June 29, 2018

Office of the Chancellor
Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215

Dear Chancellor Carey,

Washington State Community College is pleased to present our 2018-20 Completion Plan for your review. During the last four years, Washington State has integrated student success into the campus' culture. In fact, WSCC completed 19 of the 24 action items highlighted in the previous completion plans. Details on the 2016 action items are summarized on pages 2-5 of the attached document.

Nine new action items have been identified as the foundation of the 2018-20 plan. These action items support the development of guided pathways. As detailed in the plan, Washington State is working diligently to become a leader in Ohio related to guided pathways reform. The College regularly participates in activities for the Student Success Leadership Institute (SSLI) coordinated through the Ohio Student Success Center including data coaching and special topic sessions.

WSCC is also pleased to be a part of the Ohio Strong Start to Finish (OhioSSF) project. The OhioSSF seeks to significantly increase the number of students completing gateway mathematics and English courses as part of a guided pathway within their first academic year.

The 2018-20 Completion Plan is evidence of WSCC's continued efforts to support and enhance student success. Washington State looks forward to future opportunities to collaborate and share promising practices to help Ohio reach its 2025 Postsecondary Attainment Goal.

Best Regards,

Vicky Wood, Ph.D.
President

Amanda Herb, MBA
Vice President of Enrollment and Student Success

STRATEGIC CAMPUS COMPLETION PLAN
2018-2020

Introduction

This Campus Completion Plan is presented by Washington State Community College (WSCC) to provide an overview and framework of the College's success initiatives. WSCC is committed to a culture of continuous improvement. Wherever possible, data is integrated into this plan to provide an opportunity for both assessment and improvement.

WSCC submitted the original campus completion plan to the Ohio Department of Higher Education in 2014. Since then, the College has identified 24 action items specifically related to completion and has fully completed 19 of those items. The other 5 action items remain in progress.

Much has happened at WSCC since the last plan submission. Enrollment has stabilized and is beginning to grow through new programs, partnerships, and expanded recruitment opportunities within our region through reciprocity. In 2017, WSCC welcomed Dr. Vicky Wood as the institution's seventh President. Throughout the 2017-18 academic year, Dr. Wood was engaged in the prestigious Aspen Presidential Fellowship for Community College Excellence. This highly selective leadership program is aimed at developing outstanding leaders capable of transforming student success at community colleges across the U.S. The 2017-2018 Aspen Presidential Fellows represented 24 states and 38 community colleges of varying sizes. WSCC's Completion Plan incorporates several of the best student success practices featured in the Aspen Fellowship.

The 2018 Completion Plan demonstrates the College's high level of engagement with student success and success-related initiatives. The College has continued to embrace promising practices related to guided pathways. In addition, WSCC recognizes the value of moving initiatives to scale through full-scale implementation versus small pilots. As our enrollment begins to grow, we are able to invest in success in new and exciting ways.

Update on the WSCC 2016 Completion Plan Action Items

Action Item #1: Implement advising software including student completion pathways for both full-time and part-time students.	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	New software launched for Spring 2018 using a group of faculty advisors serving as early adopters. As of April 2018, 1,106 plans were created, 985 of which had some form of advisor interaction with the overall percent of online registrations up 600% in the first three weeks of registration.
Additional Information, Questions, Or Concerns	All new students for fall 2018 will have a plan created. Additional training for faculty advisors is scheduled for August 2018 inservice.

Action Item #2: Implement co-requisite model for developmental English and math	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Co-requisite English rolled out Fall 2017; co-req math rolled out for Fall 2018. 51 students participated in the English co-requisite during the 2017-18 school year.
Additional Information, Questions, Or Concerns	Course completion rates will be monitored moving forward; adjustments to the model will be made based on these results as well as the work completed through the Ohio Strong Start to Finish project.

