



**Washington State**  
COMMUNITY COLLEGE

## CAMPUS COMPLETION PLAN

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## STRATEGIC CAMPUS COMPLETION PLAN 2014-2015

*This campus completion plan is presented by Washington State Community College to provide an overview and framework to the College's success initiatives. As an AQIP institution, WSCC is committed to a culture of continuous improvement. Wherever possible, data is integrated into this plan to provide an opportunity for both assessment and improvement.*

### **Purpose:**

The purpose of this campus completion plan is to develop a systematic 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

### **Guiding Principles:**

- Washington State faculty and staff will not compromise academic standards as a way to increase student success
- Washington State faculty and staff want each student to be successful by creating a supportive and engaging learning environment
- Washington State faculty and staff must strive to continuously improve our process/procedures related to student success

### **Framework:**

The completion plan follows the Completion by Design (CbD) model. This includes connection, entry, progress, and completion. Additional aspects of completion/success as well as workforce strategies were also considered. In August 2013, Washington State President, Dr. Bradley Ebersole, established a special Completion Taskforce to create the framework for the plan, gather data, and establish action items.



**WSCC Completion Taskforce Members:**

Chief Enrollment and Student Success Officer, Director of the Center for Student Success, Vice President for Academic Affairs, Director of Financial Aid, Director of MIS, Assistant Director of Advising (Student Services), Library Technical Administrator, Director for Distance Learning, Health Faculty, Business/Engineering/Industrial Faculty, Math Faculty, Developmental English Faculty, Dean of Health Sciences, and Dean of Arts & Sciences.

**Components of Plan:**

- Evaluation of strengths and opportunities within the institution as they relate to CbD framework
- Action items identified to address the opportunities discovered in the evaluation along with comprehensive status reports for each item
- Data related to gateway course completion, graduation, transfer, OBR stats (compiled with the assistance of in-house Data Capacity Team working with OACC on Building Data Capacity Initiative)
- Process mapping to assist with process improvements

**The OACC sponsored *Building Data Capacity Initiative***

During spring 2014, Washington State participated in the Building Data Capacity Initiative through OACC. The initiative connected a select group of Ohio community colleges to an Achieving the Dream data coach. WSCC's coach was Jan Lyddon, Ph.D. Throughout the spring, WSCC participated in two workshops with Jan and hosted her for an on-campus visit where she was able to speak directly to the Completion Taskforce. With Jan's assistance, Washington State gathered critical information related to gateway course completion and learned a variety of strategies for creating both work and evaluation plans.

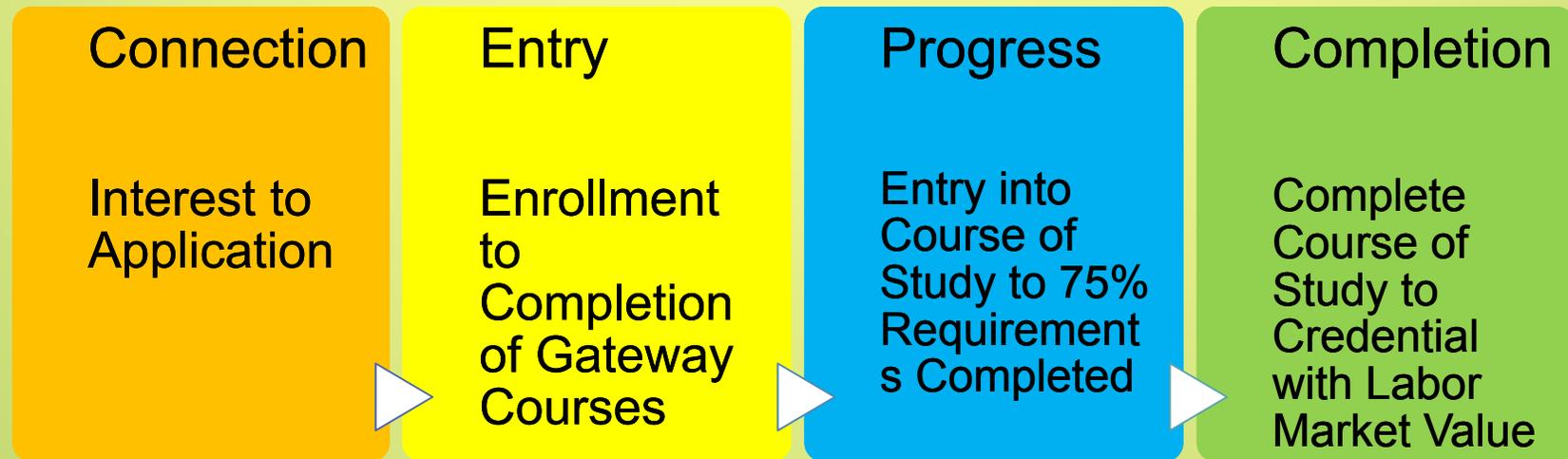
**Next Steps:**

Washington State will continue to utilize the completion plan as a living document. As such, it will be necessary to revise and update action items and data throughout the upcoming academic year and beyond. The plan will serve as an important tool to connect continuous improvement efforts and data-informed decision making.

The Completion Taskforce will continue to meet during the 2014-15 academic year and will provide updates to the campus community and the Board of Trustees at multiple points during the year. A subset of the Taskforce will also maintain communication with OACC and OBR to ensure accurate data reporting as it relates to the success-based funding model.

