



***Sinclair Community College
Campus Completion Plan
June 2014***

Purpose:

The purpose of this Campus Completion Plan is to develop a systemic improvement approach 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 impact increased student persistence and completion;
- Prioritizing areas focused on improvement 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 systemic improvement.



A few questions to consider about

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 the 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 a successful transition from the high school to college?
- How does our institution orient students? How does our institution communicate learning expectations to our students? How does admissions, student support, registration, and 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

Improvement Focus Description: Reduce or eliminate the need for developmental education by:

- Working with K-12 partners to increase college readiness of recent high school graduates
- Helping current college students complete developmental education requirements more quickly and effectively

Improvement Focus Current Status: In-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 (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?
Dual Enrollment program with local high schools	Increase participation in concurrent enrollment/dual credit programs that allow high school students to earn college level credit	Michael Carter (Superintendent, School and Community Partnerships)	High school partners and faculty that qualify as Sinclair Adjunct instructors, Regional Centers	Increase the number of students served by 40%	Number of participating high school students and number of credits earned	Ongoing
Mandatory New Student Orientation	All FTIC degree-seeking students will be required to participate in orientation	Katie Earehart (New Student Orientation Coordinator, New Student Enrollment Center)	Academic Advising, Regional Centers	At least 80% of new, degree-seeking students will participate in Orientation in Fall of 2014	Number of FTIC participants	Fall 2014

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Financial Literacy and Planning Services	Institution will be more proactive in helping students successfully plan for financial costs related to education – through FAFSA, scholarships, and community supports	Matt Moore (Director, Financial Aid Office)	Advising, Faculty, Student Services	Increase (1) the number of FAFSA applications received and (2) number of FAFSAs submitted in a timely manner; number of loan defaults will decrease within three years	FAFSA completions; loan default rate	Ongoing
Create Clearer Academic Pathways	In partnership with advisors and through the use of technology, faculty will create clear pathways and advisors will monitor progress to help students stay on track to completion	Andy Runyan (Chief Academic Advising Officer, Academic Advising); Mary Wells (Assistant Professor, Psychology)	Career Services, Academic Advising, Faculty	All degree-seeking students will have a MAP (My Academic Plan) documenting their program of study	At least 80% of FTIC, degree-seeking students will have a MAP in the Fall of 2014	Ongoing
Early Placement Testing and Interventions in High School	Students in their junior year of high school will take the college placement test. If found to need developmental education, the curriculum will be taught in the senior year by high school faculty	Michael Carter (Superintendent, School and Community Partnerships); Michael Gaines (Director, Pre-College Programs)	Enrollment Services, Regional Centers	Fewer incoming students need developmental education (DEV) after HS graduation	Reduction in number of recent HS grads who test into DEV	Limited schools in progress, scaling during AY 2014-15

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Assist students with career selection	Students will select a career community, providing a pathway with clearer direction and contextualized orientations, student support, and better connection with similar programs	Matt Massie (Manager, Career Services)	Career Services, Academic Advising, Financial Aid, Connect 4 Completion Office, Regional Centers	Students will select a career community at enrollment and may select exploratory activities offered by the community to solidify career goals	Track students enrolled in career communities for persistence and completion	Implementation in Fall 2014

What additional information do we need?

1. Data sharing protocols for K-12 and Sinclair
2. Number of staff needed to provide mandatory orientation



A few questions to consider about

SUCCESSFUL FIRST-YEAR ENTRY

- Why do our students fall behind or leave? How do we 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 difference in learning styles? How do we address students with special needs? (handicapped, seniors, commuters)



FIRST-YEAR ENTRY

Improvement Focus Description: Create an intrusive, holistic advising model; ensure students are placed in credential-bearing programs within one year.

Improvement Focus Current Status: Pilot group running; scaling to all zero credit, FTIC in Fall of 2014.

