

STRATEGIC CAMPUS COMPLETION PLAN 2016-2018

This campus completion plan is presented by Washington State Community College (WSCC) to provide an overview and framework to the College's success initiatives. As an AQIP institution, WSCC is committed to a culture of continuous improvement. Wherever possible, data is integrated into this plan to provide an opportunity for both assessment and improvement.

WSCC submitted the original campus completion plan to the Ohio Department of Higher Education (formerly the Ohio Board of Regents) in 2014. During the last two years, Washington State has integrated student success into the campus' culture. In fact, WSCC completed 11 of the 12 action items highlighted in the 2014 plan. Details on those action items are summarized below. New action items related to the 2016 plan follow.

UPDATE ON 2014 COMPLETION PLAN

Action Item #1: Establish a strong ABLE/ACES connection that includes processes for advising, continuity and data tracking.

% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	A MOU is signed annually with ABLE to share data and resources. Of the 43 participants last year, 19 ACES students completed the program. Of those who completed, 13 students matriculated to enrollment in college. However, those students who do not complete the class are also learning about the commitment needed to attend college (balancing work/school, childcare, transportation, etc). Even if they are unsuccessful in ACES, they leave with better expectations about college and have used no part of their potential financial aid package.
Additional Information, Questions, Or Concerns	The ACES program will be shortened in fall 2016 from 16 weeks to 10 weeks of instruction. Due to the low numbers of participants in the evening, the evening cohort will be discontinued, though we are currently looking into blended options. WSCC is working to increase the awareness of ACES among prospective students.

Action Item #2: Establish an Honors program including an overall framework for the program.

% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Honors program began in Fall 2015 with 5 students in the first cohort. Honors sections of courses were offered. An honors student

	presented a paper at the Mid-East Honors Association Conference in Richmond, Indiana in Spring 2016.
Additional Information, Questions, Or Concerns	The Honors program was open initially to only Arts & Sciences majors. For the 2016-17 academic year, the Honors program will expand to include the Honors Initiative/Project Option. This option will make the program available to all majors at WSCC and will require that a student complete a special project in class during the semester.

Action Item #3: Establish a structured, standards-based procedure for advisor training.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Completed as part of an AQIP action project in 2015. The advising committee efforts concentrated on executing the advisor training during WSCC's professional development week in August 2015. An advising syllabus was adopted to serve as the advising guide with expectations for both advisors and advisees during the advising process.
Additional Information, Questions, Or Concerns	The committee also introduced a new tool called the iPAS (Individualized Plan for Academic Success) which serves as an academic plan for the student to follow. The iPAS has not yet been integrated into advising processes but may be a fit as WSCC adopts an advising software.

Action Item #4: Review, revise, solidify and communicate WSCC's pre-requisite policy and waiver.	
% Completed/Institutional Involvement	0%
Overall Accomplishments with Quantifiable results	This action item was not completed.
Additional Information, Questions, Or Concerns	This will be included as an action item for the 2016-18 completion plan as the pre-requisite policy and waiver still need review.

Action Item #5: Communicate college expectations to students during orientation.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Feedback from current students in the "Student Voice" focus groups as well as SENSE results used to align orientation concepts.

	Specifically, a comparison of high school vs college was integrated into orientation.
Additional Information, Questions, Or Concerns	None

Action Item #6: Develop and establish mandatory placement test preparation sessions and policy prior to testing.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Policy requires students to participate in a test prep/Brush-up session if the student wishes to retake a placement test. Fall 2014 results for English indicate that, of 136 participants, 24% tested from the lowest level to the higher level of developmental classes, and 33% tested into college level English. In math, 148 students participated in Fall 2014, and 27% tested into a higher math class, while 6% tested out of developmental math altogether. Longitudinal results showed no statistical difference in grades between those who increased their placement and those who did not. Because fewer than half of Brush-up participants matriculated into college, WSCC might be able to focus more effort on turning participants into college students.
Additional Information, Questions, Or Concerns	The sessions are all taught in-person by a WSCC faculty member. There will be challenges as WSCC works to expand its online program offerings as these sessions are not geared towards online delivery.

