



Student Completion and Success Plan

Submitted to the Ohio Department of Higher Education

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Purpose:

The purpose of Marion Technical College’s Campus Completion Plan is to outline the College’s systematic plan for improving student success that reaches the departmental and classroom levels for direct impact on student persistence and completion by:

- Identifying policies and practices that will advance Marion Technical College toward improved student completion and student success rates;
- Using resources and expertise from the Ohio Association of Community Colleges (OACC) and the Ohio Department of Higher Education (ODHE) in aspects of the Campus Completion Plan’s development, implementation, and assessment;
- Developing strategies and methods that are likely to have a positive impact on 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.

A summary of Marion Technical College’s updated 2013-18 Strategic Plan is included as an appendix to this document. The complete strategic plan, which includes detailed strategies, responsible parties, outcome measures, results, and analysis and action steps, is available upon request by e-mailing Dr. Haas at haasr@mtc.edu.

CONNECTION TO THE INSTITUTION

Who are Marion Technical College’s students?

Marion Technical College (MTC) is located in Central Ohio, approximately 50 miles north of Columbus. The College’s primary service area is Marion County (population 65,000) and the six counties that surround Marion. In addition to courses conducted on the MTC campus, MTC offers College Credit Plus courses in 18 area high schools and offers courses at two state correctional facilities located in Marion County.

MTC categorizes its students into three main groups: General, Early College, and Prison. As a percentage of the student body, the general student population has declined from 75% of the student headcount in fall 2009 to 56% of the student headcount in fall 2015.

Fall Term Student Headcount							
Student Type	2009	2010	2011	2012	2013	2014	2015
General	2,056	2,069	2,042	1,865	1,695	1,498	1,374
Early College	404	438	485	571	645	676	762
Prison	263	252	261	304	347	298	305
Total	2,723	2,759	2,788	2,740	2,687	2,472	2,441

Although the number of general students has declined 33% since 2009, general students typically take more credit hours per student than other student groups. General students accounted for 81% of annual FTE in 2009-10 and 68% of FTE in 2015-16:

Annual FTE by Student Type							
Student Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
General	1,537	1,575	1,509	1,310	1,234	1,058	966
Early College	164	169	216	213	244	271	314
Prison	196	159	161	155	179	153	150
Total	1,897	1,903	1,886	1,678	1,657	1,482	1,430

Because the early college and prison populations are unique, MTC disaggregates data by student type. An analysis of the characteristics of the general student population shows the proportion of Pell-eligible and female students is increasing slightly, and the proportion of new and full-time MTC students is decreasing. The majors selected by students, developmental education placement rates, minority rates, and county of residence have been mostly consistent for the past several years:

Fall Term General Student Characteristics							
Year ->	2009	2010	2011	2012	2013	2014	2015
Students	2,056	2,069	2,042	1,865	1,695	1,498	1,374
Pell Eligible	59%	66%	69%	66%	65%	64%	60%
Female	66%	67%	68%	69%	69%	70%	72%
Average age	28.5	29.3	29.1	28.6	27.9	27.8	27.7
25 and older	53%	56%	55%	55%	51%	51%	46%
Minority	4%	4%	5%	4%	5%	7%	8%
Full-time (12+ credits)	61%	62%	59%	49%	47%	43%	38%
New to MTC	28%	23%	24%	23%	22%	20%	19%
Placed into at least 1 Dev Ed				61%	59%	59%	56%
County of Residence							
Marion	42%	45%	47%	45%	41%	40%	41%
Morrow	10%	10%	10%	10%	12%	11%	12%
Crawford	8%	8%	8%	9%	9%	10%	9%
Delaware	10%	9%	8%	7%	8%	9%	9%
Wyandot	9%	8%	8%	8%	7%	8%	8%
Union	5%	5%	5%	5%	5%	6%	6%
Hardin	2%	2%	2%	2%	2%	2%	2%
Other	14%	12%	12%	13%	15%	14%	13%
Primary Declared Major							
Arts & Sciences	6%	5%	5%	8%	8%	8%	8%
Business	14%	16%	13%	13%	14%	13%	14%
Engineering	9%	8%	9%	9%	7%	6%	5%
Health Technologies	51%	50%	51%	51%	52%	55%	56%
Information Technologies	9%	9%	10%	9%	8%	7%	7%
Public Service	11%	12%	10%	11%	11%	11%	10%

What efforts are underway at the college to help students in need of remediation become better prepared for college?

The percentage of students who place into at least one developmental education course has dropped from a rate of 61% in the fall of 2012 to 56% in fall 2015. MTC has implemented several programs to try to help students in need of remediation become better prepared for college, but has experienced limited success with these initiatives. In 2010, MTC's Arts & Sciences math faculty added a math lab component to developmental education mathematics courses. A primary characteristic of the math lab was that students were required to spend a specific number of hours in the math lab, where students could access tutoring assistance in real-time. MTC's QuickStart program, initially grant funded, was designed to provide a transition opportunity for a student to "try on" a college course at no cost. Unfortunately, the QuickStart program was discontinued in fall 2014 due to a lack of funding.

To continue efforts to improve student success, MTC joined the OACC Student Success Leadership Institute (SSLI) in 2015 and plans to continue participation through 2018. Through the SSLI, MTC is developing additional strategies modeled after Completion by Design and is working through a 12-person cross-functional team to identify and implement high-impact practices. MTC is adding two AmeriCorps Coaches in the 2016-17 academic year to work with students who need course-embedded intensive assistance. The College has applied for a Bridges to Success Math Grant through the Ohio Department of Higher Education (ODHE) to help redesign math pathways, including the creation of co-requisite math courses. MTC is also redesigning placement processes, implementing multiple measures for developmental education course placement, creating a co-requisite model for developmental education, and improving coordination with ABLE.

