



Stark State College (SSC) Completion Plan Executive Summary

The purpose of the Stark State College 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. It's designed to:

- Engage system-wide expertise from faculty, staff, and administration in all aspects of the Plan's development, implementation and assessment;
- Identify policies and practices that are advancing SSC toward improved student completion rates;
- Discern strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritize improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engage employers in completion efforts that align with workforce needs.

Stark State College's (SSC) Completion Plan was developed with input from faculty, staff, administration, and the Board of Trustees. The Provost and Chief Academic Officer cross-walked each of the questions with the AQIP Systems Portfolio Categories and HLC Criteria for Accreditation. The SSC Completion Plan is aligned with the College's *2014-2016 Strategic Plan*, Completion by Design initiatives, HLC Criteria for Accreditation, AQIP Systems Portfolio, Action Projects, Academic Affairs Operational Plan, and Enrollment Management Plan. It's designed to streamline the College's efforts in support of student success by following a continuum from *Connection to Completion*.

- *Connection* begins with student interest and continues through application. Examples of connection strategies include the Enrollment Management Plan, College Credit Plus, scholarships, promotion of programs/certificates, mandatory orientation, Prior Learning Assessment, apprenticeship programs, Honors College, developmental education boot camps, preparation for COMPASS, and COMPASS placement requirements.
- *Entry* begins with enrollment and continues through completion of gatekeeper courses. Examples of entry strategies include developmental education redesign, student success course (SSC 101), early alert process, academic and career advising, student life, tutoring, and financial literacy and planning.
- *Progress* begins when students enters into their course of study through completion of 75% of program requirements. Examples of progress strategies include internships, academic assessment, academic and career advising, reduction of program credits, stacking of certificates into degree programs, course scheduling, and tuition guarantee.
- *Completion* is defined as completing a course of study with labor market value. Examples of completion strategies include certification/licensure rates, in-field job placement rates, university transfer, reverse transfer, My Academic Plan (MAP) degree audit, and "15 to Finish"/30 per year to graduate on time.

The Plan serves as a vehicle to articulate the outcome of our strategic process for improvement. It's aligned and integrated with other College initiatives. The coding in the Plan is as follows:

- AA Goal = Academic Affairs Operational Goal
- Action Project = AQIP Action Project
- CC+ = College Credit Plus
- CbD = Completion by Design
- SP = Strategic Plan and goal (e.g. SP-5B)



A few questions to consider about CONNECTION TO SSC

- Who are Stark State College (SSC) students? (1P10, 3P1, 3P5, Core Component 1C)
What efforts are underway at SSC to help students in need of remediation become better prepared for college? (1P5, 1P8, 1P15, Core Component 3D)
How do we build relationships with K-12 schools? How do we engage with parents, adult students, and the community? (3P3 - 3P5, 5P3, 9P1, Core Components 1B, 1D)
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? (Jobs For the Future Policy Tool)
How does SSC orient students? (3P2) How does SSC communicate learning expectations to our students? How does admissions, student support, registration, and student life aid in this process? (1P6, 1P15, Core Components 2B, 3D)
How does the co-curricular program support the common learning outcomes of the institution? (1P16, Core Component 3E)
Do our current academic and student programs meet our students' needs and interests? How do we know? (1P13, 3P1, Core Components 4A, 4C) How do we help students select a career? (1P7, Core Component 3D)

CONNECTION

Improvement Focus Description: Advance the relationships with high schools, Ohio Technical Centers, veterans, non-traditional students, and employment agencies/workforce agencies as ways to increase the number of students who apply to SSC.

Improvement Focus Current Status: SSC is among the top 50 fastest growing community colleges in the US but we would like to see our enrollment improve. New strategies can assist with increased enrollment.

