



Student Completion and Success Plan

Submitted to the Ohio Board of Regents

June 23, 2014

**Approved by the Board of Trustees
May 20, 2014**

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Purpose:

The purpose of Marion Technical College’s Campus Completion Plan is to outline the College’s systematic plan for improving student success that reaches the departmental- and classroom levels for direct impact on student persistence and completion by:

- Identifying policies and practices that can advance Marion Technical College toward improved student completion and student success rates;
- Using resources and expertise from the OACC and OBR in aspects of the Campus Completion Plan’s development, implementation and assessment;
- Developing strategies and methods that are likely to have a positive impact on student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers in completion efforts that align with workforce needs.

This document demonstrates the alignment of Marion Technical College’s ongoing strategic planning process with the OBR’s Completion Strategy. A summary of Marion Technical College’s 2013-18 Strategic Plan is included as an appendix to this document. The complete strategic plan, which includes detailed strategies, responsible parties, outcome measures, results, and analysis and action steps, is available upon request by e-mailing Teresa Parker (parkert@mtc.edu).

CONNECTION TO THE INSTITUTION

Who are Marion Technical College’s students?

Marion Technical College (MTC) is located in Central Ohio, approximately 50 miles north of Columbus. The College’s primary service area is Marion County, which has a population of 65,000. Most MTC students live in the six counties that surround Marion. In addition to courses conducted on the MTC campus, MTC offers dual enrollment courses in 18 area high schools and offers courses at two state correctional facilities located in Marion County.

MTC categorizes its students into three main groups: General, Early College, and Prison Students. As a percentage of the student body, the general student population has declined from 75% of the student headcount in fall 2009 to 63% of the student headcount in fall 2013.

Fall Term Student Headcount					
Student Type	2009	2010	2011	2012	2013
General	2,056	2,069	2,042	1,867	1,696
Early College	404	438	485	572	648
Prison	263	252	261	302	347
Total	2,723	2,759	2,788	2,741	2,691

Although the number of general students has declined 17.5% since 2009, general students typically take more credit hours per student than other student groups. General students accounted for 81% of annual FTE in 2009-10 and are projected to account for 74% of annual FTE in 2013-14:

Annual FTE by Student Type					
Student Type	2009-10	2010-11	2011-12	2012-13	2013-14
General	1,537	1,575	1,509	1,311	1,236
Early College	164	169	216	213	246
Prison	196	159	161	155	179
Total	1,897	1,903	1,886	1,678	1,661

Because the early college and prison populations are unique, MTC disaggregates data by student type. An analysis of the characteristics of the general student population shows the proportion of Pell-eligible and female students is increasing, and the proportion of new and full-time MTC students is decreasing. The majors selected by students, developmental education placement rates, minority rates, and county of residence have been mostly consistent for the past several years:

Fall Term General Student Characteristics					
Year ->	2009	2010	2011	2012	2013
Students	2,056	2,069	2,042	1,867	1,696
Pell Eligible	59%	66%	69%	66%	65%
Female	66%	67%	68%	69%	69%
Average age	28.5	29.3	29.1	29.0	28.3
25 and older	53%	56%	55%	55%	51%
Minority	4%	4%	5%	4%	5%
Full-time (12+ credits)	61%	62%	59%	49%	47%
New to MTC	28%	23%	24%	23%	22%
Placed into at least 1 Dev Ed	76%	77%	78%	78%	79%
County of Residence					
Marion	42%	45%	47%	45%	41%
Morrow	10%	10%	10%	10%	12%
Crawford	8%	8%	8%	9%	9%
Delaware	10%	9%	8%	7%	8%
Wyandot	9%	8%	8%	8%	7%
Union	5%	5%	5%	5%	5%
Hardin	2%	2%	2%	2%	2%
Other	14%	12%	12%	13%	15%
Primary Declared Major					
Arts & Sciences	6%	5%	5%	8%	8%
Business	14%	16%	13%	13%	14%

Fall Term General Student Characteristics					
Year ->	2009	2010	2011	2012	2013
Engineering	9%	8%	9%	9%	7%
Health Technologies	51%	50%	51%	51%	52%
Information Technologies	9%	9%	10%	9%	8%
Public Service	11%	12%	12%	10%	11%

What efforts are underway at the college to help students in need of remediation become better prepared for college?

The percentage of students who place into at least one developmental education course has risen slightly for the past several years, from a rate of 76% in the fall of 2009 to 79% in fall 2013. MTC has implemented several programs to try to help students in need of remediation become better prepared for college, but has experienced limited success with these initiatives. MTC's QuickStart program, initially grant funded, was designed to provide a transition opportunity for a student to "try on" a college course at no cost. Students received instruction in English and Math, learned how to navigate MTC's learning management system, and received assistance selecting a major. Results show that 43% of the 191 QuickStart students enrolled in traditional courses after completing the QuickStart program; tracking longer term persistence of QuickStart students is planned for 2014-15.

