RIO GRANDE COMMUNITY COLLEGE

2022-2024 RGCC COMPLETION PLAN (See Agenda pp. 47-60)

Rio Grande Community College is required to submit a Completion Plan to the Ohio Department of Higher Education every two years. The Completion Plan was sent to the Board of Trustees prior to the meeting for review.

After Ms. Ehman's presentation and the Board's review and discussion, Ms. Jones made the following motion:

The Rio Grande Community College Board of Trustees hereby approves the 2022-2024 Completion Plan for submission to the Ohio Department of Higher Education.

Mr. Scott seconded the motion. Ms. Rose called for a voice vote. The motion passed unanimously.

The trustees present are as follows:

Ms. Taylor Rose, Chair
Mr. Troy Howdyshell
Ms. Mary Lynne Jones
Ms. Sarah Munn
Mr. Christian Scott
Mr. Jeff Simmons
Mr. Joshua Smith

APPROVED

I Cherokee Ruby, fiscal officer of the Governing Board of Rio Grande Community College, do hereby certify that the preceding action was taken by the Rio Grande Community College Board in regular session at its meeting held on June 13, 2022.

Cherokee Ruby

Cherokee Ruby, Treasurer
Rio Grande Community College

Rio Grande Community College

Rio Grande Community College Campus Completion Plan

The University of Rio Grande and Rio Grande Community College represent a unique marriage between private and public education, between four-year liberal arts education and two-year career and technical programs, and between younger and older students. The same staff, faculty, and facilities support both the private University and the community college. With 56 full time faculty members and 150 part time faculty members, the student-faculty ratio is 15:1 and the average class size is 14 students; a statistic reflective of the institutional commitment Rio has to quality and to providing a personal education for its students. Student-focused and community engaged, Rio has been involved in extensive planning, implementation, and growth over the past year and a half. As a result, the following College Completion Plan reflects many of Rio's goals and strategies for the next two years.

Rio's 2020-2022 Campus Completion Plan Team Members:

Amanda Ehman, MBA – Director of Community College Programming & Workforce Development

Benjamin Forche, MEd – Dean of Student Success

Cherokee Ruby - Treasurer

David Lawrence, DMA – Associate Provost for Institutional Effectiveness

Donna Mitchell, PhD – Dean, College of Professional & Technical Studies

Elizabeth Bonawitz, PhD – Chair, School of Natural & Social Sciences

Kellie Bean, PhD – Provost & Vice President for Academic Affairs

Lynley Carey, MEd MS – Dean, College of Arts & Sciences

Olivia Bevan, MEd – Registrar

Stephanie Alexander, PhD – Director of Academic Support Services & Student Accessibility

Rebecca Long, MA - Chief Operating Officer, Vice President for Student & Administrative Affairs

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CONNECTION

For 2020-2022 Rio had 4 goals for fostering _Connection_:

- <u>Employ a student engagement coordinator</u>- A student engagement coordinator was employed; this position expanded into the Director of Residence Life and Student Engagement in 2020. (This goal is now considered complete)
- <u>Post Advisory Council Minutes on Share Point</u>- Although many advisory boards were on hiatus during the Covid19 pandemic, Share Point has become the repository for Advisory Board Minutes, and as advisory boards resume meeting, their minutes will be posted within 7 business days and made accessible in that location. Focus will now be placed on documenting the use of those minutes to inform programmatic improvements (see _connection_ goals for 2022-2024).
- <u>Build Better Relationships with K12 & Career Technical School</u>- For 2020-2022, Rio focused on CCP connections with area high schools, and creating professional development and evaluation processes for those teaching on high school campuses. This development process is ongoing and will now focus on internal processes for faculty professional development and evaluation for those teaching CCP courses in areas high schools (see _connection_ goals for 2022-2021). Rio increased its bilateral agreements from 1 to 18 opportunities from 2020-2022. In conjunction with Ohio's Tech Prep programs, Rio Grande Community College created agreements with Buckeye Hills Career Center, Vinton County High School, Jackson High School, Gallia Academy High School, Wellston High School, River Valley High School, South Gallia High School and Oak Hill High School to provide a mechanism whereby students have access to a seamless educational path starting in high school and leading to an associate degree. The goal is for students to acquire advanced technological and academic skills. Bilateral agreement offered programs of study in Industrial Automation & Maintenance, Medical Coding and Billing, Early Childhood Education, Welding, IT Networking, Network Systems, and Business Management. Focus will now be placed on the number of students utilizing these bilateral opportunities (see _connection_ goals for 2022-2024).
- <u>Rework Summer Orientation Sessions</u> – Covid19 closure in Spring 2020 and its subsequent restrictions over the next year, created an opportunity to hasten the development of a new model of orientation. For 2020-2022, Rio focused on designing orientation and advising/registration into two separate experiences so that the focus of orientation was on acclimating to campus rather than that of course registration. Focus will now be placed on creating optional cohorts for those of specific demographics (see _connection_ goals for 2022-2024).

