



# Student Completion and Success Plan

Submitted to the Ohio Department of Higher Education

**June 22, 2018**

**Update to the Plan Submitted in June 2016**

**Approved by the Board of Trustees**

**June 19, 2018**

Contact Person: Dr. Bob Haas, Chief Strategy Officer

[haasr@mtc.edu](mailto:haasr@mtc.edu)

**Purpose:**

The purpose of Marion Technical College's Campus Completion Plan is to outline the College's systematic plan for improving student success. The plan guides MTC's efforts at the departmental and classroom levels for direct impact on student persistence and completion by:

- Identifying policies and practices that can advance Marion Technical College toward improved student completion and student success rates;
- Using resources and expertise from the Ohio Association of Community Colleges (OACC), the Ohio Department of Higher Education (ODHE), and national best practices in aspects of the Campus Completion Plan's development, implementation and assessment;
- Developing strategies and methods that are likely to have a positive impact on student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers and local K-12 school systems in completion efforts that align with workforce needs;
- Establishing metrics that will inform the degree to which strategies are successful.

This document demonstrates the alignment of Marion Technical College's strategic planning process with ODHE's Completion Strategy. A summary of Marion Technical College's 2018 Strategic Plan is included as an appendix to this document. The complete strategic plan, which includes detailed strategies, responsible parties, outcome measures, results, and analysis and action steps, is available upon request by e-mailing Dr. Bob Haas (haasr@mtc.edu).

**CONNECTION TO THE INSTITUTION*****Who are Marion Technical College's students?***

Marion Technical College (MTC) is located in Central Ohio, approximately 50 miles north of Columbus. The College's primary service area is Marion County, which has a population of approximately 65,000. Most MTC students live in Marion and the six counties that surround Marion. In addition to courses conducted on the MTC campus, MTC offers dual enrollment courses in 20 area high schools and offers courses at two state correctional facilities located in Marion County. MTC also offers non-credit courses and other workforce services; results for non-credit students are tracked but are not included in this report.

MTC categorizes its students into three main groups: General, Early College, and Prison Students. General students are students who have graduated from high school; early college students are students who have not graduated from high school, and prison students are incarcerated in one of the two state correctional facilities MTC serves.

Due to the unique needs of each main type of MTC student, success and completion results are tracked for each group and consolidated for all MTC students. MTC also tracks student success using the standard IPEDS and HEI student definitions. Tracking results in this manner enables the College to

develop specific strategies for each major group and subgroups within each group.

As a percentage of the student body, the general student population declined from 73% of the student headcount in fall 2011 to 53% of the student headcount in fall 2017:

<b>Fall Term Student Headcount</b>							
<b>Student</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
General	2,042	1,867	1,696	1,498	1,373	1,376	1,314
Early College	485	572	648	674	757	911	854
Prison	261	302	347	298	305	263	303
<b>Total</b>	<b>2,788</b>	<b>2,741</b>	<b>2,691</b>	<b>2,470</b>	<b>2,432</b>	<b>2,550</b>	<b>2,471</b>

Although the number of general students has declined 35% since 2011, general students typically take more credit hours per student than other student groups. General students accounted for 80% of annual FTE in 2011-12 and 66% of FTE in 2017-18:

<b>Annual FTE by Student Type Summer, Fall, Spring Terms</b>							
<b>Student Type</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18*</b>
General	1,509	1,311	1,236	1,057	966	947	909
Early College	216	213	246	271	313	357	317
Prison	161	155	179	153	148	141	152
<b>Total</b>	<b>1,886</b>	<b>1,678</b>	<b>1,661</b>	<b>1,482</b>	<b>1,430</b>	<b>1,445</b>	<b>1,379</b>

\* as of April 2018

Because the early college and prison populations are unique, MTC disaggregates data by student type. Demographic data area tracked for all students, but the focus on improvement strategies is on general students. An analysis of the characteristics of the general student population shows the proportion of Pell-eligible students is and the proportion of new and full-time MTC students is decreasing. The proportion of female students, average age, minority rates, and county-of-residence have been consistent for the past several years. Placement of new students into developmental education courses increased in 2017 due to the full implementation of co-requisite math courses. The proportion of MTC students who select a health major is increasing; engineering and IT students are decreasing.

<b>Fall Term General Student Characteristics</b>							
<b>Year -&gt;</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>General Students-&gt;</b>	<b>2,042</b>	<b>1,867</b>	<b>1,696</b>	<b>1,494</b>	<b>1,371</b>	<b>1,376</b>	<b>1,314</b>
Pell Eligible	69%	66%	65%	64%	60%	59%	55%
Female	68%	69%	69%	70%	72%	71%	70%
Average age	29	29	28	28	28	28	28
25 and older	55%	54%	50%	48%	46%	48%	47%
Minority	4%	8%	8%	9%	8%	10%	9%
Full-time (12+ credits)	59%	49%	47%	43%	38%	37%	36%

<b>Fall Term General Student Characteristics</b>							
<b>Year -&gt;</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>General Students-&gt;</b>	<b>2,042</b>	<b>1,867</b>	<b>1,696</b>	<b>1,494</b>	<b>1,371</b>	<b>1,376</b>	<b>1,314</b>
New to MTC	24%	23%	22%	20%	18%	20%	19%
New Students who Placed into at least 1 Dev Ed Course	78%	78%	48%	59%	56%	57%	70%*
<i>* includes placement into co-req math courses</i>							
<b>County of Residence</b>							
Marion	42%	45%	47%	45%	41%	40%	40%
Morrow	10%	10%	10%	10%	12%	10%	10%
Crawford	8%	8%	8%	9%	9%	9%	8%
Delaware	10%	9%	8%	7%	8%	9%	9%
Wyandot	9%	8%	8%	8%	7%	8%	9%
Union	5%	5%	5%	5%	5%	7%	7%
Franklin	3%	3%	4%	4%	4%	4%	5%
Hardin	2%	2%	2%	2%	2%	2%	3%
Other	11%	10%	8%	10%	12%	11%	9%
<b>Primary Declared Major</b>							
Arts & Sciences	6%	5%	5%	8%	8%	8%	7%
Business	14%	13%	14%	13%	14%	17%	18%
Engineering	9%	9%	7%	6%	5%	5%	5%
Health Technologies	51%	51%	52%	54%	56%	54%	56%
Information Technologies	9%	9%	8%	7%	8%	7%	5%
Public Service	11%	12%	10%	11%	11%	9%	8%

***What efforts are underway at the college to help students in need of remediation become better prepared for college?***

The percentage of students who place into at least one developmental education course decreased from 2011 to 2016 and then rose again as MTC implemented co-requisite remediation in math courses. MTC is a leader institution in the implementation of math pathway redesign and received a Bridges grant, which helped MTC redesign the math curriculum, develop a co-requisite sequence of math courses, and improve tutoring services. MTC also houses an ASPIRE program and has incorporated ASPIRE into the course placement process; students who are not ready to take a college-level math or English courses (even a prereq course) are encouraged to use the ASPIRE courses to prepare for college-level coursework. MTC is implementing a redesigned set of English courses in 2018-19. Beginning in summer 2018, MTC is improving new student orientation, encouraging every new student to complete a career assessment, and beginning an update of student advising.