Action Item #7: Streamline Dual Enrollment alignment with college readiness.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	WSCC has moved to a multiple measures of assessment policy in which students can use ACCUPLACER, ACT/SAT, or high school transcripts to assess college ready. Transcript must be no more than two years old and is reviewed for both GPA and specific coursework for English/math.
Additional Information, Questions, Or Concerns	Tracking assessment by transcript is challenging. The process is not yet integrated into Datatel/Colleague at WSCC.

Action Item #8: Establish and integrate peer advocate program into Developmental English courses.

% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	This VISTA program identified two sections of English 0900 in Spring 2014 to pilot the peer advocates and service learning (a writing assignment that featured interviewing a military veteran). Success rates in the class were not significantly greater than previous years (23/29 students completed the class), and student satisfaction (as reported by surveys) was moderate.
Additional Information, Questions, Or Concerns	WSCC opted to discontinue the program after its pilot because of minimal impact and difficulty in planning and coordination. The nature of the VISTA position was not deemed to be a good fit for the college, as direct contact with students was prohibited.

Action Item #9: Continue to explore ways to enhance student success in Developmental Math.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	In 2015-16, WSCC piloted a project to combine two developmental math courses, Math 0950 (Elementary Algebra) and Math 1110 (Intermediate Algebra) into one class (Math 0955). Unfortunately, completion of developmental math has not increased at WSCC with this change. Course completion remains between 30% to 50% each semester.
Additional Information, Questions, Or Concerns	The math department will pilot Math 0940, Quantitative skills, in Summer and Fall 2016. Instead of focusing on pre-Calculus pathways, this class will feature set notation, Venn Diagrams, logic statements, truth tables, valid arguments and fallacies, ratios and proportions, percentages, functions, exponential growth, geometry, probability, collecting data, displaying data, analyzing data, the normal distribution and linear regression. While some programs will still require Math 0955, more than three quarters of programs will accept Math 0940 as a pathway to college level math like statistics and technical math.

Action Item #10: Explore online advising solution (MAP/SSP/e-Advising) at WSCC.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	The Advising Committee identified a potential software solution called SSP (Student Success Plan) through Sinclair Community College. A team of five from WSCC visited Sinclair in September 2015

	to see a demonstration of the software. The software was demonstrated again on the WSCC campus in Spring 2016 along with a similar software package from DATATEL/Colleague. A final decision on which advising software to purchase will take place in June 2016 and implementation will begin in the 16-17 academic year.
Additional Information, Questions, Or Concerns	Training faculty advisors will be key to the success of this project. Most likely, this software and its place in the advising process will be rolled out in phases over more than one academic year.

Action Item #11: Integrate a system to automatically search institutional data for eligible graduates.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	In summer 2015, WSCC ran a tandem process with graduation petitions and the auto-grad process. There were 44 additional graduates identified by the auto-grad process.
Additional Information, Questions, Or Concerns	This process becomes a challenge when students have multiple active majors. The “auto-grad” process is also very manual because course substitutions are often not in Datatel/Colleague at the time that requirements are being reviewed.

Action Item #12: Create a college-wide framework for offering modules/condensed terms.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Two 8-week sessions within the 16-week semester began in fall 2014. In fall 2014, enrollment numbers were 1553 and fall 2015, 1481.
Additional Information, Questions, Or Concerns	The most productive session is the 2 nd 8-week session in fall semester (mid-October). It allows for students to start later if they weren't ready in the enrollment process for an August start. Academic programs have not incorporated the 8-week session into their curriculum except for a few programs in Health Sciences. Data suggests that shorter sessions may be better for students and that students may complete more courses during a semester utilizing the 8-week concept. WSCC has not seen that trend but this may be reflective of the limited courses offerings or lack of integration between course audit sheets and the 8-week concept.