Other details about ways MTC is addressing this area can be found in the College's updated 2013-18 Strategic Plan Goals 1A and 1B.

How do we build relationships with K-12 schools?

MTC builds and maintains relationships with K-12 schools in several ways:

- MTC created the position of Director of College Credit Plus (CCP) to coordinate MTC's CCP initiatives and assigned other individuals to each school who serve as the primary liaison with the school to ensure effective communication and resolution of issues.
- MTC has partnered with Marion City Schools to create the Graduation Pathway to Success (GPS) program that launched in June 2016. This program is partially grant funded through the Marion Community Foundation, and will provide opportunities for disadvantaged high school students to begin college courses in their freshman year of high school.
- The Director of CCP works closely with school counselors in the advising and enrollment of high school students.
- Under the guidance of the Director of CCP, MTC has developed unique programs at each partner school through collaboration with academic deans and directors at MTC to meet the needs of the high school.
- Representatives from Admissions, Student Services, and academic departments partner to provide information to and coordinate advising nights for CCP students and families.
- The Admissions Office routinely holds information events at area high schools and talks with guidance counselors about MTC academic programs. Various events are held throughout the year that give secondary students the opportunity to tour the campus and learn about academic

programs.

- MTC sponsors an annual guidance counselor meeting for area high school counselors.
- MTC houses a regional tech prep coordinator and actively participates in career-tech initiatives.

The Department of Enrollment Services established an Enrollment Advisory Committee in 2016. Committee members include representatives from area high schools, employers, and community agencies. Enrollment management and admission communications plans were developed in 2016 to help maintain and improve engagement with secondary schools and other communities.

Additional details about MTC's strategies to build and maintain relationships with K-12 schools is included in the 2013-18 Strategic Plan Goal 2A.

How do we engage with parents, adult-students, and community?

MTC engages with students, adult-students, parents, and the local community by communicating through the College Website and local advertising. MTC employees also engage stakeholders through public speaking at local organizations such as Rotary, Kiwanis, the Marion Chamber of Commerce, a direct-mail newsletter, social media such as Facebook and Twitter, sponsoring admissions nights for potential adult students, and by sharing success stories of MTC students through a variety of media channels. MTC's President and cabinet members serve as members of Rotary, United Way, Marion CANDO!, Kiwanis, local school boards, the local hospital board, and a variety of community organizations. MTC employees are actively engaged in dozens of community organizations.

MTC also engages its community through academic program advisory committee meetings, participation in various community events, and an active public relations campaign. College employees participate monthly on a local radio station's "Morning Magazine" radio program, attend Chamber of Commerce meetings, host the local chapter of the Business Network International (BNI) program, work with the ICAN Center for Excellence promoting college attendance to K-12 students, and engage in a variety of other events. Additionally, several academic program faculty have included community service projects in their course curriculum.

MTC's Enrollment and Student Services employees cooperate with The Ohio State University at Marion (OSU Marion) in offering services such as guidance counselor updates, FAFSA completion programs, and various campus tour and visit day events open to all members of the community. The annual International Fair held on campus supports diversity and brings hundreds of community members together on campus. Enrollment and Student Services implement outreach programs to reach adults, community agencies, employers, and other non-traditional stakeholders. MTC uses a variety of communication strategies, including the use of technology and evening office hours to maintain consistent contact with prospective and current students.

Additional details about MTC's strategies to engage its community are included in the updated 2013-18 Strategic Plan Goal 2A.

How does our institution orient students? How does our institution communicate learning expectations to students? How does admissions, student support, registration, student life aid in this process?

Applicants, new students, and their families meet with an admission counselor or first year advisor prior to enrollment. This meeting often leads to engagement with other College student support services in order to help prepare students for college entrance.

MTC conducts new student orientation programs each term. In the orientation program, MTC employees introduce new students to faculty, staff, and other students; communicate success tips to students; provide a campus tour; and review pertinent policies and procedures. The following departments present information during each orientation session:

- Student Resource Center (tutoring, advising, disability services, mental health services)
- Financial Aid
- Campus Security
- Student Life and Activities
- Library Services
- Career Services
- Diversity Program
- Academic Services
- Information Technology

IT Services (email and learning management system) and learning expectations are also consistently communicated to students via the course syllabus, College website, and student handbook.

Attendance at orientation sessions is highly recommended but not mandatory. To accommodate the few students who could not attend orientation, MTC Student Services created an orientation website to enable new students to become familiar with the College and the online resources available. Beginning in fall 2016, an improved communication outreach to new students will include systematic messages from MTC's President, CAO, the Campus Safety Officer, and other key personnel. A tracking field is being added to the student information system to record student attendance at orientation and participation on the orientation website to enable staff to analyze student success and its relationship to participation in orientation.

Additional details about MTC's strategies for orienting and communicating with its students are included in the updated 2013-18 Strategic Plan Goals 1.A and 1.B. MTC is also developing new strategies through the SSLI process.

How does the co-curricular program support the common learning outcomes of the institution?

MTC has defined six common learning outcomes, named College Graduate Competencies (CGCs), in the following areas: Communication, Mathematics, Technology, Diversity, Professionalism, and Problem-Solving. MTC offers two primary co-curricular programs that support these competencies: the honor society Phi Kappa Theta and The Society for Leadership and Success. These organizations, which are governed by students under the guidance of an MTC staff member, support the CGCs by providing a platform for students to reinforce classroom learning. Students in each of these organizations conduct fund-raising activities, bring in nationally renowned speakers, and assist with campus-wide events.

In addition to MTC-specific co-curricular activities, the College shares student activities and recreation programming with OSU Marion. The new Student Center Director has developed additional activities and expanded hours of operation; the Director is developing a plan to incorporate MTC CGCs into current and future functions. The Director conducted comprehensive survey research in fall 2015 to assess the priorities and needs of students in order to be more engaged with campus life and wellness.