**For Rio's 2020-2022 Campus Completion Plan, Rio concentrated on strengthening connections between the institution and students, advisory councils, k12s, and career technical schools. As Rio transitions into its 2022-2024 completion plan, this concentration will shift slightly and the institution will now focus on more fully developing the opportunities these connections provide.**

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Documenting the Use of Advisory Boards in informing programmatic practices, updates, and/or changes.

(Priority Area: 4) | As part of the annual program evaluation, program chairs will include how advisory board's contribution to continuous improvement of their program | Program Chairs with Advisory Boards | Deans will provide oversight of Chairs

Provost will provide oversight of Deans | Contributions of Advisory Boards will be documented. | 100% of advisory boards will have their contributions documented | Term of Implementation: Fall 2022 |
| Complete and Implement a systemic annual professional development and evaluation process for high school CCP teachers

(Priority Area: 2) | Identify those who will design and implement professional development and evaluation system

Complete and implement system | Deans | Provost will provide oversight of Deans | CCP high school campus teachers will participate in annual professional development & evaluation process. | 100% of CCP high school teachers will complete the annual professional development & evaluation | Completed by Spring 2023 |
| Increase the number of students earning credits through Bilateral Agreements with Career Technical Schools

(Priority Area: 2,4) | Use admissions for opportunity awareness & recruitment of bilateral agreements | Admission Representatives | Director of College Programming & Workforce Development (DCPWD) and Director of Admissions will coordinate with | Increase total number of students participating in bilateral agreements. | Increase total participation by 25% each year. | Completed by Spring 2024 |

			admissions representatives			
Create more orientation options by developing cohort specific orientation sessions (Priority Areas: 1,2,3)	Create orientation sessions specifically for: 1) Non-traditional students (age 25plus) 2) Internat'l students 3)Academic Center students 4)Online students	Director of Admissions; Academic Center Directors	Director of College Programming & Workforce Development; Director of ESL Program; Dean of Student Success	Specific demographic-based cohort orientation sessions will be available to students	Cohort specific orientation sessions for nontraditional students, international students, online students, and academic center students are offered as orientation options for students.	Implementation of all 4 new orientations by Fall 2022

FIRST-YEAR ENTRY

For 2020-2022, Rio had 3 goals for supporting *First-Year Entry*:

- Revise New Student Onboarding- As part of Rio's 2020-2022 plan, Rio made a dedicated effort to revise its new student onboarding experience. This entailed restructuring both academic and non-academic student support areas, hiring a Dean of Student Success, and three Student Success Coaches, and offering professional development opportunities in Appreciative Advising. As a result, in Fall 2022, Rio fully implemented its new holistic model of student support. Focus will now be placed on implementing use of the Council for the Advancement of Professional Standards for Higher Education (CAS) system to review, evaluate, and continuously improve the new model as well as other areas of student support (see *First Year Entry* goals for 2022-2024).

- Utilize Co-Req Model in Math and English – In English, Rio has been at 100% scale with offering a co-req support course model of developmental education since Fall 2016. Math has been scaled to 80% or more since Fall 2018; only retaining a few stand-alone sections of developmental math for those who did not have algebra in high school but seek to apply to the nursing program. Since Fall 2018 the number of students requiring a support course in math or English has fallen dramatically, from over one-third to currently less than one tenth. This decrease came with the adoption of multiple measures for placement. Successful completion of the college level course by students who are required to participate in the co-req model has been comparable to those who do not require it since the co-req model's adoption, and is approximately 67-70% in English and 77% in Math. For 2022-2024, Rio will continue to monitor the number of students required to participate in the support course, as well as successful completion of the gateway level course by students participating in the co-req model but will now focus on completion of

both math and English during a student's twelve months of study (see *First Year Entry* goals for 2022-2024).

- <u>Addressing the Needs of Commuter and Adult Students-</u> For 2020-2022, Rio addressed the needs of commuter and adult students by offering faulty development related to adult learning and offering prior learning assessments to assist student in obtaining course credit for life experience. For 2022-2024, Rio will dedicate itself to redesigning its PLA process and creating more opportunities for adult students to earn credit through PLA/life experience. Additionally, Rio will explore initiatives focused on supporting the campus' commuter population (see *First Year Entry* goals for 2022-2024).