EXPERT ADVICE

In addition to the significant work accomplished via action items in the 2014 Completion Plan, Washington State also engaged nationally recognized success expert Jim Simpson. In spring 2015, Simpson visited campus and presented recommendations to administrators, staff and faculty to enhance student success. With many students taking longer to complete their degrees than the published time frame, Simpson emphasized the true cost of excess credit hours to both the student and the institution. He stressed the importance of advising, degree mapping, and maximizing summer term. In fact, every summer credit hour increases rate of graduation by 15%. The effect is cumulative so just six hours taken in the summer almost doubles the rate of graduation for a student. Simpson also cautioned the college against the “Pinocchio” effect where two year programs cannot realistically be completed in two years based on credit hour requirements, course availability, and developmental education requirements. He recommended lowering credit hours required towards a degree and mapping developmental education, when necessary, into a student’s degree map. Since Simpson’s visit, WSCC has lowered credit hour requirements from an average of 68 to 62, identified advising software for degree mapping, and encouraged summer enrollment using summer-specific financial aid (Supplemental Education Opportunity Grant and Ohio College Opportunity Grant).

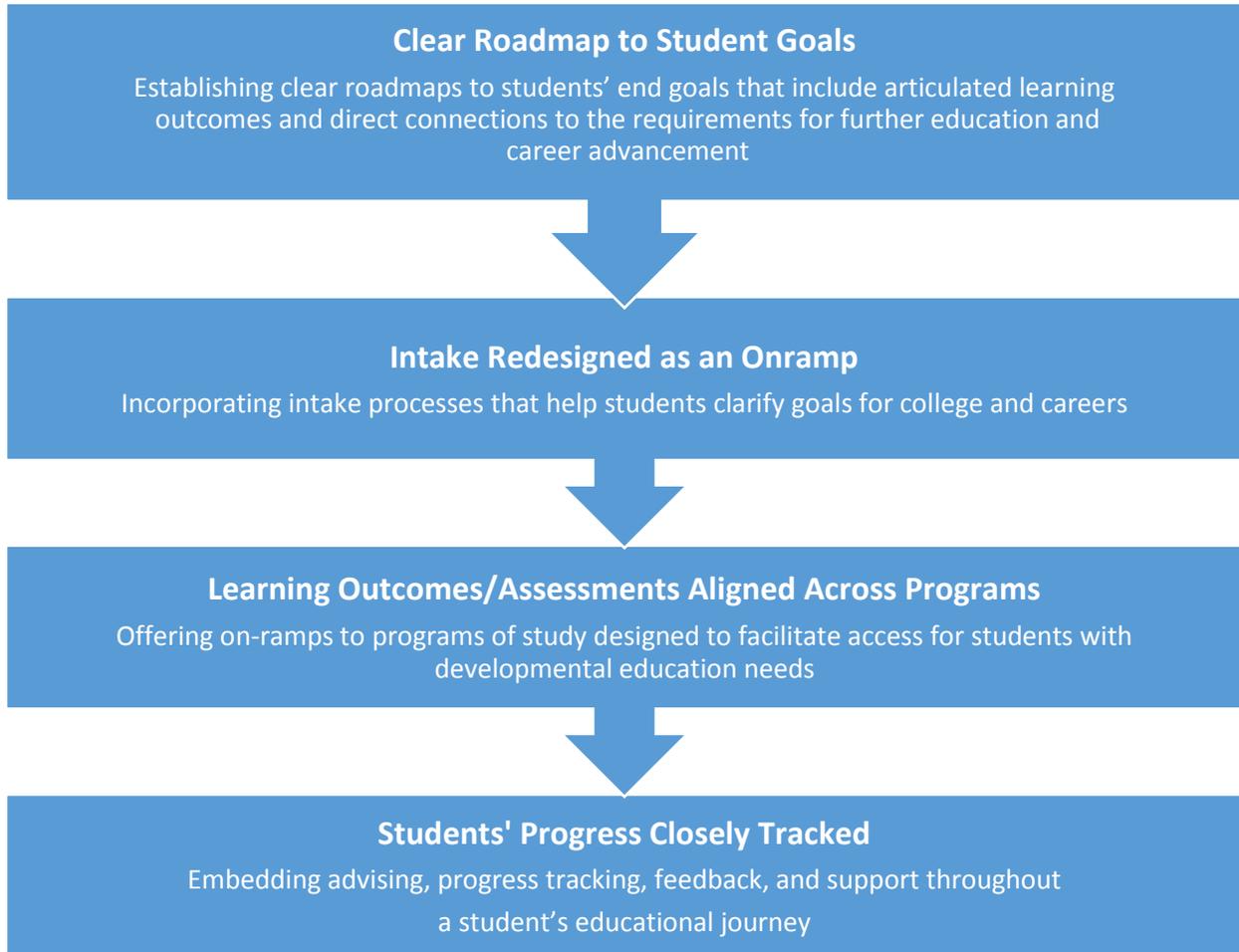
PLANNING FOR THE FUTURE

STUDENT SUCCESS LEADERSHIP INSTITUTE

In fall 2015, the Ohio Association of Community Colleges (OACC) announced plans to begin the Student Success Leadership Institute (SSLI). SSLI involves all 23 OACC member colleges with some colleges as participants and others as coaches. The project, whose partners involve the Bill & Melinda Gates Foundation, Jobs for the Future, the National Center for Inquiry & Improvement, the Ohio Department of Higher Education, and the Ohio Completion by Design (CbD) cadre, focuses on structured pathways reforms. These reforms work in tandem with the Completion by Design (CbD) framework and Ohio’s performance-based funding environment.

GUIDED PATHWAYS

Guided pathways form the foundation of this completion plan. These pathways are highly structured student experiences which encourage completion by:



The following pages identify the action items for 2016-18 to support the guided pathways model and impact student success.

Summary Completion Plan 2016: Action Items

	Action Item (with AQIP category)	Description	Success Impact	Status
