SINCLAIR COMMUNITY COLLEGE COMPLETION PLAN
(RESOLUTION #2016-27)
JUNE 24, 2016

With this resolution, the Board of Trustees adopts the Sinclair Community College Completion Plan.

WHEREAS, to comply with section 3345.81 of the Ohio Revised Code, the Sinclair Community College Board of Trustees adopted an institution-specific strategic completion plan in June 2014, with Resolution #2014-23; and

WHEREAS, the Department of Higher Education requires completion plans be updated at least once every two years and a copy of the updated plan provided to the Chancellor; and

WHEREAS, upon adoption by the Board of Trustees, Sinclair will provide a copy of its updated plan to the Chancellor of the Ohio Department of Higher Education no later than June 30, 2016;

NOW, THEREFORE, BE IT RESOLVED that the Sinclair Community College Board of Trustees adopts the updated Completion Plan and directs its submission to the Chancellor.

BOARD ACTION: A motion was made to approve the resolution by Trustee Dannetta Graves and seconded by Trustee Barney Wright. The motion passed unanimously.

COMPLETION PLAN

UPDATED JUNE 2016

444 WEST THIRD STREET
DAYTON, OHIO 45402

COMPLETION PLAN

THE PURPOSE of this Campus Completion Plan is to develop a systemic improvement approach for institution-wide policy and practice change that reaches the departmental and classroom levels for direct impact on student persistence and completion by:

- Engaging system-wide expertise in all aspects of the Plan's development, implementation and assessment;

- Identifying policies and practices that are advancing the institution toward improved student completion rates;

- Discerning strategies and methods that are likely to impact increased student persistence and completion;

- Prioritizing areas focused on improvement based on probability for positive impact on current student persistence and completion; and

- Engaging employers in completion efforts that align with workforce needs.

This document is to serve as a vehicle for campuses to articulate the outcome of a strategic process for systemic improvement.

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A Few Questions to Consider About
CONNECTION TO THE INSTITUTION

- ➢ Who are our students?

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

- ➢ How do we build relationships with K-12 schools? How do we engage with parents and community?

- ➢ What do we have in place to specifically connect with adult students?

- ➢ What policies do we have that incentivize students to graduate from high school college-ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from high school to college?

- ➢ 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?

- ➢ What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?

- ➢ How does co-requisite learning support the learning outcomes of the institution's gateway courses?

- ➢ Do we offer prior learning assessment for adult learners?

- ➢ Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?

- ➢ Do our current academic and student programs meet the needs and interests of our students? How do we know? How do we help students select a career?

CONNECTION

Improvement Focus Description: Reduce or eliminate the need for developmental education by:
- Working with K-12 partners to increase college readiness of recent high school graduates
- Helping current college students complete developmental education requirements more quickly and effectively

Improvement Focus Current Status: In Progress

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Improvement Objective (College Strategy / Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support / bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Mandatory New Student Orientation	All FTIC degree-seeking students will be required to participate in orientation	K. Earehart (New Student Orientation Coordinator, New Student Enrollment Center)	Academic Advising, Regional Centers	At least 85% of new, degree-seeking students will participate in orientation in Fall 2016	Number of FTIC participants	Fall 2016
Financial Aid Services	Institution will be more proactive in helping students successfully plan for financial costs related to education through FAFSA, scholarships, and community supports	M. Moore (Director, Financial Aid and Scholarships)	Academic Advising, Faculty, Student Services	Increase 1) the number of FAFSA applications received and 2) number of FAFSAs submitted in a timely manner; number of loan defaults will decrease within three years; default rate has dropped from 27.7% to 22.1% over last 3 years	FAFSA completions; loan default rate	Ongoing
Create Clearer Academic Pathways	In partnership with advisors and through the use of technology, faculty created clear pathways; advisors monitor progress to help students stay on track to completion; degree MAPs to be provided to all degree-seeking students	A. Runyan (Chief Academic Advising Officer); M. Wells (Assistant Professor, Psychology)	Career Services, Academic Advising, Faculty	All degree-seeking students will have a MAP documenting their program of study	As of Feb 2016 82% of registered students had MAPs	Ongoing