Action Item #3: Implement "stat-way" model for developmental math (non-STEM developmental pathway)	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Created a Statistics pathway as well as a Quantitative Reasoning pathway, to compliment the traditional College Algebra pathway. Pathways implemented in the 2016-17 academic year for Algebra and Statistics, and Quantitative Reasoning will be implemented in 2018-19.
Additional Information, Questions, Or Concerns	N/A

Action Item #4: Understand part-time students' success factors to improve part-time students' outcomes	
% Completed/Institutional Involvement	50%
Overall Accomplishments with Quantifiable results	Completed both SENSE and CCSSE surveys to analyze engagement; Related to advising, 33.3% of PT students said that an advisor helped them set academic goals/plan vs 29.5% FT students.
Additional Information, Questions, Or Concerns	In the 2018-19 academic year, WSCC will continue to redesign course schedule options to support the part-time student. Additionally, the

advising software will enable both the student and the advisor to do a more effective job of tracking progress and staying on plan.	

Action Item #5: Analyze gateway course data and plan interventions to improve student success in these courses	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Completion rates have been reviewed for Gateway courses. All courses with historically low completion rates were also reviewed and action plans have been created to increase student retention. Further, English faculty met in Spring 2018 to discuss best practices to enhance student success in English Gateway courses and new strategies will be implemented 2018-19.
Additional Information, Questions, Or Concerns	Of the seven courses reviewed at the beginning of the 2017-18 academic year, five of those courses showed improved success rates by the end of the year.

Action Item #6: Data dashboard enhancement	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Data dashboard is available on the College's Intranet. Data includes completion, retention, enrollment, placement, developmental success, and program specific data, with real time data-whenever appropriate.
Additional Information, Questions, Or Concerns	In Fall 2017, the dashboard was again enhanced to include outcomes specific to the College's Wildly Important Goal (WIG).

Action Item #7: Implement a rubric for emphasizing soft skills developments across the curriculum	
% Completed/Institutional Involvement	90%
Overall Accomplishments with Quantifiable results	The Soft Skills Across the Curriculum project is designed to help WSCC students graduate with both the technical skills and the employer-expected soft skills required to be successful in their careers. A committee was created and a Soft Skills Standards Rubric was also created, vetted and distributed to faculty at the end of Spring Semester 2016 with implementation in Fall Semester 2016. Soft skills rubric was distributed with 80% of class sections using rubric in 2016/17. 90% FT and 50% PT faculty participated in soft skills professional development.
Additional Information, Questions, Or Concerns	Soft skills rubric is available [here]().

Action Item #8: Enhanced articulation or other transfer agreements with four-year institutions	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	Since 2016, WSCC added new agreements with Western Governors University, Herzing, Cincinnati School of Mortuary Science, and expanded agreements with WVU-Parkersburg and Marietta College. In fall 2017, WSCC and Marietta College launched a new dual admit program which also includes housing for WSCC students at MC. These implementations have not yet had an impact on transfer rate, and WSCC is creating more immediate ways of assessing annual progress. In spring 2018, WSCC hosted the first SE Ohio Transfer Summit and brought representatives from 10 SE Ohio IHEs together to work on improving transfer outcomes in the region.
Additional Information, Questions, Or Concerns	A full list of articulation agreements is available at: www.wscc.edu/current/transfer/

Action Item #9: Incorporate career assessment for new students and provide career advising training to staff/faculty	
% Completed/Institutional Involvement	50%
Overall Accomplishments with Quantifiable results	In the 2017-18 academic year, WSCC staff administered the OMJ Career Assessment in seven classrooms to an audience of 54 students. In April 2018, WSCC added career-related questions to the Accuplacer assessment to determine if incoming students are unsure of their major or career, which will be followed up upon at the beginning of their first semester. Career advising training is tentatively planned for 2018-19 academic year.
Additional Information, Questions, Or Concerns	Survey results listed in Appendix C.