# Completion by Design (CbD)

## *Framework for the WSCC Completion Plan*



## Review of WSCC's Strengths Related to Success

### Connection

✓	Close relationships with K-12 (ie. Admission visits, YES Days, Summer Camps)
✓	Community engagement (ie. Evergreen Series, Evergreen Childcare Center)
✓	Serves as the location for the Southeast OH Tech Prep Regional Center
✓	Math summit in spring 2013 for high school and college math instructors
✓	Outreach to special populations including veterans and dislocated workers
✓	Strong relationship with ABLE to promote remediation through the creation of ACES
✓	Development of special multi-craft certificate with direct help from local employers
✓	Free online class to help students "try-out" the format
✓	Dual enrollment opportunities for students with high school partners

### Entry

✓	Mandatory placement for students testing into dev ed math; dev ed math redesigned in 2012 to an accelerated format
✓	Mandatory orientation in Fall 2013 for all degree-seeking students
✓	Required advising for first-time, full-time students for each term (this is done by putting a registration hold on each student)
✓	First-year seminar course (PERS) offered each term and encouraged for new students
✓	Expanded services in Center for Student Success (disabilities services, tutoring, and career)
✓	SALT, a default management service, that offers financial planning tools to students
✓	FAFSA workshops which assist families in filing their FAFSA to help them qualify for aid

### Progress

✓	Early alert/interim reporting to spot students in academic distress; sent electronically from instructors during 3 <sup>rd</sup> and 6 <sup>th</sup> week of classes
✓	Online drop system (started in Summer 2013) to provide a routing system for drop request that includes the student's advisor and other departments (if necessary)
✓	Clinical/Practicum experiences for students to connect the classroom and the workplace
✓	Grant-funded course incentives (ie. Calculus I-Pad incentive)
✓	Foundation emergency fund to assist students with unexpected circumstances
✓	Detailed attendance tracking in developmental math
✓	SAP (Satisfactory Academic Progress) awareness campaign
✓	Behavioral Intervention Team to help students who may need a referral to outside resources
✓	Holds placed on students receiving financial aid that have failed to meet Satisfactory Academic Progress (SAP) standards
✓	Expanded services in the Center for Student Success including disabilities services, tutoring, and career planning

## Completion

✓	Job fair at WSCC in Spring 2014
✓	Career services classroom presentations and establishment of the Career Corner in the Center for Student Success
✓	College Central Network (an online service) that provides job search resources and job postings
✓	Expansion of Title IV eligible certificates (including POBA, pharm tech, welding, and multi-craft)
✓	STEP program with Ohio University that provides transfer incentives
✓	Online drop system (started in Summer 2013) to provide a routing system for drop request that includes the student's advisor and other departments (if necessary)
✓	Clinicals and practicums integrated into curriculum requirements for majors

# Review of WSCC's Opportunities Related to Success

## Connection

	The numbers of students in high school are declining, producing fewer graduates
	Many students are not testing college ready
	Within our area, there are many first-generation students who may not be thinking that college is for them
	Need to better understand the state requirements for both high school and college to better align PSEO/Dual Enrollment initiatives in students' best interests
	Populations with special needs (ie. Veterans) may need tailored resources
	College-going rates in SE Ohio are low; connecting with students early is critical

## Entry

	Poor financial literacy among students that prevents them from managing costs of college in addition to everyday expenses
	Many students don't have clear expectations of college including the academic rigors and the consequences for not meeting the required academic standards
	Pre-requisites are not always adhered to during the advising process which may put the student at a disadvantage and cause challenges to the instructor
	Although resources are available, students often do not self-identify and take advantage of those resources (ie. tutoring, disabilities services)
	Students may not understand the importance of the COMPASS assessment test and don't adequately prepare for the test and/or don't take the test seriously enough
	Gateway course completion for certain classes (particularly math) is very low
	As many as 80% of incoming students test into dev ed but not all students take the dev ed course their first term (some students delay taking these courses)
	PERS (first year seminar course) is not required for all students

## Progress

	Not all students are required to meet with an advisor
	Attendance tracking is not consistent across the college to show student patterns
	Not all majors require a practicum experience
	Students may not understand that the audit sheet is their college plan; many do not take the recommended hours each term and don't understand the implications
	OBR curriculum recommendations and WSCC curriculum requirements could be better aligned to streamline degrees
	Not all students are in a defined cohort
	Failure to meet Satisfactory Academic Progress Standards (SAP) means potential loss of financial aid eligibility
	Lack of adequate resources for students outside of campus (ie. health care, child care, adequate transportation)

## Completion



No systematic way of reviewing students' academic credentials for completion/graduation; currently it is a student-driven process



Embedded certificates are often overlooked



Not all students are required to meet with an advisor



Not all majors require a practicum experience



Inadequate job search preparation for some students hinders their employment opportunities



Lack of adequate resources for students outside of campus (ie. health care, child care, adequate transportation)



## Summary Completion Plan: Action Items

	Action Item	Description	Success Impact	Status
1	Establish a strong ABLE/ACES connection that includes processes for advising, continuity and data tracking. (3) (8)	This will expand the current ACES (ABLE to College Equals Success) initiative that requires students testing at an 8.9 grade level or lower in math to complete the program. An MOU will be signed with ABLE and longitudinal data will be collected to monitor long term success.	Points: Course completion; Success Pts (Dev Ed)	Due: July 2014 85% Complete
2	Establish an Honors program including an overall framework for the program. (1) (2)	In an effort to attract students with high academic potential, the Honors program will include academic enrichment as well as service learning opportunities. The program will be housed in A&S and may also involve a scholarship component.	Points: Course completion; Success Pts (12-36 cred); Milestone (Degree+transfer)	Due: Framework –May 2014 Initial Cohort–Aug. 2015 25% Complete
3	Establish a structured, standards-based procedure for advisor training. (3) (4)	Regular, structured training is needed to provide consistent advising philosophies and procedures across campus. Both new and existing faculty will benefit. Training will also ensure efficiencies are gained with the use of the student information system.	Points: Course completion; Success Pts (12-36 cred); Milestone (Degree)	Due: Aug. 2014 25% Complete
4	Review, revise, solidify and communicate WSCC's pre-requisite policy and waiver. (1)	Data will be reviewed regarding the current pre-req waivers to create ways to eliminate unnecessary pre-requisites and communicate the required pre-requisites and their importance to the campus community.	Points: Course completion; Success Pts (DevEd)	Due: May 2015 10% Complete
5	Communicate college expectations to students during orientation. (3) (5)	With mandatory orientation in place, it is critical that students are exposed to the right information to align their expectations. This will include mapping knowledge points and charting the timeline to introduce concepts to students both in and out of orientation.	Points: Course completion; Success Pts (12 cred)	Due: July 2014 70% Complete
6	Develop and establish mandatory placement test preparation sessions and policy prior to testing. (1) (2)	Optional test prep sessions do not reach all students. The prep session would ensure that all students receive an adequate overview of the assessment and have the opportunity to refresh skills prior to testing.	Points: Course completion; Success Pts	Due: Sept. 2014 60% Complete Pilot started spring 2014
7	Streamline Dual Enrollment alignment with college readiness. (3) (8)	The Higher Learning Commission (HLC) requires that dual enrollment follow the same processes in terms of assessment, course instruction, etc. as on campus courses. This will require coordination between WSCC and the partner high schools.	Points: Course completion; Success Pts (12 creds + transfer)	Due: August 2014 50% Complete

