Northwest State
Community College

Campus Completion Plan

A summary report of progress on the 2016-2018 Campus Completion Plan

with focused initiatives outlined for the 2018-2020 Campus Completion Plan

Board of Trustees Approved

June 22, 2018

Northwest State
Community College

CONNECTION

Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:
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?*
Connections to applicants: • Update Letter series • Meet with admissions counselor • Follow-up phone calls • College Open House • Recruiting events outside of high schools	Increase inquiries that convert to applications Increase applicants to enrolled students Increase applications of 25 and older students that convert to enrollments	NSCC starting tracking inquiries since our last report. This measure only includes students who inquiry about the college but do not complete any application on first contact. We have students who complete the college application as a point of first contact. The letter series and postcards have been updated on an ongoing basis. Personal phone calls are made to students, who need to complete SOAR (orientation) or placement testing, as needed. From FY2016 to FY 2018, we have seen an increase of approximately 6% in the conversion of new student applications to enrollments and a 3% increase in transfer students. Guest students remains flat. The conversion rate of applicants over the age of 25 is averaging around 60%. This measure was not tracked in our last report.	% yield of inquiries to applications FY17: 55% FY18: 48% % yield of applications to enrollments **New Student:** FY2017 42% FY2018 43% **Guest:** FY2017 64% FY2018 43% **Transfer In:** FY2017 38% FY2018 39% **Over 25:** (all student types) FY2017 61% FY2018 59%

| Connections to high school students:
 • Career presentations to HS students
 • Regular High School Visits
 • Maintain good relationships with HS counselors
 • Provide information programs for students & parents | Maintain or increase recruitment of high school students

 Maintain or increase recruitment of early admit students | Three Engineering faculty visited high schools in three surrounding counties to promote Engineering Technology programs and manufacturing careers to sophomore students. To date, they have visited Ayersville, Archbold, Defiance, Tinora, Napoleon, Liberty Center, Hicksville, Holgate, and Patrick Henry high schools.

 Admissions recruiters visit each high school in our service area.

 Area high school guidance counselors hold their annual meeting on the campus of NSCC. This allows the Deans and Admissions staff to provide important updates on NSCC programs, personnel, and processes.

 NSCC hosted a "Senior Night" for area high school graduates and a "Home School Student Night" for students and parents.

 In FY18, College Credit Plus (early admit) student enrollment decreased. This was due to retirement of high school teachers who were not replaced with a qualified CCP instructor for the site and a change in our funding agreement, which required high schools to pay for textbooks. | % yield rates of high school applicants to enrollments

 FY2017   61%
 (300 of 495)
 FY2018   60%
 (365 of 605)

 # Early admit students who applied after HS graduation and The % registered
 FY2017: 62 of 92 (67%)
 FY2018: 113 of 166 (68%)

 Early Admit Students enrolled:
 FY2017   687
 FY2018   550 |
| Update Website:
 • Ensure program information and policy changes are up-to-date. | Information on website reflects current policies, procedures and programs. | Academic Program information is updated whenever a program revision has been approved. The college credit plus webpage has been updated to include the Level I courses. Academic pathways are also available. | Maintain or increase the # of hits to website pages. |

• Improve information available for early admit students • Enhance information on prior learning assessment.		Through a grant, NSCC has hired a Prior and Workplace Learning Coordinator. We are currently working on a webpage to highlight these activities and provide more information to students. Information on prior learning is also available from the Registrar. Additionally, NSCC is participating in *FASTPATH Ohi*o and *Academy One* to ensure information is accessible to prospective students. There was a 3% increase in website hits to academic divisions compared to our last report. The College Credit Plus web page has seen over a 400% increase in page hits.	From Aug 1, 2016 through May 31, 2018 there have been: 33,480 hits to academic divisions 6,840 - Allied Health, Business, & Public Service 3,965 - Arts & Sciences 2,570 - Exploratory 6,164 - Industrial Tech 10,227 - Nursing 3,714 - STEM 8,378 - College Credit Plus

Improvement Focus Description: Increase enrollment through improved communications with students, parents, and stakeholders in the community.

Improvement Focus Current Status: 1. Overall enrollment has declined. Local high school class sizes are decreasing. 2. Few students take advantage of prior learning assessment options. 3. Admission Department is stabilizing after experiencing 86% change in personnel. over the past two years. The addition of the Advising Center has also shifted the roles and responsibilities of the recruiters.   A focused effort will occur to acclimate faculty and staff to the new structure for onboarding students to NSCC.

