



OWENS
COMMUNITY COLLEGE

BOARD OF TRUSTEES

OHIO REVISED CODE 3345.81 COMPLETION PLAN

RESOLUTION 2016-08-02-03

WHEREAS, the Ohio Revised Code 3345.81 requires that the Board of Trustees of each institution of higher education update its strategic completion plan at least once every two years and provide a copy of to the Chancellor of the Ohio Department of Higher Education upon adoption; and

WHEREAS, in accordance with the Revised Code, the plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals and align with the state's workforce development priorities; and

NOW, THEREFORE, BE IT HEREBY RESOLVED that the recommendation of the President to adopt the 2016-2018 Strategic Completion Plan for Owens Community College, be approved by the Board of Trustees.

SECRETARY'S CERTIFICATE

I, Patricia M. Jezak, Secretary to the Board of Trustees, Owens Community College, a state-supported institution of higher education, as recognized under Ohio Revised Code Section 3358, do hereby certify that the above was adopted by the Board of Trustees by majority vote of such Trustees at a meeting duly noted and held August 2, 2016. Such resolution(s) were adopted in an open meeting of the Board of Trustees, and that all deliberations of the Board of Trustees and of any of its committees that resulted in such formal action, were in meetings open to the public in compliance with all legal requirements including Section 121.22 of the Ohio Revised Code. Such resolution(s) have not been amended, modified or revoked and are in full force and effect on the date hereof.

IN WITNESS WHEREOF, I have signed this certificate this August 2, 2016.

Patricia M. Jezak
Secretary to the Board of Trustees
Owens Community College

Owens State Community College Campus Completion Plan 2016-2018



Submitted: June 30, 2016 [Approved by OSCC Board of Trustees 8/2/2016]

Connection for the Institution

Performance Gap to Address: Diminishing number of high school graduates in our service area.

Institutional Focus: Address the decrease in direct from high school populations through outreach to other populations.

Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Develop and Communicate a Prior Learning Assessment (PLA) Plan.	Vice President for Student Services Assoc. Vice President for Academic Affairs	Faculty, Deans, Chairs, Advisors, Admissions	Increase the students entering the institution with meaningful college credit towards their program of study.	Clear procedure on PLA Ten (10) new PLA options developed for students.	Spring 2017 Spring 2018
Utilize CCP and CTAG framework to intensify and scale up partnerships with selected K12 feeder schools in our service district.	Assistant Dean, Admissions, International Students, and College Credit Plus	Coordinator, College Credit Plus, Chairs, Deans, Advising, Admissions	Increase participation in CCP, CTAG, and enrollment after graduation.	Increase total enrollment in CCP by 5%. Increase credits student bring from high school by 3% Increase the number of students from the selected feeder schools by 5%	Fall 2019 Fall 2019 Fall 2019

Successful First-Year Entry

Performance Gap to Address: Low course completion rates in developmental education and first year courses.

Institutional Focus: Increase the completion rates in both developmental education and first year coursework.

Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Engage in a complete developmental education reform building on the successes of the Completion by Design Cadre and national completion data.	Provost and Vice President for Academic Affairs, Dean of Liberal Arts, Dean of STEM	Faculty, Chair of Mathematics, Chair of Humanities, Institutional Research, Advising, Academic Services	Decrease the time it takes students to become college-ready. Ensure developmental education prepares students to success in college level work. Increase completion and college-readiness.	Decrease time to become college ready (from entry to the end of the developmental sequences) by 50% Increase completion in developmental education sequences by 10%	English Fall 2017 Math 2018 Fall 2019
Review the success rates for students with no test scores on file and adjust pre/co requisites as needed.	Provost and Vice President for Academic Affairs, School Deans	Faculty, Department Chairs, Assistant Chairs, Academic managers, Institutional Research, Advising, Academic Services, Assoc. VP for	Ensure that students have the correct skill set to succeed in college level courses.	Comprehensive review of course success rates for all credit-bearing degree and certificate seeking and College Credit Plus students without test scores on file.	Fall 2017

