



# SOUTHERN STATE COMMUNITY COLLEGE

## Campus Completion Plan

**2018-2020**



Plan Implementation and Board Approval: July 2014

Plan Update and Board Approval: June 2016

Plan Update and Board Approval: June 2018

Southern State Community College

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Southern State Community College

**Request for Board Action**

Re: Campus Completion Plan

**Background:**

Under Section 3345.81 of the Ohio Revised Code, each public institution of higher education is required to develop its own completion plan designed to increase the number of degrees and certificates awarded to students. The first such plan was created in 2014 and was updated in 2016. This current plan (attached) is in response to the mandated bi-annual update.

The 2018-2020 plan is consistent with the mission and strategic priorities of the institution, it includes measurable student completion goals, and aligns with the State's workforce development priorities. The report and revised plan are presented for Board adoption and, once approved, is submitted to the Chancellor.

**Recommendation:**

That the Southern State Community College Board of Trustees adopt the College's updated Campus Completion Plan.

**Action Taken:**

The Southern State Board of Trustees unanimously approved the Campus Completion Plan during the June 26, 2018 meeting.

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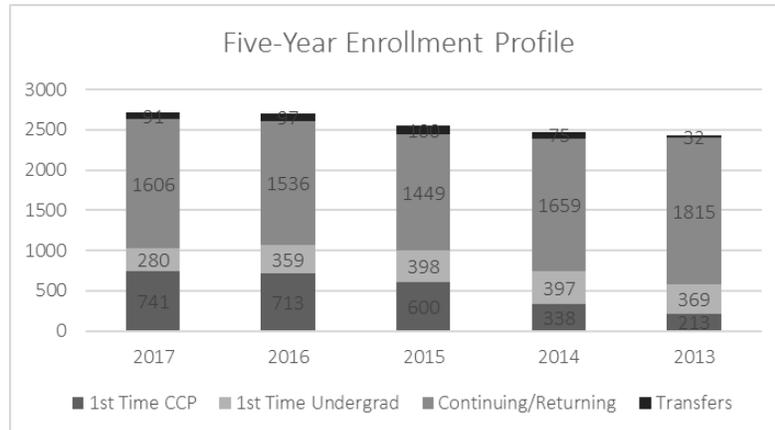
## About Southern State

Southern State Community College is physically located in the southern region of Ohio and serves a five county area. While geographically large, the area is rural and sparsely populated. Three of the counties are designated Appalachian although all share similar economic, demographic, and societal characteristics. Four, and soon to be five, campus locations exist to serve the region. While each campus has a unique personality, appearance, and menu of programming, all campuses are operated through a centralized administrative structure, adhering to common policies and practices and sharing academic and support services.

Southern State was one of the first community colleges in Ohio to develop an accredited transfer program, and continues to serve students who desire to transfer to four-year college or university in Ohio and beyond. Along with the Associate of Arts and Sciences and the transfer options, the College offers Associate and Applied Associate Degree Programs as well as certificates in different areas of study in business, health sciences, computers, engineering, human services, education, agriculture, while maintaining a strong general education component. Additionally, as Ohio aims to reach an aggressive degree attainment goal and continues to support early college, Southern State supports this goal by being a premier provider of College Credit Plus programming. The College supports various delivery methodologies including face-to-face, hybrid, and online learning models.

Like many community colleges, Southern State’s enrollment is highly susceptible to economic shifts. During periods of full or healthy employment, enrollment is challenging however, upticks in unemployment generally result in increased enrollment. The period between 2010-2017 the College has nearly doubled in size during particular times and then contracted. At present, enrollment appears to have stabilized with roughly 2700 student headcount and 1500 full-time equivalent students.

Additionally, with the advent of Ohio’s early college option, College Credit Plus, Southern State has experienced a dramatic shift in its demographic profile with early college students growing faster than any other student group.



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The College employs nearly 450 individuals on a part-time and full-time basis. Courses are taught by 47 full-time faculty members who are part of an organized union and senate and nearly 100 part-time instructors representing various professions. The staff and administration, comprised of both full-time and part-time personnel, represent several major divisions within the college including academics, student services, plant, business, and corporate and community services.

In addition to compliance with all national regulations defined by the Department of Education, Southern State Community college is accredited by the Higher Learning Commission and must demonstrate compliance with the Criteria for Accreditation and Assumed Practices. The College is an Open Pathway institution and follows a 10-year cycle. Reviews include peer and Commission reviews of comprehensive evaluations, assurance reviews, quality initiative proposals, interim monitoring, and substantive change requests in addition to Federal Compliance Monitoring. The next accreditation obligation is the Five-Year Assurance Argument due in 2019.

