

Complete College Ohio – COTC Completion Plan

Focus: <u>Connection</u> Improvement Objective (College Strategy/Intervention Objectives)	Strategy What will we do differently? What are the action steps for intervention?	Leadership Who will be responsible (title)?	Others Who will need to support /bolster the change and how (titles)?	Outcome What will be our outcome indicator of success?	Measure How will we measure success?	Timeline What is our timetable?
Provide enhanced opportunities for students to prepare for COMPASS testing.	<ol style="list-style-type: none"> 1. Create and define resources available to students for COMPASS test preparation. 2. Widely distribute information regarding available resources to students. 3. Devise a system for documenting students' self-reporting of COMPASS participation. 4. Store self-report data in a manner to allow identification of students for tracking success data. 5. Utilize outcomes findings to improve COMPASS preparation processes. 	<p>Chief Academic Officer</p> <p>Director of Gateway Operations</p> <p>Coordinator of the Testing Center</p>	<p>Director, Center for Academic Success</p> <p>Director of Information and Technology Services</p>	The outcome indicator of success will be improved scores on initial tests and retests of COMPASS.	<p>Comparison of COMPASS test scores from before and after training for the COMPASS test.</p> <p>Compare rates of Non-Course Credit awards for developmental education courses over time.</p>	Create and define resources and communication to students in place by December 31, 2014. Opportunity for students provided starting January, 2015.
Students will accelerate through precollege course(s) and first credit level course in consecutive semesters in Math and in English.	A policy and process will be developed to mandate enrollment in precollege course(s) in consecutive semesters in Math and English.	<p>Chief Academic Officer</p> <p>Director of Gateway Operations</p>	Information and Technology Services	The outcome indicator of success will be an increased percentage of students who proceed through precollege level courses in Math and in English.	Change in sequence in which students enroll in courses. Compare college credit course grades over time. Track number of students who complete their first college-level credit course successfully.	Policy and process developed and approved by December 31, 2014, with implementation for Summer 2015.

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Improve entry process to better connect students to COTC and degree programs/career pathways throughout the enrollment process.	<ol style="list-style-type: none"> 1. Create facilitated points of contact with student during each step of enrollment. Types of contacts will be based upon student needs, such as first-time student, transfer student, returning student, etc. Ex. appointments with advisors prior to COMPASS testing; appointments with advisor directly after testing; transfer intake appointments, etc. 2. Focus on career advising throughout intake process to better connect students to appropriate programs of study/career pathways by utilizing career resources. 	<p>Gateway Manager-Advising /Retention</p> <p>Director of Career Development and Experiential Learning Services</p>	Director of Gateway Operations and Director of Student Life	The outcome indicator of success will be an increased persistence to complete a credential	Term-to-term persistence rates. Graduation rates Time to completion.	Implementation Summer 2015
Evaluate and develop continuous improvement strategies for the New Student Orientation Program (face-to-face and online).	<ol style="list-style-type: none"> 1. Assess current orientation program through focus groups, program evaluations, etc. 2. Investigate other college's orientation programs for best practices. 3. Re-establish New Student Orientation Steering Committee with representatives from across campus. 4. Focus on re-design of online orientation to an interactive and meaningful experience for students with individualized modules based upon needs (Veterans, Transfer, High School, Extended Campus, etc.). 	Gateway Manager – Advising/Retention; Gateway Advising Team	Director of Gateway Operations, Director of Student Life, Director of Financial Aid, Chief Academic Officer	The outcome indicator of success will be improved term-to-term persistence rates and completion rates.	Term-to-term persistence rates. Graduation rates	Implementation Summer 2015

Focus: First-Year Entry Improvement Objective (College Strategy/Intervention Objectives)	Strategy What will we do differently? What are the action steps for intervention?	Leadership Who will be responsible (title)?	Others Who will need to support /bolster the change and how (titles)?	Outcome What will be our outcome indicator of success?	Measure How will we measure success?	Timeline What is our timetable?
The college will evaluate its first-year experience course (IDS-100) to assure a quality and beneficial experience for students.	The college has begun the process of reviewing its first-year experience course (IDS-100) by evaluating best practices, conducting focus groups and convening a task force.	Task Force Co-Chairs Chief Academic Officer Vice President for Extended Campuses and The Gateway	To be determined as a result of task force findings and recommendations.	The intended outcome of the task force is to impact student success.	To be determined as a result of task force findings and recommendations.	To be determined as a result of task force findings and recommendations.
The college will provide an option for students who enroll in online coursework to be evaluated for online course readiness.	Develop of an online literacy evaluation/experience for students to enhance their success in online coursework. Develop method for gathering information from students regarding their online experience.	Chief Academic Officer Director of ITS	Manager, Technology Enhanced Learning Center Director of Gateway Operations Dean for Arts and Sciences	Students who enroll in online coursework will have the basic skills and knowledge to be successful in an online educational environment.	Online course completion success rates	Summer 2015 implementation
Update course repeat policy to implement student intervention upon first repeat of a failed course.	<ol style="list-style-type: none"> 1. Require planned intervention when student repeats course for first time. 2. Course repeats for pre-college (GENR-090/091 and MATH-040/080) intervention includes mandated time spent in CAS (Math or CRC). 3. All other course repeat interventions to be agreed upon between student and advisor. 4. Build accountability for students on intervention 	Gateway Manager – Advising /Retention Director of Center for Academic Success	Chief Academic Officer: endorsement to approve change and implement new policy. VP for Institutional Planning and HR Development: support development and approval of new policy. Director of Academic Operations: endorsement to approve change and implement new policy.	<ol style="list-style-type: none"> 5. Improve student academic performance in repeated courses. 6. Accelerate students through pre-college to credit level courses. 7. Increased rate of successful completion. 8. Compare successful completion rates of course repeat students on intervention versus previous course repeat students not on intervention. 	<p>Term-to-term persistence rates</p> <p>Time to completion</p> <p>Completion success rates in repeated courses</p>	<p>2014-2015: data gathering on impact of change, update policy and supporting protocols (student agreement, Retention Alert), assess availability of staffing services at all campuses.</p> <p>Summer Semester 2015: fully implement new policy and protocols.</p>
Review and revise, if necessary, new registration deadlines for new registrants and course changes to foster student success.	Gather data related to success of late registrants; evaluate implications of process change and develop strategies for implementation.	Chief Academic Officer, Director of Gateway Operations, Director of Academic Operations	Gateway – Manager of Recruiting; Gateway – Manager of Advising/Retention	The outcome indicator of success will be improved student academic performance.	Successful course completion; decreased failure and withdraw rates.	Implementation Summer 2015

