



## Student Completion and Success Plan

Submitted to the Ohio Department of Higher Education

**May 18, 2022**

**Update to the Plan Submitted in November 2020**

**Approved by the Board of Trustees**

**May 17, 2022**

Contact Person:

Dr. Bob Haas

VP Academic Affairs and Student Services

Chief Strategy Officer

[haasr@mtc.edu](mailto:haasr@mtc.edu)

*Note: The template ODHE provided is italicized; MTC's responses are in normal text. This document was developed collaboratively by Community College Presidents, Chief Academic Officers, ODHE and OACC staff, as a recommended general framework for community colleges to use in updating their strategic Campus Completion Plans.*

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

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

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

**Updating Campus Completion Plans:** *Completion plans are intended to be continuous improvement documents that are owned by the institution's faculty, staff and board of trustees. This template has been organized to encourage inclusion of the following items:*

- 1) *Measures of progress toward student completion goals established in your 2020-2022 completion plan;*
- 2) *Updated student completion goals, with metrics, for the period between July 1, 2022 and June 30, 2024, including goals related to:*
  - a. *Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study;*
  - b. *Reducing the number of students in and sections of stand-alone developmental education courses in math and English*
  - c. *Placing students on clear pathways to graduation or transfer (if that is their goal) and careers;*
  - d. *Outcomes for students aged 25 and over;*
  - e. *Alignment to the state's workforce development priorities.*

*As in past years, the template is designed based on Completion by Design's Loss Momentum Framework, allowing colleges to plan efforts along the continuum of student progress—from "Connection" to "Successful First Year Entry" to "Student Progress" to "Completion". Questions are provided preceding each section to stimulate discussion regarding the plan. And, as in past years, the use of this template is voluntary.*



## CONNECTION TO THE INSTITUTION

### Who are Marion Technical College's (MTC's) students?

- Marion Technical College (MTC) is in Central Ohio, approximately 50 miles north of Columbus. The College's primary service area is Marion County, which has a population of approximately 65,000. Most MTC students live in Marion and the six counties that surround Marion; the population in the seven-county area is approximately 473,000. In addition to courses conducted on the MTC campus, MTC offers dual enrollment courses in 20 area high schools, offers courses at two state correctional facilities located in Marion County, and offers courses at two local businesses. MTC also offers non-credit courses and other workforce services; results for non-credit students are tracked but not included in this report.
- As shown in Table 1, MTC categorizes its students into three main groups: General, Early College, and Prison. General students are students who have graduated from high school; early college students are students who are enrolled during their high school years, and prison students are incarcerated in one of the two state correctional facilities MTC serves.
- Due to the unique needs of each major type of MTC student, success and completion results are tracked for each group and then consolidated for all students. MTC also tracks student success using the standard IPEDS and HEI student definitions; prison and general students are combined in those metrics. Tracking results by the three primary student groups in this manner enables the College to develop and analyze specific strategies for each various groups and subgroups within each major category.
- As a percentage of the student body, the general student population declined from 61% of the student headcount in fall 2014 to 38% of the student headcount in fall 2021. Overall student headcount increased by 8% from fall 2014 to fall 2021. The overall increase is due to MTC starting a partnership with a large suburban district for CCP in fall 2021.

Table 1: Fall Term Student Headcount								
Student Type	2014	2015	2016	2017	2018	2019	2020*	2021
General	1,498	1,373	1,376	1,314	1,270	1,252	1,107	1,017
Early College	674	757	911	854	832	967	893	1,291
Prison	298	305	263	303	287	301	152	354
<b>Total</b>	<b>2,470</b>	<b>2,432</b>	<b>2,550</b>	<b>2,471</b>	<b>2,389</b>	<b>2,520</b>	<b>2,152</b>	<b>2,662</b>
<i>*Fall 2020 enrollments were significantly negatively impacted by COVID restrictions</i>								

- The number of general students declined 32% from fall 2014 to fall 2021. The FTE for general students declined approximately 25% from 2015-16 to 2021-22. General students typically take more credit hours per student than other student groups. As shown in Table 2, general students accounted for 68% of annual FTE in 2015-16 and 58% of FTE in 2021-22.

**Table 2: Annual FTE by Student Type  
Summer, Fall, Spring Terms**

Student Type	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
General	966	947	921	878	876	804	723
Early College	313	357	317	321	376	340	388
Prison	148	141	151	153	159	72	138
<b>Total</b>	<b>1,430</b>	<b>1,445</b>	<b>1,379</b>	<b>1,351</b>	<b>1,411</b>	<b>1,215</b>	<b>1,249</b>

*FTE is defined as credit hours / 30*  
*\*preliminary data as of 4-20-22*

- Because the early college and prison populations are unique, MTC disaggregates data by student type. Demographic data area tracked for all students, but improvement strategies are focused on general students. An analysis of the characteristics of the general student population shows the proportion of Pell-eligible students has decreased since fall 2015 but appears to be flattening. The proportion of new students is influenced by an improved categorization of former CCP students as new; these students were not consistently categorized as new prior to 2017. Student average age, the percentage of female students, and the percentage of adult students is consistent; the percentage of students taking at least 12 credit hour per term has declined.
- The percentage of MTC students who reside in Marion County decreased from 2015 to 2021. The percentage of students who are seeking a degree in a health-related field has remained consistently above 50% and the percentage of students enrolled in other programs (Business, IT, Public Service, Engineering) has been consistent over the past seven years.

**Table 3: Fall Term General Student Characteristics**

Year ->	2015	2016	2017	2018	2019	2020	2021
<b>General Students-&gt;</b>	<b>1,371</b>	<b>1,376</b>	<b>1,314</b>	<b>1,270</b>	<b>1,252</b>	<b>1,107</b>	<b>1,017</b>
Pell Eligible	60%	59%	55%	48%	48%	45%	43%
Female	72%	71%	70%	72%	70%	71%	71%
Average age	28	28	28	27	27	27	27
25 and older	46%	48%	47%	45%	43%	44%	46%
Minority	8%	10%	9%	11%	12%	12%	13%
Full-time (12+ credits)	38%	37%	36%	35%	38%	36%	32%
New to MTC*	18%	20%	19%	22%	27%	24%	24%

*\*New-to-MTC includes former CCP students as of fall 2018; this was changed to align with the IPEDS definition.*

Table 3: Fall Term General Student Characteristics							
Year ->	2015	2016	2017	2018	2019	2020	2021
General Students->	1,371	1,376	1,314	1,270	1,252	1,107	1,017
<b>County of Residence</b>							
Marion	47%	45%	41%	41%	43%	41%	40%
Morrow	10%	10%	12%	7%	7%	7%	7%
Crawford	8%	9%	9%	10%	8%	8%	8%
Delaware	8%	7%	8%	9%	10%	10%	10%
Wyandot	8%	8%	7%	7%	8%	9%	9%
Union	5%	5%	5%	5%	7%	6%	6%
Franklin	4%	4%	4%	5%	4%	4%	4%
Hardin	2%	2%	2%	3%	3%	3%	3%
Other	8%	10%	12%	13%	10%	12%	13%
<b>Primary Declared Major</b>							
Arts & Sciences	7%	8%	8%	5%	4%	4%	5%
Business	14%	13%	14%	17%	17%	18%	17%
Engineering	7%	6%	5%	5%	6%	6%	6%
Health Technologies	54%	55%	55%	56%	56%	56%	56%
Information Technologies	8%	7%	8%	8%	6%	6%	5%
Public Service	10%	11%	10%	9%	11%	10%	9%

There have been some national, regional, and state discussions related to assigning a “persona” or a name like “Maria” to a typical student. The idea of this strategy is to encourage staff to think about students as persons and not just headcount or FTE. Using this concept, MTC’s typical student is a 27-year-old female Pell-eligible white health major who lives in Marion County. However, creating this type of attribute assignment applies only to approximately 1 out of every 20 MTC general students. MTC strives for personalized service to each student; advisors and faculty certainly understand MTC student demographics but at this point do not design support systems for specific subgroups.

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

MTC participates in local, state, and national initiatives to help students in need of remediation become better prepared for college. MTC has a strong relationship with area high schools; MTC full-time and adjunct faculty teach courses at the high school locations along with qualified high-school dual enrollment teachers. MTC faculty regularly converse with dual-enrollment high school teachers who instruct MTC’s courses at the high school location, and several high school faculty members serve as MTC adjuncts. For the past nine years, MTC has sponsored a Math competition for middle and high school students, this helps promote the need for college-readiness to high school partners.



MTC was a leader institution in the implementation of co-req math pathway redesign and was able to redesign math course sequences and update math courses using funding from an ODHE Bridges grant. MTC's math faculty recently updated courses and have planned a change, to be implemented in 2023, from separate math co-req courses to an embedded co-req course model. MTC was also able to improve tutoring services in math. MTC's advising office has worked with math and English faculty to improve math and English placement processes; this now includes a referral to MTC's ASPIRE (GED completion) program if indicated. Students who are not ready to take a college-level math or English courses (even a Dev Ed/pre-req/co-req course) are encouraged to use the ASPIRE process to prepare for college-level coursework.

MTC implemented a redesigned set of English courses in 2018-19. Beginning in summer 2018, MTC improved new student orientation and is encouraging every new student to complete a career assessment. MTC is will implement a first-year experience course in the FY22 academic year.

To continue efforts to improve student success, MTC joined the OACC Student Success Leadership Institute (SSLI) in 2015. Through the SSLI, MTC is developing additional strategies modeled after Completion by Design Colleges and is working through a 10-person cross-functional team to identify and implement high-impact practices.