In addition to the national and State accrediting bodies, Southern State is recognized by the Ohio Department of Higher Education as a “state” community college. This distinction requires regulatory compliance with all laws, guidelines, and statues appropriate to a publicly funded institution of higher education. The core functions are consistent with Ohio's definition of state community colleges as defined in the Ohio Revised Code Section 3358. A nine-person Board of Trustees, appointed by the Ohio Governor, have final responsibility for governance and operation of the institution. The Board of Trustees is the voice of student and community and delegates authority to the President for administrative and operational functions.

Southern State Community College does not discriminate against applicants, employees, or students on the basis of race, color, creed, religion, age, sex, marital status, veteran status, national origin, ancestry, citizenship, disability, sexual orientation, and/or gender identity. Questions about this should be directed to the Lead Title IX Coordinator, 100 Hobart Drive, Hillsboro, OH 45133; 937-393-3431.

## Purpose and Introduction

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

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

This document is to serve as a vehicle for the College to articulate the outcome of a strategic process for improvement. Like earlier iterations of the Completion Plan, the goals and measures included here address the needs and priorities of the institution while aligning with the various statewide initiatives aimed at progress and completion. The organization of this document includes a lookback at the 2016 goals and measures while placing renewed emphasis on strategies and measures within each focus area and on integrating and aligning elements of the important work that is underway within the Student Success Leadership Institute (SSLI), Statewide grant initiatives such as Strong Start to Finish, and within the Department of Workforce Development. Lastly, this plan is a component of the College's Institutional Effectiveness Plan and aligns with many of the College's Key Performance Indicators.

## Measures of Progress 2016-2018

The 2016 Campus Completion Plan was the second iteration of the original framework provided by the Department of Higher Education. The tables below provide an abbreviated synopsis of the outcomes of the previous period strategy and goals.

Connection to the Institution   2016 Plan Progress Report			
Focus	Strategy	Measure	Progress
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	How will we measure success?	What will be our outcome or indicator of success?
Increase student understanding of college expectations and requirements. Provide opportunity to connect with faculty, staff, and other students	Mandatory orientation for all first time college students	Increase first term retention of first time college students 10% by end of AY2017	First Term Retention: Fall 14 to Spring 15   67% Fall 15 to Spring 16   73%  2018 Update: Fall 16 to Spring 17   66% Fall 17 to Spring 18   63%
Help students get into college level courses more quickly	Provide refresher courses in math and English and retest opportunities for those testing into developmental courses	10% increase in college level placement by end of 2017 AY  Updated Metric: Additional 10% increase by 2019	College level placement compared to Fall 14  Fall 14 14% Both; 49% English; 17% Math Fall 15 18% Both; 55% English; 21% Math Fall 16 18% Both; 53% English; 21% Math Fall 17 21% Both; 57% English; 24% Math
Increase CCP participation	Establish new CCP agreements with K-12 partners	10% increase in CCP registered credit hours	First time CCP students Fall 2014 338 Fall 2015 600 Fall 2016 713 Fall 2017 741

Successful First-Year Entry   2016 Plan Progress Report			
Focus	Strategy	Measure	Progress
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	How will we measure success?	What will be our outcome or indicator of success?
Improving completion of developmental courses to decrease time to degree	Students who test into developmental classes will enroll in developmental education immediately upon entry	Number of student completing developmental math/English within the first three semesters will increase 10% by conclusion of AY 2017	Students completing math/English with first three terms.  Spring 16   36% Both; 38% English; 44% Math Spring 17   47% Both; 62% English; 48% Math Spring 18   46% Both; 56% English, 57% Math

Focus	Strategy	Measure	Progress		
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	How will we measure success?	What will be our outcome or indicator of success?		
Help keep students on track to graduation	Students will be provided with program completion plan and course sequence for full program during first semester	Student completion times will decrease by an average of 5 hours following completion plan by end of AY 2017		Career Hours	Local Hours
			AY 2015/16	83 Assoc. / 80 Cert.	72 Assoc. / 67 Cert.
			AY 2016/17	83 Assoc. / 82 Cert.	73 Assoc. / 64 Cert.
			AY 2017/18	82 Assoc. / 96 Cert.	72 Assoc. / 82 Cert.
Development of guided pathways	Develop academic pathways for first-year students in technical pathways	5% increase in the number of students completing their degree within 3 years	Metric not available until 2019		

