

**CONSIDERATION OF APPROVAL OF  
CAMPUS COMPLETION PLAN UPDATE  
FOR NORTH CENTRAL STATE COLLEGE**

**R-2018-22**

**WHEREAS:** *Completion plans provide a continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials, and*

**WHEREAS:** *House Bill 59 called for each public college and university to submit a campus completion plan that was approved by their board of trustees to the Chancellor by June 30, 2014, and*

**WHEREAS:** *The legislation further states that these plans are to be updated every two years.*

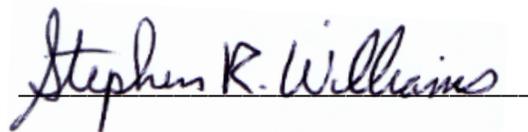
**NOW, THEREFORE BE IT RESOLVED:** *by the Board of Trustees that the following update to the College's Campus Completion Plan for 2018 is hereby approved.*

*(See attached)*

*ROLL CALL – Aye: 8  
Nay: 0*

*Certified by:*

*North Central State College  
Board of Trustees  
May 23, 2018*

  
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# North Central State College

*Note: This document was developed collaboratively by Community College Presidents, Provosts, ODHE and OACC staff, as a recommended general framework for community colleges to use in updating their strategic Campus Completion Plans. Updates of completion plans are to be approved by boards of trustees and forwarded to the Chancellor by June 30, 2018.*

## **Purpose:**

The purpose of this Campus 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 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.

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

## **Updating Campus Completion Plans:**

Updated completion plans are intended to be continuous improvement documents that are owned by the institution's faculty, staff and board of trustees. This updated template has been developed to encourage inclusion of the following items:

- 1) Measures of progress toward student completion goals established in your 2016-2018 completion plan;
- 2) Updated student completion goals, with metrics, for the two-year period between July 1, 2018 and June 30, 2020, including goals related to:
  - a. Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study;
  - b. Placing students on clear pathways to graduation or transfer (if that is their goal) and careers;
  - c. Outcomes for students over age 25; and
  - d. Alignment to the state's workforce development priorities.

## **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 the high school to college?
- What are pathways for College Credit Plus students?
- How does our institution orient students? How does our institution communicate learning expectations to your 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 our students' needs and interests? How do we know? How do we help students select a career?

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# CONNECTION

### Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Work with feeder high schools to expand early postsecondary opportunities	<p>-Regular high school counselor breakfast meeting Face to face meetings regarding CCP opportunities</p> <p>-“Win-win” agreements regarding tuition, such as covering book costs for high-school based sections</p>	<p>Minimum of two held annually</p> <p>-Increase the number of partner schools and course offerings</p> <p>Developing College-Now programs at Mansfield Senior HS, Galion HS, and Ashland Univ.</p> <p>-Student success regardless of course modality</p>	<p>-Currently 40 “partner” school districts and courses offered at 30+ sites</p> <p>-CCP credit hours increased 24% from AY 2016-18, headcount increased 24%</p> <p>-CCP 3-year average course success rate is 97%, including 95% on-campus success</p>	<p>-CCP comprised 31% of credits in FY 2018. One third of CCP credits are taken on-campus and more than 200 CCP students are declared majors</p> <p>-In FY 2017, 55 degrees were awarded to CCP students</p>
Assist potential students in obtaining and understanding financial grant assistance	<p>-Tuition Freedom Scholarship implementation</p> <p>-New Choose Ohio First Scholarship</p>	<p>-Implemented “Promise Scholarship” to former CCP and career technical students in FA2016</p> <p>-Implemented COF program in FA2017 for STEMM majors</p>	<p>-TFS Scholarship been awarded to 252 students. In less than 2 years, 43 will have received a credential by SP2018 commencement.</p> <p>-COF Scholarship awarded to 62 students in AY 2018</p>	<p>-Larger contributor to TFS have been area career centers, with higher first-generation populations</p> <p>-Implemented mandatory tutoring program for COF students falling below 2.5 GPA</p>

