

2018-2020 Central Ohio Technical College Completion Plan

ORC 3345.81 - "Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education.

The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption."

The 2018-2020 Completion Plan is a continuation of the work that started with the 2014-2016 Plan. Five goals have been developed to encapsulate the focus of the plan. These goals align with the guiding principles and priorities of the College's 2014-2018 Strategic Plan.

Mission of Central Ohio Technical College:

To meet the technical education and training needs of students and employers in the area.

Vision:

Central Ohio Technical College will be recognized as Ohio's premiere technical college focused on student success as well as for excellence in workforce development and technical education.

Priorities of the 2014-2018 Strategic Plan:

1. Enhance Student Success
2. Provide Job-Focused, Career-Driven Academic Programming
3. Strengthen Community Connections
4. Achieve Performance Excellence

Goals of the Completion Plan:

1. Align the College's academic and workforce programs to the state's workforce development priorities.
2. Place students on clear pathways to graduation or transfer (if that is their goal) and careers.
3. Increase the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study.
4. Increase retention rates for students on an academic pathway to graduation or transfer.
5. Increase completion rates for students in the following access groups (Pell-eligible, minority, over age 25, students placing in developmental coursework in English and mathematics).

Focus	Leadership, Progress & Impact	Supporting Data
<p>1. Align the College's academic and workforce programs to the state's workforce development priorities.</p> <p>1. Explore creation of new certificate and degree programs.</p>	<p>Vice President for Academic Affairs, Vice President for Workforce Development, Community Affairs, & Extended Campuses, Gateway</p>	<p>Relationship to College Strategic Plan: The mission of COTC is "To meet the technical education and training needs of students and employers in the area." Labor data is reviewed yearly to identify possible opportunities for new programs. Additionally, feedback is gathered from local businesses and industries to determine their workforce needs through bi-annual advisory committee meetings or through on-going visits and discussions with industry partners. The creation of the education pathways enhances student success (Priority 1). Working with area secondary and adult education career centers provides an additional opportunity for degree alignment. Through the creation of new certificate and degree programs COTC continues to provide job-focused, career-driven academic programming (Priority 2) as well as strengthen community connections (Priority 3).</p> <p>2015-16 Introduction of Associate of Technical Studies degree.</p> <p>2016-17 Comprehensive list developed of possible new certificates and/or degrees by Academic Affairs leadership. New degrees: AAS in DMS Specialty Modalities, AAS in Anesthesia Technology. Initiate discussion with C-TEC regarding Advanced Industrial Maintenance Technician; begin process of aligning syllabi.</p> <p>2017-18 New degrees: AAS in Fire Science Technical Rescue, AS with concentration in Business (Statewide Guaranteed Transfer Pathway). New certificates: Case Management for Healthcare and Gerontology Professionals, Addiction Studies, Electrocardiography, Phlebotomy, Home Health Care, Community Health Worker.</p> <p>Course alignment for Computer Information Technology with C-TEC. Discussions with Knox Career Center to discuss program alignment and One-Year Options.</p> <p>Development of Tri-County Manufacturing partnership to discuss workforce needs in the manufacturing sector as those needs relate to academic knowledge and skills.</p> <p>HLC additional locations approved: Ohio Fire Academy (OFA), Knox Career Center, Pickerington Central High School.</p> <p>In development: ODJFS contract allowing collection of employee data to assess collection of current students and alumni employment information. Intention is to increase consistency in assessing the impact of the education received at COTC and increase reporting abilities.</p> <p>Expansion of contractual relationships with OFA, Knox Career Center, C-TEC and Coshocton County Career Center to include additional academic programs.</p> <p>Exploring AAS in Engineering Technology - Material Science, AAS in Engineering Technology-Transmission and Power Distribution, AAS in Engineering Technology - Advanced Industrial Maintenance.</p>

Focus	Leadership, Progress & Impact	Supporting Data
	<p>Impact</p>	<p>Current market information indicates demand is outpacing supply. The creation of the new certificates and degrees meets market demand and positively impacts economic vitality in each community.</p> <p>Impact on student recruitment:</p> <ul style="list-style-type: none"> * Increases opportunities for additional programs at the extended campuses. * Identifies career pathways. * Gives students a sense of direction to workforce or selected admission programs. * Provides the College a competitive advantage as some programs are unique to the region. * Increases options for students interested in non-selective admission health careers. <p>An increase in completion, retention and persistence rates is expected with the stackable certificates leading to degrees.</p> <p>Through the implementation of auto-awarding certificates once the student completes the necessary coursework, they will be able to enter the workforce sooner with an industry-recognized certificate along with eligibility to attain industry credentials.</p> <p>Impact to the institution:</p> <ul style="list-style-type: none"> * Better utilization of current lab space through interdisciplinary use. * Additional faculty needed <p>Impact to the community:</p> <ul style="list-style-type: none"> * New programs created to address workforce needs utilizing feedback from local / regional businesses and industries.

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<p>2. Identify core courses to incorporate resume and interview preparedness for all POS.</p>	<p>Director of Academic Operations, Director of Career Services</p>	<p>Relationship to College Strategic Plan: Surveying faculty provides a bird's-eye view into career preparedness skills in the classroom. Under the guidance of the Office of Career Services, students' success is enhanced in preparation for co-ops, internships, and employment. (Priority 1)</p>
	<p>Progress</p>	<p>Full- and part-time faculty were surveyed in 2017-18. Eighteen different courses were identified, by faculty, as incorporating resume and interview preparedness. These faculty can share their activities with other faculty teaching other sections of those courses to impact more students.</p> <p>The Director of Career Services works with faculty to present information to students in the classroom setting. Further preparedness takes place on an individual basis with students working with the Director individually.</p> <p>The Director of Career Services reviews and updates example resumes for each plan of study within myCOTC providing online students the opportunity to partake as well as students who do not have time to meet with the Director individually.</p> <p>Now that courses and faculty have been identified incorporating resume and interview preparedness, the Director of Career Services can work with these faculty as surrogates to share more information to enhance student success in career preparation.</p> <p>Students have multiple means to meet with Director of Career Services regarding resume and interview preparedness.</p>
	<p>Impact</p>	<p>Data is gathered reflective to student usage of career services; 2008 - 2017AY.</p> <p>Students have examples of current resumes to utilize when developing their own for their personal job search.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>3. Continue program reviews, as scheduled, to determine relevancy and validity of content and program needs based on industry expectations.</p>	<p>Vice President for Academic Affairs, Dean/Director, IR&E Staff</p>	<p>Relationship to College Strategic Plan: Program reviews provide the opportunity for a thorough evaluation of each individual academic program. Results of the program review lead to curriculum changes, budgetary consideration, and reflection by faculty and administration on the health of the program. Programs need to maintain vibrancy and relevancy through job-focused, career-driven academic programming (Priority 2) to the industry in order for students to learn skills and knowledge needed in the workforce.</p>
	<p>Progress</p>	<p>2015-16 Program review process was reviewed by academic affairs and IR&E. New process was established to provide faculty with needed data. Academic programs completed the program review process, as scheduled, and participated in a round-table discussion with SLASC to share strengths, opportunities and general findings of the review.</p> <p>2016-17 IR&E created standard reports for use during the program review. An initial meeting with faculty and administrative representation of programs scheduled to undergo program review was held to review data available. Academic programs completed the program review process, as scheduled, and participated in a round-table discussion with SLASC to share strengths, opportunities and general findings of the review.</p> <p>2017-18 Academic programs completed the program review process as scheduled. The process was refined as IR&E have a cadre of data reports available for use along with a reference sheet of where the data may be most beneficial to faculty as they review the program and write the final report. Academic programs completed the program review process, as scheduled. The round-table discussion was expanded to include all academic areas showcasing assessment best practices along with those programs undergoing review to share strengths, opportunities and general findings of the review.</p>
	<p>Impact</p>	<p>2015-16 Modifications resulted in systematizing the program review process. It is no longer reliant on a specific person initiating the process, but rather it is included in the routine data reports written by IR&E. Round table format provided an opportunity for faculty to share and gather new ideas.</p> <p>2016-17 Standard reports are available for all to view and use.</p> <p>2017-18 Reference sheet guided faculty to available data. More faculty are using data in writing the program review report. Expansion of round-table discussion exposes the report to assessment inquiries as well as best practices that could be incorporated into identified areas needing changes.</p>

