

**Hocking College**

**RESOLUTION 2015-2016**

**WHEREAS**, in accordance with Chapter 3345, 3354, and 3357, of the Ohio Revised Code, the Hocking College Board of Trustees is the governing body for Hocking Technical College with authority to authorize the President to manage the day to day operations of the College, and

**WHEREAS**, each public college and university was required to submit a campus completion plan that was approved by its board of trustees to the Chancellor by June 30, 2014. Completion plans are intended to help institutions to identify and implement strategies designed to increase the number and percentage of students earning meaningful postsecondary credentials.

Current legislation calls for each institution to update its completion plan and submit it to the Chancellor by June 30, 2016

**NOW THEREFORE BE IT RESOLVED** that the Hocking College Board of Trustees has reviewed the Completion Plan 2016-2018 submitted by the Office of Academic Affairs and the Hocking College President.

**BE IT FURTHER RESOLVED**, that the Hocking College Board of Trustees, hereby approves and accepts the Completion Plan 2016-2018.

Adopted: \_\_\_\_\_  
Date

Approved: \_\_\_\_\_  
Board Representative

### **Hocking College’s Mission**

Hocking College provides a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity and developing citizens who are engaged in their local and global communities.

### **Purpose of the Completion Plan**

We view this completion plan as roadmap for implementing the mission of this institution. We believe passionately in this promise to our students and our community. These initiatives focus on the drive to assure that every student has every chance of success through social and economic advancement. For those students who have stood before closed door time and time again, we believe that education is the key to open those doors, and we want to make good on our promise to provide those keys to our students and to our community.

### **Hocking College’s SSLI Team**

Hocking began forming the Student Success Leadership Institute’s team in November of 2015. Our goal was to include a cross-section of the institution to give voice to the many stakeholders for whom student completion is central. The following people contributed to the completion of this project either as a member of the core SSLI team, a member of the SSLI Data team and/or a contributor and editor of this document:

Christine Allwine:	Faculty, Mathematics
Jeffrey Daubenmire:	Chief of Staff
Dr. Myriah Davis:	Vice President, Academic and Student Affairs
Pamela Dye:	Department Chair, Allied Health and Nursing
Danita Glenn:	Director, Academic Services
Mary Leffler:	Faculty, Accounting
John Less:	Office Coordinator, Public Safety Services
Kensey Love:	Director, Retention, Completion and Institutional Research
Victor Maxson:	Director, Assessment
Sarah Parker-Clever:	Dean, Arts, Business and Sciences
Joseph Wakeman:	Associate Vice President, Student Affairs
Diane Wolf:	Assistant Director, Institutional Research
Christine Woodgeard:	Director, Enrollment Management and Student Admissions



Focus	Strategy	Leadership	Constituents	Outcomes	Measures	Timeline
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Ryan Rieder:	Department Chair, Arts, Business and Sciences
Dawn Shingler:	Faculty, Medical Assistant
Daniel Yeatts:	Admissions Counselor
Dr. Betty Young:	President

### Gathering Information

The team gathered information through many avenues. Through attending the SSLI meetings, the team gleaned a tremendous amount of information from other two-year institutions. Our SSLI coaches from Sinclair Community College and Data Team coach from Zane State kept us focused and shared strategies that were successful at their institution. We also gathered best practices from the campus community through a survey focused on advising and engaging students. This questionnaire was used to strategize ways to integrate students into the campus life of Hocking College and to help them progress through coursework and complete their educational goals.

Also contributing to this plan is our ongoing work with Ruffalo Noel Levitz to create a strategic enrollment plan that touches on improving student services and academics. Strategic enrollment planning (SEP) is defined as an information-based and ongoing process that identifies, evaluates, and modifies strategies and enrollment goals to effectively connect mission, current state, and changing environment to long-term enrollment and fiscal health. Strategic planning aligns the organization with its environment in order to help ensure stability, survival and excellence. The strategic enrollment planning process uses four phases: data analysis, strategy development, goal setting, and implementation. This project began in December 2014 with large scale committee work which included faculty, staff, directors and administrators. These large committees identified points of failure and potential areas of improvement. A smaller team has been meeting regularly to pinpoint specific strategies to connect, engage and complete students.

### Challenge One: Connecting and Engaging New Students

#### Institutional Goal:

Our goals are to broaden opportunities for students. First, we hope to form early and meaningful connections with new students so that they get off to the kind of strong start that will help ensure a rich educational experience and set the stage for their long-term success. We also believe in our mission to provide meaningful educational services to adult populations who may be looking for new opportunities. To meet our goal we have identified two areas of focus: providing tools and support for students to understand and manage their educational path and increase the number of adult learners ages twenty-five and older.

What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?
1.1 Increase student ability and desire to self-manage their educational path	1.1a Implement Navigate platform 1.1b QuickStart redesigned 1.1c Application communications	Navigate Leadership Team  Admissions	Faculty advisors  Students	Students will be able to use Navigate platform to self-manage  Students will engage with their program advisor  Students will understand academic planning requirements  Students will explore the Navigate platform prior to arriving on campus	Number of students logging into Navigate  Number registered before they leave QuickStart  Number of student who attend QuickStart  Number of students who build an educational plan	Autumn 2016
1.2 Increase number of adults (age 25/+) ready to enter workforce with credentials	1.2a New program development (Water & Wastewater Management; Criminal Justice; Agroecology)  1.2b Existing program promotion (EMT, Peace Officer Basics, Timber Harvesting & Tree Care, LPN, Fire Fighting cert, Massage Therapy cert, Office Management & Equipment)	Academic Affairs Committee	Deans/Chairs  Faculty  Student services  Marketing	Adult learners will have access to course offerings in a time and modality that meet their needs.  Adult learners will have access to programs that align with employment opportunities in the region.	Adult student enrollment  Credentials awarded  New programs  Online and hybrid offerings  Time to completion for certificates	New programs - pending Aug 2016  Existing program promotion - Spring 2017  Online/hybrid - FY2018

	Operations cert) 1.2c Online/Hybrid course development 1.2d Compressed scheduling by program			The college will align short-term credentials with Title IV funding.		Compressed scheduling - FY2018
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**Challenge Two:** Student Persistence and Completion

**Institutional Goal:**

While creating strong connections to the institution and engaging students is an important part of our strategic plan, we also recognize that student progress and completion is the other side of the coin in terms of institutional success. We have identified barriers that prevent students from reaching their goals. In this section, we identified some of those barriers and developed action plans to address how we can help to remove those and allow students to focus on gaining the knowledge they need and getting to the finish line.