Action Item #10: Consider removing the ability for students to have multiple majors	
% Completed/Institutional Involvement	30%
Overall Accomplishments with Quantifiable results	WSCC has collected data on multiple majors. As of Spring 2018, 17% of enrolled students have more than one declared program. The majority of those are students with a health major combined with Health & Wellness major. Excluding those students, only 6% of students have more than one major, which are generally Accounting and Business Management.
Additional Information, Questions, Or Concerns	A solve and dissolve committee will be established in fall 2018 to use this data to make a recommendation on a potential policy change related to multiple majors.

Action Item #11: Review the policy of placing registration holds on students and the philosophy of required advising	
% Completed/Institutional Involvement	100%
Overall Accomplishments with Quantifiable results	As part of the implementation of the Student Planning software, all registration holds were reviewed. Approximately 36 holds had been used in the past and approximately 11 unique holds were deactivated. As of Spring 2018, only 9 unique holds were applied to student records. The new Student Planning software enables advisors to review and approve student schedules which eliminated the need for many of the holds.
Additional Information, Questions, Or Concerns	In its initial phases, the software will not mandate advisor approval for class registration and drops, but this will be applied in the future.

Action Item #12: Review the pre-requisite policy and pre-requisite waiver process.	
% Completed/Institutional Involvement	70%
Overall Accomplishments with Quantifiable results	The pre-requisite waiver process has been streamlined with the addition of an electronic waiver form which replaced the paper form. In addition, non-course prerequisites (e.g. Accuplacer scores, high school coursework) are now being entered into the student management system which eliminates the need for waivers to be submitted. Approx. 260 waivers were received via the new electronic waiver form in Spring 2018.
Additional Information, Questions, Or Concerns	Additional analysis is needed to determine if changes need to be made to pre-requisites themselves. Course outcome data will be used in this process.

4DX: Planning for Success

In August 2017, WSCC completed a training with all mid-level managers and administration on the Four Disciplines of Execution (4DX). The 4DX model emphasizes that an organization benefits from focusing its finest efforts on one or two key goals that will make a large impact instead of giving mediocre effort to a long list of goals. The training emphasized four disciplines:

1. **Focus on a Wildly Important Goal (WIG)**
2. **Act on the Lead Measures**
3. **Keep a Compelling Scoreboard**
4. **Create a Cadence of Accountability**

In line with the 4DX model, the College focused on establishing a Wildly Important Goal (WIG) in which all staff and faculty could contribute. The WIG selected for the 2017-18 year was:

*Increase fall-to-fall persistence from **43% to 54%** by 2018*

As described in the 4DX training, the WIG is the main "war" that the College wants to win. But like any war, WSCC must fight individual "battles" to win the war. These battles represent key lead measures that ultimately impact the lag measure represented by the WIG. The primary lead measure selected as a focus for the 2017-18 academic year was:

*Increase annual course completion from **85% to 87%** by 2018*

All departments of the College identified lead measures to contribute to impacting the course completion rates. As outlined in the 4DX model, departments also created scoreboards to track their result and held WIG sessions each week to report on their progress and emphasize accountability. Examples of the departmental WIGs are available in Appendix D.

As of June 2018, WSCC has successfully increased annual course completion from 85% to 87.18%. Persistence numbers will not be finalized until late August 2018.

Wildly Important Goal (WIG) Highlights

Highlights of the divisional work completed to impact course completion in the 2017-18 academic year include:

1. **A review of all recommended first term courses for students who test into developmental coursework.** This work was important because the standard academic pathways are built around audit sheets-which do NOT include developmental education. WSCC's research aligned with national research suggesting that students should focus on completing developmental English in their first semester along with a course(s) specific to their area of study. All department chairs provided input and the recommended course list is published on the College's Intranet for all advisors to reference.

2. **A review of classes that have historically high failure or withdraw rates (D, F, or W).** The VP of Academic Affairs worked with Deans and faculty to analyze seven courses by section to determine strategies to increase success. In addition, English faculty met for a mini summit to talk about how they could improve results in English Composition and share best practices among the English department. Of the seven courses reviewed at the beginning of the 2017-18 academic year, five of those courses showed improved success rates by the end of the year.