Additional details about MTC's strategies for improving student performance on common learning

outcomes are included in the 2013-18 Strategic Plan Goal 1.D.

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?

The job placement rate for students who graduate from MTC has been consistently above 80% for students who are seeking work after earning an associate degree. MTC offers a jobs board and placement services at no cost to employers or to students (current and former) seeking positions. MTC also offers help for students who are unsure about career choices through web-based career exploration services. MTC submitted a detailed career services plan to ODHE in December 2015. Additionally, MTC and OSU Marion submitted a funding request through an Innovation Grant to consolidate and improve career and selected student services at the Marion Campus. MTC also worked with Ohio State Marion to procure an OMIC grant to begin to improve co-op and internship placement services at the Marion Campus.

In June 2015, MTC implemented the EMSI career coach product and included links to Ohio Means Jobs on program web pages. Career Coach provides local information about career education requirements, wages, anticipated openings, and current employment. Career Coach allows students, prospective students, and the general public to search careers and job openings and provides direct links back to the related academic program pages. Additionally, Career Coach has two levels of survey tools students can access to explore careers that are a good match for their interests.

Primary strategies for **improving student connections** are to:

- Examine recruiting efforts to maximize the return on time and funds invested in various recruiting activities.
- Examine marketing strategy to determine if promoting specific programs and the benefits from attaining a degree could help increase general student enrollment.
- Improve the conversion rate of applicants to students by improving follow-up with student inquiries and the transcript review process.
- Improve general student recruiting by converting a higher percentage of early college students to MTC students after high school graduation.
- The outcome measure for determining the success of our student connection strategies is the number of general degree-seeking students who enroll at MTC.
- Improve emphasis on the value of starting a college pathway at MTC.

Additional details about MTC's strategies for ensuring the academic programs meet students' needs are included in the updated 2013-18 Strategic Plan Goals 1A, 1B, and 1C.

SUCCESSFUL FIRST-YEAR ENTRY

Why do our students fall behind or leave?

MTC's Student Resource Center contacts every student who stops out and compiles a listing of the most common reasons. The reasons MTC students fall behind are similar to reasons cited in national research about community college students: financial pressures, work demands, medical issues, family/child care issues, and lack of academic preparedness. Additionally, MTC recently contracted with a market research firm to conduct a qualitative study of the reasons students who applied to MTC chose not to attend; the results will be available for analysis in late June 2016.

How do we advise and place students for efficient completion?

Every MTC student is assigned either a faculty advisor or a first-year advisor from the Student Resource Center. Students who place into two or more developmental courses are assigned an advisor from the Student Resource Center's first-year advising team. Every student selects a program of study and MTC's information system tracks each student's progress toward degree completion. Since 2010, MTC has used a student notification/planning system called My Advising Plan for Success (MAPS); this system provides notifications to advisors when students miss classes or have not re-registered for the subsequent term.

How do we help undecided students choose a career and educational path? How do we help students understand industry needs and high-demand areas?

MTC's admission counselors and first-year advisors discuss career choices with undecided students. When appropriate, admission counselors encourage students to use a career-planning tool to help them identify career interests. MTC offers three options to students – *Career Coach*, *Focus 2 Online Career and Education Planning System*, and the *Strong Interest Inventory*, all of which are online assessment tools. Academic advisors and admission counselors review the assessment results with the student and offer assistance in selecting a career path.

Additionally, MTC annually publishes a rolling five-year history of MTC graduates' careers, job placement rates, and estimated annual salaries to help students choose a career path. The College uses Ohio Means Jobs lists of high demand occupations and data from EMSI Analyst to inform students about job demands.

Although the College responds promptly to student requests for career assistance, a more proactive plan for career services is being implemented. The details of this are included in MTC's Career Services Plan, submitted to ODHE in December 2015.

How do we engage students within the college community?

Engaging students in the MTC college community is a challenge because many MTC students are early college students or working adults who are juggling family and career obligations in addition to college coursework. MTC sponsors two formal student organizations: The National Society of Leadership and Success and Phi Theta Kappa, an academic honor society for students at associate degree institutions. MTC also offers a Student Ambassador Program, tutoring opportunities for students, and a variety of events such as job fairs and health fairs throughout the year. Other activities designed to engage students are the Radiography Quiz Bowl competition, Engineering Robotics Competitions, community service projects embedded in academic courses, cultural awareness programs, and general student activities such as club sports. Student engagement is also accomplished through social media, the College website, blogs, Facebook, and Twitter.

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)

Underprepared students are identified through placement testing and initial interviews with admission counselors. MTC assigns a first year advisor to students who place into two or more developmental education classes or are otherwise identified as a student who might benefit from an intensive advising experience.

MTC's Student Resource Center works with students with disabilities to provide reasonable

accommodations. Each syllabus includes a statement informing students how to access disability services and the Student Resource Center Director reminds faculty about the policy and the services available at the beginning of each term. The Marion Campus is handicapped-accessible, and can be easily accessed by the commuter students who make up nearly all of the student population. In 2015, MTC and OSU Marion entered into a partnership to improve mental health counseling services for students. MTC faculty are aware that differences in learning styles exist, and the faculty take this into consideration during course development, including assignment and assessment creation.

The current improvement focus for successful first-year entry is to increase the number of students who achieve the ODHE success points and completion measures each year. We have organized datasets to allow us to track student performance longitudinally and to provide information about improvement initiatives.

Additional details about MTC's strategies assisting underprepared and special needs students are included in the updated 2013-18 Strategic Plan Goals 1A, 1B, and 1C.

