

Category Title: **CONNECTION**

Improvement Focus Current Status: Recent identification that greater connections need to be made from initial contact to enrollment.

Improvement Focus Description: Review and revise systems and processes to form greater connections both internally and externally with new and current students thus leading to enrollment and completions.

GOAL: To develop deeper connections with current and prospective students from inquiry through enrollment

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			<i>What will we do differently?</i> <i>What are the action steps for intervention?</i>	<i>Leader/Supporters</i>	<i>Date for accomplishing the tactic</i>
Greater engagement of students and families prior to students' enrollment in college	Track type and place of interaction with potential students and families from inquiry to registration		Analyze contacts by type of interaction and establish baseline to follow student to completion Continue to engage families and schools in the community through programs held on campus (i.e.: Children's Holiday Party, The Science Guy, hosting public school groups, etc.	L. Doty, C. D'Aquila, C. Nign, J. Roxby, P. Robinson	Begin with entering student cohorts Fall 2015
	Deeper awareness in and connection to high schools of the Belmont offering; follow-up survey; track HS enrollment inquiries/apps/enrolls can compare to time spent recruiting	High School Recruitment Plan	Hold information sessions for parents in or near the high school service district. Parents can learn about the Belmont offering as well as financial aid options. Hold a college fair Invite high schools to bring students to campus in order to explore different careers that college offers Renew the career assessment visits for underclassman as well as Seniors. Connect careers with results of the assessment.	L. Doty, C. D'Aquila	Starting Fall 2015 Winter/spring 2015 Starting Fall 2015 Starting Fall 2015

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			<p>Visit high schools outside of our service district. One possible visit topic could be the career assessment or placement testing. If visits are not welcomed, targeted communications packets can be distributed.</p> <p>Arrange for faculty to make presentations in program specific courses. Example: Business faculty would visit business related HS classes; Technology faculty would visit computer classes.</p> <p>Offer the FYE Student Success course to Stage 90 high school seniors.</p> <p>Work to teach more college classes at the high schools</p> <p>Build relationships with k-12 schools by offering organized program and PSEO pathways for students in grades 9-12. The pathways would allow students to earn certificates while attending high school and shorten the time to degree completion once they enter college.</p>		<p>Starting Fall 2015</p> <p>Starting Fall 2015</p> <p>Spring 2015</p> <p>Fall 2015</p> <p>Fall 2015</p>
Expand the opportunities and awareness for earning college credits that count toward a degree or certificate before graduating from high school	Document by term, the numbers of dual enrollment students; hours attempted and hours earned; home school; and report to high school when students complete courses successfully	HS Recruitment Plan	<p>Direct appreciation to high schools, for allowing the college to have the student participate in program</p> <p>High school faculty and counselors invited to attend a Tech Prep workshop; we are also providing information about PSEO and the College in general.</p> <p>Use high school visitation events to develop a connection between the high schools, students, teachers, and the college</p> <p>Send "thank you" letters to students who visit the college</p> <p>Send "thank you" letters to teachers and counselors for bringing their students</p>	L. Doty; C. D'Aquila, C. Nign, J. Roxby, P. Robinson	<p>Ongoing</p> <p>Winter 2015</p> <p>Fall 2015</p> <p>Ongoing</p>

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
Increase opportunities for adults to attend Belmont in order to obtain short-term and/or long-term credentials	Increase awareness of adult non-credit opportunities by including high schools in distribution of non-credit brochures; enrollment in workforce courses; adult student enrollment	Adult Recruitment Plan	Survey parents of high school students and past participants in WFD about future offerings	R. Guentter and WFD, L. Doty, C. Nign	May 2015
			Hold an Open House for Each Term (March, June and November). The events would be set up like a college or job fair, each area of study or department has their own table, can have displays and information, tables for financial aid, enrollment services. Tours could be given along with a formal financial aid presentation at some point during the event.		June 2014
			Event to target transfer students that would allow them to bring unofficial transcripts to get an idea of what will transfer. The same types of activities could be held at this event as would be held during an Open House but the event would be very specific to transfer students.		Nov/Dec 2015
			Degree completion day on the spot degree audit and registration for returning students. The same types of activities could be held at this event as would be held during an Open House but the event would be very specific to returning students. Focus on those who have completed >50-75% of the credential.		Nov/Dec 2015
			Identify employers who pay for continuing education or have staff who may benefit from further education		Current/ongoing
			Distribute packets to Workforce WV, Veteran's Offices, and Ohio Means Jobs in Belmont, Harrison and Monroe counties. Packets would include campus resources and contact information specific to each group (information for Veterans). Packets will help to ensure those who are applying for education funding can get Belmont information at times when we cannot be at each place.		Current/ongoing
			Work with academics to determine if current offerings are meeting the needs of our non-traditional student populations as well as identify the benefits of our offerings that would attract these students.		Fall/Winter 2015
Adoption of more holistic college placement assessments and policies that enable students to be college ready	Decrease the % of students coming directly from high school that place below college ready		Review cut scores	M. Kakascik, B. Posey, B. Kurtz, C. D. Aquila, C. Nign, L. Doty,	Current and ongoing Spring 2015
			Examine AccuPlacer vs. Compass to determine which test is most suitable for our students		