MTC is exploring other options to help students in need of remediation become better prepared for college. Advisors were encouraged to recommend MTC's ABLE program to students who tested very low on placement tests, but some students resisted those recommendations because they wanted to get started with college. MTC is re-evaluating the ABLE referral process to see if there is a way to improve. Most recently, the MTC Student Resource Center implemented a "Compass Brush-Up" course at no cost in an effort to help students' Compass scores more accurately reflect their academic readiness. MTC also provides tutoring for students and is seeking grant funds to establish a Math and Writing Lab in 2014-15.

In 2010, MTC's Arts & Sciences math faculty added a math lab component to developmental education mathematics courses. A primary characteristic of the math lab was that students were required to spend a specific number hours in the math lab, where students could access tutoring assistance in real-time. The Coordinator of Tutorial Services has kept a detailed listing of students' names and hours spent, but it has been difficult to relate hours logged in the lab to student performance in development education math courses. A project planned for 2014-15 will inform math faculty about any relationship that exists between performance in developmental education courses and time spent in the math lab.

Another area under development to improve the success rate for students in need of remediation is the creation of a new course for students who place into two or more developmental education courses. This will be coordinated by the Director of the Student Resource Center in conjunction with academic program faculty.

MTC is addressing this area in the College's 2013-18 Strategic Plan items 1.4, 1.5, and 1.6.

How do we build relationships with K-12 schools?

MTC builds and maintains relationships with K-12 schools in several ways:

- MTC created and funded a position of Director of Early College Partnerships who coordinates MTC's Early College initiatives and assigned other individuals to each school who serve as the primary liaison with the school to ensure effective communication and resolution of issues.
- The Director of Early College Partnerships works closely with school counselors in the advising and enrollment of high school students.
- Under the guidance of the Director of Early College Partnerships, MTC has developed unique programs at each partner school through collaboration with academic deans and directors at MTC to meet the needs of the high school.
- Representatives from Admissions, Student Services, and academic departments partner to provide information to and coordinate advising nights for Early College students and families.
- The Admissions Office routinely holds information events at area high schools and talk with guidance counselors about MTC academic programs. Various events are held throughout the year that give secondary students the opportunity to tour the campus and learn about academic programs.
- MTC Sponsors an annual guidance counselor meeting for area high school counselors.
- MTC Houses a regional tech prep coordinator and actively participates in career-tech initiatives.

Additional details about MTC's strategies to build and maintain relationships with K-12 schools is included in the 2013-18 Strategic Plan, particularly in Action Plan 1.7.

How do we engage with parents, adult-students, and community?

MTC engages with students, adult-students, parents, and the communities the College serves through the College Website, advertising, public speaking at local organizations such as Rotary and Kiwanis, a direct-mail newsletter, social media such as Facebook and Twitter, by sponsoring admissions nights for potential adult students, and by sharing success stories of MTC students through a variety of media channels.

MTC also engages its community through academic program advisory committee meetings, membership by MTC employees on community boards, participation in various community events, and an active public relations campaign. Individual College employees also participate monthly on the local radio station's "Morning Magazine" radio program, attend the Chamber of Commerce BNI program, work with the ICAN Center for Excellence promoting college attendance to K-12 students, and engage in a variety of other events. Additionally, several academic program instructors have included community service projects in their course curriculum.

Additional details about MTC's strategies to engage its community are included in the 2013-18 Strategic Plan Action Plans 1.3, 2.1, 2.2, 2.3, and 2.4.

How does our institution orient students? How does our institution communicate learning expectations to students? How does admissions, student support, registration, student life aid in this process?

New student orientation programs are conducted each term. Orientation introduces new students to faculty, staff, and other students; communicates success tips to students; includes a campus tour; and

provides an opportunity to meet other new students. The following departments present information during each orientation session:

- Student Resource Center (tutoring, advising, disability services)
- Financial Aid
- Campus Security
- Student Activities
- Library Services
- Career Services
- Diversity Program

IT Services (email and learning management system) and learning expectations are communicated to students via the course syllabus, College website, and student handbook.

Attendance at orientation sessions is highly recommended but not mandatory. MTC Student Services personnel are discussing the possibility of instituting mandatory orientation. A tracking field is being added to the student information system to record student attendance at orientation. This will allow staff to look at individual student success and its relationship to participation in orientation.

Additional details about MTC's strategies for orienting and communicating with its students are included in the 2013-18 Strategic Plan Action Plans 1.4, 1.5, and 3.4.

How does the co-curricular program support the common learning outcomes of the institution?

