



## Stark State College (SSC) Completion Plan Executive Summary

The purpose of the Stark State College Completion Plan is to develop a systemic improvement plan for institution-wide policy and practice change that reaches the departmental and classroom levels for direct impact on student persistence and completion. It's designed to:

- Engage system-wide expertise from faculty, staff, and administration in all aspects of the Plan's development, implementation and assessment;
- Identify policies and practices that are advancing SSC toward improved student completion rates;
- Discern strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritize improvement focus areas based on probability for positive impact on current student persistence and completion;
- Embrace diversity through student life in support of equality and collaboration;
- Engage employers in completion efforts that align with workforce needs.

Stark State College's (SSC) Completion Plan was developed with input from faculty, staff, administration, and the Board of Trustees. The Provost and Chief Academic Officer and Department Chair of English and Modern Languages cross-walked each of the questions with the AQIP Systems Portfolio Categories and HLC Criteria for Accreditation. The SSC Completion Plan is aligned with the College's *2014-2016 Strategic Plan*, Completion by Design initiatives, HLC Criteria for Accreditation, AQIP Systems Portfolio, and Action Projects. It's designed to streamline the College's efforts in support of student success by following a continuum from *Connection* to *Completion*.

Projects completed in the 2014-16 College Completion Plan include (SP-6C):

- Implementing the *Enrollment Management Plan*
- Implementing enrollment management one-stop strategies
- Exploring expansion of Barberton Satellite Location
- Promoting MyPlan Assessment Tools
- Introducing Acceler8 courses
- Implementing Collaborate to support satellite course offerings
- Developing new certificate and degree programs including community corrections, surgical technology, surgical assisting, ophthalmic technology, training and development technology, and pre-medical professional
- Developing documented pathways from CC+ to SSC
- Developing over 50 MTAG courses
- Joining RACC to advance partnerships with apprenticeship programs
- Developing the Honors Program
- Developing study materials for students to prepare for the COMPASS exam
- Adding multi-measures in writing and reading for college-level placement
- Reviewing all policies and procedures and referring to respective standing committees for updates – reviews supported the JFF Policy Audit
- Achieving the KPI goal of increasing student clubs and organizational membership
- Exploring tutoring services for additional gateway courses
- Advancing the academic assessment process through an Action Project
- Implementing Platinum Analytics and advanced course scheduling process
- Introducing *Focus on the Finish* as a student success and celebration initiative
- Reducing credits in certificate and degree programs



- Receiving the Dash grant and OhioMeansJobs Workforce Revolving Loan Program to assist students in financial need
- Adding articulation agreements with University of Mount Union, Malone University, and Cincinnati College of Mortuary Science
- Advancing reverse transfer
- Ensuring certificates were stacked into degree programs
- Implementing the Student Loan Default Management Plan
- Increasing promotion of short-term and one-year certificates in support of performance-based funding
- Advancing Academic Program Review and using the process to identify market demand for programs and certificates
- Implementing developmental education redesign
- Piloting developmental education boot camps
- Implementing faculty providing tutoring during office hours
- Enhancing electronic curriculum sheets for advising
- Introducing mid-term grades, second financial aid disbursement, and required signature for withdrawal
- Advancing SSC101 by adding financial literacy, Career Coach, MyPlan, and other student support services
- Integrating non-credit services into academic departments
- Increasing online course and program offerings, with 18 programs being offered online as of 2016
- Increasing the number of transient students by 10%

The 2016-18 Plan serves as a vehicle to articulate the outcome of our strategic process for improvement. It's aligned and integrated with other College initiatives. The coding in the Plan is as follows:

- Action Project = AQIP Action Project
- CC+ = College Credit Plus
- PBF = Performance-Based Funding
- SP = Strategic Plan and goal (e.g. SP-5B)
- SSC = Stark State College