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
	Decrease the time spent by adult students in developmental coursework		<p>Consider GPA as well as testing out options to determine developmental status</p> <p>Use the 50+ program and other expanded prep options to prepare adult students for placement</p> <p>Implement developmental education Reading, Writing, and Pre-Algebra Boot camps will be implemented to allow students to complete a developmental course in two weeks and stay in college level course sequence for their programs</p>	Facility	<p>Summer 2015</p> <p>Summer 2015</p> <p>Summer 2015</p>
Expand the use of career assessment software and career services to guide students to Belmont programs	Increase number of high school students accessing career assessment opportunities		<p>Document students' preferences of career choices through Kuder software</p> <p>Offer services of a Belmont College Staff member to administer the Kuder Career Assessment in area schools</p>	C. D'Aquila P. Robinson, Career Services Office	<p>Begin Fall 2015</p> <p>Fall 2015</p>
Offer comprehensive, orientations and first-year experiences	Percentage of new students who complete orientation		Develop and administer a registration survey	Enrollment Services and Student Services, Faculty, Academic Affairs	Begin Summer 2015
	Increase percentage of students who complete FYE.		<p>Document the number of students who enroll in FYE; # who complete; # who withdraw from college</p> <p>Make orientation mandatory for brand new high school and adult students and optional for transfer or returning students.</p> <p>Review orientation content and expanding the role of the orientation to be a 'welcome to campus' event also. (i.e. student organization fair and/or cookout on the same day)</p> <p>Review and expand the first-year experience program</p>	Enrollment Services and Student Services	<p>Begin Fall 2015</p> <p>Spring 2015</p> <p>Fall/Winter 2015</p> <p>Fall/Winter 2015</p>
Examine enrollment process and college policies for potential barriers for entry	Trips to campus; time for meetings; waiting times; testing	Enrollment Summit Recommendations	<p>Review and implement strategies from the Enrollment Summit that fit the current and future needs of the college.</p> <p>Develop a model for "cost of enrollment"</p>	Enrollment Services and Student Services	Begin Fall 2015

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
Develop a comprehensive communications strategy about college completion	Increase understanding of the community perception of Belmont	Adult Recruitment Plan HS Recruitment Plan	<p>Create and implement specific communication plans that will speak not only to the Belmont offering but also the general benefits of a college education.</p> <p>Utilize the Jenzabar system better to implement communications flows</p> <p>Collaborate with Academic Affairs and faculty to communicate new and existing curriculum and transfer and articulation options.</p> <p>Develop institutional systems that accelerate students' connection to and awareness of clear and concise degree pathways</p> <p>Information Packets for Community Partners</p> <p>Develop broader awareness of connections between college completion and career opportunities as well as financial literacy and planning for students and families</p>	Enrollment Services and Communications in collaboration with faculty and staff	<p>Begin Fall 2014</p> <p>Summer 2015</p> <p>Fall 2015</p> <p>Summer 2015</p> <p>Summer 2015</p> <p>Summer 2015</p>
Create a clear understanding of who the Belmont student is and is not	Demographic profile by UGA category		Analyze profiles to determine trends in areas of strength and weakness; historical data	L. Doty, J. Evans	Begin Summer 2014
Increase student participation in student organizations	Student awareness and participation as measures by CCSSE	CCSSE	<p>Review 2012 data as baseline</p> <p>Monitor and analyze data from student surveys</p> <p>Track student engagement in the Student Life Module.</p> <p>Student club information tables manned at Orientation.</p> <p>Membership encouraged by instructors in courses/programs related to student clubs (IT, CJT, Music, etc.)</p> <p>Recognition at Awards night, graduation, etc. of those involved in student organizations.</p>	L. Doty, T. Houston in collaboration with Student Services and Academic Affairs	<p>Begin Summer 2015</p> <p>Summer/Fall 2015</p> <p>Spring 2014</p> <p>Spring 2014</p> <p>Spring 2015</p>