MTC has defined six general learning outcomes, called College Graduate Competencies (CGCs), in the following general areas: Communication, Mathematics, Technology, Diversity, Professionalism, and Problem-Solving. MTC offers two primary co-curricular programs that support these competencies: the honor society Phi Kappa Theta, and The Society for Leadership and Success. The organizations, which are governed by students under the guidance of an MTC staff member, support the CGCs by providing a platform for students to reinforce classroom learning. Students in each of these organizations conduct fund-raising activities, bring in nationally renowned speakers, and help with campus-wide events.

Additional details about MTC's strategies for improving student performance on common learning outcomes are included in the 2013-18 Strategic Plan Action Plan 3.4.

Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career?

The job placement rate for students who graduate from MTC has been consistently above 80% for students who are seeking work after earning an associate degree. MTC offers a jobs board and placement services at no cost to employers or to students (current and former) seeking positions (<http://www.mtc.edu/mtcworks/index.html>). MTC also offers help for students who are unsure about career choices through web-based career exploration services.

Additional details about MTC's strategies for ensuring our academic programs meet students' needs are included in the 2013-18 Strategic Plan Action Plans 2.1, 2.2, 2.3, and 2.4.

Primary strategies for **improving student connections** are:

- Examine recruiting efforts to maximize the return on time and funds invested in various recruiting activities.
- Examine marketing strategy to determine if promoting specific programs and the benefits from attaining a degree could help increase general student enrollment.
- Improve the conversion rate of applicants to students by improving follow-up with student inquiries and the transcript review process.
- Improve general student recruiting by converting a higher percentage of early college students to MTC students after high school graduation
- The outcome measure for determining the success of our student connection strategies is the number of general degree-seeking students who enroll at MTC.

SUCCESSFUL FIRST-YEAR ENTRY

Why do our students fall behind or leave?

MTC's Student Resource Center contacts every student who stops out and compiles a listing of the most common reasons. The reasons MTC students fall behind are similar to reasons cited in national research about community college students: financial pressures, work demands, medical issues, family/child care issues, and lack of academic preparedness.

Additional details about MTC's strategies for improving understanding of why students fall behind or leave are included in the 2013-18 Strategic Plan Action Plans 1.5 and 1.6.

How do we advise and place students for efficient completion?

Every MTC student is assigned either a faculty advisor or a first-year advisor from the Student Resource Center. Students who place into two or more developmental courses are assigned an advisor from the Student Resource Center's First-Year Advising Team. Every student is assigned a major (called a PDC), and MTC's information system tracks each student's progress toward degree completion. Since 2010, MTC has used a student notification/planning system called My Advising Plan for Success (MAPS); this system provides notifications to advisors when students miss classes or have not re-registered for classes.

How do we help undecided students choose a career and educational path? How do we help students understand industry needs and high-demand areas?

MTC's admissions counselors and first-year advisors discuss career choices with undecided students. When appropriate, admission counselors encourage students to use a career-planning tool to help them identify career interests. MTC offers two options to students -- *Focus 2 Online Career and Education Planning System* and the *Strong Interest Inventory*, both of which are online assessment tools. Additionally, MTC annually publishes a rolling five-year history of MTC graduates' careers, job placement rates, and estimated annual salaries to help students choose a career path.

How do we engage students within the college community?

Engaging students in the MTC college community is a challenge because many MTC students are early college students or working adults who are juggling family and career obligations in addition to college coursework. MTC sponsors two formal student organizations: the National Society of Leadership and

Success and Phi Theta Kappa, an academic honor society for students at associate degree institutions. MTC also offers a Student Ambassador Program, tutoring opportunities for students, and a variety of events such as job fairs and health fairs throughout the year. Other activities designed to engage students are the Radiography Quiz Bowl competition, Engineering Robotics Competitions, community service projects embedded in academic courses, the MTC Student Ambassadors, cultural awareness programs, and general student activities such as club sports.

How do we help students who are underprepared for their course of study? How do we address the differences in learning styles? How do we address students with special needs? (handicapped, seniors, commuters)

Underprepared students are identified through placement testing and initial interviews with admission counselors. MTC assigns a high-touch first year advisor to students who place into two or more developmental education classes or who are otherwise identified as a student who might benefit from an intensive advising experience.

MTC's Student Resource Center works with students with disabilities to provide reasonable accommodations. Each syllabus includes a statement informing students how to access disability services and the Student Resource Center Director reminds faculty about the policy and the services available at the beginning of each term. MTC's campus is handicapped-accessible, and can be easily accessed by the commuter students who make up nearly all of the student population.

MTC faculty are aware that differences in learning styles exist, and the faculty take this into consideration during course development, including assignment and assessment creation.