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<p>4. Monitor GEOs and program objectives by program, to ensure students are meeting expectations. Modify as needed.</p>	<p>SLASC, Faculty</p>	<p>Relationship to College Strategic Plan: Providing an exceptional learning environment in which students are challenged and empowered through innovation, state-of-the-art technologies and teaching excellence are supportive of Priority 1, Enhance Student Success. Using the GEOs and program objectives provides faculty the map to promote a learning environment dedicated to student achievement.</p> <p>2015-16: General Education Outcomes (GEOs) developed and adopted by faculty. SLASC developed assessment mapping plan.</p> <p>Interdisciplinary discussions among technical faculty and general education faculty to correlate student learning outcomes and appropriate courses in plans of study (POS) during faculty development days.</p> <p>2016-17: SLASC guided programs and departments in assessment mapping.</p> <p>Continued interdisciplinary discussions among faculty. Implementation of new POS reflecting 60-65 credit hours.</p> <p>2017-18: assessment data was presented before SLASC for all programs and departments. (Comprehensive tracking form developed)</p> <ul style="list-style-type: none"> - Confirmation of mapping to GEOs, confirmation of compliance with HLC Criterion 4.B. - 3 programs (vacancy in FT faculty position) are missing assessment data. All other programs demonstrate evidence of assessment collection and use of results to impact student learning. <p>In development: Implementation of common writing and speaking rubric.</p> <p>2015-16: GEOs focus learning outcomes at the program and course level.</p> <p>Interdisciplinary measurement of GEOs.</p> <p>Interdisciplinary discussions provided venue to match appropriate general education course to the needs of the specific technology program.</p> <p>2016-17: those programs who had not completed assessment mapping were reminded to submit documentation.</p> <p>2017-18: those programs missing comprehensive assessment plans (vacancy in FT faculty position) utilized student data provided by IR&E for review. All programs/departments received feedback and areas of gaps were identified. Those programs/departments with gaps need to present the missing information to the SLASC during AU'18 semester meetings.</p>
	<p>Progress</p>	
	<p>Impact</p>	

Focus	Leadership, Progress & Impact		Supporting Data
<p>5. Review HEI reporting procedures to ensure all certificates and degrees awarded are being reported and are reported with the appropriate level and subject area codes.</p>	HEI Reporters	<p>Relationship to College Strategic Plan: Accuracy in data reporting demonstrates the honor and integrity of the institution (College Value). Yearly review of the data prior to submitting the final report involves collaboration and collegiality (College Value) between the Gateway, IR&E and Academic Affairs.</p>	
	Progress	<p>Effective input and verification is evidenced in the current process.</p>	
	Impact	<p>Correct data supports the financial vitality of the institution as it is directly related to the performance-based funding formula.</p>	
<p>6. Evaluate board pass rates, for applicable programs, for identified need of curriculum modification.</p>	Dean/Director, Program Directors	<p>Relationship to College Strategic Plan: Continuous monitoring of student pass rates on licensure, certification, or registry examinations. This is a component of the KPIs that are utilized during yearly strategic planning evaluation.</p>	
	Progress	<p>Data can be tracked on Licensure-Registry Certification Pass Rates report as well as Summary of Program Accreditations and Approvals report. Data is reviewed with Board of Trustees annually.</p>	
	Impact	<p>2014-15: Nursing and Surgical Technology programs were both identified as below acceptable standards.</p>	
	Progress	<p>2015-16: All programs at or above acceptable standards.</p>	
	Impact	<p>2016-17: EMS program was the sole program to fall below acceptable standards.</p>	
Impact	<p>2017-18: EMS program and Surgical Technology programs were both identified as below acceptable standards. Program faculty often participate in curriculum review and test-writing workshops to assess current learning objectives and course materials as benchmarked against board-level knowledge. All programs monitor curriculum changes to assess impact on pass rates. Evaluation of results initiates discussion on possible changes to admission criteria.</p>		

Focus	Leadership, Progress & Impact	Supporting Data
<p>7. Continue alignment of curriculum to business needs.</p>	<p>Faculty; Vice President for Academic Affairs; Vice President for Workforce Development, Community Affairs & Extended Campuses</p>	<p>Relationship to College Strategic Plan: Building and leveraging relationships with business and industry allows the faculty to ensure market-driven curriculum and strengthens community connections (Priority 3). These collaborative partnerships are evident through bi-annual programmatic advisory committee meetings, multiple visits/semester, internship/co-op sites by faculty, and year-round site visits to business and industry partners by faculty and administration.</p> <p>Collaborative evaluation of feedback from business indicates need to incorporate soft skills into technical courses.</p>
	<p>Progress</p>	<p>2016-17: Employer survey was modified to include program-specific information providing faculty with specific data directly from employers of alumni. Faculty initiated development of written and oral communications rubric. Curriculum modifications submitted to the Curriculum Committee were reviewed for alignment to business needs, where applicable.</p> <p>2017-18: Faculty discussions involved speaking and writing across the curriculum.</p> <p>In development: Employer Survey will be directed to employers identified within most recent Graduate Survey. Newly developed programs are designed to be aligned with industry needs.</p>
	<p>Impact</p>	<p>Employer Survey data is shared directly with faculty.</p> <p>Relationship to College Strategic Plan: Building and leveraging relationships with business and industry allows the faculty to ensure market-driven curriculum and strengthens community connections (Priority 3). These collaborative partnerships are evident through bi-annual programmatic advisory committee meetings.</p>
<p>8. Increase involvement of workforce partners in programmatic advisory committees.</p>	<p>Lead Faculty and Program Directors</p>	<p>Restructure advisory committee meetings to include more discussion and advice from the members and less reporting from the faculty.</p> <p>Review advisory committee membership to ensure appropriate representation of business partners.</p>
	<p>Progress</p>	<p>General education faculty serve on technical advisory committees.</p> <p>In development: Consideration of engaging committee members - possibly host a "data day" to review pertinent data.</p>
	<p>Impact</p>	<p>Business partners are more involved with the review of current practices and provide genuine information, input in the development of new curriculum. Faculty are able to utilize the knowledge and expertise of committee members to develop learning outcomes, learning activities, determine equipment needed and competencies for the courses.</p> <p>General education faculty learn about specific programs from attending meetings; develop relevancy of technical programs in general education courses; can use concrete examples from technical programs during class discussions.</p>