To continue efforts to improve student success, MTC joined the OACC Student Success Leadership Institute (SSLI) in 2015. Through the SSLI, MTC is developing additional strategies modeled after Completion by Design Colleges and is working through a 12-person cross-functional team to identify and implement high-impact practices. MTC hired AmeriCorps Coaches in the 2016-17 academic year to assist students who need course-embedded intensive assistance.

### ***How do we build relationships with K-12 schools?***

MTC builds and maintains relationships with K-12 schools in several ways:

- MTC created the position of Director of College Credit Plus (CCP) who coordinates MTC's CCP initiatives and assigned other individuals to each school who serve as the primary liaison with the school to ensure effective communication and resolution of issues.
- MTC has collaborated with Marion City Schools to create the Graduation Pathway to Success (GPS) program that started in fall 2016. This program is partially grant funded through the Marion Community Foundation and will provide opportunities for disadvantaged high school students to begin college courses in their first year of high school. The GPS program is expanding to other K-12 schools in 2018, funded by an ODHE Innovation grant and an additional Marion Community Foundation grant.
- The Director of College Credit Plus works closely with school counselors for advising and enrollment of high school students.
- Under the guidance of the Director of College Credit Plus, MTC has developed unique programs at each partner school through collaboration with academic deans and directors at MTC to meet the needs of high school students.
- Representatives from Admissions, Student Services, and academic departments collaborate to provide information to and coordinate advising nights for College Credit Plus students and families.
- The Admissions Office routinely holds information events at area high schools and talk with guidance counselors about MTC academic programs. Various events are held throughout the year to afford secondary students the opportunity to tour the campus and learn about academic programs.
- MTC sponsors an annual guidance counselor meeting for area high school counselors.
- MTC houses a regional tech prep coordinator and actively participates in career-tech initiatives.
- MTC works with the local high schools and college representatives to provide career assessments and resources to students who do not have a post-graduation plan in place.
- MTC's VP for Planning & Advancement serves on Marion County Schools Advisory Board.

### ***How do we engage with parents, adult-students, and community?***

MTC engages with students, adult-students, parents, and the communities the College serves through direct involvement in community groups, the College website, advertising, public speaking at local organizations such as Rotary and Kiwanis, a direct mail newsletter, social media such as Facebook and Twitter, sponsored admissions nights for potential adult students, and by sharing success stories of MTC students through a variety of media channels. MTC's President and Cabinet serve as members of

Rotary, United Way, Marion CANDO, Kiwanis, local school boards, the local hospital board, and a variety of community organizations.

MTC also engages its community through academic program advisory committee meetings, participation in various community events, and active public relations campaigns. Individual College employees also participate monthly on the local radio station's "Morning Magazine" radio program, attend the Chamber of Commerce BNI program, work with GEAR UP to promote college attendance to K-12 students, and engage in a variety of other events. Additionally, several academic program instructors have included community service projects in their course curriculum.

Additional details about MTC's strategies to engage its community are included in the 2018 strategic plan.

***How does our institution orient students? How does our institution communicate learning expectations to students? How does admissions, student support, registration, student life aid in this process?***

New student orientation programs are conducted each term. Orientation introduces new students to faculty, staff, and other students; communicates success tips to students; includes a campus tour; and provides an opportunity to meet other new students. The following departments present information during each orientation session:

- Career Services
- Student Resource Center (tutoring, advising, disability services)
- Financial Aid
- Campus Security
- Student Activities
- Library Services
- Diversity Program
- Academic Services
- Information Technology

IT services (email and learning management system) and learning expectations are consistently communicated to students via the course syllabus, College website, and student handbook.

Attendance at orientation sessions is highly recommended but not mandatory at this time. MTC's Director of Advising (a new position created in spring 2018) is updating new student orientation by expanding the orientation over a longer period and adding additional orientation sessions. MTC is also participating in the ODHE Strong Start to Finish initiative, which will provide other opportunities for MTC to learn about and incorporate best practices for student orientation.

***How does the co-curricular program support the common learning outcomes of the institution?***

MTC has defined six general learning outcomes, called College Graduate Competencies (CGCs), in the following general areas: Communication, Mathematics, Technology, Diversity, Professionalism, and Problem-Solving. MTC offers two primary co-curricular programs that support these competencies: the honor society Phi Kappa Theta and The Society for Leadership and Success. The organizations, which are governed by students under the guidance of MTC staff members, support the CGCs by providing a platform for students to reinforce classroom learning. Students in each of these organizations conduct fundraising activities, bring in nationally

renowned speakers, and help with campus-wide events. The College plans to add additional co-curricular activities such as a Student Senate in the 2018-19 academic year.

The College is seeking additional ways for students to get involved in co-curricular activities. In spring 2018, two students accompanied MTC's President to the annual legislative conference in Washington, DC sponsored by the American Community College Trustees. In May, five MTC students participated in a week-long Innovat-A-Thon at Ohio State University's Material Innovation Lab. Students in the Innovat-A-Thon brainstormed solutions to a problem presented by Honda of America, working in teams with Honda engineers and students from Ohio State and other community colleges. MTC is learning that students are interested in these types of programs and will expand opportunities for students to participate.

***Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career?***

The job placement rate for students who graduate from MTC has been consistently above 80% for students who are seeking work after earning an associate degree. MTC offers a jobs board and placement services at no cost to employers or to students (current and former) seeking positions (<https://www.mtc.edu/careerservices/>). MTC also offers help for students who are unsure about career choices through web-based career exploration services. Each MTC student will take a career assessment and have a career plan in place for the 2018-2019 academic year.

MTC submitted a career services plan to ODHE in December 2017; additional information about plans to improve career services is included in this plan. MTC hired a new director of Career Services in January 2018. MTC implemented a career-service fee in 2017 to provide funding to improve career services for students. MTC also worked with Ohio State Marion to secure an OMIC grant to begin to improve co-op and internship placement services at the Marion campus.

In June 2015, MTC implemented the EMSI Career Coach product and included links to Ohio Means Jobs on program web pages. Career Coach provides local information about career education requirements, wages, anticipated openings, and current employment. Career Coach allows students, prospective students, and the public to search career and job openings and provides direct links back to the related academic program pages. Additionally, Career Coach has two levels of career interest survey tools students can use to help determine career interests. MTC routinely surveys employers who host co-ops, internships, and clinicals to obtain feedback about student preparedness. Program advisory committee members also provide feedback to department faculty.

MTC uses the Ohio Department of Job and Family Services Wage-Match system to track graduate earnings and employment; the most recent results are listed below. Using these results, which are based on actual employment report filings, enables the College to track graduates' success and interact with employers who provide jobs to MTC graduates.