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<p>More presence in the local school and career centers</p>	<p>-NCSC becomes better known.</p>	<p>Visiting schools in the service area and schools in contiguous counties.</p>	<p>-More visits than the previous year. More welcome in the school. ADMISSIONS TO PROVIDE DATA</p> <p>-High school matriculations with articulated credit increased from 54 to 89 from FY 2015-17</p>	
<p>Create onramp pathways specifically for adults</p>	<p>-Expand "Preview Nights" to expose interested adults</p> <p>-Create and promote more stackable certificates. This includes offering financial aid for these certificates.</p> <p>Implement PLA policy and tools.</p>	<p>-Hold and promote preview nights each spring and fall at main, Kehoe and Crawford.</p> <p>-Introduced 12 major certificates that are Title IV eligible since AY 2014, and five short term certificates that are Title IV eligible. Several certificates stack into degrees.</p> <p>Increased use of granting PLA for industrial certificates, and developed crosswalk directory to courses.</p>	<p>-Nearly 50 persons attended preview nights in April 2018, of whom 28 enrolled by early May</p> <p>-Certificate majors increased from 69 in AY 2016 to 94 in AY 2018</p> <p>-PLA credits increased to 583 in 2016 but decreased to 401 in 2017</p>	

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**Improvement Focus Description: \_\_Mapping Pathways to Student End Goals\_\_**

**Improvement Focus Current Status: \_\_scaling in progress\_\_**

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?
Every program is well designed to guide and prepare students to enter employment and further education in fields of important to the college's service area	-Every applied program will be reviewed using the pathways model by an advisory committee.  -Accelerate rate of data provided for program review. Provide to each program annually. Provide training to faculty on interpreting data.	Deans and Assistant Deans	Program Directors and Program Coordinators  -IEAP Department	-Percent of students attaining living wage employment or university transfer	Job placement within 6 months and average wage (ODJFS wage match)  University transfer rate (National Student Clearinghouse)	Fall of 2019
Programs are clearly mapped out for students. Students know which courses they should take and in what sequence	-Design both full and part time curriculum worksheets to guide students through their program of choice  -Continue minimizing course options and electives where feasible  -Identify milestones on curriculum worksheets	Academic Deans	Program Faculty	-Average credits to credential  -Credential completion rates	-IR calculation from SIS data	Fall 2019

## North Central State College

Continue to improve connection with adult students	<p>-Create structured environment for online degree and certificate programs, including support services</p> <p>-Target and incentivize stopped out students who have high percentage program completion</p> <p>-Launch of LPN program in Crawford County</p>	Strategic Enrollment Committee		<p>-Number and percent of majors exclusively online</p> <p>-Number and percent of returning students</p> <p>-Alternative credits recorded (PO code)</p>	-IR calculation from SIS data	Fall 2019
Re-imagine the on-boarding process from connection to entry ensuring a positive barrier-free transition	<p>-Re-examine on-boarding workflows and business processes</p> <p>-Establish "transition specialist" positions to focus on intrusively moving students through entry process and help clear hurdles to registration</p>	SS&TS Director		-Funnel yield rates (applicant to registration)	-Ratio of registrants to enrolled	Fall 2019

**What additional information do we need?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **A few questions to consider about**

### **SUCCESSFUL FIRST-YEAR ENTRY**

- What are your gateway mathematics and English courses? How do students know which best fits their major?
- How will you increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?
- 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)

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**FIRST-YEAR ENTRY**

**Outcomes from 2016-2018**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Prepare students for a college experience	-Develop policy and procedure to administratively withdraw students based on non-attendance or non-participation in class  Require orientation and FYEX course	-Implemented policy in FA2015 which magnifies the importance of attendance and participation.	-Approximately 2% of all post-HS grades are administrative withdrawals  -Entering fall cohorts persisting to spring increased from 70% in FA2015 to 74% in FA2017	Teaches responsibility, course success continues to rise  Revision of the FYEX course. Development of on-line and hybrid versions.
Provide more support through advising	-Institute intrusive advising through more deliberate touchpoints	-Hired four FT advisors through Title III	Assigned advisor caseload went from no assigned caseload (ad hoc visits) to average caseload of 161 in FA 2015 to 150 in FA 2017.  -Comparing CCSSE 2014 and 2017, students reporting academic advising as “very important” increased from 56% to 71%  -In 2017, 66% of CCSSE respondents said they use academic advising at least twice a year. Non-traditional age students were statistical outliers in frequency of use	Title III grant to improve advising implemented in AY 2015. In addition to in person visits, some advisors significantly utilize e-mail and phone for contacts.