Table with 7 columns: Focus, Strategy, Leadership, Others, Outcome, Measure, Timeline. Row 1: Implement the Enrollment Management Plan (SP-5B), Implement strategies to improve enrollment, including recruiting more CC+ students (including



	Career Tech students) and more connection of Admissions staff to prospective students to move them from applicants to enrollees		chairs, and faculty			
Implement Enrollment Management One-Stop Strategies	Implement One-Stop strategies to reduce student administrative run-around. Create an office area where a student can get the majority of administrative issues addressed in one visit.	VP for Enrollment Management, Student Services, and Administration	Executive Council, VP for Business and Finance, Enrollment Management staff	Improvement in enrollment and completion	OACC benchmark	Continue implementation over the next two years
Explore expansion of Barberton satellite location	Meet the needs of students in Barberton and the surrounding area	VP for Business and Finance	Executive Council	Improvement in enrollment	Enrollment growth	Explore over the next year
Increase marketing of programs, certificates, and transferability into and out of SSC (SP-5C)	Market programs and certificates to freshmen and sophomores, emphasize partnerships with universities, market to universities for transient students	Director of Marketing and Communication	Enrollment Management, Academic Affairs	Increased enrollment due to marketing of programs and certificates	Impact of marketing materials; increased enrollment of transient students/ transfer students by 10%	Implement additional strategies in 2014-15
Promote MyPlan assessment tools	Promote MyPlan assessment tools at connection for students to explore career options	Enrollment Management, Careers Development, Student Services, faculty, chairs	Provost & CAO, academic deans	Students exploring career options and areas where they are likely to succeed	Increased use of MyPlan	Develop plan to promote in Fall 2014; implement in Spring 2015



Advance mandatory orientation	Newly developed orientation program	Enrollment Management staff	Provost & CAO, academic deans, chairs, and faculty	Advance orientation program to expose students to SSC practices and teach them how to use support services	Student feedback	Identify areas of improvement each semester
Provide course and program offerings and modalities that meet changing needs of students and businesses (SP-5F)	Evaluate changing needs of students and businesses; develop courses and programs accordingly	Provost & CAO, academic deans, chairs, advisory committees/ boards	e-Stark State for modalities; business, industry, education, and community partners to help identify changing needs; Executive Director of Workforce and Economic Development	Revised curriculum that meets the needs of students and businesses	Increase number of new modalities, courses, and programs to meet stakeholder needs	Annual evaluation of Academic Affairs Operational plan
Create signature/ vanguard programs in new and emerging technologies (SP-2A and AA Goal)	Evaluate changing needs of economy; develop courses and programs accordingly	Provost & CAO, academic deans, chairs, faculty, advisory committees/ boards	e-Stark State for online offerings, Strategic Grants Office for equipment and start-up; business, industry, education, and community partners; Executive Director of Workforce and Economic Development	New curriculum that meets the needs of students and the economy	Number of new programs developed	Annual evaluation of Academic Affairs Operational Plan



Develop and promote 15 credit hour and 30 credit hour pathways for high school students (CC+)	Certificates are developed and need promoted; technical courses offered in high school; OTM developed into 15 and 30 credit hour pathways. Communicate advantages of pathways to students, parents, teachers, and guidance counselors.	Academic deans, chairs, Outreach Director and staff	High school partners, student services, advisory committees/ boards	High schools willing to offer 15 and 30 credit hour technical and general education pathways	Number of 15 and 30 credit hour pathways developed	Developed in 14-15; promoted in 15-16
Promote onramp certificate pathways for adults (AA Goal and Enrollment Management Goal)	Certificates are developed and promoted to prospective students of all ages, especially adults.	Provost & CAO, academic deans, chairs, faculty, Student Services	Employment agencies, workforce agencies.	Employment agencies/ workforce agencies willing to promote certificates	Number of adults who complete certificates; certificate completers reported to HEI	Promoted in 14-15; completions in 15-16
Develop and promote PLA process to veterans and adults, including cross -walking military competencies to course objectives (AA Goal)	Train chairs, deans, and counselors on PLA	Provost & CAO, academic deans, chairs, counselors	CAEL to offer training	Accelerated degree and certificate completion	Number of students receiving credit for PLA	Develop process in 14-15; promote/ market in 15-16
Develop Honors College (Action Project)	Begin liaison with partner universities in support of a new Honors College for all majors	Provost & CAO, academic deans, chairs, faculty	Recruiters, Student Services	Action Project is developing the plan	Development of business plan	Plan developed in 14-15; begin implementation in 15-16
Increase partnerships with apprenticeship programs (AA Goal)	Apprenticeship partnerships can be expanded	Provost & CAO, academic deans, chairs, faculty; Executive Director of Workforce and Economic Development	Enrollment Management, Ohio Board of Regents	Develop a plan to work with apprenticeship programs	Increase apprenticeship partnerships by 10%	Join RACC in 14-15; expand partnerships both years



