



*Note: This document was developed collaboratively by Community College Presidents, Provosts, ODHE and OACC staff, as a recommended general framework for community colleges to use in updating their strategic Campus Completion Plans. Updates of completion plans are to be approved by boards of trustees and forwarded to the Chancellor by June 30, 2018.*

**Purpose:**

The purpose of this Campus Completion Plan is to develop a systemic improvement plan for institution-wide policy and practice change that reaches the departmental- and classroom-levels for direct impact on student persistence and completion by:

- Engaging system-wide expertise in all aspects of the Plan’s development, implementation and assessment;
- Identifying policies and practices that are advancing the institution toward improved student completion rates;
- Discerning strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers in completion efforts that align with workforce needs.

This document is to serve as a vehicle for campuses to articulate the outcome of a strategic process for improvement.

**Updating Campus Completion Plans:**

Updated completion plans are intended to be continuous improvement documents that are owned by the institution’s faculty, staff and board of trustees. This updated template has been developed to encourage inclusion of the following items:

- 1) Measures of progress toward student completion goals established in your 2016-2018 completion plan;
- 2) Updated student completion goals, with metrics, for the two-year period between July 1, 2018 and June 30, 2020, including goals related to:
  - a. Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study;
  - b. Placing students on clear pathways to graduation or transfer (if that is their goal) and careers;



- c. Outcomes for students over age 25; and
- d. Alignment to the state's workforce development priorities.



## A few questions to consider about

### CONNECTION TO THE INSTITUTION

- Who are our students?
- What efforts are underway at the college to help students in need of remediation become better prepared for college?
- How do we build relationships with K-12 schools? How do we engage with parents and community?
- What do we have in place to specifically connect with adult students?
- What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?
- What are pathways for College Credit Plus students?
- How does our institution orient students? How does our institution communicate learning expectations to your students? How does admissions, student support, registration, student life aid in this process?
- What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?
- How does co-requisite learning support the learning outcomes of the institution's gateway courses?
- Do we offer prior learning assessment for adult learners?
- Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?
- 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?



# CONNECTION

## Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
<b>Employ a student engagement coordinator</b>	<b>Increase: (1) # of student contacts; (2) engagement opportunities for students; (3) develop 2<sup>nd</sup>-year experience program;</b>	<b>We hired a Student Engagement Coordinator (Seth Lawrence)</b>	<b>Measures of progress/success include: more student engagement events; development and approval of 2<sup>nd</sup>-year experience course (LA 20001—Further Your Rio Experience {FYRE})</b>	<b>New initiatives continue to be addressed concerning how to create profound and lasting levels of engagement.</b>
<b>Make better use of Program Advisory Councils</b>	<b>--Post Advisory Cmte Minutes on Sharepoint @ [internal Intranet files];</b>	<b>Done! All Eight Advisory Councils now post their Minutes on Sharepoint.</b>	<b>Completion of Commitment.</b>	<b>The role and purpose of Advisory Councils can be appreciated better by Rio faculty, staff, students.</b>

Improvement Focus Description: Improving Student Satisfaction

Improvement Focus Current Status: Ongoing

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College)	What will we do differently?	Who will be	Who will need to support /bolster the	What will be our outcome	How will we	What is our timetable?



Strategy/Intervention Objectives)	What are the action steps for intervention?	responsible (title)?	change and how (titles)?	indicator of success?	measure success?	
Build better relationships with K-12 feeder school districts	Increase CCP outreach; provide FPD for HS teachers delivering Rio curriculum;			CCP enrollment #s, possible new 15-cr. and 30-cr. Pathways;	Exit interviews with feedback loops;	
Rework Summer Orientation sessions	Rather than a 'race to register," focus on orienting students to college requirements and expectations		We will consider moving to a 2-day orientation, though our student/family demographic has nixed this suggestion in the past	Reducing 'Summer Melt' #s	Develop longitudinal study, 2016-2020, to quantify Summer melt and seek to reduce it.	
Improve Alumni Relations	Program Review (once every seven years for every academic program) now includes Alumni feedback		Use alumni for discipline-specific internships (Spring Break?), for speaker group pools, for guest lectures	Every Program needs to compose and maintain a list of alumni	Possible increase in Annual Giving; feedback loops for programs and experiences for students.	