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<p>Create a greater familiarity with the college and its resources/services</p>	<p>Develop and implement orientation for college and require students to participate</p>	<p>-Mandatory orientations since summer/fall 2016, redesigned summer/fall 2017</p>	<p>-Percent of entering students attending orientation – of the 802 students achieving with a “first time” enrollment past high school for SU 2017-SP2018, 61% attended orientation.</p> <p>Percent of NSO students re-enrolling, of FA 2017 cohort students that attended orientation, 75% re-enrolled for spring compared to 67% that did not attend orientation.</p> <p>-Satisfaction survey at conclusion of orientation – of the 348 persons that completed a survey for SU 2017 and FA 2017 orientations, 68% were very satisfied and 28% were satisfied with the experience.</p>	<p>Revision of the FYEX course. Development of on-line and hybrid versions.</p>
<p>Accelerate developmental progression</p>	<p>Scale use of co-requisites for gateway math and English.</p>	<p>-Statistics implemented in AY 2016</p> <p>-Placement criteria changed in AY 2016 for English placing more people in co-req.</p>	<p>-By AY 2017, 12% of gateway English attempts and 44% of gateway statistics attempts had a co-req. lab</p> <p>-According to ODE Strong Start to Finish Data, 24.9% of entering students in AY 2017 completed gateway math and English in one year. This compared to the 2-year college average of 16.1% and statewide average of 21.2%.</p>	<p>Note about 75% of majors require statistics.</p>

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**Improvement Focus Description: \_\_\_Helping Students Choose And Enter A Pathway\_**

**Improvement Focus Current Status: \_\_\_Scaling in progress\_\_\_**

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?
Require math courses are appropriately aligned with the student's field of study	-Replace Tech Math courses with more transferable College Algebra and Trig. courses	Math Faculty	Deans/Assistant Deans	-Number and percent of ENGR Tech students transferring  -More efficient course scheduling	-Students transferring with more credits  -Gateway math completion one-year	Fall 2019
Full first year experience is enhanced through delivery of integrated, holistic and personalized services supporting academic, career and financial planning	-Both orientation and new FYEX course required for all post high school students with < 12 credits  -Enhance "team-based" advising approach (SSC coach, academic liaison, career, financial aid, TRIO, faculty mentor) for coordinated care/success network  -Student risks identified early on with help of tools like	SS&TS Director and FYEX Faculty  SS&TS Director and Deans  IEAP Director, SS&TS Director		-Percent of incoming post HS students taking FYEX  -Positive student satisfaction indicators for advising  -Number and percent of support service referrals	-IR calculation from SIS data  -RNL Student Satisfaction Inventory  -AdvisorTrac data	Fall 2019

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	<p>CSI and predictive modeling. Interventions tailored to risk categories.</p> <p>-Proactive case management with students and monitoring of student being "on plan"</p>	SS&TS Director, Deans		-Number and ratio of advisor visits to caseload	-AdvisorTrac data	
<p>Every new student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.</p>	<p>-Train all advisors on baseline career guidance and use of career and planning tools</p> <p>-New FYEX course includes opportunities for academic, financial and career planning</p>	<p>Career advisor and FYEX Program Coordinator</p> <p>SC Coaches, Academic Liaisons; Career Pathway Coordinator; FYEX Instructors</p>	<p>Faculty</p> <p>SS&amp;TS Director provide support and training; FYEX Program Coordinator provide oversight regarding course content</p>	<p># and pct. of full program plans developed in the first semester of entering the college</p> <p># and pct. of students changing majors in first vs. second year</p>	<p>-Colleague Planner Data</p> <p>-IR calculation from SIS data</p>	<p>Fall 2018 launch; review data beginning summer/fall 2019</p>
<p>Ensure that students are taking at least 9 credits in their major in the first year, and college level math and English in the first year.</p>	<p>Curriculum Guides reflect milestone courses; Advisors will use New Student Advising Checklist as a reference. Compress dev. Pathway to algebra, infuse quantitative reasoning in dev. Math, increase # of students in co-req</p>	<p>SSC Coaches, Academic Liaisons LA Assistant Dean</p>	<p>SS&amp;TS Director provide support; Dean/Asst. Deans/Faculty provide training and guidance</p>	<p># and pct. of new students completing the 9 credits in their major in the first year, and college level math and English</p>	<p>-IR calculation from SIS data</p>	<p>Fall 2018 launch; review data beginning summer/fall 2019</p>

North Central State College

	courses Monitor students' progress in courses					

**Do we know our students' expectations?**

- 1. **\_\_Do spot checks of students' awareness of pathway goals – need to follow plan**
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

