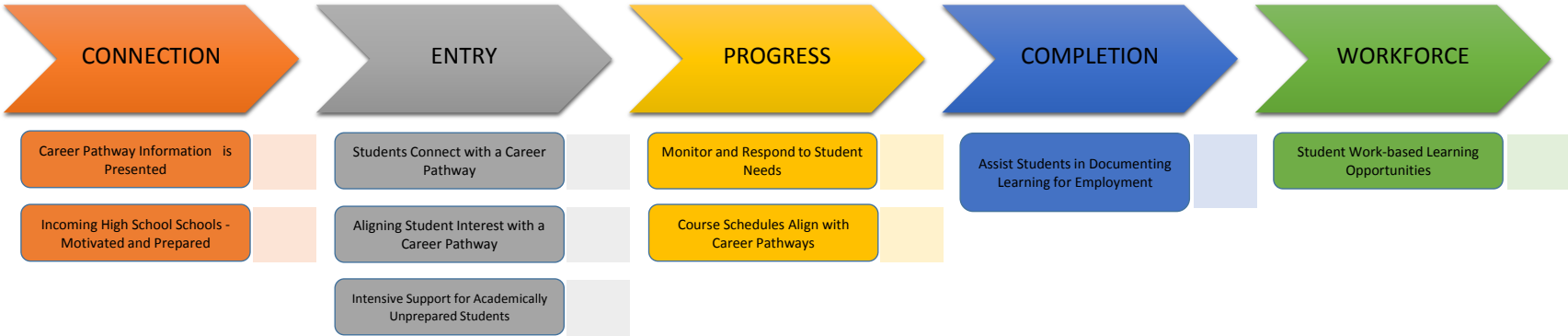




EdisonState

COMMUNITY COLLEGE



EDISON STATE COMMUNITY COLLEGE
2018-2020 COMPLETION PLAN



EDISON STATE COMMUNITY COLLEGE 2018-2020 COMPLETION PLAN

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?
Connect with adult students (age 25+)	<ul style="list-style-type: none"> Increased number of adult students enrolled 	50% completed	<ul style="list-style-type: none"> Number of adult students enrolled; seeking 7% increase for fall 16 	<ul style="list-style-type: none"> We identified three academic programs to repackage: Accounting, A.A.B; Business Management, A.A.B.; and Real Estate Certificate. We identified three service and learning resource enhancements were identified. Evening campus visits/ tours along with evening Accuplacer/ Success advising were implemented. On-line orientation is being beta tested.
Expand Darke County Campus enrollment and usage	<ul style="list-style-type: none"> Program approved through ODHE and HLC Initial cohort enrolled in the agriculture program Increase in enrollment 	90% completed	<ul style="list-style-type: none"> Number of students enrolled in Ag program Increase percent in student enrollment 	<ul style="list-style-type: none"> Edison State graduated the first Agriculture students in May of 2018. These students completed internships during spring 2018 semester and will impact local companies. Some Agriculture students have already obtained employment due to being enrolled in our program. The Darke County Campus also graduated the first certificate students in Equipment Maintenance. DCC has also

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				<p>positively impacted our stakeholders in the long-term care facilities in our region by providing a program leading to the STNA certification.</p>
<p>Increase College Credit Plus (CCP) students who pursue a career/technical degree upon graduating from high school</p>	<ul style="list-style-type: none"> • Increase number of CCP students enrolled in a career/technical program 	<p>75% completed</p>	<ul style="list-style-type: none"> • Increased assignment of faculty advisors for CCP students. • SEPs for CCP students • More interaction between students and career/technical faculty 	<ul style="list-style-type: none"> • Marketing material to present during the parent meetings has been finalized, and includes simplified CCP handouts, Accuplacer/Testing info sheet, and PowerPoint. The College Credit Plus website has also been revamped with updated information. Enrollment managers are offering on-site services to local high schools.