Student Progress   2016 Plan Progress Report			
Focus	Strategy	Measure	Progress
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	How will we measure success?	What will be our outcome or indicator of success?
Provide earlier intervention to students in danger of not successfully passing a course(s)	The college will change the course grade reporting process of asking for and receiving grades for intervention to the fifth week, from the eighth week. Allowing some time for more time for interventions	Student course success will increase 10 percentage points, as defined by completing the course with a grade of "D" or higher, for those students submitted through this process, and for those who participate in intervention strategies, by end of 2017 AY	Completion rate among students referred through the system.  Fall 14 19% pass rate  Fall 15 23% pass rate  4% increase
Facilitate progress toward degree completion	Identify unregistered students who are within 15 credit hours of completion and provided guidance through the registration/completion process	Increase the number of returning students who complete their degree	Increase the number of degree completions.  Sample size ended up being 6 students.

Student Completion   2016 Plan Progress Report			
Focus	Strategy	Measure	Progress
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	How will we measure success?	What will be our outcome or indicator of success?
Improve graduation rate	Identify students who have completed degree requirements but who have not applied for graduation, contact them, and facilitate graduation procedures.	Reduce the number of non-graduates with hours exceeding those required of an associate degree in selected major	The Spring 2017 data revealed 6 students meeting this criteria, 3 graduated.
Retain CC+ students beyond HS graduation	Establish a continuation scholarship specific to the target population	10% increase in the retention of CC+ students following HS completion	Spring 17 to Fall 17   Fall 2017 (Only) = 9% 2017 grads that attended in either Fall or Spring = 10%. 2017 grads that attended in Fall, Spring, or Summer = 12%.
Improve marketability of general education programming among adult students	Launch an accelerated AA/AS degree track targeting the adult working population	Begin a cohort with 15-20 students	Discontinued goal for lack of student interest.

Student Completion   2016 Plan Progress Report			
Focus	Strategy	Measure	Progress
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	How will we measure success?	What will be our outcome or indicator of success?
Increase opportunities for students to obtain training with local business and industry to improve job opportunities	Seek business partnerships ----- New Component: Align curriculum with embedded work experience as defined by HB64	15% increase in the number of student participating in internships and/or co-ops by the end of AY2017 ----- Goal Reset: Because goal has already been exceeded, the measurement has been reset to a 10% increase over Spring 2016	Increase the number of internship and co-op opportunities for students.  20% increase
Improve marketability of business degree options	Deliver the business majors in online format	Increase enrollment in BADM majors by 10%	Fall 2016   57 students Fall 2017   47 students  Measure unmet

<b>Workforce   2016 Plan Progress Report</b>			
<b>Focus</b>	<b>Strategy</b>	<b>Measure</b>	<b>Progress</b>
Improvement Objective (College Strategy/ Intervention Objectives)	What will we do differently? What are the action steps for intervention?	How will we measure success?	What will be our outcome or indicator of success?
Provide competency based pathways for degree completion	Redesign the BADM major to a competency based academic model	Successful introduction of a competency based pathway	This goal was connected with a grant initiative with a partner college and the application was not awarded. Discontinued.

## 2018-2020 Campus Completion Goals

Similar to previous iterations of the State mandated Campus Completion Plan, the 2018-2020 Plan has been organized using the template provided by the Ohio Department of Higher Education. The goals have been developed through thoughtful reflection of the questions presented in regard to **connecting to the institution, successful first-year entry, student progress, student completion, and workforce development** (Appendix A). The 2018-2020 Plan integrates the work of Southern State's student success team, the strategic plan, institutional effectiveness measures, and the College's work in Guided Pathways. From connection to completion to workforce entry, the College aims to use the 2018-2020 goals to address gaps in the student experience, build momentum in areas of promise, and actively monitor the effectiveness of select interventions. To this end, Southern State has identified the following priorities:

### Connection to the Institution

1. Incentivizing Continued Enrollment After CCP
2. Accessible Orientation

### Successful First Year Entry

1. Career Advising Model
2. First-Year Progression

### Student Progress

1. Early Alert/Warning Systems
2. Developmental Progression: Strong Start to Finish

### Student Completion

1. Short-term Industry Certifications
2. Finish What You Start
3. Graduation and Transfer Pathways

### Other Aspects of Completion

1. Quality Matters in Online Education

### Workforce

1. Improving Access to High-Demand Training
2. Reaching Underserved and Displaced Populations

## Connection to the Institution | 2018-2020

### **Improvement Focus Description:** Incentivizing Continued Enrollment After CCP

**Improvement Focus Current Status:** In previous plans, the emphasis has been on CCP enrollment growth. The 2018-2020 focus is to strengthen the long-term connection to the institution through aligning 15 and 30 hour pathways with the College’s technical programs and initiating various communication measures aimed at informing students of their degree progress.