Primary strategies to help MTC **improve students' first year experience** include:

- Decreasing impediments caused by the manner in which classes are scheduled; offer additional "blocked" course sequences so that students' trips to campus are minimized.
- Continuing to provide high touch advising when warranted.
- Improving the early warning systems in place to inform first year and academic advisors about students' potential academic performance issues.

Do we know our students' expectations?

MTC routinely administers the Noel Levitz SSI survey and the Community College Survey of Student Engagement. The results inform the College about student expectations and the degree to which MTC meets those expectations. Results from the past three surveys are listed in the table below:

Student Satisfaction Scores: Noel Levitz SSI (7 point scale)			
Primary Category	2008	2012	2014
Academic Advising and Counseling Effectiveness	5.41	5.81	5.96
Admissions and Financial Aid Effectiveness	5.23	5.74	5.85
Campus Climate	5.67	6.01	6.07
Campus Services	5.65	6.01	6.04
Instructional Effectiveness	5.73	5.94	5.99
Registration Effectiveness	5.41	5.88	6.01
Safety and Security	5.31	5.82	6.44
Student Centeredness	5.48	5.85	5.96

The raw student satisfaction scores for MTC have been significantly better than the national average, except for registration effectiveness in 2008 where the MTC score was the same as the national average. Noel-Levitz also calculates a "gap" score – the difference between the perceived importance of a service and the institution's performance. In 2008, MTC's results indicated a larger gap score than the national average in the areas of campus climate, registration effectiveness, and student-centeredness. The College took appropriate steps to improve those areas. For 2012 and 2014, MTC's gap scores were

better than the national average in every category.

The 2014 Noel-Levitz results indicate challenges remain in the areas of course scheduling, quality instruction, and timely feedback about academic progress. Although MTC's performance in these categories is better than the national average, there is a large gap between students' expectations and MTC's performance in these critical areas.

MTC also routinely administers the Community College Survey of Student Engagement (CCSSE). Results from the most recent administration indicate MTC students are generally engaged at a level similar to students at peer institutions.

Community College Survey of Student Engagement (CCSSE)						
Trends of Selected Items						
	Item	Possible Points	2011 (n=461)	2013 (n=482)	2015 (n=475)	Comments
	Worked with classmates outside of class to prepare class assignments	4.0	1.82	2.13	2.04	Even with national in 2011; above in 2013; even in 2015
S	Used email to communicate with an instructor	4.0	3.09	3.07	3.19	Above national in 2011, 2013, 2015
W	Had serious conversations with students of a different race or ethnicity other than your own	3.0	2.15	2.36	2.20	Below national in 2011; even in 2013; below in 2015
	Using computing and information technology	4.0	3.46	3.08	3.32	Above national in 2011, 2013; even in 2015
	Use of skill labs (math, writing)	3.0	1.93	1.87	2.22	Above national in 2011; below in 2013; even in 2015
	Thinking critically or analytically	4.0	2.94	3.16	3.11	Even with national in 2011; above in 2013; even in 2015
S	Applied theories or concepts to practical problems in new situations	4.0	2.66	3.05	2.94	Even with national in 2011; above national in 2013; above national in 2015
	Number of written papers of any length	5.0	2.81	2.78	2.88	Even with national in 2011, 2013, 2015
	Career Counseling	3.0	2.06	2.06	2.18	Even with national in 2011, 2013, 2015
S	Developing clearer career goals	4.0	2.86	2.96	2.98	Even with national in 2011; above in 2013, 2015
	Student organizations	3.0	1.39	1.75	1.80	Below national in 2011; even in 2013, 2015
	Likely withdrawal due to lack of finances	4.0	2.58	2.61	2.63	Even with national 2011, 2013, 2015
	Likely withdrawal due to academically unprepared	4.0	1.43	1.66	1.75	Below national in 2011; even in 2013, 2015
W	Likely withdrawal due to transfer to a four year college	4.0	1.92	1.88	1.95	Below national in 2011, 2013, 2015
	Evaluation of entire experience at MTC	4.0	3.28	3.21	3.20	Above national in 2011; even in 2013, 2015
S = Strength; W = Weakness						

STUDENT PROGRESS

What measures do we collect to ensure that students are staying on track? How and when do we intervene with students to keep them on track?

Each student enrolling at MTC selects a degree or certificate program called a PDC (Program- Degree-Curriculum). The MTC system is set up so that each student knows the specific courses needed to graduate or meet the student's academic goal. The course sequence is outlined by term, and the PowerCampus system automatically tracks student progress towards fulfilling the degree requirements. Additionally, every student is assigned to either a first-year or a faculty advisor.

In 2010, MTC began using a system called My Advising Plan for Success (MAPS) to assist students who wanted to complete coursework prior to semester conversion. MAPS, which MTC transitioned into a degree completion tool after semester conversion, interacts with the Student Information System (PowerCampus) to monitor student progress towards completion, registration for a subsequent term, and various other factors. MAPS sends an automated alert to the student and the student's advisor when the student's performance falls below an established threshold.

MTC also collects and analyzes course completion and student persistence data, issues a midterm grade performance alert, and requires advisors to stay in close contact with advisees. In 2014, MTC implemented an attendance alert system for students who missed the first week of class, and in 2015 a system was created to notify advisors when students failed to login to the course management system. The College is exploring the development of additional systems such as improving the course withdrawal process.

Course faculty routinely intervene with students who are falling behind and make sure students are aware of options available to get caught up. Students who are expected to register for the subsequent term are notified if they have not registered, and advisors and students are notified if the student is "off-plan."

Additional details about MTC's strategies for collecting measures to ensure that students are staying on track are included in updated the 2013-18 Strategic Plan Goals 1A and 1C.

How do we engage students with meaningful workforce connections?