## **A few questions to consider about CONNECTION TO SSC**

- Who are Stark State College (SSC) students? (1P13, 2P1, Core Component 1C)
- What efforts are underway at SSC to help students in need of remediation become better prepared for college? (2P1, 2P2 Core Component 3D)
- How do we build relationships with K-12 schools? How do we engage with parents, adult students, and the community? (2P1, 2P5, 4P1, Core Components 1B, 1D)
- What does SSC have in place to specifically connect with adult students? (2P1, 2P5, 4P1, Core Components 1B, 1D)
- 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? (Shared Governance)



- How does SSC orient students? (2P1, 2P2) How does SSC communicate learning expectations to our students? How does admissions, student support, registration, and student life aid in this process? (1P3, 1P5, 1P6, 2P1, Core Components 2B, 3D)
- What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising? (1R1, 2R1, Core Components 3D and 4B)
- How does co-requisite learning support the learning outcomes of the institution’s gateway courses? (1P1, 1P2, Core Components 3E and 4B)
- Does SSC offer prior learning assessment for adult learners? (1P4, 2P1, and Core Component 3D)
- Does SSC offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives? (1P3, 1P4, 2P1, and Core Component 3C)
- How does the co-curricular program support the common learning outcomes of the institution? (1P1, 1P2, Core Component 3E)
- Do our current academic and student programs meet our students’ needs and interests? How do we know? (1P3, 1P4, Core Components 4A, 4C) How do we help students select a career? (1P5, 2P1, Core Component 3D)

## CONNECTION

**Improvement Focus Description:** Advance the relationships with high schools, Ohio Career Centers, veterans, non-traditional students, and employment agencies/workforce agencies as ways to increase the number of students who apply to SSC. Advance Adult Diploma Program and 22-plus as nontraditional student initiatives

**Improvement Focus Current Status:** SSC has experienced declines in enrollment, similar to national trends, demographics, full employment economy, and policy changes to comply with federal financial aid requirements. New strategies can assist with increased enrollment.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Continue to increase marketing of programs, certificates, and transferability into and out of SSC (SP-5C)	Utilize layered marketing and recruiting strategies, using mass media to capture interest in the college and drive prospects to our website and college events,	Director of Marketing	Enrollment Management, Academic Affairs	Increased enrollment due to marketing of programs and certificates	Impact of marketing materials; increased enrollment of transient students/ transfer students by 10%	Implement additional strategies in 2016-18



	based on their interest in broad career areas. Then, engage prospects with specific programs and faculty to effectively match student interest with programs and careers, market to universities for transient students					
Promote MyPlan assessment tools as part of One-Stop operations	Train One-Stop staff to encourage students to use MyPlan, continue to train faculty on use of MyPlan, use CRM to inform students of MyPlan	Enrollment Management, Career Development, Student Success, faculty, chairs	Provost & CAO, academic deans	Students exploring career options and areas where they are likely to succeed	Increased use of MyPlan	Fall 2016
One-Stop Operations	Integrate the One-Stop operations with the Career Development operations	Enrollment Management, Career Development	Student Success, SSC101 faculty	Expand one-stop operations by incorporating a focus on Career Development	Increased use of Career Development	Fall 2016
Advance mandatory orientation	Newly developed orientation program	Enrollment Management staff	Provost & CAO, academic deans, chairs, and faculty	Advance orientation program to expose students to SSC practices and teach them how to use support services	Student feedback	Identify areas of improvement each semester
Expand online courses, certificates, and programs offerings that meet changing needs of students and businesses (SP-5F)	Evaluate changing needs of students and businesses; develop courses and programs accordingly	Provost & CAO, academic deans, chairs, advisory committees/ boards	eStark State for modalities; business, industry, education, and community partners to help identify changing needs; Executive Director of Workforce and	Revised curriculum that meets the needs of students and businesses	Increase number of new modalities, courses, and programs to meet stakeholder needs	Annual evaluation of course, certificate, and degree offerings