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?
Creating 15 and 30 hour pathways that align with technical program offerings	Identify 3-5 pathway programs and partnering high schools.	CCP Coordinator  Dean of Technical Programs	Faculty  High School partners	Increase the number of CCP students earning technical degrees	Technical degree attainment among students who started as CCP.	Pathway implementation Fall 2019. First measure 2020
Continued college enrollment post-HS graduation	Targeted communications with student progress measures	Director of Marketing  Registrar  CCP Coordinator	Registrar		CCP Retention post-HS graduation	Spring to Summer and Fall Retention among 2018 CCP HS graduates

### **Improvement Focus Description:** Accessible Orientation

**Improvement Focus Current Status:** Previous attempts at mandatory orientation were hampered by the format of orientation program offerings. Going forward, the College believes that streamlining orientation information into an accessible, inviting, and convenient online model will effectively connect more students to important information about college expectations, student support services, and to the faculty and staff.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Create an orientation video accessible and convenient to all students.	Contract with a production company to create the video.	Recruitment Coordinator	Faculty  Student Services	More students will have access to important	Use data from face-to-face fall orientation	Spring 2019

		Director of Marketing  Director of Admissions	Academic Services	information about being a student.	from the past two years, and student retention from first year to second year  Compare to attendance of online orientation and retention from first year to second year.	
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## Successful First Year Entry | 2018-2020

**Improvement Focus Description:** Career Advising Model

**Improvement Focus Current Status:** Career selection and integrated advising are critical elements of Guided Pathways. It is through such a model that students are better equipped to articulate career interests and occupations more specifically and also, such a model keeps them closely connected with professionals who can help them stay of track.

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?
Integrate “career” choice into academic advising	Reorganize student advising to make career choice a central tenant of the advising process.	Student Success Center  VP of Student Affairs	Advisors  Student Support Personnel  Faculty	Reduction in number of major changes and more engagement in experiential learning for career direction.	Measurement includes progress on degree pathway /# (if any) major changes/engagement in experiential learning (internship, practicum, etc. / and overall retention in programs	Assess yearly progress in selected major with a 2 <sup>nd</sup> year review of added occupational exposure opportunities.

**Improvement Focus Description:** First Year Progression

**Improvement Focus Current Status:** Students are often bombarded with the complexity of choosing the right courses for their selected programs and then, scheduling that course according to when its offered. To better present this information in an easy-to-view path, Southern State will be implementing an application designed to help students pick a major, build a schedule, and register for classes, in addition to finding supporting resources on campus and staying connected with their advisor.

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?
Keep students on track to graduation	Provide students with contemporary career exploration and self-service tools. (NAVIGATE)	VP of Student Affairs	Student Success Center Information Technology Communications	Students find tools effective for career exploration and major selection	Yearly assessment of major persistence. (Fall/Fall Persistence as measured by CCRC KPI report.	Annually beginning 2019

## Student Progress | 2018-2020

**Improvement Focus Description:** Early Alert/Warning Systems

**Improvement Focus Current Status:** Aggressively promote resource to full/part time instructors to aid in student academic success. Helping faculty to fully understand the significance of their actions (minor as it may appear) in the retention of the student to degree completion.

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?
Identify early indicators affecting student success	Engage faculty more aggressively in the tools for assisting student success	VP Student Affairs VP Academic Affairs	Student Success Center Faculty	More opportunities available for re direction to Student Success and academic progress	Higher percentage of early alerts / mid semester grades provide for Intervention opportunities	Each semester

**Improvement Focus Description:** Developmental Progression

**Improvement Focus Current Status:** Research indicates that getting students out of developmental education work faster, leads to improved retention, persistence, and completion. To this end, the College recognizes the value in aligning improvement objectives around strategies that accelerate the time a student needs to spend in developmental programming and has signed on as part of Ohio’s Strong Start to Finish Initiative.

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 the number of students completing gateway math and English in the first year.	Strong Start to Finish: Southern State will be implementing the co-requisite model for Math 1106 and ENGL 0097	CAO	Faculty  Dean of General Education	More students completing gateway courses in the first year.	HEI data provided by the grant. Benchmarks established in the SSF grant.  Baseline: Math 21.7% English 56.7% Goal: Math 37.3% English: 65.3%	2019-2020 Academic Year

## Student Completion | 2018-2020

**Improvement Focus Description:** Short-term Industry Certifications

**Improvement Focus Current Status:** Industry certifications, particularly in office services, are as marketable as the degree or certificate itself and are often necessary for competitiveness in the workforce.