Category Title: First Year Entry

Improvement Focus Current Status: Inconsistent information and fragmented recruitment, admissions, financial aid, and advising services creates disconnect for first year students. Developmental education has become a bottle-neck preventing student progress and hinders the ability to begin college-level coursework.

Improvement Focus Description: A more cohesive and collaborative approach to student entry and a reduction of time spent in developmental education will improve persistence.

GOAL: Students will have a smooth transition to college and persist to the next year.

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			<i>What will we do differently? What are the action steps for intervention?</i>	<i>Leader/ Supporters</i>	<i>Date for accomplishing the tactic</i>
Clearer pathways to degree completion will result in increased fall-to-fall success rates. (Persistence)	Increase by 2.5% full-time students persisting from year 1 to year 2 <i>(Baseline of 46.5% for full-time students, fall-to-fall retention)</i> Increase % of students learning 12 and 24 college credits in years 1 and 2, respectively	Complete College Ohio: Recommendation 14 Complete College Ohio: Recommendation 16	Implement Jenzabar-based Degree Completion Plans that can be accessed electronically by students and advising staff. Advanced training for advising staff from Jenzabar will be needed. Use of online admissions counseling tools and/or advising services.	M. Tarbett, Jenzabar M. Carrothers	12/2014
	Increase % of attempted credential-bearing credits completed during student's first term		Students will be encouraged to complete 15 college-level credit hours per term.	M. Carrothers	08/2014
	Increase % of attempted credential-bearing credits completed during student's first term Decrease % of students earning excess college credits beyond 2-year degree requirements		Decrease program/degree credit hours to a maximum of 65 credit hours.	B. Posey	12/2014
			Investigate policies that hinder progression, i.e., homeschooling, online readiness assessment, placement policy, etc.	B. Posey T. Houston	12/2014

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
Re-design of developmental education will result in increased retention. (Unprepared students)	Increase % of developmental education students completing developmental education coursework within 1 year	Complete College Ohio: Recommendation 11 Complete College Ohio: Recommendation 12	Offer condensed developmental education courses in summer term "boot camps" to expedite completion.	M. Kakascik	05/2014
		Collaborate with Academic Affairs and all partners to re-design developmental education. Implement innovative delivery models in order to move away from a pre-college block schedule and decrease time-to-degree. --From Strategic Plan Shorten time-to-degree by re-designing developmental education. Move from a block design to a modified Emporium Model and/or explore the implementation of other innovative/alternative delivery methods. --From Strategic Plan	Students will meet one hour per week for lecture and two hours per week in a computer lab. The large lab will be available for 60 hours per week to allow students to work at their convenience. Course materials will be organized into modules, which students can complete at the rate of one, two, or more per week. All assignments and homework will be done online using the MyReadingLab, MyWritingLab, and MyMathLab programs. Courses will be flexibly scheduled to allow students to complete two developmental education courses within one semester. Student learning outcomes will be assessed from selected departmental exams.	M. Kakascik	08/2015
			Designated full-time math faculty will lecture all sections of developmental education courses. The roles of adjuncts and Supplemental Instructors will be lab personnel who assist students individually and review student progress.	M. Kakascik	08/2015
			Design and implement a placement test, ACT/SAT prep program. --From Strategic Plan	M. Kakascik	08/2015
			Embed developmental courses within specific programs (i.e. Developmental Engineering Math, Developmental Nursing Math, etc.).	M. Kakascik, Program Chairs	08/2015
			Developmental Education will be contextualized by a team of engineering, nursing, and math faculty to create developmental math classes that will be strongly related to physics, chemistry, metrics, and scientific notation and application practice problems. Content and experiences will be built around student learning communities.	J. Sandstead M. Kakascik E. Mowrer S. White C. Dawson	10/2014
Augment student fiscal responsibility to decrease time to degree. (Barriers of Special Needs Populations)	Pell eligible Tuition and fees comparisons	Complete College Ohio: Recommendation 8	Improved financial aid education and counseling provided to all students receiving financial aid of any form.	A. Frey	01/2015