Preparation for COMPASS (CbD and AA Goal)	Provide students with study materials for COMPASS in math, reading, and writing	Department chairs and faculty of developmental courses	Dean of ELM, Provost & CAO, Enrollment Management staff	Development of material and use of material by students	Improvement in COMPASS scores by students who use study material; decrease in % of students needing remedial courses	Development of study material in 14-15 (writing is already developed); implement material in 15-16
COMPASS placement requirements (CbD)	Add high school GPA and other measures as placement factors; require students to start math where they place	Department Chairs and faculty of developmental courses	Dean of ELM, Provost, Institutional Research, Student Services	More students placed into college-level courses; decrease time to college-level courses	Track success of students in college-level courses following change; track time to college-level courses following change; decrease in % of students needing remedial courses	Revised placement scores in 14-15; evaluate effectiveness in 15-16
Students enrolled in boot camps (CbD)	Boot camps are offered and paid by CbD; boot camps need to be incorporated into College budget	Faculty and chairs in ELM and IT, Student Services	Provost & CAO, academic deans	Increase students enrolled in boot camps and incorporate into culture	Track success of students in boot camps and success in college-level courses; increase in % of students entering program of study in 1st year	Continue process in 2014-16
Financial assistance opportunities to incoming students who have shown ability to succeed	Promote existing scholarships and secure new endowed or project scholarships	Executive Director of Advancement, Enrollment Management	Advancement staff and SSC Foundation Board, faculty, chairs	Increased enrollment	Annual increase of scholarship dollars available and number of recipients	Continue each year
Policies, procedures, and processes to support a successful connection to students; consistent enforcement	Existing policies, procedures, and processes may need revised and	Standing committees, President's Cabinet, Gretchen Schmidt to	Board of Trustees	Modify and develop policies to support connection to students,	JFF Policy Tool and SSC P&P Manual	Evaluate each semester



of policies and procedures (AA Goal)	new ones developed	provide JFF Policy Report		including policies identified in JFF Policy Report		
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What additional information do we need?

1. Communication of the Enrollment Management Plan
2. Communication of Jobs for the Future Policy Report for SSC

A few questions to consider about SUCCESSFUL FIRST-YEAR ENTRY AT SSC

- Why do our students fall behind or leave? How do we know? (1R2 - 1R5, 3R1 – 3R3)
- How do we advise and place students for efficient completion? (1P5, 1P7, 1P8, 1P12-1P15, Core Components 3A, 3D, 4A)
- What do we know about credit accumulation? (3P1, 3P3, Core Components 1D, 4C)
- How do we help students understand industry needs and high-demand areas? (1P7, Core Component 3D)
- How do we engage students within the College community? (1P16, 3P2, Core Component 3E)
- 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? (Jobs For the Future Policy Tool)
- How do we help students who are underprepared for their course of study? (1P8)
- How do we address the differences in learning styles? (1P9) How do we address students with special needs? (handicapped, seniors, commuters) (1P10, Core Component 1C)

FIRST-YEAR ENTRY

Improvement Focus Description: Promote preparation for COMPASS and strategies to decrease time to college-level courses.

Improvement Focus Current Status: Preparation prior to taking COMPASS needs improved. The new developmental sequence decreases time to college-level courses and needs continued monitoring.