AQIP Categories: 1=Helping Students Learn; 2=Accomplishing Other Distinctive Objectives; 3=Understanding Students'and Other Stakeholders'Needs; 4=Valuing People; 5=Leading and Communicating; 6=Supporting Institutional Operations; 9=Building Collaborative Relationships



## Summary Completion Plan: Action Items

	Action Item	Description	Success Impact	Status
8	Establish and integrate peer advocate program into Developmental English courses. (1)	Using data gathered in 13-14 from an AmeriCorps Vista initiative, the peer advocate program will be developed using the assistance of an AmeriCorps College Guide.	Points: Course completion; Success Pts (Dev Ed)	Due: August 2014 10% Complete
9	Continue to explore ways to enhance student success in Developmental Math. (3)	As a gateway course, developmental math continues to impact student success. While WSCC has a redesigned, self-paced developmental math format, the courses will be enhanced by combining two dev ed math courses into one. As a result, students will have the potential to move through course content in one term instead of two terms.	Points: Course completion; Success Pts (Dev Ed)	Due: Dec. 2014 75% Complete
10	Explore online advising solution (MAP/SSP/e-Advising) at WSCC. (1) (6)	To enhance advising, technology is needed to connect students and advisors. Several options currently exist including open source software such as My Academic Plan: MAP. MAP was created by Sinclair CC and is compatible with WSCC's student information system.	Points: Course completion; Success Pts (12-36 cred hrs); Milestone (Cert/Degree)	Due: May 2015 0% Complete
11	Integrate a system to automatically search institutional data for eligible graduates. (3) (6)	WSCC currently requires students to petition for graduation. However, the college needs to have the ability to identify students who are ready to graduate but for whatever reason, do not petition. Efficiencies will need to be found in WSCC's student information system to facilitate this new process. However, there are other community colleges that have successfully instituted an auto grad process.	Points: Milestone (Cert/Degree)	Due: May 2015 0% Complete
12	Create a college-wide framework for offering modules/condensed terms. (1)	In 2014-15, WSCC will begin to offer two 8-week sessions within the overall 16-week semester. This change requires a reconfiguration of financial aid and will also require a new mix of course offerings in the 8-week sessions to serve the audience of students that the shortened sessions will attract (including current students, transients, and new students). Loan disbursements for fall 2014 will now be done in two increments based on verified attendance at the beginning and middle of the term.	Points: Course completion; Success Pts (Dev Ed + Cred hrs)	Due: August 2014 80% Complete



## **APPENDIX A: SUMMARY OF OHIO CC FUNDING MODEL (ADAPTED FROM OACC HANDOUT)**

### **Overall Weighting**

50% Course Completion...D or better (includes DE courses)

25% Success Points

25% Completion Milestones

### **Course Completion**

Course completions weighted by cost based on type of course. There is also at 15% weight if any one or a combination of the following factors exist:

- Minority (American Indian, Hispanic, and African American)
- Age 25 and older at time of enrollment in USO
- Pell eligible (ever in college career)

### **Success Points**

One point for each of the following:

- Complete DE math and enroll in college math within 1 year of completing DE math
- Complete DE English and enroll in college English within 1 year of completing DE English
- Completion of 12 credit hours at college level
- Completion of 24 credit hours at college level
- Completion of 36 credit hours at college level

### **Completion Milestones**

Completion milestones weighted by cost based on type of major. Also weighted based on three factors (Minority, 25+ and Pell eligible). If 1 factor, weight is 25%. If 2, weight is 66%. If 3, weight is 150%

- Certificate (30+ credit hours)
- Degree
- Transfer to 4-year institution after completing at least 12 credits at CC

## APPENDIX B: SUCCESS DATA

### OBR Completion Report (Note: This report is not related to the SSI data run)

- In fall 2012, 236 new students entered WSCC.
  - Of those, 55.1% were pell eligible (compared to 58.7% of new students statewide)
  - 22.5% were enrolled part-time (compared to 45.6% statewide)
  - 40.3% were first generation (compared to 42% statewide)
  - 80.1% were under age 25 (compared to 71.9% statewide)
  - 71.6% took remedial courses (compared to 67.4% statewide)

### OBR SSI Funding Data Run

- WSCC has the fifth highest completion rate among all Ohio Community Colleges at 83.6% (4657.4 FTE attempted and 3891.9 FTE completed)
- According to OBR data, WSCC had only 59% of completions tied to access students. This is the lowest in the state. (Note: WSCC held a conference call with OBR on 5/07 to discuss this. WSCC is currently investigating the raw data to make sure that this is indeed correct information.)
- Of the success points received by WSCC, the breakdown of points follows:
  - 35% of the points were for the completion of 12 hrs
  - 26.7% for 24 hrs
  - 19% for 36 hrs
  - 13.1% for DE math success
  - 10.2% for DE English success

### Gateway Course Success Rates

Gateway courses were identified by the completion taskforce. These are courses that are taken early in a student's academic career and may prevent a student from moving forward if not completed successfully. Math had the lowest overall completion rate, with approximately 40% completing MATH 0106 and 43% completing Math 0950. In other words, only 4 in 10 students successfully completed DE math in fall 2013.



