic Operations, Director of Gateway Operations	Gateway Manager of Advising / Retention and Gateway Manager of Admissions	Differentiate success in registration days prior to start of semester and after start of semester. Possible change to policy and/or process.	Internal data: Registration of classes	May 2017
11.	Review and revise, if necessary,	Gather & analyze data of students taking late start courses in SU16 to determine	IR & E, VP for Academic	Director of Academic Operations, Director	Determine date for second start, if deemed	Established second start date to accommodate late	March 2017

second start date for courses.	student success.	Affairs	of Gateway Operations, Faculty	needed.	registrants.	
	Gather & analyze grade data for students who register within one week of start of classes in SU16, AU16, SP17 semesters.	IR & E, VP for Academic Affairs	Director of Academic Operations, Director of Gateway Operations, Faculty			

FIRST-YEAR ENTRY
Improvement Focus Description: <u>Create college environment that embraces the new student.</u>
Improvement Focus Current Status: <u>In progress</u>

Focus:	Strategy:	Leadership:	Others:	Outcome (or Observed Change)	Measure:	Timeline
1. Incorporate opportunities in development courses to engage in career-related learning activities in declared plan of study.	Develop learning activities focusing on various careers to demonstrate purpose of content of course to career goal.	Faculty	VP for Academic Affairs	CCSSE: Maintain or Increase Increase course completion on first attempt. Increase enrollment into college-level courses immediately after completion of developmental coursework.	CCSSE 4M ★ Course completion rates. Enrollment rates from development courses to college-level.	Spring 2017

2. Assess effects of retention and persistence from mandatory advising system for first year students.	Gather and compare persistence rates of students enrolled during AY 15/16 to previous cohorts who did not have mandatory advising.	IR & E, Gateway Manager of Advising / Retention	Director of Gateway Operations, Gateway Data and Communications Coordinator	AACC KPI Pathways: Establishment of mandatory advising may lead to increased College-level credit/course attainment	AACC KPI Pathways Early Momentum Metrics, Gateway Metrics, Persistence Metrics ★	Spring 2017
				CCSSE: Maintain or Increase	CCSSE 13.1A	
				HEI: Maintain or Increase	HEI First-to-Second Year Retention Rate	
				IPEDS: Maintain or Increase	IPEDS Data Feedback FT/PT Retention Rates ★	
				Improvement in term-to-term persistence rates		

3. Review and improve advising intervention procedures associated with Retention Alert and repeated courses.	Continue implementation of planned intervention when student repeats a course for first time.	Gateway Manager of Advising / Retention	Director of Gateway Operations; Advising team; Director of Academic Operations	Monitoring student appointment attendance with advisor	Student appointment attendance rate with advisor.	2016-17 Academic Year
	Investigate including mandatory academic assistance in Center for Academic Success for course repeats involving pre-college course repeats.	Director of Center for Academic Success	VP for Academic Affairs	Determine possible guided assistance in CAS.	Types of services available to students	
	Increase faculty use of Early Alert system.	Director of Academic Operations; faculty	VP for Academic Affairs	COTC Internal Reporting: Monitor for change in use of Intervention Alert	COTC Internal Reporting Ongoing Retention Alert Reporting ★	
	Continue proactive advising for students who have been entered into Retention Alert system.	Gateway Manager of Advising / Retention	Director of Gateway Operations; Advising team	Monitoring student appointment attendance with advisor	Student appointment attendance rate with advisor.	

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4.	Assess process and results of drop processes, i.e. self-drop during first week of courses and drop form while meeting with instructor or Gateway staff.	Compare withdrawals and course drops while policy was in place, versus previous years where no policy was in place. Aggregate data from collected withdrawal surveys to find main reasons students withdrawal from COTC. Create individual plans for re-enrollment with the aid of an advisor for students who withdraw.	Director of Gateway Operations, Manager of Gateway Advising / Retention	Director of Gateway Operations, Manager of Student Records, Advisors	Find why students are deciding to withdraw from COTC, and if reasons are institutional in nature; evaluate and change policies and procedures that could be contributing to withdrawals. All re-enrolled students will have individualized plan.	Decrease in complete withdrawals and course drops. Increase in student course completion rates. Increase in re-enrollment of students with individualized plan.	Full evaluation of policy to be done beginning of Spring Semester 2017 (1 full academic year after its implementation). Continuous monitoring of policy will be done before then as well.
5.	Assess and evaluate mandatory advising system where all first-year students are required to complete an advising session prior to enrollment in subsequent semesters.	Conduct focus groups with students involved with mandatory advising process. Compare course completion and retention rates between students who participated in mandatory advising and those who did not. Collect feedback from Advisors on the implementation of the policy.	Gateway Manager of Advising / Retention	Director of Academic Operations	CCSSE: Maintain or Increase; SENSE: Maintain or Increase; Increase in subsequent semester enrollments and course completions.	CCSSE 13.1A, 13.2A, 13.3A ★; SENSE 18D, 18E, 18G; Increase in retention and course completion rates.	Continued implementation and evaluation

