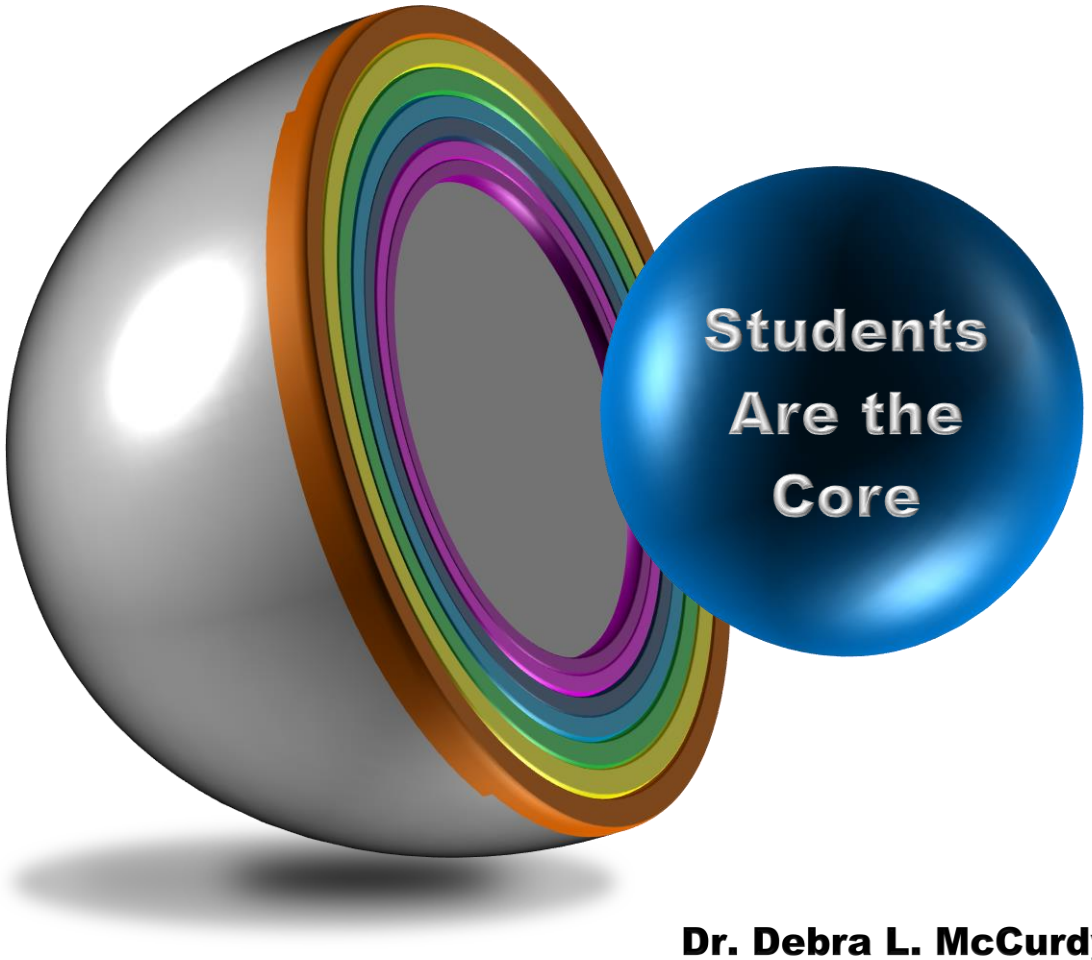
Rhodes State College

CAMPUS COMPLETION PLAN UPDATE

Driving Transformation

JUNE 2018



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OhioHigherEd University System of Ohio

RHODES STATE COLLEGE

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Update Overview

The ***Rhodes State College Campus Completion Plan: Driving Transformation (2016-2018)*** was a product of the College's strategic planning and continuous improvement process, with a focus on student readiness, access, persistence, retention, completion and success.

Public colleges and universities in Ohio were required to submit a campus completion plan that was approved by its board of trustees to the Chancellor by June 30, 2018. Current legislation calls for each institution to update its completion plan and submit it to the Chancellor by June 30, 2018.