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?
Improve effectiveness of developmental courses/ basic skills/computer literacy courses (SP-6D and CbD)	Continue boot camps and developmental redesign/ pathways, evaluate additional methods for improvement	Developmental and IT faculty, academic deans	Deans of ELM and ETIT, Institutional Research, Provost & CAO, Student Services	More students moving through developmental sequence and into college-level courses	Track developmental pass rates using KPI report; track success in college-level courses using KPI report; increase % of students who enter college-level courses	Continue process implemented and track success rates for trends; evaluate additional methods in both years
Promote early career advising, including certificates (AA Goal)	Emphasize career pathways, including in SSC101 and through Career Coach	Student Services, faculty, Career Development	SSC101 coordinator and instructors	Students declaring program or certificate upon admission, assignment in SSC101	Number of students pursuing certificates; impact of assignment in SSC101	Evaluation each semester
Continue to promote student life experience (SP-6B) - student clubs and organizations support engagement	Use students to contact new students to promote clubs and organizations	Coordinator of Student Life, Student Services, students	Faculty, chairs	Students in clubs and organizations	Increase in number of students in clubs and organizations	Develop process in Fall 2014; implement Spring 2015; evaluate in 15-16
Advance Early Alert process using Starfish (AA Goal)	Early alert process needs improved	Provost & CAO, academic deans, Faculty, chairs,	Strategic Grants Office, Student Services	Improved early alert process to support intentional advising, identify at-risk students and implement strategies for advising/ tutoring	Increase number of students completing 12 credit hours; increase retention using OACC benchmark	Evaluate grant opportunities for purchase of Starfish in 2014-15



Financial literacy and planning to students (CbD)	Continue promotion of financial literacy in SSC101 and other courses	Faculty, chairs, Dean of Financial Aid and Registration	Provost & CAO, academic deans	Increase inn student’s financial literacy and ability to prepare financial budget	Measure impact of financial exercise in SSC101; add exercises to other courses	Identify courses in 2014-15; implement assignments in 2015-16
Advance Student Success course	SSC 101 is demonstrating success	SSC101 coordinator, faculty, department chairs	Provost & CAO, academic deans	Provide students with information to assist with success, links to student services, and academic prep lessons	Students and instructor feedback	Evaluate each semester
Develop a “map” for students on key dates each semester (e.g. see an advisor, fill out FAFSA, exam week, etc.)	We do not have dates in an organized document	VP of Advancement, Student Services, Provost & CAO	Academic deans, chairs, faculty, staff	Assist students with understanding key dates by organizing them for easy review	Feedback from students; faculty promotion of dates in classes	Develop “map” in 2014-15, implement 2015-16
Advance the tutoring process to support all gateway courses (AA Goal)	Began adding tutoring in gateway courses in Fall 2014	Faculty, chairs, tutors	Provost & CAO, academic deans	Improvement in course completion	Increase in course completion and retention rates in gateway courses	Develop improved process in Fall 2014; implement in Spring 2015
Policies, procedures, and processes to support a successful entry; consistent enforcement of policies and procedures (AA Goal)	Existing policies, procedures, and processes may need revised and new ones developed	Standing committees, President’s Cabinet, Gretchen Schmidt to provide JFF Policy Report	Board of Trustees	Modify and develop policies to support entry for students, including policies identified in JFF Policy Report	JFF Policy Tool and SSC P&P Manual	Evaluate each semester

Do we know about our students’ expectations?

1. Students need support through academic and career advising, developmental education strategies, and early alert interventions.



A few questions to consider about STUDENT PROGRESS AT SSC

- What measures do we collect to ensure that students are staying on track? (1R1, 3R1)
- How and when do we intervene with students to keep them on track? (1P6, 1P8, 1P10, 1P15, 3P1, Core Components 1C, 2B, 3D, 4C)
- How do we engage students with meaningful workforce connections? (1P4, 3P3 – 3P5, 9P2, Core Component 1C, 1D, 3A, 4A)
- How transparent and accessible are our programs of study? (1P4 – 1P8, Core Component 1C, 2B, 3A, 3D, 4A)
- 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? (JFF Policy Tool)
- How do we ensure alignment between instructional and student support services and among institutional interventions and programs? (1P10, 1P15, 1I1, Core Component 1C, 3D)
- How do we determine the preparation of students for specific programs? (1P5)
- How does SSC support student learning? (1P9, 1P10, 1P15, Core Components 1C, 3D)
- How do we determine and address learning support needs of the students? (1P15, Core Component 3D)

PROGRESS

Improvement Focus Description: Decrease the time to enter college courses in program of study, increase number of students who complete 75% of degree requirements, promote certificate programs, and improve the advising model.