<b>Average Third Quarter Wages of MTC Graduates, July - September 2017</b>					
<b>Graduation Year -&gt;</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Unique degree/certificate Graduates (all)	361	358	315	300	338
Arts & Science	\$9,126 (11)	\$9,724 (14)	\$6,655 (12)	\$6,981 (10)	\$5,847 (7)
Business & IT	\$9,073 (95)	\$8,262 (113)	\$8,563 (84)	\$8,185 (72)	\$8,209 (81)

<b>Average Third Quarter Wages of MTC Graduates, July - September 2017</b>					
Engineering	\$17,838 (17)	\$15,586 (19)	\$13,403 (14)	\$14,983 (10)	\$11,258 (11)
Health	\$11,014 (136)	\$10,802 (128)	\$11,426 (154)	\$10,153 (162)	\$7,108 (176)
<b>Wages (4<sup>th</sup> Qtr 2015)*</b>	<b>\$10,448 (264)</b>	<b>\$10,098 (277)</b>	<b>\$9,015 (266)</b>	-	-
<b>Wages (3<sup>rd</sup> Qtr 2017)**</b>	<b>\$10,616 (259)</b>	<b>\$10,297 (274)</b>	<b>\$10,407 (264)</b>	<b>\$9,574 (254)</b>	<b>\$7,667 (275)</b>
<p><i>*MTC Graduates working at least 1 week for an Ohio Employer 10/1/15- 12/31/15. Includes graduates who earned degrees and certificates.</i></p> <p><i>** MTC Graduates working at least 1 week for an Ohio Employer 7/1/17- 9/30/17. Includes graduates who earned degrees and certificates.</i></p> <p><i>Data Source: Ohio Department of Job and Family Services, 2018. Summarized by MTC.</i></p>					

MTC graduates are employed primarily by health care and manufacturing companies in the central Ohio area:

<b>Top Employers of MTC Grads 2012-13 through 2016-17 Employed at Least One Week during 7/1/17 – 9/30/17</b>			
<b>Employer</b>	<b>Count</b>	<b>Employer</b>	<b>Count</b>
OHIOHEALTH CORPORATION	112	ENCORE REHABILITATION SERVICES	13
MARION GENERAL HOSPITAL INC.	87	BLANCHARD VALLEY REGIONAL HEAL	12
THE OHIO STATE UNIVERSITY	26	HONDA OF AMERICA MFG. INC.	11
WHIRLPOOL CORPORATION	26	BUCYRUS COMMUNITY HOSPITAL LL	10
GALION COMMUNITY HOSPITAL INC	23	MOUNT CARMEL HEALTH SYSTEM	9
MORROW COUNTY HOSPITAL	21	WAL-MART ASSOCIATES INC	9
MARION TECHNICAL COLLEGE	20	MARION CITY BOARD OF EDUCATION	7
NATIONWIDE CHILDREN'S HOSPITAL	18	OHIOHEALTH PHYSICIAN GROUP	7
KROGER	18	ADECCO	6
MARION AREA PHYSICIANS LLC	17	AVITA	6
MEDCENTRAL HEALTH SYSTEM (INC.	16	MARION AREA COUNSELING CENTER	6
MARION COUNTY COMMISSIONERS	16	WYANDOT, INC.	6
MEMORIAL HOSPITAL OF UNION COU	15	CITY OF MARION	6
WYANDOT MEMORIAL HOSPITAL	15	KASAI NORTH AMERICA	5

Primary strategies for **improving student connections** are:

- Examine recruiting efforts to maximize the return on time and funds invested in various recruiting activities.
- Examine marketing strategy to determine if promoting specific programs and the benefits from attaining a degree could help increase general student enrollment.
- Improve the conversion rate of applicants to students by improving follow-up with student inquiries and the transcript review process.
- Improve general student recruiting by converting a higher percentage of early college students to MTC students after high school graduation
- Implement a career plan and enhance student’s exposure to different careers through experiential learning.

- The outcome measure for determining the success of our student connection strategies is the number of general degree-seeking students who enroll at MTC.
- Improve emphasis on the value of starting a college pathway at MTC.
- Implement mandatory orientation for new students

## **SUCCESSFUL FIRST-YEAR ENTRY**

### ***Why do our students fall behind or leave?***

MTC's Student Resource Center advisors contact every student who stops out and compile a listing of the most common reasons. The reasons MTC students fall behind are similar reasons cited in national research about community college students: financial pressures, work demands, medical issues, family/child care issues, and lack of academic preparedness. The Strategic Plan includes a Connections Project, which MTC advisors will use to develop strategies to collaborate with area social service providers. A team from MTC will visit Amarillo College in June to learn how Amarillo instituted a successful program to mitigate the non-cognitive challenges students face.

### ***How do we advise and place students for efficient completion?***

Every MTC student is assigned either a faculty advisor or a first-year advisor from the Student Resource Center. Students who place into two or more developmental courses are assigned an advisor from the Student Resource Center's First-Year Advising Team. Every student is assigned a major (called a PDC), and MTC's information system tracks each student's progress toward degree completion. Since 2010, MTC has used a student notification/planning system called AVISO; this system provides notifications to advisors when students miss classes or have not re-registered for classes.

MTC created a new Director of Advising position in spring 2018. The director was hired in April 2018, is in the process of examining advising practices, and under the guidance of the CAO will recommend improvements to implement in fall 2018. MTC is also participating in Pathway Initiatives to help advisors learn how to guide students for efficient degree completion. The Director of Career Services is developing improvements in the career counseling functions advisors perform.

### ***How do we help undecided students choose a career and educational path? How do we help students understand industry needs and high-demand areas?***

MTC's admissions counselors and first-year advisors discuss career choices with undecided students. When appropriate, admissions counselors encourage students to use a career-planning tool to help them identify career interests. MTC offers two options to students through EMSI's Career Coach, both of which are online assessment tools that help students gauge career interests. MTC has enhanced its Career Services effort, created a Director of Career Services position in January 2018, and implemented a career services fee in spring 2018 to improve career services. This position will work closely with admissions and advising to implement career pathways throughout the student's college career.

Additionally, MTC annually publishes a rolling five-year history of MTC graduates' careers, job placement rates, and estimated annual salaries to help students choose a career path. The College uses Ohio Means Jobs lists of high demand occupations and EMSI Analyst to inform students about job demands.

### ***How do we engage students within the college community?***

Engaging students in the MTC college community is a challenge because many MTC students are early college students or working adults who are juggling family and career obligations in addition to college coursework. MTC sponsors two formal student organizations: The National Society of Leadership and Success and Phi Theta Kappa, an academic honor society for students at associate degree institutions. MTC also offers a Student Ambassador Program, tutoring opportunities for students, and a variety of events such as job fairs and health fairs throughout the year. Other activities designed to engage students are the Radiography Quiz Bowl competition, Engineering Robotics Competitions, community service projects embedded in academic courses, cultural awareness programs, and general student activities such as intramural sports and welcome back events. MTC also engages in Title IX programming such as Bystander intervention, Take Back the Night, It's on Us, and the Red Flag Campaign.

Student engagement is a focus area for MTC for FY19 and FY20. MTC's traditional view has been that community college students are often too busy with work and family obligations to participate in college activities, but recent evidence points to the possibility that MTC students would welcome opportunities to become more engaged with the College.

### ***How do we help students who are underprepared for their course of study? How do we address the differences in learning styles? How do we address students with special needs? (disabled, seniors, commuters)***

Underprepared students are identified through placement testing and initial interviews with admission counselors and advisors. MTC is redesigning its advising processes to provide improved services to students who place into developmental education classes or who are otherwise identified as potentially benefitting from an intensive advising experience. MTC created an informal advising program called SHERPA to connect students with MTC full-time employees who volunteer to provide additional support.

MTC is replacing long sequences of prerequisite developmental level courses in Math and English with co-requisite courses, in which students take a supplemental course in the same term as the college-level course. This initiative began in the 2017-18 academic year and will be completed in the 2018-19 year.

