Stark State College (SSC) Completion Plan Executive Summary

The purpose of the Stark State College 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. It's designed to:

- Engage system-wide expertise from faculty, staff, and administration in all aspects of the Plan's development, implementation and assessment;
- Identify policies and practices that are advancing SSC toward improved student completion rates;
- Discern strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritize improvement focus areas based on probability for positive impact on current student persistence and completion;
- Embrace diversity through student life in support of equality and collaboration;
- Engage employers in completion efforts that align with workforce needs.

Stark State College's (SSC) Completion Plan was developed with input from faculty, staff, administration, and the Board of Trustees. The SSC Completion Plan is aligned with the College's *2017-2019 Strategic Plan*, Enrollment Management Plan, HLC Criteria for Accreditation, AQIP Systems Portfolio, and Action Projects. It's designed to streamline the College's efforts in support of student success by following a continuum from *Connection* to *Completion*. The 2018-2020 College Completion Plan serves as a vehicle to articulate the outcome of our strategic processes for improvement.

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?**
Continue to increase marketing of programs, certificates, and transferability into and out of SSC	Increased enrollment due to marketing of programs and certificates	Utilized layered marketing and recruitment strategies, used mass media to capture interest in the college and drive prospects to our website and college events	Increased completion of certificates per Performance Based Funding measures	This is an ongoing strategy for Stark State College
One-Stop Operations	Integrate the One-Stop operations with the Career Development operations	Expanded one-stop operations by incorporating a focus on Career Services	Increased use of Career Services	This remains an area of focus and improvement
Expand online courses, certificates, and program offerings that meet changing needs of students and businesses	Evaluate changing needs of students and businesses; develop courses and programs accordingly	Increased number of new modalities, courses, and programs to meet stakeholder needs	Evaluated trend data to determine if online offerings had increased	Annual evaluation will take place of course, certificate, and degree offerings online
Create signature/ vanguard certificates and programs in new and emerging technologies	Evaluate changing needs of economy; develop courses and programs accordingly	Developed new curriculum that met the needs of students and the economy in medical billing, LPN, and QuickBooks as examples	Number of new certificates and programs developed	This is an ongoing strategy for SSC
Scale Middle Skill STEM 15-credit hour and 30-credit hour pathways for high	Promoted certificates; offered technical courses in high school;	Promoted certificate and degree pathways	Enrollment of CCP students in middle-skill STEM pathways	Grant was a success; it developed into Learn to Earn pathways for SSC

school students to other certificates and programs	communicated advantages of pathways to students, parents, teachers, and guidance counselors			
Develop and promote accelerated pathways for adults	Certificates offered in 8-week format were developed	Increased number of adults receiving accelerated credit	Number of students receiving credit	Certificates were developed and will be assessed for student success
Promote Honors Program	Increase enrollment in Honors Program	Developed strategies to increase enrollment in the Honors Program	Number of students enrolled in the Honors Program	Honors Program is an ongoing strategy for SSC
Multiple-measures for math	Add high school GPA as a placement factor in math; require students to start math where they place	Increase in students placed into math college-level courses; decrease time to college-level courses	Tracked success of students in college-level courses following change; tracked time to college-level courses following change; we saw a decrease in % of students needing remedial math courses	Multiple measures for math has proven to be a positive student success measure
Implement the Satellite Enrollment Plan, including more opportunities for satellite students to complete certificates and degrees	Implement strategies to improve enrollment at the satellites, including Akron	Added pathways in Akron in phlebotomy, STNA, and LPN	Enrollment in programs	Enrollment at satellites and certificate/program offerings will continue to be monitored
Student Recreational Area	Created a new Game Room	Identification of a student recreational area	Identified and developed the space; space is available to students	Continue to track traffic in the Game Room
Explore Expansion of Akron Satellite Location	Meet academic needs of students in the Akron area	Opened a center at White Pond and Perkins	Increased enrollment at the Akron locations	Akron will remain a focus of advancement
Bachelor's degrees	Investigate offering select bachelor's degrees upon approval by ODHE and HLC	Submitted Occupational Therapy Assistant as a bachelor's degree to ODHE	Receiving approval to offer degrees and students enrolling in the degrees	Resubmit in 2018

Improvement Focus Description: Advance the relationships with high schools, Ohio Career Centers, veterans, non-traditional students, and employment agencies/workforce agencies as ways to increase the number of students who apply to SSC.

Improvement Focus Current Status: SSC has experienced declines in enrollment, similar to national trends. New strategies can assist with increased enrollment.

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?**
Conduct recruitment training for all SSC employees	Train faculty and staff on the current recruitment strategies, integrating College Credit Plus, Career Services, Financial Aid, Billing, and Customer Service	Enrollment Management	Marketing; Career Services	Increased awareness on full service of students and number of faculty and staff that attended the trainings.	Number of attendees and increased knowledge and recruitment efforts.	Complete spring break week for staff and conduct during start up week of fall semester
Continue to increase marketing of programs, certificates, and transferability into and out of SSC	Utilize layered marketing and recruiting strategies, using mass media to capture interest in the college and drive prospects to our website and college events, based on their interest in broad career areas. Then, engage prospects with specific programs and faculty to effectively match student interest with programs and careers, market to universities for transient students	Director of Marketing	Enrollment Management; Academic Affairs	Increased enrollment due to marketing of programs and certificates	Impact of marketing materials; increased enrollment of transient students/ transfer students by 10%	Implement additional strategies in 2018-2020
Promote MyPlan assessment tools as part of One-Stop operations	Train Gateway Specialists and Admissions Representatives staff to encourage students to use MyPlan; continue	Enrollment Management; Career Development; Student Success; Faculty;	Provost and CAO; Academic Deans	Students exploring career options and areas where they are likely to succeed	Increased use of MyPlan	Fall 2018

