

## **Rio Grande Community College Campus Completion Plan**

### **Purpose:**

The purpose of this Campus Completion Plan is to develop a systemic improvement plan for institution-wide policy and practice change, that reaches the departmental- and classroom levels for direct impact on student persistence and completion by:

- Engaging system-wide expertise in all aspects of the Plan’s development, implementation and assessment;
- Identifying policies and practices that are advancing the institution toward improved student completion rates;
- Discerning strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers in completion efforts that align with workforce needs.

This document is to serve as a vehicle for campuses to articulate the outcome of a strategic process for improvement.

## CONNECTION TO THE INSTITUTION

- Who are our students?
- What efforts are underway at the college to help students in need of remediation become better prepared for college?
- How do we build relationships with K-12 schools? How do we engage with parents, adult-students and community?
- What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?
- How does our institution orient students? How does our institution communicate learning expectations to your students? How does admissions, student support, registration, student life aid in this process?
- How does the co-curricular program support the common learning outcomes of the institution?
- 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?



Connection to the Institution

Focus:	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?
<b>1. Students</b>	Compile data on each incoming class for Rio Profile.	Admissions	MIS, Dean of Students	Understanding who our students are, where they are from, and their needs, academically and socially.	React to students' needs, academically and socially.	Some profile information is already available and compiled on a regular basis. Continual.
<b>2. Incentives for college ready students</b>	Academic scholarships, summer scholars, Honors, PSEO. Develop Incentive program for students who are college ready to encourage them to attend Rio Grande.	Admissions	Financial Aid	Increased number of honor students, college plus, and PSEO students. College ready students will attend Rio Grande and participate in Incentive program.	Compare numbers from fall-to-fall of FTFY students. Qualifying students will be participating in Incentive Program.	Fall 2015- Spring 2018
<b>3. Orientation &amp; Learning Expectations</b>	Orientation for students and parents, study tables in residence halls, training of residence hall(s) staff. Orientation is continued through Gateway classes, and learning expectations are explained to students by advisors and the Gateway faculty.	Admissions, Advising, Gateway instructors, Faculty, Dev. Ed Faculty	Student Services	Students will be familiar with campus, faculty, and support services and will be aware of the learning expectations and what is required of them.	Student Success and graduation rates.	Ongoing

## A few questions to consider about

### **SUCCESSFUL FIRST-YEAR ENTRY**

- Why do our students fall behind or leave? How do you know?
- How do we advise and place students for efficient completion?
- What do we know about credit accumulation?
- How do we help undecided students choose a career and educational path?
- How do we help students understand industry needs and high-demand areas?
- How do we engage students within the college community?
- What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?
- 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)



Successful First-Year Entry

Focus:	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 (Office)?	Who will need to support /bolster the change and how (Office)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
<b>1. Placement</b>	Provide a review session during Orientation before the students take the placement test and provide an online review for those that do not attend the orientation. Also, re-evaluate accuracy of placement test and consider other options.	Admissions, New Student Advising, Math and English Coordinators.		More accurate placement.	Compare the number of students placing into developmental classes Fall 2014 to Fall 2013.	Fall 2014
<b>2. Student Progression</b>	Increase number of developmental students moving into credit bearing courses by changing the format of the developmental classes, regularly evaluating the results, and increasing student support.	Math and English Coordinators		Increase enrollment into credit bearing courses toward degree completion.	Compare fall-to-fall persistence.	Fall 2014
<b>3. Student Engagement</b>	Increase recognized student organizations. Adjust student activities according to student trends, attendance, and initiatives.	Dean of Students		Increased college engagement	Compare attendance in events year-to-year.	Ongoing

## A few questions to consider about

### 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?
- How do we engage students with meaningful workforce connections?
- How transparent and accessible are our program of study?
- What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?
- How do we ensure alignment between instructional and student support services and among institutional interventions and programs?
- How do we determine the preparation of students for specific programs?
- How does our institution support student learning?

How do we determine and address learning support needs of the students?