			Economic Development			
Create signature/vanguard certificates and programs in new and emerging technologies (SP-2A)	Evaluate changing needs of economy; develop courses and programs accordingly	Provost & CAO, academic deans, chairs, faculty, advisory committees/ boards	eStark State for online offerings, Strategic Grants Office for equipment and start-up; business, industry, education, and community partners; Executive Director of Workforce and Economic Development	New curriculum that meets the needs of students and the economy	Number of new certificates and programs developed	Annual evaluation of new certificates and programs
Scale Middle Skill STEM 15 credit hour and 30 credit hour pathways for high school students to other certificates and programs (SP-2E)	Certificates are developed and need promoted; technical courses offered in high school; communicate advantages of pathways to students, parents, teachers, and guidance counselors	Academic deans, chairs, Coordinator of CC+	High school partners, student services, advisory committees/ boards	High schools promoting certificate and degree pathways	Enrollment of CC+ students as SSC core students	Developed in 16-17; promoted in 17-18
Develop and promote accelerated pathways for adults (SP-2E)	Expand courses offered as MTAG, advance PLA and CBE, promote credit by exam, promote credit by licensure/ certification	Provost & CAO, academic deans, chairs, counselors	Enrollment Management; Marketing Department	Increased number of adults receiving accelerated credit	Number of students receiving credit	Develop and promote annually; review number of students annually
Promote Honors Program	Increase enrollment in Honors Program	Dean of Student Success, Honors Program Committee, academic deans, chairs, faculty	Provost and CAO, Recruiters, Student Success, Marketing	Develop strategies to increase enrollment in the Honors Program	Number of students enrolled in the Honors Program	Promote and review enrollment and processes annually



Partnerships with apprenticeship programs (SP-2C)	Increase apprenticeship partnerships	Provost & CAO, academic deans, chairs, faculty; Executive Director of Workforce and Economic Development	Enrollment Management, Ohio Department of Higher Education	Develop a plan to work with apprenticeship programs	Increase apprenticeship partnerships by 10%	Expand partnerships both years
Multiple-measures for math	Add high school GPA as a placement factor in math; require students to start math where they place	Department Chairs and math faculty	Dean of Arts and Sciences, Provost & CAO, Institutional Research, Enrollment Managements	More students placed into math college-level courses; decrease time to college-level courses	Track success of students in college-level courses following change; track time to college-level courses following change; decrease in % of students needing remedial math courses	Evaluate effectiveness annually by pass rates
Financial assistance opportunities to incoming students who have shown ability to succeed	Promote existing scholarships and secure new endowed or project scholarships	Executive Director of Advancement; Enrollment Management	Advancement staff and SSC Foundation Board, faculty, chairs	Increased enrollment	Annual increase of scholarship dollars available and number of recipients	Review annually
Implement the Satellite Enrollment Plan, including more opportunities for satellite students to complete certificates and degrees	Implement strategies to improve enrollment at the satellites	VP for Enrollment Management, Student Services and Administration	Executive Council, Enrollment Management Staff, Academic Deans and Departments	Improvement in enrollment, in support of Smart Pathways	Historical enrollment reporting	Continue implementation over the next two years
Competency Based Education (CBE)	Investigate CBE programs	Provost, Deans, and faculty	eStark State and IT	Evaluate certificates and degrees in relation to CBE and seek approval from HLC to offer	Approval from HLC to offer a certificate and degree, if identified as a candidate for CBE	Evaluate certificates and degree in 16-17; seek approval from HLC in 17-18
One-Year Option	Promote One-Year Option as an recruiting strategy for career centers	Executive Director of Admissions and Recruiting	Faculty and staff; Student Success	Enrollment of students from career centers utilizing the One-Year Option	Number of students who enroll using the One-Year Option	Track students annually