Fall 2013	Number			
	Total Enrollment	Pass	Drop	Fail
ACCT*1510	43	38	3	2
BIOL*2310	127	95	15	17
BIOL*231L	123	96	9	18
BIOL*2320	22	17	5	0
BIOL*232L	22	22	0	0
CHEM*1210	167	143	11	13
CHEM*121L	160	142	7	11
ENGL*0800	47	36	4	7
ENGL*0900	56	39	10	7
ENGL*1510	345	296	21	28
MATH*0106	119	45	42	32
MATH*0950	331	142	103	86
MATH*1110	88	39	38	10
MATH*2110	25	16	7	2
MATH*2130	47	34	4	9
OAST*1510	20	13	3	4
PSYC*1010	142	121	10	11

Percentage		
Pass	Drop	Fail
88%	7%	5%
75%	12%	13%
78%	7%	15%
77%	23%	0%
100%	0%	0%
86%	7%	8%
89%	4%	7%
77%	9%	15%
70%	18%	13%
86%	6%	8%
38%	35%	27%
43%	31%	26%
44%	43%	11%
64%	28%	8%
72%	9%	19%
65%	15%	20%
85%	7%	8%

Fall 2012	Number			
	Total Enrollment	Pass	Drop	Fail
ACCT*1510	50	35	9	6
BIOL*2310	124	85	22	17
BIOL*231L	124	85	18	21
BIOL*2320	21	17	4	0
BIOL*232L	20	18	2	0
CHEM*1210	126	107	12	7
CHEM*121L	126	109	10	7
ENGL*0800	50	35	7	8
ENGL*0900	41	34	3	4
ENGL*1510	330	258	45	27
MATH*0106	174	78	47	49
MATH*0950	85	51	22	12
MATH*1110	117	71	28	18
MATH*2110	22	15	6	1
MATH*2130	19	16	2	1
OAST*1510	25	20	2	3
PSYC*1010	128	100	15	13

Percentage		
Pass	Drop	Fail
70%	18%	12%
69%	18%	14%
69%	15%	17%
81%	19%	0%
90%	10%	0%
85%	10%	6%
87%	8%	6%
70%	14%	16%
83%	7%	10%
78%	14%	8%
45%	27%	28%
60%	26%	14%
61%	24%	15%
68%	27%	5%
84%	11%	5%
80%	8%	12%
78%	12%	10%

## APPENDIX C: COMPLETION PLAN WORKSHEETS

### CONNECTION TO THE INSTITUTION

Herb, Mitchell, Goins, Tuten

<b>Who are our students?</b>	
High School, part-time, full-time, relatively local, online, 25+, first generation, parents, single parents, employed, dislocated workers, underemployed, Outreach programs including Upward Bound, ETS	
<i>Strengths</i>	<i>Opportunities</i>
→ We have a good idea of who our students are; we have a wide range of demographics represented in our student body.	→ Expand our market; better understand our student behavior.
<b>How can students in need of remediation become better prepared for college?</b>	
Bridge courses, ABLE/ACES, practice exam sessions, high school partnerships. Once student tests into remedial, have discussion with student regarding the results of compass scores to determine ACES or course placement, Success course.	
<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>→ Many options are already available for our students for remediation; many are optional but with ACES, we have added a mandatory component.</li> <li>→ ABLE/ACES: Strong partnership; piloting the new ACES program in Fall 2013</li> </ul>	<ul style="list-style-type: none"> <li>→ High Schools: Many high school students are not testing college ready.</li> <li>→ ABLE/ACES: Need to formalize the partnership; continue to access with data.</li> </ul>
<b>What are our relationships with K-12 schools?</b>	
We have established working relationships with schools in 11 counties (two through ROCHS grant) and the Career Center participating in dual enrollment as well as a number of students in PSEO. We held a Math Summit here last spring. Tech Prep programs have been run in various schools within our service area.	
<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>→ Wide reach of high schools; many with established relationships.</li> <li>→ Math Summit: Pilot program in Spring 2013 Tech Prep: Longstanding relationships; WSCC is Southeast OH Tech Prep Regional Center location.</li> </ul>	→ Need to better understand the state requirements on both sides and how they impact each other; this includes balancing the sensitive nature of PSEO/Dual Enrollment.
<b>How do we engage with parents, adult students, and community?</b>	
Mandatory orientations required for first-time, full-time students. Parents invited to orientations and break-out sessions are provided for them. Evergreen Series allow for community and students to come to campus. Military outreach. Veterans are also given a handbook for their use to assist in the changeover to an educational environment. Admission visit days for prospective students. Rapid response meetings for dislocated workers. Evergreen Childcare center is open to the community.	
<i>Strengths</i>	<i>Opportunities</i>
→ As a community college, we are actively engaged with the local community in a variety of ways.	→ Find new ways of connection that enhance learning for local community; knowing that parents are key influencers, develop key



→ Veterans' Services: Have resources on campus for veterans.	messaging specifically for them. → Veterans' Services: This population has special needs; important to understand those needs.
<b>Current WSCC initiatives that support connection to the institution</b>	
Clubs, O-STEP (YES Days, Fantastic Fridays, Summer Camps), Orientation, dual enrollment, PSEO, plays, Evergreen, service learning, AmeriCorps ACT, FAFSA workshops and Math summits	
<i>Strengths</i>	<i>Opportunities</i>
	→ Increase student participation in campus activities.