Focus	Leadership, Progress & Impact		Supporting Data
9. Link employers to veteran job seekers.	Director of Career Services	Relationship to College Strategic Plan: Providing a comprehensive array of effective student and academic support services is important for enhancing student success (Priority 1). The College is a military-friendly campus.	
	Progress	The yearly Career Fair provides more opportunities for veterans looking for employment.	
	Impact	More veterans, self-identified or not, have access to discuss employment opportunities with local and regional employers.	
10. Continue offering Career Fair to students to connect businesses to workers.	Director of Career Services	Relationship to College Strategic Plan: Providing a comprehensive array of effective student and academic support services is important for enhancing student success (Priority 1).	
	Progress	Student and alumni participation is assessed at the yearly Career Fair. Participation has ranged from 75+ to more than 130. Employer participation holds consistent with about 150 unique businesses/industries participating.	
	Impact	Faculty receive an email from the Vice President for Academic Affairs to encourage student participation in the fair. Students have the opportunity to discuss employment opportunities with more local and regional employers. Faculty are knowledgeable of the yearly event.	
11. WDIC will continue to align training to business needs.	Vice President for Workforce Development, Community Affairs & Extended Campuses	Relationship to College Strategic Plan: The College is committed to providing leadership in the communities we serve through collaborative partnerships with business, industry, labor and community organizations to support economic and workforce development. Strengthening community connections (Priority 3) allows the College to expand alliances to fulfill our mission.	
	Progress	The WDIC has perpetually grown the number of sessions offered and training provided to business and industry partners; developing apprenticeships, apprenticeship-style models, and traineeship programs to meet the demands. Over 1,000 individuals received training; each receiving a certificate of completion for career portfolios.	
	Impact	Refer to the WDIC Status Report for more details.	

Focus	Leadership, Progress & Impact	Supporting Data
<p>2. Place students on clear pathways to graduation or transfer (if that is their goal) and careers.</p> <p>1. Create and define resources available to students for admission.</p>	<p>Director of Gateway Operations, Director of MPR, Director of Academic Operations</p>	<p>Relationship to College Strategic Plan: Promoting a learning environment dedicated to student achievement begins when students are admitted to the college. Creating and defining resources available to students for admission is the first step to enhance student success (Priority 1).</p> <p>The conversion rate of applicants to enrollees is monitored each semester. Staff continuously evaluate effectiveness of resources currently available to students for admission as well as additional resources or new resources that may benefit the admission process.</p> <p>Current materials evaluated include Program Overviews, College Viewbook, Program Cluster Brochures, and website.</p>
	<p>Progress</p>	<p>In development: Creating admissions checklist for students with detailed steps to enroll. Communications audit to review all communications sent to prospective students, applicants and students. Additional online selective-admission program information meetings.</p> <p>Ensure students are well-informed about the enrollment process. Increase matriculation rates of applicants.</p>
<p>2. Widely distribute information regarding available preparation resources to students.</p>	<p>Impact</p>	<p>Intention is to create clear communications for prospective students and applicants that will help through the enrollment process as well as provide easy access to the mandatory information meetings for health programs by creating online option.</p> <p>Relationship to College Strategic Plan: Promoting a learning environment dedicated to student achievement begins when students are admitted to the college. Creating resources for student use in preparation of college assessment is an important step to enhance student success (Priority 1).</p>
	<p>Progress</p> <p>Impact</p>	<p>All applicants receive a link to the website where preparatory materials are located.</p> <p>Increase student awareness of the importance of the college assessment resulting in more accurate test results and course placement.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>3. Continue assessing mandatory student orientation, face-to-face or online, incorporating evaluation information gained from new student orientations.</p>	<p>Gateway Managers - Advising / Retention, Admissions</p>	<p>Relationship to College Strategic Plan: Promoting a learning environment dedicated to student achievement begins when students are admitted to the college. Providing a quality, informative new student orientation is an important step to enhance student success (Priority 1).</p> <p>Assessment of new student orientations (NSO) has occurred via evaluations and discussions with students and presenters. Various formats of NSO have occurred. A planning committee was created in summer semester 2018 with representatives from across campus for continued improvement to the NSO program. The committee will evaluate other colleges' orientation programs for best practices.</p> <p>In development: The committee will have student representation. Assess best practices of other colleges' orientation programs. Revisit the design of the online orientation to be more interactive and meaningful and include faculty to interact with the students.</p>
	<p>Progress</p>	<p>Improvement in new student orientations resulting in a more positive experience for students. Allow for incoming students to hear from current students on what to expect at COTC. Students will have the option of online or on-campus orientations. The online piece can include more robust information that is geared toward specific populations, such as veterans, transfer students, etc. to ensure a personalized and meaningful experience.</p>
<p>4. Investigate student planning software to ensure accuracy of scheduled courses relative to declared plan of study.</p>	<p>Director of Academic Operations, Director of ITS, Director of Gateway Operations</p>	<p>Relationship to College Strategic Plan: Providing an educational pathway is the basis in providing a learning environment dedicated to student achievement. Ensuring a student stays on the pathway enhances student success (Priority 1). The College is open to innovation, adaptation and positive change for the benefit of all our constituencies (Excellence-College Value).</p> <p>The college reviewed numerous products designed to assist student in planning their academic courses each semester. In 2016 the decision was made to commit to Student Planning product.</p> <p>Student Planning was launched in October 2017 and has been integrated into advising sessions and new student orientation.</p> <p>In development: Investigate the use of curriculum tracks. Further develop reporting to help inform the master schedule process based upon courses students have planned.</p>
	<p>Progress</p>	<p>Student Planning will help keep students on track with their plan of study and improve the registration process with students scheduling directly from their plan. Advising currently uses a report to look at students who have planned courses but not yet registered to conduct outreach prior to the start of the semester. Plans can easily be adjusted as student's circumstances change.</p>
	<p>Impact</p>	