Most of MTC's technical degree programs include an internship or co-op component as an integrated part of the program of study. Each of MTC's program faculty teams meet twice per year with a program advisory committee, whose members consist of representatives from area business and industry. The advisory committee input and the co-op/internship requirements ensure that the curriculum is meeting the needs of local businesses and that students develop workforce connections. In addition, many courses include a community service component.

MTC Works! Career Services offers students and alumni connections with area employers through the College Central Network job placement program. The services are led by an interdepartmental team, with representation from Student Services, Center from Workforce Development, and faculty. The Career Services Specialist takes proactive measures to help students connect with area employers.

Additional details about MTC's strategies for providing students with meaningful workforce connections and the College's efforts in collecting measures to ensure that students are staying on track are included in the 2013-18 Strategic Plan Goals 1D and 2A.

How transparent and accessible are our programs of study?

MTC's programs of study are published on the College website. The course sequence is listed by term, and each academic program's web page includes easy-to-find information regarding current career information, employment of MTC graduates, median earnings, and help-wanted ads. Students are able to monitor their progress to degree completion through the College's automated degree-audit system, MyInfo.

How do we ensure alignment between instructional and student support services and among institutional interventions and programs?

MTC is a small college, with classes and faculty offices housed primarily in three buildings. The proximity of the student support area to the instructional services area promotes natural connections that ensure interventions are aligned. Additionally, there is an effective formal communications process when a student is in need of additional learning support; students who complete a tutoring request form are assigned a tutor, and additional help is provided by personnel in the Academic Success Center.

How do we determine the preparation of students for specific programs?

Program faculty, under the guidance of the respective department dean and Chief Academic Officer, create the guidelines for acceptance to limited enrollment programs such as Nursing and other health programs. Student preparation is determined by multiple measures, including metrics such as the student's past academic performance, high school GPA, results on standardized tests, and a personal interview. Programs that have an external accrediting agency also adhere to the student preparation requirements of the appropriate accrediting body.

For non-limited enrollment programs such as Business Management or Arts & Sciences, program faculty use recommended placement test scores where applicable. Admission counselors, first-year advisors, and faculty advisors also discuss the general requirements and rigor of a program with a student when appropriate.

How does our institution support student learning? How do we determine and address the learning support needs of students?

MTC supports student learning through course design, routine assessment, and consistent interaction between students and advisors. Faculty are asked to inform students about tutoring and other services available for students in need of additional support. A first-year advisor is assigned to work with nursing students, and the Nursing Department received a grant to provide two mentors dedicated to helping students who struggle with nursing courses.

In its 2014 Completion Plan, MTC listed several elements of its focus for **improving student progress** through enhanced advising and intervention processes. Progress has been made on these, but work is continuing to:

- Monitor course completion rates using a variety of factors (course level, format, location, length, student demographics, etc.) and make changes where warranted.
- Train advisors on advising standards and expectations.
- Use technology to supplement advising to inform advisors which students are in need of assistance.
- Add additional student alerts (early warning system) and evaluate course designs to ensure students understand their progress in a course.

Additional details about MTC's strategies to improve student learning are included in the updated 2013-18 Strategic Plan Goals 1A, 1B, 1C, and 1D.

How can we assist our faculty and staff to feel competent and engaged with the progress strategies?

Faculty and support department personnel are actively engaged in developing success strategies and routinely discuss student success strategies during department meetings. MTC's strategy is to ask employees in each department to actively consider the impact they have on student success and how the department can measure its effectiveness at improving student success. The College has developed a system to provide actionable data and reports to departments, and is continuing work to help departments assess and document the efforts made in improving student success.

Additional details about MTC's strategies to assist faculty and staff to feel competent and engaged with the progress strategies are included in the updated 2013-18 Strategic Plan Goals 1A and 1C.

STUDENT COMPLETION

Are students achieving credentials within selected program streams?

MTC tracks student graduation by program. The following table shows the historical number of graduates by primary program groups:

MTC Graduates by Program Group							
Area	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arts & Science	18	27	24	32	58	37	31
Business & IT	64	102	109	87	79	77	58
Engineering	16	18	22	10	24	17	9
Health	111	122	145	152	149	161	150
Total Degrees	209	269	300	281	310	292	248
Certificates	354	304	102	81	78	45	76

Although the number of degrees awarded has increased since 2009-10, MTC's academic department administrators are not satisfied with the rate of degree attainment. MTC's IPEDS graduation rate (for first-time, full-time students) is 14% -- not an acceptable rate. The College is taking specific steps, outlined in the updated 2013-18 Strategic Plan, to improve degree completion.

The peak in graduates in 2011-12 is very likely due to the semester conversion the College completed in summer 2012; students who were close to attaining a degree under the quarter system were strongly encouraged to complete their degree prior to the transition to semesters.

The drop-off in the number of certificates awarded after 2010-11 is due to a reduction in certificate offerings. MTC restored some certificate offerings in the 2014-15 academic year, added additional certificates in 2015-16, and is adding new certificates in 2016-17.

MTC tracks the success rate of students in programs that require an external accrediting exam; MTC students typically pass these exams at a rate higher than the state or national rates. The pass rates are reported on MTC's [student success web page](#) and included in the program information web pages for each program.

Additional details about MTC's strategies to help students attain degrees and certificates are included in the updated 2013-18 Strategic Plan Goals 1C and 3B.

How can we increase credit attainment and help more students complete their credentials more quickly?

MTC has implemented several strategies to help students complete their academic goal more quickly:

- Academic program faculty reviewed the total credit hours required to attain a degree and in many cases lowered the required credits while maintaining program learning outcomes.
- Academic program deans and directors are continuing efforts to coordinate the scheduling of course sections, minimizing conflicts and trips students need to make to campus.
- Every online course section is reviewed by the Instructional Designer and scored using a rubric. Faculty are given specific suggestions to improve student engagement and enhance the delivery of online courses.
- Academic program faculty decided to offer additional courses in an eight-week format so that students can complete a two-course sequence in a single semester. A comparative analysis of student performance in half-term vs. full-term courses is planned as a part of this initiative.
- Each student chooses a major that includes a specific term-by-term listing of courses needed to complete the credential.
- Beginning in the 2014-15 academic year, MTC academic deans created an annual course schedule, including class section meeting times, to enable students to plan their schedule for the entire year.
- Formal career decision-making assessments and career counseling services help students choose a major early in their college experience and support planning for a career/major change.