**What additional information do we need?**

1. Satisfaction levels for CCP students, disaggregated by HS, delivery modality, academic subject \_\_\_\_\_
2. Better Alumni Directory, more complex connections and interactions with alumni on a disciplinary (academic) basis \_\_\_\_\_
3. Longitudinal Summer Melt data \_\_\_\_\_



## A few questions to consider about

### SUCCESSFUL FIRST-YEAR ENTRY

- What are your gateway mathematics and English courses? How do students know which best fits their major?
- How will you increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?
- Why do our students fall behind or leave? How do you know?
- How do we advise and place students for efficient completion?
- Are students advised with default pathways to their chosen degree?
- What do we know about how to maximize credit accumulation?
- How do we help undecided students choose a career and educational path?
- How do we help students understand industry needs and high-demand areas?
- How do we engage students within the college community?
- What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?
- 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? (handicapped, seniors, commuters)



## FIRST-YEAR ENTRY

Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
<b>Revising Onboarding</b>	<b>Creating a campus-wide Student Success Team; We have adopted Accuplacer® [MTH] and Writeplacer® [ENG] as placement vehicles; we accept scores 1 SEM below cutoff</b>	<b>Student Success Team created: the 'Dream Team' for Operational Effectiveness (DTOE)</b>	<b>DTOE has worked to simplify processes and better support student success initiatives.</b>	<b>Fall Welcome Week now 4 days (rather than 1 ½)</b>
<b>Utilize CoReq model in both MTH and ENG</b>	<b>D/F/W rate declines in 100-level MTh and ENG; achievement levels increase with adoption of Coreqs in both areas.</b>	<b>CoRequisite coursework now fully available in Math as well as English.</b>	<b>Completion/success rates continue to improve with our students placed in Dev Ed English and Math.</b>	<b>QR course currently being developed as a third option (beyond Algebra or Statistics tracks) for Gen Ed Math.</b>
<b>New "intentional/intrusive" advising protocols to be considered.</b>	<b>Conversations ongoing—better and more directed advising is sought.</b>	<b>We have identified the need for "success coaches" to support the classroom teacher</b>	<b>This idea has not yet been funded in the next fiscal year budget.</b>	

Improvement Focus Description: Supporting Active Learning



Improvement Focus Current Status:     Promising    

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Use "Bridge" courses as necessary to maximize student success.	Counsel appropriate students to take the Bridge course	Advisers, Faculty, Deans	Advising Office needs to be on-board with this initiative.	Approach the 93% success rate of our piloted Bridge courses.	Expectation of continued upward metrics for student success.	Now!
In Student Affairs, move from an "Activities model" to an "Engagement model"	Allow students to have more input into cocurricular and extracurricular campus events.	VPASA and Student Affairs staff	Faculty, Staff, Students	More students on campus evenings and weekends; higher levels of student satisfaction.	Exit interviews upon graduation or departure for students.	Ongoing
Addressing the needs of commuter students, adult students	Educate faculty concerning disparate learning styles with reference to commuters, adult students	Disability Director (Kelly Bonice), Academic leaders	Faculty, Staff	Higher persistence, retention, completion rates for commuter students and adult students.	10% increase across the board	2020

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

1. **Our students do not want multiple levels of remediation; they generally respond well to CoReq models and Bridge courses.**\_\_\_\_\_
2. **Our commuter students and adult students need activities and support structures that address the challenges they face.**\_\_\_\_\_





## A few questions to consider about

### STUDENT PROGRESS

- What measures do we collect and track to ensure that students are staying on track?
- How and when do we intervene with students to keep them on track?
- How do we engage students with meaningful workforce connections?
- How transparent and accessible are our programs of study?
- Do students have options for structured degree pathways and/or meta-majors?
- What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?
- How do we ensure alignment between instructional and student support services and among institutional interventions and programs?
- How do we determine the preparation of students for specific programs?
- How does our institution support student learning?
- How do we determine and address learning support needs of the students?



# PROGRESS

## Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
<b>Have academic programs develop appropriate milestones and gateway courses</b>	<b>Identify at least one gateway course in each plan of study.</b>	<b>Mixed progress—we will prioritize this in 2018-2019.</b>	<b>Deans and Chairs will be tasked with developing targeted gateway courses in every degree and certificate program.</b>	
<b>Create Intrusive Advising channels for students earning D/F/W in gateway courses.</b>	<b>Intrusive Advising protocols to redirect under-performing students.</b>	<b>We have conceptualized what we need to do; now, we need to implement it.</b>	<b>We will track success rates in gateway courses as well as how well students do in the Intrusive Advising feedback loop.</b>	

Improvement Focus Description:  Gateway Courses & Meaningful Workforce Connections

Improvement Focus Current Status:  Uneven

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timeline?



Identify gateway courses in each and all academic programs	Collect longitudinal data on success rates in gateway courses; require Intrusive Advising for students earning D/F/W in the gateway course	Faculty, Coordinators, Chairs	Deans, Provost, Advising Office	Higher success rates in Gateway courses; fewer students needing remediation or retaking of courses.	Higher persistence/retention/completion rates.	2018-2019 academic year
Create better and more meaningful workforce connections.	Expand student options for Co-op & Practicum placement, student teaching, consider Spring Break "shadowing" of alumni.	Advising Office, VPASA, Alumni coordinator	Deans, Provost	Providing more internship opportunities for our students.	Increased # of students gaining workforce experience while still undergraduates.	2018-2019 academic year

**How can we assist our faculty and staff to feel competent and engaged with the strategies?**

- 1. Identifying Gateway courses is a signature activity by which faculty claim ownership and responsibility for courses and for course and program student learning outcomes.**
- 2. We need to engage faculty and staff with prospective employers and placement locations so that faculty can participate more profoundly in the professionalization of their students.**



## A few questions to consider about

### STUDENT COMPLETION

- Are students achieving credentials within selected program streams?
- How can we increase credit attainment and help more students complete their credentials, more quickly?
- Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?
- How do we assist students with college to career transition?
- What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?
- Do our registration and withdrawal policies support completion? How do we know that students who complete our certificates and degrees have met our learning expectations?