	to train faculty on use of MyPlan; use CRM to inform students of MyPlan	Department Chairs				
Advance mandatory orientation	Newly developed orientation program; craft CRM and other communications to new students	Enrollment Management staff; Director of Marketing	Academic Affairs	Advance orientation program to expose students to SSC practices and teach them how to use support services	Student feedback and increased attendance for in person orientation	Identify areas to improve each semester
Expand online courses, certificates, and program offerings that meet changing needs of students and businesses	Evaluate changing needs of students and businesses; develop courses and programs accordingly	Provost and CAO; Academic Deans; Department Chairs; Advisory Committees/ Boards	eStark State for modalities; business, industry, education, and community partners to help identify changing needs; Director of Career Services and Workforce Development	Revised curriculum that meets the needs of students and businesses	Increase number of new modalities, courses, and programs to meet stakeholder needs	Annual evaluation of course, certificate, and degree offerings
Create signature/ vanguard certificates and programs in new and emerging technologies	Evaluate changing needs of economy; develop courses and programs accordingly	Provost and CAO; Academic Deans; Department chairs; Faculty; Advisory Committees/ Boards	eStark State for online offerings; Strategic Grants Office for equipment and start-up; Business, Industry, Education, and Community Partners; Director of Career Services and Workforce Development	New curriculum that meets the needs of students and the economy	Number of new certificates and programs developed	Annual evaluation of new certificates and programs
Identify ways to increase high school outreach and opportunities for learning	Find alternative ways to recruit students: visiting students in the classroom; connect with	Executive Director of Admissions and Recruitment	Faculty	Increase the number of new student application	Number of applications in comparison to previous year	Develop and promote annually and review each year for new strategies

	faculty to present to CCP students in the classroom					
Create branded materials; work to increase SSC branded graphics inside high schools; advertise in specific high school publications when appropriate	Partner with key high schools to promote and provide branded materials and advertising materials at the school	Director of Marketing	Executive Director of Admissions and Recruitment	More visibility in the high school	Increased community awareness and student applications	Spring 2018 and on going
Develop and promote accelerated pathways for adults	Expand courses offered as MTAG, advance PLA , promote credit by exam, promote credit by licensure/ certification	Provost and CAO; Academic Deans; Department Chairs; Counselors	Enrollment Management; Marketing Department	Increased number of adults receiving accelerated credit	Number of students receiving credit	Develop and promote annually; review number of students annually
Develop and implement tracking systems for prospects and define clear conversion goals to application	Based on Admission Representative assignments, set recruit to conversion goal for each representative	Executive Director of Admissions and Recruitment		Increase number of student recruits that apply to the college for Admission	Increase in percentage of recruits that apply to the college	Every Fall
Develop additional Honors Program courses	Increase enrollment in Honors Program	Dean of Student Success; Honors Program Committee; Academic Deans; Chairs; Faculty	Provost and CAO; Recruiters; Student Success; Marketing	Increase in the number of honors courses	Number of students enrolled in the Honors Program	Promote and review enrollment and processes annually
Partnerships with apprenticeship programs	Increase apprenticeship partnerships	Provost and CAO; Academic Deans; Chairs; Faculty; Director of Career Services and Workforce Development	Enrollment Management; Ohio Department of Higher Education	Develop a plan to advance work with apprenticeship programs	Increase apprenticeship partnerships by 10%	Expand partnerships both years
Increased number of scholarships available to students	Promote existing scholarships and secure new endowed or	Executive Director of Advancement; Enrollment Management	Advancement staff; SSC Foundation Board; Faculty;	Increased enrollment	Annual increase of scholarship dollars available and	Review annually

	project scholarships		Department Chairs		number of recipients	
Promote year-round Pell	Promote and market the concept of utilizing year around Pell for funding purposes and market less time to degree	Executive Director of Financial Aid, Registration and Enrollment Operations	Executive Director of Admissions and Recruitment; Marketing; Academic Divisions; Student Success	Increased summer enrollment; decrease time to degree	Increase in the number of students who enroll for summer term	Annually
Competency Based Education (CBE)	Investigate CBE programs	Provost and CAO; Deans; Faculty	eStarkState; IT	Evaluate certificates and degrees in relation to CBE and seek approval from HLC to offer	Approval from HLC to offer a certificate and degree, if identified as a candidate for CBE	Evaluate certificates and degree in 2018-2019; seek approval from HLC in 2019-2020
One-Year Option	Promote One-Year Option as an recruiting strategy for career centers	Executive Director of Admissions and Recruitment	Faculty; Staff; Student Success	Enrollment of students from career centers utilizing the One-Year Option	Number of students who enroll using the One-Year Option	Track students annually
Adult Diploma Program (ADP) and 22-plus Continue with 22-plus	Promote ADP and 22+ as recruiting strategies	Executive Director of Admissions and Recruitment	Faculty; Staff	Enrollment of students from ADP and 22+ programs	Number of students who enroll	Track students annually
Increase enrollment of non-traditional students Ongoing	Set enrollment goals for non-traditional students; Identify GED partners and send marketing materials	Executive of Admissions and Recruitment; Director of Career Services and Workforce Development	Academic Divisions	Increase enrollment of non-traditional students completing GED's	Increase in the number of non-traditional students that enroll	Track annually
Increase CCP to SSC Enrollments We have seen an increase in the number of students but this is ongoing	Create plan to increase number of CCP to SSC; Create a schedule to meet with all superintendents in Stark and Summit counties regarding new CCP rules and Learn to Earn CCP pathway opportunities; Create visual for	Executive Director of Admissions and Recruitment; CCP Coordinator	Marketing	Increase the number of current CCP students who enroll at SSC after graduating from high school	Percentage of increase	Annually