| 6. | Incorporate more career planning at beginning of student's academic career. | Incorporate tools and software in the admissions and advising process that allows students to discover career goals and objectives tied to academic programs.

Emphasize importance of career planning in identified courses. | Director of Career Services, Manager of Gateway Advising/Retention, Manager of Admissions

Director of Career Services, faculty | VP for Academic Affairs, Director of Gateway Operations, Director of Workforce Development Innovation Center | SENSE: Maintain or Increase

CCSSE: Maintain or increase

Career counseling that occurs no later than the end of the first semester of enrollment at COTC. | SENSE 18E, 18F, 20.1B, 20.2B, 20.3B ★

CCSSE 12N ★

Career counseling implemented into the admissions and advising practices of the college.

Career exploration incorporated into content of curriculum in the classroom. | Spring 2017 |
| 7. | Require students to complete college-level coursework in semester immediately following successful completion of developmental course. | A new policy requiring students to complete college level coursework in semester immediately following succession completion of developmental course was implemented in 15/16 AY. We will continue to monitor this policy and its implementation. | Manager of Academic Advising / Retention | Director of Gateway Operations, Director of Academic Operations. | AACC KPI Pathways: Mandatory enrollment policy should lead to increased College-level credit/course attainment

NCCBP: Mandatory enrollment policy should lead to increased developmental-, college-level Success Increase in the percentage of student who enroll in college level course in the semester immediately following the completion of developmental coursework. | AACC KPI Pathways Early Momentum Metrics, Gateway Metrics, Persistence Metrics ★

NCCBP Form 9 ★

Increase in the percentage of students who enroll in college level developmental courses.

Increase in retention and college level course completion rates. | Continued implementation and evaluation |

8.	Explore creation of new certificate and degree programs.	Review labor data to identify possible new certificates and / or degrees.	SSLI Team, VP for Academic Affairs	Faculty, Director of WDIC	Thorough review of labor data.	Create new quality certificate(s) and degree(s).	2016-18 Academic Years
		Gather feedback from local businesses and industries to determine actual workforce need.	VP for Academic Affairs, Director of Workforce Development Innovation Center	Faculty	Increase communications with stakeholders to gain accurate workforce needs.	Develop list of workforce needs to monitor curriculum opportunities.	
		Identify secondary and adult education career centers for possible degree alignment.	VP for Academic Affairs	Faculty, Director of Academic Operations	Increase knowledge of secondary and adult education career center courses and programs.	Align course offerings to create new certificate(s) and / or degree(s).	
9.	Explore opportunities to get students more engaged in campus activities.	Maintain current and recruit additional faculty to serve as advisor to clubs. Increase faculty involvement in campus events.	Faculty, Director of Student Life	Director of Academic Operations	CCSSE: Maintain or Increase; Monitor responses related to activities impacting ability for student to be on campus (for classes or otherwise)	CCSSE 4Q, 8A, 8I, 10C, 13.1I, 13.2I, 13.3I, 14 ★	
10.	Provide comprehensive new hire and ongoing training for academic advisors related to advising strategies.	Create comprehensive training program for Gateway Advisors and Faculty advisors.	Gateway Manager of Advising/Retention, Director of Gateway Operations.	Faculty, Advising Team, Director of Academic Operations.	Creation of a comprehensive advising training program and documents for the College.	Increase in retention, course completion, and graduation rates.	Fall 2017