Focus: Progress	Strategy	Leadership	Others	Outcome	Measure	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Implement a Proactive (Intrusive) Advising model to facilitate improved student/advisee relationship, increase student retention and completion rates and gather timely data on why students leave COTC through use of withdrawal survey.	<ol style="list-style-type: none"> 1. Create mandatory advising system where all first year students are required to complete an advising session prior to enrollment in subsequent semesters. 2. Design mandatory advising sessions focused on career and course planning, student success, etc. 3. Review and improve advising intervention procedures associated with Retention Alert and course failures. 4. Create a withdrawal survey to be used through call center and/or electronically to be conducted on an ongoing basis. Created system to collect and store data from survey to be analyzed by Retention Committee. 5. Provide comprehensive new hire and ongoing training for academic advisors related to advising strategies. 	Gateway Manager – Advising/Retention	<p>Director of Gateway Operations</p> <p>Gateway Technology Specialist</p>	The outcome indicator of success will be improvement in term-to-term persistence rates.	<p>Term-to-term persistence rates</p> <p>Retention rates</p> <p>Completion rates</p>	Summer 2015

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The college will enhance its support, evaluation and connection with part-time/adjunct faculty to strengthen student relationships and improve student success in adjunct-faculty taught coursework.	The college will engage part-time faculty by developing an online orientation to teaching and learning which will be required of all part-time/adjunct faculty. Expectations will be outlined regarding quality, advising and evaluation.	Chief Academic Officer Academic Deans	Director Information and Technology Services, Manager, Technology Enhanced Learning Center, and Director of Gateway Operations	Students taking courses from part-time/adjunct faculty will be more successful than currently enrolled students. Evaluation will include overall success and success as it pertains to grade distribution.	The college will measure student success in courses taught by part-time/adjunct faculty before mandatory orientation/faculty development and after the intervention implementation.	Summer 2015
Improve the quality of online instruction.	<ol style="list-style-type: none"> 1. Review current online course offerings. 2. Implement procedure for consistency and quality online courses. 3. Develop policy to review online courses on a regular basis. 4. Develop process for monitoring enrollment and completion. 	Chief Academic Officer Academic Deans	<p>Academic Deans</p> <p>Manger, Technology Enhanced Learning Center</p> <p>Information and Technology Services</p>	The outcome indicator of success will be improved quality of online instruction and student success.	<p>Improvement in online courses completion rates</p> <p>Term-to-term persistence of online learners</p> <p>Completion rate</p>	<p>Started review May 2014.</p> <p>Completion of review and update of all online courses Summer 2016</p>

Focus: Workforce Improvement Objective (College Strategy/Intervention Objectives)	Strategy What will we do differently? What are the action steps for intervention?	Leadership Who will be responsible (title)?	Others Who will need to support /bolster the change and how (titles)?	Outcome What will be our outcome indicator of success?	Measure How will we measure success?	Timeline What is our timetable?
Establish new and innovative public-private partnerships (similar to Heavy Equipment) directly connecting to COTC programming meeting specific workforce needs that ultimately link student completion to a job.	Focused efforts to evaluate partnership opportunities; communication strategies linking programming to workforce.	Workforce Development Innovative Center/ Vice President for Extended Campuses and The Gateway	Academic Deans; Director of Academic Operations	The outcome indicator of success will be innovative programming; increased partnerships.	Increase in number of certificates completed; establish cohorts	Implementation Spring 2015
Revisit and analyze programming at extended campuses to develop strategic pathways to degree completion that connect to community-specific job opportunities.	Convene task force to examine programming and opportunities	Vice President for Extended Campuses and The Gateway Chief Academic Officer and Director of Academic Operations. Extended campus advisors	Gateway – Manager of Advising/Retention, Gateway – Manager of Recruitment	The outcome indicator of success will be increased programming; full associate degree programming at extended campuses.	Increased enrollment; graduate and employer survey feedback	Implementation Summer 2015
Develop pathways linking College Credit Plus courses to careers.	Develop proactive communication strategies with high school partners and into the classrooms.	Vice President for Extended Campuses and The Gateway; College Credit Plus Coordinator	Gateway – Manager of Recruiting; Recruiters	The outcome indicator of success will be high school partnerships that include career pathway programming.	Number of high school student concurrently enrolled. Number of dual completions. College Credit Plus students matriculation rate to COTC.	Autumn 2014