***How do we build relationships with K-12 schools? How do we engage with parents and community?***

MTC builds and maintains relationships with K-12 schools, parents, and the community in several ways:

- The College Credit Plus (CCP) department coordinates MTC's CCP initiatives. The CCP department consists of a full-time director and two full-time assistants who serve as the primary liaisons with the K-12 schools to ensure effective communication. In FY22, MTC taught courses at 17 different high school locations and served 1,563 early college students from 34 different high schools.
- MTC offers courses at two different industry locations. Offering courses at the industry facilitates participation by incumbent workers who can take classes before or after their work responsibilities.
- In 2016, MTC collaborated with Marion City Schools to create the Graduate Pathway to Success (GPS) program. GPS is a subset of CCP. GPS students take a defined set of courses on a pathway that leads to students earning an associate degree or certificate by the time they graduate from high school. The startup for the GPS program was partially grant funded through the Marion Community Foundation and provides opportunities for disadvantaged high school students to begin college courses in their first year of high school. The GPS program expanded to other K-12 schools in 2018, funded by an ODHE Innovation grant and an additional Marion Community Foundation grant. The GPS concept – asking high school students to be deliberate in their course selections, is now incorporated into MTC's entire CCP initiative.
- CCP department personnel work closely with school counselors for advising and enrollment of high school students. The CCP department also administers MTC's placement tests at high school locations.



- Representatives from Admissions, Student Services, and academic departments collaborate to provide information to and coordinate advising nights for College Credit Plus students and families.
- The Admissions Office routinely holds information events at area high schools and talk with guidance counselors about MTC academic programs. Various events are held throughout the year to afford secondary students the opportunity to tour the campus and learn about academic programs.
- MTC sponsors an annual guidance counselor meeting for area high school counselors.
- MTC houses a regional tech prep coordinator and actively participates in career-tech initiatives.
- MTC sponsors annual Math competitions for middle school and high school students.
- MTC works with the local high schools and college representatives to provide career assessments and resources to students who do not have a post-graduation plan in place.
- MTC's VP for Planning & Advancement serves on the Marion County Schools Advisory Board.
- MTC's VP of Academic Affairs and Student Services serves as a member of the local Career Center school board, served for 26 years as a member of a local K-12 school board, and is a regional representative at the Ohio School Board Association.
- MTC is an active participant in the Marion Area Workforce Acceleration Collaborative (MAWAC), a local coalition of K-12, higher ed, economic development, chamber, and business/industry entities.
- MTC's President is an active member of the Marion Chamber of Commerce and CANDO!, Marion's economic development agency.
- Since 2017, MTC has worked with the Chamber of Commerce and several area businesses to sponsor an entrepreneurial program called The Forge. Participants interested in starting a small business attend a 6- week series of free classes, covering topics from Marketing to Accounting. The Forge aligns with MTC's strategic plan initiative of improving economic development in the area. Over 100 persons have attended The Forge since its inception, and program participants have created 10 new businesses.
- In 2019, MTC collaborated with several area manufacturers, the Marion Chamber of Commerce, and the Marion County Department of Job and Family Services to create a "Made in Marion" showcase featuring products manufactured in Marion County. The event attracted over 5,000 middle and high school students, 12 manufacturers, and the local career center. Lt. Governor John Husted provided a keynote address. The event is continuing in 2022; details can be accessed at <https://www.madeinmarion.org/>
- MTC is active in the Wyandot, Morrow, Delaware, and Union County Chambers of commerce.

***What do we have in place to specifically connect with adult students?***

Adult students are a growing focus area for the College. MTC uses several methods to engage adult



students and is continuing to explore additional ways to connect. MTC has the following initiatives currently in place:

- MTC offers Business Management courses onsite at Whirlpool Corporation. This enables students to participate in a cohort and attend classes immediately before or after starting a shift.
- MTC offers Engineering Technology courses at Vaughn Industries in Carey, Ohio. This is integrated with Vaughn's apprenticeship program.
- MTC has offered an Adult Student Accelerated Program (ASAP) in Business Management since 2007. This program is designed to help working adults earn an associate degree in 28 months by attending class once a week, taking courses one at a time in a predefined sequence, and completing a substantial amount of coursework in an asynchronous online format.
- MTC sponsors an ASPIRE program to help adults earn a GED.
- MTC offers courses in evenings and online to enable working adult students to attend.
- MTC opened its Marion Tech Downtown location in 2020. This location houses MTC's Criminal Justice program, Workforce Solutions Office, Marion Made!, and ASPIRE. The Marion Tech Downtown location is helping MTC attract under-resourced adult students who live in the Marion City limits by providing a more convenient way to attend classes.

***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?***

MTC uses its CCP relationships with K12 schools to help high school students graduate from high school ready to enter college. This is accomplished informally through the interactions between MTC and high school faculty, especially those high school faculty who serve as dual enrollment instructors for MTC. MAWAC also assists in this effort. There is more work to do in this area, however, especially for those high school students who do not participate in CCP.

In addition to providing general information to high school students about being prepared for college, MTC offers scholarships to students who graduate at the top of their high school class. MTC also hosts campus visits, where MTC admission counselors and program directors discuss the importance of being prepared for college. MTC also provides placement testing at the high school sites to help students understand where they stand in terms of being ready for college.

One barrier to a successful transition from high school to college is the separate data systems used at ODE and ODHE. A more comprehensive system might help MTC (and other Ohio colleges) understand how high school coursework helps high school students become college-ready; this information could be shared with high school instructors and students. Another barrier for the transition from high school to college is some confusion around remediation-free standards.

***What are pathways for College Credit Plus students?***

MTC's College Credit Plus department, in conjunction with program directors and faculty, created specific pathways called Graduate Pathways to Success (GPS). The GPS program started in 2016, funded partially by the Marion Community Foundation and Marion City Schools. The GPS program, which began in the Marion City Schools, was expanded to other area schools in 2017 when MTC received an





Innovation grant. As a part of this grant, the GPS concept was expanded to NC State College and Mansfield City Schools. Several high schools across Ohio have visited MTC to learn about the GPS concept. The GPS program requires student to take a specific course sequence, sometimes starting as early as ninth grade.

As of fall 2021, MTC has created GPS pathways in seven area high schools and expanded the GPS concept of purposeful course selection to most CCP students. Pathways include Engineering Technologies, Health, Medical Assisting, and Transfer (Arts and Science).

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

New student orientation programs are conducted each term. Orientation programs introduce new students to faculty, staff, and other students; communicate success tips to students; include a campus tour; and provide an opportunity to meet other new students. The following departments present information during each orientation session:

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

IT services (email and learning management system) and learning expectations are consistently communicated to students via the course syllabus, College website, and student handbook. A recent improvement to MTC's IT system is the implementation of Multi-Factor authentication to improve network security.

Attendance at orientation has become mandatory for new students. MTC's Executive Director of Student Success and Engagement has organized an updated new student orientation by expanding the orientation over a longer period, implementing meta-major orientation groups, and adding additional orientation sessions. MTC participated in the ODHE Strong Start to Finish initiative, which provided opportunities for MTC to learn about and incorporate best practices for student orientation.

***What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?***

MTC uses multiple ways to place students into appropriate level coursework. MTC has created an internal placement level schema for Math, English, Reading, and Statistics, and Science. The levels enable MTC advisors to use multiple measures for student placement and are aligned with the remediation free standards established by ODHE. Accuplacer tests, ACT scores, high school GPA, and high-school course-taking patterns are used to appropriately place students. MTC Advisors use these

available measures and a discussion with each student to place students into the appropriate beginning level of coursework. MTC faculty and advisors work together to monitor the accuracy of the placement processes and make modifications as indicated.

***How does co-requisite learning support the learning outcomes of the institution's gateway courses?***

MTC has implemented a co-req model for Math and English gateway courses. Currently, MTC offers only three stand-alone Dev Ed courses – two in Math and one in Reading. MTC is switching to an embedded co-req model for math courses beginning in 2023; this model will replace the current stand-alone course co-req model for Quantitative Reasoning, Statistics, and College Algebra. The learning outcomes for co-req courses are aligned with the gateway courses, and faculty who teach the co-req and gateway courses collaborate closely during the term.

***Do we offer prior learning assessment for adult learners?***

MTC offers a variety of prior learning assessment and transfer opportunities for adult learners. Table 4 shows the unique number of students who have earned some type of transfer credit; Table 5 shows the types of transfer credits earned. MTC recently formed a solve-and-dissolve committee to improve PLA processes, including marketing PLA opportunities to adult learners.

**Table 4: Number of Students Who Have Earned PLA Credit**

Year->	2018	2019	2020	2021	2022*
Unique Students	544	560	503	589	215
Total Courses	3566	3944	3218	3696	1365
<i>*as of May 10, 2022</i>					

**Table 5: Types of PLA Credit Awarded (Course Count)**

Type of PLA Awarded	2018	2019	2020	2021	2022*
Advance Placement (AP Test)	14	10	2	100	4
Articulation Credit	19	20	56	75	3
ATI Testing	3	46	23	78	2
Certification	3	12	28	46	11
CLEP		1			1
Credit by Exam	48	33	17	31	2
CTAG	3	5		3	1
License	61	35	9	46	4
Life Experience	28	30	9	21	35
Military Crd Non-TAG			28	8	4
OT36 Transfer			735	811	395
TAG Transfer		1	675	594	253
Other Transfer	3116	4391	1636	1883	650
<b>Total</b>	<b>3356</b>	<b>4618</b>	<b>3218</b>	<b>3696</b>	<b>1365</b>
<i>*as of May 10, 2022</i>					



***Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?***

MTC works closely with local Ohio Technical Centers, including Tri-Rivers Career Center, Pioneer Career Center, and Delaware Area Career Center. A few students have earned or are in the process of completing ATS degrees through the one-year option, but this has still not been a popular option for those who have completed a 600- or 900-hour training program at a career center. MTC will continue to work with Tri-Rivers and other career centers to make sure students know about this option.