Focus	Leadership, Progress & Impact		Supporting Data
5. Increase enrollment in ATS degree and One-Year Option	Gateway; Director of MPR		<p>Relationship to College Strategic Plan: Expanding access to education is evidenced through the One-Year Option and Associate of Technical Science degree. These opportunities for attaining an associate degree through the evaluation of prior learning not only enhance student success (Priority 1) but also provide job-focused, career-driven academic programming (Priority 2).</p> <p>Academic Affairs develops advising guides for the applicable one-year option pathways as they are released by ODH. The advising guides have been shared with the Gateway advisors and the adult career centers.</p>
	Progress	<p>In development: Gateway is implementing a recruitment plan for ATS and One-Year Option for the 18-19AY including targeted visits to career centers and outreach to prospects/applicants who have submitted articulation agreements. Will work with marketing to create pieces specific to ATS and one-year option.</p>	
	Impact	<p>Students are able to create a degree pathway that supports their career goal and utilizes previous coursework, prior learning, and/or industry-recognized training and certifications with the ATS.</p> <p>Students have more options to obtain degree to support career goal.</p>	
6. Consider efforts to ensure that all students who fulfill the requirements for a degree received the degree.	Director of Gateway Operations, Director of Academic Operations		<p>Gateway staff familiar with One-Year Option advising guide.</p> <p>Increase awareness of ATS and One-Year Options within college's recruitment territory and community.</p> <p>Relationship to College Strategic Plan: Pursuing the highest level of operational integrity within the college community demonstrates the honor and integrity of COTC (College Value). Reviewing internal processes and effectively using our resources to benefit students as they reach academic milestones results in students entering the workforce with the skills and knowledge needed to be successful (Priority 1).</p>
	Progress	<p>Application for Admission has been updated to allow students to opt-in to auto-awarding of degrees. A report has been developed to review students by program and credit hours completed to determine eligibility for auto-awarding of degree or certificates.</p> <p>In development: Additional protocols are being investigated to ensure those who are eligible for a degree or certificate are awarded appropriately.</p>	
	Impact	<p>The auto-award process will ensure students who have completed degree or certificate requirements will be awarded their credential.</p> <p>Increase student retention and completion.</p>	

Focus	Leadership, Progress & Impact	Supporting Data
<p>7. Incorporate opportunities in developmental courses to engage in career-related learning activities in declared plan of study.</p>	<p>Faculty, Director of Career Services</p> <p>Impact</p>	<p>Relationship to College Strategic Plan: Incorporating learning activities focusing on various careers to demonstrate purpose of content of course to career goal allows the student to more actively engage in the learning process enhancing student success (Priority 1). Challenging students and empowering them through innovation prepares the student with knowledge, skills and values to succeed in a dynamic world.</p> <p>AmeriCorps coaches are involved with MATH-080. In 17AU, completion coaches interacted with 299 students one time, 110 students twice, and 22 students for a 3rd time.</p> <p>In MATH-080 learning activities impacting health career students involve unit conversions for medical applications. In ENGL-091 the Bureau of Labor Statistics website is used for students to look up information related to their plan of study. Student then write at least one paragraph using the information as well as a personal reflection. The information is then used in group discussions related to personal attributes needed for different careers.</p> <p>Utilize information provided by O-NET when discussing careers with students.</p> <p>AmeriCorps coaches assist and connect students with resources on and off campus to help them succeed. Completion rates for students with at least one AmeriCorps Completion Coach interaction in MATH-013, MATH-040 or MATH-080 was 68%.</p> <p>MATH-080 - students become familiar with mathematics needed for medications. Those students going into the healthcare profession will be familiar with this information prior to learning about it in their professional coursework.</p> <p>ENGL-091 - students see actual data related to their chosen profession.</p> <p>Showing students career material as it relates to the courses on their plan of study may increase course completion, retention, and certificate and degree completion.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>8. Incorporate more career planning at beginning of student's academic career.</p>	<p>Director of Career Services, Manager of Gateway Advising/Retention, Manager of Admissions</p>	<p>Relationship to College Strategic Plan: Incorporating career planning at the beginning of the student's academic career allows the student to more actively engage in the learning process as they comprehend why the course material is relevant in their chosen career and thus, enhancing student success (Priority 1). Challenging students and empowering them through innovation prepares the student with knowledge, skills and values to succeed in a dynamic world.</p> <p>Gateway advising has received ongoing training related to career counseling and resources available to students. A new document was created to help with the career/degree exploration process that has been integrated into mandatory advising. Next phase of the mandatory advising policy will be to incorporate career and degree goal setting and exploration into the first semester meeting.</p> <p>A survey to full- and part-time faculty revealed the following career-related learning activities incorporated into general education courses:</p> <ul style="list-style-type: none"> Guest speakers from health careers. Scientific literature review assignments teaching students how to stay current with research impacting the medical field. Discussions on degree continuation and advancement. Unit conversions for medical applications. Speaking in front of group of people. Problem solving. Analysis of moral issues in specific career areas. Reasoning used in career areas. Career paths. <p>In development:</p> <ul style="list-style-type: none"> Determine ways to increase number of students utilizing FOCUS 2. <p>Increase student understanding of career opportunities and ensure students have a clear academic pathway and career goal.</p> <p>Incorporation of career-related activities in general education courses demonstrates the relevancy of courses to the career field.</p>
	<p>Impact</p>	