The current improvement focus for successful first-year entry is to increase the number of students who achieve the OBR success points and completion measures each year. We have organized datasets to allow us to track student performance longitudinally and to provide information about improvement initiatives.

Additional details about MTC's strategies assisting underprepared and special needs students are included in the 2013-18 Strategic Plan Action Plans 1.4, 1.5, 1.6, and 3.4.

Primary strategies to help MTC **improve students' first year experience** include:

- Decrease impediments caused by the manner in which classes are scheduled; offer additional "blocked" course sequences so that students' trips to campus are minimized.
- Continue to provide high touch advising when warranted.
- Improve the early warning systems in place to inform first year and academic advisors about students' potential academic performance issues.

Do we know our students' expectations?

MTC routinely administers the Noel Levitz SSI survey. The results inform the College about student expectations and the degree to which MTC meets those expectations. Results from the past three surveys are listed in the table below:

Student Satisfaction Scores: Noel Levitz SSI			
(7 point scale)			
Primary Category	2008	2012	2014
Academic Advising and Counseling Effectiveness	5.41	5.81	5.96
Admissions and Financial Aid Effectiveness	5.23	5.74	5.85
Campus Climate	5.67	6.01	6.07
Campus Services	5.65	6.01	6.04
Instructional Effectiveness	5.73	5.94	5.99
Registration Effectiveness	5.41	5.88	6.01
Safety and Security	5.31	5.82	6.44
Student Centeredness	5.48	5.85	5.96

The raw scores for MTC are significantly better than the national average, except for registration effectiveness in 2008 where the MTC score was the same as the national average. Noel-Levitz also calculates a “gap” score – the difference between the perceived importance of a service and the institution’s performance. In 2008 MTC’s results indicated a larger gap score than the national average in the areas of campus climate, registration effectiveness, and student-centeredness. The College took appropriate steps to improve those areas. For 2012 and 2014, MTC’s gap scores were better than the national average in every category.

The 2014 Noel-Levitz results indicate challenges remain in the areas of course scheduling, quality instruction, and timely feedback about academic progress. Although MTC’s performance in these categories is better than the national average, there is a large gap between students’ expectations and MTC’s performance in these critical areas.

Additional details about MTC’s strategies to help the College meet student expectations are included in the 2013-18 Strategic Plan Action Plans 2.4, 3.1, and 3.4.

STUDENT PROGRESS

What measures do we collect to ensure that students are staying on track? How and when do we intervene with students to keep them on track?

Each student enrolling at MTC selects a degree or certificate completion plan called a PDC (Program-Degree-Curriculum). The MTC system is set up so that each student knows the specific courses needed to graduate or meet the student’s academic goal. The course sequence is outlined by term, and the PowerCampus system automatically tracks student progress towards fulfilling the degree requirements. Additionally, every student is assigned to either a first-year or a faculty advisor.

In 2010, Marion Technical College began using a system called My Advising Plan for Success (MAPS) to assist students who wanted to complete coursework prior to semester conversion. MAPS, which MTC transitioned into a degree completion tool after semester conversion, interacts with the Student Information System (PowerCampus) to monitor student progress towards completion, registration for a subsequent term, and various other factors. MAPS sends an automated alert to the student and the

student's advisor when the student's performance falls below an established threshold. MTC also collects and analyzes course completion and student persistence data, issues a midterm grade performance alert, and requires advisors to stay in close contact with advisees. MTC is currently exploring the development of more timely measures about student progress, such as first week attendance notification and a first three-week course grade to provide even earlier interventions to students at risk of not completing a course.

Course instructors are required to take attendance for each class meeting and enter the attendance into the PowerCampus. MTC's Student Resource Center developed a pilot project in fall 2013 to notify advisors when students were absent from the first week of class sessions; this was a successful pilot and will expand in fall 2014. Course faculty routinely intervene with students who are falling behind and make sure students are aware of options available to get caught up. Students who are expected to register for the subsequent term are notified if they have not registered.

Additional details about MTC's strategies for collecting measures to ensure that students are staying on track are included in the 2013-18 Strategic Plan Action Plans 1.4, 1.5, 1.6, 3.1, 3.2, and 3.4.

How do we engage students with meaningful workforce connections?

Most of MTC's technical degree programs include an internship or co-op component as an integrated part of the program of study. Each of MTC's program faculty team meets twice per year with a program advisory committee, whose members consist of representatives from area business and industry. The advisory committee input and the co-op/internship requirements ensure that the curriculum is meeting the needs of local businesses and that students develop workforce connections. In addition, many courses include a community service component.

Additional details about MTC's strategies for providing students with meaningful workforce connections and the College's efforts in collecting measures to ensure that students are staying on track are included in the 2013-18 Strategic Plan Action Plans 2.1, 2.2, 2.3, 2.4, and 3.4.