1	Implement advising software including student completion pathways for both full-time and part-time students. (1,2)	Student Success Plan (SSP) or similar Colleague Elucian software will be purchased in summer 2016 to facilitate the advising process and create a personalized plan for each student, accounting for their anticipated time in dev ed and part-time status (if applicable). Software and training will be implemented in phases. The first training will be in August 2016 and the limited use of the software with the advising process will be for Spring 2017.	Course completion; Success Pts (Dev Ed)	Owner: Mark Nutter/Amanda Herb Due: Fall 2016 % Complete: 0%
2	Implement co-requisite model for developmental English and Math (1,2)	Using models already in place at other institutions, create a co-requisite developmental education model where students are taking the developmental course and the college-level course at the same time to increase success and accelerate course completion time.	Course completion; Success Pts (Dev Ed)	Owner: Allen Shore/Deb Unsold Due: Spring 2017 % Complete: 0%
3	Implement "stat-way" model for developmental math (non-STEM developmental pathway) (1,2)	Create two pathways for developmental math that includes a pathway for STEM (which leads into Algebra) and a non-STEM pathway (which leads into Statistics).	Course completion; Success Pts (Dev Ed)	Owner: Allen Shore Due: Fall 2016 % Complete: 25%
4	Understand part-time students' success factors and implement to improve part-time students' outcomes (1,2)	Part-time students have unique needs that need to be understood and addressed. Research (ie. focus groups, surveys) will be conducted to understand these needs. Based on this research, at least two strategies will be implemented to help increase their success.	Course completion; Success Pts (Cr Hrs); Milestone	Owner: Mark Nutter Due: May 2017 % Complete: 0%
5	Analyze gateway course data and plan interventions to improve student success in these courses (1,2)	Use the gateway course data to identify opportunities to improve student success. Consideration will be given to students' preparation for the course via credit or non-credit pre-requisite, course delivery format (ie. online, face-to-face) , and other factors.	Course completion; Success Pts (Dev Ed)	Owner: David Scheimann Due: Spring 2017 % Complete: 0%
6	Data dashboard enhancement (4)	Create and use a more complete and functional data dashboard that includes WSCC performance data benchmarked against a cohort of similar colleges. The dashboard will be accessible to all faculty/staff at WSCC.	Course completion; Milestones	Owner: Lindsay McVey Due: Summer 2017 % Complete: 0%
7	Implement a rubric for emphasizing soft skills developments across the curriculum (1,2)	In response to employer feedback, soft skill development will be integrated into the curriculum across the college. Stakeholder feedback will be gathered to ensure that the curriculum changes address the concerns and aid in student success.	Milestones	Owner: AQIP Soft Skills Project Team Due: May 2016 % Complete: 0%