MTC has received CTAG approval for every eligible course MTC offers that aligns with the CTAG learning outcomes. Some of the coding for awarding CTAG credit is ambiguous, so credit awarded through CTAG is probably undercounted. For example, a student who completes a Computer Technician A+ course at a Career Center is eligible for CTAG credit, but that same student has passed the CompTia A+ certification exam. The PLA credit could be awarded as a certification instead of a CTAG. The updated CTAV transfer system will help students at the career centers and admissions staff at MTC improve the number of credits awarded by CTAG; this remains an area for improvement.

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

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

MTC created a full-time Director of Career Services in January 2018, and a new person was hired to the position in fall 2019 when a vacancy occurred. An additional experiential learning coordinator position was added in early 2021 through a Title III grant. MTC implemented a career-service fee in 2017 to provide funding to improve career services for students.

In June 2015, MTC implemented the EMSI Career Coach product and included links to Ohio Means Jobs on program web pages. However, MTC was not able to continue funding EMSI's Career Coach due to COVID-related subsidy budget cutbacks in summer 2020. Career Coach provided local information about career education requirements, wages, anticipated openings, and current employment. The College is currently using OhioMeansJobs and the College Central Network (CCN) to provide local career information to students. A series of videos called Career Spots introduces students to the skills needed for various careers related to programs MTC offers.

MTC uses the Ohio Department of Job and Family Services Wage-Match system to track graduate earnings and employment; the most recent results are listed below. Using these results, which are based on quarterly employment report filings, enables the College to track graduates' success and interact with employers who provide jobs to MTC graduates. Table 6 shows the average annual earnings of MTC graduates; Table 7 shows the employers where the largest number of MTC graduates work.



**Table 6: Annualized Wage Earnings for 2021; MTC Graduates Working in Ohio at least 40 weeks in 2021**

Department/Program	Graduation Decade						Overall
	1970-79	1980-89	1990-99	2000-09	2010-19	2020-21	
Arts & Science					\$44,222	\$19,573	\$36,542
Associate of Arts					\$37,673	\$18,899	\$30,771
Associate of Science					\$49,638	\$20,508	\$42,147
Business & IT	\$56,131	\$64,889	\$56,897	\$56,960	\$50,815	\$39,852	\$54,839
Accounting	\$55,372	\$72,515	\$59,526	\$61,751	\$45,774	\$33,541	\$59,828
Business Management	\$74,487	\$62,233	\$62,485	\$59,626	\$52,455	\$45,704	\$55,887
Criminal Justice			\$51,758	\$64,779	\$54,541	\$30,837	\$55,270
Marketing Media					X	X	X
Networking		X	\$56,534	\$74,843	\$63,194	X	\$63,792
Office Information	\$35,302	\$50,602	\$48,313	\$46,573	\$40,349	\$39,251	\$46,114
Prison			\$41,244	\$42,012	\$40,583		\$41,413
Software Development	X	\$76,991	\$69,483	\$77,443	\$61,306	X	\$71,768
Engineering	\$101,662	\$75,904	\$87,977	\$69,062	\$82,963	\$57,745	\$76,563
Alternative Energy					\$70,764		\$70,764
Electrical Engineering	\$108,557	\$75,678	\$85,686	\$85,283	\$69,042	\$36,216	\$76,499
Engineering					X	X	X
Mechanical Engineering	X	\$76,345	\$89,424	\$65,302	\$67,086	\$48,551	\$70,654
Mechatronics				X	\$81,691		\$82,356
Power Line / OREC				X	\$98,577		\$97,441
Robotics					X	\$24,614	\$30,890
Telecom				\$64,627	\$59,601		\$63,454
Vaughn					\$87,637	\$76,300	\$80,977
Health	\$53,483	\$71,455	\$71,628	\$58,883	\$51,199	\$31,872	\$55,497
DMS					\$52,275	\$31,373	\$46,303
Health-Other			\$43,971	\$61,187	X	X	\$48,689
HIT				\$37,328	\$44,388	\$37,552	\$42,111
HSS			\$59,404	\$49,209	\$37,683	\$27,572	\$45,223
Medical Assisting			X	\$44,787	\$35,123	X	\$37,697
Medical Lab	X	\$72,715	\$65,000	\$52,110	\$48,282	\$40,660	\$53,567
NUR-AS					\$50,820	\$24,059	\$44,597
Nurse	\$53,972	\$71,225	\$78,671	\$66,177	\$62,545	\$37,483	\$65,536
OTA					\$40,286	\$25,723	\$38,326
PTA				\$47,955	\$43,770	\$22,759	\$44,217
RAD			\$75,066	\$62,725	\$52,458	\$28,778	\$54,173
Surgical Technology						X	X
Total	\$59,498	\$68,007	\$65,471	\$59,348	\$54,450	\$37,720	\$57,292

*Graduates who worked for any Ohio employer at least 40 weeks in 2021; Excludes self-employed*

Average Wage is based on data from ODJFS

**X – fewer than 10 records; data suppressed**

**Table 7: Employers of MTC Graduates**

10 or more Graduates Employed October 2020 – September 2021

One Employment Record per Graduate

Employer	Arts & Science	Business, IT, CJ, HSS	Engineering	Health	Total
OHIOHEALTH CORPORATION/Marion General	8	83	7	724	832
THE OHIO STATE UNIVERSITY	3	28	5	150	186
WHIRLPOOL CORPORATION	4	75	28	13	120
WYANDOT MEMORIAL HOSPITAL	1	15		80	96
MARION COUNTY COMMISSIONERS	2	72	2	9	85
VAUGHN INDUSTRIES LLC		4	73	1	78
GALION COMMUNITY HOSPITAL INC	3	6	1	67	77
MARION AREA PHYSICIANS LLC		12		63	75
THE KROGER CO. (INC.)	8	40	7	19	74
HONDA OF AMERICA MFG. INC.		34	28	7	69
MEMORIAL HOSPITAL OF UNION COU		4		64	68
MOUNT CARMEL HEALTH SYSTEM (I	1	3	1	63	68
NATIONWIDE CHILDREN'S HOSPITAL		4		61	65
MARION TECHNICAL COLLEGE	1	23	9	24	57
BUCYRUS COMMUNITY HOSPITAL LL		3	1	53	57
OHIOHEALTH PHYSICIAN GROUP IN	2	6		43	51
DELAWARE COUNTY AUDITOR		40	4	6	50
HEARTLAND EMPLOYMENT SERVICES	1	2		42	45
MORROW COUNTY HOSPITAL		5	1	38	44
BLANCHARD VALLEY REGIONAL HEAL		3		40	43
WYANDOT COUNTY AUDITOR	1	20		18	39
MARION CORRECTIONAL INSTITUTIO	1	29	1	6	37
JPMORGAN CHASE BANK NATIONAL		27		7	34
CRAWFORD COUNTY AUDITOR	1	26		7	34
CITY OF MARION		28	3	3	34
AVITA HEALTH SYSTEM (INC)		11		23	34
MORROW COUNTY AUDITOR		29		2	31
KNOX COMMUNITY HOSPITAL (INC.	2			27	29
WYANDOT INC.		24		4	28
MARION CITY BOARD OF EDUCATION	1	18		8	27
WAL-MART ASSOCIATES INC	2	18		5	25
BRIDGESTONE APM CO (INC.)		11	7	6	24
MERCY HEALTH-TIFFIN HOSPITAL L		2		21	23
TRI-RIVERS JOINT VOCATIONAL SC	1	7		13	21

**Table 7: Employers of MTC Graduates**

10 or more Graduates Employed October 2020 – September 2021

One Employment Record per Graduate

Employer	Arts & Science	Business, IT, CJ, HSS	Engineering	Health	Total
UNITED PARCEL SERVICE INC.	1	12	4	3	20
MOHICAN REHABILITATION SERVICE		1		19	20
OHIO HEARTLAND COMMUNITY ACTIO		17		2	19
LEVERING MANAGEMENT INC.		5		14	19
CENTRAL OHIO PRIMARY CARE PHYS		2		17	19
RIVER VALLEY LOCAL BOARD OF ED	1	9	1	7	18
MENARD INC.		8	3	7	18
WILLOW BROOK CHRISTIAN SERVICE	1	2		14	17
YOUNG MEN'S CHRISTIAN ASSOCIAT	2	8	3	4	17
JAG HEALTHCARE INC.		1		16	17
CARDINGTON YUTAKA TECHNOLOGIES	1	8	6	2	17
Avita Ontario Hospital LLC				16	16
MEIJER GROUP INC. ET AL	2	11		2	15
CUSTOM GLASS SOLUTIONS UPPER S	1	8	5	1	15
Aetna Resources LLC		3		12	15
UNITED CHURCH HOMES INC.		9		5	14
OHIO STATE UNIVERSITY PHYSICIA		2		12	14
MARY RUTAN HOSPITAL (INC.)				14	14
HARDIN COUNTY AUDITOR		7	2	5	14
BIO MEDICAL APPLICATIONS OF OH		1		13	14
UNION COUNTY AUDITOR		12		1	13
US YACHIYO INC		5	5	3	13
SILVER LINE BUILDING PRODUCTS	1	6	4	2	13
PLEASANT LOCAL BOARD OF EDUCAT		6		7	13
RENHILL GROUP INC.		10		3	13
MTC CORRECTIONS LP	1	10	1	1	13
ELGIN LOCAL BOARD OF EDUCATION		9		4	13
AMAZON.COM SERVICES LLC	1	6	2	4	13
THE TIMKEN COMPANY (INC.)		6	4	2	12
SURGIS MANAGEMENT SERVICES IN				12	12
OHRH ES Inc.				12	12
MOLINA HEALTHCARE OF OHIO INC		2		10	12
MARION INDEPENDENT PHYSICIANS		4		8	12
MARYHAVEN INC.		10		2	12
KALMBACH FEEDS INC.		6	4	2	12
ENCORE REHABILITATION SERVICES		1		11	12

