NORTHWEST STATE COMMUNITY COLLEGE 2014 COMPLETION PLAN REPORT AND THE 2016-2018 COMPLETION PLAN APPROVED

16-52

Mrs. Barber moved and Mr. Erb seconded the following motion:

WHEREAS, in accordance with Section 3345.81 of the Ohio Revised Code the initial Northwest State Community College Completion Plan was adopted by the Board of Trustees effective June 6, 2014; and

WHEREAS, the 2014 Northwest State Community College Completion Plan Report has been completed, as well as the new 2016-2018 College Completion Plan; and

WHEREAS, the Report and Plan are due to the Ohio Department of Higher Education by June 30, 2016 and have been shared and reviewed with the Board of Trustees; and

WHEREAS, the President recommends

NOW, THEREFORE BE IT RESOLVED, that the 2014 Completion Plan Report and the 2016-2018 Completion Plan for Northwest State Community College be approved by the Board of Trustees effective June 3, 2016.

BE IT FURTHER RESOLVED, that the Board of Trustees is aware that further information may be added to the documents to satisfy any additional requirements which may be forthcoming.

ROLL CALL: Aye; Barber, Bridenbaugh, Derck, Erb, Miller, Mull, Siebenmorgen.
Nay; None. Thereupon the Chair declared the motion approved.

Approved by Board of Trustees 6/3/16

Northwest State
Community College

CONNECTION:
Identifying our students and building relationships with students, parents, schools, and the community.

Improvement Focus Current Status:
1. Overall enrollment is declining. Local high school class sizes are decreasing.
2. Few students take advantage of prior learning assessment options.

Improvement Objective:
1. Increase enrollment through improved communications with students, parents, and stakeholders in the community.

Strategy / Initiative:	Responsible Party	Outcome	Metric	Timeline/Target Due Date
Connections to applicants: • Update Letter series • Meet with admissions counselor • Follow-up phone calls • College Open House	Deans of Student Services/ Director of Admissions, Admissions recruiters	Increase inquiries that convert to applications	% yield of inquiries to applications	FY17
		Increase applicants to enrolled students	% yield of applications to enrollments	FY17
• Recruiting events outside of high schools		Increase applications of 25 and older students that convert to enrollments	% yield of applications to enrollments	FY17
Connections to High School students: • Career presentations to HS students • Regular High School Visits • Maintain good relationships with HS counselors - Provide information programs for students & parents	Deans of Student Services/ Director of Admissions, Admissions recruiters, student services staff	Maintain or increase recruitment of high school students	% yield rates of high school applicants to enrollments	FY17
		Maintain or increase recruitment of early admit students	# of early admit students registered and % enrolled after graduation	FY17

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Strategy / Initiative:	Responsible Party	Outcome	Metric	Timeline/Target Due Date
Update Website: • Ensure program information and policy changes are up-to-date. • Improve information available for early admit students • Enhance information on prior learning assessment.	Public Relations, Division Deans, Dean of Student Services, Financial Aid Coordinator, Registrar, VPASS, All departments	Information on website reflects current policies, procedures and programs.	Maintain or increase the # of hits to website pages ………. % of web pages reviewed and updated	Ongoing
			# of credit hours and # of students requesting / receiving prior learning assessment credit	Fall 2017

FIRST-YEAR ENTRY:
Engaging our student in the college community to persist through completion of gateway courses (completion of 12 credit hours)

Improvement Focus Current Status:
1. Students do not always understand college expectations.
2. Lack appropriate assessment/ guidance for underprepared students
3. Undecided students are not selecting majors soon enough
4. Students are not coded correctly in the system to allow for correct advising (changing majors)

Improvement Objective:
1. Enhance student knowledge and understanding of college expectations.
2. Improve assessment of student readiness.
3. Enhance advising strategies for all students.