Course	Outcome
BIOL 2310	DFW rate declined
BUSM 1600	DFW rate declined
ENGL 1510	DFW rate declined
INDT 1010	DFW rate declined
INDT 1210	DFW rate declined
INDT 1340	DFW rate unchanged
SPCH 2060	DFW rate increased

Statewide Engagement

Student Success Leadership Institute (SSLI)

WSCC has been actively engaged in SSLI through the Ohio Student Success Center since it began in fall 2015. In addition to the scheduled SSLI meetings, the College has also been able to attend the special focused topic sessions. In particular, the Integrated Advising and Student Support Redesign Institute, held in the 2017-18 academic year, provided an opportunity for additional faculty engagement. The majority of advising at WSCC is done by faculty advisors so their participation and engagement in these conversations is critical.

Data Coaching

As part of SSLI, WSCC has access to data coaching. Peter Trumpower, Director of Institutional Research and Planning at Stark State College, has been serving as the College's data coach. In spring 2018, Mr. Trumpower visited WSCC and spoke with internal stakeholders about data needs and the institution's IR functions. While the College has access to substantial amounts of data, his visit revealed that there are opportunities to help stakeholders better interpret the data.

As data coach, Mr. Trumpower is also assisting WSCC with establishing a model for co-curricular assessments. The first formal co-curricular assessments will be started in the 2018-19 academic year for tutoring, College Credit Plus, and admissions.

Strong Start to Finish

WSCC is pleased to be a part of the Ohio Strong Start to Finish (OhioSSF). The OhioSSF will seek to significantly increase the number of students completing gateway mathematics and English courses as part of a guided pathway within their first academic year. The project involves 18 community colleges and 12 universities in Ohio as well as the Ohio Department of Higher Education (ODHE), the Inter-University Council (IUC), and the Ohio Association of Community Colleges (OACC).

The OhioSSF will help WSCC enhance the co-requisite remediation model for English and math. While both models have been implemented at scale at the College, the OhioSSF project will provide the necessary support to improve and enhance the existing models to maximize student success. WSCC will also have institutional representation on the Ohio Strong Start to Finish Data Implementation Forum. This provides a heightened level of engagement in this project for the institution.

Transfer Summit

WSCC utilized grant funds provided by the Ohio Department of Higher Education to organize the first SE Ohio Regional Transfer Summit in Spring 2018 with representatives from ten IHEs in attendance. The outcomes included a set of collectively agreed upon next steps for improving transfer outcomes in SE Ohio.

Action Items & Guided Pathways: Looking Ahead to 2020

Guided pathways form the foundation of this completion plan. The action items for 2018-20 support the guided pathways model and impact student success.

Clear Roadmap to Student Goals

Action Item	Details
Implement full-scale roll out of the Student Planning Advising Software	All new students for fall 2018 will have an academic plan.
Complete the first cohort of students in the WSCC2MC Dual Admit Program; begin recruitment for 2019-20 cohort	This direct transfer pathway to Marietta College gives WSCC students early access to MC advising & services. Academic pathways with MC still need refinement to facilitate the transfer process.
Enhance academic program design to serve the adult student	Explore curriculum design that includes sequenced 8-week courses and online options.
Launch the Education and Advancement to Registered Nurse (EARN) program	The program will create an additional pathway for students to complete a nursing degree in which students will first complete the PN program, then the ADN program.

Intake Redesigned as an Onramp

Action Item	Details
Provide career advising training for academic advisors	With the training, the advisors will be better prepared to assist the student regarding career decisions. Students will be asked about their readiness to choose a major during their placement testing and will be provided with appropriate follow up advising.
Integrate entry questions on the Accuplacer to provide appropriate early guidance	Questions will be used to assess risk for success as well as needs for career & transfer advising. Based on answers to questions, students will receive additional information, counseling, and outreach.

Learning Outcomes/Assessments Aligned Across Programs

Action Item	Details
Refine the co-requisite remediation model	Through the work of the OhioSSF project, WSCC will work to continuously improve this model-using data and outcomes to drive decision-making.