Adult Diploma Program (ADP) and 22-plus	Promote ADP and 22+ as recruiting strategies	Executive Director of Admissions and Recruiting	Faculty and staff	Enrollment of students from ADP and 22+ programs	Number of students who enroll	Track students annually
Student Recreational Area	Explore Options for a Student Recreational Area	Dean of Student Success, Facilities	Provost & CAO, VP of Enrollment Management, VP of Business and Finance	Identification of a student recreational area	Development of the space	Explore in 16-17; Develop in 17-18
Explore Expansion of Akron Satellite Location (SP-2F)	Meet academic needs of students in the Akron area	President, Executive Council	College Community	Support for mission and advancing community partnerships	Identification of location and enrollment growth	Exploration and implementation over the next two years
Bachelor's degrees	Investigate offering select bachelor's degrees upon approval by ODHE and HLC	Provost & CAO, deans, chairs, faculty	Enrollment Management	Enrollment of students in select bachelor's degrees	Receiving approval to offer degrees and students enrolling in the degrees	Evaluate in 2016-17; Develop in 2017-18

### What additional information do we need?

1. Communication of recruitment strategies
2. Communication of marketing strategies

## A few questions to consider about **SUCCESSFUL FIRST-YEAR ENTRY AT SSC**

- Why do our students fall behind or leave? How do we know? (1P1, 1R1, 1R5, 2P2, 2R2)
- How do we advise and place students for efficient completion? (1P3, 1P4, 1P5, 2P1, Core Components 3A, 3D, 4A)
- Are students advised with default pathways to their chosen degree? (1P3, 2P1, Core Components 3C and 3D)
- What do we know about credit accumulation? (1P5, 2P2, 4P1, Core Components 1D, 4C)
- How do we help undecided students choose a career and educational path? (2P1, Core Components 3C and 3D)
- How do we help students understand industry needs and high-demand areas? (1P5, 2P1, Core Component 3D)
- How do we engage students within the College community? (1P1, 1P2, Core Component 3E)
- 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? (Shared Governance)
- How do we help students who are underprepared for their course of study? (1P5)
- How do we address the differences in learning styles? (1P5) How do we address students with special needs? (handicapped, seniors, commuters) (1P3, 2P1, Core Component 1C)



## FIRST-YEAR ENTRY

**Improvement Focus Description:** Promote strategies for onboarding and enrollment in college-level courses in the first year.

**Improvement Focus Current Status:** Onboarding of students in support of their engagement and success needs improved. The new developmental sequence decreases time to college-level courses and enrollment in the corresponding course needs improved.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Developmental courses/ basic skills/computer literacy courses (SP-6D)	Continue evaluation of developmental pathways for improvement	Developmental and IT faculty, academic deans	Deans of Arts and Sciences and Business & IT, Institutional Research, Provost & CAO, Student Success	More students moving through developmental sequence and into college-level courses	Track developmental pass rates using KPI report; track success in college-level courses using KPI report; increase % of students who enter college-level courses	Continue process implemented and track success rates for trends; evaluate additional methods in both years
Promote early career advising, including certificates (SP-6A)	Emphasize career pathways, including in SSC101 and through Career Coach	Enrollment Management, Career Development, faculty, chairs, Student Success	SSC101 coordinator and instructors	Students declaring program or certificate upon admission, assignment in SSC101	Number of students pursuing certificates; impact of assignment in SSC101	Evaluation each semester
Academic Advising (SP-6A)	Advance process of transitioning students from admissions counselors to academic advisors	Enrollment Management, Academic Affairs	IT	Smooth transition of students in the advising process	Number of students assigned academic advisors early in the first semester	Evaluate each semester
Student life experience (SP-6B) - student clubs and	Use students to contact new students to promote clubs	Coordinator of Student Life, Enrollment Management,	Deans and Provost	Increase engagement of students via clubs and organizations	Increase in number of students in	Evaluate annually with KPI report