## COMPLETION

### Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
<b>Move the deadline earlier in the academic year for students to undergo their graduation audit, moving it before the student's final term of study.</b>	<b>A Fall deadline for graduation audit; expectation that there will be fewer "held" degrees</b>	<b>October 31 graduation audit deadline created for Spring or Summer graduation; May 31 deadline for Fall graduation</b>	<b>We expected held degrees to go down in number; actually, that number has remained steady.</b>	<b>We will drill down to each of the held degrees to see whether there are patterns in terms of impediments to graduation.</b>

**Improvement Focus Description: \_\_Preparing Students for Employment\_\_\_\_\_**

**Improvement Focus Current Status: \_\_Speculative \_\_\_\_\_**

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Create a better Career Planning & Placement office	Consider splitting off CP&P from the Advising Office	Provost, VPASA; President, CFO	Board of Trustees—we will need new Cost centers in a	Development of a dedicated Career Planning & Placement office	Success will be determined by whether we can create	2019-2020; be operative for the graduating

			time of decreasing enrollment		dedicated space to prepare students for the workforce as well as providing an interview schedule for visiting employers.	class of 2020
Improve Withdrawal (W) protocols and policies	Dream Team has tweaked the Withdrawal paperwork when they realized that withdrawing from a class is much easier than initially registering for that class.	Registrar's Office; VPASA;	Faculty	Make certain the improved protocols are communicated to students.	Decrease in number of W grades	By 2019-2020 academic year

**What are our next steps?**

1. **Acknowledge that a combined intake Advising Office and Career Placement office is not serving our students well.**
2. **Make an institutional and financial commitment to separate out the offices and formulate a dedicated Career Planning & Placement Office.**
3. **Continue to simplify internal paperwork; retire the "Rio Run-around" comment!**



## A few questions to consider about

### WORKFORCE

- Based on our College service area which of the 6 JobOhio regions do we serve?  
<http://jobs-ohio.com/network>
- Which of the 9 JobsOhio key industries are addressed in our current curriculum and programming? <http://jobs-ohio.com/industries>
- How have we linked our curriculum and programming to the OhioMeans Jobs In-Demand Jobs list? [http://omj.ohio.gov/OMJResources/MasterList\\_Education.stm](http://omj.ohio.gov/OMJResources/MasterList_Education.stm)  
Other labor market information for each occupation?  
<http://ohiolmi.com/proj/jobsOhioInd.htm>
- 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 trainer workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- 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?
- How do we align our credit on non-credit offerings?



**WORKFORCE**

**Outcomes from 2016-2018**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
<b>Evaluate whether we were adequately preparing students for gainful employment.</b>	<b>Creating a Career Task Force</b>	<b>None—other institutional imperatives prevailed.</b>	<b>We still need to do a better job of preparing students for the workforce, both during and after their formal higher education.</b>	<b>There is more widespread support on campus now for splitting Career Planning &amp; Placement away from our intake Advising Office responsibilities.</b>
<b>More pre-graduation awareness of meaningful work in Ohio after graduation</b>	<b>Establishing an Ohio Means Job kiosk in the Jenkins Student Success Center</b>	<b>We invited Ohio Means Jobs to campus; they made presentations and shared ideas concerning how we should have students access <a href="http://www.ohiomeansjobs.com">www.ohiomeansjobs.com</a> on their personal computers and handheld devices.</b>	<b>There is now a homework activity concerning Ohio Means Jobs in our Freshman Student Success course.</b>	
<b>Have students start thinking about their future professional goals from the very first term of matriculation.</b>	<b>Consider using the CISS (Campbell Interest &amp; Skill Survey) in certain sections of LA 10001</b>	<b>Success Center Director piloted the CISS in one of her Gateway sections.</b>	<b>We hope to find funds to expand this pilot to scale for all Gateway sections.</b>	





	(Gateway to Success)			

**Improvement Focus Description: Bringing 21<sup>st</sup>-Century Hiring Practices to Campus\_\_\_\_\_**

**Improvement Focus Current Status: \_Visionary\_\_\_\_\_**

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
We need to dedicate space for a Workforce/Career Planning & Placement office	We need to rework the budget, reallocate campus space, create change architecture as necessary to achieve this vision.	Interim President, [eventual] President, CFO, Board	VPASA	Having a CP&P office that helps students develop professional identities and knowledge about expectations of the workplace then provides employer interviews on-campus.	By tracking the students who have benefited from the CP&P office.	2020

**What are our next steps?**



1. Identifying campus space, budgetary provisions for a dedicated Career Planning & Placement Office.