## SUCCESSFUL FIRST YEAR ENTRY

Schilling, Unsold, Kincaid, Verdi

<b>Why do our students fail or fall behind?</b>	
<ul style="list-style-type: none"> <li>• Don't believe in themselves</li> <li>• Family Commitments</li> <li>• Underprepared</li> <li>• Not receiving tutoring in a timely manner</li> <li>• Finances</li> <li>• Working too many hours</li> <li>• No support system</li> <li>• Health issues</li> <li>• Ignoring prerequisites</li> <li>• Advising</li> <li>• Unfamiliar with the expectations of college</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
→ Finances: Advising is already mandatory. First-year students can apply this tool to subsequent college years. → Ignoring prerequisites: Advisor training and advising is required. Assign a point person to be responsible for this delivering this training. → Advising: Existing process map for advising can be modified and used to improve the advising process. → College expectations: Look at how PSEO addresses this issue and apply it to all students. → Timely tutoring: WSCC student success center already has tutors and tutoring program to support these needs. → Other personal success issues are addressed in the PERS courses. Peer mentors for the underprepared will be available through the C2C Grant / VISTA.	→ Finances: Add a step to the advising process that provides a realistic college cost calculation; list and discuss cost of living expenses for the student (child care, gas, etc.) This would be an easy add - advisors could use a template designed by WSCC Financial Services. Create a tool tailored to calculate financial obligations. → Ignoring prerequisites: Require signatures from both advisor and instructor before waiving prerequisites. → Advising: Identify and act on weaknesses in our advising process. → College expectations: Include an item to existing mandatory orientation agendas to talk about how college differs from high school, what WSCC expects from students, and what the consequences are for not meeting those expectations. → Timely tutoring: Identify needs earlier on (no later than week 4 in semester?) and initiate tutoring.



**How do we advise and place students for efficient completion?**

- Mandatory placement in developmental courses
- ACT and COMPASS Placement
- Advising using WebAdvisor
- PERS courses
- Mandatory meeting with advisors for first time/full time students
- Math Boot Camp before retesting
- Refresher course
- Audit sheets—students must take listed courses
- Encourage all students to take a minimum of 15 hours

<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>→ Mandatory placement: Required for all mathematics courses.</li> <li>→ ACT/COMPASS: Students are placed based on COMPASS, ACT, SAT scores.</li> <li>→ Advising via WebAdvisor: A great tool for advisors.</li> <li>→ PERS Courses: Co-requisite with DE English.</li> <li>→ Math Boot Camp: 60% of participants tested into higher level classes.</li> </ul>	<ul style="list-style-type: none"> <li>→ Mandatory placement: DE English courses.</li> <li>→ ACT/COMPASS: Encourages students to have their ACT/SAT scores sent to WSCC.</li> <li>→ Advising via WebAdvisor: Advisors can send the student schedule straight to the registrar.</li> <li>→ PERS Courses: Create learning communities.</li> <li>→ Math Boot Camp: Market program to incoming students.</li> <li>→ Refresher course: Learning Express OhioLINK resource.</li> <li>→ Audit sheets: Each program has up-to-date audit sheets. Make sure advisees leave with audit sheet for program.</li> <li>→ 15 hours enrollment: Recognize that minimum 15 hours is not feasible for all students, e.g., full-time workers.</li> </ul>

**What do we know about credit accumulation?**

- Courses taken must apply to major
- Student/Advisor must be familiar with audit sheet
- Advisors need to be aware of available course substitutions
- Factoring in dual enrollment college credits
- Factoring in military college credits

<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>→ Courses taken must apply to major: Keeps students on track to completion. Allows for planning ahead.</li> <li>→ Audit sheet familiarity: Provides student with a completion plan.</li> <li>→ Course substitution awareness: Availability of course substitutions.</li> <li>→ Dual Enrollment / Military credits: Credit awarded based on military/work experience.</li> </ul>	<ul style="list-style-type: none"> <li>→ Courses taken must apply to major: Students have the opportunity to dual major.</li> <li>→ Audit sheet familiarity: Demonstrate how to use degree audit in WebAdvisor.</li> <li>→ Course substitution awareness: Must be completed the semester that it occurs.</li> <li>→ Dual Enrollment / Military credits: Make students aware of opportunities.</li> </ul>

**How do we engage students within the college community?**



- C2C grant for mentors in developmental English
- Mandatory tutoring sessions for students in Math Bridges
- Student clubs---Student Senate, Clubs for Specific Programs,
- Evergreen Series
- PTK
- Drama Llamas and Drama Club
- Food and Product Drives
- Student ambassadors
- Student tutors
- Make a difference day
- Homecoming
- Collage
- OnCampus
- Support group for veterans
- Career Placement - job placement services
- Service Learning in Math Lab
- Cappuccino in the library
- Free breakfast in the library during finals week
- Banned Books Week
- Art Show
- Living Library
- Rube Goldberg Competition
- Students attendance at professional meetings

<i>Strengths</i>	<i>Opportunities</i>
→ Library finals breakfast: Healthy food is offered. Timely - students who eat breakfast do better on tests.	→ Student clubs: Update information on website. Make clubs more visible and encourage them to share their activities on campus more. → Library finals breakfast: Add another site on campus to offer free breakfast. A&S?

**Current WSCC initiatives that support First-Year Entry**

- Freshman Experience—based on the principles of OnCourse
- Mandatory Orientation
- FASFA and SALT workshops
- Marketing of programs
- Career Planning
- Free Tutoring
- Center for Student Success
- Seminars for Time management, study skills, etc.
- Graphing calculator and laptop loaners
- Free Library---Give a book, Take a book
- Advising
- Financial Aid Advising
- Developmental classes
- Work-study