CONNECTION

2018-2020 Improvement Focus Description: Increase Career Pathway Information and Enrollment

2018-2020 Improvement Focus Current Status: In-progress with identified next steps to implement

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?
Career and transfer information is provided by each Career Pathway on the college's Catalog for employment and further education opportunities. (SOA 1b)	<ul style="list-style-type: none"> Gather specific information for each Career Pathway Make information accessible to students 	<ul style="list-style-type: none"> SSLI student-facing materials sub-team 	<ul style="list-style-type: none"> Web-master Catalog team 	<ul style="list-style-type: none"> Career and transfer information is published 	<ul style="list-style-type: none"> Career Pathways have information available 	<ul style="list-style-type: none"> Gathering information and resources through fall 2018 Catalog launch March 2019
Incoming high school students are motivated and prepared to enter college-level coursework in a Career Pathway. (SOA 2e)	<ul style="list-style-type: none"> Embed Enrollment Managers in the high schools to assist with college-readiness planning Increase the testing sites for the high schools Incorporate new advising model to CCP students 	<ul style="list-style-type: none"> Enrollment Managers CCP Strategic Project Team 	<ul style="list-style-type: none"> Advisors 	<ul style="list-style-type: none"> Increased number of incoming high school students enrolling in Career Pathways 	<ul style="list-style-type: none"> High school students are prepared for college-level curriculum 	<ul style="list-style-type: none"> Proposed fall 2018

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?
Establish new placement policy that integrates multiple measures	<ul style="list-style-type: none"> New placement policy created 	80% completed	<ul style="list-style-type: none"> Placement policy integrates multiple measures 	<ul style="list-style-type: none"> We have placed a high number of new students using multiple measures, which hopefully, will streamline their path to completion.
Improve placement and subsequent gateway course success rates	<ul style="list-style-type: none"> Increase success in developmental education and subsequent gateway courses 	90% completed	<ul style="list-style-type: none"> Higher percentage of success in developmental education and subsequent gateway courses Reduction in adjustment in developmental education course placement 	<ul style="list-style-type: none"> It is high priority to properly place students in the areas of Reading, Writing, and Math. It has been widely researched and confirmed that a holistic method of placement, and especially incorporating High School GPA is more effective than one standardized test. Research also shows that students mired in developmental courses have a very low percentage of persistence and completion. The use of Multiple Measures has already resulted in a higher percentage of students being placed into gateway courses. Incorporating co-requisite English and Math classes is also in effect to evaluate its effectiveness.
Develop Guided Pathways at scale for career programs to improve retention and completion	<ul style="list-style-type: none"> Pathways are developed 	100% completed	<ul style="list-style-type: none"> 50% of career programs have developed guided pathways by year one; 100% for year two 	<ul style="list-style-type: none"> The Project has had positive though tiring effect on all departments. The volume of resulting curriculum

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?
				changes/approvals, and the resulting changes in the Catalog were numerous. As a result, the curriculum for all programs has been reviewed and is current and there is alignment between programs within the same pathway.
Establish and implement new advising model that includes ongoing mandatory advising, monitoring, process to identify and provide intervention when needed	<ul style="list-style-type: none"> • New advising model established • Improve student success/completion • Reduce self-advising and related errors • Increased engagement between students and faculty advisors • Streamline time and cost to completion 	70% completed	<ul style="list-style-type: none"> • Fewer ARC appointments for enrolled students • Occurrences of direct advising contact between students and faculty 	<ul style="list-style-type: none"> • All resources agree that effective advising is one of the most important components in Guided Pathways, which will lead to greater student success, efficient completion, and proper advising whether they will graduate with an applied degree and seek employment or transfer to continue their education.