For Rio's 2020-2022 Campus Completion Plan, Rio concentrated on practices that would support First Year Entry through use of a new onboarding model, use of a co-req course model to expediate the completion of gateway math and English courses, and initiatives specifically designed to support commuter students and adult students. As Rio transitions into its 2022-2024 completion plan, these practices will be more fully developed to support First Year Entry.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetabl
Conduct a Pilot Study to begin implementation of the Council for the Advancement of Standards for Higher Education Professional Standards (CAS) system for continuous improvement of student support departments.	Professional development will be offered in the use of the CAS system. At least four initial student support areas will be identified for the CAS implementation pilot study: two each in non-academic and academic support sectors. Pilot Study will be conducted	Dean of Student Success (non-academic support areas) Director of Academic Support Services (academic support areas)	Vice Provost for Institutional Effectiveness; Department Directors	CAS system used for review, evaluation, and continuous improvement of New Student Onboarding plus three other identified student support departments.	Completion of CAS implementation pilot study in all four identified areas.	Conclusic of CAS pi study by end of Spring 2024 terr

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	of the four identified areas.					
Completion of Gateway Math & English within a students' first twelve months of study. (Priority Area: 1)	Program curriculums will be reviewed to determine if English and Math are listed as course work needing completed within the students' first twelve months of study. If needed, curricular changes will be made so that students complete all gateway courses within the first twelve months of study.	Program Chairs	Provost; Deans; Director of Academic Support Services	Gateway courses in English and Math will be part of the first twelve months of curriculum of all programs.	100% of programs will have gateway math and English listed as part of the program's first twelve months of curriculum.	Completi by Spring 2024
Develop additional opportunities for students to earn life experience credits through the use of Prior Learning Assessment (PLA) (Priority Area: 3)	Determine with faculty ways in which student may earn credit for their programs through PLA. Refine current PLA process.	Faculty; Director of College Programming & Workforce Development; Director of Academic Support Services	Provost; Deans	Increase in the number of credits awarded through PLA. Increase in the number of students using PLA to earn credits	50% overall increase in the number of credits awarded through PLA. 30% overall increase in the number of students awarded credit through PLA.	Complete by Spring 2024
Create outreach initiative(s) to better support commuter student population	Determine commuter student needs.	Academic Center Directors; Dean of	Vice-President for Student & Administrative Affairs	Implementation of outreach initiative designed to increase the	25% overall increase in rate of commuter student retention from	Complete by Spring 2024

(Priority Areas: 1, 2, 3)	Create outreach initiative(s) to better support commuter student population	Student Success; Director of Residence Life and Student Engagement		rate of commuter student retention from first to second year.	first to second year after implementation of outreach initiative.	

PROGRESS

For 2020-2022, Rio had 3 goals for supporting *Progress*:

Have Academic Programs Develop Appropriate Milestones, Gateway Courses – For 2020-2022, Rio determined that not all programs have an easily identifiable hallmark course; however, preferred general education math courses were determined for all programs and these are now articulated to students on programming information sheets. For 2022-2024, Rio will remove this goal from its completion plan, yet will continue to seek ways to intervene and reroute a student when the student's selected major appears unsuitable.

Create Supportive Advising Protocols for Students Identified through DR Early Alert 4th Week Reporting; D/F/W in Gateway math and English courses; D/F/W at midterm -Use of the DR Early Alert Reporting System continued throughout 2020-2022. A two-step approach, the first step of the system, faculty reporting, became stronger with the Fall 2022 faculty Collective Bargaining Agreement (CBA) which required all full-time faculty to report. The second step, student outreach by academic advisors, to those who were tagged for outreach by the faculty, became stronger with the implementation of Rio's new student advising system in which Student Success Coaches provide the necessary outreach to those who are freshmen level students. For the 2021-2022 school year, of those reported for 4th week outreach, 100% received attempted outreach, but not all were successfully contacted. For 2022-2024, academic advisors will explore ways to increase successful outreach attempts systemically. Use of an additional form of systemic monitoring with outreach at another key time during the term (for example, midterm or course registration when pre-requisites are involved) will also be explored (see *Progress* goals for 2022-2024).

Create Better and More Meaningful Workforce Connections- For 2020-2022, Rio focused attention on helping students obtain workforce related experiences through the use of internships, co-curricular programming, and other workforce related opportunities and by establishing a Career Services office with a dedicated career advisor. As a result, additional opportunities were established and a career services office was created with a dedicated career advisor. For 2022-2024, Rio will further develop its internship, co-curricular, and other workforce related experience programming process. Also, for 2022-2024, Rio will further develop its career services office; however, this goal will be included under *Workforce goals for 2022-2024* rather than *Progress* (see Workforce goals for 2022-2024).