The current legislation (3345.81 Strategic Completion Plan) states:

> *As defined by section 3345.12 of the Revised Code, "the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education.*
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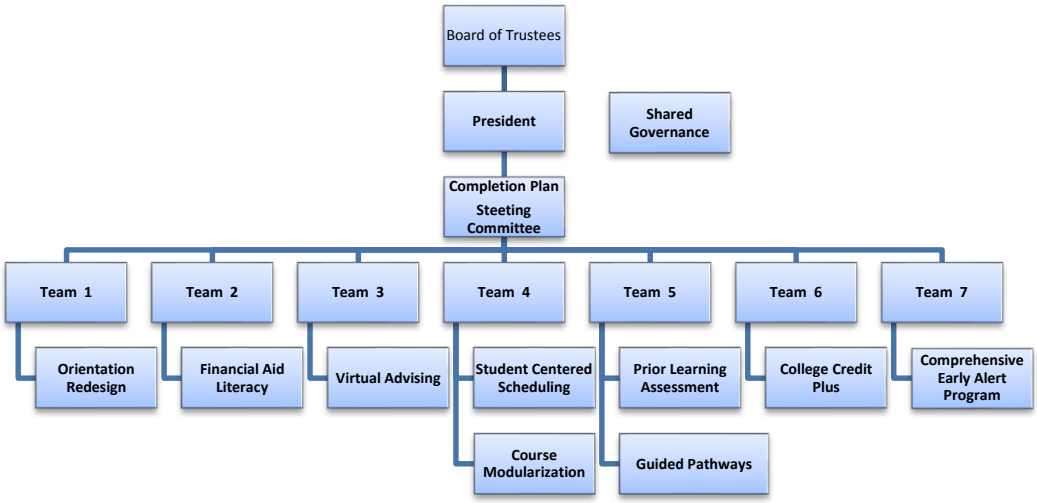
> *The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption."*

Plan Structure & Initiatives

The Completion Plan encompassed an institution-wide, system planning approach that directed the operational levels of implementation. President McCurdy provided institutional oversight for the Completion Plan activities and worked with the Steering Committee Liaisons weekly on interventions.



1. ORIENTATION REDESIGN

The orientation redesign team was charged with redesigning existing New Student Orientation (NSO) to ensure increased student engagement and College communication. The agenda for the face-to-face orientation was changed in December 2017 for students starting in Spring 2018 after research showed that students wanted to choose the sessions to attend rather than listening to a number of college personnel lecture to them for 3 hours. This format continued for incoming students for Summer 2018 and Fall 2018 and included sessions on 1. Career Services 2. Managing Online Courses 3. Stress Management 4. Financial Aid 5. What to Expect in a College Course 6. Academic Success Center. Students were asked to choose three sessions.

Soft-mandatory orientation for new students has been incorporated within the communication plan to new students. Redesign of new student orientation was piloted for Spring 2018. To promote attendance at orientation more efficient ways to promote orientation were developed. Some of the ways included: QR codes on orientation letters, text, phone call, and email. A text based post orientation survey was developed and deployed. Students receive a survey link via text the day after orientation. The survey provides analytics for continued improvement.

During the discussion the team felt that a policy should be developed to make orientation mandatory for new incoming students and those with less than 15 credits of transfer as a way to help with completion. In order to accommodate a policy of mandatory orientation it was felt that an online version was also necessary. This would serve students who were unable to attend a face-to-face orientation and the CCP students who do not come to campus. This policy is currently being developed and will move through the Shared Governance process in Fall 2018.