MTC will hire a full-time Director of Disabilities in fall 2018. The Director will work with students who have disabilities to provide reasonable accommodations and will communicate with faculty to ensure a common understanding of these students' abilities. Each syllabus includes a statement informing students how to access disability services and the Director of Advising reminds faculty and new students about the policy and the services available at the beginning of each term. MTC's campus is handicapped-accessible; commuter students can easily access the campus.

In spring 2018 MTC implemented a Predictive Analytics software system from AVISO. This system uses a combination of historical course completion rates and student demographics to rate each student based on the specific courses for which they have registered, and assigns a red-yellow-green indicator that serves as a guide for advisors.

MTC offers two options for senior citizens who want to continue learning. The 60 Plus program enables senior citizens to audit College classes at no cost. The Learning Enrichment Institute offers short-term courses such as Photography and Art for a nominal fee to adults aged 50 and over.

MTC faculty are aware that differences in learning styles exist, and the faculty consider this during course development, including assignment and assessment creation.

The current improvement focus for successful first-year entry is to increase the number of students who achieve the ODHE success points and completion measures each year. We have organized datasets to allow us to track student performance longitudinally and to provide information about improvement initiatives.

Primary strategies to help MTC **improve students' first year experience** include:

- Decrease impediments caused by the way classes are scheduled; offer additional “blocked” course sequences so that students’ trips to campus are minimized.
- Continue to provide high touch advising when warranted.
- Improve the early warning systems in place to inform first year and academic advisors about students’ potential academic performance issues.
- Participate in the ODHE Strong Start to Finish initiative.

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

MTC routinely administers the Noel Levitz SSI survey and the Community College Survey of Student Engagement. The results inform the College about student expectations and the degree to which MTC meets those expectations. Results from past surveys are listed in the table below:

<b>Student Satisfaction Scores: Noel Levitz SSI</b> (7 point scale)				
<b>Primary Category</b>	<b>2008</b>	<b>2012</b>	<b>2014</b>	<b>2018</b>
Academic Advising and Counseling Effectiveness	5.41	5.81	5.96	6.12
Admissions and Financial Aid Effectiveness	5.23	5.74	5.85	5.89
Campus Climate	5.67	6.01	6.07	6.15
Campus Services	5.65	6.01	6.04	6.13
Instructional Effectiveness	5.73	5.94	5.99	6.01
Registration Effectiveness	5.41	5.88	6.01	6.07
Safety and Security	5.31	5.82	6.44	6.03
Student Centeredness	5.48	5.85	5.96	6.07

MTC scored significantly higher than the national comparison group in every primary category in 2018. The Noel Levitz survey asks students to rate 40 separate elements for importance and satisfaction; the difference between these is called the “gap score.” For most elements, the gap score for MTC students is lower than the national average, indicating MTC meets students’ expectations. MTC administrators are currently evaluating results from the 2018 survey to look for areas to improve.

Additional details about MTC’s strategies to help the College meet students’ expectations are included in the 2018 Strategic Plan.

## STUDENT PROGRESS

### ***What measures do we collect to ensure that students are staying on track? How and when do we intervene with students to keep them on track?***

Helping students stay on track begins when a student submits an application to MTC. The student information system monitors which documents students need to submit, and admission staff communicate routinely with prospective students. The monitoring includes whether or not a student has completed a FAFSA, and if a student who has completed a FAFSA has also completed an application.

Each student enrolling at MTC selects a degree or certificate completion plan called a PDC (Program- Degree-Curriculum). The MTC system is set up so that each student knows the specific courses needed to graduate or meet the student's academic goal. The course sequence is outlined by term, and the PowerCampus system automatically tracks student progress towards fulfilling the degree requirements. Additionally, every student is assigned to either a first-year or a faculty advisor.

Course instructors are required to take attendance for each class meeting and enter the attendance into the PowerCampus. MTC's Student Resource Center developed a pilot project in fall 2013 to notify advisors when students were absent from the first week of class sessions; this was a successful pilot and was expanded to all academic areas in fall 2014. Course faculty routinely intervene with students who are falling behind and make sure students are aware of options available to get caught up. Students who are expected to register for the subsequent term are notified if they have not registered.

AVISO is MTC's platform for tracking the progress students make toward degree completion, which aligns with the pathways initiative. In 2010, Marion Technical College began using AVISO's My Advising Plan for Success (MAPS) to assist students who wanted to complete coursework prior to semester conversion. MAPS, which MTC transitioned into a degree completion tool after semester conversion in 2012, interacts with MTC's Student Information System (PowerCampus) to monitor student progress towards completion, registration for a subsequent term, and various other factors. The AVISO/MAPS system sends automated alerts to the student and the student's advisor when the student's performance falls below an established threshold or if the student not following the academic plan created by the student and the student's advisor.

MTC also collects and analyzes course completion and student persistence data and requires advisors to stay in close contact with advisees. MTC is currently exploring the development of measures that can inform student progress in addition to the attendance, registration, and off-plan alerts currently in place. In fall 2017, MTC piloted the AVISO predictive analytics system, which provides advisors a green-yellow-red rating for the likelihood a student will successfully complete the coursework in a given semester. The predictive analytics system is being implemented college-wide in summer and fall 2018.

Additional details about MTC's strategies for collecting measures to ensure that students are staying on track are included in the 2018 Strategic Plan.

### ***How do we engage students with meaningful workforce connections?***

Most of MTC's technical degree programs include an internship or co-op component as an

integrated part of the program of study. Each of MTC's program faculty teams meet twice per year with a program advisory committee, whose members consist of representatives from area business and industry. The advisory committee input and the co-op/internship requirements ensure that the curriculum is meeting the needs of local businesses and that students develop workforce connections. MTC faculty accompany students to major area employers such as Whirlpool and Honda. MTC sponsors an annual career fair, and several area employers provide occasional guest lecturers for MTC class sessions. In addition, many courses include a community service component.

Additional details about MTC's strategies for providing students with meaningful workforce connections and the College's efforts in collecting measures to ensure that students are staying on track are included in the 2018 Strategic Plan.

***How transparent and accessible are our programs of study?***

MTC's programs of study are prominently published on the College website. The course sequence is listed by term, and each academic program's web page includes easy-to-find information about employment of MTC graduates, earnings, and labor market projected employment. Students can monitor their progress through the College's automated degree-audit system, MyInfo, and can create a customized pathway toward degree completion if a completion plan does not follow the standard two-year timeframe.

***How do we ensure alignment between instructional and student support services and among institutional interventions and programs?***

MTC is a small college, with classes and faculty offices housed in three buildings. The proximity of the student support area to the instructional services area promotes natural connections that ensure interventions are aligned. Additionally, there is an effective formal communications process when a student needs additional learning support; students complete a tutoring request form, faculty evaluate and approve the request if warranted, and additional help is provided by personnel in the Student Resource Center.

***How do we determine the preparation of students for specific programs?***

Program faculty, under the guidance of the respective department dean and Chief Academic Officer, create the guidelines for acceptance to limited enrollment programs such as Nursing and other Health Technologies. Student preparation is determined by a combination of factors, including metrics such as the student's past academic performance, results on standardized tests, and a personal interview.