## **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?

North Central State College

**PROGRESS**

**Outcomes from 2016-2018**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Review and increase usage of academic alerts	Policy established for early alerts, including mid-term grade reports	-Developed policy/procedures to send alerts through AdvisorTrac. Includes positive notices for good work.  -Expanded mid-term deficiency to reflect full mid-term grades. Summary reports on mid-term progress sent to advisors by caseload (SP2018 first time)	-Faculty issued 234 alerts in SP2017 and 309 in FA2017. These represent about 3% of all on-campus and online attempts.  -95% faculty compliance with mid-term grades	-Many faculty report that they "alert" students face-to-face but do not document
Develop mediated withdrawal policy	-New policy and procedure to require faculty/advisor intervention before course drop	-Implemented in FA2016, revised in FA2017 based on formative evaluation	-Withdrawal rate (post HS) has fallen from 6.4% in FA2016 to 4.7% in FA2017. F Grades have NOT increased.	
Increase/improve use of tutoring	--Expand embedded tutors from math/English developmental and gateway to other disciplines	-Embedded tutors expanded to several health science courses	-Grant reporting rates – 129 second year health science majors received embedded tutoring in SP 2017 and FA 2017. Of these majors, 100% persisted semester to semester and 94% persisted year to year.	Expanded tutoring being funded through grant from Great Lakes Foundation

## North Central State College

**Improvement Focus Description: \_\_Keeping Students On The Path\_\_**

**Improvement Focus Current Status: \_\_Planning to scale\_\_**

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?
Continue to enhance academic alerts and students "off-path"	-Map alert process  -Implement pilot process for faculty in higher-risk "milestone" courses to complete by week four efficient online "check-off" survey indicating satisfactory or unsatisfactory progress. Need follow-up process.	Deans, SS&TS Director, IEAP Director, Tutoring Center Director	Faculty, Academic Liaisons, SSC Coaches	-Percent of faculty in targeted courses completing survey  -Course success for "flagged" students	IR calculation from SIS data	Fall 2018
Improve transition and clarify roles amongst advising levels	-While emphasizing "team" model, clarify role of members at different parts of the student's journey. Ensure communication during student transitions.  -Clearly spell out to students the transition path they can expect	Deans, SS&TS Director	Academic liaisons, SSC coaches	-Improved student satisfaction with advising	-RNL Student Satisfaction Inventory	Fall 2018
Reviewing progress at 75% of degree for every student	-Developed query to more easily apply batch evaluation software. Assigns % completion of program.  -Academic liaison will be notified each term of students at 75% of	Deans	Academic liaisons	-Credential completion rates  -Average length of time and credits to credential	IR calculation from SIS data	Spring 2019

## North Central State College

	completion to ensure support for completion					
Invest in technology to improve data support and communication for advising needs.	<p>-Improve technology integrating summarization of key data, application of predictive analytics for success and messaging/notes</p> <p>-Ensure development of protocols and processes to guide advisors in applying technology. Provide training.</p>	SS&TS Director, IEAP Director, Systems Manager	SSC coaches, academic liaisons, faculty	<p>-Advisor and faculty adoption of technology</p> <p>-Student contacts per advisors (efficiency measure)</p> <p>-Number and pct. of high-risk, intermediate risk and low-risk students that receive proactive advising and intervention</p>	<p>-Monitoring of system usage</p> <p>-Staff surveys on tool satisfaction</p> <p>-IR calculation of student success data</p>	Spring 2019
Enhance co-curricular activities (HLC concern)	<p>-Strengthen connection between academic programs and campus internship office</p> <p>-Review means to increase involvement in clubs</p>	Deans, Internship Coordinator	Faculty, advisors	<p>-# and pct. of students placed in internships</p> <p>-# and pct. of students involved in club</p> <p>-CCSSE data on student activities</p>	<p>-Internship office</p> <p>-Campus life office, surveys</p> <p>-CCSSE</p>	Spring 2019

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

1. \_Regular communication between liaison and success coaches
2. \_Input from faculty and advisors in developing strategy
3. \_Provide liaison assistance (training) for faculty