Strategy	**Leadership**	**Collaborators**	**Measure**	**Outcomes**	**Timeline**
Orientation Redesign and Delivery	VP Academic Affairs VP Student Affairs Executive Director, Workforce Development	Director, Financial Aid Deans Chairs Faculty Director, Advising & Counseling Registrar Director, Marketing & College Relations Director, Institutional Research	Review the feedback from the new orientation format. Review the number of completed registrations that occurred during orientation. Review end of semester grades for those students who attended an orientation with the new format/design	Increase student satisfaction with the event by 75% Increase the number of completed registrations during orientation by 50% Increase the end of term GPA for students attending orientation in the new format.	12/01/17-01/15/18 12/01/17-on going 05/10/18-on going

2. FINANCIAL AID LITERACY

Financial Aid Literacy continues to be a focus at Rhodes State. The College believes that the more students understand their financial aid and the obligations associated with it, the more successful the students will be.

Students have requested that financial aid information be provided earlier in their academic career. Financial Aid Literacy begins in new student orientation with a workshop that talks about what financial aid is, why a student may need financial assistance, and how to manage their finances appropriately. This information is reviewed with students at the end of their academic career in the capstone course, showing them how much student loan debt they may have and what are the repayment options.

Financial Aid will continue to work with Academic Affairs to explore when the best time to share the information with the student is.

Strategy	**Leadership**	**Collaborators**	**Measure**	**Outcomes**	**Timeline**
Financial aid workshops and seminars Online/interactive tools Strategic scholarship opportunities	Director, Financial Aid Executive Director, Advancement	Director, Admissions Director, Advising & Counseling Registrar Director, Community Outreach Director, Marketing Director, Information Systems, Director, Marketing Director, Institutional Research	Presented to 115 students in NSG 2525. Spring 2018 added Criminal Justice, ECE, and Human Services Continue information in SDE 1010	Default rate: FY 14 19.5% FY 15 16.7% FY16 default rate available September 2018	Continue Spring 2019 with NSG 2525 and Public Service Capstone courses. Currently Spring 2018 reviewing "WhichWay" app to assist with SAP appeals and Loan repayment. FA will set up a trial demonstration of the app. This is a possible tool for continued financial aid literacy

3. VIRTUAL ADVISING

Not every student at Rhodes State has the ability to get to campus to meet with an academic advisor. These students may be CCP students, students taking a totally online degree or someone not able to see an advisor during traditional work hours. A possible solution to this challenge is virtual advising.
Cranium Café, a virtual advising software, was piloted in Spring 2018. The software allowed to the student to meet with their advisor through a chat and video conference platform. The software is FERPA compliant and allows for the advisor to maintain a history of the advising meeting.

There were 10 students who used this medium for meeting with their advisor. Results from the pilot will be reviewed after the Spring semester with the anticipation of full implementation in the Fall 2018. Additional offices such as Financial Aid, Admissions, and Degree Audit also have asked to use the software as a way to work with students who are unable to come to campus.

Strategy	**Leadership**	**Collaborators**	**Measure**	**Outcome**	**Timeline**
Intrusive model Advising technology	Director Advising & Counseling VP Academic Affairs Deans Chairs VP Student Affairs Registrar	Director, Distance Education Director, Information Systems Faculty Registrar Admissions Faculty Advisors Financial Aid	Results from Spring 2018 Pilot	Implemented Cranium Café as a pilot Spring 2018 with 10 students from Bus/Pub programs. Virtual advising currently added as a choice in AdvisorTrac for student appointment.	Fall 2018 Full implementation Cranium Café to students through announcement in Canvas and Advisor communication plan

4. COURSE MODULARIZATION

Course modularization is a teaching process that splits material or courses into units. At RSC, course modularization began with a redesign of the developmental math sequence in 2015-16. Students completing the modularized sequence achieved a D or better during the 2016-17 academic year at a 75.5% rate. Implementation of the co-requisite model in math yielded further changes that are anticipated to further improve student success. During the 2016-17 academic year, RSC designed a new certificate in Food Science Technology that included a new modularized course option for an introductory course. During the 2017-18 academic year, a second course is being designed for implementation in an anticipated Associate of Applied Science Degree in Food Science Technology. The Respiratory Care program used course modularization to redesign an existing course, RES 2550 – Advanced Pulmonary Care, into three courses centering upon the three certifications students earned through the original course. These courses were designed and approved for the 2018-19 year.