<i>Strengths</i>	<i>Opportunities</i>
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<ul style="list-style-type: none"><li>→ Mandatory orientation: Required for all incoming students.</li><li>→ FAFSA and SALT workshops: Communicate total value.</li><li>→ Marketing of programs: Facebook pages for programs.</li><li>→ Center for Student Success: Provides support and equipment loans to students free of charge.</li><li>→ Free library: Encourages literacy skills. Exposes students to new authors and genres. Validates love of reading.</li><li>→ Advising: Students see their involvement as a team effort: win-win.</li><li>→ Financial aid advising: Class presentations to educate students re: financial literacy.</li><li>→ Work study: Students feel they are part of the college. They get to see how departments work and what goes on behind the scenes at the college.</li><li>→ Critical thinking/information literacy instruction: The library is well-equipped to teach these skills and offers ongoing, one-on-one coaching after the class completes.</li></ul>	<ul style="list-style-type: none"><li>→ Freshman experience: Fully implement and require attendance at a structured, proven FYE course for all first time students.</li><li>→ Mandatory orientation: Survey orientation participants to identify potential improvements. Extend time and make orientation interactive. Include breakouts. Share CCSSE and SENSE information with them so they realize what they are at risk for.</li><li>→ FAFSA and SALT workshops: Charge a minimal fee - if participants have no investment, they're less likely to value or appreciate the workshops.</li><li>→ Marketing of programs: Use texting and other social media to communicate programs to students.</li><li>→ Free tutoring: Same as workshops - if it's free, students are less likely to value the service.</li><li>→ Free library: Move to a more accessible area of campus. Not all students venture into the Success Center. Involve English instructors.</li><li>→ Advising: Time to rebrand advising?</li><li>→ Financial aid advising: Opportunity to create tool for budgeting, planning, etc.</li><li>→ Work study: Increase awareness of the program and counsel students on how to be a successful work study - not just the nuts and bolts of how to apply and fill out HR forms.</li><li>→ Critical thinking/information literacy instruction: Not all instructors schedule this library course for their students.</li></ul>
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## STUDENT PROGRESS

Scheimann, Poore, Boone

<b>Are students staying on track?</b>	
<ul style="list-style-type: none"> <li>• Interim reports</li> <li>• Midterm exams</li> <li>• Attendance tracking</li> <li>• e-Drop</li> <li>• Advising</li> <li>• SAP</li> <li>• Taking courses in degree plan only,</li> <li>• Financial aid counseling</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>→ Early Alert/Interim reports</li> <li>→ Attendance tracking has been implemented</li> <li>→ e-drops have been implemented which require an advisor's signature</li> <li>→ Mandatory advising for first-time, full-time students</li> <li>→ Financial Aid counseling in Orientation and PERS</li> <li>→ SAP awareness</li> <li>→ Limiting courses to degree plan only</li> </ul>	<ul style="list-style-type: none"> <li>→ Streamline attendance tracking</li> <li>→ Transfer Officer for students going on to 4-year degrees</li> <li>→ Identify more cohorts and hold activities at key points during the academic year</li> <li>→ Mandatory advising for first-time, full-time students can be expanded</li> <li>→ Increase mentoring opportunities</li> </ul>
<b>How do we measure this?</b>	
<ul style="list-style-type: none"> <li>• Retention and Graduation rates. Both are decent (50% retention and 28% graduation)</li> <li>• Mandatory advising for first-time, full-time students, ALL first-year students, first-time transfers</li> <li>• Mentors/cohorts</li> </ul>	
<b>How and when do we intervene with students to keep them on track?</b>	
<ul style="list-style-type: none"> <li>• Early Alerts, advising, midterm exams, orientation, financial aid counseling, career services</li> <li>• Early Alerts/Interims</li> <li>• Stop out calls/letters</li> <li>• Mandatory Advising for first-time, full-time students</li> <li>• Attendance policy</li> <li>• Developmental English Peer Advocates (Spring 2014)</li> <li>• Monitoring students in clinicals, practicums, and internships</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>→ Early Alerts sent electronically from many instructors during 3rd and 6th week of classes, and when a change is noticed</li> <li>→ Calls to students receiving Early Alerts</li> <li>→ Mandatory advising for FTFT students</li> <li>→ Mandatory orientation</li> <li>→ Early financial aid counseling</li> <li>→ Midterm exams</li> </ul>	<ul style="list-style-type: none"> <li>→ Attendance tracking to be streamlined</li> <li>→ Developmental English Peer Advocates (Spring 2014)</li> </ul>



→ Monitoring students in clinicals, practicum, and internships	
→ Career services available	
<b>What do we do to engage students with meaningful workforce connections?</b>	
<ul style="list-style-type: none"> <li>• Practicum, internships, clinicals</li> <li>• Program specific internships (INDT, ELET)</li> <li>• Practicum experiences (CRJU, DT, ECDV, EDUC, OAST, SOSV, TRCK)</li> <li>• Experiential Learning (Health programs)</li> <li>• Network Alliance</li> <li>• Financial Literacy</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>→ Program specific internships (INDT, ELET)</li> <li>→ Practicum experiences (CRJU, DT, ECDV, EDUC, OAST, SOSV, TRCK)</li> <li>→ Experiential Learning (Health programs)</li> <li>→ Network Alliance</li> <li>→ Early Financial Literacy in PERS 1001</li> </ul>	<ul style="list-style-type: none"> <li>→ Creation of practicum in additional degree majors; Job Fair on campus in late April</li> <li>→ Could we develop stronger links directly to careers?</li> <li>→ More intense career focus during initial semester (like PERS 1002)</li> </ul>
<b>How transparent and accessible are our program streams?</b>	
<ul style="list-style-type: none"> <li>• Posted on web page, audit sheets, fact sheets, pass rates, tuition and fees</li> <li>• Audit sheets at initial advising sessions</li> <li>• Audit sheets through WebAdvisor</li> <li>• Trailer courses (often offered at night in following semester)</li> <li>• Three-year plan for program completion during evening offerings</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>→ Posted on web page <ul style="list-style-type: none"> <li>→ audit sheets</li> <li>→ program fact sheets</li> <li>→ pass rates</li> <li>→ tuition and fees</li> </ul> </li> <li>→ Audit sheets at initial advising sessions</li> </ul>	<ul style="list-style-type: none"> <li>→ Additional work with trailer courses (often offered at night in following semester)</li> <li>→ Three year plan for program completion during evening offerings</li> <li>→ Renaming "Audit Sheets". e.g. "College Plan"</li> <li>→ Web page could list employment rates and each program could keep track through surveys/calls after graduation</li> <li>→ Create ListServes for each major via SAKAI for better communication</li> </ul>
<b>Current WSCC initiatives that support Student Progress</b>	
<ul style="list-style-type: none"> <li>• Mandatory advising</li> <li>• Tutoring/SI</li> <li>• Early Alert/Interim reporting</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
→ See above initiatives	<ul style="list-style-type: none"> <li>→ A close examination of WSCC curriculum requirements vs. OBR curriculum requirements to streamline degrees</li> <li>→ See above initiatives.</li> </ul>