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
	Pell eligible		Implement hands-on, individualized financial aid counseling and intervention early in the student Admissions Phase. -- From Strategic Plan	A. Frey	
		Complete College Ohio: Recommendation 19	Manage the allocation of grants, scholarships, and financial aid of all types to optimize enrollment and student success.--From Strategic Plan	A. Frey	01/2015
Career Services and Advising will provide structured and prescriptive guidance focused on the student's educational and career pathways. (Advising and Career Services)	Usage statistics. Kuder Career Assessment usage statistics. Reduction in number of students in the AAG/ASG degree categories who are <i>undecided</i> (students choose a major sooner)	Complete College Ohio: Recommendation 13 Complete College Ohio: Recommendation 14 Complete College Ohio: Recommendation 15	Career services will be integrated throughout the admissions process, conveying reliable resources and information.	T. Houston	01/2015
		Complete College Ohio: Recommendation 13 Complete College Ohio: Recommendation 14 Complete College Ohio: Recommendation 15	Increase options for faculty advising (i.e., Program Chairs). Increase involvement from the beginning. (Welcome letter from the Chair, video about program, better program fliers, etc.).	Program Chairs B. Posey L. Doty	12/2014
			Advisors will make all Degree Completion Plans and any formalized academic plans available to students and faculty through MyBelmont.	M. Carrothers M. Tarbett	01/2015
			Academic Alerts will be better utilized by Academic Advisors and faculty advisors to provide prescriptive guidance and referrals to support services to assist with removing barriers to completion.	M. Carrothers Program Chairs	12/2014
			Usage statistics for support services departments will be assessed through Year 1 and Year 2 in order to identify areas of improvements or expandability.		12/2014, 05/2015 and 12/2015, 05/2016

Category Title: Progress

Improvement Focus Current Status: Students often are given inconsistent messages and spend time figuring out how to get their support needs met.

Improvement Focus Description: Strengthening student engagement and integrating student support services will improve the student's learning experience and consistency in communications.

GOAL: Improve student engagement through educational planning, career planning, and integrated student services.

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			<i>What will we do differently? What are the action steps for intervention?</i>	<i>Leader/ Supporters</i>	<i>Date for accomplishing the tactic</i>
Students will be incentivized to stay on track with their programs of studies.	Increase % of students persisting from year 1 to year 2 Increase % of students earning 12 and 24 college credits in years 1 and 2 respectively Scholarship amounts awarded	Degree Completion Board Rule 400.0200.00 Student Satisfaction Studies-CCSSE Complete College Ohio: Recommendation 19	Investigate policies that hinder progression, i.e., transcription certificates, eliminate late registration, required online readiness assessment, administrative withdrawal for non-attendance, mid-term grades, repeating courses, tuition cap, FYE required events/courses, student attendance.	B. Posey T. Houston A. Frey	12/2014
			Student's sign a "pledge" as part of their Degree Completion Plan.	M. Carrothers	12/2014
			Faculty/Program Chairs will have a more active role in student withdrawals from courses. Faculty/Program Chairs will be educated on proper withdrawal processes and will also be required to sign off on withdrawal forms.	M. Carrothers Program Chairs	01/2015
			Investigate current scholarship distributions and review guidelines and criteria for awarding of scholarships—including part-time, credit hour completions, GPA, etc.	A. Frey	10/2014
		Complete College Ohio: Recommendation 19 Degree Completion Board Rule 400.0200.00 Graduation	Students will be appropriately counseled from a financial aid standpoint in order to be financially eligible to progress. Integration of counselling in FYE courses/orientation, mandatory orientation, FAFSA Workshops (in-person and online).	A. Frey J. Sandstead J. Roxby	01/2015