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?
Create Clearer Academic Pathways (See Connect)						
Mandatory Academic Advising and/or Counseling with Regular Check-Ins	Require students to meet with academic advisors to develop their academic plans through completion and for regular check-ins as they progress (for example, touch points at 12, 30, and 45 credit hours). All campuses will use improved technology to inform and keep students on the shortest path to completion	Andy Runyan (Chief Academic Advising Officer, Academic Advising)	Pathways to Completion, Associate Provost for Student Completion, Regional Centers	Reduce self-advising and ensure students complete their goals	Tracking that students have an accurate and updated MAP and that course selections meet requirements; tracking that students have an assigned advisor	Implementation for FTIC career community students in Fall 2014
Early and Continuous Career Advising	Students will receive continuous career advising throughout their time at Sinclair in order to guide them into the right career field and provide assistance with obtaining a job	Matt Massie (Manager, Career Services); Specialist from each career community	Career Services, Connect 4 Completion, Academic Advising	Ensure students are in the right career track and have guidance toward a career path throughout their education	Tracking that students have confirmed their intentions	Implementation for FTIC career community students in Fall 2014

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Intrusive Holistic Advising	Advising and coaching involving faculty, staff, advisors, and data tracking systems to identify high, moderate, and low risk students based on four domains (Academic, Career, Financial, and Personal)	Andy Runyan (Chief Academic Advising Officer, Academic Advising); Phyllis Salter (Academic Advising Systems Specialist, Connect 4 Completion); Completion Coordinators	City Connects, Academic Advising, Career Services, Faculty, Department Chairpersons, Deans, Financial Aid, Disability Services, Tutorial Services, Center for Student Success, Completion Office, Regional Centers	Creation of a 'no wrong door' policy. All personnel on campus will work collaboratively to ensure students are connected to resources that eliminate barriers to success	Monitor student retention rates, tracking of: (1) numbers of interactions, (2) numbers of students with assigned advisors, and (3) student benchmarks, using SSP and other technology. Goal: 3,000 new students on SSP	Pilot group through City Connects in progress, scale to all FTIC starting in Fall 2014

Do we know our students' expectations?

1. Yes, but only what they declare upon entry to the college. We are in the process of developing a better system to track changes in goals.



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 programs 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?

PROGRESS

Improvement Focus Description: Intrusive guidance and mentoring by faculty and advisors.

Improvement Focus Current Status: Implementing with Fall 2014 cohort.

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?
Create Clearer Academic Pathways (<i>see Connect</i>)						
Mandatory Academic Advising with Regular Check-ins (<i>see Connect</i>)						
Early and Continuous Career Advising (<i>see Connect and Entry</i>)						
Intrusive Holistic Advising (<i>see Connect</i>)						

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Early and Regular Faculty Mentoring and/or Faculty Advising	Build new processes and tools to help faculty systemically mentor students throughout the pathway	Dave Collins (Provost, Provost Office)	Faculty, Deans, Department Chairpersons, Completion Office	Training for faculty on technology that provides indicators of success or risk factors and reporting mechanisms; Additional counseling based on specific programs of study	Monitor faculty engagement using Student Success Plan (SSP) software and other technology	Limited activity underway, increase of activity starting in AY 2014-2015
Robust Experiential Learning Opportunities	Students will have significantly more opportunities for hands-on learning in their field through internships, co-ops, service learning, job shadowing, clinical, and service learning	Dave Collins (Provost, Provost Office)	Department Chairs, Faculty, Service Learning Coordinator, Internship Coordinators, Regional Centers	Faculty development and training related to implementing Experiential and Service Learning in courses	Tracking the number of course sections that offer Experiential and Service Learning programs	Limited number of courses have this opportunity; expand to many more programs by Spring of 2015

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

1. Offer appropriate professional development on engagement strategies.
2. Share success data for advisors' caseloads and faculty courses to enable "ownership" of student success.



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 the 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?

COMPLETION

Improvement Focus Description: Increase degree and certificate completion as well as successful transfer with minimal loss of credit.

Improvement Focus Current Status: In process.