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Multiple Measures for Assessment	Implement Multiple Measures for Placement	W. Myers (Program Director, Tech Prep) D. Alex (Testing Center Coordinator, New Student Enrollment Center)	Enrollment Services	74% success rate for Beginning Algebra for those testing using multiple measures (3.0 or higher high school GPA) vs. 42% for those testing college level through traditional tests, but had below 3.0 high school GPA; 78% success rate for English Comp I compared to 52% for traditional	1) Reduce number of recent HS grads who test into DEV 2) Increase number of students served through MM from 1,998 HS Tech Prep students who qualified for Multiple Measures in 2016	Tech Prep students from 5 schools in AY 2015-2016; Expand to all students in those 5 schools for AY 2016-2017
Create a Career Exploration and Development Pathway, to assist students with career selection	Students will select a career community, providing a pathway with clearer direction and contextualized orientations, student support, and better connection with similar programs	M. Massie (Manager, Student and Community Engagement); A. Runyan (Chief Academic Advising Officer); A. Cheek (VP, School and Community Partnerships)	Student and Community Engagement, Career Services, Academic Advising, Financial Aid, Connect 4 Completion Office, Regional Centers	Students will select a career community at enrollment and may select exploratory activities offered by the career community to solidify career goals	Track students enrolled in career communities for persistence and completion	AY 2016-2017
College Credit Plus	CCP Program went into effect beginning with AY 2015-16 and replaces all alternative early college credit programs; CCP is open to any student enrolled in 7th-12th grade who is a resident of Ohio and enrolled in an Ohio secondary school; CCP provides college-ready students the opportunity to earn high school and college credit before high school graduation	Melissa Tolle (Director, College Credit Plus); Annesa Cheek, (Vice President, School and Community Partnerships)	College Credit Plus Coordinators serve as a liaison between students/families, school districts, and Sinclair departments to ensure there are seamless processes centered on student application/registration, faculty credentialing, course offerings, and reporting	Student enrollment; number of courses enrolled; number of credit hours enrolled; GPA; most successful courses	Number of students enrolled; Student's cumulative GPA/success rate; number of students completing 30 or more hours; course success rate	Ongoing

Additional Information Needed…

1. Data sharing protocols for K-12 and Sinclair
2. Number of staff needed to provide mandatory orientation

A Few Questions to Consider About
SUCCESSFUL FIRST-YEAR ENTRY

➢ Why do our students fall behind or leave? How do you know?

➢ How do we advise and place students for efficient completion?

➢ Are students advised with default pathways to their chosen degree?

➢ What do we know about how to maximize credit accumulation?

➢ How do we help undecided students choose a career and educational path?

➢ How do we help students understand industry needs and high-demand areas?

➢ How do we engage students within the college community?

➢ What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?

➢ 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)

FIRST-YEAR ENTRY

Improvement Focus Description: Create an intrusive, holistic advising model; ensure students are placed in credential-bearing programs within one year.

Improvement Focus Current Status: Pilot group running; scaling to all zero credit, FTIC in Fall 2014.

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Improvement Objective (College Strategy / Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support / bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Create Clearer Academic Pathways	*(See Connection)*					
Academic Advising and/or Counseling with Regular Check-Ins for all students.	All students meet with academic advisors to develop their academic plans through completion and for regular check-ins as they progress (for example, touch points at 12, 30, and 45 credit hours); all campuses will use improved technology to inform and keep students on the shortest path to completion	A. Runyan (Chief Academic Advising Officer)	Academic Advising, Associate Provost for Student Completion, Regional Centers	Percentage of students participating with advising and with MAP; 93% of students saw an academic advisor; 82% of registered students have a MAP	Tracking that students have a recent and current MAP and that course selections meet requirements; tracking that students have an assigned advisor	Ongoing
Early and Continuous Career Advising	Students will receive continuous career advising throughout their time at Sinclair in order to guide them into the right career field and provide assistance with obtaining a job	A. Runyan (Chief Academic Advising Officer)	Connect 4 Completion, Academic Advising, Internship Coordinators, Student and Community Engagement	Ensure students are in the right career track and have guidance toward a career path throughout their education	Tracking that students have confirmed their intentions and their MAPs are updated	Ongoing
Developmental Education Initiatives	Math Academy; co-requisite courses; contextualized DEV pathways at Learning Centers	K. Hess (Department Chair, Mathematics) S. Markland (VP for Regional Centers)		Increase offerings in Math Academy to include MAT 1270	Number of successful students	AY 2016-17 and AY 2017-18