	juniors to show their pathway status; Create a schedule to offer onsite registration for CCP students; Conduct mock interviews and soft skills training					
Promote a summer class offering for students who are one class away from a funding level	Create script or letter/email	Provost and CAO; Vice President of Enrollment Management; Deans; Department Chairs; Director of IR	Marketing	Increase summer enrollment in order to increase SSI	Increase in percentage of students that enroll for the summer in this category	Summer 2019
Promote summer offerings to CCP students who may be going to other colleges	Promote courses to CCP students that are transferable	Provost and CAO; Vice President of Enrollment Management; Deans; Department Chairs; Director of IR	Marketing	Increase summer enrollment in order to increase SSI	Increase in the percentage of students that enroll for the summer in this category	Summer 2019
Bachelor's degrees	Investigate offering select bachelor's degrees upon approval by ODHE and HLC	Provost and CAO; Deans; Department Chairs; Faculty	Enrollment Management	Enrollment of students in select bachelor's degrees	Receiving approval to offer degrees and students enrolling in the degrees	Resubmit in 2018
Increase on and off campus recruiting events Ongoing	Implement tracking mechanism to monitor activity of prospects after major recruiting events	Executive Director of Admissions and Recruitment	Marketing, Academic Divisions	Number of prospects attending the events, increased awareness of SSC programs and offerings	Increase the number of events and number of people attending	Every semester
Prioritize Fall/Spring College Fairs based on attendance and location	Utilize past attendance to target college fairs	Executive Director of Admissions and Recruitment	Enrollment Management	Staff is utilized more effectively and efficiently	More contacts generated at college fairs we attend	Annually
Create a calendar of events to promote and support academic program events	Admission will support and recruit at academic program events	Executive Director of Admissions and Recruitment;	Academic Divisions	Increased applications and registered students.		

		Director of Career Services and Workforce Development				
Prepare a recruiting plan to partner with community partners	Identify key community partners and create marketing plan	Executive Director of Admissions and Recruitment	Marketing	Create more recruits and outreach through community partners	Increase of nontraditional students	Annually
Set enrollment targets for Admissions Representatives-core students	Align scholarships with recruiting efforts in Summit; review current scholarship amount offerings in comparison to other schools; create strategies for Career Center partners; provide scholarship notification to students as soon as they are accepted; increase the number of scholarships awarded to new students	Executive Director of Admissions and Recruitment; Executive Director of Financial Aid, Registration and Enrollment Operations	Marketing	Increased enrollments for each Enrollment Representative	Increase in the number of students who are eligible for scholarships	Annually
Attend senior convocation events to publicly award scholarships	Increase awareness and promote SSC through public presentation of scholarship awards	Executive Director of Admissions and Recruitment	Marketing	Increase exposure and awareness of SSC and increase applicants and registered students	Increase in the number of students enrolled	Every Spring
Create checklist for new students	Insure we have consistency in our we counsel our students and we are providing them with all the necessary information to set them up for success	Executive Director of Admissions and Recruitment	Marketing	Increased communication without students	Decrease in the number of students who are dropped for non-pay and are never attends, increase in retention	Promote every semester

Require the students to file the FAFSA within 30 days of acceptance	All new students that filed a FAFSA are packaged	Executive Director of Admissions and Recruitment; Executive Director of Financial Aid, Registration and Enrollment Operations	Marketing	Increase communication with students on their eligibility for financial aid	Decrease in the number of students who are dropped for non-payment	Every semester
Increase enrollments for transfer, transients and readmits	Expand course offerings for summer transient students and market these during spring break	Director of Marketing; Provost and CAO; Deans; Department Chairs	Executive Director of Admissions and Recruitment	Increase number of transfer, transients and readmits each term	The percentage of student in these categories that enroll for the term	Every semester
Integrate phone outreach for recruiting for personal touch	Marketing to assist in script creation	Executive Director of Admissions and Recruitment	Director of Marketing	Create more of a personal touch with our new student population	Increase number of student recruits and increase conversion rates	Every semester
Implement text messaging	Marketing to assist in script creation	Executive Director of Admissions and Recruitment	Director of Marketing	Implement and create another means to communicate with students	Number of students that respond to text message	Every semester
Increase paired courses for first and second 8-week options Pull short-term certificates that have been identified	Identify 4-6 online programs to target; Identify short-term certificates to market; Create marketing plan to market these programs; Evaluate satellites for program offerings	Deans; Department Chairs; Provost and CAO; Vice President of Enrollment Management; Director of Marketing	Executive Director of Admissions and Recruitment	Create a shorter time to degree for students in a cohort	Number of students enrolled in the cohort	Evaluate each semester
Identify top recruiting high schools in Stark County and surrounding counties and focus on recruiting efforts	Utilize enrollment data to market and target to the top 75 high schools we gain enrollments	Executive Director of Admissions and Recruitment	Marketing	Review and document number of applications and the increase	Increase in applications from the top 75 high schools	Fall 2018

Create a schedule for spring high school visits when students have not made college decision	Visit top feeder schools and target seniors who have not made a college decision	Executive Director of Admissions and Recruitment	Marketing	Promote SSC and the offerings at SSC	Increase in applications	Spring 2018
Conduct express enrollment days at the high school	Go to top high schools and conduct express enrollment days at the school	Executive Director of Admissions and Recruitment	CCP Coordinator	Earlier registrations for upcoming term	Increase in enrollment at an earlier date	Spring 2018 and every term
Co-requisite remediation in writing and math	Develop co-require remediation in support of enrollment strategies	Department Chairs; Faculty; Dean of Arts and Sciences; Provost and CAO	Enrollment Management staff	Number of students who successfully complete college-level course	Success in college-level course and decrease in time to compete credential	Implement in 2018; measure in 2019 and 2020
Increase outreach to students via Hobsons, phone and marketing	Review current communication plans; review, edit and create new templates to ensure consistent message and brand	Executive Director of Admissions and Recruitment; Director of Marketing	Enrollment Management	Review and utilize target marketing via a communication plan to solicit new students	Increased enrollment	Annually

What additional information do we need?