**Table 7: Employers of MTC Graduates**

10 or more Graduates Employed October 2020 – September 2021

One Employment Record per Graduate

Employer	Arts & Science	Business, IT, CJ, HSS	Engineering	Health	Total
GRAPHIC PACKAGING INTERNATIONAL		10	2		12
DISCOUNT DRUG MART INC.	2	3		7	12
CITY OF COLUMBUS		5	1	6	12
DELAWARE CITY BOARD OF EDUCATION		7		5	12
ADECCO USA INC.		8	1	3	12
AEROTEK INC.	1	6	5		12
UPPER SANDUSKY EXEMPTED VILLAGE		8		3	11
THE PARK NATIONAL BANK	1	7		3	11
NUCOR STEEL MARION INC.		7	2	2	11
NATIONWIDE MUTUAL INSURANCE COMPANY		11			11
Lowe's Home Centers LLC		7	1	3	11
KOHL'S DEPARTMENT STORES INC.	2	6		3	11
LIMA MEMORIAL HOSPITAL (INC.)		1		10	11
LAUREL HEALTH CARE COMPANY OF				11	11
DEARTH MANAGEMENT INC.		4		7	11
CONSOLIDATED ELECTRIC COOPERATIVE		6	5		11
WSB REHABILITATION SERVICES INC.		1		9	10
ORTHOPEDIC ONE INC.		2		8	10
OHIO REFORMATORY FOR WOMEN		6		4	10
MTC MEDICAL LLC		2		8	10
HONDA ENGINEERING NORTH AMERICA	1		9		10
KASAI NORTH AMERICA INC.		5	4	1	10
CONCERNED CITIZENS AGAINST VIOLENCE		8		2	10
ABSOLUTE REHABILITATION & CONSULTING				10	10

Data from the ODJFS wage match database in November 2021

**CONNECTION**

**Outcomes from 2020-2022**

<b>Strategy/Goal:</b>	<b>Outcome:</b>	<b>Progress:</b>	<b>Measure:</b>	<b>Comments:</b>
<b><i>What did you plan to improve?</i></b>	<b><i>What did you establish as your outcome?</i></b>	<b><i>What progress did you make towards strategy/goal?</i></b>	<b><i>What were measures of progress/success?</i></b>	<b><i>What contextual points are worth noting?</i></b>
Implement mandatory orientation for new students	Improved orientation and improved process for getting new students to participate; developed online option	Good progress; 86% (fall 21) of new students participated either online or in-person	Percentage of students who participated	We are tracking differentiated persistence rates of students who participated and the modality
Improve high school pathways, focus on the value of completing college courses in high school	Expand GPS to additional schools	Good progress; expanded GPS to 4 additional schools	Number of schools that offer a GPS	We are implementing purposeful course-taking at most CCP sites.
Improve conversion rate of general student applicants	Improve the rate; eventually to 50%	Some progress; difficult to discern a trend due to COVID	Conversion rate of applicants to enrolled students	
Improve conversion rate of CCP students	Improve the rate to 25%	Some progress but a drop in fall 21	Rate of CCP HS grads who enroll at MTC in the fall following their HS graduation	





**2022 Improvement Focus Description for Connection:** Improve rates for applicant ->enrolled and former CCP-> enrolled

**Improvement Focus Current Status:** In Process; aligned with Title III grant objectives

<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline</b>
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Improve applicant conversion rate	Fully implement CRM to communicate with applicants	Director of Admissions	Admissions, FA, Advising	Improved rate	Degree to which the rate improves	Monitor the rate each fall term
Improve CCP conversion rate	Directed outreach to CCP students	CCP Director; Admissions Director	CCP, advising, admissions	Improved rate	Degree to which the rate improves	Monitor the rate each fall term

**What additional information do we need?**

N/A

***A few questions to consider about ...***

***FIRST-YEAR ENTRY***

***What are our gateway mathematics and English courses? How do students know which best fits their major?***

MTC's gateway English course is English Composition I. MTC currently offers four gateway math courses; Quantitative Analysis, Statistics, and College Algebra, and Technical Math. Program directors and faculty consult with general education faculty to determine the most appropriate gateway course for each program. The curriculum course sequence pathway lists the gateway course.

***How will we increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?***

MTC's curriculum has been redesigned to include gateway courses in the first half of every academic program. Full- and part-time students are advised to complete the gateway courses early in their program. Advisors strongly encourage students to complete gateway math and English within their first 30 hours.

***What are we doing to reduce the number of stand-alone developmental courses that we offer?***

MTC has reduced the number of stand-alone developmental education courses to three: two in Math and one in Reading. Faculty developed co-req courses for each of the math and English gateway courses. Math courses with embedded co-reqs are planned for a fall 23 implementation; moving away from separate co-req math courses.

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

MTC advisors and admission counselors review each student's academic readiness and "life" circumstances when discussing a completion plan. The plan starts with the degree pathways, the pathway is modified to meet each student's individual situation. MTC uses a system called AVISO to map the completion plan. One goal supported by the recent Title III grant MTC received is to ensure that every student has completed the degree map.

***Do students have options for structured degree pathways and/or meta-majors?***

MTC created structured degree pathways since the College's founding in 1971. Faculty develop a specific course sequence for each certificate and degree program - a term-by-term course sequence that will lead to completion. This sequence is modified as described above for part-time students. Courses in related programs have common courses in the first few terms.

***Are students advised with default pathways to their chosen degree?***

Yes.

***How can we maximize credit accumulation?***

MTC advisors are aware of the national research showing the positive relationship between credit accumulation and completion. Advisors routinely discuss this with students and create a plan that matches each student's personal situation. Approximately 33% of MTC general students were full-time in the fall terms of 2018-2020; this dropped to 24% in the fall 2021 term.

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

MTC's admissions counselors and first-year advisors discuss career choices with undecided students. When appropriate, admissions counselors encourage students to use a career-planning tool to help them identify career interests. MTC has enhanced its Career Services effort, created a Director of Career



Services position in January 2018, and implemented a career services fee in spring 2018 to improve career services. This person works closely with admissions and advising to implement career pathways throughout the student's college career.

Additionally, MTC annually publishes a history of MTC graduates' careers, job placement rates, and estimated annual salaries to help students choose a career path (see Table 6). The College uses Ohio Means Jobs lists of high demand occupations and reports from EMSI Analyst to inform students about job demands.

***How are we advising students who intend to transfer for a bachelor's degree?***

MTC is creating pathways aligned with Ohio Graduation Transfer Pathways (OGTPs) where possible. Students who plan to transfer are advised to take courses that have a guaranteed transfer and/or align with the student's planned transfer institution. Most MTC courses transfer as a part of the OT-36 or TAG system housed in OHDE's CEMS.

MTC was recently selected as one of 15 rural community colleges to participate in a NCII pathways project designed to improve college pathways starting in high school, continuing through a community college, and including a four-year college depending on the area of study.

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

Engaging students in the MTC college community is a challenge because many MTC students are early college students or working adults who are juggling family and career obligations in addition to college coursework. MTC sponsors two college-wide student organizations: The National Society of Leadership and Success and Phi Theta Kappa (PTK), an academic honor society for students at associate degree institutions. MTC also offers a Student Ambassador Program, tutoring opportunities for students, and a variety of events such as job fairs and health fairs throughout the year. Other activities designed to engage students are community service projects embedded in academic courses, cultural awareness programs, and general student activities such as intramural sports and welcome back events. MTC also engages in Title IX programming such as Bystander intervention, Take Back the Night, It's on Us, and the Red Flag Campaign.

In 2019, MTC implemented a way for students to petition to begin a sponsored organization related to a specific program area. So far, the Engineering students have successfully formed an organization; other program areas, namely Business and Information Technology, are in the process of forming clubs. Health programs also have student organizations in place. In the fall 2019 term, MTC added a state-of-the-art e-sports arena to further engage students.

MTC's PTK group has won several regional and national awards. An MTC student was recently selected as an PTK International Officer.

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

MTC publishes the cost of attendance clearly on the MTC Website <https://www.mtc.edu/tuition-and-fees/>. Financial planning is discussed during advising appointments. MTC's Cohort Default rate has improved consistently over the past three years and is now at 10.5%. This compares favorably to the national rates for two-year and four-year colleges.

***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?***

MTC offers an early course registration for students who have accumulated credits; the more credits, the earlier a student can register. MTC also offers a flat tuition rate for 13-18 credit hours, effectively lowering the tuition rate by 27.8% per credit hour. The primary barrier to MTC students completing 12 hours per term is a student's life circumstances. From 2018-2020, between 33% and 36% of MTC fall-term general students attend full-time; the percentage dropped to 24% for fall 2021. Many adult students must continue employment while attending college; the limits the number of classes they can take each term.