Focus	Leadership, Progress & Impact	Supporting Data
<p>9. Investigate opportunities for first-year experience.</p>	<p>Vice President for Academic Affairs, Director of Gateway Operations</p>	<p>Relationship to College Strategic Plan: Providing a comprehensive array of effective student and academic support services enhances student success (Priority 1). Ongoing assessment of the opportunity for first-year experience is important to ensure students are introduced to the programs and departments at the college and within the community to assist in student success.</p> <p>Content common in first-year experiences was presented to faculty in a survey to determine the extent and degree of exposure of this content to students in courses scheduled in their first year of the program.</p> <p>First-year experience-like activities are incorporated across the general education and technical curriculum. Activities include, but are not limited to, library services, counseling services, advising, stress management, time management, study skills, note taking, test taking, building of personal success plans, organizational skills, financial support services, growth mindset, research, campus resources, teamwork, reading at the college level, successful learning in the online environment, decision making, navigation of the COTC website.</p>
<p>10. Develop dedicated pathways for students who took courses through College Credit Plus to ensure uninterrupted progress.</p>	<p>CCP Manager, Director of Academic Operations, Vice President for Academic Affairs</p>	<p>Exposing students to first-year experience components should increase course completion and retention rates for first-year students. While the college does not have an official first-year experience, students are still getting "like" experiences in various courses. Students are more prepared for success in their courses.</p> <p>Relationship to College Strategic Plan: Designing educational pathways along with student access to education supports Priority 2, Provide Job-Focused, Career-Driven Academic Programming. Offering dedicated pathways for students who are involved in the College Credit Plus program is the collaborative result of internal and external constituent groups who are all focused on providing the youth of our service area a quality college education while still in high school. Through these partnerships the knowledge and awareness of common courses aligned to specific certificates and degrees provides the students with academic options as they begin their college experience.</p> <p>Promotion of college courses to the high schools has varied in format. The college regrouped in 2016 and determined a focused effort was needed to address the high number of partnering high schools. A new position, CCP Manager, was created in April 2017 to focus on managing the CCP partnerships with all of the high schools in the CCP program.</p> <p>In development: Creation of a recruitment plan for CCP students.</p> <p>Strategic outreach will increase awareness of options for continuing at COTC and increase matriculation rates of CCP participants.</p>
<p>11. Monitor impact of changes in POS credit changes to 60-65.</p>	<p>IR&E, VP for Academic Affairs, Director of Gateway Operations</p>	<p>Relationship to College Strategic Plan: Offering a dynamic mix of programs to meet employer postsecondary technical education needs is the core to Priority 2, Provide Job-Focused, Career-Driven Academic Programming. In 2015-16 academic year all plans of study were evaluated to ensure relevancy of content and credit hours to 60-65. The painstaking process of eliminating courses while ensuring academic integrity presented the opportunity to monitor the various impacts of these efforts.</p> <p>In development: IR&E will develop study methodology and source report to be able to periodically review.</p> <p>A 2018 study conducted by IR&E found the average credit hours at graduation for new, degree-seeking college students entering in autumn semesters decreased from 72.4 to 62.1 from 14AU to 15AU. This positively impacts students' time to degree as well as financial output to attain the degree.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>3. Increase the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study.</p>		
<p>1. Investigate co-requisite mathematics and English courses in lieu of mandatory prerequisite courses.</p>	<p>Math & English Faculty, Director for Center for Academic Success</p>	<p>Relationship to College Strategic Plan: Implementation of co-requisites in mathematics and English should enhance student success (Priority 1). Partnering the developmental course with the appropriate college-level course should increase the percentage of students who successfully complete college-level mathematics and English courses on their first attempt.</p>
	<p>Progress</p>	<p>2015-16: Create courses appropriate for co-requisite alignment. Collaborate with other colleges in Ohio utilizing co-requisite model.</p> <p>Math and English faculty have both participated in conferences / workshops focused on the co-requisite development. Math implemented in AU'17; English to implement AU'18.</p> <p>IR&E developed course enrollment and outcomes dashboard, a draft of which has been shared with vice president for academic affairs and is used for research and data requests by IR&E.</p> <p>In development: Development of Quantitative Reasoning course 2018-19 that will have a co-requisite course. Pilot course spring 2019.</p>
	<p>Impact</p>	<p>Course Outcomes Dashboard: Enrollments in Co-req MATH-130C have increased from 16AU-17AU and 17SP-18SP, respectively, compared to MATH-130. MATH-013 completor success rates exceed those of MATH-040 and MATH-080 for 17AU and 18SP.</p> <p>Professional development activities for faculty allow them to stay current and involved with co-requisite initiative as well as in the design of new courses.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>2. Require students to complete college-level coursework in semester immediately following successful completion of developmental course.</p>	<p>Manager of Academic Advising/Retention</p>	<p>Relationship to College Strategic Plan: Requiring students to complete the appropriate college-level course in mathematics and / or English the semester immediately following successful completion of the remediation course should enhance student success (Priority 1). The immediacy of learning the material will increase the percentage of students who successfully complete college-level mathematics and English courses on their first attempt.</p>
		<p>A new policy requiring students to complete college-level coursework in semester immediately following successful completion of developmental course was implemented in 15/16 AY. We will continue to monitor this policy and its implementation.</p>
	<p>Progress</p>	<p>SM17: policy developed; students must enroll in credit level course the semester immediately after successful completion of developmental education level course.</p>
		<p>Beginning AU17: AmeriCorps coaches were available to students during registration period to encourage registration for following semester.</p>
		<p>Email sent to students encouraging them to register for next course in sequence.</p>
		<p>Continue to monitor DACC KPI Momentum student success indicators. Monitor NCCBP data for all students.</p>
		<p>Student Planning is used to map out course sequences, including movement through pre-college to college-level courses. The software helps to ensure students are staying on track, and new reporting will continue to improve monitoring students in pre-college courses.</p>
		<p>Mandatory enrollment policy should lead to increased developmental-, college-level success increase in the percentage of student who enroll in college-level course in the semester immediately following the completion of developmental coursework.</p>
	<p>Impact</p>	<p>Improved communication to students regarding course sequencing through AmeriCorps College Completion Coaches and Coordinator of Retention and Completion.</p>
		<p>KPI Momentum: The percentage of FTEIC students passing college math in year 1 has increased from 24.7% for the 14AU cohort, to 29.3% for the 16AU cohort. NCCBP, considering all students, decreased from 75.6% to 65.6% in the same time period (successful completion of college-level course within 1 year).</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>4. Increase retention rates for students on an academic pathway to graduation or transfer.</p> <p>1. Investigate ways to better demonstrate a "caring campus"</p>	<p>Superintendent of Facilities and Support Services; Director of Disability Services</p> <p>Progress</p>	<p>Improving access to college facilities and making the facilities esthetically pleasing promote a welcome environment for students, guests and employees. Promoting an environment of quality, continuous improvement and sustainability to strengthen the college reflects Priority 4 - Achieve Performance Excellence.</p> <p>Need for additional on-campus student housing identified.</p> <p>Need for improving and increasing ADA accessibility.</p> <p>2016-17: The following opportunities were identified:</p> <ul style="list-style-type: none"> * Expand Adena Fitness Center * Difficulty accessing some classrooms with current hardware. * Security in classroom needs to be addressed if act of violence occurring requires room to be secured. * Nursing mothers request for private lactation area. Space identified. * Meditation room requested. * Increase the number of gender-neutral restrooms. <p>In development:</p> <p>Additional Tech Support Desk on campus. Identification of roofs needing repair/replaced. Identification of emergency generators for Reese, Lefevre and Hopewell. Need for additional outside lighting. Need for new lighting in gymnasium. Replacement of furniture (chairs, tables, etc.) in academic and public spaces. Additional security cameras. Additional door security hardware. Additional water bottle fillers. New outdoor patio furniture at Adena. New ADA sidewalk curb ramps. HP59 upgrades (carpet and seating). Parking lot D drainage improvements. New Public Safety utility vehicle. New Reese ballroom chairs.</p>