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Advising Redesign from a Transactional Model to a Transformational Model	Academic Advisors are specialized by career community; students are assigned individual advisors; Advising and coaching involving faculty, staff, advisors, and data tracking systems to identify high, moderate, and low risk students based on four domains (Academic, Career, Financial, and Personal)	A. Runyan (Chief Academic Advising Officer); M. Brigner (Project Director, City Connects)	City Connects, Academic Advising, Faculty, Department Chairpersons, Deans, Financial Aid, Disability Services, Tutorial Services, Completion Office, Regional Centers	Creation of a 'no wrong door' policy; all personnel on campus will work collaboratively to ensure students are connected to resources that eliminate barriers to success; city Connects will pilot the holistic advising model within a career community	Monitor student retention rates, tracking of 1) number of interactions 2) number of students with assigned advisors 3) number of students with MAPs and (4) student benchmarks, using SSP and other technology	Implement improved processes as identified through City Connects and other ongoing projects, Fall 2017
Development of Virtual Career Center	A virtual career center will be created to house all current tools available for pre-college and first semester career exploration, service learning, internships, job-seeking skills, placement, and alumni contacts	N. Thibeault (Dean, eLearning); N. Jones (Associate Project Director, Connect 4 Completion); T. Parker (Manager, Academic Advising); A. Cheek (VP, School and Community Partnerships); A. Runyan (Chief Academic Advising Officer)	IT, Student and Community Engagement, Academic and Career Advising, Internship Coordinators	Phase I (design) is complete	Number of students using virtual career center	Creation of product by March 2016; rollout for student use in AY 2016-2017
Analyze and implement results of work to shorten developmental math pathway by combining three classes into two	Revise the curriculum and train faculty in the use of technology used in the new courses	Brian Cafarella, Interim Chairperson, Developmental Math)	Provost, Associate Provost, Completion Office, Academic Advisors, RAR, Faculty	Complete	Number of Dev Ed Math completions	Action complete; data analysis ongoing

Do we know the expectations of our students?

Yes, but only what they declare upon entry to the college. We are in the process of developing a better system to track changes in goals.

A Few Questions to Consider About
STUDENT PROGRESS

- ➢ What measures do we collect and track to ensure that students are staying on track?

- ➢ How and when do we intervene with students to keep them on track?

- ➢ How do we engage students with meaningful workforce connections?

- ➢ How transparent and accessible are our programs of study?

- ➢ Do students have options for structured degree pathways and/or meta-majors?

- ➢ What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?

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

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

- ➢ How does our institution support student learning?

- ➢ How do we determine and address learning support needs of the students?

STUDENT PROGRESS

Improvement Focus Description: Intrusive guidance and mentoring by faculty and advisors.

Improvement Focus Current Status: Implemented with Fall 2014 cohort; additional tools will be launched and scaled in AY 2016-17.

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Improvement Objective (College Strategy / Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support / bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Create Clearer Academic Pathways	*(See Connection)*					
Mandatory Academic Advising with Regular Check-ins	*(See Connection)*					
Early and Continuous Career Advising	*(See Connection and First-Year Entry)*					
Intrusive Holistic Advising	*(See Connection)*					
Policy Focus to Remove Barriers to Student Success	Modify course withdrawal policies to encourage course persistence; revise academic intervention, probation and dismissal policies	J. Cutler (Assistant Provost of Accreditation and Assessment); T. Hummons (Registration and Student Records)		Sinclair has a high withdrawal rate and allows students to withdraw through 75% of the term; from 2012-2015, college has achieved 29% decrease in course withdrawal rates	Number of withdrawals	May 2017

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Tracking Progress	Tracking student progress using Visual Analytics, SSP, Lift, eLearn, and addition of nonacademic milestones to pathways (financial aid deadlines, internship directions, etc.)	M. Wells (Assistant Professor, Psychology); A. Runyan (Chief Academic Advising Officer)	Research, Analytics and Reporting	Pathways are currently focused on curriculum; Personal, career, and financial requirements will be woven into the MAPs so students are aware of all responsibilities to complete degree, transfer and/or get a job	Pilot is underway in the Psychology Department to expand the kind of academic milestones used on pathways (key courses, credit accumulation, GPA, etc.); non-academic milestones are being considered as part of the holistic advising pilot conducted in association with the City Connects project; adding those milestones into the pathway documents will be a consideration for that initiative	December 2015 for completion of PSY pilot; expand to other departments in rotating cycle until May 2017
Assist students with career selection; Create a Career Exploration and Development Pathway	*(see Connection)*					

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

1. Offer appropriate professional development on engagement strategies
2. Share success data for advisor's caseloads and faculty courses to enable "ownership" of student success

A Few Questions to Consider About
STUDENT COMPLETION

➢ Are students achieving credentials within selected program streams?

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

➢ Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?

➢ How do we assist students with college to career transition?

➢ What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?

➢ Do our registration and withdrawal policies support completion? How do we know that students who complete our certificates and degrees have met our learning expectations?

STUDENT COMPLETION

Improvement Focus Description: Increase degree and certificate completion, as well as successful transfer with minimal loss of credit.

