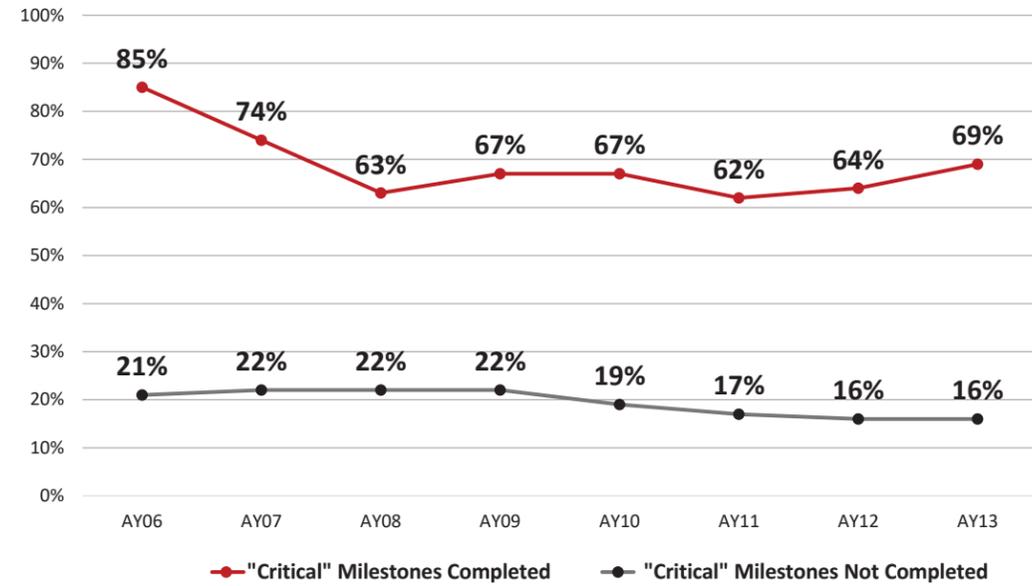
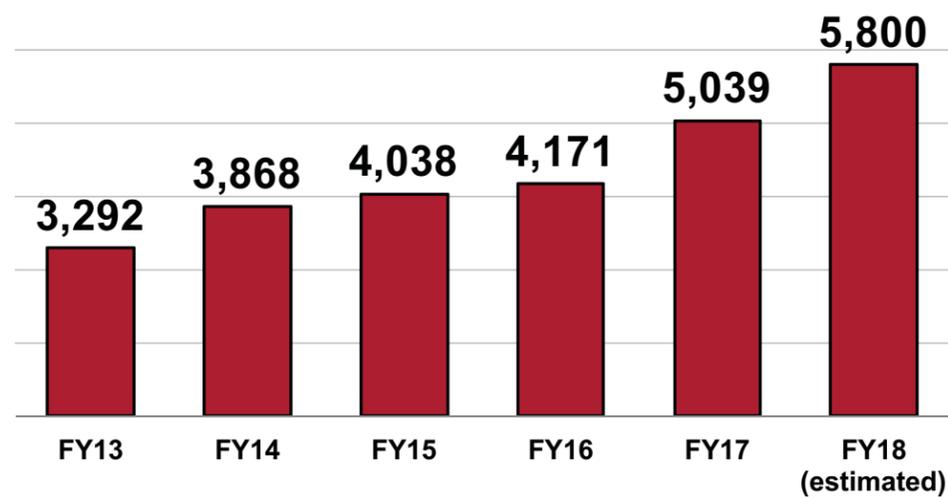


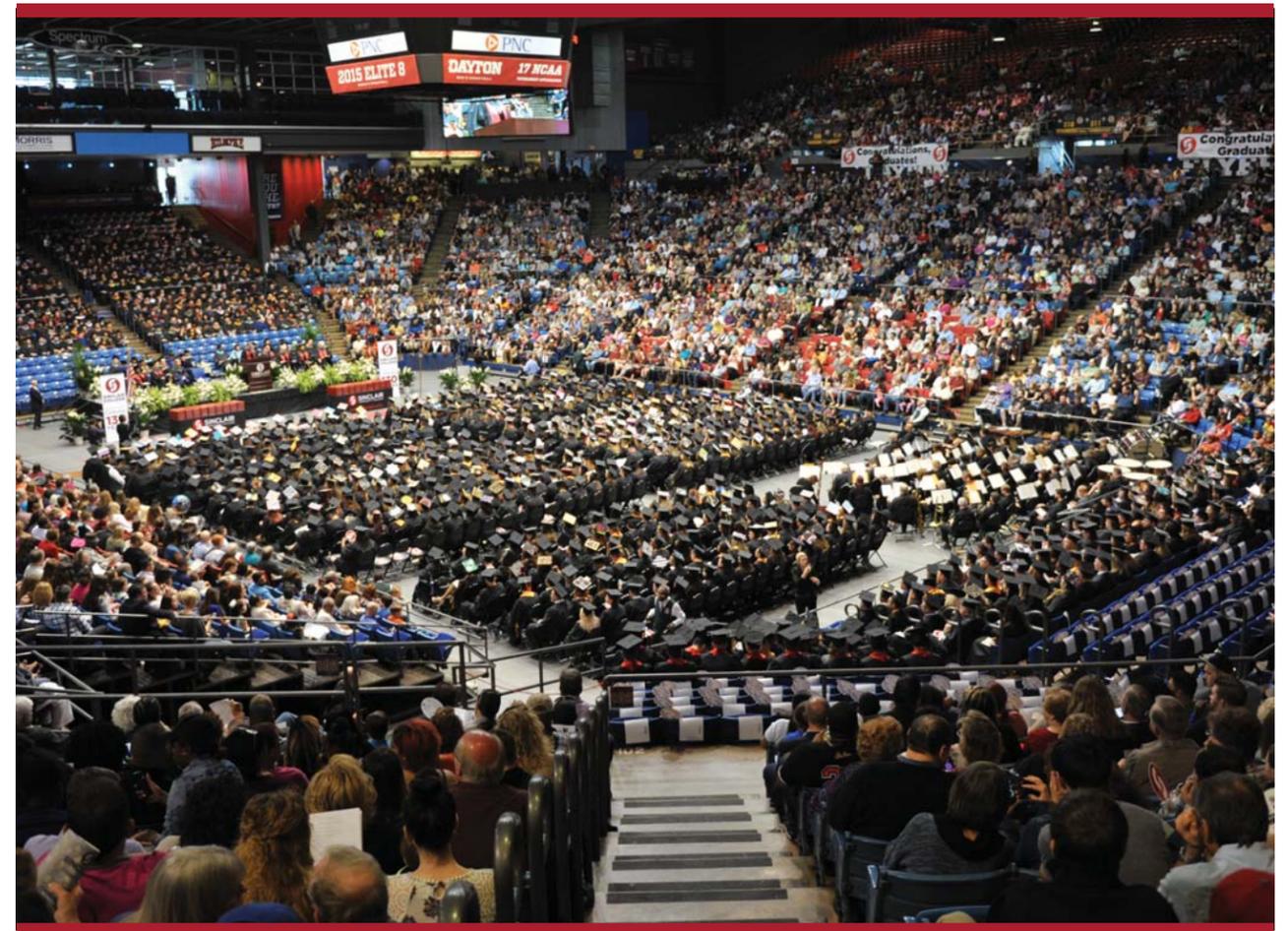
### 3-Year Graduation Rate for Students Who Completed "Critical" Milestones vs. Those Who Did Not



### 76% Increase in Degrees and Certificates Earned from 2013 to 2018



# STRATEGIC PLAN FOR STUDENT COMPLETION 2018-2022



*Helping More Students get More Credentials More Quickly  
with Higher Quality and Lower Cost*

# INTRODUCTION

Sinclair has been working on student success since its inception 130 years ago. While the focus originally was on providing access to students who may not otherwise be able to earn a valuable credential, the college sought to close the skills gap between available talent and the needs of business and industry. David Sinclair's motto of "Find the Need and Endeavor to Meet it" still guides the college's planning today.