Focus	Leadership, Progress & Impact	Supporting Data
	<p>Impact</p>	<p>In AU'17 a new residence hall (McConnell Hall) was opened, houses 120 students for a total of 310 students on campus. During FY'18 the following modifications were made to impact the campus:</p> <ul style="list-style-type: none"> * The Adena Fitness Center was expanded. Available more hours to students. In spring 2018, 250 COTC students utilized the Fitness Center with a total of 3,071 visits. * Hardware replaced in classrooms. Doorknobs replaced with lever handles. * Thumb locks added to classroom doors. Awareness signs added in classrooms for threatening conditions. * Lactation room located in Hopewell South. Provides nursing mothers with private area during school- or workday. * Meditation room located in Warner 2nd floor. Provides students private area for meditation. * New water fountains installed across campus to accommodate refilling of water bottles. * New recycling containers placed across campus. * Replacement of furniture in academic and public spaces. * Security cameras were installed at all campuses. * Sidewalk repairs. * Landscape improvements at Pataskala campus. * Miscellaneous interior room and wayfinding signage updates. * New fencing at Rotary Park complex. * Annual pavement maintenance and striping. * Increased ADA parking in Founders lot and Rotary Park. Newly-created Rotary Park roundabout has ADA ramps. New sidewalk from main part of campus to new residence halls have ADA ramps. * New gender-neutral restrooms in Fitness Center, converted restroom in Hopewell South to gender neutral providing students, employers and visitors access in several areas of campus.
<p>2. Review and revise, if necessary, registration deadlines for new registrants.</p>	<p>VP for Academic Affairs, Director of Academic Operations, Director of Gateway Operations</p> <p>Progress</p> <p>Impact</p>	<p>Adequate preparation of the student not only involves academic ability but also a holistic evaluation of the student's preparedness. Providing a learning environment dedicated to student achievement is reflective in the exceptional learning environment that is supported by student support programs. Enhancing Student Success (Priority 1) is evidenced from the initial connection with the student through successful completion of the certificate or degree.</p> <p>Establish work group to evaluate registration policy.</p> <p>NA</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>3. Review and revise, if necessary, second start date for courses.</p>	<p>IR & E, VP for Academic Affairs</p>	<p>Enhancing Student Success (Priority 1) requires the institution to gather and analyze data of students to determine possible changes in processes and procedures. Student preparedness for the start of class often correlates to successful course completion. It is important for the institution to assess course success rates of those who register for courses within one week of the start of the semester. Gathering and analyzing data of students taking late start courses to determine academic success may reveal the need for additional start dates for courses.</p>
	<p>Progress</p>	<p>SM'16 - offer Statistics, Introduction to Psychology and English Composition I as late start courses. Reevaluate possibility of offering sections again for 2017-18 master schedule. Establish second start date to accommodate late registrants. Conducted 2018 research study based on similar parameters to evaluate success of "early" vs "late" registrants. SM'16 sections cancelled due to low enrollment. Did not offer late start courses 2017-18.</p>
<p>4. Assess effects of retention and persistence from mandatory advising system for first-year students.</p>	<p>Impact</p>	<p>The 2018 study found that while "early" vs "late" registrants had similar course retention rates, the completion success rates for "early" registrants were significantly higher than the "late" registrants (78.1% vs 68.9%). Course GPA was also significantly higher for "early" registrants (2.56 vs 2.35)</p>
	<p>IR&E, Gateway Manager of Advising/Retention</p>	<p>Providing student support from the onset of a student's educational career supports Priority 1 - Enhance Student Success. Mandatory advising for first-year students is a labor-intensive opportunity to foster student success.</p>
	<p>Progress</p>	<p>2017: Research study conducted evaluating early impact of mandatory advising.</p>
	<p>Impact</p>	<p>A 2017 study found that first-year students required to meet with their advisors persisted to their second semester 75%, while pre-policy students in the study persisted 51%. Mandatory advising students persisted in consecutive terms at a higher rate, completed more attempted credits (in both 1st and 2nd terms), and students over 25 years of age persisted to their second term at greater rates than non-mandatory advising students.</p>

Focus	Leadership, Progress & Impact	Supporting Data
		<p>Students are provided proactive outreach and referrals to support resources, rather than waiting for faculty concerns to arise.</p> <p>Students on an "at risk" protocol require mandated interventions overseen by nursing faculty.</p> <p>Nursing students work directly with their nursing advisor to develop a plan for academic success to address the 'C' grade.</p> <p>Nursing students work directly with their course instructor for review and remediation to address the low exam score.</p> <p>Nursing students who do not meet threshold participate in immediate remediation in preparation for next attempt.</p> <p>Structured remediation assists nursing students for success in math competencies.</p> <p>Impact</p> <ul style="list-style-type: none"> • NCLEX-RN pass rates exceeded national 2016 and 2017. • NCLEX-PN pass rates exceeded national 2017. • Student performance on standardized testing at an all-time high. • Incoming students predominantly scoring at proficient or higher on ATI-TEAS. <p>The ongoing communication between Gateway & faculty related to Early Alert results in more students receiving status report earlier providing them the opportunity to work with faculty sooner.</p> <p>Coordinator of Retention and Completion position has ensured concentrated outreach to all students who have had an early alert submitted by faculty in a timely manner. Additionally, this position is managing additional advising communications related to registration reminders, important dates, and more. Continued focus on retention will improve student awareness of resources and increase student persistence.</p>
<p>6. Assess process and result of drop processes, i.e. self-drop during first week of courses and drop form while meeting with instructor or Gateway staff.</p>	<p>Director of Gateway Operations, Manager of Gateway Advising/Retention</p> <p>Progress</p> <p>Impact</p>	<p>Providing a comprehensive array of effective student and academic support services reflects Priority 1 - Enhance Student Success.</p> <p>Evaluation of the process of dropping a course focuses efforts on retaining the student to be successful as opportunities to evaluate the student's apparent need to drop can be discussed and evaluated as well as possible solutions to keeping the student enrolled.</p> <p>Gathering and aggregation of data comparing course withdrawal and course drop rates pre- and post-policy implementation is designed to find out why students are withdrawing from COTC, and if reasons are institutional in nature. Evaluation of policies and procedures will be evaluated as well to determine any contribution to withdrawals.</p> <p>In development:</p> <p>Key personnel are reviewing data and discussing potential solutions.</p> <p>IR&E drafted survey and shared it with Gateway leadership. Awaiting follow up on next steps.</p> <p>Withdrawal Form is being revisited with the plans to implement an online version with more data capabilities. Additional strategies will be implemented to ensure student academic plans are updated in Student Planning at the point of withdraw.</p> <p>None known at this time. Awaiting data analysis and discussion.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>7. Assess and evaluate mandatory advising system where all first-year students are required to complete an advising session prior to enrollment in subsequent semesters.</p>	<p>Gateway Manager of Advising /Retention</p>	<p>Providing student support from the onset of a student's educational career supports Priority 1 - Enhance Student Success. Mandatory advising for first-year students is a labor-intensive opportunity to foster student success in future semesters..</p>
	<p>Progress</p>	<p>The mandatory advising system assessment involves comparing course completion rates between students who participated in mandatory advising and those who did not as well as input from advisors to determine any needed adjustments in the internal process.</p> <p>In development: Obtain direct student feedback regarding mandatory advising policy.</p>
	<p>Impact</p>	<p>An initial assessment in July/August 2017 indicates improved retention and persistence rates for those who participated.</p> <p>Student feedback into the mandatory advising policy will allow for continued improvement of the advising process to ensure student success.</p>
<p>8. Explore opportunities to get students more engaged in campus activities.</p>	<p>Faculty, Director of Student Life</p>	<p>Providing a comprehensive array of effective student and academic support services reflects Priority 1 - Enhance Student Success. Providing students opportunities and encouragement to engage in campus activities is an important part of the college experience.</p>
	<p>Progress</p>	<p>Student Life offers a vast variety of programming to engage students in campus activities.</p> <p>2016-2017 - Introduction of Study Slam during finals week.</p> <p>2017-2018 - continued offering of Study Slam; increased number of days as well as activities/services provided.</p>
	<p>Impact</p>	<p>Diversity of participants is increasing.</p> <p>Study Slam generated positive energy and comments among students, faculty and staff. Allowed more opportunities for interaction between students and faculty during final's week.</p>
<p>9. Provide comprehensive new hire and ongoing training for academic advisors related to advising strategies.</p>	<p>Gateway Manager of Advising/Retention, Director of Gateway Operations</p>	<p>COTC provides an exceptional environment for faculty, staff and students. Supporting this College Value of Excellence is evidenced in the professional development provided to staff. When those who directly interact with students are better trained, student success is enhanced (Priority 1).</p>
	<p>Progress</p>	<p>This is an ongoing priority. Pieces are in place now through a strategic shadowing/mentoring program for Gateway Advisors to ensure appropriate training. Ongoing training occurs at regular advising meetings and the yearly retreat.</p> <p>In development: Create a more formalized training that can be made available to faculty advisors.</p>
	<p>Impact</p>	<p>Well-trained advising staff will result in less advising errors and improve the student experience.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>10. Provide professional development for faculty and staff to support students with barriers.</p>	<p>Deans & Directors, Vice President for Academic Affairs</p>	<p>Enhancing Student Success (Priority 1) requires faculty and staff to understand barriers that COTC students face that can impact performance in the classroom. Increasing staff and faculty involvement in professional development opportunities focusing on supporting students with barriers represents the honor and integrity (College Value) of COTC.</p> <p>SMI'17 Manager of Advising (now Director of Gateway) and Manager of Recruitment became certified trainers in Bridges out of Poverty.</p> <p>AU'17 - Focus on students with disabilities and other barriers during faculty development days.</p> <p>Information and presentations to faculty from the Disability Services office at professional development activities and through email or portal communication occurs routinely.</p> <p>In development: Creation of disability-related information for faculty resources page.</p> <p>More staff became aware of impact of poverty on students.</p> <p>AU'17 Presentations during faculty development days related to students with disabilities provided faculty insight into students living with disabilities. Faculty have opportunities to improve classroom conditions for students.</p> <p>Better informed faculty to recognize the unique challenges affecting students with disabilities when in the classroom; encourage faculty to use Disability Services as a resource.</p> <p>Critical that faculty and staff are aware of non-academic barriers students may encounter so that students can be directed to appropriate resources on and off campus to increase student success.</p>
	<p>Progress</p>	
	<p>Impact</p>	