organizations that support engagement	and organizations; develop new co-curricular clubs	Student Success, faculty, chairs, and students			clubs and organizations	
Advance Early Alert Process	Advance Early Alert using Starfish	Success coaches, faculty, chairs,	Provost & CAO, deans	Improve early alert process to support intentional advising, identify at-risk students and implement strategies for student success	Increase course completion and retention	Evaluate impact of Starfish on course completion and retention
Financial literacy and planning to students	Continue financial aid counseling to each new student requesting a loan; continue contract with SALT for student advising and impact	Financial Aid and Registration	Faculty, Student Success, deans, Provost & CAO	Increase in student's financial literacy and planning	Decrease in student loan default rate	Fall 2016
Develop a "map" for students on key dates each semester (e.g. see an advisor, fill out FAFSA, exam week, etc.) as a future Action Project	Development of a "map" will assist students with their success	Faculty and staff	Provost & CAO, deans, and chairs	Assist students with understanding key dates by organizing them for easy review	Feedback from students; faculty promotion of dates in classes	Develop in 17-18
Tutoring process to support additional courses	Increase the number of courses with tutoring available and investigate online tutoring options	Faculty, chairs, tutors	Provost & CAO, deans, Student Success	Improvement in course completion	Increase in course completion and retention rates	Review courses available for tutoring annually
Onboarding of students	Identify additional ways of onboarding students	Student Success, Action Project committee	Enrollment Management, Academic Affairs	Increase engagement and retention of students through effective onboarding strategies including First Year Experience and Welcome Week	Number of students participating in onboarding activities	Develop strategies in 2016-17; Implement strategies in 2017-18
First Year Success	Design and implement success coaching	Student Success	Enrollment Management, Academic Affairs	Increase retention and completion of	Term-to-term retention rates, course	Implement strategies 2016-17



Coaching Initiative	strategies to support First-Time, Full-Time Students			students through success coaching	completion rates, graduation rates	
Universal Design for Learning	Investigate the design of courses using Design for Learning to ensure the course meets the needs of students	eStarkState, Disability Support Services, faculty	Chairs, Deans, Provost & CAO	Increase in students successfully completing course due to being in compliance with universal design	Number of students who complete courses successfully	Investigate the process in 2016-17
Accessibility	Ensuring syllabi in online courses are designed to meet students visual, auditory, and interactive needs	eStarkState, Disability Support Services, faculty	Chairs, Deans, Provost & CAO	Syllabi will be designed to assist the accessibility needs of students	Increase in number of students completing courses	Update syllabi in 2016-17
Advance Student Success course (SSC 101)	Continue to advance retention rates using strategies taught in the course	SSC101 coordinator, faculty, department chairs, student success coaches	Provost & CAO, academic deans	Provide students with information to assist with success, links to student services, and academic prep lessons in support of retention and completion	Students and instructor feedback; retention rates	Evaluate each semester

### Do we know about our students' expectations?

1. Students need support through onboarding, academic and career advising, developmental education strategies, and early alert interventions.
2. Students expect an advising model that keeps them on track towards degree completion.
3. Students expect us to communicate to them the resources available to assist them with their success and the deadlines that they are required to meet.

### A few questions to consider about STUDENT PROGRESS AT SSC

- What measures do we collect to ensure that students are staying on track? (1R1, 2R3, 2R5)
- How and when do we intervene with students to keep them on track? (1P3, 1P5, 2P1, 2P2, 4P4, Core Components 1C, 2B, 3D, 4C)
- How do we engage students with meaningful workforce connections? (1P3, 1P4, 4P1, Core Component 1C, 1D, 3A, 4A)
- How transparent and accessible are our programs of study? (1P3, 1P4, 1P5, 2P1, 4P4, Core Component 1C, 2B, 3A, 3D, 4A)
- Do students have options for structured pathways and/or meta-majors? (1P3, 1P4, 1P5, 2P1, 4P4, Core Component 1C, 2B, 3A, 3D, 4A)



- 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? (Shared Governance)
- How do we ensure alignment between instructional and student support services and among institutional interventions and programs? (1P3, 1P5, 2P1, Core Component 1C, 3D)
- How do we determine the preparation of students for specific programs? (1P1)
- How does SSC support student learning? (1P3, 1P5, 2P1, Core Components 1C, 3D)
- How do we determine and address learning support needs of the students? (1P5, 2P1, Core Component 3D)

## PROGRESS

**Improvement Focus Description:** Decrease the time to enter college courses in program of study, increase number of students who complete 75% of degree requirements, promote certificate programs, and improve the advising model.