11. Provide professional development for faculty and staff to support students with barriers.	Increase faculty and staff involvement in available professional development opportunities focusing on supporting students with barriers.	Deans / Directors	Vice President for Academic Affairs	Attendance of faculty at professional development activities focusing on supporting students with barriers.	Increase in faculty attending professional development activities with at least one component focusing on student barriers.	2016-17 academic year
	Create program that introduces faculty and staff to the barriers that COTC students face that negatively impact degree completion.	Director of Gateway Operations, Gateway Manager of Admissions, Director of Student Life.	Gateway Manager of Advising/Retention, Student Life Staff, Director of Financial Aid.	Creation of training program and documents on common barriers/challenges of COTC student population.	Development of training program and documents for faculty and staff.	Summer 2017
12. Develop opportunities for the Gateway staff and faculty to share programmatic and advising information.	Gateway staff assigned to be liaisons to faculty departments, and will regularly attend faculty department meetings to share information with each other.	Vice President for Academic Affairs, Director of Gateway Operations	Faculty, Advising Team, Admissions Team.	Strengthened communications and information sharing between the two areas.	Increase in student retention and graduation rates.	2016 – 17 academic year
	Gateway will regularly invite faculty program chairs to Gateway meetings to share information/updates					

| 13. Investigate opportunities for first-year experience. | Examine how learning objectives of a student success course can be tied into the curriculum of classes that most first-year students take. | Vice President for Academic Affairs, Director of Gateway Operations | Library Director; Faculty, Gateway Manager of Advising / Retention | COTC Survey: Monitor for responses identifying cultural gaps which could become FYE topics

Positively impact student success within first year. | COTC Survey Campus Climate Survey

Increase in course completion rates and retention rates for first-year students. | Autumn 2016 |
| | Survey Faculty to see what is occurring in classrooms already that can be tied to first-year experience learning objectives. | Director of Academic Operations | | Identify components of first year experience. | Increase in student knowledge of skills and knowledge to be successful in college. | |

PROGRESS
Improvement Focus Description: <u>Determine best practices to assist successful student progress</u>
Improvement Focus Current Status: <u>In progress</u>

Focus:	Strategy:	Leadership:	Others:	Outcome (or Observed Change)	Measure:	Timeline
1. Develop dedicated pathways for students who took courses through College Credit Plus to ensure uninterrupted progress.	Assess courses offered through CC+ to determine common courses that align with academic degrees. Promote degrees to high school students.	VP for the Extended Campuses and Gateway, Director of Gateway Operations, VP for Academic Affairs, Director of Academic Operations	Gateway staff, Curriculum committee members	Increase knowledge & awareness of common courses offered to create alignment with academic certificate(s) and / or degree(s).	Develop aligned pathways from CC+ courses to college certificate(s) and / or degree(s).	March 2017
2. Develop online literacy evaluation / experience for students to enhance their success in online coursework.	Assess types of online literacy evaluations to capture best practices.	IT Faculty Committee, Faculty who teach online courses, Director for Academic Operations	VP for Academic Affairs	Increase student retention and completion in online courses.	Increase student preparation and success in online courses.	Autumn 2016
3. Develop communication for realistic expectations of online courses, i.e. time management, organizational skills, deadlines, need for academic support, etc.	Develop expectations of online learning for inclusion in all online course syllabi and in individual folder in Moodle.	IT Faculty Committee	VP for Academic Affairs, Director of Academic Operations	Increase student retention and completion in online courses.	Increase student satisfaction in online courses as evidenced in comments in faculty evaluations.	Autumn 2016
4. Develop method for gathering	Explore methods	IT Faculty	VP for	IPEDS: Informs COTC	IPEDS Proportion of Enrollment in	May 2017

Focus:	Strategy:	Leadership:	Others:	Outcome (or Observed Change)	Measure:	Timeline
information from students regarding their online experiences.	to increase response rate of students taking online courses.	Committee, Director of Academic Operations	Academic Affairs	of extent to which students are enrolling in distance courses NCCBP: Informs COTC of extent to which students are enrolling in distance courses and their outcomes	Distance Education ★ NCCBP Form 17A, 17B★	
5. Continue implementing Quality Matters options to increase quality of content in online courses or courses used as supplemental for face-to-face courses.	Assess courses to identify opportunities to increase quality of courses using the LMS.	Information Technology staff, VP for Academic Affairs	Faculty	NCCBP: Implementing QM may lead to increases in success rates; Informs COTC of extent to which students are enrolling in distance courses and their outcomes; Compare to institution-wide outcomes	NCCBP Form 17A, 17B, (12) ★	2016-18 Academic Years
6. Provide opportunities for students to interact with faculty outside of the classroom.	Maintain current and recruit additional faculty to serve as advisor to clubs. Increase faculty involvement in campus events.	Faculty, Director of Student Life Faculty, Director of Student Life	VP for Academic Affairs, Dean & Directors VP for Academic Affairs, Dean & Directors	CCSSE: Maintain or Increase; Monitor for change in reported participation SENSE: Maintain or Increase	CCSSE 4I, 4K, 4N, 4Q, 8A, 10C, 13.1E, 13.2E, 13.3E, 13.1I, 13.2I, 13.3I ★ SENSE 18O, 19L, 19Q	2016-18 Academic Years
7. Provide opportunities for alumni	Survey faculty to	Director of	Faculty	Increase persistence,	Increase presence of alumni in	2016-18