FIRST-YEAR ENTRY

2018-2020 Improvement Focus Description: Students are on the correct Career Pathway

2018-2020 Improvement Focus Current Status: Not systematic

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?
<p>Career Pathways are clearly mapped out for students with required courses and recommended sequence identified. (SOA 1c)</p> <p>Students choose a career pathway during intake and are connected to related careers immediately.</p>	<ul style="list-style-type: none"> Finalize program maps Courses critical for success in each program and other key progress milestones are clearly identified. Education plans are developed for students on a Career Pathway Develop program maps responsive to the student's credit hour load Develop and disseminate career information to students 	<ul style="list-style-type: none"> Faculty Deans Director of Career Pathways Advising 	<ul style="list-style-type: none"> Advisors 	<ul style="list-style-type: none"> Career Pathways and education plans are complete and responsive 	<ul style="list-style-type: none"> Career Pathways and education plans are accessible by advisors and students 	<ul style="list-style-type: none"> Map finalized by spring 2019
<p>Assistance is provided to students who are unlikely to be accepted into selective admission programs to redirect them to another more viable</p>	<ul style="list-style-type: none"> Method to alert advisors when students do poorly in milestone classes 	<ul style="list-style-type: none"> Director of Career Pathways Advising Career Advising 	<ul style="list-style-type: none"> Faculty 	<ul style="list-style-type: none"> Students are enrolled in a viable career pathway suitable to their aptitude 	<ul style="list-style-type: none"> Students are retained 	<ul style="list-style-type: none"> Initial implementation of enhanced features of Blackboard – fall 2018 Alert/Communication Software identified AY18-19

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?
path to credentials and a career. (SOA 3d)						
Special and intensive supports are provided to help academically unprepared students, including those very poorly prepared, to succeed in the “gateway” courses for Career Pathways as soon as possible. (SOA 2b,d)	<ul style="list-style-type: none"> • Research the viability of embedded tutoring • Create additional advising touchpoints as needed for individual at-risk student 	<ul style="list-style-type: none"> • Director of Library & Learning Center • Director of Career Pathways Advising 	<ul style="list-style-type: none"> • Faculty 	<ul style="list-style-type: none"> • Special and intensive supports are provided 	<ul style="list-style-type: none"> • Improved student completion of gateway courses 	<ul style="list-style-type: none"> • Fall 2019 initial creation of learning support services

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?
Implement mid-term grades	<ul style="list-style-type: none"> The functionality is activated in Web Advisor Instructors are issuing mid-term grades at the midpoint of the term 	100% completed	<ul style="list-style-type: none"> 75% participation from Faculty and Adjuncts 	<ul style="list-style-type: none"> Student Services was able to use midterm grades to target students who were at risk by course. The college was able to update high schools with the current status of CCP students at the midterm. Both purposes aid in the allocation of resources to students who are in need and ensure that students are aware of their progress in the course.
Increase outreach to students identified as at-risk through early alert to improve course completion	<ul style="list-style-type: none"> Improved completion in courses and reduced incidences of "F" in favor of "W" Reduced number of students placed on probation 	50% completed	<ul style="list-style-type: none"> Number of students contacted Course completion rates Number of students on probation 	<ul style="list-style-type: none"> Edison State faculty intentionally make clear current status and progression toward completion of the course. Students are able to make decisions about time commitment and effort to achieve the grade they desire based on performance early in the course. Edison State faculty are much more aware of the Early Alert process and are participating at much higher levels.
Acknowledgement and celebration of student success and completion milestones	<ul style="list-style-type: none"> Milestones are identified Recognition of milestones implemented 	50% completed	<ul style="list-style-type: none"> Recognitions are sent for FS and FL milestones 	<ul style="list-style-type: none"> Edison State and its students have a clearer picture of the success milestones within a program of study.

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?
Institutionalize results of AQIP Action Project for GEN 101S, First Year Experience	<ul style="list-style-type: none"> Recommendations are implemented 	75% completed		<ul style="list-style-type: none"> The revision of GEN 101S will provide students a better information and skill-based foundation resulting in increasing their success at Edison State. Furthermore, increasing success and retention of students benefits Edison State not only economically but in word-of-mouth advertising.
Expand requirement for GEN 101S to AA and AS majors	<ul style="list-style-type: none"> Requirement for GEN 101S expanded to AA/AS students 	25% completed	<ul style="list-style-type: none"> Increase in number of AA/AS students taking GEN 101S 	<ul style="list-style-type: none"> Implementing a requirement of GEN 101S for all students affects all programs that are at the maximum of credit hours and needs to be considered during the discussion phase of this project. Data gathered from the students that are taking GEN 101S clearly indicates an effect on the success of those students. Furthermore, with the revision of GEN 101S to include the Online Readiness, XLN 101S, content students are provided with additional information that will lead to their greater success at Edison State.