Focus/Strategy:	Leadership:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	*Who will be responsible (title)?*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Connections to prospects and applicants • Review and update admission processes and all communications •Hold a Kaizen event for admission processes. •Hold targeted recruiting events for various populations, including non-traditional students.	Director of Admissions, Admissions recruiters	Increase inquiries that convert to applications Increase applicants to enrolled students Increase applications of 25 and older students that convert to enrollments	% yield of inquiries to applications % yield of applications to enrollments % yield of applications to enrollments	FY19
Connections to High School students: • Career education to high school students • Regular High School Visits • Maintain good relationships with HS counselors - Provide information programs for students & parents	Director of Admissions, CCP Advisors	Maintain or increase recruitment of high school students Maintain or increase recruitment of early admit students	% yield rates of high school applicants to enrollments # of early admit students registered and % enrolled after graduation	FY19
Connection to students: • Promote available transfer options • Promote PLA credit through FastPath Ohio	Director of Admissions, CCP Advisors, Admission Recruiters, Deans, Faculty	Increase number of students in transfer majors. Increase the number of students utilizing PLA.	# of students in AA, AS or transfer module majors. # of student inquiries into PLA.	FY19

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Update Website: • Ensure program information and policy changes are up-to-date. • Improve information available for early admit students • Enhance information on prior learning assessment.	Directors, Deans, Public Relations, VPA	Information on website reflects current policies, procedures and programs.	Maintain or increase the # of hits to website pages % of web pages reviewed and updated	FY20

FIRST-YEAR ENTRY

Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:
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?*
Provide orientation programs: •Mandatory orientation for new, degree-seeking students, FTF or online prior to registration. • Orientation for all early admit students – expand to include all dual enrollment	Increase the % of students who register for classes after orientation. Maintain or improve success rates of early admit students Enhance student satisfaction.	Mandatory orientation was implemented for all **new** students, with the exception of guest students, this includes CCP, early admit, and new transfer students. An updated version of the online SOAR was implemented on 5/4/18. Since that date, 126 new students have successfully completed orientation. A face-to-face pilot orientation will occur during the summer semester for fall registration.	% of new students registering after orientation. FY17 & FY18 Of all new applicants, 47% completed orientation and registered FY17: 18% of applicants who completed orientation, did not register FY18: 14% of applicants who completed orientation, did not register.

			% passing rate of early admit students (grade "C" or higher) FY17: 2508 course registrations with 93.7% pass rate FY18: 2153 course registrations with 92.8% pass rate
• Create an online orientation for transfer and returning students that introduces myNSCC , Learning management system, & services available			
Assess impact of Accuplacer in course placement. Explore the use of multiple measures for course placement.	Increase placement test scores	Students are encouraged to take a practice test prior to taking the Accuplacer. This message is on communications regarding placement testing. Multiple measures such as course GPA, overall GPA, and recency of coursework are factors considered along with placement scores for course placement.	% of new students requiring dev ed courses. FY2017 - 73% FY2018 - 61%
Offer co-requisite and/or accelerated English and math courses.	Improved success rates in college English and math	Co-requisite English courses has been implemented. An accelerated developmental math curriculum is being implemented in Fall 2018. The new courses are aligned to the new math pathways for statistics, quantitative reasoning, and college algebra.	% of successful completions in development and college level English and Math. Fall 16 Fall 17 Dev ENG 77% 74% Dev MTH 78% 74% Co-Req ENG 78% 79% Composition I 83% 75% College MTH 85% 82%
Require completion of online distance learning readiness assessment prior to enrollment in an online course.	Increase online course success rate comparable to FTF course	Successful completion of the online readiness assessment is a prerequisite for all online courses. Students are encouraged to complete the assessment for hybrid courses; however, it is not required. The online pass rate has increased slightly (2%) since FY2014.	% of students successfully completing online course compared to FTF course Fall 2016 Fall 2017 Online 82% 80% FTF 86% 84%