## **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?

# COMPLETION

## Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Improve completion rates for students seeking certificates	<ul style="list-style-type: none"> <li>-Auto awarding of certificates each term through IT process</li> <li>-Resolve issue with Police Academy to ensure all students that complete OPATA coursework receive academic certificate</li> </ul>	<ul style="list-style-type: none"> <li>Process in place and certificates are being auto awarded</li> <li>-Police academy curriculum revised to ensure all completers (including degree majors) receive certificate</li> </ul>	<ul style="list-style-type: none"> <li>-Two semesters through AY 2018, NC state has awarded 192 certificates compared to 62 for all of AY 2017.</li> <li>-Police Academy certificates increased from 12 in AY 2016 to 22 in AY 2017</li> </ul>	-All students receive a printed certificate, and are encouraged by advisors to continue progressing toward a degree
Remove barriers from the transfer process	<ul style="list-style-type: none"> <li>-Converted "pre-health" majors into a separate associate of science degree to facilitate potential transfer if not accepted into the health program of choice.</li> <li>-Created "Integrated Engineering Technology" degree maximizing TAG pathways.</li> <li>-Assigned academic liaison as primary transfer advisor</li> </ul>	<ul style="list-style-type: none"> <li>-All incoming pre-health now assigned to AS degree</li> <li>-IET degree created in AY 2016, including moving CNOW program to IET</li> <li>-Duplicative and low enrollment AA/AS offerings being retired</li> </ul>	<ul style="list-style-type: none"> <li>-95 unique students enrolled in IET program in AY 2018</li> <li>-Excluding pre-health, there are 283 AA/AS majors in AY 2018, up from 258 in AY 2016</li> <li>-31% of degree graduates in AY 17</li> </ul>	

## North Central State College

	-Refined AA/AS program offerings to better meet community needs.		transferred to a university by spring 2018, up from 26% for AY 15 graduates	
Reduce credit hours to completion	-in 2014, the college revamped all programs within the curriculum to reduce all associate degrees to 65 semester credit hours or less. The average degree length is 64 credits	-Students incurring fewer credits	-According to HEI, average credits to degree for SP2017 graduates was 72.3, compared to 78.0 for SP2015 graduates	

## North Central State College

**Improvement Focus Description:** \_\_Ensuring That Students Are Learning\_\_

**Improvement Focus Current Status:** \_\_Planning to scale\_\_

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?
Improve results of College wide outcomes	All programs will review college-wide outcomes of their program students	Assessment committee	Program faculty	100% compliance with completing Program Assessment Reports	Program Assessment Reports	Fall 2019
Review program outcomes for relevancy	Improve documentation of changes made based	Program Directors and Program coordinators	Community advisory committee members	Curriculum updates	Curriculum committee minutes	Spring 2020
Improve transfer to four year institutions	Align college AA programs with state-wide pathways	Liberal Arts Dean	Liberal Arts Faculty	-% of AA programs fully aligned to statewide pathways	-Curriculum worksheets	Spring 2019
Completion initiative for stalled students near credential	-Reach out to stop outs with high % program completion and incentivize completion. This could involve waiving of smaller business office holds or attracting students with no holds back with scholarship offers	CFO, Dean of Student Services, Director of IEAP	Transition specialist, academic liaisons	-% and percent of targeted students that enroll and complete	-IR calculation from SIS data	Spring 2019

**What are our next steps?** \_Attend ODHE transfer workshops \_Encourage faculty to participate in the state-wide program transfer panels

## **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

## Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Increase retention through a greater campus wide understanding of student success data	Department discussions on ways to increase student retention	Provided every faculty member with individual retention data for their classes and department averages	Course success for entering fall post high school students – course success has increased from 81% for the 2015 cohort to 85% for the 2017 cohort.	We intend to spur greater use of early alerts in FA 2018 by targeting developmental and gateway classes through a “satisfactory or unsatisfactory” survey by the fourth week completed by faculty for each student.

North Central State College

**Improvement Focus Description:** \_\_\_\_ Policy Review

**Improvement Focus Current Status:** \_\_ Continuous Quality Improvement

Focus:	Strategy:	Personnel:	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?
Increase credits awarded for prior learning	Review current policy and develop an inclusive campaign to expand awareness	Deans, Registrar	Director of Marketing	Students' learning will be viewed holistically and additional credit awarded	Number of students awarded PLA credits	Fall 2019

**What are our next steps?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 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 the OhioMeans 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>
- 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 on non-credit offerings?

## North Central State College

### WORKFORCE

#### Outcomes from 2016-2018

At the time of original document completion in June of 2015, we did not have a workforce director; in June of 2017, we added such a position.