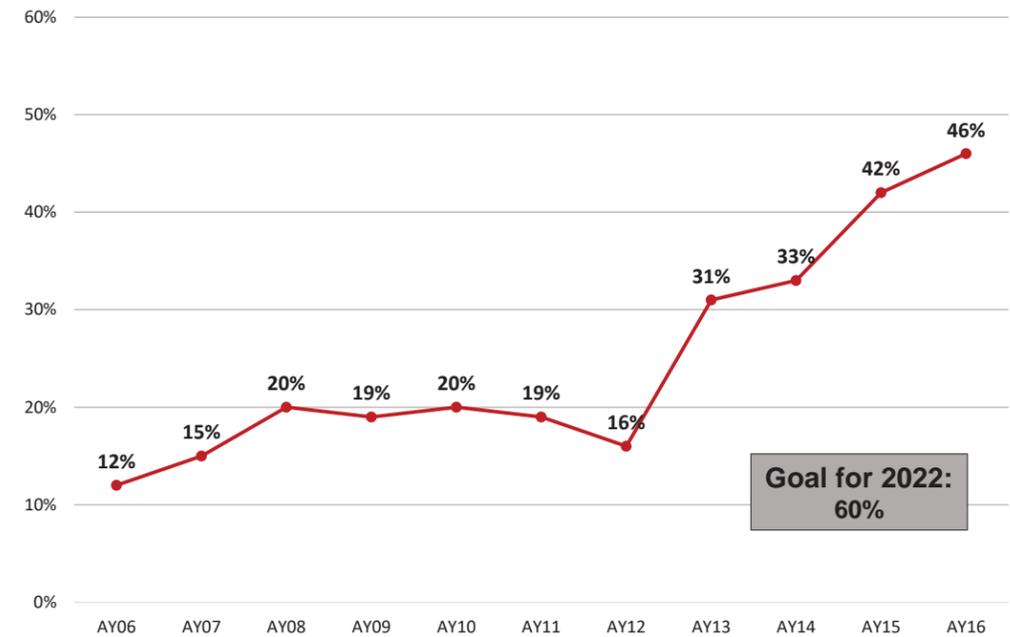
We have learned that time is the enemy for our students: if they take too long to graduate, life will inevitably get in the way. In these pages, you will read about exciting new programs that help students complete their credentials more quickly. The college is committed to continuous improvement. Not only will this drive our quality even higher, it will lower costs for students. Students will save by reducing wasted credits, and by spending less time in college and more time in the workforce.

The College has been able to do this through generous support from philanthropic organizations including the Bill & Melinda Gates Foundation, the Mathile Family Foundation, Dayton Power & Light, and the Dayton Foundation. The college has also benefitted from federal and state grants that allowed us to experiment with cutting edge programs and technology to learn how to best serve students, knowledge that we eagerly share with other colleges across the country.

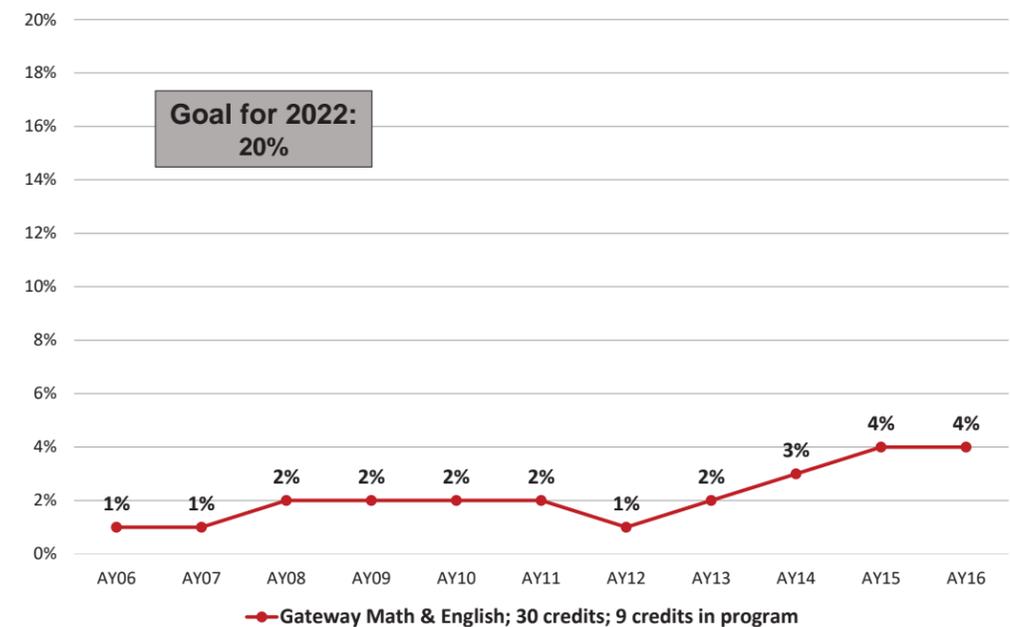
While hundreds of faculty and staff have contributed to the creation of this focused plan, the following are more directly responsible for creating this document:

- Carol Bonner
- Mike Brigner
- Dr. Kathleen Cleary
- Dr. Dave Collins
- Laura Hinkebein
- Dawayne Kirkman
- Karla Knepper
- Dr. Scott Markland
- Julie Thompson
- Kathie Welch

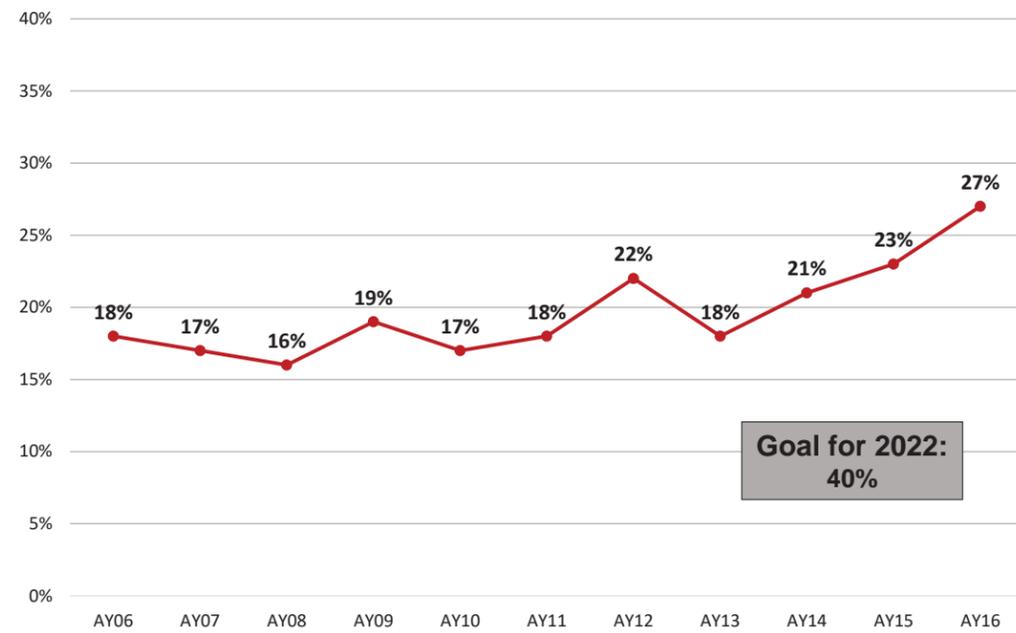
## Students Completing Nine Credit Hours in the First Year in their Declared Major



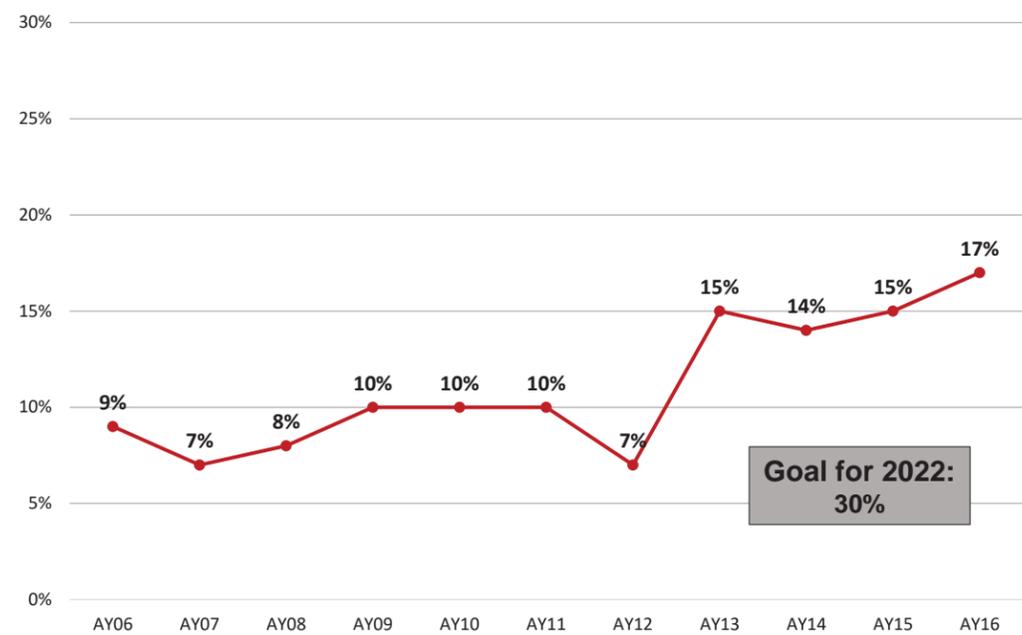
## Students Who have Completed all "Success Critical" Milestones in the First Year



## Percentage of Full-time Students Who Completed Required Math in the First Year



## Full-time Students Who Completed 30 College Credits in the First Year



The accomplishments of Sinclair have been widely celebrated in national and local media including the *New York Times*, the *Chronicle of Higher Education*, *Inside Higher Education*, the *Washington Post*, the *Detroit Free Press*, and the *Dayton Daily News*. That the College was able to change its outcomes so quickly is a testament to the can-do attitude of the Board of Trustees, administrators, faculty, and staff, who have circled the wagons and made substantive changes.