Two major objectives for this initiative are still in the planning stages. The institution needs a policy and/or procedure modularizing courses to guide future implementation of this strategy for existing courses and for new courses. A process is in currently in draft form. Additionally, the College plans to conduct a review of gateway courses to identify opportunities to use course modularization to help improve student success. This is slated for the 2018-19 academic year.

Strategy	**Leadership**	**Collaborators**	**Measure**	**Outcomes**	**Timeline**
Review outcomes data & develop an action plan and corresponding assessment plan for modularized courses. Create a policy and procedure for future modularized course development, including training and for faculty and academic advisors.	VP Academic Affairs VP Student Affairs Deans Chairs	AVP Academic Affairs Faculty Advisors Director, Financial Aid Curriculum Committee Registrar Institutional Research	Success rates of students in college level math courses who took a developmental math course. Students persist through developmental math into college level math. Review the data for gatekeeper courses to determine the value of additional course modularization Standardized policy and procedure application proposed for draft	75.5% of students taking modularized developmental math courses achieved a D or better in their college level math course in 2016-2017. Students taking developmental math earning a C or better in College Algebra or Statistics: Fall 2015: 57.89% Fall 2017: 63.51% Review of institutional gateway courses to begin Fall 2018. Course Modularization Process currently in draft form.	6/1/15-12/30/16 6/1/15-12/30/16 8/1/18-ongoing 8/1/18-6/1/19

5. STRATEGIC COURSE SCHEDULING

The strategic course scheduling team was charged with reviewing the current course schedules and determine if a course scheduling software would assist in developing a more student centered schedule. Upon review of the course schedule information it was determined that a number of gatekeeper courses were either scheduled at the same time or had an overlapping time that prevented a student from registering for appropriate courses in the appropriate semester or term.

A software was identified in April 2018. The software is the third module of the Courseleaf product – CLSS. While a software has been identified which will assist in the development of the schedule, additional review and rule development needs to occur on the scheduling template that was developed in March-May, 2016. Feedback from the academic departments, faculty and the students need to be obtained prior to moving forward with the software purchase and moving the scheduling template policy and procedure through shared governance.

Strategy	**Leadership**	**Collaborators**	**Measure**	**Outcomes**	**Timeline**
Examine existing trend/baseline data for course enrollment trends to develop scheduling rules Course Scheduling Policy Developed Select & implement course management software (CMS) Training & Professional Development for faculty & staff	VP Academic Affairs VP Student Affairs Deans Chairs	AVP Academic Affairs Faculty Advising Curriculum Committee Registrar Institutional Research Room Scheduling	Obtain course schedule information from past 3 years to review day/time patterns in relation to section enrollment. Review course schedule for Fall 2016-Spring 2017 to determine if course scheduling template resolved schedule conflicts. Review course scheduling software.	Draft course scheduling template was developed and piloted for Fall 2016-Spring 2017 Adoption of scheduling template policy and procedure Course scheduling software was identified (CLSS).	03-01-2016-05-31-2016 05-10-2017-on going 04/02/2018

6. PRIOR LEARNING ASSESSMENT

Prior Learning Assessment is the practice of evaluating a student's prior work to determine academic achievement related to learning objectives defined for academic coursework. Commonly used avenues for PLA are credit by exam and portfolio assessment. The PLA planning team laid a foundation through gathering some initial information and establishing a detailed charge for the operational team to complete in gathering a toolkit. The PLA operational team accomplished the following: 1) revision of the PLA forms and routing for a single standardized application; 2) recommendation to adopt generic guidelines and rubric for portfolio preparation and review; 3) compilation of a list of courses available for credit by examination through standardized and departmental examination; 4) examination of the feasibility of becoming a test site for CLEP; 5) a comprehensive role assignment for Academic and Student Affairs likely to be involved in PLA inquiries and attempts; and 6) recommendation for a comprehensive, multi-platform communication plan, including hardcopy, virtual, and personal contacts.