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
		Rate Comparison With Comparable Institutions			
			Create a method of educating students on Pell Grant availability in relation to the student's educational goals to avoid loss due to accumulation of hours.	A. Frey	09/2014
			Align scholarship monies to supplement full-time third-term student financial need.	A. Frey	11/2014
			Re-conceptualize the Trustees Scholarship to provide incentive for students to persist through the second year. --from Strategic Plan	A. Frey	03/2015
All programs will have meaningful workforce connections.	Increase % of students engaged in experiential learning Increase % of students receiving Federal Work Study Aid	Complete College Ohio: Recommendation 19	Establish additional internship opportunities for students in all program areas (Work-Study funding may be used to create a "paid internship" out of a traditionally "non-paid internship".)	J. Sandstead A. Frey	01/2015
			Establish service learning as part of selected courses in each program area.	J. Sandstead Program Chairs	08/2015
			Increase awareness of work-study and other student worker opportunities on campus.	A. Frey M. Kendall	10/2014
			Create events in career exploration.	T. Houston	01/2015
			Programs will routinely invite outside speakers to speak with students as part of the course curriculum.	Program Chairs	On-Going
Co-curricular activities will enhance academic and social skills.	Student Engagement and Satisfaction Studies – CCSSE and Noel-Levitz will show overall increases in engagement/satisfaction.	Degree Completion Graduation And Completion Rates, Board Rule 400.0200.00 Complete College Ohio: Recommendation 13	Tie co-curricular activities to program outcomes and core learning outcomes.	T. Houston Program Chairs	01/2015
			Targeted activities for special populations.	T. Houston	01/2015
			Require FYE orientation.	B. Kurtz J. Roxby	01/2015
			Increase the number of social events available to students.	Student Activities	08/2014

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
Positive engagement with the College community at all levels.	Student Engagement and Satisfaction Studies – CCSSE and Noel-Levitz will show overall increases in engagement/satisfaction.	Complete College Ohio: Recommendation 13	Analyze and communicate results of the Noel-Levitz to identify levels of student engagement in comparison with CCSSE results to identify needed student engagement and satisfaction improvements.	J. Evans	02/2015
			Amp up “Welcome Week” activities including disabilities and cultural/diversity awareness.	T. Houston B. Hunkler L. Doty	08/2014
			Create a stronger Disability Services function (student education, brochures, assistance availability, student survey, faculty and staff training for teaching and supporting students with disabilities, etc.).	T. Houston B. Hunkler	12/2014
			Train all college employees on general college information and student needs (including customer service training—possibly a staff orientation—and more professional development opportunities for employees including sensitivity training for race, color, age).	M. Kendall	08/2014
			Encourage contact among students from different backgrounds through various campus activities that support the Core Learning Outcome of “Build Global/Multicultural Diversity Awareness”.		05/2015
Provide coherent and clear sequences of courses within programs of study and secondary educational pathways (i.e., TechPrep and PSEO/College Credit Plus) and communicate them clearly and consistently to students.	<p>Increase % of students persisting from year 1 to year 2</p> <p>Increase % of students earning 12 and 24 college credits in years 1 and 2, respectively</p> <p>Increase % of students entering a program of study within 1 and 2 years</p> <p>Decrease % of students coming directly from high school that place below college level</p> <p>Increase % of students that transferred to a 4-year (no credential, with a certificate, with a 2-year degree)</p>	Complete College Ohio: Recommendation 18	Create clear PSEO pathways with 15-30 credit hours that articulate well with Belmont programs of study.	J. Roxby M. Kakascik	03/2015

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			Create clear secondary education pathways that articulate well with Belmont courses.	A. O'Grady J. Roxby	11/2014
			Communicate pathways to students in a more efficient manner (improve website, include templates and other pertinent information, etc.).	Program Chairs J. Roxby	01/2015
			Establish and communicate pathways to 4-year institutions to students (i.e. 2+2's and collaboratives).	J. Black L. Doty	11/2014
			Conduct routine degree audits for all students to track and monitor their progress toward completion of their degree/certificate. Identify milestone courses to track student progress and identify at-risk students.	M. Carrothers Program Chairs	01/2015
	Program Review		Create defined and consistent learning outcomes across all programs.	B. Posey Program Chairs	01/2015
	Articulation Agreements		Partner with ABLE, TechPrep, WFD, Academic Affairs and Student Services to build transition-to-college bridges. --From Strategic Plan	J. Black R. Guentter T. Houston A. O'Grady M. Kakascik	01/2015
Improved assessment and integration of student support services.	Student Engagement and Satisfaction Studies – CCSSE and Noel-Levitz	Degree Completion Board Rule 400.02 00.00 Student Satisfaction Studies-CCSSE	Evaluate the current advising process college-wide (from recruitment to advising to faculty) to identify stop-gaps in the advising process.	T. Houston M. Carrothers	01/2015
			Evaluate the role of faculty in student academic advising.	Program Chairs M. Carrothers	10/2015
			Administer departmental satisfaction surveys to identify areas of improvement.	B. Kurtz M. Tarbett J. Koucoumaris	07/2015
			Investigate the centralization of student support services physically.	B. Kurtz S. Morgan J. Koucoumaris	01/2016
			Cross-train staff to be able to assist at most levels, moving towards a more "one-stop" cohesive model.	Department Administrators	09/2015
			Expand career services.	T. Houston	01/2015
			Expand peer and other tutoring options and market all tutoring services to students through e-mail, social media, fliers, etc.	M. Kakascik L. Doty	10/2014