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Pilot student advising immediately following placement testing.	Students are registered for dev ed courses (or corequisites) Maintain or improve completion of gateway courses.	NSCC received a Title III grant in fall 2017. The grant project – Graduation Pathways to Success (GPS) has allowed for the establishment of an Advising Center with four advisors. The advisors focus on new student advising for the first 15 credit hours. Thus, students can schedule to meet with an advisor or seek a walk-in advising appointment as soon as available after testing. The Student Success Center offers walk-in Tutoring Labs for Math and Writing Courses in addition to individual tutoring for any course, upon request. There is no charge for tutoring services.	% of new students who placed into dev ed are taking dev ed or co-requisite courses in their first year. FY17 67% FY18 76% % of students completing gateway courses 2016-17 2017-18 ACC111 75% 76% BIO101 70% 67% BIO131 82% 81% BIO231 69% 51% BUS101 87% 78% ENG095 72% 68% ENG099 76% 72% ENG111 83% 82% MTH080 80% 67% MTH090 72% 69% MTH109 80% 77% PSY110 78% 86% SSC101 61% 74%
Enhance career advising for all students	Fewer students list undecided as a major within 15 credit hours	Four staff attended Career Development Facilitator Training to assist students in planning careers. Students who are undecided are encouraged to enroll in GSD 120 Career and Life Planning Students are directed to resources, such as College Central or Focus Two for assistance in exploring potential careers.	% undecided students with 15 or more credit hours earned During FY18, 8% of students with 15 or more credit hours remained undecided.

Develop guided pathways and curriculum guides (full-time and part-time) for all majors	Pathways and guides available for all major	All academic divisions were asked to create 4-year, 3-year, and 2-year plans of study for each degree and certificate program.	% of majors that have full-time and part-time curriculum guides 68% of programs have 2,3,4-year pathway templates entered into DegreeWorks

Improvement Focus Description: 1. Enhance student knowledge and understanding of college expectations. 2. Improve assessment of student readiness. 3. Enhance advising strategies for all students.

Improvement Focus Current Status: 1. Students do not always understand college expectations. 2. Lack appropriate assessment/ guidance for underprepared students 3. Undecided students are not selecting majors soon enough. 4. Students lack a plan of study to map progress to completion.

Focus/Strategy:	Leadership:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	*Who will be responsible (title)?*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Assess the impact of the newly established advising center. ● Assist students in major selection through career and transfer decision making ● Explore required advising for at-risk students.	Director of Advising Center, Title III Leadership Team	Fewer students list undecided as a major within 15 credit hours Barriers to student success will be discovered earlier and interventions implemented.	% undecided students with 15 or more credit hours earned % course completions, success points, and completion milestones for Pell eligible, minority, adult-over 25 and academically underprepared.	FY20

Assist students in making informed decisions about transfer options(General Education Courses, Transfer Pathways Articulation)		Increase the number of students that transfer with an AA or AS	Increase number of 2+2 and 3+1 pathways articulated with four-year partners and available to advisors and students; increase accessibility of pathways (U Drive, website)	
Assess impact of accelerated Math	Deans, VPA	Improve success rates in college Math	% of successful completions in developmental and college Math in first year	FY20
Develop guided pathways and curriculum guides (FT and PT) for all majors	Director of Advising, Deans, VPA	Program plan templates created for **all** majors (Certificates and Degrees)	% of majors that have an academic plan	Ongoing

PROGRESS

Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:
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?*
Investigate requiring students to meet with an advisor prior to any withdrawal	Decrease student withdrawals	The withdrawal rate has decreased slightly since fall 2015. Student withdrawals after census date are emailed to the instructor. Next phase: notice to advisor	% of student withdrawals Fall 16: 4.2% Fall 17: 4.0%

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Utilize online grade book to inform students of progress in all courses. Explore issuing mid-term grades.	Increase in faculty utilizing online gradebook	FT, PT, and CCP faculty at High Schools have been instructed to use online gradebook in Sakai (LMS) and training has been offered at faculty orientation in open lab sessions.	% faculty utilizing online grade book By self-report, the majority of faculty are using the online gradebook. We are unable to substantiate this without checking each course in our LMS individually.
Utilize DegreeWorks to its full capacity.	All programs have pathways and full-time and part-time advising plans available.	37% of students currently registered for Fall 2018 have a plan in DW beyond fall term Faculty training on Degreeworks and how to utilize the Plans feature occurred at FY 18 Orientation with all FT Faculty advisors.	% of programs that have 2,3, and 4 year plans of study available All programs have a 2-year plan of study available in Degreeworks and on the college website. However, only 68% of programs also have 3 and 4-year pathway templates entered into DegreeWorks.
Utilize Early Alert system and refer students to appropriate support services	Increase in faculty utilizing early alert system Maintain or increase % of student success Maintain or increase students utilizing tutoring services. Decrease in the # of students on academic probation / suspension	Faculty are reminded to utilize the early alert system at each orientation. With a reduction in numbers of both full- and part-time faculty, we have not seen an increase in referrals to the early alert system. Campus email notifications remind students and faculty about the tutoring services and hours of the walk-in tutoring labs.	% of faculty submitting early alerts 49 of 125 (39.2%) % of students enrolled at the end of the term with a passing grade ("C" or higher) Number of students utilizing eTutoring each term and the % who passed with "C" grade or higher. # students Pass rate Fall 16 170 94% Spr 17 138 89% Fall 17 237 95% Spr 18 145 83% Number of students utilizing the Success Center each term and the % of