PROGRESS

2018-2020 Improvement Focus Description: Respond to student progression and scheduling needs

2018-2020 Improvement Focus Current Status: Not Systematic

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?
Advisors monitor student progress toward completion and dynamically respond to student needs. (SOA 3a,c)	<ul style="list-style-type: none"> Phase 1 of software identification and implementation for student advising Finalization of advising model Advisor training Development of Colleague rules that restrict students to courses in their plan 	<ul style="list-style-type: none"> Director of Career Pathways Advising 	<ul style="list-style-type: none"> Faculty 	<ul style="list-style-type: none"> Software is identified Implementation of advising model Implementation of rules in Colleague 	<ul style="list-style-type: none"> Advisors monitor and respond to student needs 	<ul style="list-style-type: none"> Fall 2018
The college schedules courses to ensure students can take their required courses when they need them, and can complete their programs in as short a time as possible. (SOA 3e)	<ul style="list-style-type: none"> Phase 1 of software identification and implementation that considers the student's preferences including part-time, time of day, etc. in order to create more effective student focused schedules beyond one year. Explore possibilities of full-year registration 	<ul style="list-style-type: none"> Deans 	<ul style="list-style-type: none"> Program Coordinators Registrar Coordinator of Academic Information 	<ul style="list-style-type: none"> Schedule is built based on student needs Students are able to take courses when needed Ability to plan Career Pathway beyond one year 	<ul style="list-style-type: none"> Students are completing in shorter periods of time Excess credits are reduced 	<ul style="list-style-type: none"> Impact schedule fall 2020

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?
Strengthen the Student Success Program to better retain students on academic probation and return to good academic standing	<ul style="list-style-type: none"> Increased percent of probation students who are able to persist 	60% completed	<ul style="list-style-type: none"> Percent of students who persist after being placed on probation Percent of students who return to good academic standing from probation 	<ul style="list-style-type: none"> This will benefit all stakeholders, but particularly lower the number of students who go on probation as well as strengthen resources to help those on probation get back to good academic standing.
Perform periodic audit of credits completed by College Credit Plus (CCP) students to encourage progress towards degree completion	<ul style="list-style-type: none"> Increased number of students who persist to completion 	100% completed	<ul style="list-style-type: none"> Number of students who persist 	<ul style="list-style-type: none"> We have learned that keeping close track of data and following up with the target audience is key. CC+ students and guidance counselors have been receptive and satisfied in knowing how many credits the students have earned so far through the degree audit letter process. College Credit Plus is a major program for Edison and as we work on the retention of these students at Edison after high school graduation, it will promote our sense of community and purpose. We have also learned that we would like to touch base with the CC+ population sooner, so we will incorporate a degree audit for juniors for spring 2017 (along with seniors). Once juniors are informed about how many credits they have, they may be inclined to

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?
				take more classes their senior year, or decide at an earlier time that they would like to continue with Edison after high school graduation.
Perform periodic audit of coursework to ensure student stays on academic pathway to completion of certificate and/or degree	<ul style="list-style-type: none"> Increased number of students who persist completion 	50% completed	<ul style="list-style-type: none"> Number of students whose schedules are changed due to intervention 	<ul style="list-style-type: none"> The Student Affairs Division and the senior leadership of the College are better aware of the ways in which technology can and should support students' Guided Pathways to success. Budget planning for the purchase of such technology has begun. Students and faculty have a clearer understanding of the pathway to completion for each area of study at the College. Edison State has invested in the hiring of two new full-time advisors in order to support the implementation of the new Guided Pathways case management advising model.