Strategy / Initiative:	Responsible Party	Outcome	Metric	Timeline/Target Due Date
Provide orientation programs: • Mandatory orientation for new, degree-seeking students, FTF or online prior to registration.	Dean of Student Services, Student Services staff, Division Deans, advisors, VP for Academics (VPA)	Increase the % of students who register for classes after orientation.	% of students registering after orientation. % of new, degree-seeking students who complete orientation	FY17
• Orientation for all early admit students – expand to include all dual enrollment		Maintain or improve success rates of early admit students	% passing rate of early admit students (grade "C" or higher)	FY17
• Create an online orientation for transfer and returning students that introduces myNSCC , Learning management system, & services available		Enhance student satisfaction.	Feedback on student survey;	FY 17
Assess impact of Accuplacer in course placement. Explore the use of multiple measures for course placement.	Admission Recruiters, Admission Director, Dean of Student Services, Division Deans, advisors, faculty	Increase placement test scores	% of new students requiring dev ed courses.	FY 17
Offer co-requisite and/or accelerated English and math courses.	Academic Deans, faculty	Improved success rates in college English and math	% of successful completions in development and college level English and Math	FY 18
• Require completion of online distance learning readiness assessment prior to enrollment in an online course.	Distance Learning Coordinator, Distance Learning Committee, VPA, Faculty, Advisors	Increase online course success rate comparable to FTF course	% of students successfully completing online course compared to FTF course	FY18
Pilot student advising immediately following placement testing.	Dean of Student Services, VPA, Division Deans, Advisors, Faculty	Students are registered for dev ed courses (or corequisites)	% of new students who placed into dev ed are taking dev ed or corequisite courses	FY18
		Maintain or improve completion of gateway courses.	% of students completing gateway courses	FY18
Enhance career advising for all students	Dean of Student Services, Division Deans, Advisors	Fewer students list undecided as a major within 15 credit hours	% undecided students with 15 or more credit hours earned	FY17

Strategy / Initiative:	Responsible Party	Outcome	Metric	Timeline/Target Due Date
Develop guided pathways and curriculum guides (full-time and part-time) for all majors	Division Deans, Faculty	Pathways and guides available for all majors	% of majors that have full-time and part-time curriculum guides	FY 17

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STUDENT PROGRESS:
Entry into the course of study to 75% of requirements completed. Students are on-track, persistent, and making progress towards their degree.

Improvement Focus Current Status:
1. Students are not always aware of requirements for degree completion.
2. Slightly over 1/3 of faculty utilize the early warning system.
3. Students remain in good academic standing until 15 credits have been completed, despite GPA.

Improvement Objective:
1. Ensure students have an academic plan that is being followed
2. Improve Student Attendance
3. Connect students with appropriate resources sooner.

Strategy / Initiative:	Responsible Party	Outcome	Metric	Timeline/Target Due Date
Investigate requiring students to meet with an advisor prior to any withdrawal	Deans, Faculty, Registrar	Decrease student withdrawals	% of student withdrawals	FY18
Utilize online grade book to inform students of progress in all courses. Explore issuing mid-term grades.	Deans, Faculty	Increase in faculty utilizing online gradebook	% faculty utilizing online grade book	FY18
Utilize DegreeWorks to its full capacity.	Deans, Faculty, Registrar, Advisors, VPA	All programs have pathways and full-time and part-time advising plans available.	% of programs that have 2,3, and 4 year plans of study available	FY17
Utilize Early Alert system and refer students to appropriate support services	Faculty, Deans, Advisors, Student Services	Increase in faculty utilizing early alert system	% of faculty submitting early alerts	Ongoing
		Maintain or increase % of student success	% of students enrolled at the end of the term with a passing grade ("C" or higher)	
		Maintain or increase students utilizing tutoring services.	% of students utilizing tutor services	
		Decrease in the # of students on academic probation / suspension	% of students on academic probation / suspension	
Explore registration holds prior to student meeting with an advisor each semester	Deans, Faculty, Advisors	Decrease in the number of credit hours taken for degree completion.	Average # of credit hours taken for degree completion.	FY17
Fully implement Student report policy - requires students to meet with an advisor prior to taking a course a third time, discuss success plan.	Deans, VPA	Increase success rate for students repeating courses.	Course completion rates of repeating students.	FY18

STUDENT COMPLETION:
Certificate or associate degree completion. Includes transfer to 4-year institution after completion of minimum of 12 college credits.

Improvement Focus Current Status:
1. Students must apply for graduation and pay a graduation fee to receive a certificate or degree.

Improvement Objective:
1. Increase the number of students completing degrees, certificates or transferring to another institution.