Programs that have an external accrediting agency also adhere to the requirements of the appropriate accrediting body.

For non-limited enrollment programs such as Business Management or Arts & Sciences, program faculty use recommended placement test scores where applicable. Admissions counselors, first-year advisors, and faculty advisors also discuss the general requirements and rigor of a program with a student when appropriate.

***How does our institution support student learning? How do we determine and address the learning support needs of students?***

MTC supports student learning through course design, routine assessment, and consistent interaction between students and advisors. Faculty are asked to inform students about tutoring and

other services available for students in need of additional support. As a part of the Math redesign project, the College implemented additional support for students in all levels of Math courses in fall 2017.

MTC’s current improvement focus for **improving student progress** is to enhance advising, career counseling, early warning, and intervention processes:

- Update advising processes.
- Develop advising standards for all academic advisors.
- Train advisors on the standards and expectations.
- Use technology (Advising) to supplement advising to inform advisors which students are in need of assistance.
- Monitor course completion rates using a variety of factors (course level, format, location, length, student demographics, etc.) and make changes where warranted.
- Add additional student alerts (early warning system) and evaluate course designs to ensure students understand their progress in a course.
- Redesign New Student Orientation.
- Admission, Advising, and Career Service collaboration to assist with career counseling and creating a pathway to career success.
- Create additional early warning indicators for at-risk students.

***How can we assist our faculty and staff to feel competent and engaged with the progress strategies?*** Faculty and support department personnel are actively engaged in developing success strategies. MTC faculty and department deans and SRC/First-Year Advisor meetings routinely discuss student success strategies during department meetings. MTC is beginning an intensive student success discussion in other support departments. MTC’s strategy is to ask employees in each department to actively consider how they impact student success and how the department can measure its effectiveness at improving student success at the College. The College is organizing to provide actionable data and reports to departments and is in the process of creating a format each academic support department can use to track its progress on a continuing basis. Faculty advisors are provided with advisee lists and the subsequent term enrollment status of students who are not graduating so faculty advisors can follow up personally with students where needed.

## **STUDENT COMPLETION**

### ***Are students achieving credentials within selected program streams?***

Students are achieving credentials within selected programs. The following table shows the historical number of degrees awarded by primary program groups:

<b>MTC Degrees and Certificates Awarded</b>							
	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18*</b>
Associate of Arts	6	15	36	16	14	10	25
Business	52	48	51	40	26	51	42
Engineering	22	10	24	17	11	14	17

<b>MTC Degrees and Certificates Awarded</b>							
	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18*</b>
Health	145	152	149	161	151	174	172
Information Technology	35	31	21	19	16	15	15
Public Service	40	25	29	39	36	26	27
<b>Associate Degree Total</b>	<b>300</b>	<b>281</b>	<b>310</b>	<b>292</b>	<b>254</b>	<b>290</b>	<b>298</b>
Certificates (all areas)	102	80	80	46	90	129	144
<i>Unique Students</i>	<i>377</i>	<i>333</i>	<i>358</i>	<i>315</i>	<i>301</i>	<i>337</i>	<i>363</i>
<i>*Preliminary as of 6-11-18</i>							

Although the number of degrees awarded has remained steady since 2011-12, MTC’s academic department administrators are not satisfied with the rate of degree attainment. The most recent IPEDS data show that MTC’s three-year degree attainment rate for first-time, full-time students who started at MTC in fall 2013 is 15%, up from 11% for the fall 2012 cohort. The transfer rate for the fall 2013 cohort is 27%. The peak in graduates in 2011-12 is very likely due to the semester conversion the College completed in summer 2012; students who were close to attaining a degree under the quarter system were strongly encouraged to complete their degree prior to the semester course implementation.

The drop-off in the number of certificates awarded after 2010-11 is due to a reduction in certificate offerings. MTC restored some certificate offerings in the 2015-16 academic year.

MTC tracks the success rate of students in programs that require an external accrediting exam; MTC students typically pass these exams at a rate higher than the state or national rates. The pass rates are reported on MTC’s [student success web page](#) and included in the program information web pages for each program.

***How can we increase credit attainment and help more students complete their credentials more quickly?***

MTC has implemented several strategies to help students complete their academic goal more quickly:

- Increased emphasis on Career Assessments and Pathways.
- Awarding certificates when earned to give students a sense of accomplishment when they reach the halfway point.
- Academic program faculty reviewed the total credit hours required to attain a degree and in many cases lowered the required credits while maintaining program learning outcomes.
- Academic program deans and directors are increasing efforts to coordinate the scheduling of course sections, minimizing conflicts and trips students need to make to campus. This enables students to take more credits per term.
- Every online course section is reviewed by the Instructional Designer and scored using a rubric. Faculty are given specific suggestions to improve student engagement and enhance the delivery of online courses.

- MTC implemented Math course co-reqs in spring 2017 and will implement a redesigned English course co-req sequence in fall 2018. Faculty and academic administrators believe the redesigned sequence will improve the number of students who complete gateway Math/English courses in the first year.
- Academic program faculty decided to offer additional courses in an 8-week format so that students can complete a two-course sequence in a single semester. A comparative analysis of student performance in half-term vs. full-term courses is planned as a part of this initiative.
- Each degree-seeking student chooses a major that includes a specific term-by-term listing of courses needed to complete the credential. Part-time students work with advisors to design a pathway for attaining a degree that matches the planned enrollment pattern.
- Beginning in the 2014-15 academic year, MTC academic deans have created an annual course schedule, including class section meeting times, to enable students to plan their schedule for the entire year.

***How do we assist students with college to career transition?***

The college to career transition begins with the admission appointment, where admission counselors discuss career plans and how careers align to MTC programs with prospective students. After a student selects a program, an appropriate advisor is assigned, and the advisor and student engage in continuing discussions. MTC programs include an internship or co-operative work experience that gives students the opportunity to gain real-world experience in a career. MTC maintains a no-cost job posting site, [College Central Network](#), that enables employers to post open positions and enables job-seekers to post resumes. MTC’s Director of Career Services and co-op and internship coordinators review student resumes and offer suggestions for improvement. MTC career services office sponsors an annual job fair and visits classes upon request.

***Do our registration and withdrawal policies support completion?***

MTC academic deans and advisors updated MTC’s late registration policy in 2017-18; results will be analyzed to determine if the changes resulted in improved student success. Academic deans and directors will propose changes to the course withdrawal policy for implementation in the 2018-19 academic year.

***How do we know that students who complete our certificates and degrees have met our learning expectations?***

Most degree programs include a capstone course in which students synthesize the program learning outcomes from prior coursework. Assessments in capstone courses are holistic and inform program faculty about the degree to which students have achieved program-learning objectives. In addition, many programs require students to pass an external certification exam to be employed in the career. When possible, the appropriate academic department dean tracks the results of student performance on external certification exams and uses the results to improve student learning and course design. MTC co-op, clinical site, and internship coordinators routinely survey employers during the term to assess student performance; this feedback is communicated with academic department administrators.