How transparent and accessible are our programs of study?

MTC's programs of study are prominently published on the College website. The course sequence is listed by term, and each academic program's web page includes easy-to-find information about employment of MTC graduates, earnings, and labor market projected employment. Students are able to monitor their progress through the College's automated degree-audit system, MyInfo.

How do we ensure alignment between instructional and student support services and among institutional interventions and programs?

MTC is a small college, with classes and faculty offices housed primarily in three buildings. The proximity of the student support area to the instructional services area promotes natural connections that ensure interventions are aligned. Additionally, there is an effective formal communications process when a student is in need of additional learning support; students complete a tutoring request form, faculty evaluate and approve the request if warranted, and additional help is provided by personnel in the Student Resource Center.

How do we determine the preparation of students for specific programs?

Program faculty, under the guidance of the respective department dean and Chief Academic Officer,

create the guidelines for acceptance to limited enrollment programs such as Nursing and other Health Technologies. Student preparation is determined by a combination of factors, including metrics such as the student's past academic performance, results on standardized tests, and a personal interview. Programs that have an external accrediting agency also adhere to the requirements of the appropriate accrediting body.

For non-limited enrollment programs such as Business Management or Arts & Sciences, program faculty use recommended placement test scores where applicable. Admissions counselors, first-year advisors, and faculty advisors also discuss the general requirements and rigor of a program with a student when appropriate.

How does our institution support student learning? How do we determine and address the learning support needs of students?

MTC supports student learning through course design, routine assessment, and consistent interaction between students and advisors. Faculty are asked to inform students about tutoring and other services available for students in need of additional support.

Additional details about MTC's strategies to improve student learning are included in the 2013-18 Strategic Plan Action Plans 1.4, 1.5, 1.6, 3.1, 3.2, and 3.4.

MTC's primary current improvement focus for **improving student progress** is to enhance advising and intervention processes:

- Monitor course completion rates using a variety of factors (course level, format, location, length, student demographics, etc.) and make changes where warranted.
- Develop advising standards for all academic advisors.
- Train advisors on the standards and expectations.
- Use technology to supplement advising to inform advisors which students are in need of assistance.

- Add additional student alerts (early warning system) and evaluate course designs to ensure students understand their progress in a course.
- Create additional early warning indicators for at-risk students.

How can we assist our faculty and staff to feel competent and engaged with the progress strategies?

Faculty and support department personnel are actively engaged in developing success strategies. MTC faculty and department deans and SRC/First-Year Advisor meetings routinely discuss student success strategies during department meetings. MTC is beginning an intensive student success discussion in other support departments. MTC's strategy is to ask employees in each department to actively consider how they impact student success and how the department can measure its effectiveness at improving student success at the College. The College is organizing to provide actionable data and reports to departments, and is in the process of creating a format each academic support department can use to track its progress on a continuing basis. Faculty advisors are provided with advisee lists and the subsequent term enrollment status of students who are not graduating so faculty advisors can follow up personally with students where needed.

Additional details about MTC's strategies to assist faculty and staff to feel competent and engaged with the progress strategies are included in the 2013-18 Strategic Plan Action Plans 3.1 and 3.2.

STUDENT COMPLETION

Are students achieving credentials within selected program streams?

MTC tracks student graduation by program. The following table shows the historical number of graduates by primary program groups:

	2009-10	2010-11	2011-12	2012-13	2013-14
Associate of Arts		1	6	15	20
Business	41	46	55	47	56
Engineering	16	18	22	10	25
Health	113	122	145	150	161
Information Technology	13	30	31	30	27
Public Service	26	49	40	25	35
Associate Degree Total	209	266	299	277	324
Certificates (all areas)	354	300	97	62	11

Although the number of degrees awarded has increased since 2009-10, MTC's academic department administrators are not satisfied with the rate of degree attainment. The most recent data provided by OBR show that MTC's three year degree attainment rate for first-time, full-time students is 11% (N=239), compared to an 8% rate for community colleges across the state. The peak in graduates in 2011-12 is very likely due to the semester conversion the College completed in summer 2012; students who were close to attaining a degree under the quarter system were strongly encouraged to complete their degree prior to the semester course implementation.

The drop-off in the number of certificates awarded after 2010-11 is due to a reduction in certificate offerings. MTC is planning to restore some certificate offerings in the 2014-15 academic year.

MTC tracks the success rate of students in programs that require an external accrediting exam; MTC students typically pass these exams at a rate higher than the state or national rates. The pass rates are reported on MTC's [student success web page](#) and also included in the program information web pages for each program.

Additional details about MTC's strategies in helping students attain credentials are included in the 2013-18 Strategic Plan Action Plans 1.4, 1.5, 1.6, 2.4, and 3.4.