Title: COMPLETION

Improvement Focus Description: More completers of certificates and degrees and more focused monitoring of transfers to 4 year institutions

Improvement Focus Current Status: A closer look at our current processes reveals that a number of students could be completers if we as a college would be more proactive in awarding certificates and degrees

GOAL: The goal of this Completion Category is to provide a realistic, measurable, living piece of the overall Belmont College Completion Plan that fits well with the other categories to provide a smooth, seamless success plan from pre-college through to completion and employment.

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			<i>What will we do differently?</i> <i>What are the action steps for intervention?</i>	Leader/ Supporters	Date for accomplishing the tactic
Increase the number of students:					
- completing/transferring within 5 years		Have BOT adopt new KPI's to monitor student completion initiatives and success points		President	Nov. 2014
- completing "less than one year" certificate	Percentage of full-time /part-time First Time Degree Seeking students who earned a certificate within the given time period as reported in the DC file for two and three year outcomes.	Identify and track success of students who: <ul style="list-style-type: none"> - have a finite skillset path 	Standardize acceptance of Military credit; Conduct faculty training on Credit for Life, Credit for Experience; Auto confer certificates; Partner with local industry to design certificates which build on business related skills	Registrar, B. Posey, Program Chairs, faculty, WFD	Jan. 2015
- completing a "1 to 2 year" certificate	Percentage of Full-Time/Part-Time First Time Degree Seeking students who earned an associate degree within given time period as reported on the DC file for both two and three year outcomes.	Identify and track success of students who, <ul style="list-style-type: none"> - have a certificate path 	Develop 1 + 1 Agreements -900 hour programs from career centers with industry-based certification exam; Auto confer certificates	B. Posey, A. O'Grady	Jan. 2015
- completing a "2 year degree"	Percentage of full-time /part-time First Time Degree Seeking students who earned a certificate within the given time period as reported in the DC file for two and three	Identify and track success of students who, <ul style="list-style-type: none"> - have a degree path 	Standardize acceptance of Military credit; Conduct faculty training on Credit for Life, Credit for Experience; Follow Reverse Transfer Guidelines to award associate degrees; Auto confer degrees; Partner with area businesses to design associate degrees pathways which build on business related skills ; reduce average number of credit hours to degree;	C. Seckman, Program Chairs, B. Posey, IT, WFD	March 2015

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
	year outcomes.		provide early career exploration for students;		
- transferring to a 4-year institution	Percentage of transfer path students whose actually transferred as identified by National Student Clearinghouse that have transferred from Belmont	-	Identify and track success of students who, have a transfer path	J. Black	June 2014
- transferring to a 4-year with a completed certificate	Number of articulation agreements		Expand the number of articulation agreements; provide early counseling of transfer students and undecided students; host college fairs and application fairs; provide hard copy transfer pathways for students; provide student trips to 4 year colleges	B. Posey, J. Black	Nov. 2014
- transferring to a 4-year with a completed 2-year degree	Percentage of students who fit this category		Increase number of 2+2 agreements	B. Posey, J. Black, Program Chairs	March 2015
- still enrolled with 30+ college credits (didn't quit)	Number of non-transferring students who are on track for a certificate or degree		Advisors and faculty will use Degree Completion Plans (DCP) to discuss student progress with student, keep connected; auto confer certificate or degree	Advisors, faculty	Ongoing
- transfer to 4-year institution and complete 12 semester hours there	Board Monitoring report on success of students at transfer institutions		This would be tracked through the National Student Clearinghouse	IR	Ongoing
- the number of students obtaining a certificate of value	Number of Certificates of Value awarded	Define certificates of value	Provide staff and faculty training on "Certificates of Value"	B. Posey, Program Chairs, faculty, WFD	July 2015
Decrease the number of students earning excess college credits beyond 2-year degree requirements	Number of students with =>90 semester hours with no award		Auto conferring of certificates and degrees	IT, Academics,	Dec. 2014
Decrease the number of excess credits	Number of students with =>90 semester hours		Career counseling using Degree Completion Plans	Advisors, Program Chairs, faculty	Ongoing