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 the number of students eligible to test to actually test.	Redesign communication strategies to encourage testing	Testing/Certification Testing Coordinator	CAO Faculty Communications	Increase in the number of testers	Using May 2017-April 2018 as the benchmark, track # of tests administered	Summer 2019

					against eligible testers.	
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**Improvement Focus Description:** Finish What You Start

**Improvement Focus Current Status:** Through Ohio’s CCP program, students have the opportunity to accumulate significant credit prior to high school graduation. While many continue taking coursework toward a credential, some simply stop attending. Through a “Finish What You Start” campaign, the College aims to increase the number of graduates who start as CCP enrollees.

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 graduation rate among students starting as CCP students.	<ul style="list-style-type: none"> <li>- Degree audits at time of high school graduation.</li> <li>- Continuation of post-CCP targeted scholarships.</li> <li>- Targeted communications</li> </ul>	Registrar	Student Success Center  Communications	Increased graduation rate.	Baseline: 2018 – 106 graduates began in high school.	Annual measurement

**Improvement Focus Description:** Graduation and Transfer Pathways

**Improvement Focus Current Status:** Following legislation passed in 2015, ODHE is leading a process to establish statewide guaranteed pathways from the associate to bachelor’s degree. In addition to promoting enrollments in the newly approved pathways, the College must also focus on completions.

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 the number of students pursuing and graduating from the Associate of Art/Science concentration pathways	Advertise the pathways to new students.	CAO	Communications  Faculty  Student Success Center	Increased enrollment and graduation rates	Program enrollment  <hr/> Graduation rate (3 year cohort)	Annually (Fall)  <hr/> 2020

## Other Aspects of Completion | 2018-2020

**Improvement Focus Description:** Quality Matters in Online Education

**Improvement Focus Current Status:** Online delivery is outpacing enrollment in traditional course modalities. Continued growth will be contingent on promoting and sustaining a quality experience for students. Well-conceived, well-designed, and well-presented courses are possible through quality assurance processes.

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?
Improve the online experience for all learners to build continuity and sustainability in online delivery.	Continue implementation of the Quality Matters rubric and standards	Director of Instructional Technology	Faculty CAO Distance Education Committee	Increase the number of QM certified courses.	Baseline: 0 certified courses	Annual evaluation

## Workforce | 2018-2020

**Improvement Focus Description:** Access to High-Demand Training

**Improvement Focus Current Status:** The Ohio Department of Job and Family Services has recently initiated a statewide effort to increase the number of apprenticeship experiences for Ohio students. The aim of this focus area is to make meaningful advancements to align our programs to the in-demand occupations, using the Apprenticeship framework.

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?
Complete the application for Registered Apprenticeship Program and identify programs that align with the framework.	Expand existing workforce development functions to include Apprenticeship implementation.	Director of Workforce Development	CAO Dean of Transfer and Articulation Faculty	Registered apprenticeship opportunities aligned with high-demand occupations in southern Ohio.	Program implementation and number of participating programs.	Spring 2019

**Improvement Focus Description:** Reaching Underserved and Displaced Populations

**Improvement Focus Current Status:** Since inception, Southern State has claimed a five-county service area and supported campus operations in four of the five counties. In Summer 2018, the College will break ground on the fifth campus operation in Adams County Ohio. This county is plagued with high unemployment (insert stat here) and low educational attainment (insert stat here). Currently, the College serves roughly 300 students, many of which are early college (CCP) students. The College aims to reach deeper into the population and target those who are need Adult Basic Literacy/GED services and those who have been displaced as a result of the DP&L (AES) power plant closure.

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 the number of clients served through the Adult Opportunity Center (AOC)	Active recruitment for new clients through the new facility.	Dean of Institutional Advancement	CAO  Communications  Recruitment Coordinator	Improve the County's educational attainment rate.	Internal enrollment report/ BLS data point for those 25 and older without HS diploma or GED.  2017   Data 58 Completed Orientation  46 Became enrolled  2675.25 Hours of instruction	First measure Fall 2020
Offer academic programming to incentivize entrepreneurship and/or technical training for job retooling among displaced workers						

## Appendix A: Questions to Consider

### 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?

### 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)

## **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?

## **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?

#### 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?

#### WORKFORCE

- Based on our College service area which of the six Jobs Ohio regions do we serve?
- <http://jobs-ohio.com/network>
- Which of the 9 Jobs Ohio key industries are addressed in our current curriculum and programming?
- <http://jobs-ohio.com/industries>

- How have we linked our curriculum and programming to 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 trained 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?