Student Progress

Focus:	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 (Office)?	Who will need to support /bolster the change and how (Office)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
<b>Interventions, Programs and Learning Support</b>	-Identify/purchase robust software to help track student persistence. -Develop MAPs (My Academic Plan). See Sinclair CC for example. -Develop and articulate general, as well as specific support plan options for the three improvement objectives.	Advising, Career Services, Deans, Chairs, Faculty, MIS, ASLC	Tutoring Services	Students will use MAPs to formulate education plans. Using MAPs will improve student progress.	Number of students who have used the software	Fall 2015-Spring 2018

## A few questions to consider about

### STUDENT COMPLETION

- Are students achieving credentials within selected program streams?
- How can we increase credit attainment and help more students complete their credentials, more quickly?
- How do we assist students with college to career transition?
- What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?

Do our registration and withdrawal policies support completion? How do we know that students who complete our certificates and degrees have met our learning expectations?





**Student Completion**

Focus:	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 (Office)?	Who will need to support /bolster the change and how (Office)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
<b>1. Registration and Withdrawal Policies</b>	Students must declare a major by the end of Gateway course. New withdrawal form requires student to meet with departments to help retain student. Advisor signature required before student can register.	Advisors, Gateway Instructors	MIS	Each student will have a declared major and those who don't will be contacted.	Data will be collected to determine how many students have not declared a major.	Fall 2014
<b>2. Learning Expectations</b>	Annual Program Assessment and Program Review	Program Faculty, Assessment of Student Learning Committee (ASLC), Department Chairs		Report will be compiled and reviewed.	Report will be presented to and reviewed by Committee. Varies by program.	Ongoing
<b>3. Program Completion</b>	Granting students certificates and associate degrees as they meet the requirements.	Academic Affairs, Department Chairs, Office of Registrar.		Students will see success along the way, which will motive them to continue.	More students completing certificate and associate degree programs.	Ongoing

## A few questions to consider about

### **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?
- How do we ensure that student costs are transparent and student financial planning continuous? Are our courses and program streams offered in student-friendly ways? 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? How does our college manage process improvement?
- What else can we do?



**Other Aspects of Successful First-Year Entry**

Focus:	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 (Office)?	Who will need to support /bolster the change and how (Office)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
<b>1. Populations Completion Rates</b>	Concentrate personal interactions on success of Dev. Ed & FTY	First Year Commission	Administration, MIS	Increased retention rates	Compare retention rates of Dev. Ed & FTY students from fall-to-fall.	Fall 2014
<b>2. Student-Friendly Course Offerings.</b>	Increase night and on-line courses. Block scheduling	Deans, Chairs, Records		Increase enrollment in night and online courses.	Aggregate Data	Fall 2014
<b>3. Managing Process Improvement</b>	Committee framework to track first-year success	Faculty & Staff		Committee will track first year student success and analyze data for improvement.	Committee will be formed to track first-year success.	Fall 2014

## A few questions to consider about

### WORKFORCE

- Based on our College service area which of the 6 JobOhio regions do we serve? <http://jobs-ohio.com/network>
- Which of the 9 JobsOhio key industries are addressed in our current curriculum and programing? <http://jobs-ohio.com/industries>
- How have we linked our curriculum and programing to labor market information for each occupation?  
<http://ohiolmi.com/proj/jobsOhioInd.htm>
- 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 trainer workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- 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?
- How do we align our credit on non-credit offerings?



**Workforce Development**

Focus:	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 (Office)?	Who will need to support /bolster the change and how (Office)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
<b>1. Student Job Tracking</b>	Purchase program to track students after Community College and implement tracking.	Academic Affairs	Institutional Research, Community College Office	Establish a baseline.	In subsequent years, compare to baseline	Fall 2016-Fall 2019
<b>2. Stackable Programs</b>	Develop three stackable programs that are related to the health care field.	Dean of College of Health and Behavioral Sciences	Academic Affairs	Establishment of programs	Continuation of programs	Fall 2016-Fall 2017
<b>3. Customer Service Program</b>	Develop training for soft skills and customer service.	Workforce Development	Academic Affairs	Establish customer service certificate program.	Establishment of customer service certificate.	Fall 2016-Fall 2017
<b>4. Business Relationships</b>	Develop relationships with local businesses to increase number of internships.	Workforce Development	Assorted Faculty	Increased number of internships and partnerships.	Increased number of internships and partnerships.	Fall 2016-Fall 2017