How can we increase credit attainment and help more students complete their credentials more quickly?

MTC has implemented several strategies to help students complete their academic goal more quickly:

- Academic program faculty reviewed the total credit hours required to attain a degree and in many cases lowered the required credits while maintaining program learning outcomes.
- Academic program deans and directors are increasing efforts to coordinate the scheduling of course sections, minimizing conflicts and trips students need to make to campus. This enables students to take more credits per term.
- Every online course section is reviewed by the Instructional Designer and scored using a rubric. Faculty are given specific suggestions to improve student engagement and enhance the delivery of online courses.
- Academic program faculty decided to offer additional courses in an 8-week format so that students can complete a two-course sequence in a single semester. A comparative analysis of student performance in half-term vs. full-term courses is planned as a part of this initiative.
- Each student is assigned a major that includes a specific term-by-term listing of courses needed to complete the credential.
- For the 2014-15 academic year, MTC academic deans have created an annual course schedule, including class section meeting times, to enable students to plan their schedule for the entire year.

Additional details about MTC's strategies in helping students increase credit attainment and attain credentials more quickly are included in the 2013-18 Strategic Plan Action Plans 1.4, 1.5, 1.6, 2.4, and 3.4.

How do we assist students with college to career transition?

In most programs, the college to career transition begins with an internship or co-operative work experience that gives students the opportunity to gain real-world experience in a career. MTC maintains a no-cost job posting site, [MTC Works](#), that enables employers to post open positions and enables job-seekers to post resumes. MTC's career service specialist and co-op and internship coordinators review student resumes and offer suggestions for improvement. MTC career services office sponsors an annual job fair and visits classes upon request.

Do our registration and withdrawal policies support completion?

MTC academic deans and advisors are currently studying the College’s late-registration policy to determine if a change might improve student success. A similar study is planned for the course withdrawal policy.

Additional details about MTC’s strategies in examining registration and withdrawal policies are included in the 2013-18 Strategic Plan Action Plans 3.1, 3.2, and 3.4.

How do we know that students who complete our certificates and degrees have met our learning expectations?

Most degree programs include a capstone course in which students synthesize the program learning outcomes from prior coursework. Assessments in capstone courses are holistic, and inform program faculty about the degree to which students have achieved program-learning objectives. In addition, many programs require students to pass an external certification exam in order to be employed in the career. When possible, the appropriate academic department dean tracks the results of student performance on external certification exams and uses the results to improve student learning and course design.

OTHER ASPECTS OF COMPLETION SUCCESS

What does the disaggregated data tell us about completion rates for different populations? How do we reshape our institution to build sustainable models of successful programs? How do we select and cultivate external linkages?

MTC has analyzed completion data for courses by different; selected results are presented in the following tables:

Summer 2012 thru Fall 2013 Course Completions by Student Type (Course Enrollments)				
Student Type	2012-13		2013-14*	
	N	Comp %	N	Comp %
Early College	2,073	97%	1,109	98%
General	12,884	80%	7,368	81%
Prison	1,639	86%	1,245	86%
Total	16,596	83%	9,722	84%
* summer and fall terms only				

Summer 2012 thru Fall 2013 Course Completions by Pell Status (General Student Course Enrollments)				
Pell Eligible?	2012-13		2013-14*	
	N	Comp %	N	Comp %
No	3,735	87%	2,407	89%
Yes	9,149	77%	4,961	77%
<i>Total</i>	<i>12,884</i>	<i>80%</i>	<i>7,368</i>	<i>81%</i>
<i>* summer and fall terms only</i>				

Additional analyses have been created for minority students, developmental education course completion, online course completion, 25 and over, and other combinations of various factors. College faculty and staff are in the beginning stages of analyzing these results, and are developing plans to improve where warranted. The first step in building a model to improve success is to understand our current status. Our results show that students who have multiple risk factors (Pell eligible, minority, placed into 2 or more developmental education courses) complete courses at a 68% rate compared to a 88% completion rate for students who have no risk factors. Results are tracked by actual grade distribution in addition to the completed/not completed factor. The College's IT/IR staff is developing a dataset that will enable cohort tracking. MTC is in the process of improving its internal data analysis capacity, and is relying on resources at OACC and OBR to guide that effort.

Additional details about MTC's strategies to help the College better understand success rates for different populations are included in the 2013-18 Strategic Plan Action Plans 3.1, 3.2, and 3.4.

How do we ensure that student costs are transparent and student financial planning continuous?

The cost of attending MTC is publicized on the College Website and linked from multiple sources. MTC's financial aid office recently implemented the [\\$ALT program](#) to assist students in financial planning, manage student loan debt, and understand the implications of student federal financial aid.