1. Communication of recruitment strategies
2. Communication of marketing strategies

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: What did you plan to improve?	Outcome: What did you establish as your outcome?	Progress: What progress did you make towards strategy/goal?	Measure: What were measures of progress/success?	Comments: What contextual points are worth noting?
Developmental courses/ basic skills/computer literacy course	Continued evaluation of developmental pathways for improvement	More students moved through the developmental sequence and into college-level courses	Tracked developmental pass rates using Key Performance Indicators report; tracked success in college-level courses using Key Performance Indicators report; increased percentage of students who enter college-level courses	Next steps are to implement co-requisite remediation for writing and math
Promote early career advising, including certificates	Emphasize career pathways, including in SSC101 and through Career Coach	Students completing a required assignment in SSC101	Number of students pursuing certificates increased; impact of assignment in SSC101	The Career Coach software and Career Services portion remains to be completed
Academic Advising	Advance process of transitioning students from admissions counselors to academic advisors	Students are being transitioned to faculty advisors within the first 3 weeks of the semester	Number of students assigned academic advisors early in the first semester	Revision of the advising model continues
Student life experience - student clubs and organizations that support engagement	Use students to contact new students to promote clubs and organizations; develop new co-curricular clubs	Increase engagement of students via clubs and organizations	Increased number of students in clubs and organizations and added more diverse clubs such as the Drama Club, Writing Club, and Book Club	Clubs and organizations will remain a priority for student engagement
Advance Early Alert Process	Advance Early Alert using	Improve early alert process to support	Increase course completion and retention in the courses using Starfish	Starfish had an impact on student

	Starfish in developmental courses	intentional advising, identify at-risk students, and implement strategies for student success		success; it is being evaluated to scale to all courses
Financial literacy and planning to student	Continue financial aid counseling to each new student requesting a loan	Increased student's financial literacy and planning	Student loan default rate decreased under SALT	Evaluation of a new process since SALT isn't being used now
Tutoring process to support additional courses	Increase the number of courses with tutoring available and investigate online tutoring options	Course completion improved	Increase in course completion and retention rates	Nursing was added to the tutoring services and will be evaluated moving forward
Onboarding of students	Identify additional ways of onboarding students	Increase engagement and retention of students through effective onboarding strategies including First Year Experience and Welcome Week	Hosted Welcome Week for students	Identify communication to share with students regarding services and activities; conducted a survey on Welcome Week with areas of improvement to be implemented
First Year Success Coaching Initiative	Design and implement success coaching strategies to support first-time, full-time Students	Increase retention and completion of students through success coaching	Term-to-term retention rates, course completion rates, and graduation rates demonstrated that coaches were having an impact	First-time, part-time students and transfer students were added to the list of students to be coached
Universal Design for Learning	Investigate the design of courses using Design for Learning to ensure the course meets the needs of students	Increase in students successfully completing course due to being in compliance with universal design	Number of students who completed courses successfully improved due to changes implemented	The project was completed
Accessibility	Ensuring syllabi in online courses are designed to	Syllabi will be designed to assist the	Number of students completing courses improved with the modifications to the syllabus	Syllabi were updated and the

	meet students visual, auditory, and interactive needs	accessibility needs of students		project was completed
Develop a "map" for students on key dates each semester (e.g. see an advisor, fill out FAFSA, exam week, etc.) as an Action Project	Development of a "map" will assist students with their success	Assist students with understanding key dates by organizing them for easy review	Feedback from students; faculty promotion of dates in classes	Map was developed and will be implemented

Improvement Focus Description: <u>Continue to promote strategies for onboarding and enrollment in college-level courses in the first year.</u>

Improvement Focus Current Status: <u>Onboarding of students in support of their engagement and success needs advanced.</u>

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?**
Promote early career advising, using Career Services	Emphasize career pathways, including using Career Coach	Enrollment Management; Career Development; Faculty; Department Chairs; Student Success Coaches	Executive Council; Deans	Number of students using Career Services	Students changing major based on Career Services advising	Implement 2018-2019; Measure impact 2019-2020
Advising Pilot	Continue implementation of the Advising Pilot to improve the advising process and communicate to students the importance of seeing your academic advisor	Student Success Coaches; Faculty; Department Chairs	Provost and CAO; Deans; Director of Marketing	Improvement in retention and completion	Number of students seeing their advisor	Continue pilot in Fall 2018; scale in Spring 2019