Focus:	Strategy:	Leadership:	Others:	Outcome (or Observed Change)	Measure:	Timeline
to interact with students both in and out of the classroom.	determine interest of having alumni involved with students.	Academic Operations, Director of Development		retention, and degree completion.	student activities and classroom.	Academic Years
8. Ensure Master Schedule provides courses without conflicts with other courses on the semester POS.	Create grids for all POS. Faculty review Master Schedule prior to release to public.	Director of Academic Operations, VP for Academic Affairs, Faculty	Director of Part-time Faculty, VP for Extended Campuses and Gateway, Gateway staff	SENSE: Maintain or Increase	SENSE 18C	February 2017, February 2018
9. Determine what is occurring in the classroom to engage students in first-year experience-like activities.	Survey instructors.	Director of Academic Operations, Director of Gateway Operations	VP for Academic Affairs, Faculty	Increase retention and degree completion.	Creation of experiences to better prepare students for success in college.	Autumn 2016
10. Identify students not completing at least 12 hours in their first year of enrollment and determine possible causes.	Evaluate data to identify traits of these students.	IR & E, VP for Academic Affairs, Director of Gateway Operations	Faculty	AACC Pathways: Target the group NOT hitting KPI	AACC KPI Pathways Early Momentum Metrics ★	May 2017

COMPLETION
Improvement Focus Description: <u>Evaluate changes in academic program hours to student completion</u>
Improvement Focus Current Status: <u>Beginning</u>

Focus:		Strategy:	Leadership:	Others:	Outcome (or Observed Change)	Measure:	Timeline
1.	Monitor impact of changes in POS credit hour changes to 60-65.	Compare degree completion of different years' POS.	IR & E, VP for Academic Affairs, Director of Gateway Operations	Director of Academic Operations	COTC Internal: Time-to-Degree may decrease following reduction of required credit hours	<u>COTC Internal Reporting</u> Time-to-Degree Studies ★	May 2018
2.	Identify core courses to incorporate resume and interview preparedness for all POS.	Survey faculty to determine appropriate courses.	Director of Academic Operations; Director of Career Services	Faculty	Increase number of students who create resume prior to graduation.	Number of classes that incorporate resume and interviewing skills.	May 2017
3.	Continue program reviews, as scheduled, to determine relativity and validity of content and program needs based on industry expectations.	Increase involvement of faculty in Review process.	VP for Academic Affairs, Dean / Directors	IR & E	COTC Internal: Potential change in offerings	<u>COTC Internal Reporting</u> Academic Program Review Reporting ★	April 2017, April 2018
4.	Monitor GEOs and program objectives, by program, to ensure students are meeting expectations. Modify as needed.	Continue development of assessment plan for academic programs.	SLASC members, Faculty	VP for Academic Affairs, Dean / Directors	COTC Internal: Monitor GEO course outcomes	<u>COTC Internal Reporting</u> Assessment Reporting ★	2016-18 Academic Years
5.	Consider efforts to ensure that all students who fulfill the requirements for a degree receive the degree.	Investigate auto-awarding of degrees and certificates once students	Director of Gateway Operations, Director of Academic Operations	VP for Academic Affairs	Increase degree completion	Number of degrees awarded	May 2017

Focus:	Strategy:	Leadership:	Others:	Outcome (or Observed Change)	Measure:	Timeline
	meet requirements.					
6. Review HEI reporting procedures to ensure all certificates and degrees awarded are being reported and are reported with the appropriate level and subject area codes.	HEI reporters will provide summary of all degrees and certificates for review prior to submitting HEI reports.	HEI reporters	VP for Academic Affairs, VP for Extended Campuses and Gateway	Increase or maintain accuracy of HEI reports	HEI Reports	May 2017
7. Identify completion rates focusing on bottleneck courses with consistently low completion rates across sections and modes of delivery.	Identify courses with low pass rates and offer alternative modes of delivery for those courses.	Faculty, IR & E	Dean / Directors, Director of Academic Affairs	NCCBP: Maintain or Increase COTC Internal: Monitor bottleneck course outcomes	NCCBP Form 8, 10, 11 ★ COTC Internal Reporting Assessment Reporting ★	Autumn 2016
8. Compare completion rates between non-access students and the various groups of access students.	Review data to determine differences and similarities between groups.	IR & E, Director of Gateway Operations, VP for Academic Affairs	SSLI Team, Dean / Directors	Two-Year Cohort: Identify inequitable outcomes	Two-Year Cohort Credit Hours Attempted vs. Credit Hours Completed, Credit Hours Threshold Reached, Fall-to-Next Term Retention, Completed Degree or Certificate, Retained at Any Point in Year Two, Two-Year Cohort Outcomes Total, Credit Hours Attempted vs. Credit Hours Completed at End of Year Two ★	May 2017