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?
Early and Regular Faculty Mentoring and Advising (<i>See Progress</i>)						
Mandatory Academic Advising and/or Counseling with Regular Check-Ins (<i>see Progress</i>)						
Early and Continuous Career Advising (<i>see Connect and Entry</i>)						
Automatic Graduation Policy	Students who complete their chosen program and certificate requirements will automatically receive credential. Eliminate graduation applications and fees	Tina Hummons (Registrar, Registration & Student Records)	Registration, Student Records, Curriculum Management Team	Credentials will be awarded once students complete	Track number of credentials awarded using this program	Ongoing

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Statewide Policies Incentivizing Earning a Credential Prior to Transfer	Collaboration with Ohio Association of Community Colleges OACC, Jobs for the Future (JFF), and Ohio Board of Regents (OBOR) to find the best way in Ohio to incentivize earning a credential	Steve Johnson (President); Madeline Iseli (Vice-President of Advancement, Advancement Division)	Registrar, Completion Office, Enrollment Management	Students will receive benefit of credentials from a community college prior to transfer	Track students who plan to transfer and are within 5-10 credits of completing a credential or degree	Working with state policy leads
Reverse transfer: "Credit When It's Due"	Students who transfer to another institution and complete courses there can easily transfer credits back to originating community college to receive credential	Tina Hummons (Registrar, Registration & Student Records)	Completion Office, Research, Analytics and Reporting Office (RAR), OBOR	Ties to prior item (Incentivizing credential prior to transfer.) Students may finish their 2-year degree at the 4-year institution and receive a credential that immediately improves their employability	Coordinate with transfer institutions; determine likely pathways for completion of these credentials	In progress, working with partners to increase the number of identified pathways in AY 2015
Double Degree Program with Wright State University	Students are concurrently mapped to Sinclair and Wright State according to established articulation agreements	Double degree committees at both Sinclair and Wright State	Provost, Student Services, Registrar, Financial Aid and Enrollment Services, Regional Centers	Seamless transfer with little to no loss of credit	Number of participants who receive degrees or certificates at one or both institutions	Fall of 2014

What are our next steps?

1. Implement Career Communities model in the Fall of 2014, through which we assign every new student to an advisor within their chosen career community.



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

Improvement Focus Description: Increase achievement rates for traditionally underserved students, developmental education students and recent high school graduates.

Improvement Focus Current Status: In 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 (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?
NEW-Design and implement a comprehensive strategy for recruiting and increasing completion rates of African American students	Participate in a compression planning session in early summer to develop a recruitment and completion plan	Tony Cruz (Vice President of Enrollment Management); Michael Carter (Superintendent, School and Community Partnerships)	Provost, Urban African American Mentor Program Coordinating Team, Minority Student Success, Academic Advising	Serve 50 students for the 2014-2015 academic year	The number of students who persist and complete a credential	Plan development in summer 2014 and implementation in Fall 2014
Improve college readiness of Tech Prep students and encourage them to attend Sinclair Community College as their first choice college	Identify students as on-track or deficient in their junior year of high school using ACCUPLACER; coordinate events for high school seniors to improve college readiness	Wendell Meyers (Program Director, Tech Prep)	Enrollment, Student Services	More Tech Prep students will enter Sinclair as college ready and will have no need to take developmental courses	The number of Tech Prep students who enter Sinclair and place into college-level courses	Ongoing