Improvement Focus Current Status: Increase and improve marketing, promotion, and recruiting of certificate programs and pathways; # of credits in programs can delay completion of 75% of degree requirements; current advising model needs improved.

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?
Advance academic program assessment (SP-1A and Action Project)	Use Action Project to identify areas of improvement	Faculty and chairs	Provost and academic deans	Redesign of academic assessment process	Feedback from faculty, chairs, deans, and Provost & CAO; improvement in data	Development of plan in 2014-16



					reporting process	
Service-learning, co-op, internship, practicum, apprenticeship, clinical placements, fieldwork, and volunteer opportunities for students (SP-2C and AA Goal)	Increase opportunities for service-learning, co-op, internship, practicum, apprenticeship, clinical placements, fieldwork, and volunteering	Career Development, faculty, chairs	Provost & CAO, academic deans	Increase in number of opportunities	Number of students completing opportunities and employer satisfaction	Reviewed annually
Continue to enhance academic and career advising to prepare our students for success (6A)	Develop a new advising model based on colleges our size with input from NACADA	Faculty, chairs, Student Services	Provost & CAO, academic deans	Develop a model that supports intentional advising and interventions for students who are at-risk and/or are not progressing	Increase in retention and completion rates using OACC benchmark; feedback from employees and students on new model	Developed in 2014-15; implemented in 2015-16
Require mandatory advising for students who are "off-track" or "at-risk" of not succeeding (AA Goal)	Evaluate the self-advising process and identify a technology tool to implement mandatory advising	Faculty, chairs, Student Services	Provost & CAO, academic deans	Decrease in excess credits; students staying on "map"	Increase in retention rates and graduation rates using OACC benchmarks; increase in 12, 24, and 36 hour credit completion	Monitor impact each semester upon implementation
Use Platinum Analytics to ensure needed courses are offered for students at available times (AA Goal)	Incorporate software into scheduling process	Chairs, faculty, deans, Provost & CAO, Registrar, Institutional Research	Platinum Analytics	Improved course offerings, use of classrooms, and course availability	Improved efficiencies following Platinum Analytics model	Continue evaluation in 2014-16
Celebrate student success milestones (AA Goal)	Send students emails congratulating them upon completion of 12, 24, 36, and 48 credits. President and Provost & CAO already send	Provost & CAO	IT to develop program to identify students who have completed 12, 24, 36, and 48 credit hours.	Email sent to students by Provost & CAO within one week of grades being posted with a statement of congratulations on their success	Feedback from students	Complete each semester



	congratulation letters for graduation.					
Review programs to reduce total credits, remove redundancy, and remove non-critical courses (AA Goal)	Credit hours in programs are currently being reduced	Chairs, faculty, advisory boards/ committees	Provost & CAO, Curriculum Committee, Registrar, OBR	Decrease in time to degree	Increase in retention rate and graduation rate using OACC benchmarks; decrease in excess credits and time to degree	Credit hour reduction by Dec. 2014
Tuition Guarantee	Implement a tuition guarantee program and examine feasibility of tuition guarantee program that provides discounted tuition in last semester)	VP of Business and Finance, Budget Director	Executive Council, Board of Trustees, Ohio Board of Regents	Financial incentive to improve student completion	Decrease in time and cost of completion	Implement model in 14-15; evaluate impact in 15-16
Financial assistance opportunities to students who have a shown record of achievement in their chosen program/ certificate of study	Promote existing scholarships that are intended for continuing students. Align intent of donor with the needs of the students. Secure new funds and promote emergency aid to deal with unexpected life events.	Executive Director of Advancement, Enrollment Management	Faculty and chairs	Increase retention and completion rates	Number of students retained and complete degree/ certificate	Continue each semester
Policies, procedures, and processes to support successful progress; consistent enforcement of policies and procedures (AA Goal)	Existing policies, procedures, and processes may need revised and new ones developed	Standing committees, President's Cabinet, Gretchen Schmidt to provide JFF Policy Report	Board of Trustees	Modify and develop policies to support students' progress towards completion, including policies	JFF Policy Tool and SSC P&P Manual	Evaluate each semester



				identified in JFF Policy Report		
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How can we assist our faculty and staff to feel competent and engaged with the strategies?