Summary Completion Plan 2016: Action Items

8	Enhanced articulation or other transfer agreements with four-year institutions (1,2)	To promote transfer, formalized pathways will be developed (beyond the existing TAG/TM system) with four-year institutions that include co-branded pathways, early connections, and a clear understanding for students about the benefits for both traditional transfer as well as 3+1 options.	Milestones	Owner: Sandrina Dunn Due: Fall 2017 % Complete: 0%
9	Incorporate career assessment for new students and provide career advising training to staff/faculty (2)	To help students identify the best program for their interests, a career assessment will be incorporated into the enrollment process. Training will also be provided to admission staff and advisors to help students specifically with career advising.	Milestones	Owner: Nicole Kuhn Due: Spring 2017 % Complete: 0%
10	Consider removing the ability for students to have multiple majors (1,2)	Investigate the impact that multiple majors have on student completion and success that includes course completion as well as Title IV Federal Aid implications related to time to degree. Provide a recommendation on next steps.	Milestones	Owner: Amanda Herb Due: March 2017 % Complete: 0%
11	Review the policy of placing registration holds on students and the philosophy of required advising (2)	Investigate registration holds to ensure that they are purposeful in promoting student success and that they aren't placing unnecessary barriers in front of students.	Success Pts (Cred Hrs); Milestones	Owner: Ad-Hoc Committee on Registration Holds Due: August 2016 % Complete:
12	Review the pre-requisite policy and pre-requisite waiver process. (2)	Data will be reviewed regarding the current pre-req waivers to create ways to eliminate unnecessary pre-requisites and communicate the required pre-requisites and their importance to the campus community.	Success Pts (Cred Hrs); Milestones	Owner: Sarah Allan Due: March 2017 % Complete: 0%

APPENDIX A: SUMMARY OF FOUNDATION ELEMENTS OF COMPLETION PLAN

PURPOSE

The purpose of this campus completion plan is to develop a systematic improvement plan 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 demonstrate impact toward increased student persistence and completion
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion
- Engaging employers in completion efforts that align with workforce needs

GUIDING PRINCIPLES

- Washington State faculty and staff will not compromise academic standards as a way to increase student success
- Washington State faculty and staff want each student to be successful by creating a supportive and engaging learning environment
- Washington State faculty and staff must strive to continuously improve our process/procedures related to student success

FRAMEWORK

The completion plan follows the Completion by Design (CbD) model. This includes connection, entry, progress, and completion. Additional aspects of completion/success as well as workforce strategies were also considered.

WSSC COMPLETION TASKFORCE MEMBERS (COMPRISED OF THE SSLI MEMBERS)

Vice President of Enrollment and Student Success, Director of the Retention, Completion and the Center for Student Success, Vice President for Academic Affairs, Director of Financial Aid, MIS representative, Health Faculty, Business/Engineering/Industrial Faculty, Developmental English Faculty, Dean of Arts & Sciences, and Registrar

APPENDIX B: SUMMARY OF OHIO CC FUNDING MODEL (ADAPTED FROM OACC HANDOUT)

Overall Weighting

50% Course Completion...D or better (includes DE courses)

25% Success Points

25% Completion Milestones

Course Completion

Course completions weighted by cost based on type of course. There is also at 15% weight if any one or a combination of the following factors exist:

- Minority (American Indian, Hispanic, and African American)
- Age 25 and older at time of enrollment in USO
- Pell eligible (ever in college career)
- Developmental

Success Points

One point for each of the following:

- Complete DE math and enroll in college math within 1 year of completing DE math
- Complete DE English and enroll in college English within 1 year of completing DE English
- Completion of 12 credit hours at college level
- Completion of 24 credit hours at college level
- Completion of 36 credit hours at college level

Completion Milestones

Completion milestones weighted by cost based on type of major. Also weighted based on three factors (Minority, 25+ and Pell eligible). If 1 factor, weight is 25%. If 2, weight is 66%. If 3, weight is 150%