## OUR MISSION

Sinclair's completion plan is directly tied to its mission:

*We help individuals turn dreams into achievable goals through accessible, high quality, affordable learning opportunities.*

## OUR PROCESS

A decade ago President Steven Johnson established that student success and completion is everyone's job at the college. Every cabinet member has been involved in planning and developing resources to help more students turn their dreams into reality. Over 1,400 faculty and staff members have participated in work teams, focus groups, and professional development activities which seek to improve student outcomes. This "boots-on-the-ground" drive has resulted in the creation of major programs and initiatives, which have demonstrated success in helping students finish their credentials in higher numbers and more quickly.



# PRIORITIES & GOALS

## MORE STUDENTS

### STRATEGIC PRIORITY 1

*To strengthen the recruitment and onboarding process of new students.*

The college has been able to award more credentials to more students at the same time the nation, state, and region have been faced with declining enrollments. Sinclair has been aggressively recruiting a student body that matches the community's demographics and fulfills regional workforce needs. Guided by a three-year Strategic Enrollment Plan, the college will target, recruit, and track key student markets. The college is also developing an integrated student services center model to welcome students and ease the enrollment process.

#### Supporting Goals:

- To execute the enrollment plan such that increasing numbers of students are applying and enrolling at the college from targeted market segments. (2% growth, each year, for three years)
- To develop a student services center with the physical, staffing and operational

structure to support a range of student types, many of which are the first in their families to attend college. (moves to temporary location in 2018 and new facility to open in spring of 2019)

- To explore ways to help students find and maintain balance between work, family, and their educational

### STRATEGIC PRIORITY 2

*To increase the retention rate of returning students.*

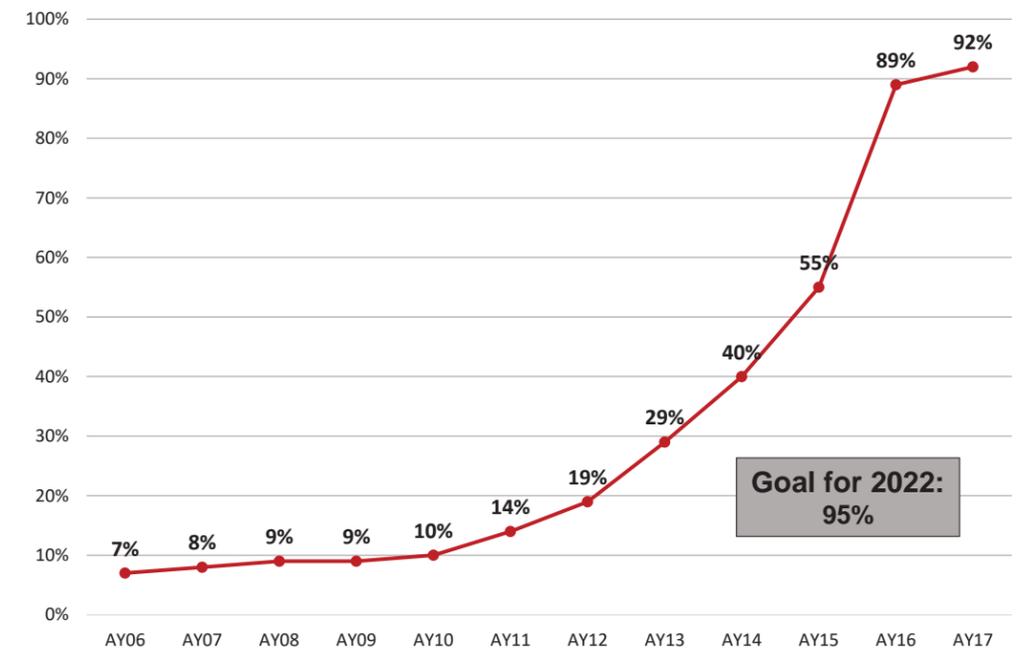
Community Colleges often see a dip in enrollment when their local economies begin to improve as students leave college to return to the workforce. The college is exploring ways to enable students to work while they continue in college and to earn credit for their work experience.

goals—thus, keeping more students on the path towards completion of a credential.

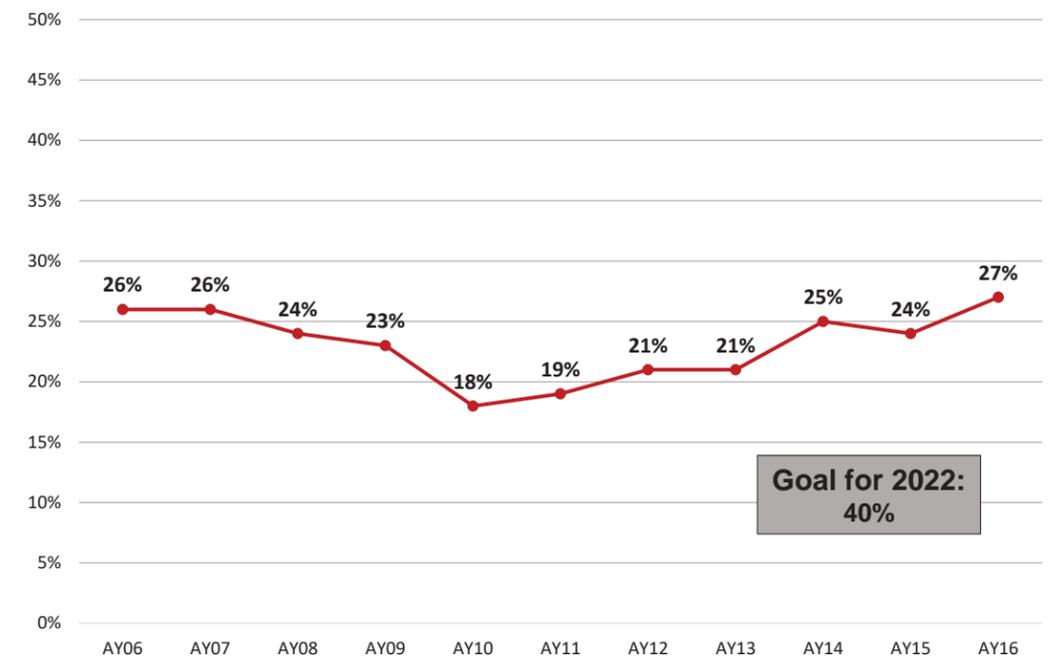
#### Key Metrics:

- Enrollment data (Headcount and FTE)
- Market segment data
- Course Completion Rates
- Term and annual persistence rates

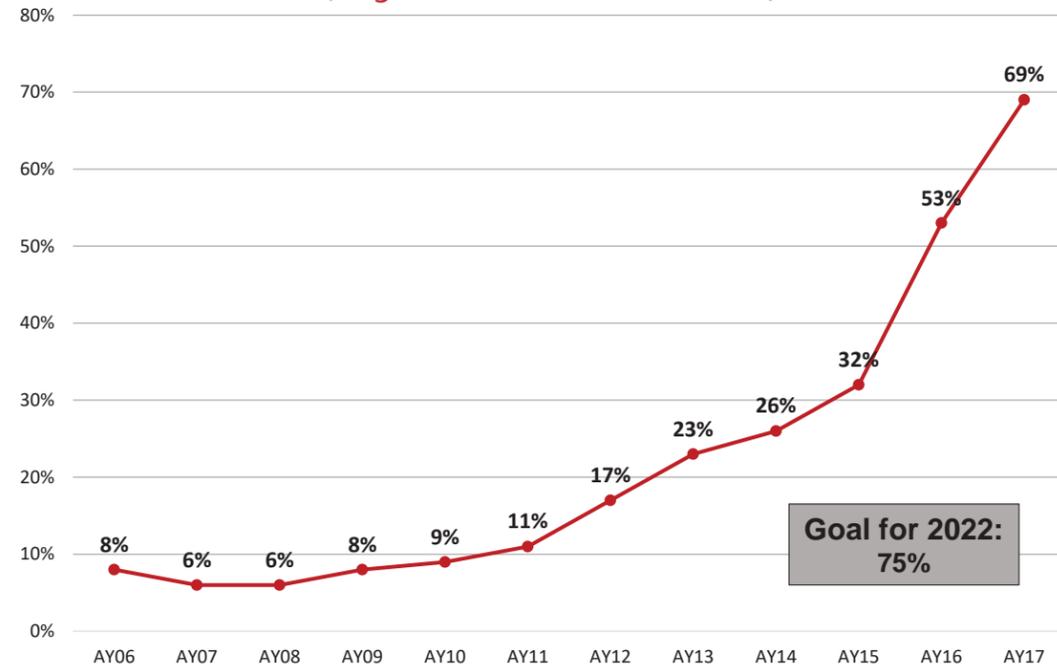
## New Students who are Officially Assigned an Advisor