## OTHER ASPECTS OF COMPLETION SUCCESS

***What does the disaggregated data tell us about completion rates for different populations? How do we reshape our institution to build sustainable models of successful programs? How do we select and cultivate external linkages?***

MTC has analyzed completion data for courses by different student characteristics. Analyses have been created for minority students, developmental education course completion, online course completion, 25 and over, and other combinations of several factors. Our results show that students who have multiple risk factors (Pell eligible, minority, placed into 2 or more developmental education courses) complete courses at a 68% rate compared to an 88% completion rate for students who have no risk factors. However, the differences between students with no risk factors and students with a single risk factor are minimal.

Using AVISO's predictive analytics product is enabling MTC to improve understanding of the risk factors beyond obvious demographics such as age, Pell status, and ethnicity. AVISO uses student demographics, the historical pass rate on a course, and other factors to provide a single risk-factor rating of green-yellow-red to help advisors know which students to monitor closely.

***How do we ensure that student costs are transparent and student financial planning continuous?***

The cost of attending MTC is publicized on the College Website and linked from multiple sources. MTC's website includes a net price calculator and MTC's information is also listed on the College Scorecard Web site. MTC's financial aid office does not auto-package loans; this ensures that MTC's financial aid counselors have a chance to interact with student who are using loans to make sure students understand the loans have to be repaid.

MTC's student loan default rate has dropped from 22.2% to 18.4% in the past three years, and the preliminary rate for the 2015 cohort is 12.5%.

***What is our institution doing to create a culture to support success and completion? How do we engage people across employee categories and provide professional development to support change?***

MTC is an active participant in the OACC's Student Success Leadership Institute, ODHE's Math Bridges Program, the Open Education Resource Initiative (OER) Innovation Grant, MDRC's Encouraging Additional Summer Enrollment (EASE) project, Strong Start to Finish, and other state and national initiatives. Employees from across the College participate in these projects.

In early 2018, MTC completed its new Strategic Plan, and in 2016 the College updated its Mission and Vision Statements. The updated Strategic Plan is included with this document. MTC's Mission, Vision, and Values Statements are:

**Vision:** A highly-educated workforce elevates the quality of life and contributes to a thriving community.

**Mission:** To provide the region's most accessible, supportive, and personal pathway to career success.

**Core Values:**

- Innovation – Improve continuously through learning, teaching, technology, and training.
- Diversity – Provide pathways to success for all in a wide range of fields.
- Integrity – Earn trust by doing what we say we will do.
- Community – Shape better places to lean, live, work, and grow.
- People – Commit to the success of each person we teach, engage, and employ.

The strategic planning and mission development processes involved a wide cross-section of MTC employees and helped MTC engage employees to support student success. MTC has provided multiple professional development opportunities to employees to further employee engagement.

**WORKFORCE**

***Based on our College service area which of the six JobsOhio regions do we serve?***

MTC is in Marion County, 50 miles north of Columbus. The College service area does not directly align with the Columbus JobsOhio region; MTC’s service area includes Marion, Morrow, Hardin, Wyandot, Crawford, Delaware, and Union county; this area overlaps the Columbus and Toledo JobsOhio regions.

***Which of the nine JobsOhio key industries are addressed in our current curriculum and programing?***

MTC offers degree and certificate programs that align with five of the nine JobsOhio key industries:

<b>JobsOhio Key Industry</b>	<b>MTC Degree / Certificate Program(s)</b>
Advanced Manufacturing	Electrical Engineering, Mechanical Engineering,
Financial Services	Accounting, Business Management
Information Services and Software	Networking, Software Development, Office Information Technology
BioHealth	Medical Assisting, Medical Lab Technology, Health Information Technology, Pharmacy Technician, BioScience
Energy	Alternative Energy

***How have we linked our curriculum and programing to labor market information for each occupation? What are the job training needs of our community based on our regional economic development network? How do we connect our students needing employment with our employers needing a trained workforce?***

MTC deans, directors, and faculty routinely analyze Labor Market Information as a part of MTC’s program review process. Students are encouraged to explore this when choosing a major and faculty and program advisory committees consider Ohio labor market data when implementing changes to courses and programs. One challenge MTC academic department deans and directors face is a lack of labor market information specific to the college service area. MTC does not fall into one of the standard MSA’s, and the Ohio LMI data regions are often too broad for a meaningful analysis and action. MTC has been using JobsOhio, state employment projections, and EMSI for the past four years to link curriculum to the MTC market area’s labor market.

MTC connects with local employers through advisory committees, membership on local boards such

as Marion's Economic Development Agency, CANDO!, the Chamber of Commerce, through co-op and internship partnerships, connections with former students, and through the MTC website.

Additional details about MTC's strategies to improve workforce connections and labor market information are included in the Strategic Plan.

***What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?***

Each academic program meets with its advisory committee at least twice per year. Program advisory committee recommendations are included in the meeting minutes, and changes are implemented as recommended and approved by faculty. Generally, advisory committees recommend modifications to existing programs though changes to course content or the addition of a new course.

***How do we analyze the changing needs of our stakeholders and select courses of action regarding these needs? How do we determine if we should target stakeholder groups with our educational offerings and services?***

MTC analyzes changing needs of stakeholders through routine interactions with the local business community, former students, and membership in a variety of local organizations in the communities we serve. Program faculty and managers select courses of action based on this direct feedback and through meetings with peer faculty across the state. Academic department managers also routinely survey TAG and CTAG courses created at OBR. The numerous co-op and internship site managers also keep the college informed about changing workplace needs.

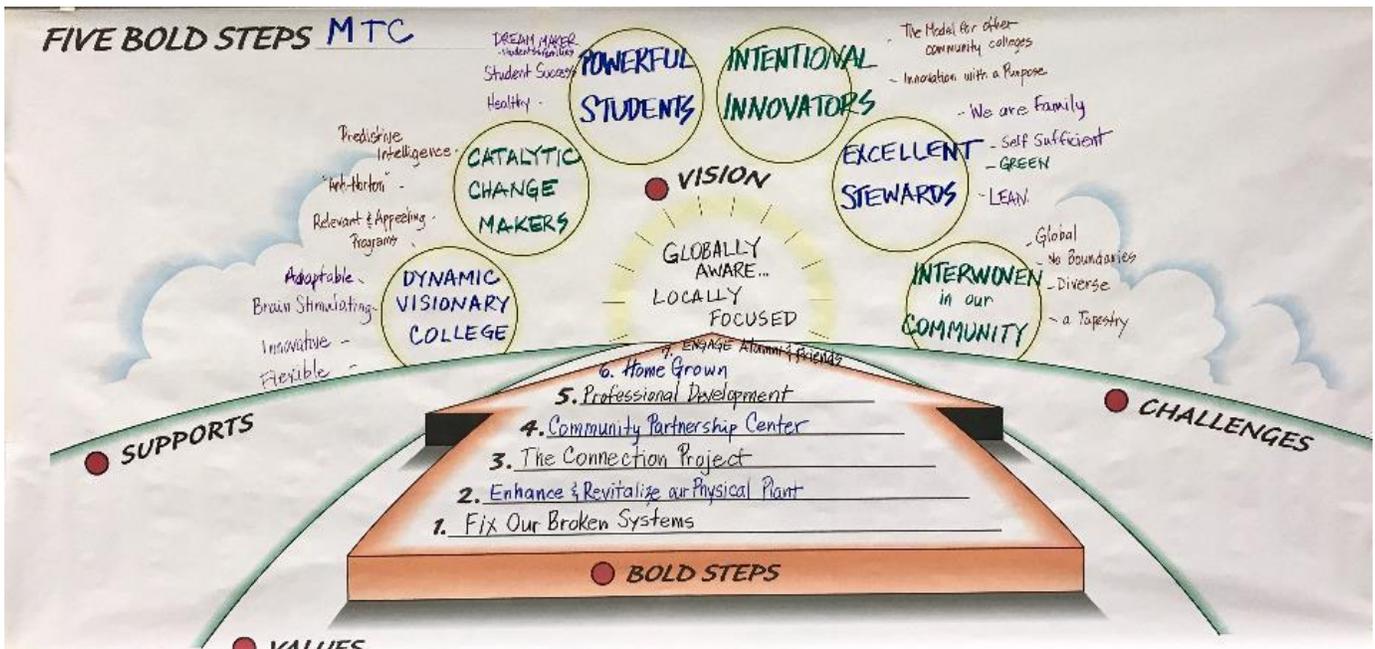
MTC's strategies to help **improve connections with the local workforce** include:

- Use a data tool such as EMSI to get actionable, objective data about our local job market, with a focus on the number of job openings expected to be available due to new jobs and baby-boomer retirements.
- Improve communication among MTC personnel who routinely interact with area employers.
- Establish connections with MTC alumni who are employed in the MTC service area.
- Improve career services

## **CONCLUSION**

MTC's 2018 Strategic Plan and updated Vision and Mission are aligned with ODHE's completion strategy of connection, first year entry, progress, completion, and workforce. MTC leaders have identified opportunities for improvement and department managers continue to implement strategies that will lead to increased student success and completion. These strategies are the foundation of the College's strategic plan.

## Appendix: 2018 Strategic Plan



# Data Dashboards

**Objective:** Meaningful data that inspires informed decisions, and leads the college towards improved student success and the Aspen prize.

**Sponsor & Lead:** Bob Haas

**Team:** Steve Duvall, Joanna Duvall, Tiffany Wade, Crissie Manley, Christy Culver, Tyler Maley, President’s Cabinet, IT

## Resources:

Defined data needs	Personnel and systems
--------------------	-----------------------

## Challenges:

New process	Time constraints
-------------	------------------

## Stages:

1. Define “meaningful data” elements for college by meeting with data consumers (Spring 2018)
2. Determine appropriate location for data
3. Study and identify data gaps and accessibility
4. Determine needed resources (personnel, systems, etc.) to produce dashboards and collect data
5. Begin production of dashboards (August 2018)
6. Maintain data for one year
7. Assess dashboard success (Summer 2019)
8. Review and modify as needed during continued use

## Success Factors:

Data availability	Dashboards for each department	Student success as a by-product of meaningful data collection	Move MTC closer to the Aspen prize.
-------------------	--------------------------------	---	-------------------------------------

## Target:

Implementation of data dashboards by August 2018, with review and modifications ongoing!

# Department Functions

**Objective:** Define and relay functions of all departments to improve student and employee understanding of operations and improve communication.

**Sponsor:** Ryan McCall

**Lead:** Brenda Feasel and Laura Woughter

**Team:** Luann Wilkinson, Steve Duvall, Justin Dean, Cheryl Kellogg, Ellie Hess, Kathy Rice, Kristi Butler, Theresa Calip, Leeann Grau, Tina Ginn

## Resources:

Better definition of organizational chart	Use of MTC website
---	--------------------

## Challenges:

"That's the way we've always done it"	Communication and accountability	Time constraints
---------------------------------------	----------------------------------	------------------

## Stages:

1. Post current college organizational chart on MTC website as "control"
2. Departments to be provided guidelines and templates for drafting department and position descriptions
3. All position descriptions drafted
4. Survey for employees, adjuncts, and small subset of students on functions of positions to determine what base knowledge is, and where to improve communication
5. Review descriptions and add to organizational chart on MTC website
6. Include in onboarding instruction
7. Finalize chart and descriptions
8. Re-survey groups to determine understanding of positions, and what changes are needed
9. Annual review in spring, and update of site in summer

## Success Factors:

"Bless and release" ineffective practices	Cooperation among departments	Better understanding, internally and externally, of position functions (who do I need to talk to..."	Better customer service
---	-------------------------------	--	-------------------------

## Target:

Completion of project with annual review to ensure accuracy and efficiency!

# Engaging Alumni & Friends

**Objective:** Alumni and friends participating in events on campus, offering monetary donations or volunteering time, and becoming MTC ambassadors in the community.

**Sponsor & Lead:** Amy Adams

**Team:** Liz Graff, Tina Ginn, Justin Dean, Eric Geissler, Maureen Pace, Sam Wolfe, Cretia Johnson, Foundation Director, Alumni Association, Alumni Advisory Board, Human Resources

## Resources:

Alumni data	Software solution for Advancement Office	Budget for events and marketing materials	New Foundation Director
-------------	--	---	-------------------------

## Challenges:

Scrub alumni data	Determining software needs and implementation	Need for a communication plan
-------------------	---	-------------------------------

## Stages:

1. Contact retirees
2. Expand definition of alumni
3. Scrub alumni data
4. Explore software solutions
5. Begin engaging with graduates as they transition into alumni (May 2018)
6. Develop communication plan and supporting marketing materials (June-July 2018)
7. Choose software platform (FY19)
8. Form Alumni Association, Alumni Advisory Board, and connect with retirees as well (FY20)
9. Plan activities for 50<sup>th</sup> Anniversary, e.g. College Day of Service (2020)
10. Fully functioning operations in preparation for MTC's 50<sup>th</sup> anniversary (2020)
11. Determine need for personnel

## Success Factors:

Expand Alumni Hall of Fame	Alumni and friends database with names and valid addresses	Increased donations to MTC Foundation	Creation of Alumni Advisory Board
----------------------------	--	---------------------------------------	-----------------------------------

## Target:

Fully functioning operations in time for MTC's 50<sup>th</sup> anniversary!

# Expand Community Partnerships

**Objective:** Creation of campus conference and workforce development center, offering a small business incubator, and engaging with community.

**Sponsor:** Executive Team

**Lead:** Ryan McCall and Jeff Nutter

**Team:** Dave Gorenflo, Shannon Niedzwicki, Tami Galloway, Jody Adkins, Primrose Igonor, Duane Gerstenberger, Sherry Albright, Leeann Grau

## Resources:

Possible funding from state capital budget(s)	Workforce development and business incubation needs in the community
---	--

## Challenges:

Funding	Community and stakeholder “buy-in”	Needed support from local and state level	Cost of maintaining facility and retaining occupancy
---------	------------------------------------	---	--

## Stages:

1. Develop a business plan
2. Engage with stakeholders, internal and external, to measure support
3. Survey proposed site
4. Establish focus group or committee to determine viability, feasibility, needed services, etc.
5. Develop fundraising plan
  - a. Engage with local businesses to garner support, donations
  - b. Seek out state and federal funding, grants
  - c. Engage with community and service area to encourage partnerships and “buy-in”
6. Obtain fundraising commitments and occupancy obligations
7. Begin developing marketing plan to be used throughout process
8. Bid and hire architectural firm to design building
9. Committee continues to meet throughout process to measure goals of construction
10. Establish advisory board, as needed, to continuously study use and community needs
11. Maintain continued occupancy and offer space for MTC and community events

## Success Factors:

Board approval	Support from community and state	Successful fundraising	Increased workforce development training
----------------	----------------------------------	------------------------	--

## Target:

Ongoing and long-term goal!