## STUDENT COMPLETION

Hendershot, Venezia, Tigie

<b>Are students achieving credentials within selected program streams?</b>	
<i>Strengths</i>	<i>Opportunities</i>
→ First-time, full-time have mandatory advising, audit sheets, opening registration early	→ PLA Credits/PLA Policy (statewide policy is forthcoming), continuing to open registration early, mandatory advising, completing embedded certs, mandatory graduation
<b>How can we increase credit attainment and ensure timely completion?</b>	
<ul style="list-style-type: none"> <li>• Reduce some degrees to 60 credit hours</li> <li>• Reduce need for developmental courses</li> <li>• Need to complete 15 credits each semester</li> <li>• Take courses in program only</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
→ Reduce some degrees to 60 credit hours, ACES program	→ ACES program, aligning HS and College Curriculum/Bridge Programs, mandatory advising, graduation function in Datatel, 8 week modules embedded in semester
<b>What can we do to assist students with college to career transition?</b>	
<i>Strengths</i>	<i>Opportunities</i>
→ Weekly job posting/job board updates, internships, career fairs, Career Corner is now open in the Center for Student Success	→ Career fairs, expanding our job postings, strengthen partnerships within the community, expand internship opportunities for all majors
<b>Are student costs transparent and student financial planning continuous?</b>	
Posted on website	
<i>Strengths</i>	<i>Opportunities</i>
→ Costs are posted on website, financial aid counselors are available to meet with students, financial aid working to streamline processing	→ Financial aid is working to streamline processing, financial literacy to all loan borrowers
<b>Current WSCC initiatives that support Student Completion</b>	
<i>Strengths</i>	<i>Opportunities</i>
→ Online drop system requires students to interact with advisor, Center for Student Success, mandatory advising from sub-2.0 students/first-time, full-time students/scholarship students, tutoring, Online Success Course, early alerts.	→ Online drop system requires students to interact with advisor, Center for Student Success, mandatory advising from sub-2.0 students/first-time, full-time students/scholarship students, tutoring, Online Success Course, early alerts



## OTHER ASPECTS OF COMPLETION SUCCESS

Scheimann, Shores, Howerton

<b>What does disaggregated data tell us about completion rates for different populations?</b>	
<ul style="list-style-type: none"> <li>We have access to a lot of data through IPEDS reporting and our own IR department, and can pull information, but the Task Force needs to generate a list of the data that will be sought out.</li> <li>The Retention Coordinator has been tracking COMPASS scores and math progress, and has provided data for the ABLÉ + College Equals Success (ACES) programs.</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
<p>→ The Retention Coordinator has been tracking COMPASS scores and math progress, and has provided data for the ABLÉ + College Equals Success (ACES) programs. This helps us determine which students can benefit from enhanced math instruction and better preparation for completing college.</p>	<p>→ We have access to a lot of data through IPEDS reporting and our own IR department, and can pull information, but the Task Force needs to generate a list of the data that will be sought out.</p>
<b>Do our registration and withdrawal policies support completion?</b>	
<ul style="list-style-type: none"> <li>First-time, full-time students are required to register for classes with an academic advisor during their entire time at WSCC.</li> <li>ABLE cutoffs will assist in placing low-scoring students into a pathway that will support their needs and begin them on a more streamlined path to college completion.</li> <li>All students must communicate with an advisor before they can withdraw from classes (either electronically or in person), and a drop fee was increased to \$25 as a deterrent for students. Advisors can discuss financial aid implications and completion issues.               <ul style="list-style-type: none"> <li>→ There are some questions as to whether the withdrawal fee is the best method for student retention.                   <ul style="list-style-type: none"> <li>▪ There has been mention of students dropping the following semester's courses as well as the current one because of the fee.</li> <li>▪ Also, since this fee was largely instituted as a deterrent to keep students from dropping, perhaps we should consider more easily waiving it for students with reasonable issues or excuses.</li> <li>▪ If students realize that it costs \$25 to drop a class, will they take fewer credit hours to avoid this (minimum for full time, vs. fifteen?).</li> </ul> </li> <li>→ There may be some advisor/instructor conflicts. Instructors know what is going on in class, while advisors are encouraging students to stay without necessarily knowing why the student is being asked to drop. The solution may be to train them to utilize early warning/interim reports more comprehensively or correct any issues with advisors not receiving interim reports.</li> </ul> </li> <li>Students are urged to register early, and not allowed to register without permission after the third day of classes.</li> <li>The "purge" for nonpayment of college registration and fees is tentatively being pushed back to the final week before classes start.               <ul style="list-style-type: none"> <li>→ We should strongly consider that of all students who are purged, only 50%-60% return. If we wait, will we be penalizing paying students by holding empty seats until the week before class?</li> </ul> </li> </ul>	