Focus	Strategy	Leadership	Constituents	Outcomes	Measures	Timeline
What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?
2.1 Provide intrusive supports for high enrolled, high failure courses	<p>2.1a Collaborate with faculty to determine improvements (i.e. curriculum redesign, professional development, student supports, etc.)</p> <p>2.1b Incorporate Academic Success Center resources into the classroom (i.e. supplemental instruction, ANKI)</p> <p>2.1c Provide faculty development for active learning/student engagement classroom strategies &amp; supplemental instruction</p>	Student Success Committee	Deans, Chairs Faculty Academic Success Center	<p>Faculty will engage with best practices in teaching and learning</p> <p>Students will receive just-in-time support</p> <p>Course assessment will improve student learning (close the loop).</p>	<p>Course success rates</p> <p>Community College Survey of Student Engagement</p> <p>Number of students completing programs</p> <p>Faculty feedback</p> <p>Student usage of support services</p> <p>Number of faculty participating in faculty development</p>	Spring 2017
2.2 Accelerate student completion of developmental education Improve success of	<p>2.2a Redesign developmental math curricula</p> <p>2.2b Combine two-levels of developmental English into one with added support</p>	Developmental Education Committee	Faculty Student services Testing Center	Faculty will engage with best practices in teaching and learning	<p>Course success rates</p> <p>Community College Survey of Student Engagement</p>	<p>Math curricula - Apr 2016</p> <p>English curricula - Jan 2016</p> <p>Faculty PD -</p>

<p>developmental students within developmental courses and beyond</p> <p>Increase accuracy of placement processes</p>	<p>2.2c Provide faculty development for best practices in developmental curriculum redesign</p> <p>2.2d Strengthen placement testing processes &amp; new student communications</p> <p>2.2e Incorporate high school grade point average as a placement measure</p>			<p>Students will complete developmental education requirements within one year</p> <p>The college will more accurately place incoming students.</p> <p>Students in developmental writing will work on college-level writing.</p> <p>Programs will align the appropriate math pathway for career readiness</p>	<p>Students successfully completing first college-level MATH/ENGL courses</p> <p>Faculty feedback</p> <p>Number of faculty participating in faculty development</p> <p>Academic program curriculum redesign</p>	<p>summer 2017</p> <p>Communications - Apr 2016</p> <p>HS GPA - autumn 2017</p>
<p>2.3 Strengthen student engagement with Hocking College during the first year</p>	<p>2.3a Redesign first-year experience course (Cornerstone) to include school-based orientation</p> <p>2.3b Enhance SmartStart program (week prior to classes) to emphasize connections and how to be a successful student</p> <p>2.3c Establish mentoring program</p>	<p>Student Success Committee</p>	<p>Student Activities</p> <p>First Year Experience Specialist</p> <p>Faculty</p>	<p>Students will understand opportunities for co-curricular involvement</p> <p>Students will foster connections with peers, faculty, and staff to support their learning</p> <p>Students will be supported by mentors (peer/community)</p>	<p>Student participation in co-curricular activities</p> <p>Community College Survey of Student Engagement</p> <p>Student feedback</p> <p>Faculty feedback</p>	<p>Cornerstone redesign - Autumn 2016</p> <p>SmartStart redesign - Autumn 2017</p> <p>Mentoring - FY2017</p>
<p>2.4 Increase student engagement with</p>	<p>2.4a Establish critical touchpoints for students to</p>	<p>Navigate</p>	<p>Faculty</p>	<p>Students will meet with their academic advisor</p>	<p>Student feedback on advising</p>	<p>Faculty PD Aug</p>

<p>academic advisors</p> <p>Increase quality of academic advising</p> <p>Emphasize student planning and monitoring progress to completion</p>	<p>meet with program advisor during first year</p> <p>2.4b Provide professional development on best practices in advising</p> <p>2.4c Define expectations for faculty to monitor/contact each advisee</p> <p>2.4d Provide faculty advisors electronic access to student records</p> <p>2.4e Provide students with electronic access to plan their courses and monitor their progress toward completion</p> <p>2.4f Document student-faculty-staff discussions related to educational planning for continuity of service</p> <p>2.4g Communicate advisor assignments to students and record in student information system for staff access</p>	<p>Leadership Team</p> <p>Deans/Chairs</p> <p>Student Success Committee</p>	<p>Students</p>	<p>at critical touchpoints</p> <p>Faculty will support student use of Navigate platform to plan and monitor progress</p> <p>Students will understand their academic progress</p>	<p>experience; Student satisfaction survey (CCSSE)</p> <p>Faculty feedback on experience as advisor</p> <p>Time to completion by program</p> <p>Tracking advising appointments/ consultations</p>	<p>2016</p> <p>Expectations Aug 2016</p> <p>Touchpoints Nov 2016</p> <p>Communicate advisor assignments - Aug 2016</p> <p>Access to systems - already in place</p> <p>Documenting comments - TBD</p>
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