Identify ways to use student clubs and organizations to improve student engagement	Identify ways to improve based on feedback from students	Coordinator of Student Life; Enrollment Management; Student Success; Faculty; Department Chairs, Students	Provost and CAO; Deans	Increase engagement of students via clubs and organizations	Increase in student engagement	Improvement in survey results on student engagement
Advance Early Alert Process by adding Starfish to all courses	Advance Early Alert using Starfish	Student Success Coaches; Faculty; Department Chairs,	Provost and CAO; Deans	Improve early alert process to support intentional advising, identify at-risk students and implement strategies for student success	Increase course completion and retention	Evaluate impact of Starfish on course completion and retention
Tutoring process to support additional locations	Increase the number of courses with tutoring available in Akron	Faculty; Department Chairs; Tutors	Provost and CAO; Deans; Student Success	Improvement in course completion	Increase in course completion and retention rates	Review courses available for tutoring annually
Student Success Coaching Initiative	Advance success coaching strategies to support First-Time, Full-Time Students; First-time, Part-time Students, and Transfer Students	Student Success	Enrollment Management; Academic Affairs	Increase retention and completion of students through success coaching	Term-to-term retention rates, course completion rates, graduation rates	Evaluate each semester to ensure goals are being met
First-Year Experience	Implement the components of the first-year experience program for all new incoming students	Dean of Student Success; FYE Committee	Provost and CAO	Improve onboarding process; increase retention and completion	Measure impact of each strategy	Evaluate each semester to determine impact of strategies
Advance Student Success course (SSC101)	Add an assignment requiring students to see their success coach and Career Services	SSC101 Coordinator; Faculty; Department Chairs; Student Success Coaches; Career Services staff	Provost and CAO; Academic Deans	Provide students with information to assist with success, retention, and completion	Number of students being coached and number of students visiting Career Services	Evaluate each semester
Never attend and non-pay drop	Communication plan developed so students understand the	Executive Director of Financial Aid, Registration, and Gateway Center	Provost and CAO; Deans, Chairs; Faculty;	Decrease the number of students being dropped for	Number of students who are dropped for never	Measure each semester and

	importance of attending and strategies to prevent students being dropped for nonpayment	Operations; Director of Marketing; Vice-President of Business and Finance	Enrollment Management Committee	not attending and not making a payment	attend and non-payment as a portion of overall enrollment	evaluate trends
Reports of courses with high grades of D and F and high withdrawal rates	Analyze DFW reports, identify courses with consistently low results, addressing causes for negative outliers, analyze classes and make recommendations to improve results	Provost and CAO; Director of Institutional Research and Planning; Deans; Department Chairs/Coordinators	Faculty; Enrollment Management	Identify strategies to improve DFW rates	Decrease the number of students withdrawing and receiving Ds and Fs	Analyze each semester
Science, math and writing learning centers	Work with learning center coordinators and department chairs to develop a communication calendar that reaches out to students regularly to make them aware of the learning centers and their offerings	Dean of Arts and Sciences; Lab Coordinators; Faculty; Student Success Coaches; Director of Marketing	Provost and CAO; Deans; Enrollment Management Committee	Improve success and retention in science, math, and writing learning centers	Increase usage based on level enrollment	Analyze each semester for improvement in students using the centers
English Learner Lab	Work with coordinator and faculty to develop a communication calendar that reaches out to students regularly to make them aware of the service offerings	Dean of Arts and Sciences; Department Chair of English and Modern Languages; Student Success Coaches; Director of Marketing	Provost and CAO: Deans; Enrollment Management Committee	Increase usage of English Learner Lab to support non-native speakers	Increase usage of English Learner Lab visits, assuming level enrollment	Analyze each semester
Promote TRiO Student Support Services to first-generation and low-income students Maintain enrollment via a new webpage	Work with Dean of Student Success and Director of TRiO to develop a new webpage	Dean of Student Success; Director of TRiO SSS; Director of Marketing	Provost and CAO	Increased marketing of program to prospective students and the public	Number of hits to webpage	Evaluate annually
Jump Start	Hold the required Jump Start Program for new	Dean of Student Success and staff	Provost and CAO; Deans, Department	Provide students with knowledge for	Number of students	Evaluate each semester

			Chairs; Faculty	an effective start	attending Jump Start	
	incoming students during the summer to build upon learning outcomes of orientation					
Students and practitioners	Implement opportunities for students to interact (engagement) with practitioners relevant to their field, degree or certificate	Provost and CAO; Deans, Department Chairs/Coordinators	Practitioners; Faculty	NEOMED observations	Number of opportunities provided to students each semester	Assess each semester
Division Career Fairs	Coordinate with Career Services to have a "career fair" for divisions once per semester or year	Director of Career Services; Deans; Department Chairs/Coordinators	Provost and CAO; Faculty	Increase enrollment and student success	Number of students attending career fairs	Assess each career fair
Web 4 offerings	Review current Web 4 offerings and possible Web 4 offerings in divisions	Department Chairs; Faculty; Satellite Coordinators	Provost and CAO; Deans; Executive Director of Admissions	Increase course offerings at satellites via Web4 offerings	Number of courses offered and number of students enrolled	Assess each semester
Math Emporium	Continue to advise students in the math emporium into correct math course	Dean of Arts and Sciences; Coordinator of Math Lab; Coordinator of Returning Advising Center	Student success coaches	Increase student registrations in the correct math course	Number of students registered in the math emporium	Assess each semester
Open Education Resources	Decrease cost of textbooks for students	Faculty; Department Chairs	Provost and CAO; Deans	Increase in the number of courses using OERs and increased course retention	Number of courses using OERs; retention in course using OER	Assess annually and according to grant requirements
Co-requisite remediation	Develop and implement co-requisite remediation in English and Statistics	Department Chair of English and Modern Languages; Department Chair of Mathematics; Faculty in departments	Provost and CAO; Dean of Arts and Sciences	Increase in course completion and retention	Number of students passing College Composition and Statistics	Asses each semester

Implement a Common Read Program	Work with Student Success Division on communication to all students on the Common Read, in addition to communicating with faculty and staff	FYE Committee; Director of Marketing	Provost and CAO; Deans	Successful launch of the program to support student engagement, critical thinking skills, and other skills	Number of courses supporting Common Read and number of students engaged in the program	Assess each semester
Implement opportunities for students to interact/engage with practitioners relevant to their field	Increase opportunities for students to engage with practitioners	Deans; Department Chairs/Coordinators	Provost and CAO	Increase in service-learning, and employer engagement	Number of opportunities provided to students	Assess each semester

Do we know our students' expectations?