Strategy / Initiative:	Responsible Party	Outcome	Metric	Timeline/Target Due Date
Financial Aid Default prevention plan o Ensure students receive Financial aid counseling	Financial Aid Coordinator & staff	% of students in default below state & national average	Student loan default rates	Ongoing
Ensure information is current in state transfer system (Transferology). Update transfer information on website.	Transfer Coordinator, Registrar, Division Deans, VPASS	Increase # of students who transfer	# of students who transfer	Ongoing
Develop policy and procedures to automatically award certificates and degrees to students. • Mandatory advisor meeting mid-degree to assess progress	Registrar, VPASS, Deans, IT, Faculty Advisors	Increase in students completing degrees and certificates	# of degrees and certificates awarded. 2- and 3-year degree and certificate completion rates for first-time degree- and certificate-seeking students	Ongoing

WORKFORCE:

Curriculum / Programs are current to labor market needs or transfer institutions.

Improvement Objective:

1. Curriculum / Programs lead to jobs or transfer to programs at four-year institutions.

Strategy / Initiative:	Responsible Party	Outcome	Metric	Timeline/Target Due Date
Curriculum Review for: o Currency of curriculum based on advisory committee feedback o Utilize assessment data to enhance student learning o Capstone requirements that include internships or co-op experiences	VPA, Division Deans, Faculty	Students are prepared for transfer or job market.	# of graduates by division % of programs with capstone course by division. % of graduates working in the field of study or continuing their education by division	Ongoing during scheduled program review every 4 years.

CONNECTION:
Identifying our students and building relationships with students, parents, schools, and the community.

Improvement Focus Current Status:
1. Overall enrollment is declining. Local high school class sizes are decreasing.
2. There is some confusion about early admit options available.
3. Few students take advantage of prior learning assessment options.

Improvement Objective:
1. Increase enrollment through improved communications with students, parents, and stakeholders in the community.

Strategy/Initiative: What will we do differently? What are the actions steps for intervention?	Leadership /Others: Title of who is responsible/ titles of individuals needed to support or bolster change	Outcome Indicator: What will be our outcome indicator of success?	Measure: How will we measure success?
Connections to applicants: • Update Letter series • Meet with admissions counselor • Follow-up phone calls • College Open House	Deans of Student Services/ Director of Admissions, Admissions recruiters	Increase # inquiries that convert to applications	% yield of applications to enrollments **New**: Apps Registered F2014 926 357 38.6% F2015 672 200 29.8% **Guest**: Apps Registered F2014 50 20 40.0% F2015 24 11 45.8% **Transfer**: Apps Registered F2014 220 79 35.9% F2015 162 44 27.2%

Comments:
- **Update letter series:** The letter series has been updated and is now updated on an ongoing basis. The Early Admit student letter series has been revamped, and we are working toward improving communication to prospective students. These updates require streamlining our prospect management system. The IT Department is working closely with the admissions office to work through this process.
- **Meet with admissions counselor:** In an effort to get more prospective students on campus to meet with a recruiter, the admissions office has developed Admissions Workshops which are held every Monday morning and Thursday afternoon. Between April 2014 and July 2015, we have had 204 prospective students sign up for an Admissions Workshop; workshop registrations have remained consistent. This number is in addition to the one-on-one appointments that are scheduled with the recruiters in the office.
- **Follow-up phone calls:** The admissions office has developed postcards that are sent out monthly to prospects who still need to take the

placement test, and students who still need to complete SOAR. A full month before the last SOAR, the recruiters make personal phone calls to all of the students who are ready to attend SOAR, but have not signed up yet. These postcards and phone calls were fully implemented summer 2015. Phone calls are also made to guest students who have applied but not registered and new students who attended SOAR but have not registered.

- **College open house:** Our traditional college open house has been revamped to become more hands-on for visitors. Attendance at Discover NSCC Day is double what we saw at the traditional open houses.

Connections to High School students:
 • Career presentations to HS students
 • Regular High School Visits
 • Dual enrollment opportunities
    o Maintain good relationships with HS counselors
    o Provide information programs for students & parents
    o COMPASS testing at HS
	Deans of Student Services/ Director of Admissions, Admissions recruiters, student services staff	# of early admit students enrolled	% yield rates of high school applicants to enrollments
			
			 Fall 2015 – 45.4% (205/452)
			
			 Early admit students who graduated 2015 registered for fall 2015 - 9.4% (75/949)
			
			 # of early admit students and success rates
			
			 Fall 2014 – 1234 courses – 98.2% success rate
			 Spring 2015 – 2,201 courses – 97.7% success rate
			 Fall 2015 – 1,177 courses – 96.9% success rates