| 9. Identify students not completing their degree within 150% of time and their declared POS. | Review data to determine if patterns exist among these students. | IR & E, Director of Gateway Operations, VP for Academic Affairs | SSLI Team, Dean / Directors | COTC Internal: Report students for targeted outreach | COTC Internal Reporting Comparison of Catalog Year (or First Term, Revised First Term, or Program Start Date) to Current Term ★ | May 2017 |

OTHER
Improvement Focus Description: <u>Examine other sources to create student success</u>
Improvement Focus Current Status: <u>Beginning</u>

Focus:		Strategy:	Personnel:	Others:	Outcome (or Observed Change)	Measure:	Timeline
1.	Evaluate board pass rates, for applicable programs, for identified need of curriculum modification.	Program faculty review current board content to identify any areas of needed modifications.	Dean / Directors, Faculty	VP for Academic Affairs,	COTC Internal: Monitor for change in passage rates	COTC Internal Reporting Licensure/Certification/Board Exam Pass Rates (plus examples: BPA, SUR) ★	2016-18 Academic Years
2.	Evaluate completion data by different populations.	Identify similarities and differences in completion data by different populations.	IR & E, Director of Gateway Operations, VP for Academic Affairs.	SSLI Team	Two-Year Cohort: Identify inequitable outcomes IPEDS: Maintain or Increase	Two-Year Cohort Credit Hours Attempted vs. Credit Hours Completed, Credit Hours Threshold Reached, Fall-to-Next Term Retention, Completed Degree or Certificate, Retained at Any Point in Year Two, Two-Year Cohort Outcomes Total, Credit Hours Attempted vs. Credit Hours Completed at End of Year Two ★ IPEDS Data Feedback FTFTDS Graduation Rate, FTFTDS Three-Year Graduation Rates by Race/Ethnicity, FTFTDS Two-Year, Three-Year, Four-Year Graduation Rates ★	May 2017

3.	Increase student awareness of financial aid implications of unsatisfactory progress in academic program.	Assess communication to students regarding financial aid and unsatisfactory progress.	Director of Financial Aid	Gateway staff	SENSE: Maintain or Increase	SENSE 18I, 18J ★	May 2017

WORKFORCE
Improvement Focus Description: <u>Prepare students for entry-level employment</u>
Improvement Focus Current Status: <u>In progress</u>

Focus:	Strategy:	Personnel:	Others:	Outcome (or Observed Change)	Measure:	Timeline
1. Continue alignment of curriculum to business needs.	Assess faculty for "soft skill" content in course(s).	Director of Academic Operations, Faculty	Director of Workforce Development Innovation Center	COTC Survey: Monitor for changes in reported satisfaction, skills of graduates	COTC Survey Employer Survey ★	May 2017
2. Increase involvement of workforce partners in programmatic advisory committees.	Assess advisory committee members for evidence of "soft skill" content in graduates.	Lead faculty and program directors	Director of Workforce Development Innovation Center	Increase soft skill content in appropriate academic courses.	Increase in attendance of advisory committee members at advisory committee meetings.	May 2017
3. Link employers to veteran job seekers.	Identify veterans looking for employment	Director of Career Services	Faculty, Gateway staff	COTC Survey: Monitor responses for desired formats for engagement, population-specific needs	COTC Survey Veteran's Survey ★	Autumn 2016
4. Continue offering Career Fair to students to connect businesses to workers.	Increase involvement of students at Fair.	Director of Career Services	Faculty	Increase employment opportunities for students.	Track number of students attending Fair.	May 2017, May 2018
5. WDIC will continue to align training to business needs.	Survey businesses to identify needs.	Director of Workforce Innovation Center	VP for Academic Operations, Faculty	Increase number of training sessions to business partners.	Track number of training sessions.	May 2017, May 2018