1. Students need support through onboarding, academic and career advising, developmental education strategies, and early alert interventions.
2. Students expect an advising model that keeps them on track towards degree completion.
3. Students expect us to communicate to them the resources available to assist them with their success and the deadlines that they are required to meet.

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?
Increase service-learning, co-op, internship, practicum, apprenticeship, clinical placements, fieldwork, and volunteer opportunities for students	Increase opportunities for service-learning, co-op, internship, practicum, apprenticeship, clinical placements, fieldwork, and volunteering	Provided eyeglass reading for mission trip, created blankets for Akron Children's NICU Volunteer Income Tax Assistance preparation over 200+/year; offered free massages to Veterans; OTA students volunteering at homeless shelter	Number of students completing opportunities and employer satisfaction	Opportunities were increased and will remain an area of improvement
Continue to enhance academic and career advising to prepare our students for success (SP-6A)	Advance the process of incorporating advising sessions in the classroom	Develop a model that supports advising and registration in the classroom	Increase in retention and completion rates using OACC benchmark	Process was implemented in the classrooms
Focus on the Finish	Promote retention and completion through a Focus on the Finish event	Increase in retention and completion	Feedback from students on assistance of process in helping with completion	Students didn't attend the event so it will not be continued
Ohio Benefits Bank	Increase the number of employees trained to use it	Increased retention and completion of students due to addressing barriers impacting success	Number of employees trained and students served	Training will continue
Part-time guided pathways	Develop part-time curriculum pathways to support part-time students	Guided pathways for part-time students to assist with mapping time to completion	Part-time curriculum guides	Part-time pathways have been implemented for all degree programs
Dash grant	Provide emergency funds to students to assist with retention	Increased course completion and retention of students who use	Increased course completion and retention of students	Students have benefited from the grant and it will be continued

		funds from Dash grant		
Reception for Dean's List and President's List students	Develop a reception for students on the Dean's List and President's List	Recognition of students	Number of students attending reception	The reception was a success and will be continued
Teaching Certificate/online course for faculty – Action	Develop a course to assist new and existing faculty with pedagogical and classroom management strategies	Increased training of new faculty and ongoing training of existing faculty	Number of faculty members completing the course	Framework has been developed and process will continue
Success of Minority Students	Increase retention and completion rates of minority students	Improvement in success rates of minorities	Performance Based Funding measure and trend data illustrating improvement in course completion, retention, and graduation	A committee of faculty and staff was developed to assist with the topic

Improvement Focus Description: <u>Decrease the time to enter college courses in program of study, increase number of students who complete 75% of degree requirements, promote certificate programs, and improve the advising model.</u>

Improvement Focus Current Status: <u>Increase and improve marketing, promotion, and recruiting of certificate programs and pathways; current advising model needs advanced.</u>

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?**
Increase service-learning, co-op, internship, practicum, apprenticeship, clinical placements, fieldwork, and volunteer opportunities for students	Increase opportunities for service-learning, co-op, internship, practicum, apprenticeship, clinical placements, fieldwork, and volunteering	Career Development; Faculty; Department Chairs	Provost and CAO; Academic Deans	Increase in number of opportunities	Number of students completing opportunities and employer satisfaction	Review annually

Require mandatory advising for students who are "off-track" or "at-risk" of not succeeding	Evaluate the self-advising process and identify a technology process to implement mandatory advising; connect student with advisor	Faculty; Department Chairs; Student Success	Provost and CAO; Academic Deans	Decrease in excess credits; students staying on "MAP"	Increase in retention rates and graduation rates using OACC benchmarks; increase in 12, 24, and 36 hour credit completion	Monitor impact each semester upon implementation
Ohio Benefits Bank	Train new employees	Student Success	Enrollment Management; Academic Affairs	Increased retention and completion of students due to addressing barriers impacting success	Number of employees trained and students served	Reviewed annually
Dash grant	Provide emergency funds to students to assist with retention	Student Success; Faculty; Staff	College employees	Increased course completion and retention of students who use funds from Dash grant	Increased course completion and retention of students	Reviewed annually
Reception for Dean's List and President's List students	Develop a reception for students on the Dean's List and President's List	Academic Affairs	Executive Council	Recognition of students	Number of students attending reception	Implement areas of improvement in 2018
Teaching Certificate/online course for faculty – Action Project	Develop a course to assist new and existing faculty with pedagogical and classroom management strategies	Faculty; eStarkState	Department Chairs; Deans; Provost	Increased training of new faculty and ongoing training of existing faculty	Number of faculty members completing the course	Develop content in 2018-2019
Conduct mock interviews and soft skills training	Provide training for students to develop their soft skills	Director of Career Services and Workforce Development; Director of Marketing		Increased the opportunity for students to be hired by partnering companies	Increase in the number of students who participate	Spring 2018 and on going
American Sign Language	Implement ASL cohort model	Department Chair; Faculty	Provost and CAO; Dean of Arts and Sciences	Increase student enrollment in courses and student	Enrollment and retention in courses	2018

				success; decrease course cancellations		
Health students	Redirect students that are not successful in one health care program to anther program that may fit their needs better	Director of Career Services and Workforce Development; Dean of Health and Public Services; Health and Public Services Department Chairs/Coordinators	Provost and CAO; Student Success Coaches	Increase retention and completion of students	Number of students advised	2018

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

1. <u>Faculty and staff will have input into the decision-making and improvement processes.</u>
2. <u>Faculty and staff will understand and communicate strategies to students and others.</u>
3. <u>Faculty and staff will receive support for professional development and training related to the strategies.</u>