Students' Progress Closely Tracked

Action Item	Details
Explore new ways of communicating and engaging with students	WSCC will explore texting as a way to further engage students and encourage success.
Expand touchpoints with advising to create a more intrusive advising approach	Starting Fall 2018, WSCC will create a full-time advising position to support Health & Wellness students. The College will also expand CCP advising to include a total of three full-time advisors. These advisors will help strengthen CCP pathways to connect students with transfer/career goals.

APPENDIX A:
SUMMARY OF FOUNDATION ELEMENTS OF COMPLETION PLAN

PURPOSE

The purpose of this campus completion plan is to develop a systematic 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

GUIDING PRINCIPLES

- Washington State faculty and staff will not compromise academic standards as a way to increase student success
- Washington State faculty and staff want each student to be successful by creating a supportive and engaging learning environment
- Washington State faculty and staff must strive to continuously improve our process/procedures related to student success

APPENDIX B:
SUMMARY OF OHIO FUNDING MODEL

Overall Weighting
50% Course Completion…D or better (includes DE courses)
25% Success Points
25% Completion Milestones

Course Completion
Course completions weighted by cost based on type of course. There is also at 15% weight if any one or a combination of the following factors exist:

- Minority (American Indian, Hispanic, and African American)
- Age 25 and older at time of enrollment in USO
- Pell eligible (ever in college career)
- Developmental

Success Points
One point for each of the following:

- Complete DE math and enroll in college math within 1 year of completing DE math
- Complete DE English and enroll in college English within 1 year of completing DE English
- Completion of 12 credit hours at college level
- Completion of 24 credit hours at college level
- Completion of 36 credit hours at college level

Completion Milestones
Completion milestones weighted by cost based on type of major. Also weighted based on three factors (Minority, 25+ and Pell eligible). If 1 factor, weight is 25%. If 2, weight is 66%. If 3, weight is 150%

- Certificate (30+ credit hours)
- Degree
- Transfer to 4-year institution after completing at least 12 credits at CC

APPENDIX C:
CAREER ASSESSMENT RESULTS

2017-18 Career Assessment   **n=54**
Scale 1-5 with 5=Strongly agree

OFTEN THINK ABOUT CAREER	4.58
DON'T KNOW WHAT I WANT AFTER WSCC	2.25
I WOULD LEAVE AREA FOR CAREER	3.73
RESULTS WERE ACCURATE	3.65
CREATED AWARENESS	3.83
WILL USE RESULTS IN FUTURE	3.59
ASSESSMENT WAS USEFUL	3.83
WOULD LIKE TO MEET WITH CAREER SERVICES	2.82

APPENDIX D:
ADDITIONAL WIG EXAMPLES BY DEPARTMENT

Department	WIG	Outcome
Financial Aid	Increase students who successfully continue or complete education plans that are part of SAP appeals from 84% to 90% (77 students total).	As of Spring 2018, there were 69 students who were successful with continuing or completing their ed plans.
Liberal Arts & Math	Utilize and track a variety of communication and encouragement touch points to help students stay engaged in their academic progress.	By the end of spring 2018, the ten faculty had employed 2,114 such touch points to enhance students' success.
Business, Engineering & Industrial Technology	Utilize and track a variety of communication and encouragement touch points to help students stay engaged in their academic progress.	The 12 Business, Engineering, Industrial & Public Service engaged in these tactics 528 times by the end of spring semester 2018.
New Student Advising	Ensure correct course placement for all students.	Currently reviewing math outcomes to analyze cut scores.
Marketing	Promote ten Student Resources (offerings/events on campus that benefit students academically) and ten Student Recognition stories (Student Success Stories, Alumni Success Stories) each week.	As of May 2018, a total of 513 student resources were promoted, along with a total of 247 student stories.
College Access	Focus on FAFSA Completion to lead to more Postsecondary Enrollment.	As of May 2018, 74% of Educational Talent Search seniors have completed a FAFSA and 94% of Upward Bound seniors have completed a FAFSA.