# Facility Renovations

**Objective:** Facility design to support and enhance student matriculation, highlight and showcase MTC’s programs.

**Sponsor:** Executive Team

**Lead:** Ryan McCall & Jeff Nutter

**Team:** Chris Gase, Kelly Flinchbaugh, Justin Dean, Kristy Taylor, Darlene Lewis, Tony Box, Leeann Grau, Facility Operations, Student Services, Financial Aid and Admissions, Business Office, Academics

## Resources:

Capital budget funding	Interest in “one-stop-shop”
------------------------	-----------------------------

## Challenges:

Funding	Timing	Temporary disturbance of workspaces
---------	--------	-------------------------------------

## Stages:

1. Identify needs of space renovation
2. Select architecture firm and begin contract process
3. Program of requirements planning
4. Space design begins
5. Bid and select contractor
6. Construction begins
  - a. Temporary workspace and workspace adjustment as needed during construction
7. Complete construction and shift workspaces to fit new design
8. Cross training to benefit students
9. Enhanced student success with introduction of functional and purposeful space

## Success Factors:

Increased accessibility	Welcoming environment for students, showcasing MTC’s programs for recruitment	Streamlined and functional space	Logical and purposeful grouping of services	Increased efficiency and utilization of workspace
-------------------------	---	----------------------------------	---	---

## Target:

Begin with redesign of Bryson Hall lobby to create a welcoming environment; long-term goal of further renovations of Bryson Hall and HTC!

# Improve Workflow

**Objective:** Improve process workflows, including implementation of document imaging software to lead MTC towards paperless operation, while providing better service to students.

**Sponsor:** Executive Team

**Lead:** TBD/IT Project Manager

**Team:** Kristy Taylor, Jim Lavery, Jessica Applegate, Tiffany Wade, Chad Hensel, Joan Gerrein

## Resources:

Numerous technology options available	College-wide input on best practices
---------------------------------------	--------------------------------------

## Challenges:

"That's the way we've always done it"	Budget and monetary constraints	Integration with other college systems
---------------------------------------	---------------------------------	--

## Stages:

1. Investigate workflow and document imaging systems
2. Begin documenting workflows
3. Determine solution and make purchase
4. Continue to document workflows and list of documents
5. Implementation of software
6. Software training
7. Maintain software with needed maintenance and upgrades
8. Continued professional development and integration in necessary areas

## Success Factors:

"Bless and release" current practices	Redundant and paper-based processes are minimized	Paperless (save money and trees)	Improved workflow, and less frustrated faculty and staff	Better service to students
---------------------------------------	---	----------------------------------	--	----------------------------

## Target:

December 31, 2019!

# Student-Ready College through Professional Development

**Objective:** Become a more “student-ready” college through professional development trainings for faculty, adjuncts, and staff.

**Sponsor:** Richard Prystowsky

**Lead:** Cretia Johnson & Krista Mulvaine

**Team:** Ryan Chan, Chad Hensel, Jessica Applegate, Jody Adkins, Carey Wolf, Ashley Stevens, Tanya Grandillo, Greg Perry

## Resources:

Professional development budget(s) and creation of central reporting location	Internal and external trainings offered
---	---

## Challenges:

Accountability and attendance	Potential for push-back	Cost	Department and supervisor “buy-in”
-------------------------------	-------------------------	------	------------------------------------

## Stages:

1. Determine funds allotted/resources available for professional development beginning in FY19 (March 2018)
2. Identify conferences, trainings, etc. that will be available during the 2018-2019 academic year (March 2018)
  - a. Creation of list of mandatory trainings needed to maintain faculty licensure and anticipated cost (February 2018)
3. Begin offering adjunct faculty in-service trainings in FY19 (August 2018)
4. Offered employee trainings announced for academic year (August 2018)
  - a. Employees may select from list of trainings
5. Annual review of professional development processes and concerns

## Success Factors:

Increased number of employees participating in professional development	Improved performance evaluations and metrics (student success, retention, degree attainment, enrollment)	Three in-service adjunct faculty trainings annually	“Report out” structure of reporting on conference/trainings (e.g. Invitation to President’s Cabinet meetings)	Offering of on-campus trainings to encourage as many employees as possible to participate
---	--	---	---	---

## Target:

Begin offering increased professional development opportunities in the 2018-2019 academic year!

# The Connection Project

**Objective:** Providing resources to the non-traditional student, offering strategic community outreach through human and social development programs, and creating more pathways to MTC.

**Sponsor:** Ryan McCall

**Lead:** Deb Myers

**Team:** Cindy Hartman, Christine Drath, Crissie Manley, Steve Duvall, Brandy Page, Tola Sanusi, Andrew Hand, Vicki Weaver, Vickie Axline, Primrose Igonor, Chad Schneider, Ryan Chan, Peggy Smith, Josh Line, Wendy Main

## Resources:

Community partners	Current resources being provided to students
--------------------	--

## Challenges:

Funding	Space	Personnel	Regulatory Requirements	Grant Writing
---------	-------	-----------	-------------------------	---------------

## Stages:

1. Develop needs assessment (March-December 2018)
  - a. Survey of JFS, MAPP, Faith Communities, Harding Home, Tri-Rivers
2. Analyze and identify resources needed based on survey results (January-July 2019)
3. Identify community partners, develop leadership and critical thinking skills empowerment, incorporate technology (August 2019-2020)
4. Establish as a pilot project (September-December 2020)
5. Implement full plan (January-June 2021)
6. Evaluate and repeat (June 2021)

## Success Factors:

Increased completion rates	Increased enrollment	Community presence	Increased Aspire enrollment and completion	Quantified results
----------------------------	----------------------	--------------------	--	--------------------

## Target:

Full plan implemented by June 2021!

# Time for a System Reset

**Objective:** Increase student and staff satisfaction with integrated systems, and evaluate and improve integrated technology systems.

**Sponsor:** Executive Team

**Lead:** TBD/IT Project Manager

**Team:** Steve Duvall, Joanna Duvall, Lori Barr, Laura Smith, Brandon Mooney, Tiffany Wade, Kevin Rostorfer, IT

## Resources:

“Health Check” system review
------------------------------

## Challenges:

Budget and monetary limitations	Technology	Person power	“That’s the way we’ve always done it”	How does a product help MTC get closer to the Aspen prize?
---------------------------------	------------	--------------	---------------------------------------	--

## Stages:

1. Hire Ellucian to do “health check” of existing software (January-March 2018)
  - a. Are we using platforms to full potential?
  - b. Identify any deficiencies
2. Adjustments and changes to low-level SIS
3. Research and analyze what changes are needed
  - a. What needs are important?
  - b. Other available products
  - c. Visit other institutions
4. Determine gross estimate of budget
  - a. Develop firm cost assessment and funding source
5. Selection and implementation
6. Training
7. Ongoing maintenance and upgrades to increase efficiency and success of product

## Success Factors:

Improved system integration college-wide	Technology upgrades	Better customer service	Added efficiencies for faculty and staff
--	---------------------	-------------------------	--

## Target:

As soon as possible!