Looking forward, the toolkit will be disseminated widely to college stakeholders, and professional development will be designed to engage faculty and staff. For the proposed improvements to the College's PLA process to be most effective, it is imperative that all Academic and Student Affairs personnel involved in advisement be well-versed in the procedures. Additionally, with new a new process in place, RSC will develop a baseline and measure proliferation of information regarding PLA among students and the contribution to degree completion attributable to PLA.

Strategy:	**Leadership:**	**Collaborators:**	**Measure**	**Outcomes**	**Timeline**
Standardize PLA application process and timeline	VP Academic Affairs VP of Student Affairs Executive Director, Workforce Development	Deans Chairs Faculty Registrar Director, Advising & Counseling Project Coordinator, Workforce Development Director, Marketing & College Relations Director, Admissions	Standardized routing and application drafted. Evaluation of generic guidelines and rubric completed. Compilation of list of course eligible for credit by examination completed. Comprehensive role assignment for Academic and Student Affairs drafted.	Adoption of standardized routing and forms recommended. Adoption of generic guidelines and rubric recommended. List of courses eligible for credit by examination undergoing final edits. Adoption of comprehensive role assignment for Academic and Student Affairs personnel recommended.	10/18/2017 – 1/26/2018 10/18/2017 – 1/26/2018 10/18/2017 – 1/26/2018 10/18/2017 – 1/26/2018

7. GUIDED PATHWAYS

This Completion Team began as the Stackable Credentials/Pathways team. To accommodate restructuring within the college and people moving to new positions, the Stackable Credentials/Pathways team was restructured and is currently the Guided Pathways Completion Team. Significant research was conducted through the Ohio Association of Community Colleges Student Success Leadership Institute which provided expert workshops and data coaches to participating institutions multiple times during the academic year.

The newly formed team began meeting in November 2017. Feedback for our CCP high school partners showed that a pathway for our CCP students that would move the student from high school to Rhodes to Workforce or from high school to Rhodes to 4 year schools would be a benefit. The team met on a weekly basis and moved forward with the goal of identifying pathways for CCP students and pilot high schools. Two team members were assigned for each pathway and developed their 15/16 and 30 credit hour pathways based upon the CCP courses offered at the various schools. These pathways were then approved by each program/division chair or dean and included pathways in Associate of Arts/Associate of Sciences, Business, Health Sciences, Information Technology, Engineering & Manufacturing Technology and Apprenticeships. Five primary pilot schools and five secondary pilot schools were identified with the pathways to be finalized and distributed during the 18-19 academic year. Team co-chairs presented the recommendations to the Completion Plan Steering Committee and it was approved on February 21, 2018.

Strategy	**Leadership**	**Collaborators**	**Measure**	**Outcomes**	**Timeline**
Build a Stackable Credentials/Pathways Program	VP Academic Affairs VP Student Affairs Executive Director, Workforce Development	Director, Financial Aid Deans Chairs Faculty Director, Advising & Counseling Registrar Director, Marketing & College Relations Director, Institutional Research	Create pathways for CCP students Identify CCP high schools to use for piloting the pathways Identify operational Team	5 Guided pathways were created for CCP students 5 Primary and 5 secondary high schools were identified 3 members identified, with 1 from each pathway division yet to be identified	2017-2018 2017-2018 2018-in progress

8. COLLEGE CREDIT PLUS

College Credit Plus continues to be an integral part of Rhodes States. All facets of the college continue to collaborate on moving the CCP student to a matriculated student who completes their Associate's degree at Rhodes State.

The Team brought individuals throughout the campus together to develop a model for College Credit Plus and outline the processes as they related to the institution's academic and administrative units and high school partners. Continued dialogue with the high school partners was needed to continue to streamline applying, registration, early alerts and academic standing processes. Stronger relationships between the school counselors and Rhodes State academic advisors/academic coaches need to occur to insure continued student success. Curriculum review and design needs to begin to package CCP into more intentional pathways, certificates, and degree programs.