Focus	Leadership, Progress & Impact	Supporting Data
<p>11. Develop opportunities for the Gateway staff and faculty to share programmatic and advising information.</p>	<p>Vice President for Academic Affairs, Director of Gateway Operations</p>	<p>Providing a comprehensive array of effective student and academic support services reflects Priority 1 - Enhance Student Success. Providing opportunities for Gateway staff and faculty to share programmatic and advising information ensures a wrap-around support system for student success.</p> <p>Gateway advising model currently has each advisor assigned to 1-3 programs as the liaison. In this role, the advisor attends Advisory meetings each year.</p> <p>July, 2017: Gateway Advising Retreat held a roundtable with Academic Affairs leadership to discuss program updates and ask questions related to advising. Gateway continues to look for opportunities for Faculty to present at Gateway staff meetings.</p> <p>Progress</p> <p>In development: Advising will be undergoing a shift from generalist advising to program cluster advising during 2018-19. As part of this shift, the goal will be to create more meaningful partnership with faculty and program directors through regular communication and meetings.</p>
<p>12. Develop online literacy evaluation / experience for students to enhance their success in online coursework.</p>	<p>IT Faculty Committee, Faculty who teach online courses, Director for Academic Operations</p>	<p>Change in advising model will result in improved advising services.</p> <p>Discussions allow for an opportunity to share programmatic updates to improve admissions and advising services.</p> <p>Providing a comprehensive array of effective student and academic support services reflects Priority 1 - Enhance Student Success. Ensuring students are prepared for online courses is a responsibility of the institution.</p>
<p>13. Develop communication for realistic expectations of online courses, i.e. time management, organizational skills, deadlines, need for academic support, etc.</p>	<p>IT Faculty Committee, Faculty who teach online courses, Director for Academic Operations</p>	<p>SM'18 - newly hired instructional designer tasked with investigating online evaluation for student preparedness. Will be monitored.</p> <p>Providing a comprehensive array of effective student and academic support services reflects Priority 1 - Enhance Student Success. Ensuring students are aware of the learning expectations of an online courses is a responsibility of the institution.</p> <p>SM'18 - newly hired instructional designer tasked with working with faculty committee to develop guidelines. Will be monitored.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>14. Develop method for gathering information from students regarding their online experiences.</p>	<p>IT Faculty Committee, Faculty who teach online courses, Director for Academic Operations</p>	<p>Providing a comprehensive array of effective student and academic support services reflects Priority 1 - Enhance Student Success. Students currently provide feedback through the course evaluation process. Another opportunity to gain feedback from students is related to their experience taking online courses. The virtual classroom continues to grow in enrollment; it is important to ensure the faculty are providing quality online instruction.</p>
	<p>Progress</p>	<p>SM'18 - newly hired instructional designer tasked with working with faculty committee to develop guidelines.</p>
	<p>Impact</p>	<p>Will be monitored.</p>
<p>15. Continue implementing Quality Matters options to increase quality of content in online courses or courses used as supplemental for face-to-face courses.</p>	<p>Information Technology staff, VP for Academic Affairs</p>	<p>Building an environment that supports technological innovation directly relates to Priority 4 - Achieve Performance Excellence. Consistency in the presentation of materials increases the student's ability to find the materials regardless of the course. Promoting a learning environment dedicated to student achievement Enhances Student Success (Priority 1).</p>
	<p>Progress</p>	<p>Quality Matters is utilized for all online courses.</p>
	<p>Impact</p>	<p>Will be monitored.</p>
<p>16. Provide opportunities for students to interact with faculty outside of the classroom.</p>	<p>Faculty, Director of Student Life</p>	<p>Providing an exceptional learning environment in which students are challenged and demonstrated through innovation, state-of-the-art technologies, teaching excellence and student support programs that prepare each student with the knowledge, skills and values to succeed in a dynamic world supports Priority 1 - Enhance Student Success. Whether it is in the classroom or outside of the classroom, faculty positively impact student success through personal interactions.</p>
	<p>Progress</p>	<p>Faculty serve as club advisors, participate in Student Life events and participate in the Italian Immersion program.</p>
	<p>Impact</p>	<p>Students have more 'touch points' with faculty. Many students look forward to faculty involvement in activities, such as therapy dogs brought to campus throughout the semester.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>17. Provide opportunities for alumni to interact with students both in and out of the classroom.</p>	<p>Director of Academic Operations, Director of Development</p>	<p>Nurturing relationship with alumni supports Priority 3 - Strengthen Community Connections. Student interaction with alumni can enhance student success (Priority 1) as mentoring and motivational experiences can be shared.</p>
	<p>Progress</p>	<p>Faculty invite alumni into the classroom as guest speakers.</p>
	<p>Impact</p>	<p>Many alumni are employed at the college providing students with daily opportunities for alumni interactions.</p> <p>SP'18 - Vice President for Academic Affairs met with Alumni Council, discussed interest of alumni interaction with students.</p> <p>Students learn from alumni who had similar learning opportunities.</p>
<p>18. Ensure Master Schedule provides courses without conflicts with other courses on the semester POS.</p>	<p>Director of Academic Operations, VP for Academic Affairs, Faculty</p>	<p>Alumni Council members expressed interest in getting more involved with students.</p> <p>Providing vibrant, relevant programs designed to meet workforce needs is reliant on an accurate and effective master schedule. The master schedule is the premises for allowing the college to provide job-focused, career-driven academic programming (Priority 2).</p>
	<p>Progress</p>	<p>The master schedule process is a comprehensive process that involves faculty, academic affairs, Gateway and extended campuses. Each year all parties are involved in the creation of the schedule. Additionally, once all the requests and information is received Academic Affairs plots out a grid to ensure all courses have at least one offering as indicated by the plan of study.</p>
	<p>Impact</p>	<p>An accurate master schedule is connected to college growth and enrollment.</p>
<p>19. Identify students not completing their degree within 150% of time in their declared POS.</p>	<p>IR&E, Director of Gateway Operations, VP for Academic Affairs</p>	<p>Creating adaptable, easy-to-use systems and expanding efforts in continuous improvement supports Priority 4 - Achieve Performance Excellence. The college strives to assist students in attaining their academic goals. Assessing data related to student completion support continuous improvement processes as staff and faculty look toward ways of improving student completion.</p>
	<p>Progress</p>	<p>Non-Continuing Students Study was developed to help determine where students went after leaving COTC pre-credential (work or other school).</p> <p>Academic Program Review tables reporting frequencies and percentages of cohorts of graduating students.</p>
	<p>Impact</p>	<p>Ongoing evaluation of IPEDS FTFTDS 150% graduation rate</p> <p>Data review sessions allow various stakeholders to review and discuss data. Discussions focus on retention of students while still in program as well as methods to attract student back to college to complete degree.</p> <p>IPEDS FTFTDS 150% graduation rate increased from 12% for 12AU cohort to 17% for 14AU cohort</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>20. Increase student awareness of financial aid implications of unsatisfactory progress in academic program.</p>	<p>IR&E, Director of Gateway Operations, VP for Academic Affairs</p>	<p>Providing a comprehensive array of effective student and academic support services reflects Priority 1 - Enhance Student Success. Student academic progress directly impacts their financial aid status. Informing students of their status demonstrates honor and integrity (College Value).</p> <p>Student Academic Progress (SAP) is briefly discussed at new student orientations.</p> <p>Gateway staff requests that any student dropping or withdrawing to see financial aid before they take action in their schedule to verify what this will do to their FA for the current term and for SAP purposes.</p> <p>In development:</p> <ul style="list-style-type: none"> Process to communicate with student when certificate is completed and indicates they intend to complete the degree. Process for communicating with transfer student who may reach maximum time frame while at COTC. Exploration of opportunity to expose all students to FA policies, including SAP. Exploration of incorporating SAP status into advisor discussions when student is facing retention alert concerns. <p>A process is in place to communicate with the student when they fail to meet SAP.</p> <p>Students can track their financial aid status in the portal.</p>
	<p>Progress</p>	
	<p>Impact</p>	