## Percentage of Full-time Students Who Completed Required Math & English in the First Year

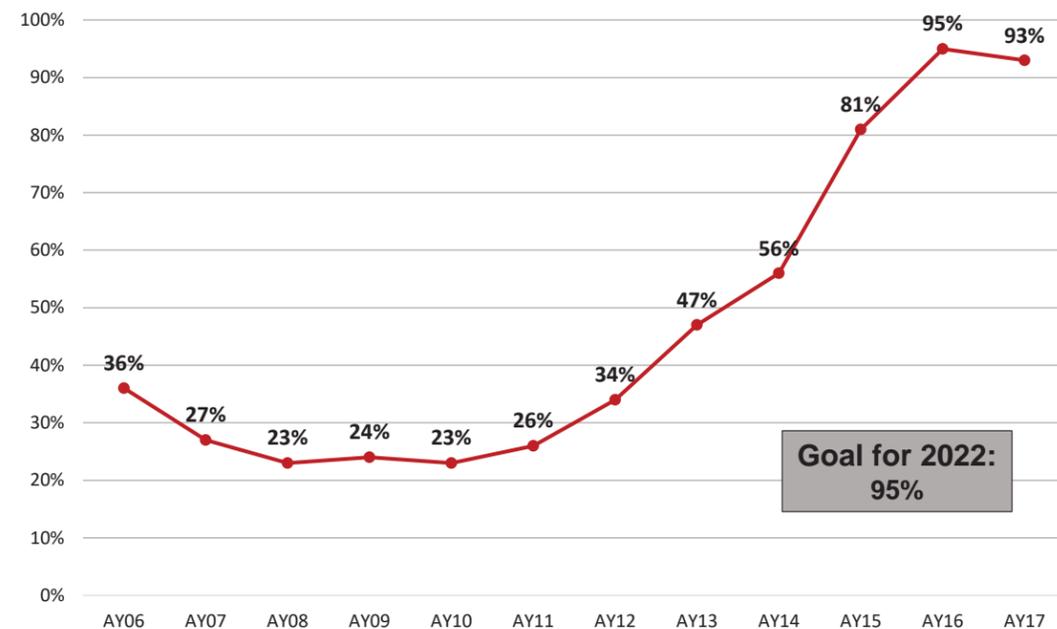


## New Students with MAP (My Academic Plan)



\* Students were not necessarily mapped in the first term

## New Students Who Met Directly with an Academic Advisor



# PRIORITIES & GOALS

## MORE CREDENTIALS

### STRATEGIC PRIORITY 3

*To examine every aspect of the student experience to discover barriers and mitigate them.*

### STRATEGIC PRIORITY 4

*To identify ways to create momentum for students, which help them stay on the path to completion and graduate in higher numbers.*

#### Supporting Goals:

- To reduce time spent in developmental education, through a reduction in the number of classes needed, development of refresher courses, and use of innovative teaching strategies.
- To provide holistic advising to address personal, academic, career and financial challenges, which threaten the students' ability to remain in college and complete their credential.

#### Key Metrics:

- Course Completion Rates
- Credentials Awarded
- Completion of College-level Math and English in the first year
- Completion of 9 credit hours in program of study in first year



# PRIORITIES & GOALS

## MORE QUICKLY

### STRATEGIC PRIORITY 5

*To reduce the number of credits that students have to take before earning their credential.*

#### Supporting Goals:

- To advance Prior Learning Assessment so that students can get credit for what they already know and are able to demonstrate.
- To reduce confusion around electives, so that students do not mistakenly take credits that do not count toward graduation.

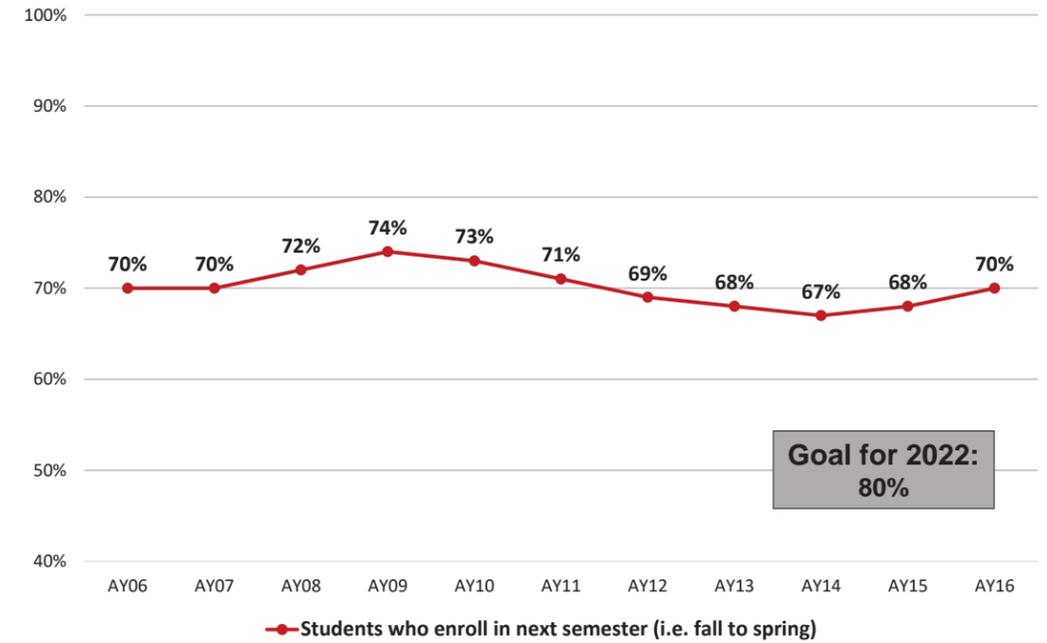
#### Key Metrics:

- Average number of excess credits, which do not count toward graduation
- Percentage of students who complete 30 credits in their first year
- Average number of credits earned in first year
- Average time to completion

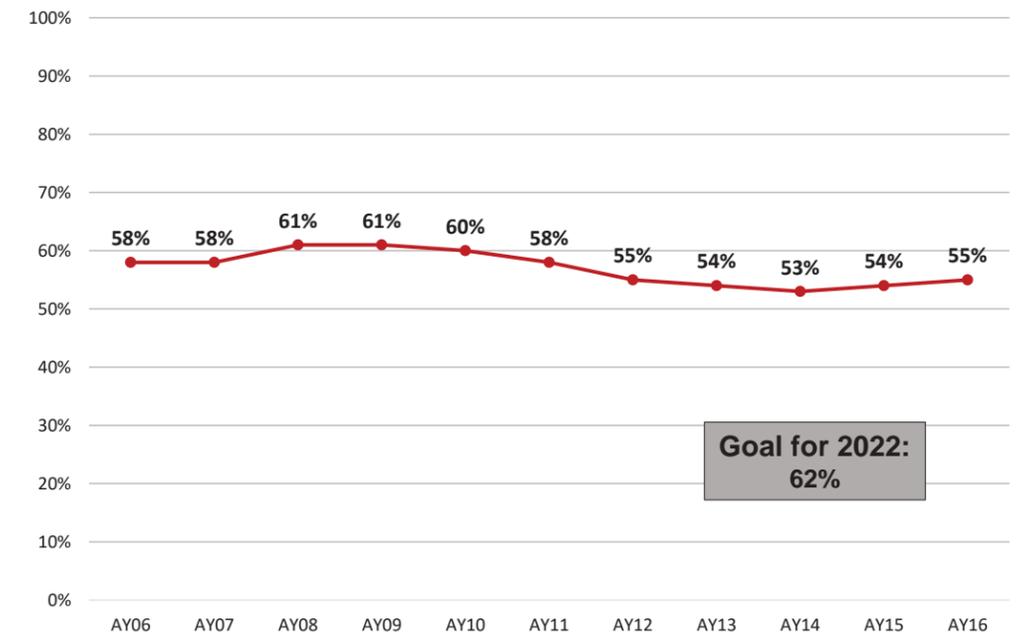
### STRATEGIC PRIORITY 6

*To incentivize students to earn as many credits as they can successfully handle in one year.*