Strategy	Leadership	Collaborators	Measure	Outcomes	Timeline
Rhodes State College administration and staff will work collaboratively to identify and recommend an effective, comprehensive and innovative College Credit Plus model to embrace a holistic student experience.	VP Academic Affairs VP Student Affairs Executive Director, Workforce Development	Director, Financial Aid Deans Chairs Faculty Director, Advising & Counseling Registrar Director, Marketing & College Relations Director, Institutional Research	Continue to develop partnerships with the area high schools including the yearly Adjunct faculty orientation, Superintendents Summit, School Counselor Update, and Parent Information Nights.	Superintendent's Summit and School Counselor Update 62 counselors attending the counselor's update (increase of 3 over Fall 2016) and 87 superintendents/guests attending the summit (consistent with prior year). Parent information nights 34 events during Spring 2018 (up from 31).	02/01/17-01/31/18
			Utilize technology to streamline application process	For Fall 2016 80% of the CCP applications were done online. For Fall 2017 that percent increased to 84%.	07/31/16-on going
			Incorporate the Early Alert process into the CCP classes at the high schools	51 students were identified as needing some kind of academic intervention	10/15/16-on going

9. COMPREHENSIVE EARLY ALERT PROGRAM

From the inception of the Completion Plan initiative, RSC was committed to initiating an early alert model that effectively coordinated resources from Academic Affairs and Student Affairs to target students with difficulty for assistance, This commitment to the Comprehensive Early Alert Program (CEAP) led to its selection as the Quality Initiative project that is mandated as part of the Higher Learning Commission accreditation Open Pathway process. The establishment and implementation of an early alert system was completed in year one, and faculty engagement in the process increased quickly to 97%. However, there was not an immediate impact on course completion rates. Tracking of the interventions used with students receiving early alerts was improved and data is available for analysis. A baseline of most successful interventions has not been established.

Faculty participation engagement rates average 91% and section engagement rates average 95%. CCP faculty are being trained to utilize the early alert submission process through STARs. The initial engagement rate for CCP faculty was 59%. The VPAA, Deans, and Chairs continue to work with faculty to increase the quality and rate of engagement. Course spring completion rates improved 4% compared to the semester in the year prior early alert implementation. Fall course completion rates remain flat at 82%.

Looking ahead, implementation with CCP sections will be further developed as well as improvements to the interventions from faculty, academic advisors, and academic success coaches.

Improvement Initiative	**Strategy**	**Leadership**	**Collaborators**	**Measure**	**Outcome**	**Timeline**
Early Alert System	Mandatory Early Course Assessment Course Remediation Leveraging Technology	VP Academic Affairs VP Student Affairs Director, Academic Success Center Deans Chairs Director, Information Systems	Faculty Coordinator, Off-site Programs Assistant Dean, Distance and Innovative Learning Director, Advising & Counseling Admissions Director, Financial Aid Registrar Faculty Advisors	Establish baseline and improve faculty usage of early alert system. Assess early alert impact on course completion rates.	Baseline established at 95% for all but CCP sections. Students passing with a D or higher: Fall 2017 - 82% (unchanged from Fall 2014). Spring 2017 – 84% (up from 80% Spring 2014).	8/1/2015-12/31/2017 1/1/2016 – 12/31/2017

2016-18 OUTCOME TRACKING & ASSESSMENT

The operational work implemented as a result of the 2016-18 Plan was monitored by the Plan's Steering Committee over the course of the two-year planning and assessment cycle. Completion Plan Teams used the College's Electronic-Strategic Institutional Effectiveness & Planning System (e-SIEPS) to track and monitor planning and assessment activity. All employees have access to e-SIEPS and can monitor the Plan's progress.

BOARD OF TRUSTEES ENGAGEMENT

Board of Trustees Resolution

The Board unanimously approved Resolution No. 2018-49 for *The 2016-18 Rhodes State College Updated Completion Plan: Driving Transformation* on May15, 2018.