- Certificate (30+ credit hours)
- Degree
- Transfer to 4-year institution after completing at least 12 credits at CC

APPENDIX C: SUCCESS DATA

OBR COMPLETION REPORT (NOTE: THIS REPORT IS NOT RELATED TO THE SSI DATA RUN)

- In fall 2014, 218 new students entered WSCC.
 - Of those, 44% were pell eligible
 - 22.5% were enrolled part-time
 - 29.4% were first generation
 - 73.9% were under age 25
 - 58.7% took remedial courses

OBR SSI FUNDING DATA RUN

- Of the success points received by WSCC, the breakdown of points follows:
 - 35% of the points were for the completion of 12 hrs
 - 27% for 24 hrs
 - 24% for 36 hrs
 - 10% for DE math success
 - 5% for DE English success

- Access completions as percent of total completions earned
 - Certificates: 85.3% (compared to 89.1% statewide)
 - Degrees: 70.6% (compared to 83.9% statewide)

GATEWAY COURSE SUCCESS RATES AT WSCC

Gateway courses were identified by the completion taskforce. These are courses that are taken early in a student's academic career and may prevent a student from moving forward if not completed successfully. Math had the lowest overall completion rate over the last two years, with an average of 50% of students completing MATH 0106 and only 31% completing Math 0955. In other words, only 4 in 10 students successfully completed DE math in fall 2014 and 2015. *Note: From Spring 2015 forward, D's are included in the fail rate.*

Fall 2015	Number				Percentage			
Class	Pass	Fail	Drop	Total	Pass	Fail	Drop	total non success
ACCT 1510	30	3	1	34	88%	9%	3%	12%
BIOL 2310	56	17	19	92	61%	18%	21%	39%
BIOL 231L	57	18	14	89	64%	20%	16%	36%
BIOL 2320	23	9	3	35	66%	26%	9%	34%
BIOL 232L	28	4	2	34	82%	12%	6%	18%
CHEM 1210	91	9	7	107	85%	8%	7%	15%
CHEM 121L	94	7	5	106	89%	7%	5%	11%
ENGL 0800	11	5	4	20	55%	25%	20%	45%
ENGL 0900	32	8	8	48	67%	17%	17%	33%
ENGL 1510	199	44	32	275	72%	16%	12%	28%
MATH 0106	63	37	11	111	57%	33%	10%	43%
MATH 0955	26	25	30	81	32%	31%	37%	68%
MATH 1106	56	11	6	73	77%	15%	8%	23%
MATH 2110	21	0	2	23	91%	0%	9%	9%
MATH 2130	63	5	7	75	84%	7%	9%	16%
OAST 1510	9	2	3	14	64%	14%	21%	36%
PSYC 1010	107	25	9	141	76%	18%	6%	24%
Fall 2014	Number				Percentage			
Class	Pass	Fail	Drop	Total	Pass	Fail	Drop	total non success
ACCT*1510	25	4	0	29	86%	14%	0%	14%
BIOL*2310	70	9	25	104	67%	9%	24%	33%
BIOL*231L	61	18	20	99	62%	18%	20%	38%
BIOL*2320	23	2	5	30	77%	7%	17%	23%
BIOL*232L	21	1	1	23	91%	4%	4%	9%
CHEM*1210	102	11	6	119	86%	9%	5%	14%
CHEM*121L	107	4	6	117	91%	3%	5%	9%
ENGL*0800	20	1	4	25	80%	4%	16%	20%
ENGL*0900	31	2	4	37	84%	5%	11%	16%
ENGL*1510	195	25	32	252	77%	10%	13%	23%
MATH*0106	58	51	22	131	44%	39%	17%	56%



Fall 2014	Number					Percentage				
MATH*0955	31	33	40	104		30%	32%	38%	70%	
MATH*1106	61	3	1	65		94%	5%	2%	6%	
MATH*1110	12	6	10	28		43%	21%	36%	57%	
MATH*2130	71	4	9	84		85%	5%	11%	15%	
OAST*1510	7	0	3	10		70%	0%	30%	30%	
PSYC*1010	120	21	14	155		77%	14%	9%	23%	