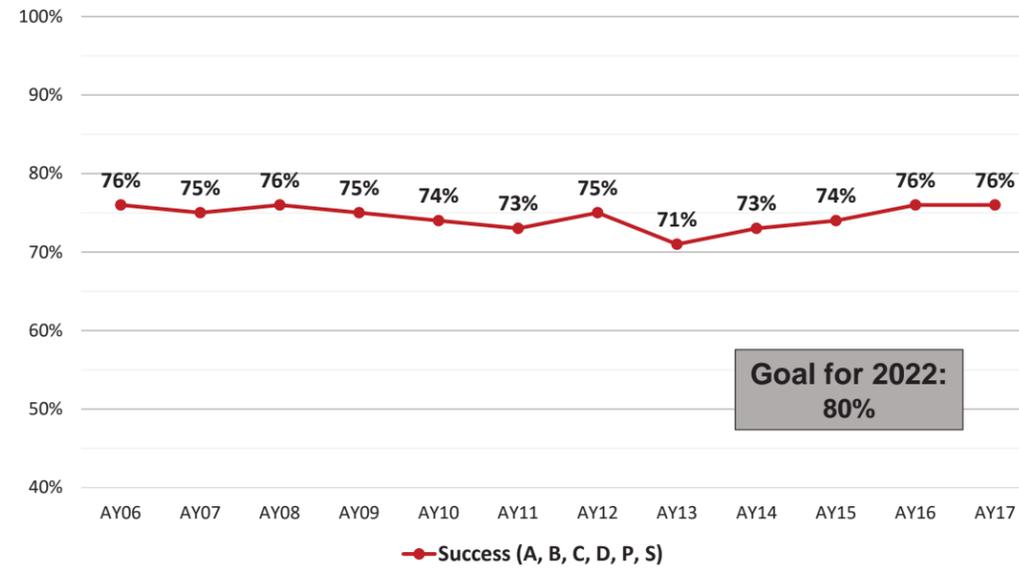
## Term to Term Retained



## Fall to Fall Retained



## Course Success Rate: All Students



# PRIORITIES & GOALS

## HIGHER QUALITY & LOWER COST

### STRATEGIC PRIORITY 7

*To ensure a high-quality academic experience that leads to successful employment.*

#### Supporting Goals:

- Ensure alignment with workforce needs so students can earn a livable wage.
- Ensure alignment with transfer partners to reduce wasted credits and tuition costs.
- Develop baccalaureate degrees in areas not available through local partnerships to ensure high-quality, low-cost options for local students.

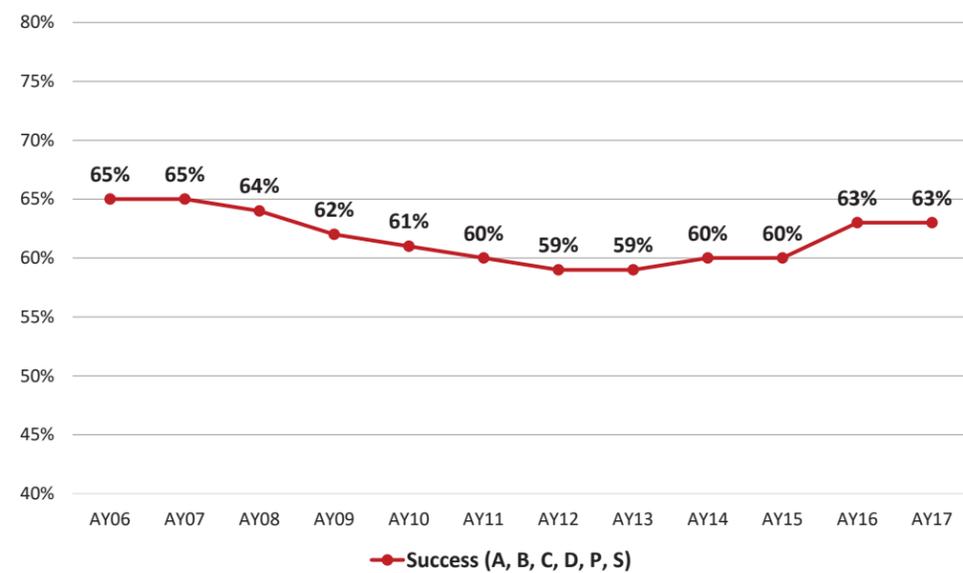
#### Key Metrics:

- Average wage increase one year after graduation
- Average number of credits that do not transfer as a requirement to the transfer degree
- Number of baccalaureate degrees approved
- Number of students in baccalaureate programs

### STRATEGIC PRIORITY 8

*To strengthen transfer partnerships so that students are able to complete a baccalaureate degree with minimal loss of credit.*

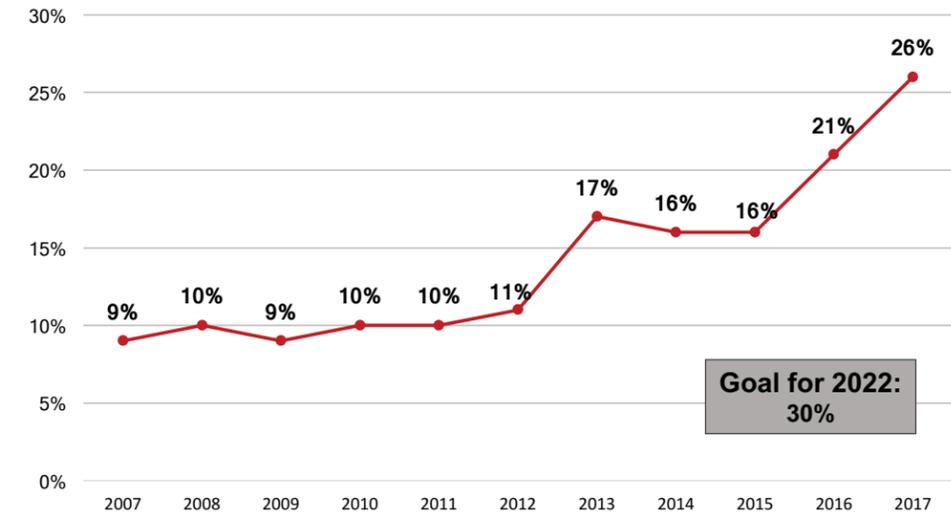
## Average Course Success Rate: New Students



# KEY INITIATIVES SUPPORTING THE COMPLETION PLAN

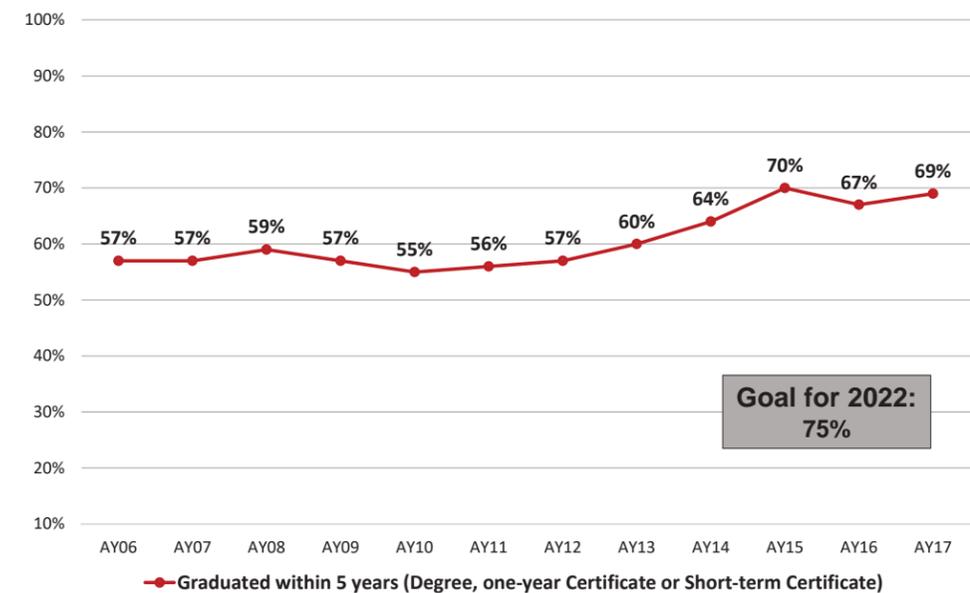
- I. Completion by Design
- II. Connect 4 Completion
- III. Encouraging Additional Summer Enrollment (EASE)
- IV. Engaging Adults to Graduate, Leading to Efficiencies (EAGLE)
- V. Frontier Set
- VI. Innovations Grant: Guided Pathways Model
- VII. Sinclair City Connects
- VIII. Talent Hub

## IPEDS\* Graduation Rate



\* First-time in college, full-time students who complete an associate's degree in approximately 3 years

## Percentage of Graduates Who Completed Credential Within 5 Years



# DATA TRENDS

- I. IPEDS Graduation Rate
- II. Percentage of Graduates Who Completed Credential Within 5 Years
- III. Course Success Rate: All Students
- IV. Average Course Success Rate: New Students
- V. Term to Term Retained
- VI. Fall to Fall Retained
- VII. New Students with MAP
- VIII. New Students Who Had Contact with an Advisor
- IX. New Students Who Had Assigned Advisor/Queued to be Assigned
- X. Percentage of Full-time Students Who Completed Gateway Math and English in First Year
- XI. Percentage of Full-time Students Who Completed Gateway Math in First Year
- XII. Full-time Students Who Completed 30 Credits in First Year
- XIII. Completed 9 Credit Hours in First Year in Declared Program
- XIV. All Milestones in First Year Completed
- XV. 3-Year Graduation Rate for Students Who Completed vs. Those Who Did Not
- XVI. Increase in Degrees and Certificates Earned

# KEY INITIATIVE 1: COMPLETION BY DESIGN



**Bill and Melinda Gates Foundation**  
**Aug. 8, 2012 – Jun. 30, 2018**  
**Total Funds: \$9,689,063**

*(for the Ohio Cadre of 4 campuses, Lorain County Community College, Stark State College, Sinclair Community College, & Courseview Campus of Sinclair)*

## Purpose

The purpose of the project was to increase student completion through a structured pathway from entry to completion, ensuring students are able to leave with a credential that grants them better opportunities for employment and successful transfer. The strategies were defined at initiation as:

1. Accelerating Developmental Education Students through their pathway
2. Academic Program Redesign and Contextualization
3. Proactive Student Services
4. Institutional and State Policy Reform
5. Technology was identified as a critical element in supporting transformational change.