		The percentage of students on academic probation and suspension has remained consistent over the last two years.	students who passed with a "C" grade of higher.
			
			       # Courses # Students % Pass
			Fall 16 74 278 84%
			Spr 17 66 188 84%
			Fall 17 66 213 77%
			Spr 18 68 184 84%
			
			% of students utilizing tutor services
			Fall 16 10%
			Spr 17 8 %
			Fall 17 11%
			Spr 18 8%
			
			% of students on academic probation / suspension
			              Probation Suspension
			FY17 3.2% 0.8%
			FY18 3.4% 0.7%

Explore registration holds prior to student meeting with an advisor each semester	Decrease in the number of credit hours taken for degree completion.	All associate degree programs were reduced to below 65 credit hours by fall semester 2017.	Average # of credit hours taken for degree completion. Average 77 credit hours for an associate degree in FY 17 (1 degree only) Range 60 - 155 credits
Fully implement Student Course Repeat Policy - requires students to meet with an advisor prior to taking a course a third time, discuss success plan.	Increase success rate for students repeating courses.	The Course Repeat Request was fully implemented in 2017. A student must meet with division staff in order to repeat a course for the third time.	Course completion rates of repeating students. FY18: 65% of students pass with a "C" grade of higher on the third attempt; 14% of students withdraw.

Improvement Focus Description: 1. Ensure students have an academic plan that is being followed 2. Improve Student Attendance 3. Connect students with appropriate resources sooner.

Improvement Focus Current Status: 1. Students are not always aware of requirements for degree completion. 2. Slightly over 1/3 of faculty utilize the early warning system. 3. Students are stopping out and delaying progression toward completion for undetermined reasons.

Focus/Strategy:	Leadership:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	*Who will be responsible (title)?*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Reevaluate the Early Alert System/Process	Success Center Coordinator	Consider AdvisorTrac as possible new system for early alert referrals and ability to provide tracking and follow up.	Compare utilization of new system to previous early alert system.	FY20
Investigate impact of midterm grades	Deans, VPA	Reduce # of student grades of DWF	Compare mid-term grades to final grades	FY20
Explore requirement of meeting with advisor prior to withdrawal	Directors, Deans, VPA	Reduce number of student withdrawals	# of students that withdraw after the attendance verification	FY20
Enhance career engagement for students	Career and Activities Coordinator; Prior and Workplace Learning Coordinator	Increase students ability to explore careers through curricular and co-curricular activities	# of students participating in internships and co-curricular events.	FY20
Year long schedule - sequencing and course offerings of courses required for student completion.	Deans	Fewer course cancellations and students have available the courses that they need. Plans of study can be completed for a full calendar year.	Increase # of plans of study that extend beyond current semester.	FY20

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Provide professional development to faculty and staff on best practices for students success, including intrusive advising	Director of Advising, Title III Leadership Team	Increase student success through advising and student centered services.	# of student success focused professional development opportunities # of attendees participating in training (Goal: 50% of full- and part-time faculty)	Ongoing

COMPLETION

Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:
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?*
Financial Aid Default prevention plan o Ensure students receive Financial aid counseling	% of students in default below state & national average	Financial aid default rate is unchanged from Fall 2015 report.	Student loan default rates 2014 three-year cohort default rate is 17.3% (reported Oct. 2017)
Ensure information is current in state transfer system (Transferology). Update transfer information on website.	Increase # of students who transfer	Over 1,000 course equivalencies have been imported into Transferology for our 10 most common transfer partner institutions.	# of students who transfer FY17: 679 students who attended NSCC between Summer 2008 and Summer 2018 transferred in FY17 to institutions in 32 states. 179 Private institutions - 96 in OH 500 Public Institutions - 220 in OH FY18: 368 students who attended NSCC between Summer 2008 and

			Summer 2018 transferred in FY18 to institutions in 26 states. 100 Private institutions - 38 in OH 268 Public Institutions - 220 in OH The top five transfer institutions are: University of Toledo Owens Community College Bowling Green State University The Ohio State University Defiance College

Develop policy and procedures to automatically award certificates and degrees to students.
• Mandatory advisor meeting mid-degree to assess progress
	Increase in students completing degrees and certificates	Created an automated report in Argos to identify short-term certificate completers (as these students do not apply for graduation) and began to utilize in FY 16.
		