***How do we help students who are underprepared for their course of study?***

Underprepared students are identified through placement testing and initial interviews with admission counselors and advisors. MTC is redesigned its advising processes to provide improved services to students who place into developmental education classes or who are otherwise identified as potentially benefitting from an intensive advising experience. In spring 2018 MTC implemented a Predictive Analytics software system from AVISO. This system uses a combination of historical course completion rates and student demographics to rate each student based on the specific courses for which they have registered and assigns a red-yellow-green indicator that serves as a guide for advisors, who can reach out early when students need assistance.

***How do we address the differences in learning styles? How do we address students with special needs? (students with disabilities, seniors, commuters, parents)***

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

MTC hired a full-time Director of Disability Services in fall 2018. The Director works with students who have disabilities to provide reasonable accommodations and will communicate with faculty to ensure a common understanding of these students' abilities. Each syllabus includes a statement informing students how to access disability services and the Director of Advising reminds faculty and new students about the policy and the services available at the beginning of each term. Although MTC's campus is for the most part handicapped-accessible, MTC recently completed an ADA facilities audit to determine what improvements can be made to improve access for students with disabilities.

MTC offers two options for senior citizens who want to continue learning. The 60 Plus program enables senior citizens to audit College classes at no cost. The Learning Enrichment Institute, moved to the Marion Public Library in 2019, offers short-term courses such as Photography and Art for a nominal fee to adults aged 50 and over.

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

***How do we connect students with social services to address food and housing insecurity, transportation or childcare needs?***

In 2019 MTC opened a Connections Center for students. MTC improved the Connection Center in 2020 and 2021 through the Title III grant and a grant received from the Marion Rotary Club. The center is



staffed several hours each week by a Student Resource Navigator (SRN), a shared resource person experienced in the range of services provided by agencies in the Marion Community. The SRN connects students with available community resources such as Jobs and Family Services, Marion Matters, and Goodwill. The Marion Campus (MTC and Ohio State Marion) opened a food bank in 2018, and this expanded in 2020-21 to include a food bank at the Connections Center in MTC's Bryson Hall. In 2019, MTC worked with Goodwill to implement a clothing voucher program for MTC students. In 2019 MTC also worked with Wyandot Snack Foods to provide no-cost snacks to MTC students. The Connection Center will continue to grow to help MTC meet student needs outside of the classroom.

Marion has a public transportation system, but hours are limited and generally do not meet MTC student needs. Childcare continues to be a challenge for MTC students and employees; community resources are limited and expensive.

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

<b><i>Outcomes from 2020-2022 Strategy/Goal:</i></b>	<b><i>Outcome:</i></b>	<b><i>Progress:</i></b>	<b><i>Measure:</i></b>	<b><i>Comments:</i></b>
<b><i>What did you plan to improve?</i></b>	<b><i>What did you establish as your outcome?</i></b>	<b><i>What progress did you make towards strategy/goal?</i></b>	<b><i>What were measures of progress/success?</i></b>	<b><i>What contextual points are worth noting?</i></b>
Redesign physical space for student services	Successful redesign	Plans were put on hold for 12 months; are in process as of today		We received controlling board approval on 5/9/22. Rising construction costs caused us to scale back plans.
Update Degree plans	Incorporate gateway math, English in first 30 hours of every degree	Plans have been updated	Plans include math, English in first 30 hours.	Nearly every plan has accomplished this; some health programs had accreditation requirements that caused some challenges
Enhance MTC Connections Center	Improved Connections Center	The Connections Center is staffed; food pantry has been added, and we are tracking the utilization and success of students who use the service	Primary measure is the number of students who use the service and their ultimate persistence and degree attainment	We secured a corporate sponsor to help offset operating costs.

**2022 Improvement Focus Description:** Continue to improve the percentage of students who complete gateway math, English in first 30 hours.

**Improvement Focus Current Status:** We are continuing to track gateway math and English completion in the first 30 hours; we have system in place to track this.

<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline</b>
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Improve student completion of gateway math, English in first 30 hours.	We will continue current efforts to encourage students to complete gateway courses. This might involve some internal “marketing” to students about the positive impact on persistence and completion	Exec Director of Student Success and Engagement	Academic deans, faculty, directors; advising staff, marketing	An increased percentage of students complete the gateway courses in the first 30 hours	Track the percentage	This is not an easy metric to determine. Transfer students and CCP students often complete Gateway courses before entering MTC.

**How can we assist our student services staff members to feel competent and engaged with the strategies?**

1. Provide data (local, state, national) showing the improved student success rate for students who complete gateway math and English in the first 30 hours.
2. Insure program directors understand the importance of this initiative.
3. Insure students understand the rationale for completing gateway courses (especially math) in the first 30 hours.

***A few questions to consider about ...***

***STUDENT PROGRESS***

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

Helping students stay on track begins when a student applies to MTC. The student information system and new CRM monitors which documents students need to submit, and admission staff communicate routinely with prospective students. The monitoring includes whether a student has completed a FAFSA, and if a student who has completed a FAFSA has also completed an application.

Each student enrolling at MTC selects a degree or certificate completion plan called a PDC (Program-Degree-Curriculum). The MTC system is set up so that each student knows the specific courses needed to graduate or meet the student's academic goal. The course sequence is outlined by term, and the PowerCampus and AVISO systems automatically track student progress towards fulfilling the degree requirements. Additionally, every new student is assigned to a full-time advisor. Students in health programs transition to a faculty advisor when they are accepted to the program.

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

AVISO is MTC's platform for tracking the progress students make toward degree completion, which aligns with the pathways initiative. The AVISO system sends automated alerts to the student and the student's advisor when the student's performance falls below an established threshold or if the student not following the academic plan created by the student and the student's advisor.

MTC also collects and analyzes course completion and student persistence data and requires advisors to stay in close contact with advisees. MTC is currently exploring the development of measures that can inform student progress in addition to the attendance, registration, and off-plan alerts currently in place. In fall 2017, MTC piloted the AVISO predictive analytics system, which provides advisors a green-yellow-red rating for the likelihood a student will successfully complete the coursework in a given semester. The predictive analytics system was implemented college-wide in summer and fall 2018.

***How do we engage students with meaningful workforce connections and experiences?***

Most of MTC's technical degree programs include an internship or co-op component as an integrated part of the program of study. Each of MTC's program faculty teams meet twice per year with a program advisory committee, whose members consist of representatives from area business and industry. The advisory committee input and the co-op/internship requirements ensure that the curriculum is meeting the needs of local businesses and that students develop workforce connections. MTC faculty accompany students to major area employers such as Whirlpool and Honda. MTC sponsors an annual career fair, and several area employers provide occasional guest lecturers for MTC class sessions. In addition, many courses include a community service component. An experiential learning coordinator was added in 2021, funded by a Title III grant; this person will help MTC faculty find additional ways to engage with the local workforce. Workforce engagement is also integrated into two other grants MTC recently received: an NSF Engineering grant related to SMART manufacturing/Industry 4.0 and a STEMP3 grant to



improve connections among MTC, area high schools, and area manufacturers.

***How transparent and accessible are our programs of study?***

MTC's programs of study are prominently published on the College website. The course sequence is listed by term, and each academic program's web page includes easy-to-find information about employment of MTC graduates, earnings, and labor market projected employment. Students can monitor their progress through the College's automated degree-audit system MyInfo or AVISO and can create a customized pathway toward degree completion in AVISO if their plan does not follow the standard two-year timeframe.

***Why do our students fall behind or leave? How do we know?***

MTC has deployed various surveys and attempted personal follow-ups to determine why students fall behind or leave prior to completing their certificate or degree. Most reasons are similar to typical reasons community college students do not complete: poor grades, lack of finances, changes or pressures at work, and home situations that make it difficult to stay enrolled.

***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?***

MTC encourages students to stay on track; at the same time MTC advisors recognize it might not be possible for some students. Students who stop out are encouraged to re-enroll when their circumstances change. In 2018, MTC implemented a scholarship program called "Get to Next." This program provides a fully paid tuition and fees last-dollar scholarship for students who complete 30 hours in their first year and meet other requirements. This concept – providing degree-completion funds for students who have been successful in their first year – has received some national attention as a scholarship model. At this point, MTC is not able to fund every student who qualifies; raising additional scholarship dollars for this initiative is a priority.

In 2020, MTC received its first Choose Ohio First (COF) scholarship funds from the Ohio Department of Higher Education. MTC received subsequent COF awards in 2021 and 2022. The MTC Foundation has also improved the number of endowed funds that provide scholarships

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

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

In May 2022, MTC is beginning construction of a One-Stop student service center that will consolidate often-used student services into a single area near the entrance to Bryson Hall. Employees in the One-Stop will have primary roles such as Financial Aid, Admissions, Student Accounts but will be cross-trained to answer basic question in all areas. The Student Success and Engagement Department / Advising will be in adjacent offices when the construction is complete.



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

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

For non-limited enrollment programs such as Engineering, Business Management or Arts & Sciences, program faculty use recommended placement test scores where applicable. Multiple measures, including high school GPA and recent work skills, are also used to determine a student's preparation. Admissions counselors, first-year advisors, and faculty advisors also discuss the general requirements and rigor of a program when a student is considering a program of study.

***How does our institution support student learning?***

MTC supports student learning through course design, routine assessment, and consistent interaction between students and advisors. Faculty are asked to inform students about tutoring and other services available for students in need of additional support. As a part of the Math redesign project, the College implemented additional support for students in all levels of Math courses in fall 2017. The Title III grant, awarded in late September 2020, is providing additional funds to help MTC support student learning through improved faculty development. In spring 2021, five MTC faculty completed an eight-month long ACUE professional development series. Twenty MTC faculty and adjuncts are completing the ACUE training in May 2022. The focus of the ACUE training is on classroom engagement and pedagogy.