## Key Personnel

Kathleen Cleary, Associate Provost for Student Completion along with the support of Mike Brigner as Project Director and Kathie Welch as Administrative Assistant.

During the six-year period, over 1,600 Sinclair full- and part-time employees participated in Completion by Design (CBD) professional development and other activities.

## Major Activities and Accomplishments

Major activities and accomplishments through the CBD grant are as follows:

1. All academic programs at Sinclair developed ideal templates, which were used to build student MAPs in the 2013-14 academic year and are updated annually.
2. The college embarked on a major redesign of its math pathways. The work includes identification of multiple math pathways based on major; co-requisite developmental education courses in mathematics; a new logic course that fulfills the math requirement; and a free review course that eliminates at least one level of developmental education.
3. Sinclair reduced all but two programs (exempted due to accreditation demands) to at or below the state-mandated 65-hour limit; half of all programs reduced curriculum requirements by an average of five credits, resulting in saving of time and money for students.
4. The college initiated “Pathways 2.0,” an initiative that seeks to raise completion rates overall, while closing the equity gap within individual departments.
5. To improve the use of technology and data analytics, Sinclair continued to invest in the Student Success Plan and MAP tools, expanded the appointment manager system, and expanded use of the caseload management software. Sinclair launched products within the Civitas platform: Illume, Inspire for Faculty, and Inspire for Advisors, and is preparing Course Scheduler and Degree Map.
6. Sinclair also used federal funding from a TAACCCT grant to launch a virtual career center, which offers students online tools for career exploration, picking a major, gaining experience in fields related to the student’s major (internships, co-ops, etc.), and finding a job after graduation.

- Sinclair moved its academic advising system from a generalist model to a specialized, caseload management process, through which advisors see the same students from entry to completion. Advisors work closely with faculty and student support personnel to address academic and nonacademic issues. Using predictive analytics and an enhanced data warehouse, advisors reach out to students who are showing signs of distress and work with faculty to get students back on track.
- Career services has been integrated into academic advising, so students begin to explore career choices in the very first conversation with academic advisors.

## Next Steps

CBD funding expires in June 2018. The college is analyzing outcomes of the major initiatives funded by the grant, to enable decisions on scaling the most productive activities. The Gates Foundation awarded Sinclair with a continuation grant, Frontier Set, to participate in exchange of best practices with other colleges working to improve completion rates.

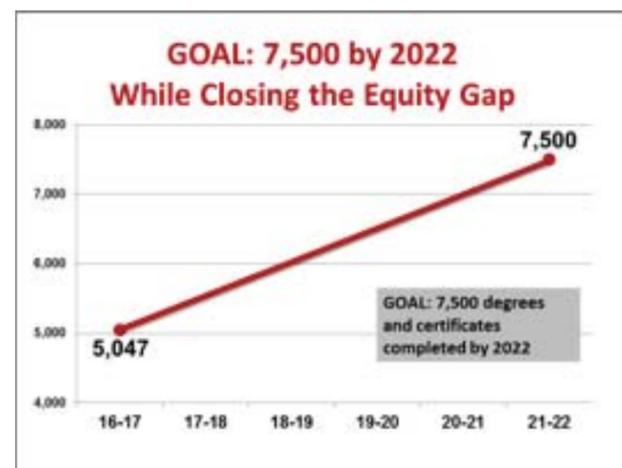
Sinclair is focusing on closing the achievement gap. The Board of Trustees approved a \$1 million investment in programs that would increase success rates for students of color, with additional support from the Frontier Set and Talent Hub. These networks will accelerate Sinclair's learning about ways to support and structure opportunity populations' successful credential completion.

The Bill & Melinda Gates Foundation website for Completion by Design: <https://postsecondary.gatesfoundation.org/areas-of-focus/networks/institutional-partnerships/completion-by-design/>

## Data Outcomes

Data outcomes are as follows:

- Sinclair awarded 5,039 degrees and certificates in Fiscal Year 2017, compared to 3,292 in Fiscal Year 2013, a 52% increase in four years, enabling the college to reach its goal of 5,000 credentials a year early.
- Over 83% of all degree-seeking students in the spring of 2016 received a MAP.
- Academic advising redesign efforts helped lead the college to improve from a 69% course success rate in the fall of 2012 to a 74% course success rate in the fall of 2015.
- The Dayton campus, which serves about 17,000 degree-seeking students, has seen wait times to see an academic advisor drop about 30 minutes to just six minutes.



# KEY INITIATIVE 8: TALENT HUB



**Lumina Foundation**  
**Sept. 1, 2017 – Dec. 31, 2020**  
**Total Funds: \$350,000**

## Purpose

Talent Hubs (a term coined in “America Needs Talent”), are communities that organize and align themselves around talent goals to offer and create multiple pathways to attract, retain, and cultivate talent. Montgomery County’s Talent Hub initiative is committed to significantly accelerating and advancing community and regional credential attainment efforts in Dayton, Ohio, and Montgomery County by improving the system(s) through which learners follow the pathway to postsecondary experience with a credential. The overall goal is to increase college completion rates of priority populations. The priority populations include:

- Traditional-age learners (18 – 24);
- African Americans;
- Low-income; and
- Adults with some postsecondary experience but no credential.

Although Sinclair is acting as the fiscal agent, it is partnering with two other institutions of higher education (Wright State University and University of Dayton), Learn to Earn, and the Montgomery County Educational Services Center to meet the goals of this initiative. The Institute of Higher Education will strengthen the alignment with Montgomery County public school systems to expand use of current bridging programs to under-represented students, assisting low-income, minority, and first-generation college students. Some of these programs include Wright State University’s Raider Academy, Sinclair’s Summer Bridge program, and University of Dayton’s Entrepreneurship 101.

Sinclair and the Talent Hub initiative will work to ensure maximum use of existing bridge programs by:

- offering remediation coursework that increases college readiness;
- developing strong relationships with the Montgomery County school districts;
- offering pre-program orientation and closing sessions;
- assisting with transportation needs;
- seeking parental involvement;
- providing students with labs; and
- providing academic advising and support services.

## Key Personnel

The Project Director for this grant is Kathleen Cleary and Carol Bonner is the Project Coordinator. Other core team members include Melissa Tolle and the CCP/Tech Prep Support team; Chad Atkinson and RAR, Julie Thompson; and Janet Schmitt and the Enrollment/Advising/Registration team.

## Major Activities and Accomplishments

Sinclair has met with the partner institutions of higher education (Wright State and University of Dayton), Learn to Earn, and the Montgomery County Educational Services Center to identify an Action Plan for Montgomery County High Schools and an Action Plan for the Postsecondary institutions. The action plans consider goals, baseline metrics, data tracking, reporting, and frequency of reporting.

## Data Outcomes

- Increased matriculation to either Sinclair Community College, Wright State University, or University of Dayton;
- Increased college readiness for African American Students;
- Increased completion rates;
- Higher return of adults to complete credentials; and
- Increased enrollment and completion rates of lower-income students.

## Next Steps

Since Sinclair is the fiscal agent, as well as a stakeholder in the outcome of the project, Sinclair will manage and monitor the progress of the action items for both the high schools and post-secondary institutions. Sinclair will continue to establish regular meetings with all stakeholders. In addition, Sinclair will collaborate with Wright State University to standardize data tracking and reporting.

# KEY INITIATIVE 7: CITY CONNECTS

**Mathile Family Foundation**  
**Sept. 15, 2015 – TBD**  
**Total Funds: \$482,281**



## Purpose

The purpose of Sinclair City Connects is to approach student support services by addressing both academic and non-academic factors. This holistic student support program is a comprehensive and coordinated system that builds genuine relationships among students, advisors, faculty, and staff. The program:

- provides a safe learning environment focused on student strengths while addressing student needs;
- utilizes a solution-focused approach;
- provides a supportive community (wrap around support);
- individualizes processes to achieve academic goals and college success.