Improvement Focus Current Status: In Progress

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Improvement Objective (College Strategy / Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support / bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Mandatory Academic Advising and/or Counseling with Regular Check-Ins	*(see First-Year Entry)*					
Early and Continuous Career Advising	*(see Connection and First-Year Entry)*					
Double Degree Program with Wright State University	Students are concurrently mapped to Sinclair and Wright State according to established articulation agreements	P. Bolmida (Coordinator of Transfer Services, New Student Enrollment Center); Double Degree Committees at both Sinclair and Wright State	Provost, Student Services, Registrar, Financial Aid and Enrollment Services, Regional Centers	Seamless transfer with little to no loss of credit; 60+ articulation agreements are in place	Number of participants who receive degrees or certificates at one or both institutions; 1,288 current Sinclair students have declared intent to enroll at WSU in past two years; 28 have already enrolled	Ongoing
Required Credit Hour Reduction	Reduced requirements in 48 programs by an average of five credit hours	Provost Office		Average reduction in program requirements equals five credit hours	Eliminated 257 excess credit hours	Fall 2016
Visual Analytics Tool	*(see Student Progress)*					

Next Steps…

1. Launch Inspire for Advisors to track student progress across their curriculum
2. Scale Inspire for Faculty to track student progress in individual courses

A Few Questions to Consider About
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?

➢ How do we ensure that student costs are transparent and student financial planning continuous? Are our courses and program streams offered in student-friendly ways? 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? How does our college manage process improvement?

➢ What else can we do?

OTHER ASPECTS

Improvement Focus Description: Increase achievement rates for traditionally underserved students, developmental education students and recent high school graduates.

Improvement Focus Current Status: In Progress

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support / bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Design and implement a comprehensive strategy for recruiting and increasing completion rates of African American students	Participate in a compression planning session in early summer to develop a recruitment and completion plan; Brother-to-Brother program for AAM students	A. Cheek (VP, School and Community Partnerships); Michael Carter, (Senior Advisor to the President)	Provost, Urban African American Mentor Program Coordinating Team, Minority Student Success, Academic Advising	Serve 50 students for AY 2016-17	The number of students who persist and complete a credential	Implementation Spring 2017
Increase the number of college credits earned by Tech Prep students in high school	Work with high school supervisors and teachers to increase course opportunities, provide teacher training, resources and links, and increase the number of credits earned in high school	W. Meyers (Program Director, Tech Prep); Tech Prep Managers and Coordinators	Tech Prep Liaisons at Sinclair, High School Partners, Sinclair Department Chairs; School and Community Partnerships	2015 HS graduating class earned 13,881 college credit hours while in high school	Total college credit captured in HS will increase to 25,000	Ongoing
Enhance access to and use of enhanced Tech Prep scholarships	Design the "scholarship crosswalk" to demonstrate the 209 licenses, certificate and degree options available to Tech Prep students; increase Tech Prep merit scholarships	W. Meyers (Program Director, Tech Prep)	Academic Advising, Financial Aid, Enrollment Services; Research, Analytics and Reporting	More students will matriculate to Sinclair due to increased opportunities in their career pathway	Tech prep students represented 8.0% of Sinclair's 2011 graduating class, growing to 13.3% of the 2015 class	Ongoing
Develop a Transition Plan for first year college students who selected Sinclair as their 2nd choice	Expand the scholarship access window for Tech Prep graduates from August following high school graduation through August of the following year; create Buy-One, Get-One summer school scholarships	W. Meyers (Program Director, Tech Prep)	Financial Aid; Advancement; Research, Analytics and Reporting	More students will matriculate to Sinclair because of greater access to the Tech Prep scholarship	More students will matriculate to Sinclair because of greater access to the Tech Prep scholarship	Ongoing

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Analyze and implement results of work to revise placement requirements and shorten the pathway by combining Developmental Reading/Writing classes	Research and implement changes to the placement requirements; revise the curriculum and inform faculty and advising staff	C. Echols (Chairperson, Developmental Language Arts)	LCS Dean, Provost, Academic Advising, Faculty, Research, Analytics and Reporting	Complete	Course completion rates	Action complete; data analysis ongoing
Summer Melt	Identify barriers to enrollment to Low income students of color	K. Cleary (Associate Provost for Student Completion); T. Stone (VP, Business Operations)	Director, Strategic Enrollment Management	Increase yield rate of low income students of color	Yield rate	Fall 2017

Next Step…

1. Create a task force on minority student success

A Few Questions to Consider About
WORKFORCE

➢ Based on our College service area, which of the 6 JobOhio regions do we serve? http://jobs-ohio.com/network

➢ Which of the 9 JobsOhio key industries are addressed in our current curriculum and programing? http://jobs-ohio.com/industries

➢ How have we linked our curriculum and programing to labor market information for each occupation? http://ohiolmi.com/proj/jobsOhioInd.htm

➢ 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 trainer workforce?

