

Hocking College

RESOLUTION 2018-07

WHEREAS, in accordance with Chapter 3345, 3354, and 3357, of the Ohio Revised Code, the Hocking College Board of Trustees is the governing body for Hocking Technical College with authority to authorize the President to manage the day to day operations of the College, and

WHEREAS, each public college and university was required to submit a campus completion plan that was approved by its board of trustees to the Chancellor by June 30, 2018. Completion plans are intended to help institutions to identify and implement strategies designed to increase the number and percentage of students earning meaningful postsecondary credentials.

NOW THEREFORE BE IT RESOLVED that the Hocking College Board of Trustees has reviewed the Completion Plan 2018-2020.

BE IT FURTHER RESOLVED, that the Hocking College Board of Trustees, hereby approves and accepts the Completion Plan 2018-2020.

Adopted: _____ June 4, 2018 _____
Date

Hocking College's Mission

We serve as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives.

Purpose of the Completion Plan

We view this completion plan as roadmap for implementing the mission of this institution. We believe passionately in this promise to our students and our community. These initiatives focus on the drive to assure that every student has every chance of success through social and economic advancement. For those students who have stood before closed door time and time again, we believe that education is the key to open those doors, and we want to make good on our promise to provide those keys to our students and to our community.

Hocking College's SSLI Team

Hocking began forming the Student Success Leadership Institute's team in November of 2015. Our goal was to include a cross-section of the institution to give voice to the many stakeholders for whom student completion is central. The team consists of the following people:

Dr. Myriah Davis
Jacqueline Hagerott
Angela Lee
Victor Maxson
Sarah Parker-Clever
Bonnie Proudfoot
Danita Reynolds
Ken Temple
Jeff White
Christine Woodgeard

Challenge One: Connecting and Engaging New Students

Institutional Goal:

Our goal is to increasing engagement and quality of supports for differentiated groups of students to increase their ability to enroll and persist and/or transfer by specifically targeting the different specific student needs of high school graduates, CCP students, 25+ in workforce development population, centralized pathway for students to move on to their bachelorette degree.

Focus	Action Steps	Leadership	Constituents	Outcomes	Measures	Timeline
What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?
1.1 Develop and implement strategies to keep students on track	1.1a Create & implement high quality new student orientation 1.1b Maximize use of Navigate Platform	Director of the Academic Success Center	EAB Committee, Orientation Committee	Students will participate in a New Student Orientation. Students will use Navigate Platform to stay on track.	70 % of students will have completed my plan by the end of the first semester 70 % of student will have completed the tasks in my path by the end of the first semester 80 % of students will participate in a new student orientation	Work will be completed by Spring 2019

<p>1.2 Increase number of adults (age 25/+) ready to enter workforce with credentials</p>	<p>1.2a Promotion of existing certificates and job training (e.g. CDL, Welding, POB[SP2]) 1.2b Online course & program development 1.2c Increase funding sources for certificates & training</p>	<p>Dean of Workforce Development</p>	<p>Office of Workforce Develop</p>	<p>Adult learners will have access to course offerings in a time and modality that meet their needs. Adult learners will have access to programs that align with employment opportunities in the region. The college will align short-term credentials with Title IV funding.</p>	<p>Increase cohort participation annually 3 programs proposed for online delivery Achieve Title IV eligibility for CDL and Welding</p>	<p>Ongoing Implementation Measure by Autumn of 2019</p>
<p>1.3 Increase number of Hocking CCP students who enroll as Hocking students after high school</p>	<p>1.3a Develop pathways from HS to Hocking 1.3b Promote existing pathways from partner HS to Hocking</p>	<p>Dean of Workforce Development</p>	<p>Director of CCP</p>	<p>Increase number of CCP students who matriculate to Hocking Increase pathway options for students from partner HS to Hocking Implementing Navigate for CCP students enrolled in pathways at partner high schools</p>	<p>Enroll CCP students in structured pathways in Health, Business, and Agriculture to increase matriculation to Hocking College</p>	<p>Implementation by Autumn 2018 Measure Autumn 2019</p>
<p>1.4 Rebuild University Center</p>	<p>1.4a Centralize pathway for students moving on to a Baccalaureate degree 1.4b Create 3+1 programs</p>	<p>Director of Career & University Center</p>	<p>Academic Leadership Team</p>	<p>Increase number of students who transfer to four-year institutions.</p>	<p>Participation in University Center pathways: set the baseline and increase participation</p>	<p>Autumn 2019</p>

Challenge Two: Student Persistence and Completion

Institutional Goal:

While creating strong connections to the institution and engaging students is an important part of our strategic plan, we also recognize that student progress and completion is the other side of the coin in terms of institutional success. We have identified barriers that prevent students from reaching their goals. In this section, we identified some of those barriers and developed action plans to address how we can help to remove those and allow students to focus on gaining the knowledge they need and getting to the finish line.