Category Title: OTHER

Improvement Focus Description: Increase completions of courses and programs

Improvement Focus Current Status: FY13 Course completions: 999.18 FTEs; Completions: Associate degrees: 285; Level 2 Certs: 55; Level 1 Certs: 37

GOAL: Increase completions of courses and programs

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			<i>What will we do differently? What are the action steps for intervention?</i>	<i>Leader/ Supporters</i>	<i>Date for accomplishing the tactic</i>
Increase efficiency of time to degree	Number of credits earned/attempted when student reaches level one program course: include drops without record, W's, and complete withdrawals from the college	Course section, subject, and instructor Historical data	Drill down to section level for success/non- success in Dev ed; Assess SEIs by section	JTE; M. Kakascik, G. Callahan, B. Posey	Begin w/ end of Spring 13; assess at end of terms
	Number of credits to earned/attempted degree by programs from level one course to completion including students who have changed majors and/or degree programs		Document number of excess credits with categories for Dev ed, program(s)	JTE; M. Carrothers, faculty program chairs	Begin Spring 14 graduation
	Increase technology lab utilization to offer more opportunities for student learning	HEI: Space utilization report	Provide greater access for students by offering "open" lab times during periods of greater need	JTE; D. Ciancone, M. Tarbett	Begin Fall 2014
Increase number of completions overall	Success Points earned by year (and term if possible)	HEI data finalize terms, run subsidy process	Analyze number of completions and success points earned	JTE; L. Lewis	Historical data for baseline; Add data for AY 2014 when available (July 2014?)
	Number of Barriers to progress and completion	Assessment of: Policies Financial – cost by programs Academic - # of credits required in program; technology	Review policies to search for barriers; Propose policy changes if necessary and possible; Document median amount of debt for students by program; Review of SEIs for identification of barriers	JTE; B. Porter; A. Frey, J. Sempkowski B. Posey	

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
Increase percentage of students who move from progress to completion	Percentage of students completing Dev ed in one, two, three or more terms; Include all students testing in to Dev ed regardless of when they enroll in Dev ed requirements		Analyze data by programs	JTE; G. Callahan, M. Kakascik	June 2014 and annually
Provide greater transparency of financial requirements for students	Median grant dollars available to students by entering cohort and program		Document and analyze grant dollars by EFC category and program	J. Koucoumaris; JTE; Janet; Alicia	Begin data collection in Summer 2014; Track for one year
	Time to degree measured in cost to students regardless of EFC, loans, and grant aid		Assess all costs in program as a function of time to degree	J. Koucoumaris, JTE, J. Sempkowski, L. Lewis, A. Frey	Begin Summer 2014; assess annually
Attend to transitions from one category to the next	Assist category groups in moving from data collection (Information) to data analysis (Knowledge) to knowing (Wisdom) to Action.	Review KPIs from groups so that cohorts can be defined and tracked from Connection to Workforce	Define what data we want to answer question; define data elements; gather data; organize and describe the data; synthesize data; What do we know, what more do we want to know.	JTE	Begin June 2014 when Completion plan accepted. Prepare cohorts for Fall 2014/15 data collection
Involve faculty members in assessment of Student Engagement (CCSSE)	Administer CCSSE in Spring 2015 Administer CCFSSSE (Faculty assessment) in Spring 2015	Budget impact; ~ \$975 for faculty administration	Administer surveys, analysis of data with faculty involvement, sharing of data in college	JTE	Spring term 2015

Category Title: WORKFORCE

Improvement Focus Description: To increase by two (2) the number of Belmont College offerings which address the Ohio Key Industries focus and to implement strategies which effectively increase student job placement

Improvement Focus Current Status: Expanding program offerings to address more of the Ohio Key Industries opportunities (currently 5 of 7) and to strengthen the College job placement delivery services (currently at 48.5%).