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

➢ 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?

➢ How do we align our credit and non-credit offerings?

WORKFORCE

Improvement Focus Description: Create seamless pathway between Instruction and Workforce Development.

Improvement Focus Current Status: In Progress; work has begun and is ongoing.

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Improvement Objective (College Strategy / Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support / bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Articulation of credit from Workforce Development	Ongoing identification of non-credit offerings that can be legitimately articulated for credit toward a degree or certificate	D. Norris (Vice President, Workforce Development and Corporate Services)	Assistant Provost for Accreditation and Assessment, Manager of Curriculum, Transfer and Articulation, Regional Centers	An increasing number of agreements enabling Workforce Development offerings to be articulated for college credit	Additional agreements each year for articulating Workforce Development offerings	Ongoing
Services for Sinclair students anticipating graduation	Student and Community Engagement reaches out to all students within two semesters of graduation via e-mail to promote services such as resume writing, job searching and interviewing; they also work in partnership with the Co-op and Internship offices to ensure a student's job searching documents (i.e. resume, cover letter) meet industries best practices before applying for an opening	M. Massie (Manager, Student and Community Engagement); L. Tate (Community Engagement Coordinator, Student and Community Engagement)	Co-op and Internship staff, Regional Centers	Increased placement of graduates subsequent to graduation	Increased percent of graduates employed subsequent to graduation as indicated by Ohio Department of Jobs and Family Services data and Sinclair graduate and employer surveys	Ongoing
Partnerships with employers	Offers on-campus interviewing to local, regional and national employers	M. Massie (Manager, Student and Community Engagement)		Increased placement of graduates subsequent to graduation	Increased percent of graduates employed subsequent to graduation as indicated by Ohio Department of Jobs and Family Services data and Sinclair graduate and employer surveys	Ongoing

FOCUS	STRATEGY	LEADERSHIP	OTHERS	OUTCOME/PROGRESS	MEASURE	TIMELINE
Internship & co-op position	Utilize college data to identify potential internship students early in the semester and proactively reach out to them to encourage early planning for the following term; maintain a steady number of students within internships and conduct employer meet-n-greets; increase internship to capstone ratios in BPS departments; increase quality placements and conversion of internships to gainful employment	J. Jones (Coordinator, Business and Public Services Internship Program); C. Bridgman (Coordinator, Science, Math and Engineering Internship Program); J. Walters (Coordinator, Liberal Arts Internship Program)	Co-op and Internship staff, Regional Centers, Academic Advisors, Faculty, Staff	Increased placement rates in co-ops and internships Placements: 2012-13: SME-265; BPS-244 2013-14: SME–214; BPS-233 2014-15: SME–211; BPS-237 Employment: Spring 2015 Step II SME interns achieved 100% employment	Percent of enrolled students placed; Gainful employment secured by those students	Ongoing
Workforce Development conversations with employer Advisory Committees	To support both the development of college programs and regional capabilities, Sinclair convenes multiple industry advisory committees to coordinate efforts related to infrastructure, partnerships, thought leadership and other topics to support the workforce development and economic advancement of the region	H. Arthur (Director, Workforce Solutions)	Workforce Development and Corporate Services; Connect 4 Completion Career Communities; Workforce Investment Board	Increased input from local employers; Continue to engage with regional employers on ongoing basis to assess workforce needs	Use of data gleaned from Advisory Committees to develop and enhance new Workforce Development offerings, and evaluate grant opportunities	Ongoing
Sinclair Synchrony Student Success	To launch a recruitment strategy which provides students special employment considerations if they work for Synchrony Financial while still in school	H. Arthur (Director, Workforce Solutions)	Workforce Development and Corporate Services	Information session and tour for students conducted at Synchrony, plus on campus recruiting	Students participating and subsequently hired	Ongoing
Employer Liaison for Career Communities		H. Arthur (Director, Workforce Solutions)	Connect 4 Completion Career Communities	Five Employer Compression Planning Sessions (1 per career community) scheduled to gather intelligence directly from employers regarding the competencies they are looking for from our students	Number of changes made to the curriculum as a result of employer guidance	Employer planning sessions in AY 2015-16; Evaluation during AY 2016-17

Next Step…

1.   Develop more robust employer linkages within new career community structure