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?
Maintain high standards of teaching and student support	Promote academic rigor in courses and programs by maintaining accreditation standards; maintaining OTM, TAG, CTAG, MTAG approvals; APR; and Curriculum Committee course approval	High passage rates on national certifications and licensures; student achievement of learning outcomes	Accreditation reports; academic assessment reports; maintained national average or above on certification and licensure exams	Rigor of courses is being maintained
Transfer courses and articulation agreements	Advance existing articulation agreements	Increase number of courses transferring and articulation agreements for students	Increased 3+1 agreements; updated 2+2 agreements, added new agreements	This is an ongoing topic
Transfer students	Increase number students transferring to universities upon completion	Increase in number of transfer students	Number of transfer students on Performance Based Funding report shows improvement	This will continue as a goal
Identify 5 key transfer partners Complete	Increase marketing of 3+1 articulation agreements and universities that offer transfer scholarships	Partners have been identified and are being promoted	Number of students successfully transferring	Students tend to articulate to the University of Akron and Kent State University more often
Online graduation application	Investigate and implement and online graduation application	Improve the process for applying for graduation/ completion	Implementation of the online application	The project was completed
Health program grading scales	Aligning the grading scale in all Health and Public Services division programs with the College grading scale	Improve student understanding of different grading scales in select health programs	Approval of health grading scales	The project was completed

Class Schedules	Comparing class schedules to curriculum pathways to ensure students can complete on time	Class schedules were compared to curriculum pathways and adjustments made where needed	Conflicts between the class schedule and curriculum pathways were identified and corrected	The project was completed but will be repeated periodically
Health Program Orientations	Health program-specific orientations each fall so that students understand program expectations, requirements and resources available	Orientations will be conducted to help students understand handbook requirements	Decrease in the number of grade appeals and student complaints	Orientations will continue
Students Nearing Completion	Evaluate students with 60+ credit hours for completion eligibility	Students who have completed 60+ credits are reviewed for possible graduation	A few students were identified who had earned a degree	The process will continue
ODHE Transfer Course Standards	Review courses to ensure courses meet OTM/TAG/CTAG/ MTAG standards	Courses are reviewed for submission to ODHE faculty peer committees	Have a 90% compliance rate overall	The process will continue
Academic Program Review SWOT	Implement SWOT strategies from academic assessment and academic program review	A SWOT analysis is developed for each program and a 3-year process to achieve goals developed	Annual review of program goals; APR view of goals achieved every 3 years	The process will continue

Improvement Focus Description: Decrease time to completion of a credential that has value in the labor market, including certificates and transfer degrees. Promote and market certificates as well as outreach to transfer and transient students.

Improvement Focus Current Status: We need to improve promotion of certificates and transfer degrees. We need to improve promotion of courses to transient students.

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?
Certificate completion	Encourage students in degree programs to pursue certificates	Faculty; Department Chairs; Student Success Coaches; Vice President of Enrollment Management	Provost and CAO; Deans	Increase in number of certificates completed	Number of certificates completed; Performance Based Funding outcomes	Review each semester
Continue to improve licensure, certification, and in-field job placement	Maintain dashboard goal for licensure and certification passage rates; increase	Faculty; Chairs; Career Development	Provost and CAO; Academic Deans; Enrollment Management staff	Passage rates and in-field placement rates	SSC for in-field placement; accreditation standards for licensure and certifications	Continue to monitor annually
Maintain high standards of teaching and student support	Promote academic rigor in courses and programs by maintaining accreditation standards; maintaining OTM, TAG, CTAG, MTAG approvals; APR; Curriculum Committee course approval	Chairs; Faculty	Provost and CAO; Academic Deans	High passage rates on national certifications and licensures; student achievement of learning outcomes	Accreditation reports; academic assessment reports; maintained national average or above on certification and licensure exams	Evaluate each semester
Transfer courses and articulation agreements	Advance existing articulation agreements	Provost and CAO; Academic Deans; Chairs; Faculty	Marketing; High Schools; Universities	Increase number of courses transferring and articulation agreements for students;	Increased 3+1 agreements; updated 2+2 agreements; added new agreements	Evaluate each semester
Transfer students	Increase number students transferring to universities upon completion	Provost and CAO; Deans; Chairs; Faculty	Career Development; Director of IR	Increase in number of transfer students upon completion	Number of transfer students on Performance Based Funding report	Annually

Investigate automatic graduation names going to chairs for degree audits versus manually identifying students as a service of Platinum Analytics	Manual process is time consuming even with MAP	IT staff; Institutional Research; Department Chairs; Faculty	Provost and CAO; Academic Deans	Improve the process to identify graduates	Increase in the number of graduates identified, decrease in the time required to complete the process	Investigate during 2016-2017
MDRC EASE Grant to incentivize year-long enrollment	Work to help communicate with current students on incentives and benefits of year-long enrollment	Dean of Student Success; Director of Marketing	Provost	Increase in the number of students enrolling year-round	Number of students enrolled in summer	2018
Persistence Plus/JFF grant	Work with IR director and co-chairs to develop communication plan and messaging	Provost; Committee Co-chair; Director of IR	Director of Marketing	Text messaging is used to support retention and persistence	Improvement in persistence and retention	2018
Health Program Orientations	Health program-specific orientations each fall so that students understand program expectations, requirements and resources available	Dean of Health and Public Services; Health and Public Services Department Chairs/Coordinators	Provost	Orientation will be conducted to help students understand handbook requirements	Decrease in the number of grade appeals and student complaints	Every year
Students Nearing Completion	Evaluate students with 60+ credit hours for completion eligibility	Director of IR; Faculty; Department Chairs/ Coordinators	Provost and CAO; Deans	Students who have completed 60+ credits are reviewed for possible graduation	Number of students eligible for a degree	Each semester
ODHE Transfer Course Standards	Review courses to ensure courses meet OTM/TAG/CTAG/ MTAG standards	Provost and CAO; Deans; Department Chairs/ Coordinators	Enrollment Management	Courses are reviewed for submission to ODHE faculty peer committees	Maintain 90% -100% compliance	Assess each semester
Academic Program Review SWOT	Implement SWOT strategies from academic assessment and	Department Chairs/ Coordinators	Provost and CAO; Deans	A SWOT analysis is developed for each program	Annual review of program goals; APR view of goals	Assess each year