Additional details about MTC's strategies in helping students increase credit attainment and attain credentials more quickly are included in the update 2013-18 Strategic Plan Goals 1A, 1B, 1C, and 1D.

How do we assist students with college to career transition?

MTC recognizes there is room for improvement in career services, and the College has outlined specific action plans in the Career Services Plan submitted to ODHE in December 2015. In most programs, the college to career transition begins with an internship or co-operative work experience that gives students the opportunity to gain real-world experience in a career. MTC maintains a no-cost job posting site, [MTC Works!](#) Career Services that enables employers to post open positions and enables job-seekers to post resumes. MTC's Career Service Specialist and co-op and internship coordinators review student resumes and offer suggestions for improvement. MTC Works! Career Services sponsors an annual *Job, Internship, and Education Fair*, which routinely attracts 80 employers, education, and community agencies and 300 students, alumni, and area residents. Additionally, MTC's Career Services Office visits individual class sessions on request.

Do our registration and withdrawal policies support completion?

MTC academic deans and advisors are currently studying the College's late registration policy to determine if a change might improve student success. A similar study is planned for the course withdrawal policy. Additional details about MTC's strategies in examining registration and withdrawal policies are included in the updated 2013-18 Strategic Plan in Goal 3B and in the newly created Enrollment Management Plan. Policies are also being examined through the Student Success Leadership

Institute (SSLI) process.

How do we know that students who complete our certificates and degrees have met our learning expectations?

Most degree programs include a capstone course in which students synthesize the program learning outcomes from prior coursework. Assessments in capstone courses are holistic, and inform program faculty about the degree to which students have achieved program-learning objectives. In addition, many programs require students to pass an external certification exam in order to be employed in the career. When possible, the appropriate academic department dean tracks the results of student performance on external certification exams and uses the results to improve student learning and course design.

OTHER ASPECTS OF COMPLETION SUCCESS

What does the disaggregated data tell us about completion rates for different populations? How do we reshape our institution to build sustainable models of successful programs? How do we select and cultivate external linkages?

MTC has analyzed completion data for courses by different criteria; selected results are presented in the following table. The largest gap in student completion is, not surprisingly, between students who have three ODHE defined risk factors and students who have no risk factors:

Course Completion Rates by Selected Criteria									
As of June 3, 2016									
Academic Year->		2012-13		2013-14		2014-15		2015-16	
		N	Comp %						
Student Group	All Students	16,612	83%	16,140	85%	14,393	87%	14,017	88%
	General	12,897	80%	11,870	83%	10,082	84%	9,373	85%
	College Credit Plus	2,073	97%	2,383	98%	2,684	98%	3,063	96%
	Prison	1,642	86%	1,887	85%	1,627	83%	1,581	86%
	Pell Eligible	9,487	77%	8,392	80%	6,982	83%	5,934	83%
	Not Pell Eligible	7,125	90%	7,748	90%	7,411	91%	8,083	91%
	25 and over	8,741	82%	7,654	84%	6,286	85%	5,808	87%
	Under 25	7,871	84%	8,486	86%	8,107	88%	8,209	89%
	Minority (all)	1,214	77%	1207	76%	1,174	80%	1,303	84%
	Non-minority	15,938	80%	14,933	86%	13,219	87%	12,714	88%
	Pell eligible Minority 25 and over	388	69%	300	71%	258	70%	239	82%
	Not Pell eligible Not minority Under 25	3,997	90%	4,429	92%	4,619	92%	5,282	92%
	Arts, Science and Public Service Courses	3,695	85%	3,782	90%	3,812	91%	3,315	90%
	Business & IT Courses	5,297	80%	5,280	80%	4,336	82%	4,398	85%
	Engineering Courses	992	82%	817	86%	677	87%	661	87%
Health Courses	6,628	84%	6,261	86%	5,568	86%	5,655	88%	

MTC also analyzes the completion rates by specific course. The following table shows the completion rate for selected courses from 2012-13 through 2015-16. Two of the 10 lowest completion rates are in remedial math courses. MTC recently applied for a “Bridges to Success” grant for funding to help with the course redesigns:

Completion Rate for Selected Courses Academic Years 2013 - 2016	
Course	Completion Rate
MTH1150 Intermediate Algebra	37%
OIS1500 Web Page Authoring I	61%
MTH0980 Basic College Math	62%
CIT1700 Intro to Visual Programming and Databases	63%
MTH0990 Pre-Algebra	63%
OIS1610 Digital Photography	63%
CIT1755 Intermediate Programming / Visual Studio	65%
CIT1610 Networking Fundamentals Cisco I	65%
HLT1100 Health Terminology	66%
MTH1100 Beginning Algebra	67%

Additional details about MTC’s strategies to help the College better understand and improve success rates for different populations are included in the updated 2013-18 Strategic Plan Goals 1A, 1B, and 1C. Student success strategies are also incorporated in MTC’s work with the OACC’s SSLI.

How do we ensure that student costs are transparent and student financial planning continuous?

All new applicants are expected to meet with an admission counselor or first year advisor to review costs and options for financial assistance. The cost of attending MTC is published on the College website and linked from multiple sources. Three years ago, MTC’s financial aid office implemented the \$ALT program to assist students in financial literacy, manage student loan debt, and understand the implications of federal financial aid. Segments of \$ALT are integrated into the steps to apply for financial assistance.