What is our institution doing to create a culture to support success and completion? How do we engage people across employee categories and provide professional development to support change?

MTC is in the beginning stages of implementing an assessment program for each support department. This system will be modeled after the College's robust academic assessment system that has been in place for a number of years. Support department managers and personnel have been asked to use a balanced scorecard approach to track departmental performance in each of three primary areas: Student Success, Customer Service/Quality, and Financial Performance. Each department's manager will lead the department in establishing department goals, measures, data analysis, and action steps. Departmental goals are aligned with MTC's strategic plan action objectives and to the Higher Learning Commission's criteria for accreditation, core components, and subcomponents. MTC's Strategic plan is aligned with the Ohio Board of Regents' Completion

and Student Success Initiative.

WORKFORCE

Based on our College service area which of the six JobsOhio regions do we serve?

MTC is located in Marion County, 50 miles north of Columbus. The College service area does not directly align with the Columbus JobsOhio region; MTC’s service area includes Marion, Morrow, Hardin, Wyandot, Crawford, Delaware, and Union county; this area overlaps the Columbus and Toledo JobsOhio regions.

Which of the nine JobsOhio key industries are addressed in our current curriculum and programing?

MTC offers degree and certificate programs that align with five of the nine JobsOhio key industries:

JobsOhio Key Industry	MTC Degree / Certificate Program(s)
Advanced Manufacturing	Electrical Engineering, Mechanical Engineering, Mechatronics
Financial Services	Accounting, Business Management
Information Services and Software	Networking, Software Development, Office Information Technology
BioHealth	Medical Assisting, Medical Lab Technology, Health Information Technology, Pharmacy Technician, BioScience
Energy	Alternative Energy

How have we linked our curriculum and programing to labor market information for each occupation? What are the job training needs of our community based on our regional economic development network? How do we connect our students needing employment with our employers needing a trained workforce?

Labor Market Information is routinely analyzed as a part of MTC’s program review process. Students are encouraged to explore this when choosing a major and faculty and program advisory committees consider Ohio labor market data when implementing changes to courses and programs. One challenge MTC academic department deans and directors face is a lack of labor market information specific to the college service area. MTC does not fall into one of the standard MSA’s, and the Ohio LMI data regions are often too broad for a meaningful analysis and action. MTC recently began investigating solutions to this challenge using a product called EMSI and will conclude pilot trials of the data EMSI produces by December 2014.

MTC connects with local employers through advisory committees, membership on local boards such as the Chamber of Commerce, through co-op and internship partnerships, connections with former students, and through the MTC Works web site.

Additional details about MTC’s strategies to improve workforce connections and labor market information are included in the 2013-18 Strategic Plan Action Plans 2.2, 2.3, 2.4, and 3.2.

What are our current program advisory committees recommending to improve our curriculum and

what new programs do they endorse?

Each academic program meets with its advisory committee at least twice per year. Program advisory committee recommendations are included in the meeting minutes, and changes are implemented as recommended and approved by faculty. Generally, advisory committees recommend modifications to existing programs though changes to course content or the addition of a new course.

How do we analyze the changing needs of our stakeholders and select courses of action regarding these needs? How do we determine if we should target stakeholder groups with our educational offerings and services?

MTC analyzes changing needs of stakeholders through routine interactions with the local business community, former students, and membership in a variety of local organizations in the communities we serve. Program faculty and managers select courses of action based on this direct feedback and through meetings with peer faculty across the state. Academic department managers also routinely survey TAG and CTAG courses created at OBR. The numerous co-op and internship site managers also keep the college informed about changing workplace needs.

Our strategies to help us **improve our connections with the local workforce** include:

- Investigate a valid external data tool such as EMSI to get actionable, objective data about our local job market, with a focus on the number of job openings expected to be available due to new jobs and baby-boomer retirements.
- Improve communication among MTC personnel who routinely interact with area employers.
- Establish connections with MTC alumni who are employed in the MTC service area.

CONCLUSION

MTC's 2013-18 Strategic Plan is aligned with the OBR completion strategy of connection, first year entry, progress, completion, and workforce. MTC leaders have identified opportunities for improvement and department managers have begun to implement strategies that will lead to increased student success and completion. These strategies are the foundation of the College's strategic plan through 2018. MTC's participation in the OACC initiative "Developing Data Capacity to Support a Culture of Evidence" has provided valuable training and information that will assist the College in monitoring progress as the 2013-18 strategic plan is implemented and MTC improves its current efforts to improve student completion.