		Mandatory advising was not implemented for mid-degree attainment, as we did not have the personnel to advise. Going forward, focus will be on individualized plans to completion.
			# of degrees and certificates awarded.
			       Degree <1 yr cert 1 yr Cert
			FY 16 297 65 91
			FY17 216 36 71
			
			2- and 3-year degree and certificate completion rates for first-time degree- and certificate-seeking students
			
			Average number of terms to graduation:
			       Degree <1 yr cert 1 yr Cert
			FY16 9.7 3.0 9.2
			FY17 8.9 3.6 8.7

Improvement Focus Description: 1. Increase the number of students completing degrees, certificates or transferring to another institution.

2.Decrease number of terms to completion of degrees or certificates.

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Improvement Focus Current Status: 1. In Spring of 2017, our students were averaging 6 credit hours per term and taking almost 9 semesters to complete their degree.

Focus/Strategy:	Leadership:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/ Intervention Objectives)	*Who will be responsible (title)?*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Assess student progress to ensure timely completion	Faculty Advisors, Deans, VPA	More students complete certificates or degrees.	Credit hours to completion - % of degree audit completion, # of terms registered.	Ongoing
Fully utilize DegreeWorks plan to degree completion.	Faculty Advisors, Advising Center	Students will have academic plans to completion.	# of students with DegreeWorks plans beyond 2 semesters	Ongoing
Improve resources available to students and faculty to facilitate transfer.	Deans, VPA	Up to date resource information on transfers. (Transfer pathways, 2+2 and 3+1 articulations, statewide guaranteed pathways)	Increase the number of student transfers. Increase # of bachelor degree completion programs available on campus.	FY20

WORKFORCE

Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:
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?*
Curriculum review for: -currency of curriculum based on advisory committee feedback -utilize assessment data to enhance student learning -capstone requirements that include internships and co-op experiences	Students are prepared for transfer or job market	Each academic program has an advisory committee that meets annually. Program review data is encouraged to be shared with the committee. Prior & Workplace Learning Coordinator was hired and has increased opportunities for internships and apprenticeships in STEM fields. Career Fairs have been added to the "Discover NSCC" days. April 2018, 98 local employers participated in the annual Job & Career Fair at NSCC. Almost half (46) reported that they have hired graduates	# of graduates by division FY16 FY17 AHBPS 177 111 A & S 35 21 Bus & Ind 9 18 IND 86 47 NUR 93 80 STEM 53 46 % of programs with capstone course by division 66% of our associate degree programs have capstone courses By Division: AHBPS - 89% A&S - 33% IND - 33% NUR - 100% STEM- 45% 25% of our 1 yr certificates have capstone courses

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			% of graduates working in the field of study or continuing their education by division Class of 2016 AHBPS - 34% Eng Tech - 49% A & S - 19% NRS - 41% IND - 15%

Improvement Focus Description: Curriculum/Programs are current to labor market needs or transfer institutions.

Improvement Focus Current Status: Curriculum/Programs lead to jobs or transfer programs at four year institutions.

Focus/Strategy:	Leadership:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	*Who will be responsible (title)?*	*What will be our outcome indicator of success?*	*How will we measure success?*	*What is our timetable?*
Maintain currency of curriculum	Deans, VPA Career & Activities Coordinator Prior & Workplace Learning Coordinator	Positive internship/ job placement experiences for student and employer Students are prepared for transfer or job market	Internship Site / Employer Surveys Student Focus Groups/Surveys # of graduates by division	FY 20

			% of graduates working in the field of study or continuing their education by division	
Career Preparation & Development ● Resume writing & interviewing workshops ● Guidance on how to navigate a career fair ● Maximizing internship opportunities	Career & Activities Coordinator Prior & Workplace Learning Coordinator	Students are prepared for a job search	# of participants who obtain employment in their field, within 6 months of graduation	FY 20

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