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Increase the number of college credits earned by Tech Prep students in high school	Work with high school supervisors and teachers to increase course opportunities, provide teacher training, resources and links, and increase the number of credits earned in high school to 25,000 by 2015	Wendell Meyers (Program Director, Tech Prep); Tech Prep Managers and Coordinators	Tech Prep Liaisons at Sinclair, High School Partners, Sinclair Department Chairs; School & Community Partnerships	Total college credit captured will amount to 25,000 by 2015/2016 school year	Total college credit captured will amount to 25,000 by 2015/2016 school year	End of the 2015/2016 school year
Enhance access to and use of the Tech Prep scholarship	Design the “scholarship crosswalk” to demonstrate the 168 licenses, certificate and degree options available to Tech Prep students. This document is revised each year	Wendell Meyers (Program Director, Tech Prep)	Academic Advising, Financial Aid, Enrollment Services; RAR	More students will matriculate to Sinclair due to increased opportunities in their career pathway	The number of Tech Prep students matriculating to Sinclair increases each year	Ongoing
Develop a Transition Plan for first year college students who selected Sinclair as their 2nd choice	Expand the scholarship access window for Tech Prep graduates from August following high school graduation through August of the following year	Wendell Meyers (Program Director, Tech Prep)	Financial Aid; Advancement; RAR	More students will matriculate to Sinclair because of greater access to the Tech Prep scholarship	More students will matriculate to Sinclair because of greater access to the Tech Prep scholarship	Ongoing
Showcase the full “college experience” available at Sinclair	Increase hands-on experience based activities such as theater and basketball showcases for high school students to demonstrate that two-year institutions have a broad-based set of opportunities	Wendell Meyers (Program Director, Tech Prep)	Enrollment, Financial Aid, Registration, Academic Advising, Student Services, Regional Centers	Increase in the number of Tech Prep students that matriculate to Sinclair	Track the number of Tech Prep students who come to Sinclair	Ongoing

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Increase the number of General Education courses for Tech Prep students	Explore increased opportunities for high school teachers to teach Tech Prep courses	Wendell Meyers (Program Director, Tech Prep)	Enrollment, Financial Aid, Student Services and Department Chairs, RAR	Increase in the number of Tech Prep students that matriculate to Sinclair as a result of Sinclair credits earned in high school	Track the number of Tech Prep students who come to Sinclair	Ongoing
NEW-Shorten Developmental Math pathway by combining three classes into two	Revise the curriculum and train faculty in the use of technology used in the new courses	Lucinda Schweller (Interim Chair/Professor, Developmental Math)	Provost, Associate Provost, Completion Office, Academic Advisors, RAR, Faculty	Students complete Dev Ed and college-level math sequence	Number of Dev Ed Math completions	Curriculum Development during AY 2014-15; Implementation during AY 2015-16
NEW-Revise placement requirements and shorten the pathway by combining classes	Research and implement changes to the placement requirements. Revise the curriculum and update faculty and advising staff	Crystal Echols (Chairperson, Developmental Language Arts)	LCS Dean, Provost, Academic Advising, Faculty	Higher completion rates in Developmental Language Arts and College-level English	Completion rates	Curriculum Development during AY 2014-15; Implementation during AY 2015-16

What are our next steps?

1. Create a task force on minority student success.



A few questions to consider about

WORKFORCE

- Based on our College service area, which of the 6 JobsOhio 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 trained 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 and non-credit offerings?

WORKFORCE

Improvement Focus Description: Create seamless pathway between Instruction and Workforce Development.

Improvement Focus Current Status: In progress. Work has begun and is ongoing.

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?
Articulation of credit from Workforce Development	Ongoing identification of non-credit offerings that can be legitimately articulated for credit toward a degree or certificate	Deb Norris (Vice President, Workforce Development and Corporate Services)	Assistant Provost for Accreditation and Assessment, Manager of Curriculum, Transfer and Articulation, Regional Centers	An increasing number of agreements enabling Workforce Development offerings to be articulated for college credit	Additional agreements each year for articulating Workforce Development offerings	Ongoing
Increased use of Career Coach	Career Coach provides the mechanism to highlight the most current Labor Market data available aligned with the degree programs offered at Sinclair	Matt Massie (Manager, Career Services)	Research Analytics and Reporting Office, Tech Prep	Increased employment placement of graduates subsequent to graduation	Increased percent of graduates employed subsequent to graduation as indicated by Ohio Department of Jobs and Family Services data and Sinclair graduate and employer surveys	Ongoing