		Academic Affairs, Vice President of Student Services			
Engage faculty to analyze first year courses with high DFWI rates.	Provost and Vice President for Academic Affairs, School Deans	Faculty, Department Chairs, Assistant Chairs, Academic managers, Institutional Research, Advising, Academic Services	Increase completion rates.	Increase course completion rates in the top 10 high DFWI courses by 5% points from baseline.	Fall 2018

Student Progress

Performance Gap to Address: Low Fall to Fall retention

Institutional Focus: Increase persistence from Fall to Fall

Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Engage the campus community in a success policy audit.	President and Vice Presidents	All	Address unnecessary policies that impede student success.	Policy review	Spring 2018
Increase the non-cognitive skills of students.	Provost and Vice President for Academic Affairs and Vice President for Student Services	Student Services, Academic Services	Increase students' ability to navigate the college system as well as future career systems.	Continue to increase participation in financial literacy program by 5%.	Spring 2018
				Increase amount of students served by career panels by 10%.	Spring 2018
				Increase the amount of students with mentors by 5%.	Spring 2018
				Increase student awareness about benefits available to them from college and community by 5%.	Spring 2018
Develop a mechanism to track student satisfaction.	Vice President for Student Services	Student Services, Academic Services, Faculty, Staff, Institutional Research	Track student satisfaction and address areas of concern.	Complete and deploy survey.	Spring 2018

Student Completion

Performance Gap to Address: The 3-year graduation rates for first-time degree and certificate seeking students fall below the state average

Institutional Focus: Increase graduation and decrease time to completion

Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Develop and implement career-focused communities (metamajors).	Provost and Vice President for Academic Affairs, School Deans	Faculty, Department Chairs, Assistant Chairs, Academic managers, Institutional Research, Advising, Academic Services, Assoc. VP for Academic Affairs, Vice President of Student Services	Clear paths for students by area of interest.	50% of the schools will have career-focused areas in place including all metamajors identified and all coursework mapped for the first semester for each.	Spring 2017
Audit electives to focus offerings and eliminate redundancy and courses outside of the 2-year scope.	Provost and Vice President for Academic Affairs, School Deans	Faculty, Department Chairs, Assistant Chairs, Academic managers, Institutional	Efficient and relevant pathways that lead to career or transfer	Plan of elimination of 50% electives that do not directly relate to students' career or transfer. Secure schedule of electives that run as	Spring 2017 Spring 2017

		Research, Academic Services, Assoc. VP for Academic Affairs		required by programs and student demand.	
Better manage sequencing and course offerings of courses required for student completion.	Provost and Vice President for Academic Affairs, School Deans	Faculty, Department Chairs, Assistant Chairs, Academic managers, Institutional Research, Affairs	Course schedule that meets the needs of students on both campuses and the Downtown Learning Center	20% less course cancellations	Fall 2018

Workforce

Performance Gap to Address: Lack of student knowledge of what jobs exist.

Institutional Focus: Meet the needs of the regional high demand and high paying jobs.

Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Use recent EMSI gap analysis to identify programs we have, those we need, and those we do not need.	Provost and Vice President for Academic Affairs, Vice President for Student Services, School Deans	Faculty, Department Chairs, Assistant Chairs, Academic managers, Institutional Research, Advising, Admissions	Add programs/certificates needed for workforce.	Crosswalk analysis for alignment of programs to workforce need.	2018
			Discontinue low-enrolled programs that do not meet workforce need.	End 50% of low-enrolled programs with low completion and low workforce need.	Fall 2019
Increase students' ability to explore jobs through curricular and co-curricular activities.	Provost and Vice President for Academic Affairs, Vice President for Student Services	Faculty, Department Chairs, Assistant Chairs, Academic managers, Institutional Research, Advising, Admissions, Experiential Learning	Expose students to multiple professions that are in demand in the region.	Increase the number of students who use online and computer-based career exploration tools by 20%.	Spring 2017
				Define and measure experiential learning	Spring 2017

Explore targeted regional research on in-demand jobs.	Provost and Vice President for Academic Affairs, Vice President for Student Services	Institutional Research, School Deans, Advisory Boards	Add to the body of research on regional jobs and upcoming trends.	An institutional picture of in demand jobs and job trends in the region we serve.	Fall 2018
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