			and a 3-year process to achieve goals developed	achieved every 3 years	
academic program review					

What are our next steps?
1. Continue implementation of Enrollment Management Plan.
2. Continue to look for additional grant opportunities to advance student success.
3. Begin implementation of OACC's Strong Start to Finish grant.

A few questions to consider about
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?

➢ How do we ensure that student costs are transparent and student financial planning continuous? Are our courses and program streams offered in student-friendly ways? 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? How does our college manage process improvement?

➢ What else can we do?

OTHER

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?**
Performance-Based Funding	Developed trend data based on Performance Based Funding measures	Developed goals that support SSC trends and measures in Performance Based Funding matrix	Exceed SSI proxy and enrollment proxy for all measures	Progress needs to continue

Improvement Focus Description: Promoting a culture of continuous improvement needs to continue and support for professional development needs to continue.

Improvement Focus Current Status: AQIP process and shared governance process isn't understood by all stakeholders.

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?
Professional Development	Continue to support professional development for faculty and staff at internal events and professional conferences	Vice President of Business and Finance; Provost and CAO; Academic Deans; Department Chairs; BRIDGE Committee	Executive Council; Budget Director	Increased knowledge in course content, student success strategies, and efficiencies	Implementation of student success strategies, curriculum changes, and efficiencies based on professional development	Evaluate annually
Systems Portfolio	Successful submission of our next Systems Portfolio by December 2018	Faculty; Staff	Executive Council; Deans	Develop a successful Systems Portfolio in support of our accreditation processes	Completion of questions by due dates established by the timeline	Review annually
HLC Accreditation Site Visit	Preparation and successful HLC accreditation site visit in Nov. 2019	Executive Council; Deans; AQIP Committee	Faculty; Staff; Students	Address issues identified in the Systems Portfolio; prepare and conduct a successful site visit	Completion of required reports by the respective timelines; develop and meet dates on an internal timeline to prepare for the visit	

What are our next steps?
1. Develop the next Systems Portfolio
2. Continue to support professional development in the budget
3. Develop reports to prepare for HLC's site visit

A few questions to consider about

WORKFORCE

- ➢ Based on our College service area which of the 6 JobsOhio regions do we serve? http://jobs-ohio.com/network
- ➢ Which of the 9 JobsOhio key industries are addressed in our current curriculum and programing? http://jobs-ohio.com/industries
- ➢ How have we linked our curriculum and programing to the OhioMeansJobs In-Demand Jobs list? 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?**
Schedule regular visits with OMJ;	Current in enrollment in advanced manufacturing,	Enrollment hasn't increased in all majors	More graduates in Jobs Ohio key industries	The economy influences enrollment in some programs

Schedule regular enrollment outreach visits	automotive, biohealth, energy, financial services, foods, information services and software, and polymers and chemicals			
Provide structured training offerings that meet the needs of business and industry	Evaluate changing needs of business and industry; develop courses and programs accordingly	Added additional business and industry partners	Non-credit offerings	Non-credit and contract training offerings are an ongoing area of improvement

Improvement Focus Description: Increased promotion of non-credit and contract training.   Better connections to business and industry partners.

Improvement Focus Current Status: Increased outreach to business and industry partners to advance non-credit and contract training offerings. Advancement of the new process integrated with academic affairs.

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?
Promotion of programs identified in Jobs Ohio key industries (Ohio Plan) including regular visits to Oho Means Jobs	Current programs include advanced manufacturing, automotive, biohealth, energy, financial services, foods, information services and software, and polymers and chemicals	Faculty; Chairs; Director of Career Services and Workforce Development	Provost and CAO; Academic Deans Marketing Department, Advisory Boards/ Committees	More graduates in Jobs Ohio key industries	Increase in majors declared and graduates	Evaluate each semester
Provide structured training offerings that meet the needs of business and industry	Evaluate changing needs of business and industry; develop courses and programs accordingly	Director of Career Services and Workforce; Provost and CAO; Department Chairs	Academic Deans; Advisory Boards/Committees	Instruction that meets the needs of business and industry	Non-credit offerings	Annual review
Target employers regarding job-related training	Provide appropriate materials and	Provost and CAO; Deans; Director of Career Services	Executive Council;	Increase in job-related training	Number of employees enrolling in	Annual review

	review packet information to provide suggestions/ changes; create mail and email templates; create piece to communicate offerings; ensure webpage is up to date	and Workforce; Director of Marketing	Enrollment Management		non-credit and contract training courses	
Promote Learn to Earn CCP pathways	Ensure webpage information is up to date; provide needed materials and email banner templates	CCP Coordinator; Provost and CAO; Deans; Director of Marketing; Vice President of Business and Finance		Increase our completion of students in Learn to Earn pathways	Number of students earning the credential	Review every semester

What are our next steps?

1. Advance new process to integrate non-credit and contract training with academic affairs
2. Advance structured training for business and industry
3. Continue to advance in-field job placement