**Improvement Focus Current Status:** Increase and improve marketing, promotion, and recruiting of certificate programs and pathways; current advising model needs improved.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<b>Improvement Objective (College Strategy/ Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Increase service-learning, co-op, internship, practicum, apprenticeship, clinical placements, fieldwork, and volunteer opportunities for students (SP-2C)	Increase opportunities for service-learning, co-op, internship, practicum, apprenticeship, clinical placements, fieldwork, and volunteering	Career Development, faculty, chairs	Provost & CAO, academic deans	Increase in number of opportunities	Number of students completing opportunities and employer satisfaction	Review annually
Continue to enhance academic and career advising to prepare our students for success (SP-6A)	Advance the process of incorporating advising sessions in the classroom	Faculty, chairs, Student Success	Provost & CAO, academic deans	Develop a model that supports advising and registration in the classroom	Increase in retention and completion rates using OACC benchmark; feedback from employees and students on new model	Developed in 2016-17; implemented in 2017-18



Require mandatory advising for students who are “off-track” or “at-risk” of not succeeding (SP-6A)	Evaluate the self-advising process and identify a technology process to implement mandatory advising	Faculty, chairs, Student Success	Provost & CAO, academic deans	Decrease in excess credits; students staying on “MAP”	Increase in retention rates and graduation rates using OACC benchmarks; increase in 12, 24, and 36 hour credit completion	Monitor impact each semester upon implementation
Focus on the Finish	Promote retention and completion through a Focus on the Finish event	Provost & CAO, Deans, Student Success staff, faculty	Enrollment Management	Increase in retention and completion	Feedback from students on assistance of process in helping with completion	Complete each semester
Ohio Benefits Bank	Increase the number of employees trained to use it	Student Success	Enrollment Management, Academic Affairs	Increased retention and completion of students due to addressing barriers impacting success	Number of employees trained and students served	Reviewed annually
Part-time guided pathways	Develop part-time curriculum pathways to support part-time students	Chairs and faculty	Academic deans, Provost & CAO	Guided pathways for part-time students to assist with mapping time to completion	Part-time curriculum guides	Develop in 2016-17
Dash grant	Provide emergency funds to students to assist with retention	Student Success, faculty, staff	College employees	Increased course completion and retention of students who use funds from Dash grant	Increased course completion and retention of students	Reviewed annually
Reception for Dean’s List and President’s List students	Develop a reception for students on the Dean’s List and President’s List	Academic Affairs	Executive Council	Recognition of students	Number of students attending reception	Develop in Fall 2016; Implement in Spring 2017
Teaching Certificate/online course for faculty – Action Project (SP-1E)	Develop a course to assist new and existing faculty with pedagogical and classroom management strategies	Faculty and eStark State	Chairs, Deans, and Provost	Increased training of new faculty and ongoing training of existing faculty	Number of faculty members completing the course	Develop in 2016-17; Implement in 2017-18



Satellite Pathways	Identify pathways for students at satellites to assist with certificate and degree completion	Provost and CAO, Enrollment Management, and Chairs	Deans and VP of Business and Finance	Pathways that show courses that can be completed online and at the satellite	Number of certificate and degree completers at each satellite	Develop in 2016-17; Implement in 2017-18
Success of Minority Students	Increase retention and completion rates of minority students	Deans, Chairs, Faculty, Provost & CAO	Enrollment Management	Improvement in success rates of minorities	PBF measure and trend data illustrating improvement in course completion, retention, and graduation	Evaluate annually

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

1. Faculty and staff will have input into the decision-making and improvement processes.
2. Faculty and staff will understand and communicate strategies to students and others.
3. Faculty and staff will receive support for professional development and training related to the strategies.