GOAL: By the completion of this plan, Belmont College Students will be educated and trained for high demand, high wage occupations (7 of 9 Ohio Key Industries) and will experience excellent job placement success (71.5%).

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			<i>What will we do differently? What are the action steps for intervention?</i>	<i>Leader/ Supporters</i>	<i>Date for accomplishing the tactic</i>
Expand into two new Jobs Ohio Key Industries (Advance Manufacturing-AM and Automotive)	New Instrumentation 1 Yr. Certification and Degree Program (AM) Industrial Electronics-Instrumentation Degree New CNG Compression/Conversion 1 Yr. Certificate and Degree Program (Automotive)		Market research/ business support Curriculum Development OBOR Approval Lab and Equip Qualified Instructor(s) Marketing Programs Begin	J. Sandstead Engineering Dept. J. Sandstead Prog. Chair and R. Guentter Prog. Chair Marketing Dept.	10/1/14 Instr complete 7/1/15 CNG Instr approved 10/1/15 CNG Instr approved 7/1/16 CNG 7/1/15 Instr 7/1/16 CNG 4/1/15 Instr 4/1/16 CNG 8/23/15 Instr 8/20/16 CNG
Enhance two existing Jobs Ohio Key Industries (Polymers/chemicals and energy)	New 1 Yr. Process Tech Certif. Program Updated Welding Lab		Market research/ business support Curriculum Development OBOR Approval Lab and Equip	J. Sandstead J. Sandstead J. Sandstead R. Guentter	10/1/14 7/1/15 10/1/15 11/1/15

Desired Outcome	Metrics		Tactic to Attain the Objective	Responsible Person	Timeline
	Outcome Metrics/KPI's	Additional Information			
			Qualified Instructor(s) Marketing Programs Begin	D. Decoy Marketing Dept.	7/1/16 4/1/16 8/20/16
Increase student job placement by 23% (from 48.5% to 71.5%)	Perkins Core Indicator Performance Target		Identify and implement a Clinical, Internship or work experience for every degree seeking student Engage recruiters to campus All students will have resumes and interview skill training Sponsor/attend job fairs Job Boards On-line job match Improved placement tracking	Placement/ Internship Coord. with Program Chairs Career Services Career Services Career Services Workforce Career Services Career Services	3/1/15 On going System in place by 11/30/14 On going (Target min. 6/yr.) 8/1/14 On going 9/1/14
Expand documental stakeholder and community input into college program exploration, decision and implementation processes	Documented Minutes for every Stakeholder Advisory Committee		Develop Advisory Committee package Required submission of agendas, attendance, and minutes Implement "Be Connected" strategy Perkins Stakeholder Meeting	R. Guentter B. Kurtz Be Connected Team and R. Guentter R. Guentter	9/1/14 Annually beginning 10/1/14 6/1/14 May 22, 2014 and annually
Expand awareness and communication with students with prior learning assessment (PLA), including military, for credit	Increase Percentage of students awarded PLA Credit from less than 1% to 5 %		Revise Template for PLA credit Criteria for PLA Credit approval Internal Committee Approvals Promote PLA option PLA system in place	J. Nocera J. Nocera Program Chairs Marketing Dept.	9/30/14 9/30/14 2/15/15 4/15/15 7/1/15



BELMONT
COLLEGE

Office of the President

June 30, 2014

Chancellor John Carey
Ohio Board of Regents
25 South Front Street
Columbus, OH 43215

Dear Chancellor Carey:

Attached please find the Completion Plan of Belmont College. We look forward to the implementation of the plan and continued work with the Ohio Board of Regents as we facilitate the Ohio completion agenda, the augmentation of student success, and the building of a highly skilled workforce.

Belmont will evaluate the plan in two years when we submit a progress report to you as required by law. Evaluation metrics are embedded in the plan.

Thank you for the opportunity to serve the citizens of Eastern Ohio. Best regards for continued success in every endeavor.

Sincerely,

Joseph E. Bukowski, Ed. D.
President