MTC's current improvement focus for improving student progress out of the classroom has not changed substantially since 2020. Major components of the plan to support student progress are to enhance advising, career counseling, early warning, and intervention processes:

- Continue to improve advising processes.
- Use technology (AVISO) to supplement advising to inform advisors which students need assistance.
- Monitor course completion rates using a variety of factors (course level, length, format, location, student demographics, etc.) and make changes where warranted.
- Add additional student alerts (early warning system) and evaluate course designs to ensure students understand their progress in a course.
- Admission, Advising, and Career Service collaboration to assist with career counseling and creating a pathway to career success.
- Deploy meaningful early warning indicators for at-risk students.
- Increased emphasis on completing gateway math and English in the first 30 credit hours.
- Increased emphasis on guided pathways.

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

A student evaluation of teaching survey is automatically administered at the end of each course. Academic department administrators review the results with faculty and make improvements where warranted. MTC administrators also use the results from the Ruffalo Noel-Levitz surveys to understand student learning and support needs. The NL Student Satisfaction Survey was scheduled to be

administered in spring 2020, but COVID caused a delay until fall 2020; MTC will administer the survey again in fall or spring 2022. The most recent results are shown in Table 8 and indicate MTC is doing well in most categories. MTC's 2020 survey results showed MTC was ahead (statistically significant at the .001 level) of its peer group of Midwest Community College on every major scale:

**Table 8: Student Satisfaction Scores: Noel Levitz SSI**

(7 point scale)

Primary Category	2012	2014	2018	2020
Academic Advising and Counseling Effectiveness	5.81	5.96	6.12	6.25
Admissions and Financial Aid Effectiveness	5.74	5.85	5.89	6.24
Campus Climate	6.01	6.07	6.15	6.40
Campus Services	6.01	6.04	6.13	6.40
Instructional Effectiveness	5.94	5.99	6.01	6.24
Registration Effectiveness	5.88	6.01	6.07	6.29
Safety and Security	5.82	6.44	6.03	6.45
Student Centeredness	5.85	5.96	6.07	6.30

MTC also deployed a Trellis survey in fall 2021 to analyze student needs. This survey was deployed during the COVID-19 pandemic when mask mandates and other restrictions were in place at the College. 127 students responded to the survey invitation. MTC received the results in February 2022. Key findings are listed below by major categories:

### Perceptions of Institutional Support

- Students had mixed feelings about how supported they felt by their institution.
- Almost a third of respondents (30 percent) believed their school was aware of their financial challenges, but a larger percentage (39 percent) disagreed or strongly disagreed that their school was aware. (Q3)
- More than two in five respondents (41 percent) reported that the faculty understood their financial situation, and fewer (26 percent) did not agree with that statement. (Q4)
- Students also had mixed feelings about how much their school works to make things more affordable. (Q6-10)
- More than two-thirds of respondents (69 percent) agreed or strongly agreed that Marion Technical College made tuition more affordable.
- While nearly half of respondents (49 percent) believed their school made textbooks more affordable, 30 percent disagreed or strongly disagreed with that statement.

### Paying for College

- While many students use savings or income to pay for college, it rarely is enough; few students today “pay their way through college.” (Q24-32)
  - Over half of respondents (62 percent) used their personal savings to pay for college, and more than two-thirds (68 percent) reported using current employment as a resource. However, only six percent paid for college solely with their savings and current employment.

- When self-help, family support, and grant assistance prove insufficient, students turned to various forms of credit. (Q24-32)
  - Student loans helped support nearly half of the students (42 percent) attending Marion Technical College. These loans typically come with government consumer protections not found with credit cards

### **Student Loan Debt, Credit Card Use, and Risky Borrowing**

- Few borrowers believed their student loans will eventually be forgiven.
  - Zero percent of student loan borrowers were confident or very confident that some or all of their loans will be forgiven at some point. (Q79)
- Many students who used credit cards did not pay off their balance each month.
  - While most respondents who used a credit card in the past year reported paying their bill on time (85 percent), only 42 percent agreed or strongly agreed that they fully pay off their balance each month, accruing interest at potentially high rates. (Q66-67)
- While some students felt their total debt was manageable, some disagreed with that statement.
  - Half of students (50 percent) agreed or strongly agreed that their total debt is manageable, but 19 percent disagreed or strongly disagreed. (Q78)

### **Financial Security**

- While most students said they were open to seeking help with financial decisions, many had not spoken with a college official. Of those who had, many sought help from college officials who were not experts in financial aid.
  - More than half of students (55 percent) said that they would seek financial support services like financial coaching if offered by their institution. (Q5)
  - More than one-third (35 percent) of students had not spoken with anyone at their institution about their financial struggles. When they did speak with someone, they were most likely to speak with financial aid advisors. However, many sought financial advice from officials who were not experts in financial aid. (Q11-15)
- Many students reported struggling financially while enrolled.
  - Nearly three-quarters of respondents (71 percent) said they had experienced financial difficulties or challenges while in college. (Q1)
  - More than half of respondents (56 percent) said they would have trouble getting \$500 in cash or credit to meet an unexpected need in the next month, and 12 percent said they would not be able to get that amount of money in that timeframe. (Q41-42)
- Many students expressed confidence in their financial knowledge.
  - More than three-quarters of students (79 percent) agreed or strongly agreed that they know how to keep from spending too much. (Q52)
  - Nearly two-thirds (64 percent) of students agreed or strongly agreed that they know where to find the advice they need to make decisions involving money. (Q53)

### **Basic Needs Security**

- Respondents showed concerning levels of food insecurity. (Q84-89)
  - Alarming, more than one-third (37 percent) of respondents at Marion Technical College showed signs of either low food security or very low food security.

- Concerns related to food affordability and sufficiency were common. Nearly half (46 percent) indicated they couldn't afford to eat balanced meals, while 25 percent ate less than they felt they should.
- Students struggled with housing-related challenges. (Q93-98, Q99-108)
  - Nearly half of students (46 percent) showed signs of being housing insecure, a condition that can significantly impact their academic abilities, overall wellbeing, and health.
  - More than one in ten respondents (13 percent) experienced homelessness in the prior 12 months or since starting at the institution.
  - The most common expression of homelessness occurred when students temporarily stayed with a relative or friend, or couch surfed while looking for housing.
- Many students at Marion Technical College reported experiencing basic needs insecurity.
  - More than half of respondents (56 percent) experienced one or more basic needs insecurities – food insecurity or housing insecurity or homelessness.
  - Eight percent of respondents faced food insecurity and housing insecurity and homelessness.

### **Mental Health Challenges**

- Many respondents displayed signs of major depressive disorder. (Q80-81)
  - One third of respondents (33 percent) indicated that they were likely experiencing a major depressive disorder.
- Generalized anxiety disorder was also common among students. (Q82-83)
  - Through their responses to a set of questions, more than two in five respondents (43 percent) indicated they were likely experiencing generalized anxiety disorder.

The results from the Trellis survey were not surprising. Females, full-time students, and older students were slightly overrepresented in the responses. MTC has implemented some programs to assist with the needs expressed in the results and is in the process of thoroughly analyzing the responses to determine what other supports can be implemented.

### **PROGRESS**

#### ***Outcomes from 2020-2022***

<b><i>Strategy/Goal:</i></b>	<b><i>Outcome:</i></b>	<b><i>Progress:</i></b>	<b><i>Measure:</i></b>	<b><i>Comments:</i></b>
<b><i>What did you plan to improve?</i></b>	<b><i>What did you establish as your outcome?</i></b>	<b><i>What progress did you make towards strategy/goal?</i></b>	<b><i>What were measures of progress/success?</i></b>	<b><i>What contextual points are worth noting?</i></b>
Improve use of AVISO	Improved percentage of students with academic plans in AVISO	We have improved the percentage	Percentage of students on plan	Aligned with a goal in our Title III proposal

<b>Strategy/Goal:</b>	<b>Outcome:</b>	<b>Progress:</b>	<b>Measure:</b>	<b>Comments:</b>
<b>What did you plan to improve?</b>	<b>What did you establish as your outcome?</b>	<b>What progress did you make towards strategy/goal?</b>	<b>What were measures of progress/success?</b>	<b>What contextual points are worth noting?</b>
Improve Experiential learning	Hire experiential learning coordinator	Coordinator was hired		Next step is to improve the number of experiential learning opportunities

**2022 Improvement Focus Description:** Improve student persistence through a variety of strategies

**Improvement Focus Current Status:** In process; aligned with Strategic Plan and Title III goals

<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline</b>
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Improve student persistence	We have several strategies in place for this – aligned with strategic plan and Title III goals	Multiple departments are involved in this initiative. We have a good understanding of students needs and have designed supports to meet the needs.		Improved persistence rate	Persistence rate	Immediate

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

Staff are generally engaged with the improve persistence strategy since it is aligned with MTC's strategic plan and Title III goals. MTC faculty and department deans and SRC/First-Year Advisor meetings routinely discuss student success strategies during department meetings. MTC is beginning an intensive student success discussion in other support departments. MTC's strategy is to ask employees in each department to actively consider how they impact student success and how the department can measure its effectiveness at improving student success at the College. The College is organizing to provide actionable data and reports to departments and is in the process of creating a format each academic



support department can use to track its progress on a continuing basis. Faculty advisors are provided with advisee lists and the subsequent term enrollment status of students who are not graduating so they can follow up personally with students where needed.

### **A few questions to consider about ...**

#### **STUDENT COMPLETION**

##### ***Do students have the opportunity to earn meaningful embedded certificates along the way to an associate degree?***

MTC students can earn meaningful embedded certificates in several business programs, IT, Engineering, and Criminal Justice.