Comments:
- **Career presentations to HS Students:** During the 2014-15 academic year, a partnership was established with Four County Career Center to bring their junior and senior students over to NSCC for a Major Discovery Day. These events focused on specific careers (for example: the law enforcement students came over for a criminal justice presentation). We saw roughly 200 FCCC students on campus for these events during the school day. This is double the number we had seen in previous years.
- **Regular High School Visits: A**dmissions recruiters have formal high school visits in the fall and again in the spring to meet with potential students. The recruiters also schedules informal visits, appointments and meetings at the high schools as needed throughout the year.
- **Early Admit Opportunities:** The admissions office continues to build and maintain strong relationships with the high schools in our service area. We attended 36 College Credit Plus information nights, and have been a strong resource for the schools as we transition to this new CCP model for early admit students.
- **COMPASS Testing** – Compass testing has been offered at the high schools for students interested in college credit plus (early admit). Currently transitioning to Accuplacer testing on-campus and at off-campus locations.

| Update Website:
• Ensure program information and policy changes are up-to-date.
• Improve information available for early admit students
• Enhance information on prior learning assessment. | Public Relations, Division Deans, Dean of Student Services, Financial Aid Coordinator, Registrar, VPASS, All departments | Information on website reflects current policies, procedures and programs. | # of hits to website.
Student surveys

See table below

# of students requesting/receiving prior learning assessment credit

• 2014-15 58 students received a total of 484 credit hours

• 2015-16 65 students received a total of 525 credit hours |

Page Traffic	Jul 2013-June 2014	Jul 2014-June 2015
Degree-programs	15,565	32,457
Academic Divisions (AD)	12,499	23,456
Nursing	3,215	6,384
AHPS	1,847	3,293
Business	1,483	3,896
Engineer/ Math, Science	1,319	2,834
Industrial	1,042	1,461
Arts & Science	922	1,801
College Credit Plus		1,778

Comments:
- Accuplacer information has been updated on the website
- Early admit student information (College Credit Plus) is up-to-date and improved
- Information on prior learning credit is available via website and Registrar. Information on portfolio review needs to be added to the website; these procedures are currently under review. There was an 8.5% increase in the number of credit hours earned through some type of prior learning assessment (AP, CLEP, proficiency exam, credit by documentation) between FY 15 and FY 16.

Northwest State
Community College

FIRST-YEAR ENTRY:
Engaging our student in the college community to persist through completion of gateway courses (completion of 12 credit hours)

Improvement Focus Current Status:
1. Students do not always understand college expectations.
2. Lack appropriate assessment/ guidance for underprepared students
3. Undecided students are not selecting majors soon enough
4. Students are not coded correctly in the system to allow for correct advising (changing majors)

Improvement Objective:
1. Enhance student knowledge and understanding of college expectations.
2. Improve assessment of student readiness.
3. Enhance advising strategies for all students.

Strategy/Initiative: What will we do differently? What are the actions steps for intervention?	Leadership /Others: Title of who is responsible/ titles of individuals needed to support or bolster change	Outcome Indicator: What will be our outcome indicator of success?	Measure: How will we measure success?

Provide orientation programs:
 • Mandatory orientation for new, degree-seeking students, FTF or online prior to registration.
	Dean of Student Services, Student Resource Center staff, Division Deans, advisors, VP for Academics & Student Services (VPASS)	Number of students completing orientation, student satisfaction	Feedback on student surveys, % of student registering after orientation Retention of students term to term
			
			                 % % 2-Term
			         Registered Retention
			 2013 80% 47%
			 2014 92% 46%
			 2015 88% 38%

• Orientation for all early admit students – expand to include all dual enrollment	Early admit advisors, Dean of Student Services, Division Deans, VPASS, advisors	Number of students completing orientation, student satisfaction	Feedback on student surveys, Retention of students term to term • See comment below

• Create an optional online orientation for transfer and returning students that introduces myNSCC , Learning management system, & services available	Dean of Student Services, Student Resource Center staff, Division Deans, advisors, VP for Academics & Student Services (VPASS)	Number of students completing orientation, student satisfaction	Feedback on student surveys, % of student completing orientation Retention of students term to term *See comment below