1. Faculty and staff will have input into the decision-making and improvement processes.
2. Faculty and staff will understand and communicate strategies to students and others.
3. Faculty and staff will receive support for professional development and training related to the strategies.

A few questions to consider about STUDENT COMPLETION AT SSC

- Are students achieving credentials within selected program streams? (1R4-1R5)
- How can we increase credit attainment and help more students complete their credentials more quickly? (1P4, 1P12 – 1P15, 1P16, 3P1, 6P1, Core Components 1C, 3A, 3D, 3E, 4A, 4C)
- How do we assist students with college to career transition? (1P5 – 1P7, 1P17, 3P4, 5P4, 9P1 – 9P2, Core Components 2B, 3D)
- 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? (Jobs For the Future Policy Tool)
- Do our registration and withdrawal policies support completion? (1P6, 3P1, Core Components 2B, 4C) How do we know that students who complete our certificates and degrees have met our learning expectations? (1P17, Core Component 4B)

COMPLETION

Improvement Focus Description: Decrease time to completion of a credential that has value in the labor market, including certificates and transfer degrees. Promote and market certificates as well as outreach to transfer and transient students.

Improvement Focus Current Status: Our degree programs have high credit hour requirements. We need to improve promotion of certificates and transfer degrees. We need to improve reporting of certificate completions to OBR. Our number of transfer and transient students has declined since 2008, even though we became a comprehensive community college in 2010.



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?
Continue to improve licensure, certification, and in-field job placement (SP-1B)	Maintain licensure and certification passage rates; increase job placement rates; outreach to prospective employers	Faculty, chairs, Career Development	Provost & CAO, academic deans; Enrollment Management staff; Student Services staff	Passage rates and in-field placement rates	SSC for in-field placement; accreditation standards for licensure and certifications	Continue to monitor annually
Emphasize academic rigor and maintain high standards of teaching and student support (SP-1C)	Ensure course substitutions maintain mastery of courses defined on curriculum sheets	Chairs, faculty	Provost & CAO, academic deans, Registrar	Students achieving learning expectations	Academic Assessment reports; course substitutions	Evaluate each semester
Increase CC+, transfer courses, program articulation, and other pathways with educational partners (SP-2E)	Advance existing articulation agreements	Provost & CAO, academic deans, chairs, faculty; VP of Advancement and Enrollment	Enrollment Management staff, high schools, universities	Increase in number of educational pathways	Number of transfer courses and articulation agreements	Evaluate each semester
Investigate automatic graduation names going to chairs for degree audits versus manually identifying students (CbD)	Manual process is time consuming even with MAP	IT staff, Institutional Research, chairs, faculty	Provost & CAO, academic deans	Improve the process to identify graduates	Increase in the number of graduates identified, decrease in the time required to complete the process	Investigate during 2014-15
Reverse transfer (Ohio Plan)	Continue process to advance reverse transfer	Provost & CAO, Enrollment Management, Registrar	Universities	Increase in reverse transfer students	Number of students receiving degrees	Evaluate annually