## Key Personnel

The Project Director for this grant is Mike Brigner and Debbie Fobbs works as the City Connects Coordinator.

## Data Outcomes

- Improvements in academic persistence and retention
- Improvement in academic achievement: GPA
- Improvements in long-term academic and career goals
- Increase in student participation in campus life
- Increase in student satisfaction measured through Student Surveys

## Indicators to Consider:

- Course completion (12, 24, 36 credit hours)
- Completion of DEV/MAT requirements
- Completion/Transfer of credentials and/or certificates
- Attempting 1st year college-level Math and English Courses



## Major Activities and Accomplishments

The deliverables identified as part of the pilot program for the City Connects student support model include:

1. Co-create a practice manual to describe the advising practice to be used in the pilot program. Sinclair may adapt the practice manual elements for use beyond the scope of the pilot project.
2. Implement holistic student support as outlined in the Practice Manual.
3. Test and evaluate the effectiveness of assigned support interventions for the City Connects pilot within the Liberal Arts & Social Sciences Career Community, as well as expansion efforts within other career communities to include Business & IT, Creative Arts, Health Sciences, Law & Public Safety, and STEM.
4. Assess implementation strategies within the pilot cohort for effectiveness.
5. Adjust, as necessary, the holistic student support practice manual to further codify the design elements of the City Connects student support model.
6. Assess core components of the student support practice for scalability across Sinclair Community College.
7. Provide recommendations for scaling a holistic student support practice within the Career Communities.
8. Implement an evaluation design and plan for the pilot program of the City Connects student support model.

## Next Steps

The college and funder are discussing whether the student support model can be scaled to more students and on what timeline. Those decisions will rely on data concerning student success outcomes and return on investment.

Featured article in the Mathile Family Foundation Generations 2016 – Annual Report (copy available upon request); <https://cityconnectsblog.org/2017/06/08/city-connects-goes-to-college-in-ohio/>

# KEY INITIATIVE 2: CONNECT 4 COMPLETION

**U.S. Dept. of Education, Title III Grant**  
**Oct. 1, 2013 – Sept. 30, 2018**  
**Total Funds: \$2,233,774**



## Purpose

To improve student success and completion rates. Students will receive case management and holistic advising and they will commit earlier to programs and increase credit attainment toward credentials.

## Key Personnel

The Project Director of this grant is Kathleen Cleary and support personnel include Julie Thompson, Activity Director and six Completion Coordinators: Lajmar Anderson, Faheem Curtis-Khidr, Angela Fernandez, Sarah Finch, Rodney Veal, and Andrew Walsh along with 16 Career Community Faculty Reps.

## Career Communities

Career Communities allow students to engage with faculty, staff, and peers in small, career-themed communities based on their program of study. In Year 4 of the grant, communities worked together to provide a range of career-related activities to help students solidify their career choices and provide opportunities for them to interact with peers having similar interests.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

### Career Connection Website

The Career Connection website, <http://www.sinclair.edu/academics/career-communities/>, available to all students and interested community members, provides relevant information regarding careers, advising, and student engagement. The site provides an easy-to-navigate platform that guides users through four stages of career development: Explore, Plan, Gain Experience, and Finish. In an effort to increase accessibility and awareness of this resource, several training sessions were offered for faculty members this year and a direct link was placed on [www.sinclair.edu](http://www.sinclair.edu).



### Pizza Parties

During our fall semester kick-off pizza parties, approximately 400 students were given the opportunity to eat pizza and talk to faculty, staff, and advisors from the six different career communities. They discovered which community aligned with their declared major and received information about upcoming events within each career community.



## Conversations with Experts

Over 150 students gathered in the Library Loggia to connect with 20 community experts working in careers related to the students' fields of study. Students were given the opportunity to ask questions, build career awareness and connect with Dayton business employers.



## Deciding Day

Each semester students gather in the Library Loggia to explore different program options. In 2017, approximately 150 students were given an interest survey to help match them to a community, then they moved to corresponding tables where they explored all programs within that community. Students walked away with increased knowledge about careers that interested them, including degree/certification requirements, salary information, and transfer opportunities for specific programs. They were able to meet faculty, academic advisors, and career advisors to address questions in one open setting.



## Connection to Workforce

Under the direction of Jeff Miller, a Creative Arts Compression Planning session, facilitated by Melissa McCarthy, was held on August 29, 2017. Recognized professionals from local, regional, and national cultural organizations, employers, as well as our K12 and higher education colleagues, were invited to engage in a focused conversation around the value of offering a Video and/or Sound Production & Design Certificate Program within our broader degree programs. Approximately 13 industry professionals provided feedback regarding the top skills and competencies for effective execution in both video and sound production fields. Potential candidates for a future advisory board were recruited.



## #Brand-Aid 2017

#Brand-Aid 2017, a personal and professional development opportunity for students, was held on September 15, 2017. Approximately 36 selected Sinclair students were given the opportunity to hear from community leaders and learn about the importance of hard work, personal branding, and giving back to the community. All presentations focused on helping students develop an authentic personal brand for themselves.



## Tuskegee Airman

As a Tuskegee Airman and American patriot, Lt. Colonel Harold Brown is a living role model and mentor for all Americans. The Lt. Colonel was on campus on October 25th to share his wit and wisdom on overcoming adversity to succeed in a segregated America. Students, faculty, staff and members of the community joined him as he recounted his tales of death-defying heroics in service of his country and his experiences as a lifelong educator at this event sponsored by the Liberal Arts Career Community and the Diversity Office.



# KEY INITIATIVE 6: GUIDED PATHWAYS MODEL



Ohio Department of Higher Education  
Sept. 2016 – Sept. 2018  
Total Funds: \$400,000

## Purpose

The Innovations Guided Pathways Grant was written to support completion efforts by strategically improving student pathways.

The first goal of this grant is to publish ideal pathways (MAP templates) from our planning software to a student-friendly website. Staff have worked to convert pathway maps to real-time pathways available on Sinclair's website to serve as a resource for current students, potential students, and all college personnel.

The second goal of this grant is to revise and add transfer agreements into a student-friendly term-by-term, course-by-course transfer pathways. This work will provide consistent, comprehensive information about Sinclair's transfer agreements.

## Key Personnel

The Associate Project Director for this grant is Laura Hinkebein who reports to the Associate Provost for Student Completion, Kathleen Cleary. Support personnel working in conjunction with this project are Janeil Bernheisel, Kimberly Collins, Jeanette Owens, Brian Cooney, and the Academic Advising Department.

## Major Activities and Accomplishments

The pathways website went live in the summer of 2017. This website displays templates to guide students to credential completion as efficiently as possible. Academic advisors and academic chair persons collaborated on the ideal course sequence for a student. They consider such factors as course offerings, sequence, and preferred electives. This information is housed in planning software for advisors to use with students. This enables the creation of a personalized MAP

for each student. The pathways website pulls the information for the ideal templates onto a website that allows anyone to see course sequences and specific program information. This information is also displayed on each program's website. There are over 220 full and part-time pathways available on the site: [www.sinclair.edu/pathway/](http://www.sinclair.edu/pathway/)

## Data Outcomes

The College tracks data points to measure effectiveness of this grant: Course Success Rate, Average Excess Credit, students enrolled in a Transfer Program, degree and certificate completion.

## Next Steps

Currently, the transfer team is researching different institutions to identify characteristics of successful transfer infrastructures. The group plans to continue this research amongst other Ohio community colleges that have similar access to transfer data. The team has begun working on different versions of a student-friendly articulation agreement or transfer agreement pathway. These agreements will be reviewed by a transfer student focus group.

An advisory group is being created, which will meet regularly and help guide the transfer improvements at Sinclair College. In addition, Sinclair's Research and Analytics department gathered information about the most pursued transfer programs utilizing The National Student Clearinghouse data. Sinclair has begun to format the top transfer pathways so that they may be used by the Information Technology Department to populate a "student friendly" transfer agreement.

# KEY INITIATIVE 5: FRONTIER SET



**The Aspen Institute** (the intermediary partner for the Bill & Melinda Gates Foundation)  
**Mar. 1, 2017 – Feb. 28, 2021**  
**Total Funds: \$580,000**

## Purpose

The Frontier Set was created for “pioneers in institutional transformation chosen for their potential to set new standards for improvement in student outcomes and postsecondary attainment.” (Frontier Set Grant Request For Proposal, p. 1) The colleges in the network have the opportunity to learn from other high-performing colleges in the community college, university, and historically black colleges and university sectors.

## Key Personnel

The Project Director for this grant is Kathleen Cleary. The core team includes Mike Brigner, Laura Hinkebein, Karla Knepper, and Hanna Weldelesasse. Supporting departments are Academic Advising, Student Services, Brother to Brother, Information Technology, School Linkages, English and Math faculty.