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Connections between Career Services and Faculty	Career Services staff members collaborate with faculty to provide information about degree programs and industries	Matt Massie (Manager, Career Services)	Faculty, Department Chairs	Increased employment placement of graduates subsequent to graduation	Increased percent of graduates employed subsequent to graduation as indicated by Ohio Department of Jobs and Family Services data and Sinclair graduate and employer surveys	Ongoing
Services for Sinclair students anticipating graduation	Career Services reaches out to all students within two semesters of graduation via email to promote services such as resume writing, job searching and interviewing. Career Services also works in partnership with the Co-op and Internship offices to ensure students' job searching documents (e.g. resume, cover letter) meet industry best practices before applying to an opening	Matt Massie (Manager, Career Services)	Co-op and Internship staff, Regional Centers	Increased placement of graduates subsequent to graduation	Increased percent of graduates employed subsequent to graduation as indicated by Ohio Department of Jobs and Family Services data and Sinclair graduate and employer surveys	Ongoing

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Internship & co-op position	Increase the number of students with an internship or co-op	Matt Massie (Manager, Career Services), Jessy Jones (Coordinator, Business and Public Services Internship Program), Shep Anderson (Professor, Operations Technology)	Co-op and Internship staff, Regional Centers	Increased placement in co-op and internship	Higher percentage of placement	Ongoing
JobLink	Utilizes online job board, JobLink, where employers can post jobs for free	Matt Massie (Manager, Career Services)		Increased placement of graduates subsequent to graduation	Increased percent of graduates employed subsequent to graduation as indicated by Ohio Department of Jobs and Family Services data and Sinclair graduate and employer surveys	Ongoing
Partnerships with employers	Offers on-campus interviewing to local, regional and national employers	Matt Massie (Manager, Career Services)		Increased placement of graduates subsequent to graduation	Increased percent of graduates employed subsequent to graduation as indicated by Ohio Department of Jobs and Family Services data and Sinclair graduate and employer surveys	Ongoing

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Workforce Development funding to develop and launch programs supporting emerging growth markets and industries	Launch new programs aligned to meet regional workforce needs, such as Java Mobile Application Development, Intelligence, Surveillance & Reconnaissance (ISR), and Additive Manufacturing	Deb Norris (Vice President, Workforce Development and Corporate Services)	Workforce Development and Corporate Services	Development and implementation of additional programs annually	Number of individuals served in newly implemented Workforce Development offerings	Ongoing
Workforce Development conversations with employer Advisory Committees	To support both the development of college programs and regional capabilities, Sinclair Workforce Development convenes and facilitates multiple industry advisory committees to coordinate efforts related to infrastructure, partnerships, thought leadership, and other topics to support the workforce development and economic advancement of the region	Deb Norris (Vice President, Workforce Development and Corporate Services)	Workforce Development and Corporate Services	Increased input from local employers	Use of data gleaned from Advisory Committees to develop and enhance new Workforce Development offerings	Ongoing
City of Dayton Manufacturing Task Force Survey	Sinclair Workforce Development created and distributed a survey to more than 1,000 manufacturers throughout the 14 county region, collecting data on job openings, skills and education requirements, as well as training needed for both new and incumbent workers	Deb Norris (Vice President, Workforce Development and Corporate Services)	Workforce Development and Corporate Services	Education and training gaps identified and closed	Number of Workforce Development offerings developed based on data gleaned from skills surveys	Ongoing



What are our next steps?

1. Develop more robust employer linkages within new career community structure.

**SINCLAIR COMMUNITY COLLEGE COMPLETION PLAN
(RESOLUTION #2014-23)
JUNE 10, 2014**

With this resolution, the Sinclair Board of Trustees approves the College Completion Plan as required by the Ohio Revised Code.

WHEREAS, the future growth and prosperity of the State of Ohio depends on increasing education attainment; and

WHEREAS, to comply with section 3345.81 Strategic Completion Plan of the Ohio Revised Code, Ohio colleges and universities are required to adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, the plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities;

NOW, THEREFORE, BE IT RESOLVED, that the Sinclair Community College Board of Trustees approves and adopts the Sinclair Community College Completion Plan; and

BE IT FURTHER RESOLVED, that a copy of the college's plan be submitted to the Chancellor of the Ohio Board of Regents no later than June 30, 2014; and

BE IT FURTHER RESOLVED, that Sinclair Community College shall update its plan at least once every two years and provide a copy of its updated plan to the Chancellor.

BOARD ACTION: _____