What is our institution doing to create a culture to support success and completion? How do we engage people across employee categories and provide professional development to support change?

MTC has developed an assessment system for each support department. This system is modeled after the College’s robust academic assessment system that has been in place for a number of years. Support department managers and personnel have been asked to use a balanced scorecard approach to set objectives and track departmental performance in each of three primary areas: student success, customer service/quality, and financial performance. Each department’s manager will lead the department in establishing department goals, measures, data analysis, and action steps. Departmental goals are aligned with MTC’s strategic plan action objectives and to the Higher Learning Commission’s criteria for accreditation, core components, and subcomponents.

WORKFORCE

Based on our College service area which of the six JobsOhio regions do we serve?

MTC is located in Marion County, 50 miles north of Columbus. The College service area does not directly

align with the Columbus JobsOhio region. MTC's service area includes Marion, Morrow, Hardin, Wyandot, Crawford, Delaware, and Union counties; this area overlaps the Columbus and Toledo JobsOhio regions. MTC uses both Ohio Means Jobs and EMSI Analytics to analyze employment trends and industry needs in the College's service area.

Which of the nine JobsOhio key industries are addressed in our current curriculum and programming?

MTC offers degree and certificate programs that align with five of the nine JobsOhio key industries:

JobsOhio Key Industry	MTC Degree / Certificate Program(s)
Advanced Manufacturing	Electrical Engineering, Mechanical Engineering, Mechatronics
Financial Services	Accounting, Business Management
Information Services and Software	Networking, Software Development, Office Information Technology
BioHealth	Medical Assisting, Medical Lab Technology, Health Information Technology, Pharmacy Technician, BioScience
Energy	Alternative Energy

How have we linked our curriculum and programming to labor market information for each occupation? 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 trained workforce?

Each program page includes a link to Ohio Means Jobs Labor Market Information and EMSI Career Coach. Additionally, labor market information is routinely analyzed as a part of MTC's program review process. Students are encouraged to explore this when choosing a major and faculty and program advisory committees consider Ohio labor market data when implementing changes to courses and programs. EMSI's Analyst product is used to help program managers gauge local labor market projections and program completions.

MTC connects with local employers through advisory committees, membership on local boards such as the Chamber of Commerce, through co-op and internship partnerships, connections with former students, and through the MTC Works web site.

Additional details about MTC's strategies to improve workforce connections and labor market information are included in the updated 2013-18 Strategic Plan Goal 2B.

What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?

Each academic program meets with its advisory committee at least twice per year. Program advisory committee recommendations are included in meeting minutes, and changes are implemented as recommended and approved by faculty. Generally, advisory committees recommend modifications to existing programs through changes to course content or the addition of a new course.

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?

MTC analyzes changing needs of stakeholders through routine interactions with the local business community, former students, and membership in a variety of local organizations in the communities the

College serves. Program faculty and managers select courses of action based on this direct feedback and through meetings with peer faculty across the state. Academic department managers also routinely survey TAG, OTM, and CTAG courses created at ODHE to look for additional program opportunities. The co-op and internship site managers also keep the college informed about changing workplace needs.

Our strategies to help us **improve our connections with the local workforce** include:

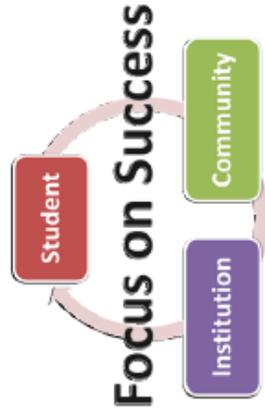
- Using EMSI Analyst and Ohio Means Jobs to get actionable, objective data about our local job market, with a focus on the number of job openings expected to be available due to new jobs and baby-boomer retirements.
- Improving communication among MTC personnel who routinely interact with area employers.
- Establishing connections with MTC alumni who are employed in the MTC service area.

CONCLUSION

MTC's updated 2013-18 Strategic Plan is aligned with the ODHE completion strategy of connection, first year entry, progress, completion, and workforce. MTC leaders have identified opportunities for improvement and department managers have begun to implement strategies that will lead to increased student success and completion. These strategies are the foundation of the College's Strategic Plan through 2018. MTC's participation in the OACC initiative "Developing Data Capacity to Support a Culture of Evidence" and the OACC Student Success Leadership Institute (SSLI) has provided valuable training and information that will assist the College in monitoring progress as the strategic plan is implemented and MTC improves its current efforts to improve student completion.

APPENDIX A

MTC Strategic Plan 2013-18 *2016-17 Update*



MISSION

The mission of Marion Technical College is to provide an enriched and personal educational experience for our community.

VISION

As the center for higher education, Marion Technical College will be the community's best choice for learning.

STATEMENT OF PURPOSE

In pursuit of its mission, the College will:

- Offer higher education, developmental, and lifelong learning opportunities to students in accordance with the open door philosophy of the College.
- Help individuals achieve their education and career goals by providing high quality programs and services at a relatively affordable cost.
- Advance articulation and transfer opportunities through partnerships with secondary schools, colleges, universities, employers, and statewide systems.
- Contribute to community economic development by establishing cooperative relationships with employers and organizations to respond to their educational and training needs.
- Seek and use the advice of constituents and results of ongoing assessment to improve teaching, learning, and operational effectiveness.
- Broaden access to higher education by using technology and extending campus outreach through student information/support services, instructional delivery, and business applications.
- Create and strengthen an institutional culture that demonstrates College values and commitment to learning and support for students in the communities we serve.
- Ensure the efficient, appropriate, and effective use of institutional resources.

VALUES

People – MTC believes in the "power" of people and each individual's dignity and self-worth. The College focuses resources to create an environment of quality and support to assist students in attaining their highest accomplishments. Likewise, MTC provides a challenging workplace that hones individual skills, fosters teamwork, and supports both professional and personal development.