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

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

- Increased emphasis on completing gateway math and English in first 30 credit hours.
- Planning to implement additional 8-week sections of courses.
- Increase focus on guided pathways.
- Awarding certificates when earned to give students a sense of accomplishment when they reach the halfway point.
- Every online course section is reviewed by the Instructional Designer and scored using a rubric. Faculty are given specific suggestions to improve student engagement and enhance the delivery of online courses.
- Minimizing pre-reqs; updating co-reqs and embedded co-reqs.
- Each degree-seeking student chooses a major that includes a specific term-by-term listing of courses needed to complete the credential. Part-time students work with advisors to design a pathway for attaining a degree that matches the planned enrollment pattern.

##### ***Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?***

MTC automatically awards certificates; those certificates are aligned to degrees.

##### ***How do we assist students with college to career transition?***

The college to career transition begins with the admission appointment, where admission counselors discuss career plans and how careers align to MTC programs with prospective students. After a student selects a program, an appropriate advisor is assigned, and the advisor and student engage in continuing discussions. MTC programs include an internship or co-operative work experience that gives students the opportunity to gain real-world experience in a career. MTC maintains a no-cost job posting site, [College Central Network](#), that enables employers to post open positions and enables job-seekers to post resumes. MTC's Director of Career Services and co-op and internship coordinators review student resumes and offer suggestions for improvement. MTC's career services office sponsors an annual job fair and visits classes upon request.

***How do we assist students who will be transferring to universities to complete bachelor's programs? Do we understand their success once they've transferred?***

MTC has designated a transfer advisor to assist students who plan to transfer to a four-year college after graduating. MTC's IR office uses the National Student Clearinghouse to identify top transfer partners, and academic program directors create 3+2 or 3+1 transfer agreements with university partners. There is room for improvement in this area; this will be a part of MTC's guided pathways work with NCII.

***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?***

MTC offers a substantial tuition discount for students who enroll in 13+ credit hours per term; the tuition rate is flat for 13-18 credit hours.

***Do our registration and withdrawal policies support completion?***

MTC academic deans and advisors updated MTC's late registration policy in 2017-18. Academic deans and directors adopted additional changes to the course withdrawal policy in the 2018-19 academic year. Students who want to withdraw are asked to consult with their advisor and financial aid before making a final decision. Students are also informed of options such as a grade of Incomplete at the end of a term; this allows extra time past the end of the term for a student who is on track to pass a course.

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

Most degree programs include a capstone course in which students synthesize the program learning outcomes from prior coursework. Assessments in capstone courses are holistic and inform program faculty about the degree to which students have achieved program-learning objectives. In addition, many programs require students to pass an external certification exam to be employed in the career. When possible, the appropriate academic department dean/director tracks the results of student performance on external certification exams and uses the results to improve student learning and course design. MTC co-op, clinical site, and internship coordinators routinely survey employers during the term to assess student performance; this feedback is communicated with academic department administrators and faculty.

**COMPLETION**

***Outcomes from 2020-2022***

<b><i>Strategy/Goal:</i></b>	<b><i>Outcome:</i></b>	<b><i>Progress:</i></b>	<b><i>Measure:</i></b>	<b><i>Comments:</i></b>
<b><i>What did you plan to improve?</i></b>	<b><i>What did you establish as your outcome?</i></b>	<b><i>What progress did you make towards strategy/goal?</i></b>	<b><i>What were measures of progress/success?</i></b>	<b><i>What contextual points are worth noting?</i></b>
Completion rate – all students	Action steps are outlined in the Title III grant and other areas of this document	It is difficult to measure this due to the potential impact of COVID. Our completion rate is holding steady; still a gap in different student subgroups	We measure this in several ways: IPEDS (cohort based) and degree/100 FTE are primary measures	We are developing ways to better measure this metric. IPEDS is one method but is not reflective of our student body or attendance patterns.
Completion rate – student subgroups				



**2022 Improvement Focus Description:** Carry forward from last plan

**Improvement Focus Current Status:** Some progress but this is an ongoing goal.

<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline</b>
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Completion rate – all students	We will continue current initiatives, supplemented by the NCII Rural Community College Guided Pathways project			Improvement in degree completers and a narrowing of the gap for population subgroups		Immediate
Completion rate – student subgroups						

### ***What are our next steps?***

Next steps for this project are to continue current work, updated by what we learn from the NCII project. We can improve data communication about current trends to inform improvements.

### ***A few questions to consider about***

#### **OTHER ASPECTS OF COMPLETION SUCCESS**

#### ***What does the disaggregated data tell us about completion rates for different populations?***

MTC has analyzed completion data for courses by different student characteristics. Analyses have been created for minority students, developmental education course completion, online course completion, 25 and over, and other combinations of several factors. Our results show the differences between students with no risk factors and students with a single risk factor are minimal; however, students who have multiple risk factors (Pell eligible, minority, placed into 2 or more developmental education or co-reqs) complete courses at approximately a 20% lower rate than students who have no risk factors.

Using AVISO's predictive analytics is enabling MTC advisors to improve understanding of the risk factors beyond obvious demographics such as age, Pell status, and ethnicity. AVISO uses student demographics, the historical pass rate on a course, and other factors to provide a single risk-factor rating of green-yellow-red to help advisors know which students to monitor closely.

#### ***How do we reshape our institution to build sustainable models of successful programs?***

MTC has the major components in place to improve student success. The Connection Center is helping students access community services. Disability Services has improved substantially in the past few years. The advising model has improved to a more holistic coaching model. Faculty are improving classroom teaching with the





strategies learned in the ACUE course. If MTC is able to return to a more normal environment in the next couple years, we will be able to evaluate the success of these initiatives and continue to improve as indicated by results.

***How do we select and cultivate external linkages?***

MTC will continue to develop and improve external linkages through connections at the local, regional, state, and national levels. Local industry partners are a critical component of MTC's ability to fulfill the College's mission, and broader partnerships help inform new programs, course offerings, and student supports.

***Are our courses and program streams offered in student-friendly ways?***

MTC offers courses in a variety of formats:

- Traditional: in-person 16-week course that meet twice per week
- Blended: students meet in person once per week, complete work online
- Online synchronous; online asynchronous
- 8-week sessions
- One-night-per week for adult students in Business Management
- Other formats for cohort-based health programs

Program directors continue to review course formats for improvements. COVID has caused faculty to become much more adept at offering online synchronous courses and embracing technology-facilitated course delivery methods. We are in the beginning stages of a plan to offer a much higher proportion of class sections in an 8-week format; results so far indicate this will help improve student success.

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

***How does our college manage process improvement?***

MTC was an active participant in the ODHE Strong Start to Finish Initiative and MDRC's Encouraging Additional Summer Enrollment (EASE) project. MTC is currently participating in the OACC Student Success Leadership Institute, the Chair Academy, and other state and national initiatives. MTC was 1 of 15 community colleges nationwide selected in April 2022 to participate in the NCII's Rural Community College Guided Pathway initiative. Employees from across the College participate in these projects.

MTC provides professional development funds for opportunities that align with MTC's Vision and Mission:

**Vision:** A highly-educated workforce elevates the quality of life and contributes to a thriving community.

**Mission:** To provide the region's most accessible, supportive, and personal pathway to career success.

**Core Values:**

Innovation – Improve continuously through learning, teaching, technology, and training.

Diversity – Provide pathways to success for all in a wide range of fields.

Integrity – Earn trust by doing what we say we will do.

Community – Shape better places to learn, live, work, and grow.

People – Commit to the success of each person we teach, engage, and employ.



The strategic planning and mission development processes involves a wide cross-section of MTC employees and helped MTC engage employees to support student success. MTC has provided professional development opportunities, such as attendance at national and state conferences to further employee engagement.

***What else can we do?***

The Title III grant that started in October 2020 is partially providing the resources MTC needs to improve student success. The College is focused on implementing the strategies outlined in the grant. MTC was awarded an NSF grant to implement a Smart Manufacturing Program, which is launching in fall 2022. MTC received a TRIO student success grant in October 2021 to provide funding for engaging disadvantaged area high school students and is applying for a TRIO Upward Bound Math Science grant. MTC is also making plans apply for a variety of additional grants (DOL, NSF, ODHE) that, if awarded, will help us further our student success initiatives.

***OTHER***

***Outcomes from 2020-2022***

<b><i>Strategy/Goal:</i></b>	<b><i>Outcome:</i></b>	<b><i>Progress:</i></b>	<b><i>Measure:</i></b>	<b><i>Comments:</i></b>
<b><i>What did you plan to improve?</i></b>	<b><i>What did you establish as your outcome?</i></b>	<b><i>What progress did you make towards strategy/goal?</i></b>	<b><i>What were measures of progress/success?</i></b>	<b><i>What contextual points are worth noting?</i></b>
Implement Title III & NSF grants	Implement Title III grant	Grant is nearly implemented according to the grant timeline	Listed in the Title III grant	
Marion Tech Downtown	Open Downtown Center	Center is opened & staffed		
Funding	Secure external funding to purchase downtown building	Applied for funding from multiple sources but no funding received		
Renovations	Complete Bryson Hall Renovations	Project was delayed due to state funding delays/COVID; project was approved by controlling board on May 9 and will start May 16.		