<p>→ Also, if a long waitlist grows, and an alternate class is offered, but then many of the students do not pay, we could risk spending money on more instructors than we need to.</p> <p>→ Will a later purge just tell us how many students we really have at a <b>later</b> date? Won't nursing students wait just as long?</p>	
<i>Strengths</i>	<i>Opportunities</i>
<p>→ First-time, full-time students are required to register for classes with an academic advisor during their entire time at WSCC.</p> <p>→ All students must communicate with an advisor before they can withdraw from classes (either electronically or in person), and a drop fee was increased to \$25 as a deterrent for students. Advisors can discuss financial aid implications and completion issues.</p> <p>→ New incentives are being offered to students to register early.</p> <p>→ Students are not allowed to register without permission after the third day of classes.</p>	<p>→ ABLE cutoffs will assist in placing low-scoring students into a pathway that will support their needs and begin them on a more streamlined path to college completion.</p> <p>→ There may be some advisor/instructor conflicts surrounding class drops. Instructors know what is going on in class, while advisors are encouraging students to stay without necessarily knowing why the student is being asked to drop.</p> <p>→ We do not know if an increased withdrawal fee (\$25) deters students from dropping or reduces the number of credit hours they attempt for fear of having to drop and pay.</p>
<b>Are our courses and program streams offered in student-friendly ways?</b>	
<ul style="list-style-type: none"> <li>• Students are given audit sheets during their initial advising appointment</li> <li>• Audit/progress sheets are available online through WebAdvisor <ul style="list-style-type: none"> <li>→ Numerous class cancellations can be an issue. Minimum class size of ten makes completion of some programs difficult (sometimes independent studies can be set up, but these are not generally liked by faculty, and often students are told to wait until another semester and hope that the class fits (and runs).</li> <li>→ There still seem to be some problems with advising for transfer and articulation students</li> </ul> </li> <li>• WSCC offers Stackable Certificates</li> <li>• WSCC offers day, evening, online and blended sections, and sections at the Morgan County Learning Center.</li> </ul>	
<i>Strengths</i>	<i>Opportunities</i>
<p>→ Students are given audit sheets during their initial advising appointment</p> <p>→ Audit/progress sheets are available online through WebAdvisor</p> <p>→ WSCC offers Stackable Certificates</p> <p>→ WSCC offers day, evening, online and blended sections, and sections at the Morgan County Learning Center as well as in dual-enrollment formats at high schools</p>	<p>→ Numerous class cancellations can be an issue. Minimum class size of ten makes completion of some programs difficult (sometimes independent studies can be set up, but these are not generally liked by faculty, and often students are told to wait until another semester and hope that the class fits (and runs).</p> <p>→ There still seem to be a handful of problems with advising for transfer and articulation students</p>
<b>What else can we do?</b>	
<ul style="list-style-type: none"> <li>• TAG designations could be more apparent during registration and orientation.</li> <li>• Graduation fees and applications could be removed (in progress).</li> <li>• Enhanced collaborations and internships could be established with local businesses to strengthen student success.</li> </ul>	



- Student loyalty needs to be built up.
- Campus interactions (clubs) might be strengthened.
- Limiting selection of classes (such as in humanities) might be considered so that students are funneled into a smaller group of classes that will offer more sections and less variety.

<i>Strengths</i>	<i>Opportunities</i>
	<ul style="list-style-type: none"> <li>→ TAG designations could be more apparent during registration and orientation.</li> <li>→ Graduation fees and applications could be removed (in progress)</li> <li>→ Enhanced collaborations and internships could be established with local businesses to strengthen student success</li> <li>→ Student loyalty needs to be built up.</li> <li>→ Campus interactions (clubs) might be strengthened</li> <li>→ Limiting selection of classes might be considered for general education so that students are funneled into a smaller group of classes that will offer more sections and will be less likely to be cancelled.</li> </ul>

## WORKFORCE

Schilling

### **Based on our College service area which of the six JobOhio regions do we serve?**

Washington State Community College's service area is the Southeast Region. This region is called the Appalachian Partnership for Economic Growth (APEG). This is a new regional partnership born in the recent Third Frontier funding to develop business opportunities in the southeast regions of Ohio. <http://jobs-ohio.com/network>

### **Which of the nine JobsOhio key industries are addressed in our curriculum and programming?**

Associate degrees from WSCC form the foundation for many types of careers. Specifically, key industries such as advanced manufacturing, automotive, biohealth, energy, information technology, and polymers/chemicals.

### **How have we linked our curriculum and programming to labor market information for each occupation?**

WSCC has recently developed new programs to support industry needs including:

- Multi-craft certificate is a certificate that can be incorporated into an industrial associate's degree. Employers want students to be able to communicate effectively, both written and oral. This certificate is geared toward Ohio's work force.
- Welding certificate and Petroleum Technology certificate have been approved to help develop a trained work force for the different industries in the Mid-Ohio Valley.
- POBA (Peace Officer Basic Academy) certificate to meet the needs has been approved to meet the needs of area law enforcement.
- Pharmacy Tech Certificate has been approved to meet to provide a trained workforce for area pharmacies.

### **What are the training needs of our community based on our regional economic development network?**

Many workers need short term trainings to train them to enter the workforce. WSCC also works to develop



courses and schedules that are student-friendly. There is also an increased need for training for jobs in the oil and gas industry.

**How do we connect our students needing employment with our employers needing a trained workforce?**

- Practicums, internships, clinicals
- Program specific internships (INDT, ELET)
- Practicum experiences (CRJU, DT, ECDV, EDUC, OAST, SOSV, TRCK)
- Experiential Learning (Health programs)
- Annual job/career fair
- Career Services
- Advisory committees also provide input into the needs of industry and helps with placement of our students.

**What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?**

Technical programs are required to hold advisory committee meetings twice a year. Advisory committees are essential to the ever-changing world in which we live. Advisory committees recommend curriculum changes to better prepare students to enter the workforce.

**How do we analyze the changing needs of our stakeholders and select courses of action regarding these needs?**

Business and industry leaders are consulted regarding training needs. Based on training needs, a course of action is selected. The result of this could be a credit course or a non-credit offerings to stakeholders.

**How do we determine if we should target stakeholder groups with our educational offerings and services?**

If there is a recurring pattern of needs within the business/industry community, a group of stakeholders is chosen and their input is requested. The result is often a change in curriculum, offering a new certificate such as the Multi-craft Certificate, or developing new courses to meet the needs of business and industry.

**How do we align our credit on non-credit offerings?**

Credit/ non-credit offerings are developed with objectives, assessment, and with the intent that students have the opportunity to take the courses in a manner that will enhance their skills in the workforce.

Our Chemical Operators Certificate is one of the certificates that was non-credit but with the changing needs of the chemical industry, it is now offered as credit and totally online. This course is developed for those students who not only live at a distance but also work various shifts.