Comments:
- Face-to-face and digital orientation programs currently operational. Holds are placed on new-degree seeking student accounts until orientation is completed. Survey results of students following SOAR (Face-to-face orientation) have been positive; most students find the orientation program helpful.
- Orientation (online program) for all early admit students has been implemented. Students may not register for classes until orientation is completed.
- Online orientation for transfer and returning students is in progress

Assessment of student readiness:			
• Encourage students to review prior to taking placement test (online resources, bootcamp). • Students complete ACT or COMPASS testing. Have all students watch the video regarding the types of math courses if test into dev ed math. • Refer to ABLE if indicated	Admission Recruiters, Admission Director, Dean of Student Services, Division Deans, advisors, faculty	Total # of students testing compared to # needing dev ed courses	% of new students requiring dev ed courses.
• Require completion of online distance learning readiness assessment prior	Distance Learning Coordinator, Distance Learning Committee,	Number of students registered in online courses and completion	% of students successfully completing online course is comparable to FTF course

% of new students requiring dev ed courses.

	FY13	FY14	FY15
English	37%	30%	33%
Reading	39%	34%	34%
Math	71%	59%	63%
# new	1036	1044	919

Success rate in developmental courses.

	Fall 13	Fall 14	Fall 15
ENG	71%	82%	82%
MTH	72%	78%	73%

to enrollment in an online course.	VPASS, Faculty, Advisors	rates.	DWF rate FY 2013: F2F 9% Online 25% FY 2014: F2F 7% Online 22% FY 2015: F2F 8% Online 18%

Comments:

- An Accuplacer review is available to students before testing.
- Students testing into developmental math watch a video on math class selection prior to meeting with their advisor.
- ABLE information is available to students. Students testing at the lower of the spectrum are encouraged to attend ABLE classes.
- Online learning assessment required for students before enrolling in an online course. Successfully completion of the assessment is a prerequisite for all online courses. Course success rates have improved.

Enhance Advising experience for students:			

• Develop an Advising Center
  o Provide faculty/advisor training – intrusive advising, best practices with at-risk students.
  o Ensure students are taking dev ed courses first
  o Require GSD100 for students testing into 2 or more Dev. Ed courses
	Dean of Student Services, VPASS, Division Deans, Advisors, Faculty	Utilization of advising services.	Student satisfaction survey
			#of students utilizing advising services
			*See comment below

• Career Peer Advising Initiative
  o Contact all undecided students
  o Utilize group advising
	Career Coordinator	Undecided students select major by completion of 15 credits.	# of students participating in peer advising
			% of students participating that select a major
			*See comment below

• Enhance career advising for all students.	Career Coordinator		Number of students seeking career services since January 2016 when new coordinator started. 34 – Resume/Career Assistance

Assign faculty advisors to students on a weekly basis; notify students of advisor assignment.	Registrar, IT, Division Deans & Secretaries,	Students will know who their advisor is.	13 – Job Assistance 4 – Focus Assessments 127 – College Central Student Registrations 60 – College Central Employer Registrations In addition, 3 classroom presentations were done for a total of 35 students. A job fair was held on campus with 85 employers participating that served 69 current students, 22 alumni, and over 200 walk-in and registered participants.
Assign Completion Coach to at-risk students in gateway courses	Completion Coaches, Dean of Student Services, Faculty	At-risk students are successful in courses attempted.	Student success rate in gateway courses.

Success Rate of all students in Gateway courses.			
Course	2013-14	2014-15	2015-16
ACC111	80%	91%	84%
BIO101	84%	79%	87%
BIO131	88%	84%	90%
BIO231	79%	78%	77%
ENG090	65%	77%	83%
ENG111	82%	84%	89%
MGT110	81%	85%	86%
MTH050	61%	86%	73%
MTH080	75%	81%	82%
MTH090	76%	77%	75%
MTH109	80%	84%	86%
PSY110	88%	87%	88%
SSC101	79%	73%	82%

Comments:

- An advising center has not been established; however a draft concept has been completed and design is ongoing. Even though the Center has not been "officially" established, two new positions were established in the admissions office, a CCP Advisor and an Undecided Advisor. Both positions are new in FY16. Faculty advisors who meet with new students encourage them to take any developmental courses as they

begin there coursework.