COMPLETION

2018-2020 Improvement Focus Description: Preparation for employment

2018-2020 Improvement Focus Current Status: Not systematic

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?
The college helps students document their learning and present themselves professionally to employers and universities (SOA 4e)	<ul style="list-style-type: none"> • Explore and increase use of professional portfolios • Explore digital badges • Resume development • Interviewing skills • Mock interviews and resume reviews with area business HR staff • Professional networks 	<ul style="list-style-type: none"> • Career Services 	<ul style="list-style-type: none"> • Deans • Advising • Faculty • Students 	<ul style="list-style-type: none"> • Every student leaves Edison State with a professional portfolio or resume, and skills to obtain employment 	<ul style="list-style-type: none"> • Positive feedback from external stakeholders on students' professional preparation and presentation • Number of students with professional portfolios 	<ul style="list-style-type: none"> • Resume and interviewing skills – fall 2019 • Professional portfolio, networks, and digital badges – fall 2020

WORKFORCE

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?
Expand utilization of Business & Industry Center to meet employer needs through assistance with job placement	<ul style="list-style-type: none"> Increase in number of employers utilizing Business & Industry Center for job openings More students finding employment in their fields 	72% completed	<ul style="list-style-type: none"> Increase by 10% number of employers utilizing Business & Industry Center for job placement 	<ul style="list-style-type: none"> Educational opportunities for students, employers are increasing skills of their workforce with grow your own approach.
Expand utilization of Business & Industry Center to align training and education to business needs	<ul style="list-style-type: none"> Increase in number of employers utilizing Business & Industry Center to align training to business needs 	95% completed	<ul style="list-style-type: none"> Increase by 10% number of employers utilizing Business & Industry Center to align training to business needs Increase by 10% the number of training hours provided 	<ul style="list-style-type: none"> Improved coordination and collaboration between Student Affairs, Student Services, and the Center for Workforce Development and Education in creating unique degree programs and navigating the processes involved and/or revising processes as needed to meet customer needs while maintaining standards. Greater customer satisfaction with our industry partners as courses and programs are tailored to meet their specific needs.
Establish additional corporate student-to-worker programs	<ul style="list-style-type: none"> Increase in number of corporate student-to-worker programs 	40% completed	<ul style="list-style-type: none"> Add 3 employers in corporate student-to-worker programs 	<ul style="list-style-type: none"> Business and Industry partners are connecting with Edison Works. Stakeholders, unmet needs, desired outcomes, risks, resources, and vested interest were identified.

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
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Convert Business & Industry students who have earned college credit to certificate or degree-seeking status	<ul style="list-style-type: none"> • Increase in number of Business & Industry students with college credit to certificate or degree-seeking status 	95% completed	<ul style="list-style-type: none"> • Increase by 10% number of Business & Industry students converting to certificate or degree-seeking status 	<ul style="list-style-type: none"> • Greater collaboration between the Center for Workforce Development & Education staff and Student Services and Academic Affairs in processes related to awarding credit for workforce training. • Increased interest in training participants in earning college credit and how it applies to a certificate or degree program. • Enhanced relationships with our industry partners.

WORKFORCE

2018-2020 Improvement Focus Description: Student-to-work experience

2018-2020 Improvement Focus Current Status: Planning to scale

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?
Students have ample opportunity for and participate in internships, co-ops, clinical placements, service learning, apprenticeships, or other work-based learning experiences. (SOA 4b)	<ul style="list-style-type: none"> External stakeholder needs assessment Alignment of student opportunities with external stakeholder needs 	<ul style="list-style-type: none"> Director of Apprenticeships and Work-based Learning 	<ul style="list-style-type: none"> Dean of Professional and Technical Programs Center for Workforce Development and Education Career Faculty 	<ul style="list-style-type: none"> Students have opportunity for and participate in external student-to-work experiences Increase apprenticeships participation 	<ul style="list-style-type: none"> Completion of programs Number of students hired as a result of the student-to-work experience 	<ul style="list-style-type: none"> Needs assessment – fall 2018 Alignment and full implementation – fall 2019