Ensure stack-ability of certificates	Certificates are being aligned with degree programs	Provost & CAO, academic deans, chairs, faculty	Curriculum Committee	Increase number of students completing and decrease excess credits and time to completion	Number of certificates stacked into degree programs	Evaluate as part of credit hour reduction in degree programs
Promote transfer to universities	Transfer is an area of improvement in PBF model	Provost & CAO, academic deans, chairs, faculty	Enrollment Management staff, universities	Improve the number of students who transfer upon completion	Improvement in PBF measure	Evaluate annually
Investigate an online graduation application	Graduation application is completed and processed in hard copy	Provost & CAO, department chairs, Registrar, IT	Academic deans, faculty	Improve the process for applying for graduation/completion	Implementation of the online application	Investigate in 14-15; implement in 15-16
Encourage more full-time enrollment through initiatives such as "15 to Finish"/30 per year to graduate on time	Communicate the advantages of full-time attendance, on-time completion, and job readiness	Faculty, Admissions, marketing. New Student Advising Center, Returning Advising Center	Provost & CAO, academic deans, VP of Advancement and Enrollment Management	Promote 15 credits per semester or 30 credits per year to complete a degree in approximately two years	Increase in number of students who complete 30 credits per year	Develop plan 2014-15; implement in 2015-16
Policies, procedures, and processes to support successful completion; consistent enforcement of policies and procedures (AA Goal)	Existing policies, procedures, and processes may need revised and new ones developed	Standing committees, President's Cabinet, Gretchen Schmidt of JFF Policy Report	Board of Trustees	Modify and develop policies to support students' completion, including policies identified in JFF Policy Report	JFF Policy Tool and SSC P&P Manual	Evaluate each semester

What are our next steps?

1. Identify areas where articulation agreements are needed
2. Investigate auto-graduation sending names to chairs for degree audits using MAP
3. Develop communications, marketing, recruitment, and operational strategies for "15 to Finish"/30 per year to graduate



A few questions to consider about OTHER ASPECTS OF COMPLETION SUCCESS

- What does the disaggregated data tell us about completion rates for different populations? (1R4, 3R3)
- How do we reshape our institution to build sustainable models of successful programs? (1P3, 1P4, 5P4, Core Component 1C, 3A, 4A)
- How do we select and cultivate external linkages? (9P1 – 9P5)
- How do we ensure that student costs are transparent and student financial planning continuous? (1P6, 3P2, Core Component 2B)
- Are our courses and program streams offered in student-friendly ways? (1P12 – 1P14, Core Components 3A, 4A)
- What is our institution doing to create a culture to support success and completion? (1P11, 5P2, 5P3, 5P4, 5P8 and Core Components 1A, 1B, 2D, 2E, 5C)
- How do we engage people across employee categories and provide professional development to support change? (4P8, 4P9, 9P7)
- How does our college manage process improvement? (AQIP, Pathways, Baldrige)
- What else can we do? (7P4, 8P6, Core Components 5A, 5D)

OTHER ASPECTS OF COMPLETION SUCCESS

Improvement Focus Description: Curriculum submission process to OBR needs improved, support for professional development needs to continue, and financial aid default rate must improve.

Improvement Focus Current Status: Curriculum submission records are not current, professional development is supported by the College, financial aid default rate needs improved.

Focus:	Strategy:	Personnel:	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?
Professional Development (AA Goal)	Continue to support professional development for faculty and staff at internal events and professional conferences	VP of Business and Finance, Provost & CAO, academic deans, chairs, BRIDGE	Executive Council, Budget Director	Increased knowledge in course content, student success strategies, and efficiencies	Implementation of student success strategies, curriculum changes, and efficiencies based on professional development	Evaluate annually



CurricUNET (AA Goal)	Improve curriculum submission process and database with OBR	Curriculum Committee, Provost & CAO	Faculty, chairs, academic deans, Registrar, OBR	Accurate curriculum records and reporting to OBR in support of Performance Based Funding model	Successful submission of curriculum	Implement in Summer 2014, train in Fall 2014 and go live in Fall 2014 or Spring 2015
Default Management Plan (SP – 3C)	Implementation of new default management plan	Dean of Financial Aid and Registration	VP of Administration and Enrollment Management, Executive Council, Board of Trustees	Implementation of financial literacy and budget strategies for students	Decrease in default rate over time	Evaluate default rate on an ongoing basis to reduce annual default rate

What are our next steps?

1. Implement CurricUNET
2. Communicate, implement, and monitor Default Management Plan
3. Continue to support professional development in the budget

A few questions to consider about WORKFORCE

- Based on our College service area which of the 6 Jobs Ohio regions do we serve? <http://jobs-ohio.com/network>
- Which of the 9 Jobs Ohio 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? (3P3, Core Component 1D)
- How do we determine if we should target stakeholder groups with our educational offerings and services? (3P5, Core Component 1D)
- How do we align our credit on non-credit offerings?