Appendix A

Marion Technical College 2013-18 Strategic Plan Alignment to OBR Completion Plan and HLC Criteria

Alignment to OBR Completion Plan	OBR Completion Plan Sections					
MTC Strategic Plan 2013-18: Action Plans	Connection	Successful First Year Entry	Progress	Completion	Other	Workforce
1.1: Increase the number of applicants each year.	X					
1.2: Increase the conversion rate of applicants to students each year.	X	X				
1.3: Conduct image awareness/perception survey to assess service area's impression of Marion Technical College.	X	X				X
1.4: Increase the number of students who achieve the OBR success point and completion measures each year		X	X	X		
1.5: Increase the number of students who successfully complete developmental education and subsequent college-level courses.		X	X			
1.6: Increase the number of students who achieve their educational goal.				X		X
1.7: Increase the number of Early College students who continue enrollment at MTC after high school graduation.	X					

Alignment to OBR Completion Plan	OBR Completion Plan Sections					
MTC Strategic Plan 2013-18: Action Plans	Connection	Successful First Year Entry	Progress	Completion	Other	Workforce
2.1: Identify and pursue additional partnership opportunities.	X					X
2.2: Increase employee involvement in community organizations and /or business/industry.	X					X
2.3: Establish a systematic, ongoing system for engaging with alumni.	X					X
2.4: Create/expand and implement new certificates/degrees in accordance with demonstrated workforce needs.	X			X		X
3.1: Design and implement an organizational structure that strategically advances institutional success; develop employees to support student success	X	X	X	X	X	X
3.2: Develop and adopt a uniform system of data collection, dissemination, and analysis	X	X	X	X	X	X
3.3: Develop and implement an administrative assessment program that focuses on work process improvement.	X	X	X	X	X	X
3.4: Continue to improve curriculum and student learning through academic assessment.		X	X	X		
3.5: Exceed financial performance measures established by Ohio Board of Regents and Higher Learning Commission.					X	

Alignment to OBR Completion Plan	OBR Completion Plan Sections					
MTC Strategic Plan 2013-18: Action Plans	Connection	Successful First Year Entry	Progress	Completion	Other	Workforce
3.6: Continue to refine and implement the integrated planning model in order to align programs, services and budget with the College mission, vision, and values.	X	X	X	X	X	X
3.7: Pursue additional sources of revenue to supplement state and student funding (e.g., scholarships, grants).		X			X	

Alignment to HLC Criteria / Core Components	HLC Criteria				
	1: Mission	2: Integrity	3: Teaching and Learning - Resources	4: Teaching and Learning: Improvement	5: Resources, Planning, Effectiveness
MTC Strategic Plan 2013-18: Action Plans					
1.1: Increase the number of applicants each year.	X				X
1.2: Increase the conversion rate of applicants to students each year.	X	X			X
1.3: Conduct image awareness/perception survey to assess service area's impression of Marion Technical College.	X	X			X
1.4: Increase the number of students who achieve the OBR success point and completion measures each year	X	X	X	X	X
1.5: Increase the number of students who successfully complete developmental education and subsequent college-level courses.	X	X	X	X	X
1.6: Increase the number of students who achieve their educational goal.	X	X	X	X	X
1.7: Increase the number of Early College students who continue enrollment at MTC after high school graduation.	X	X			
2.1: Identify and pursue additional partnership opportunities.	X				X
2.2: Increase employee involvement in community organizations and /or business/industry.	X	X			X

Alignment to HLC Criteria / Core Components	HLC Criteria				
	1: Mission	2: Integrity	3: Teaching and Learning - Resources	4: Teaching and Learning: Improvement	5: Resources, Planning, Effectiveness
MTC Strategic Plan 2013-18: Action Plans					
2.3: Establish a systematic, ongoing system for engaging with alumni.	X	X			X
2.4: Create/expand and implement new certificates/degrees in accordance with demonstrated workforce needs.	X	X	X	X	X
3.1: Design and implement an organizational structure that strategically advances institutional success; develop employees to support student success	X	X			X
3.2: Develop and adopt a uniform system of data collection, dissemination, and analysis	X	X	X	X	X
3.3: Develop and implement an administrative assessment program that focuses on work process improvement.	X	X			X
3.4: Continue to improve curriculum and student learning through academic assessment.	X	X	X	X	X
3.5: Exceed financial performance measures established by Ohio Board of Regents and Higher Learning Commission.	X	X			X
3.6: Continue to refine and implement the integrated planning model in order to align programs, services and budget with the College mission, vision, and values.	X	X			X

Alignment to HLC Criteria / Core Components	HLC Criteria				
MTC Strategic Plan 2013-18: Action Plans	1: Mission	2: Integrity	3: Teaching and Learning - Resources	4: Teaching and Learning: Improvement	5: Resources, Planning, Effectiveness
3.7: Pursue additional sources of revenue to supplement state and student funding (e.g., scholarships, grants).	X				X