- The Career Peer Advising initiative was proposed by the Career Coordinator was put on hold when the position was vacated in summer 2015. A new Career and Student Activities position was created and the new position was filled in January 2016. Processes within the career office are under review.
- Division secretaries assign faculty advisors and inform students of the advisor assignment.
- Completion coaches have been assigned to at-risk students in developmental courses and via the early alert system.

Northwest State
Community College

STUDENT PROGRESS:
Entry into the course of study to 75% of requirements completed. Students are on-track, persistent, and making progress towards their degree.

Improvement Focus Current Status:
1. Students are not always aware of requirements for degree completion. 2. Slightly over 1/3 of faculty utilize the early warning system. 3. Students remain in good academic standing until 15 credits have been completed, despite GPA. Improvement Objective: 1. Ensure students have an academic plan that is being followed 2. Improve Student Attendance 3. Connect students with appropriate resources sooner.

Strategy/Initiative: What will we do differently? What are the actions steps for intervention?	Leadership /Others: Title of who is responsible/ titles of individuals needed to support or bolster change	Outcome Indicator: What will be our outcome indicator of success?	Measure: How will we measure success?

Enhance Academic Advising
 • Advising for late registrations
  o Course Add policy updated: Students cannot register for a class without faculty permission once a class has met or within 2 days for an online course.
	Deans, Faculty, registrar	Decrease in number of late registrations	Number of add/drops during the first week of class.
			
			          Adds Drops
			2013-14 1146 858
			2014-15 705 764
			2015-16 935 718
			
			Success rate of "Late registration" students.
			          %
			         Pass
			2013-14 91%
			2014-15 89%
			2015-16 83%

• Utilize online grade book to inform students of progress in all courses. o Train all faculty on Learning Management System	Faculty, Deans, VPASS	Students will know their standing in a course.	% of faculty utilizing online grade book. Fall 2015 – 37% of course sections
*Create Advising Center	Registrar, VPASS, Faculty advisors, Division Deans	Utilization of advising services.	• See comment below

*Utilize DegreeWorks (academic planning tool) to its full capacity.
  o Ensure students know how to access program
  o Advisors utilize worksheet and planner for advising.
  o Ensure programs in Degree Works are updated with curriculum changes
	Registrar, VPASS, Faculty advisors, Division Deans	Students will know how to access their academic plan.	Survey students and faculty on use of DegreeWorks.
			
			• Students are introduced to DegreeWorks during orientation.

Comments:
- Students can no longer register for a class without talking to an advisor once the semester has started. Students must obtain instructor and Dean permission to enter a class once it has met. The number of withdrawals has decreased slightly from 4.9% in fall 2013 to 4.7 % in fall 2015. Late registration is defined as signing up after the first day of class for the part of term.
- An advising center has not been established; however a draft concept has been completed and design is ongoing. Even though the Center has not been "officially" established, two new positions were established in the admissions office, a CCP Advisor and an Undecided Advisor. Both positions are new in FY16.

- DegreeWorks: Advisors are utilizing the tool; however, limited mainly to worksheet. Curriculum changes are updated in DegreeWorks as they are approved by Academic Affairs and Faculty Council.

Refer students to services in the Student Success Center / Resource Center.	Retention Coordinator, Faculty,	Increase in % of faculty that utilize system.	Number of faculty that utilize the system.

Refer students to services in the Student Success Center / Resource Center.
- Utilize Early Warning system to report student issues.
  o Encourage faculty to report student issues early in semester.
  o Utilize course/program assessment data to enhance student learning
  o Promote tutoring services

Retention Coordinator, Faculty,

Increase in % of faculty that utilize system.

Decrease in % of students withdrawing.
Increase in % of students passing course.

Number of faculty that utilize the system.
    2015-16   72 faculty referred students

% reporting within first 3 weeks of term

	# Reports Term	# week 1-3	% week 1-3
Su15	34		
Fall15	241	31	13%
Spr16	148	47	32%
Total	423	78	18%

- % of students withdrawing each term

  The % of students withdrawing has remained fairly constant around 5% for the last three years.

- % of students enrolled at the end of the term with a passing grade.