WORKFORCE

Improvement Focus Description: Increased promotion of certificates, degree programs, apprenticeship programs, and Prior Learning Assessment. Better connections to business and industry partners through new Executive Director of Workforce and Economic Development who will communicate and interact regularly with business and industry.

Improvement Focus Current Status: Promotion of certificates, degree programs, apprenticeship programs, and Prior Learning Assessment needs improved.

Focus:	Strategy:	Personnel:	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?
Promotion of one-year certificates and CEC (AA Plan)	Advise students upon admission and during academic advising; increase marketing of certificates. Make business and industry partners aware of our programs and services to support their workforce needs.	Enrollment Management, faculty, chairs, Marketing, Executive Director of Workforce and Economic Development	Provost & CAO, academic deans	Number of certificates awarded	OACC benchmark; 10% increase over current number of certificates awarded	Evaluate each semester
Promotion of programs identified in Jobs Ohio key industries (Ohio Plan)	Current programs include advanced manufacturing, automotive, biohealth, energy, financial services, information services & software, and polymers & chemicals	Faculty, chairs, Enrollment Management, Executive Director of Workforce and Economic Development	Provost & CAO, academic deans Marketing and Communications, advisory boards/ committees	More graduates in Jobs Ohio key industries	Increase in majors declared and graduates	Evaluate each semester
Academic program review (AA Plan)	SSC is in the early stages of APR	Chairs, faculty, academic deans, Provost & CAO,	Advisory boards/ committees	Ensure programs are meeting market needs,	Achieving program goals identified in APR process	Evaluate based on APR timeline



		Assessment Council		identifying strengths and areas of improvement		
Evaluation of market demand for programs and certificates (AA Plan)	Review of market demand for curriculum needs improved	Curriculum Committee, chairs, faculty, academic deans,	Provost & CAO, advisory boards/ committees; Executive Director of Workforce and Economic Development	Added information on market demand to curriculum forms using Career Coach, Employment Source, etc.	Increase in student employment and placement in field	Evaluate at AAC and Curriculum Committee meetings
Create signature/vanguard programs in new and emerging technologies (SP-2A and AA Goal) – repeated from Connection	Evaluate changing needs of economy; develop courses and programs accordingly	Provost & CAO, academic deans, chairs, faculty, advisory committees/ boards	e-Stark State for online offerings, Strategic Grants Office for equipment and start-up needs; business, industry, education, and community partners, Executive Director of Workforce and Economic Development	New curriculum that meets the needs of students and the economy	Number of new programs developed	Annual evaluation of Academic Affairs Operational Plan
Provide course and program offerings and modalities that meet changing needs of students and businesses (SP-5F) – repeated from Connection	Evaluate changing needs of students and businesses; develop courses and programs accordingly	Provost & CAO, academic deans, chairs, advisory committees/ boards	e-Stark State for modalities; business, industry, education, and community partners to help identify changing needs	Revised curriculum that meets the needs of students and businesses	Increase number of new modalities, courses, and programs to meet stakeholder needs	Annual evaluation of Academic Affairs Operational Plan
Increase partnerships with apprenticeship programs (AA Goal) – repeated from Connection	Apprenticeship partnerships can be expanded	Faculty, academic dean, Provost & CAO	Enrollment Management, Executive Director of Workforce and Economic Development	Develop a plan to work with apprenticeship programs	Increase apprenticeship partnerships by 10%	Join RACC in 14-15; expand partnerships both years
Continue to improve licensure, certification, and in-field job placement (1B) – repeated from Completion	Maintain licensure and certification passage rates; increase job placement rates	Faculty, chairs, Career Development	Academic deans, Provost & CAO	Passage rates and in-field placement rates	SSC for in-field placement; accreditation standards for licensure and certifications	Continue to monitor annually



What are our next steps?

1. Hire and orient the Executive Director of Workforce and Economic Development, who will be primary contact with business and industry.
2. Develop apprenticeship agreements
3. Promote certificates
4. Continue to advance in-field job placement