Learning – MTC emphasizes "real-world" learning, applying practical theory and laboratory experiences directly to workplace settings. Looking at education as a lifelong continuum, the College acknowledges learners' past experiences, capitalizes on current employment needs and training trends, and looks to the future needs of prospective students, alumni, and the community.

Innovation – MTC embraces innovative thinking and technological advancements that allow for greater access to education. Innovation allows the College to better engage the non-traditional learner, explore more efficient ways to use resources, and stay in tune with program development and labor trends.

Diversity – With the growth of global culture, the College actively pursues students, employees, and collaborators with varied backgrounds. MTC classrooms are composed of students with varying viewpoints, perceptions, and experiences to strengthen the College's real-world approach to learning.

Integrity – MTC believes that its actions and reactions not only reflect its mission and goals, but also are tempered with the basic principles of honesty, respect, professionalism, fairness, candor, and ethical behavior. College practices are consistent with institutional policies, and employees conduct themselves as extensions of the College.

Community – MTC thrives on multi-level involvement with its community. Advisory boards comprised of interested community representatives shape curriculum content. Many of the College's most significant programming advancements stem from collaborative partnerships with area businesses and organizations, and agreements with other colleges and universities. Each day, the College shares and strengthens a "family" bond with employees, as well as shepherds students into the "communities" of higher learning and the workplace.

Strategic Goals with Metrics

FOCUS ON STUDENT SUCCESS

Goal 1A: Increase students' success through increased course completion (Academic Affairs) (Objective 1.4)

1. Increase general student course completion in the 5 lowest completion general education course, by ten percentage points in two years (end of spring 2018)
2. Increase development education success to 60% in two years (end of spring 2018)

Goal 1B: Increase student progression into college level coursework (Academic Affairs) (Objective 1.5)

1. Increase entrance to college level courses immediately following completion of developmental education sequence by 20 percentage points in two years (end of spring 2018)

Goal 1C: Increase completion milestones (Academic Affairs) (Objective 1.4)

1. Degree completion
 - a. Increase graduation rates for first-time, full-time students to 20% for entering fall 2016 cohort
 - b. Increase graduation rates for part-time students to 40% in four years for entering fall 2015 cohort
2. Increase certificates awarded by ten percentage points in two years (end of spring 2018)
3. Transfer completion (Academic Affairs & Institutional Effectiveness) (New)
 - a. Track and report transfers using NSC to establish benchmark (Immediately)
 - b. Report transfers to IPEDS (Next IPEDS report)
 - c. Utilize OHE data to compare transfer rates to benchmark institutions (Fall 2017)
 - d. Increase transfer by 15 percentages points for those students with 12 credit hours or more in two (end of spring 2018)

Goal 1D: Continue to improve curriculum and student learning through assessment (Academic Affairs) (Objective 3.4)

1. 100% of all programs will have an assessment plan in place and providing reports on an annual basis (end of spring 2017)

FOCUS ON COMMUNITY SUCCESS

Goal 2A: Strategic involvement in community organizations/business/industry (President's Office) (Objective 2.1)

1. Compile list of current involvement
2. Determine areas of needed strategic involvement
3. Obtain involvement in 50% of the areas deemed strategic by end of the year

Goal 2B: Create and implement new degree/major and certificates, which meet employment needs of community and region (Academic Affairs) (Objectives 2.4 and 2.1)

1. Develop at least one new certificate and/or major based on regional workforce needs to begin in the 2016-2017 academic year
2. Use models with Harding and Whirlpool/Vaughn to expand current programming to at least one additional K-12 district and one business partner
3. Utilize workforce development to provide 5 CEU training opportunities by the end of the year

FOCUS ON INSTITUTIONAL SUCCESS

Goal 3A: New organizational structure (President's Office) (Objective 3.1)

1. Vacant / New / Realigned

Goal 3B: Enrollment management plan (Enrollment Management) (Objective 1.1 and 1.7)

1. Develop and implement an outcomes based EMP which outlines the process for recruiting and enrolling students from various demographics. This will be completed by April 30, 2016 and implemented immediately.

Goal 3C: Image Awareness Survey (Institutional Effectiveness / President's Office) (Objective 3.1)

1. Conducted by FrazierHeiby with final report in May of 2016
2. Utilize results of survey to determine one strategic change to be made by the end of 2016
3. Utilize results of survey as basis for strategic planning process beginning in January of 2017

Goal 3D: Partnerships (President's Office / Academic Affairs) (Objective 3.7)

1. Participate in at least two grant opportunities involving our colleagues at OSUM or other higher education institutions that relate to a goal within the strategic plan or match a goal set by the state of Ohio to increase efficiency/reduce cost to students/improve student success.

Goal 3E: Additional funding (Institutional Effectiveness / President's Office / Financial Services) (Objective 3.7)

1. Apply for and receive at least two grants to support the strategic plan of the college
 - a. Hire a grant writer on a one-year contract with the stated goal of obtaining enough grant funds to cover the cost of the position in one year
2. Foundation/Development
 - a. Hire a development consultant to review and provide strategic plan for development

Goal 3F: Best Place to Work (Institutional Effectiveness) (New)

1. Continue to measure employee morale through various instruments on an annual basis for the next two years. (Best Colleges and Noel Levitz)
 - a. Overall goal is to improve in all facets of the survey instruments as compared to our institutional benchmark data
 - b. Be above the average benchmark for all comparable institutions within the survey instrument
2. Implement a recognition process for all current employees to be completed by the end of spring term 2016. (Human Resources) (Objective 2.3)
3. Implement alumni wall of fame and induct five (5) alumni during the 2016 calendar year. (Institutional Effectiveness)