***2022 Improvement Focus Description:*** Continue to seek grant funding

***Improvement Focus Current Status:*** In process; several grant applications are planned or submitted

<b><i>Focus:</i></b>	<b><i>Strategy:</i></b>	<b><i>Personnel:</i></b>	<b><i>Others:</i></b>	<b><i>Outcome:</i></b>	<b><i>Measure:</i></b>	<b><i>Timeline</i></b>
<b><i>Improvement Objective (College Strategy/Intervention Objectives)</i></b>	<b><i>What will we do differently? What are the action steps for intervention?</i></b>	<b><i>Who will be responsible (title)?</i></b>	<b><i>Who will need to support /bolster the change and how (titles)?</i></b>	<b><i>What will be our outcome indicator of success?</i></b>	<b><i>How will we measure success?</i></b>	<b><i>What is our timetable?</i></b>
Secure additional grant funding	Seek out and apply for grants	Chief Strategy Officer	President, all VPs, directors	Additional grant funds secured	Amount of funds	Immediate
Create programs aligned with the expected demand the Intel project will create. This will include jobs at Intel, jobs for Intel's suppliers, and vacancies created if current workers leave existing positions to work at Intel	Nothing different – just keep in tune to the Intel project	President, CAO, Engineering Director		Programs, courses will be developed that meet industry needs	Local employment demands are partially met with MTC students and/or graduates	1-5 years

***What are our next steps?***

Next steps for these focus areas are to continue current progress.



## WORKFORCE

Legislative language (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.”

As resources, please refer to the Governor’s Office of Workforce Transformation’s In-Demand Jobs List: <https://topjobs.ohio.gov/wps/portal/gov/indemand/list> and [http://omj.ohio.gov/OMJResources/MasterList\\_Education.stm](http://omj.ohio.gov/OMJResources/MasterList_Education.stm) and the eleven JobsOhio key industries (listed at <http://jobs-ohio.com>).

JobsOhio industry clusters and labor market information for each occupation: <http://omj.ohio.gov/OmjResources/OccupationsByIndustry.stm>. Six JobsOhio regions: <http://jobs-ohio.com/network/>.

The eleven key industries are:

1. Advanced Manufacturing
2. Aerospace and Aviation
3. Automotive
4. Autonomous Mobility
5. Energy and Chemicals
6. Financial Services
7. Food and Agribusiness
8. Healthcare
9. Logistics and Distribution
10. Military and Federal
11. Technology

These information links as well as the Workforce Tools located on <https://workforcedatatools.chrr.ohio-state.edu/> assist higher education institutions with the identification of the emerging and growing occupations in an effort to coordinate degree and certificate offerings in their region.

### ***A few questions to consider about WORKFORCE***

#### ***Based on our College service area, which of the 6 JobsOhio regions do we serve?***

MTC serves the northern part of the Columbus JobsOhio region and the southern part of the Northwest JobsOhio region.

<b>JobsOhio Key Industries Addressed in MTC’s Current Curriculum and Programming</b>	
<b>JobsOhio Key Industry</b>	<b>MTC Degree / Certificate Program(s)</b>
Financial Services	Accounting, Business Management
Healthcare	Medical Assisting, Medical Lab Technology, Health Information Technology, Nursing, Radiography,
Logistics and Distribution	Business Management
Automotive	Engineering
Agriculture	Business Management – Agriculture
Advanced Manufacturing	Engineering
Technology	Networking, Software Development, Office Information, Cyber Technology



JobsOhio Key Industries Addressed in MTC's Current Curriculum and Programming	
JobsOhio Key Industry	MTC Degree / Certificate Program(s)
Real Estate (not on the JobsOhio List but important in MTC's region)	Business management / Real Estate

***How have we linked our curriculum and programming to the OhioMeans Jobs In-Demand Jobs list? and other labor market information for each occupation?***

MTC deans, directors, and faculty routinely analyze Labor Market Information as a part of MTC's program review process. Students are encouraged to explore this when choosing a major and faculty and program advisory committees consider Ohio labor market data when implementing changes to courses and programs. One challenge MTC academic department deans and directors face is a lack of labor market information specific to the college service area. MTC does not fall into one of the standard MSA's, and the Ohio LMI data regions are often too broad for a meaningful analysis and action. MTC uses JobsOhio and EMSI to link curriculum to the MTC market area's labor market. MTC connects with local employers through advisory committees, membership on local boards such as Marion's Economic Development Agency, CANDO!, the Chamber of Commerce, through co-op and internship partnerships, connections with former students, and through the MTC website.

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

The following table illustrates the job demands for occupations that align with MTC's programs. Occupations such as custodians, retail cashiers/fast food, assemblers, and truck drivers are not included in the list. The list is derived from EMSI, using Marion, Morrow, Wyandot, Hardin, Union, and Crawford counties as the region.

Description	2021 Jobs	2026 Jobs	Avg. Annual Openings	Median Annual Earnings
Registered Nurses	1,773	1,860	122	\$65,809.21
General and Operations Managers	1,082	1,189	114	\$91,268.78
First-Line Supervisors of Retail Sales Workers	903	944	106	\$38,009.90
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	944	929	102	\$34,463.57
First-Line Supervisors of Production and Operating Workers	861	903	94	\$61,738.70
Bookkeeping, Accounting, and Auditing Clerks	882	899	103	\$38,630.36
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	802	852	90	\$60,554.32
Project Management Specialists and Business Operations Specialists, All Other	657	697	57	\$67,937.20
Security Guards	443	681	120	\$31,171.07

Description	2021 Jobs	2026 Jobs	Avg. Annual Openings	Median Annual Earnings
First-Line Supervisors of Office and Administrative Support Workers	655	671	70	\$51,861.68
Accountants and Auditors	636	671	64	\$67,130.05
Industrial Machinery Mechanics	520	576	58	\$55,781.38
Medical Secretaries and Administrative Assistants	519	537	61	\$32,313.25
Police and Sheriffs Patrol Officers	493	524	46	\$58,772.27
Machinists	470	518	62	\$41,769.44
Software Developers and Software Quality Assurance Analysts and Testers	452	501	44	\$99,060.86
Medical Assistants	451	480	60	\$33,021.35
Human Resources Specialists	457	454	45	\$54,777.05
First-Line Supervisors of Mechanics, Installers, and Repairers	358	380	37	\$65,347.59
Production, Planning, and Expediting Clerks	354	372	41	\$52,139.60
Mechanical Engineers	354	361	23	\$82,691.47
Correctional Officers and Jailers	358	315	32	\$46,023.24
Computer Numerically Controlled Tool Operators	280	300	37	\$43,385.97
Medical and Health Services Managers	266	300	28	\$90,882.54
Industrial Production Managers	275	289	22	\$103,444.48
Clinical Laboratory Technologists and Technicians	229	251	21	\$57,105.53
Computer User Support Specialists	236	242	19	\$47,335.55
Social and Human Service Assistants	221	231	28	\$33,028.70

***How do we connect our students needing employment with our employers needing an educated workforce?***

Each of MTC's technical programs requires an internship, clinical, or co-op experience prior to graduation. This experience will be further enhanced when the new experiential learning position (funded by the Title III grant) is implemented in FY22. MTC students are connected to employers through these experiences. MTC also uses the College Central Network to help match employer needs with students close to graduation.

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

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

of a new course.

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

MTC's non-credit offerings are currently created in response to a specific identified need by a local business/industry. MTC does not currently offer "open-enrollment" non-credit programs open to the public except for The Forge Entrepreneurship program. Non-credit training is aligned with the programs MTC offers – the most popular non-credit training is in Engineering Technology, Leadership, and Business Management. The Marion Tech Downtown location will provide opportunities for MTC to explore open-enrollment non-credit training that can lead to enrollment in for-credit programs.

**WORKFORCE**

**Outcomes from 2020-2022**

<b><i>Strategy/Goal:</i></b>	<b><i>Outcome:</i></b>	<b><i>Progress:</i></b>	<b><i>Measure:</i></b>	<b><i>Comments:</i></b>
<b><i>What did you plan to improve?</i></b>	<b><i>What did you establish as your outcome?</i></b>	<b><i>What progress did you make towards strategy/goal?</i></b>	<b><i>What were measures of progress/success?</i></b>	<b><i>What contextual points are worth noting?</i></b>
Open enroll non-credit training	Enrollment in courses / subsequent enrollment in for-credit courses	We are still considering this option; delayed due to COVID.		
America's Workforce Development Capital (AWD)	AWD Web site created, inventory of workforce training opportunities catalogued	We created the America's Workforce Development Capital website	<a href="https://americaswdc.com/">https://americaswdc.com/</a>	This was a grant funded project designed to showcase the workforce training assets available in Marion

***Improvement Focus Description:*** Develop programs related to the Intel site; sustain the AWD project

***Improvement Focus Current Status:*** In progress

<b><i>Focus:</i></b>	<b><i>Strategy:</i></b>	<b><i>Personnel:</i></b>	<b><i>Others:</i></b>	<b><i>Outcome:</i></b>	<b><i>Measure:</i></b>	<b><i>Timeline</i></b>
<b><i>Improvement Objective (College Strategy/Intervention Objectives)</i></b>	<b><i>What will we do differently? What are the action steps for intervention?</i></b>	<b><i>Who will be responsible (title)?</i></b>	<b><i>Who will need to support /bolster the change and how (titles)?</i></b>	<b><i>What will be our outcome indicator of success?</i></b>	<b><i>How will we measure success?</i></b>	<b><i>What is our timetable?</i></b>
Intel courses, programs, training	MTC's President, CAO, association dean of Technical Programs, and Director of Engineering will work together to help meet the anticipated need created by Intel					1-5 years
America's Workforce Development Capital	Sustain the AWD website, keeping it up to date. Led by MTC's Director of Workforce Solutions; supported by other education providers and MTC program directors.					Immediate