## A few questions to consider about STUDENT COMPLETION AT SSC

- Are students achieving credentials within selected program streams? (1R2, 1R4, 1R5, 2R2)
- How can we increase credit attainment and help more students complete their credentials more quickly? (1P1, 1P2, 1P3, 1P4, 1P5, 2P1, 2P2, Core Components 1C, 3A, 3D, 3E, 4A, 4C)
- Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees? (1P3, 1P4, Core Components 3A and 4A)
- How do we assist students with college to career transition? (1P5, 2P1, 4P4, Core Components 2B, 3D)
- 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? (Shared Governance)
- Do our registration and withdrawal policies support completion? (1P5, 2P2, 4P4, Core Components 2B, 4C) How do we know that students who complete our certificates and degrees have met our learning expectations? (1P1, 1P2, Core Component 4B)



## COMPLETION

**Improvement Focus Description:** Decrease time to completion of a credential that has value in the labor market, including certificates and transfer degrees. Promote and market certificates as well as outreach to transfer and transient students.

**Improvement Focus Current Status:** We need to improve promotion of certificates and transfer degrees. We need to improve promotion of courses to transient students.

<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline</b>
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Continue to improve licensure, certification, and in-field job placement (SP-1B)	Maintain licensure and certification passage rates; increase job placement rates; outreach to prospective employers	Faculty, chairs, Career Development	Provost & CAO, academic deans; Enrollment Management staff	Passage rates and in-field placement rates	SSC for in-field placement; accreditation standards for licensure and certifications	Continue to monitor annually
Maintain high standards of teaching and student support (SP-1C)	Promote academic rigor in courses	Chairs, faculty	Provost & CAO, academic deans	Students achieving learning expectations	Academic Assessment reports	Evaluate each semester
Transfer courses and articulation agreements (SP-2E)	Advance existing articulation agreements	Provost & CAO, academic deans, chairs, faculty	Marketing; high schools, universities	Increase number of courses transferring and articulation agreements for students	Number of transfer courses and articulation agreements	Evaluate each semester
Transfer students (SP-2E)	Increase number students transferring to universities upon completion	Provost & CAO, deans, chairs, faculty	Career Development, Director of IR, Planning, and Assessment	Increase in number of transfer students	Number of transfer students on PBF report	Annually



Investigate automatic graduation names going to chairs for degree audits versus manually identifying students as a service of Ellucian (CbD)	Manual process is time consuming even with MAP	IT staff, Institutional Research, chairs, faculty	Provost & CAO, academic deans	Improve the process to identify graduates	Increase in the number of graduates identified, decrease in the time required to complete the process	Investigate during 2016-17
Online graduation application	Investigate and implement and online graduation application	Provost & CAO, department chairs, Registrar, IT	Academic deans, faculty	Improve the process for applying for graduation/ completion	Implementation of the online application	Investigate in 16-17; implement in 17-18
Part-time guided pathways	Develop part-time curriculum pathways to support part-time students	Chairs and faculty	Academic deans and Provost	Guided pathways for part-time students to assist with mapping time to completion	Part-time curriculum guides	Develop in 2016-17

### What are our next steps?

1. Identify areas where articulation agreements are needed
2. Investigate an online graduation application for students
3. Develop part-time pathways to assist part-time students with mapping of degree requirements

## A few questions to consider about OTHER ASPECTS OF COMPLETION SUCCESS

- What does the disaggregated data tell us about completion rates for different populations? (1R2,1R4, 2R2, 2R5)
- How do we reshape our institution to build sustainable models of successful programs? (1P3, 1P4, Core Component 1C, 3A, 4A)
- How do we select and cultivate external linkages? (2P5)
- How do we ensure that student costs are transparent and student financial planning continuous? (4P4, Core Component 2B)
- Are our courses and program streams offered in student-friendly ways? (4P4, Core Components 3A, 4A)
- What is our institution doing to create a culture to support success and completion? (1P6, 4P1, 4P2, Core Components 1A, 1B, 2D, 2E, 5C)
- How do we engage people across employee categories and provide professional development to support change? (1P6, 4P1, 2P5, 3P3)
- How does our college manage process improvement? (AQIP, Shared Governance, Strategic Plan)
- What else can we do? (3P3, 5P2, 5P3, 6P2, Core Components 5A, 5D)



**OTHER ASPECTS OF COMPLETION SUCCESS**

**Improvement Focus Description:** Promoting a culture of continuous improvement needs to continue and support for professional development needs to continue.