## Major Activities and Accomplishments

- Continued work to redesign academic advising into a holistic model that addresses academic and nonacademic issues.
- Enhanced use of technology in the classroom and through Competency-Based Education.
- Strengthened developmental education through math pathways based on program of study; co-requisite remediation, expansion of the Math Academy; Integration of Developmental Reading and Writing; and Boot Camps.
- Pathway development from high school to university curriculum.
- Launched Retention by Design Committee to increase fall-to-fall retention rates.

## Data Outcomes

*Near-term outcome KPIs common across Frontier Set institutions:*

- Increase gateway course completion rates;
- Increase the number of students that reach relevant credit accumulation thresholds while maintaining reasonable credit completion ratios;
- Increase retention rates.

*Long-term outcome KPIs common across Frontier Set institutions:*

- Increase graduation rates and/or transfer rates at a rate greater than the average of community colleges nationally;
- Increase completion rates and overall numbers of credentials produced.

Goal for Reducing Excess College Credits Earned in College				
Percent of credits earned by associate degree-seeking students while enrolled in the community college that do not apply to their degree programs				
Academic Success Measure	Baseline	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
Sinclair	3.65%	2.90%	2.0%	1.5%
<i>Baseline: Fall 2015 cohort</i>				

## Next Steps

- Heighten focus on underserved populations.
- Expand holistic advising processes throughout the college.
- Expand pathways between Competency-Based Education offerings, Prior Learning Assessment, and 15-month Associate Degrees.
- Work with High School Partners to develop clearer pathways from College Credit Plus and Tech Prep to Sinclair degrees and certificates.
- Collaborate with colleagues to offer and promote professional development on diversity and inclusion best practices.
- Pursue increased usage of Learning Management System by full- and part-time faculty.

# KEY INITIATIVE 3: ENCOURAGING ADDITIONAL SUMMER ENROLLMENT (EASE)



**MDRC** (a nonprofit, education and social policy research organization)  
**Sept. 1, 2017 – Jul. 31, 2020**  
**Total Funds: \$50,000**

## Purpose

MDRC received a grant from the Great Lakes Higher Educational Guaranty Corporation to evaluate the effects of the “Encouraging Additional Summer Enrollment (EASE)” project on students in Ohio. The goal of the EASE project is to improve student persistence and degree completion by increasing the number of students who enroll in courses during the summer semesters. To assist with the study, Sinclair Community College was one of 10 Ohio colleges selected to partner with MDRC.

The EASE project, specifically, will use behavioral messaging interventions to get students to enroll during the summer. The Project will use a three-way random assignment via a lottery-like process. Eligible students (students that meet Pell grant requirements and will be assigned to one of three groups:

- Group 1: Those students who will receive the behavioral messaging component of the EASE intervention.
- Group 2: Those students who will receive both the behavioral messaging and financial incentive components of the EASE intervention.
- Group 3: Those students who will not receive the EASE intervention and will receive standard messaging regarding summer enrollment.

In addition, these students must be Ohio residents seeking a degree.

## Key Personnel

The Project Director for this grant is Kathleen Cleary. Support personnel working in conjunction with this project are Ed Busher, Project Coordinator; Carol Bonner, Project Support; Chad Atkinson, Data Manager; and Veronica Haynes & Katherine Gonzales, Financial Aid Support.

## Major Activities and Accomplishments

EASE is in the early incubation phase at Sinclair Community College. Staff members are evaluating and collecting appropriate enrollment and financial data relating to current students that will be eligible for this project.

Sinclair is collaborating with MDRC to finalize the messaging plan that is scheduled for implementation in March 2018. The messaging plan identifies key messages (behavior driven) that are sent to targeted students at select time intervals. These messages will promote summer registration with a credit load of at least six hours.

## Data Outcomes

Expected outcomes from this initiative include:

- Increased summer enrollment
- Increased retention
- Increased course completion
- Increased persistence
- Increased graduation rates

## Next Steps

Sinclair is evaluating the summer processes, including enrollment, class scheduling, registration, and financial aid. In addition, Sinclair will continue to evaluate class availability for summer.

# KEY INITIATIVE 4: 15 MONTHS TO YOUR FUTURE

**Ohio Innovation Grant**  
**May 1, 2017 – Aug. 31, 2019**  
**Total Funds: \$300,000**



## Purpose

The 15 Months to Your Future (15 MTYF) initiative was originated to develop and promote new educational models designed to incentivize adults to complete an associate degree in 15 consecutive months. The 15 MTYF project replicates the streamlined process used by for-profit colleges to attract and enroll students. The project asks 15 MTYF students to complete a contract model that supports an associate degree completion in a 15-month time frame.

In addition, the 15 MTYF project provides an innovative “Concierge” model to provide case management support from a student’s initial inquiry through degree completion. The case managers are known as Navigators. Other benefits to students include Prior Learning Credit opportunities, a block schedule for all four consecutive terms, and priority registration.

The goal of Sinclair’s 15 Month to Your Future initiative is to:

1. provide tangible and valuable 15-month degree options for adults motivated to go back to college; and
2. increase degree completion through an accelerated time frame which includes summer.



## Key Personnel

The Project Director for this grant is Kathleen Cleary. Support personnel working in conjunction with this project are Carol Bonner as the Project Coordinator and Fatin Qundah and Vince Calautti as Navigators.

## Major Activities and Accomplishments

Since the inception of “15 Months to Your Future”, Sinclair has:

- Hired and trained two Navigators that serve as the principal points of contact in supporting the 15 MTYF students to completion. These Navigators act as “concierges” who work one-on-one with students from pre-enrollment to graduation. This reflects holistic advising which includes financial, career, and academic advising—all of which are integral to student success.
- Expanded program to four Career Communities (Business & IT, Liberal Arts & Social Sciences, STEM, and Health Sciences) to include 13 degree programs that can be completed within 15 months. This requires continuous collaboration with academic advising, registration, financial aid, and department program managers. Other programs are continuously being evaluated and modified to fit 15 MTYF.
- Taken an aggressive recruitment and remediation strategy that will attract students, including adults. The team working on the 15 MTYF initiative is collaborating with Tech Prep, College Prep, and area high schools to promote enrollment. In addition, they are working closely with Veterans Services, Ohio Means Jobs, and Adult Career Centers in Montgomery County and surrounding areas to provide ‘fast track’ degree options (15 MTYF) to adults who want to expand their career options or increase their earning power.

Sinclair’s student enrollment in the 15 MTYF degree programs is currently at 67 students. Sinclair plans to expand this program to 400 students within three years.

## Data Outcomes

There are three academic achievement goals students will realize through this project:

1. Increased course completions;
2. Increased term-to-term persistence; and
3. Increased associate degree completion.

There are two economic efficiency goals students will realize through this project:

1. Increased earnings realized through accelerated graduation; and
2. Increase in dollars saved by reducing the number of course withdrawals.

## Next Steps

Sinclair will continue to build upon what is working. The 15 MTYF initiative leverages existing Sinclair resources and processes, and aligns with Sinclair’s comprehensive student success initiatives that focus on student credential completion through holistic case management support, wrap-around services, policy and process improvements, and accelerated pathways to degree completion.

## 15 Month Degree Programs as of January 2018

- |                           |   |
|---------------------------|---|
| • Business Administration | • Applied Psychology                          |
| • Business Management     | • Psychology                                  |
| • Criminal Justice        | • Computer Numerical Control Technology (CNC) |
| • Supply Chain Management | • Elementary Education                        |
| • Real Estate             | • Paralegal                                   |
| • Liberal Arts            | • Medical Assistant Technology                |
| • Political Science       |   |

**STRATEGIC STUDENT COMPLETION PLAN  
(RESOLUTION #2018-18)  
MAY 22, 2018**

*With this resolution the Sinclair College Board of Trustees approves the updated Student Completion Plan for submission to the Chancellor of the Ohio Department of Education (ODHE) as detailed in Enclosure #06 of the May 2018 Board agenda.*

WHEREAS, to comply with section 3345.81 of the Ohio Revised Code, the Sinclair College Board of Trustees approved an institution-specific strategic Completion Plan in June 2016, resolution #2016-27; and

WHEREAS, the ODHE requires Completion Plans be updated at least once every two years; and

WHEREAS, Sinclair will provide a copy of the updated Strategic Student Completion Plan to the Chancellor of the ODHE no later than June 30, 2018;

NOW, THEREFORE, BE IT RESOLVED, that the Sinclair College Board of Trustees approves the updated Strategic Student Completion Plan for submission to the Chancellor of the ODHE as required by section 3345.81 of the Ohio Revised Code.

BOARD ACTION: A motion was made to approve the resolution by Trustee Dan Sadlier and seconded by Trustee Ron Budzik. The motion carried unanimously.