Focus	Leadership, Progress & Impact	Supporting Data
<p>5. Increase completion rates for students in the following access groups (Pell eligible, minority, over age 25, students placing in development coursework in English and mathematics).</p>	<p>1. Identify completion rates focusing on bottleneck courses with consistently low completion rates across sections and modes of delivery.</p>	<p>Faculty, IR&E</p> <p>Creating adaptable, easy-to-use systems and expanding efforts in continuous improvement supports Priority 4 - Achieve Performance Excellence. The college strives to assist students in attaining their academic goals. Assessing data related to student completion support continuous improvement processes as staff and faculty look toward ways of improving student completion.</p> <p>Developed Course Outcomes Dashboard which includes charts of course withdraw and completion rates by "mode," campus, student type(s), (faculty in progress).</p> <p>Developed "High Enroll, High DFW" course report to assist CRM Advise implementation, which allows disaggregation on different course variables.</p> <p>Developed report for Academic Program Review which groups courses and disaggregated by student-academic-program in order to help determine if students in any specific program are struggling in any specific course</p>
	<p>Progress</p>	<p>All reports help identify High Enroll/High DFW, and allow for various disaggregations for analysis, i.e. student type, faculty type, course location, AY, etc.</p>
	<p>Impact</p>	<p>Evaluation of bottleneck courses to review currency and relevancy of instructional materials as well as effectiveness in mode(s) of delivery.</p>
<p>2. Compare completion rates between non-access students and the various groups of access students.</p>	<p>IR&E, Director of Gateway Operations, VP for Academic Affairs</p>	<p>Creating adaptable, easy-to-use systems and expanding efforts in continuous improvement supports Priority 4 - Achieve Performance Excellence. The college strives to assist students in attaining their academic goals. Assessing data related to student completion support continuous improvement processes as staff and faculty look toward ways of improving student completion.</p>
	<p>Progress</p>	<p>Developed Course enrollment and outcomes dashboard, a draft of which has been shared with VP Academic Affairs and is used for research and data requests by IR&E.</p>
	<p>Impact</p>	<p>Allows monitoring of PELL eligible, Minority Race, Adult (25 Yrs. +) to the course-level.</p>

Focus	Leadership, Progress & Impact	Supporting Data
<p>3. Identify students not completing at least 12 hours in their first year of enrollment and determine possible causes.</p>	<p>IR&E, Director of Gateway Operations, VP for Academic Affairs</p>	<p>Creating adaptable, easy-to-use systems and expanding efforts in continuous improvement supports Priority 4 - Achieve Performance Excellence. The college strives to assist students in attaining their academic goals. Assessing data related to student completion support continuous improvement processes as staff and faculty look toward ways of improving student completion.</p> <p>Monitor OACC KPI Momentum student success indicators which includes measures of FTIEC students completing "12 college credit hours in 1st term," and "15+ college credit hours in first year."</p> <p>In development: Develop more specific internal report to target this population and study characteristics. Begun Not-Continuing Students Study.</p>
<p>4. Evaluate completion data by different populations.</p>	<p>IR&E, Director of Gateway Operations, VP for Academic Affairs</p>	<p>OACC KPI Momentum: FTIEC proportion of 12 college credits in 1st term has nearly doubled from 8.2% in 14AU to 15.8% in 16AU; FTIEC proportion of 15 college credits in 1st year has increased from 27.5% in 14AU to 34.7% in 16AU.</p> <p>Creating adaptable, easy-to-use systems and expanding efforts in continuous improvement supports Priority 4 - Achieve Performance Excellence. The college strives to assist students in attaining their academic goals. Assessing data related to student completion support continuous improvement processes as staff and faculty look toward ways of improving student completion.</p> <p>Academic Program Review reports look at cohort graduations which can be used to review individual students and study characteristics.</p> <p>2-Year Cohort Outcomes reports looks at completion rates within 2-years and are disaggregated by a variety of student characteristics</p> <p>Course Outcomes Dashboard allows for analysis of course withdraw and completion rates for the Access Categories.</p>
	<p>Impact</p>	
	<p>Progress</p>	
	<p>Impact</p>	<p>2-Year Cohort Outcomes: Main Cohort, Rates of Minority Ethnicity students either completing degree/certificate, remaining enrolled at COTC or transferring to another institution within 2-years is comparable to non-minority students in the cohorts; Students who received PELL continue to lag on this measure; Students who enter as 'Not College Ready' continue to lag on this measure.</p> <p>Course Outcomes Dashboard: Across all courses from AY13-14 to AY17-18, successful completion rates for Minority Access Category have been catching up to non-minority student, but is still behind; In the last AY, 25 Years + students has surpassed the course completion rate for students under 25; PELL-eligible students continue a persistent gap.</p>