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Refine and Develop Early Alert Systems to Support Student Progress (Priority Areas: 1, 2)	Refine 4th Week DR Early Alert Student Outreach Process Identify at least one additional point for monitoring and outreach support for the term	Faculty; Faculty Advisors; Student Success Coaches; Learning Support Specialists	Dean of Student Success Provost; VP of Institutional Effectiveness; Deans; Director of Academic Support Services	Increase in the number of students documented as being successfully contacted for outreach support (successful contact = student interaction)	75% of students referred for outreach support during the term will be logged as being successfully contacted for outreach support	Spring 2024
Develop documentation and reporting processes related to experiential learning opportunities (Priority Areas: 1, 2)	Develop systemic processes for documenting and reporting the participation of students in internships, co-curricular programming, and other workforce experience opportunities	Faculty; Deans	Provost	A systemic process for documenting and reporting the participation of student in experiential learning opportunities.	100% of experiential learning opportunities engaged in by students will be documented and reported in a systemic manner	Spring 2024

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COMPLETION

For 2020-2022, Rio had 3 goals for supporting *Completion*:

<u>Move Graduation Audit and Intent to Graduate Earlier in the Academic Year</u> – This goal was successfully completed during 2020-2022. The date for Intent to Graduate was reset to allow more time for audits. Because this goal has been met, it will be removed from the completion plan.

<u>Increase Institutional Efforts to Prioritize Career and Leadership Preparation</u>- Multiple items were listed as action steps for this goal which focused on career and leadership preparation. For 2020-2022, Rio focused on developing an office dedicated solely to career services, and fostering relationships with alumni employers, which it accomplished. For 2022-2024, focus will now be directed to more fully utilizing the newly created career services office to develop services associated with supporting a student's transition to professional employment (see *Completion* goals for 2022-2024).

<u>Improve Withdraw Protocol and Practices</u>- This goal was successfully completed during 2020-2022. This process has been streamlined. This goal will be removed from the completion plan.

For Rio's 2020-2022 Campus Completion Plan, Rio focused making Rio's withdraw and graduation audit processes more student- friendly. Since these goals were both satisfactorily completed, and the improved processes are now in effect, they will be removed from the completion plan. Goals for 2020-2022 also included career and leadership preparation, with a primary focus on the development of Rio's career services office. As Rio transitions into its 2022-2024 completion plan, Rio's focus will remain on preparing students for their transition from college to career.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
The Career Services Office will partner with the career services tool *Handshake* as an employment searching tool. (Priority Area: 4)	Career Services will promote awareness and use of *Handshake*	Director of Career Services	Dean of Student Success; Director of College Programming & Workforce Development	Students will create an account in *Handshake* Students will engage *Handshake* to explore employment opportunities	20% of Rio students will create an account in *Handshake* 20% of Rio students will engage with *Handshake* to explore	Spring 2024

					employment opportunities	

WORKFORCE

For 2020-2022, Rio had 3 goals for supporting *Workforce*:
Improve How We Prepare Students for Gainful Employment – Due to the pandemic, development of co-curricular, internships, and experiential work opportunities for students became difficult. Because of this, Rio will retain this goal for its 2022-2024 completion plan and modify it to reflect a desire to increase student participation rates by creating more opportunities (see *Workforce* goals for 2022-2024).
Create More Pre-Graduation Awareness of Post-Degree Employment Possibilities in the Tri-state Area (OH;WV;KY) - During 2020-2022 Rio focused its attention on college entry level career exploration and awareness of online career databases, such as Ohio Means Jobs. Rio's freshmen orientation course offered generalized career information as part of its curriculum and career specific cohorts of the course offered career-specific information. For 2022-2024, these activities will continue, but will not be included on the completion plan.
Create a Digital Job Board with Available Jobs in the Region - This goal was completed during 2020-2022. Rio's digital job board is available here: https://www.rio.edu/job-board/. Since this goal has been completed, it will now be removed from the completion plan.

For Rio's 2020-2022 Campus Completion Plan, Rio hoped to develop additional workforce-oriented opportunities and awareness of these opportunities for students. Since progress of this goal was stalled due to the pandemic, this focus will remain as part of Rio's 2022-2024 completion plan. Also, for 2022-2024, an additional goal of increasing opportunities for students to earn short term certificates for in-demand jobs has been added.

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Provide students with experiential workforce opportunities prior to graduation.

(Priority Areas: 2) | Offer additional co-curricular, apprenticeship, internship, and other workforce-oriented opportunities | Program Faculty; Deans | Provost; Director of College Programming & Workforce Development | Increased student participation in co-curricular, apprenticeship, and other workforce - oriented opportunities | 20% overall increase in participation in workforce -oriented opportunities | Spring 2024 |

Increase the number of opportunities to earn short term certificates for in-demand job. (Priority Areas: 2,3,4)	Identify course that may be eligible for short term certifications. Increase awareness with targeted advertising of short-term certificate opportunities.	Deans; Director of College Programming & Workforce Development; Marketing Director	Provost; Director of College Programming & Workforce Development	An increased number of short- term certificates offered	10% overall increase in the number of short-term certificates being offered. 20% overall increase in enrollment in courses that offer short term certificates.	Spring 2024