CONSIDERATION OF APPROVAL FOR THE 2016-2018 RHODES STATE COLLEGE UPDATED COMPLETION PLAN: DRIVING TRANSFORMATION & FRAMEWORK FOR THE 2018-20 COMPLETION PLAN

Resolution No. 2018-49

Resolved, upon the recommendation of the President, and with the concurrence of the Vice President for Institutional Effectiveness & Assistant to the President for Planning, the Vice President for Student Affairs and the Vice President for Academic Affairs, that consideration be given for the updated Completion Plan activities and the framework for future initiative during 2018-20.

Description:

Public colleges and universities in Ohio were required to submit a campus completion plan that was approved by its board of trustees to the Chancellor by June 30, 2018. Current legislation calls for each institution to update its completion plan and submit it to the Chancellor by June 30, 2018.

The current legislation (3345.81 Strategic Completion Plan) states:

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> *<u>The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption</u>."*

The *Rhodes State College Campus Completion Plan: Driving Transformation* was a product of the College's strategic planning and continuous improvement process, with a focus on readiness, access, persistence, retention, completion and student success.

Attachment: A draft copy of the 2016-2018 Completion Plan Update & 2018-20 Plan Framework.

2018-20 COMPLETION PLAN FRAMEWORK

Rhodes State will continue to champion evidence-based institutional improvement through the continuation of the 2016-18 Campus Completion Plan. Five (5) initiatives will be continue to be expanded to drive systemic improvement plan for institution-wide policy and practice change that positively impacts student persistence and completion while monitoring and sustaining the Plan initiatives that have advanced to full implementation.

1. **Virtual Advising.** The Virtual Advising team will continue to develop this initiative to promote the innovative use of technology to enhance the relationship between advisor and advisee. The Cranium Café Pilot will be assessed and additional virtual solutions for virtual engagement and tracking will be reviewed. An assessment of the current advising practices of both staff and faculty advisors and of advising-related policies will be conducted to determine changes. All advisors will need to engage in training to monitor and track student progress toward completion.

2. **Student Centered Scheduling.** The planned implementation of a new curricular technology is essential to improving student persistence and completion at the College. This technology will also address the need to streamline the Academic Curriculum Review Process in Shared Governance. A course scheduling strategy must be designed to assist students in registering and completing appropriate courses in the proper sequence through appropriate, intrusive advising; as well as to offer scheduling options designed to meet students' needs. For Rhodes, this strategy is the first of several all-inclusive activities that new, transfer, and/or returning students will benefit.

3. **Course Modularization.** Course modularization is a teaching process that splits material or courses into units. These units support students by selectively repeating only those student-learning outcomes in a course that they did not master during their initial attempt. The student is required to repeat the entire course to achieve a satisfactory grade for completion. Course modularization offers institutions a way to accommodate "partial" learning by letting students repeat only those modules which they didn't master thus allowing more rapid progress for the student.

4. **Guided Pathways.** The College's original Stackable Credentials/Pathway initiative has been revised to encompass the Ohio Association of Community College's Guided Pathways initiative which started November 2015 as a part of the Student Success Leadership Institute (SSLI). Guided Pathways is a state-wide initiative derived from the Completion by Design and the Achieving the Dream national efforts.

5. **Comprehensive Early Alert System (CEAP)**. The Early Alert initiative has been selected for enhancement and to serve as the College's Quality Initiative for the Higher Learning Commission. CEAP will foster greater collaboration between Academic and Student Affairs by: (1) creating a culture of engagement for faculty and staff by providing professional development throughout the academic year; (2) promoting student engagement through the improvement of policies and procedures that currently limit faculty and staff's ability to best serve students; (3) enhancing current a interventions to increase academic success and (4) improving the use of data through a centralized data system.

The College's plan is aligned to meet the Ohio Department of Higher Education's goal to (1) increase the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study; (2) place students on clear pathways to graduation/transfer and careers; (3) improve outcomes for students over age 25; and (4) align Ohio's workforce development priorities.