	% C or higher	% D or higher
Fall 13	81%	86%
Fall 14	84%	88%
Fall 15	84%	88%

- Retention to the next semester.
  Fall 2012 – Fall 2013: 44%
  Fall 2014 to Fall 2015:   56%

			• # of students utilizing tutoring services and course completion rate. Spring 2016 90 students – 623 (1on 1 sessions)

Tutoring Labs	# Students	# Session Sign-ins
Accounting	10	95
Life Science	12	40
Math	83	393
Nursing	36	66
Writing	167	420

Utilize Completion Coaches with at-risk students	Completion Coaches, Dean of Student Services, Faculty, Division Deans	Students are successful and retained	# of students assigned to completion coach.
			    2014-15 123 students
			    2015-16 233 Students

Academic Probation / Suspension Workshop	Retention Coordinator	Students will improve their GPA	# of students on academic probation / suspension Probation Suspension

Term	Probation # (% of total enrolled)	Suspension # (% of total enrolled)	# improved GPA
Fall 2013	113 (2.7%)	36 (0.8%)	23
Fall 2014	220 (4.7%)	24 (0.5%)	12
Fall 2015	177 (3.9%)	23 (0.5%)	13

Implement new Policy: o Student repeat policy – requires students to meet with an advisor prior to taking a course a third time, discuss success plan	Advisors, faculty, Division Deans, VPASS	Students are successful in course on next attempt and utilize support services as needed.	Number of students repeating courses for second time. Course completion rates of repeating students. *See Comment below

o Academic Progress – Students will be placed on probation within in the first 15 credits taken for low GPA. Requires probation workshop earlier.	VPASS, Registrar, Retention Coordinator. Division Deans, advisors	Students will be connected to support services earlier.	Number students on academic probation / suspension at the end of the term.

Number students on academic probation / suspension at the end of the term.

Term	Probation # (% of total enrolled)	Suspension # (% of total enrolled)
Fall 2013	113 (2.7%)	36 (0.8%)
Fall 2014	220 (4.7%)	24 (0.5%)
Fall 2015	177 (3.9%)	23 (0.5%)

# of students utilizing tutoring services.
   Spring 2016
   90 students – 623 (1on 1 sessions)

Tutoring Labs	# Students	# Session Sign-ins
Accounting	10	95
Life Science	12	40
Math	83	393
Nursing	36	66
Writing	167	420

Comments:
- The Student Repeat policy was approved in 2014; however, implementation has taken longer than expected due to issues with blocking registration and identifying students. Procedures are in place and being utilized for the first time with this summer and fall registration.
- As anticipated, the number of students on probation has increased with the change in the academic progress procedures. Students are meeting with advisors earlier; fewer students are ending up on probation (only a small percentage of overall student body). The number of students being suspended has decreased.
- The student repeat policy was passed in fall 2014; however, the logistics to identify the students was not determined at the time. Processes are now in place to identify students who are taking a class for a third. Students now meet with an advisor to develop a plan to promote success in the course beginning summer 2016.

STUDENT COMPLETION: Certificate or associate degree completion. Includes transfer to 4-year institution after completion of minimum of 12 college credits.			
Improvement Focus Current Status: 1. Students must apply for graduation and pay a graduation fee to receive a certificate or degree.			
Improvement Objective: 1. Increase the number of students completing degrees, certificates or transferring to another institution.			
Strategy/Initiative: What will we do differently? What are the actions steps for intervention?	Leadership /Others: Title of who is responsible/ titles of individuals needed to support or bolster change	Outcome Indicator: What will be our outcome indicator of success?	Measure: How will we measure success?
Financial Aid Default prevention plan o Ensure students receive Financial aid counseling	Financial Aid Coordinator & staff	% of students in default below state & national average	Student loan default rates Oct 2013 – 26% Oct 2014 - 21.9% Oct 2015 – 17.3%
Comments: • Default Prevention and Management Plan revised on 10-1-2015 (Living Document) • Entrance counseling process established • Late Stage of Enrollment: Timely and accurate enrollment and reporting procedures established • Exit counseling process established • Plan established to maintain contact with students after leaving NSCC (Inceptia) • Financial Aid Default Prevention and Management team organized			

Ensure information is current in state transfer system (Transferology).	Transfer Coordinator, Registrar, Division Deans, VPASS	Increase in # of students who transfer	# of students who transfer

# of students who transfer

	2013	2014	2015
Total non-agency enrollment	3.464	3.250	2,823
Total # Transfers	1,147	1,019	1,034
Transfer with 12 credit hours	478	401	399
Transfer with 12 credits to any 4-year institution	334	306	293
Transfer with 12 credits to 4-year public	139	145	123
Transfer to public (first college experience at NSCC)	110	113	100

Between Summer 2010 and Spring 2013 – 1,589 students transferred (11%)

Comments:
- Banner forms have been identified and rules have been set in Banner Test
- Additional resources have been identified on (College Source and ODHE websites)
- A standard operating procedure outlining each step in College Source, ODHE and Banner has been created
- Four year institution's TAG and OTM courses are being matched to NSCC equivalencies and entered into Transferology
- More students transfer to four-year in-state private, out-of-state public or private or in-state two-year institutions of higher education (57%) compared to in-state four year public institutions.