Focus	Action Steps	Leadership	Constituents	Outcomes	Measures	Timeline
What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?

<p>2.1 Increase completion of high-failure, high-enrolled, & gateway courses</p>	<p>2.1a Collaborate with faculty to determine improvements (i.e. curriculum redesign, professional development, student supports, etc.)</p> <p>2.1b Identify medium and high risk students and match them to resources to persist and complete</p> <p>2.1c Provide faculty development for active learning/student engagement classroom strategies & supplemental instruction</p>	<p>Academic Deans</p> <p>Vice President of Research and Quality</p>	<p>Academic Leadership Team</p> <p>Director of Academic Success Center</p>	<p>Course assessment will improve student learning (close the loop). Students will receive just-in-time support Faculty will engage with best practices in teaching and learning</p>	<p>Increase completion of college English in the 1st year: 45%</p> <p>Increase completion of college Math in 1st year: 40%</p> <p>Increase completion of A&P and Dendrology to 65%</p> <p>Annual curriculum for faculty development scheduled a year in advance</p>	<p>Autumn 2019</p>
--	---	---	--	--	---	--------------------

<p>2.2 Strengthen student engagement with Hocking College during the first year</p>	<p>2.2a Track student attendance for HC events</p> <p>2.2b Develop new co-curricular activities to engage students based on student demand through a semi-annual assessment</p> <p>2.2c Create advising sessions during All Hocking Learning Day</p> <p>2.2d Develop policies and procedures for student-led organizations</p> <p>2.2e Develop a plan to engage part-time and commuter students in co-curricular activities</p>	<p>VP of Student Experience</p>	<p>Director of Student Life</p> <p>Student Life Team</p>	<p>Institution will invest in an attendance tracking solution.</p> <p>Baseline to create with a number of co-curricular activities</p>	<p>50% of residential students will use the tracking system</p> <p>Increase residential student participation in co-curricular activities to 25% per semester</p> <p>85% of programs will create advising sessions during All Hocking Learning Day</p> <p>Implement Policy & Procedure Manual created for student-led organizations</p> <p>75% of student led organizations will be trained on the Policy & Procedure Manual</p> <p>Develop a plan to engage part-time</p>	<p>Autumn 2019</p>
---	---	---------------------------------	--	--	--	--------------------

					and commuter students in co-curricular activities	
2.3 Redesign Advising Model	<p>2.3a Create an advising outcomes document (syllabus) to unify expectations for advisors and students</p> <p>2.3b Develop and implement a Quality Advising Program (QAP)</p> <p>2.3c Coordinate with IT to develop an advisor assignment system</p>	Academic Deans Vice President of Research and Quality	Academic Leadership Team Student Success Committee SSLI Team	<p>Standardized Expectations for Advising</p> <p>Meet advising needs for students</p> <p>Assign advisees upon enrollment and change of major</p>	<p>Completed advising outcomes document, approved by Academic Affairs</p> <p>Develop QAP in LMS</p> <p>85% of academic advisors QAP certified</p> <p>Implement Advisor</p>	Autumn 2018 Launch

					Assignment System	
2.4 Strengthen Career Readiness Skills	<p>2.4a Redesign first-year experience course (Cornerstone) to introduce career readiness skills</p> <p>2.4b Ensure career readiness skills are incorporated into 2nd year courses</p>	Director of Career and University Center	Academic Leadership Team	Prepare 2 nd year students to enter job market	<p>Career Readiness objectives are incorporated in every program</p> <p>Assess the level of career readiness proficiency demonstrated by graduating students by using Graduate & Employer Survey</p> <p>Using Graduate and Employer Surveys, 50 % of students will have found employment 1 year after graduation.</p> <p>80% of students will leave college</p>	Autumn 2018

					with a quality resume.	
--	--	--	--	--	---------------------------	--