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
The 2016-18 had an academic focus in many respects as one can see from our sought after outcomes.	Utilize data from program review and other sources to improve needed skills of our graduates.	Perhaps largely because the president picked up, from our advisory boards, a need to improve the soft skills of our graduates, there has been a concerted effort to do that.	This need is discussed and acted upon in all academic divisions and is being imbedded in our assessment process as well.  One division is considering adding a professional skills course to the curriculum. Many faculty members have learned to emphasize soft skill mastery in capstone courses.	
	Standardized policy and procedures as well	Standardized forms and procedures do	The college has clarified expectations of faculty and the	The college has a partnership with our shared OSU-M

## North Central State College

	as a communication plan promoting co-ops and interns.	exist now for internship and co-op participation.	college has improved its capacity to find businesses willing to host co-ops and internships and has improved attracting students to those opportunities.	campus for promoting these activities through a shared staff member.
“To define the responsibilities of the Workforce partnership” (previous document)	A workforce advisory board has been added and is meeting regularly.		Input is being heard and acted upon.	The former workforce partnership has not gained in strength.
	Review advisory board membership.	This has happened sporadically but we have not developed a method of measuring this.		
	Develop a comprehensive handbook for college advisory committees	Still in progress.		

## North Central State College

**Improvement Focus Description:** \_\_\_\_ Meeting Community Needs

**Improvement Focus Current Status:** \_\_ Continuous Quality Improvement \_\_

Focus:	Strategy:	Personnel:	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?
To improve response to industry workforce needs	<ul style="list-style-type: none"> <li>- Participate in advisory boards (esp. MFG, Business, IT).</li> <li>- Utilize area LMI data</li> <li>- Utilize HR summit for feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Dir. Of Workforce</li> <li>- Dean</li> </ul>	<ul style="list-style-type: none"> <li>- Inst. Research</li> <li>- Faculty</li> <li>- Assist. Dean</li> </ul>	<ul style="list-style-type: none"> <li>- Increased feedback from industry</li> <li>- Employer's increase staffing of NC trained workforce</li> </ul>	<ul style="list-style-type: none"> <li>- Employer surveys</li> <li>- Job Placement and Job Advancement/Wage data</li> <li>-Number of employees placed in workforce training</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing with first Survey completed by Spring 2019</li> </ul>
To seamlessly promote non-credit to credit transfer	<ul style="list-style-type: none"> <li>- Review and strengthen crosswalks between non-credits to credit training.</li> <li>-Develop system for Supervision and customized</li> </ul>	<ul style="list-style-type: none"> <li>- Asst. Dean</li> <li>- Dean</li> <li>- Dir. Of Workforce</li> </ul>	<ul style="list-style-type: none"> <li>- curriculum committee</li> <li>- faculty</li> </ul>	Increase enrollment in credit bearing programs by those who took non-credit training.	Track amount of PLA/Credit award given	9/01/2018 And ongoing

## North Central State College

	non-traditional workshops					
To increase apprenticeships sponsored by NCSC	<ul style="list-style-type: none"> <li>- Present apprenticeship program at advisory boards.</li> <li>- Targeted recruitment of specific industry (IT/Manufacturing)</li> <li>- Utilize HR summit to educate employers.</li> <li>-Marketing push</li> </ul>	Dir. Of Workforce	<ul style="list-style-type: none"> <li>- Dir. Of Corporate and Industry</li> <li>-Dean and Asst. Dean</li> </ul>	Increased apprenticeship enrollment	Number of apprentices sponsored by NCSC will increase by 91%	May 2019
Promote PLA options to area workforce	<ul style="list-style-type: none"> <li>-discuss PLA options with employers and incumbent workers who are in training or apprentices</li> <li>- Work with advisors and recruiters to educate about PLA</li> </ul>	<ul style="list-style-type: none"> <li>- Dir. Of Workforce</li> <li>- Dean</li> </ul>	<ul style="list-style-type: none"> <li>- Advisors</li> <li>- Recruitment</li> <li>- Adult learner subcommittee</li> <li>- Faculty</li> </ul>	Increase in students obtaining PLA/CBE credits toward certificates and degrees	Data showing how many credits were awarded through a PLA method	Ongoing
Workforce Partnerships	Continue to work cooperatively with	- Dir of Workforce		- shared resources	- Number of contracted/shared	Ongoing

## North Central State College

	other training partners in area	- President -Deans		- training referrals  cooperative competition	trainings between partners  - Participation in each other's advisory boards  tracking of referrals	
	Continue to strengthen advisory boards across the college.	Deans  President		Curriculum aligned with industry needs.	Advisory board surveys and discussions.	
	Continue to focus upon soft skill outcomes for our graduates.	Deans  Assessment Committee		Graduates displaying soft skills necessary for success.	Advisory board discussions and surveys.  Are graduate surveys able to be updated for this?	

### What are our next steps?

1. CAO level approval needed for the plans noted above
2. Plans implemented and monitored
3. \_\_\_\_\_