**Improvement Focus Current Status:** AQIP process and shared governance process isn't understood by all stakeholders. Professional development is supported but funds have been reduced.

<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline</b>
<b>Improvement Objective (College Strategy/ Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Professional Development	Continue to support professional development for faculty and staff at internal events and professional conferences	VP of Business and Finance, Provost & CAO, academic deans, chairs, BRIDGE	Executive Council, Budget Director	Increased knowledge in course content, student success strategies, and efficiencies	Implementation of student success strategies, curriculum changes, and efficiencies based on professional development	Evaluate annually
Systems Portfolio	Successful submission of our next Systems Portfolio	Faculty and staff	Executive Council and deans	Develop a successful Systems Portfolio in support of our accreditation processes	Completion of questions by due dates established by the timeline	Review annually
Performance-Based Funding	Develop trend data based on PBF measures	Executive Council, Director of IR, Planning, and Assessment	College community	Develop goals that support SSC trends and measures in PBF matrix	Improvement in PBF measures	Annually

**What are our next steps?**

1. Develop the next Systems Portfolio
2. Continue to support professional development in the budget
3. Develop goals in support of performance-based funding measures



## A few questions to consider about WORKFORCE

- Based on our College service area which of the 6 Jobs Ohio regions do we serve? <http://jobs-ohio.com/network>
- Which of the 9 Jobs Ohio key industries are addressed in our current curriculum and programing? <http://jobs-ohio.com/industries>
- How have we linked our curriculum and programing to the Ohio Means Jobs In-Demand Jobs list? [http://omj.ohio.gov/OMJResources/MasterList\\_Education.stm](http://omj.ohio.gov/OMJResources/MasterList_Education.stm). Other labor market information for each occupation? <http://ohiolmi.com/proj/jobsOhioInd.htm>. (1P3, Core Component 4A)
- 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? (2P1, Core Component 1D)
- How do we determine if we should target stakeholder groups with our educational offerings and services? (2P5, Core Component 1D)
- How do we align our credit and non-credit offerings?

## WORKFORCE

**Improvement Focus Description:** Increased promotion of certificates, degree programs, apprenticeship programs, and accelerated pathways for adults. Better connections to business and industry partners.

**Improvement Focus Current Status:** Promotion of certificates, degree programs, apprenticeship programs, and promotion of accelerated pathways for adults needs advanced.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<b>Improvement Objective (College Strategy/ Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Promotion of one-year certificates and CECs	Promotion of certificates to support Ohio Means Jobs short-term training	Executive Director of Workforce and Economic Development, Enrollment Management, chairs	Provost & CAO, academic deans	Number of certificates awarded	OACC benchmark; 10% increase over current number of certificates awarded	Evaluate each semester



Promotion of programs identified in Jobs Ohio key industries (Ohio Plan)	Current programs include advanced manufacturing, automotive, biohealth, energy, financial services, foods, information services & software, and polymers & chemicals	Faculty, chairs, Enrollment Management, Executive Director of Workforce and Economic Development	Provost & CAO, academic deans Marketing Department, advisory boards/committees	More graduates in Jobs Ohio key industries	Increase in majors declared and graduates	Evaluate each semester
Provide structured training offerings that meet the needs of business and industry (SP-5F)	Evaluate changing needs of business and industry; develop courses and programs accordingly	Executive Director of Workforce and Economic Development, Provost & CAO, chairs	Academic Deans, Advisory Committees	Instruction that meets the needs of business and industry	Non-credit offerings	Annual review

**What are our next steps?**

1. Promote short-term training
2. Advance structured training for business and industry
3. Continue to advance in-field job placement