Develop policy and procedures to automatically award certificates and degrees to students. • Do not require application • Evaluate graduation fee • Mandatory advisor meeting mid-degree to assess progress	Registrar, VPASS, Deans, IT, Faculty Advisors	Increase in # of students completing	Number of certificates / degrees awarded

Number of certificates / degrees awarded

	Degree	<1 yr cert	1 yr cert
FY13	370	29	128
FY14	317	92	105
FY15	278	90	105

Comments:
- Initial research has been completed for "automatically" awarding degrees; the process cannot be completely automated. There is an update coming for DegreeWorks that may facilitate this work. Shareholders are in the process of being identified so that the processes and procedures can be mapped and then tested.
- Graduation fee has been eliminated; however, applications are still required.

WORKFORCE:
Curriculum / Programs are current to labor market needs or transfer institutions.

Improvement Objective:
1. Curriculum / Programs lead to jobs or transfer to programs at four-year institutions.

Strategy/Initiative: What will we do differently? What are the actions steps for intervention?	Leadership /Others: Title of who is responsible/ titles of individuals needed to support or bolster change	Outcome Indicator: What will be our outcome indicator of success?	Measure: How will we measure success?

Curriculum Review for:
 	
o Review academic degrees for # of credit hours.
o Currency of curriculum based on advisory committee feedback
o Utilize assessment data to enhance student learning
o Capstone requirements that include internships or co-op experiences
	VPASS, Division Deans, Faculty	Associate degrees between 60-65 credit hours.
		
		Responses on graduate survey
			Degrees 60-65 credit hours
			    Fall 2013 – 57%
			    Fall 2014 – 58%
			    Fall 2015 – 80 %
			    Fall 2016 – 93%
			
			# students graduating by major
			    2014 – 399 graduates
			    2015 – 339 graduates
			    2016 - 397 graduates
			
			% of programs with capstone course.
			    64% of associate degree programs have capstone experience
			
			Job Placement rates (graduate survey data)
			    2013 – 98 % employed or college; 56% related employed
			    2014 – 97% employed or college; 71% related employed

Comments:
- Most degrees have curriculum reduced to 60-65 credit hours. The remaining programs are in process in making curriculum revisions. The nursing program is doing a total curriculum revision which requires approval from the Ohio Board of Nursing and the accrediting body prior to implementation. These steps will be completed next academic year. Advisory committees have been involved with the curriculum revisions that have occurred over the past two years. Various programs are aligned with accreditation and or state licensure standards: Human Services program is aligned with state endorsements, Education program is aligned with ODHE standards, Business division programs meet ACBSP accreditation standards, and nursing program meets Ohio Board of Nursing and ACEN accreditation standards.
- Capstone experiences are defined as a cumulative, integrated experience that demonstrates preparation for the profession. It is a project-based or work-experience course that has pre-requisite requirements and occurs towards the end of the program. Four programs have an elective capstone experience. Two of 21 one-year certificate programs have a capstone experience; both of these programs are in the health field.

OTHER:

Improvement Focus Current Status:
The college does not have an institutional researcher position. Individuals or departments request data resulting in different definitions being used and data being reported differently that appear to be similar.

Improvement Objective:
1. Develop consistency in data definitions so that reports can be more consistent to facilitate data comparison.

Strategy/Initiative: What will we do differently? What are the actions steps for intervention?	Leadership /Others: Title of who is responsible/ titles of individuals needed to support or bolster change	Outcome Indicator: What will be our outcome indicator of success?	Measure: How will we measure success?
Continue to develop data definitions and work with IT to develop reports that are more consistent as well as easily accessible to the campus community.	VPASS, Deans, IT, Faculty	More data is utilized is available and utilized.	Data is available and shared across campus. Data definitions is an ongoing process.