

## STARK STATE COLLEGE COMPLETION PLAN 2022-2024

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

#### CONNECTION TO THE INSTITUTION

- Who are our students?
- What efforts are underway at the college to help students in need of remediation become better prepared for college?
- How do we build relationships with K-12 schools? How do we engage with parents and community?
- What do we have in place to specifically connect with adult students?
- 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?
- What are pathways for College Credit Plus students?
- 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?
- What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?
- How does co-requisite learning support the learning outcomes of the institution's gateway courses?
- Do we offer prior learning assessment for adult learners?
- Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?
- Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career?

**CONNECTION**

**Outcomes from 2020-2022**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
<p>Expand online courses, certificates, and program offerings that meet changing needs of students and businesses</p>	<p>Revised curriculum that meets the needs of students and businesses</p>	<p>Stark State added certificates and online courses, updated our W4 definitions, advanced courses using Quality Matters and those that are Quality Matters Certified, and added an evening track for medical assisting. Examples of our courses include calculus, chemistry, physics, and biology. We also developed an accelerated paramedic program, 2 new certificates that will be offered in conjunction with Clark State, and moved our LPN to RN program from Wayne to Akron as an evening/ weekend program in support of student needs.</p>	<p>Increased number of new modalities, courses, and programs to meet stakeholder needs; increased course offerings at Akron location, including a night track of medical assisting; examples of additional courses include calculus, chemistry, physics, and biology; accelerated paramedic program; 2 new certificates were offered in conjunction with Clark State that can be completed in two semesters with 8 week offerings; increased STNA enrollment through partnerships with local secondary schools and workforce training</p>	

Create signature/ vanguard certificates and programs in new and emerging technologies	Revised curriculum that meets the needs of students and businesses	We created 2 new certificates in conjunction with Clark State, new certificates for Ariel, Inc., and moved our medical assisting degree program to a one- year certificate to meet the needs of local employers. We also added more definitions of W4 based on experience gained during COVID.	Increased number of new modalities, courses, and programs to meet stakeholder needs, including two new certificates offered in conjunction with Clark State that can be completed in two semesters with 8 week offerings	
Develop and promote accelerated pathways	Increased percentage of students receiving accelerated credit	We developed accelerated pathways in medical billing, paramedics, cybersecurity, accounting, and IT. We increased success in our PLA process, co- requisite remediation, and use of multiple measures to place into college courses.	Number of students receiving credit	
Develop additional Honors Program courses	Increase in the number of honors courses and students enrolled	Added 6 honors courses and accepted additional students into the Honors Program	Number of courses and students enrolled in the Honors Program	
Partnerships with apprenticeship programs	Advance the plan to work with apprenticeship programs	We met our goal and increased apprenticeships by over 8%.	Increased apprenticeship partnerships by 8%	
Competency Based Education (CBE)	Evaluate certificates and degrees in relation to CBE and seek	CBE proved not be to successful when piloted as a non- credit process.	Approval from HLC to offer a credit certificate and degree, if identified as a	We didn't seek approval since the pilot wasn't as

	approval from HLC to offer for credit		candidate for CBE	successful as we hoped
Co-requisite remediation in writing and math	Number of students who successfully complete college - level course	We improved from 38% to 45% in English, 12% to 21% in Math, and 9% to 17% for students who completed both.	Success in college-level course and decrease in time to compete credential	
Promote Career Coach assessment tools as part of One-Stop operations	Increase awareness of use of Career Coach with a goal of increasing student appts for career exploration by 10%.	Numbers were originally reported by calendar year; they have been updated and measured against AY numbers.	Benchmark for student appointments in 2018-2020 was 2402.	
Campus Recruiting	Increase the number of events and number of people attending	During this period, Admissions and College Credit Plus were limited in how many on campus events we could host. This was not the preference, but due to the ongoing pandemic many events were made virtual events. Since the pandemic has subsided, our on-campus events started back up in fall 2021. HPS Division faculty visited trade schools to provide information on further career goals; HPS faculty made videos to be presented in chemistry classes for recruitment into programs	Since the College has resumed on campus events, the events attendance has been increasing. The main and Akron campuses hosted approximately 250 students on campus for our Spring 2022 Open Houses. There were no on campus open houses in spring 2021.	
Recruitment training	Increase awareness on full service of students and	Training on the topics of academic advising (including	Number of attendees and increased	

	number of faculty and staff that attended the trainings	related technologies), financial aid, career community, and academic programs are regularly held. Additionally, staff continued to be apprised of new enrollment initiatives, like Amazon's Career Choice, Return to Learn Scholarship, etc.	knowledge and recruitment efforts. All sessions have been recorded to ensure that 100% of those needing the information can access the training. Topics have been pertinent to staff in Enrollment Management, Student Success, and Academic Divisions.	
Advance mandatory orientation	Advance orientation program to expose students to SSC practices and teach them how to use support services	The on-campus New Student Orientation offerings have been increased to capture students enrolling close to the semester start date. New informational messaging has been implemented utilizing video to deliver the orientation message	Student feedback and increased attendance for in person orientation; traffic on the new student informational webpage and video views.	
Tracking System for Prospects	Increase number of student recruits that apply, are admitted, and enroll	Developed a report that tracks how many students applied, by student type. The report details how many students complete the application process, are admitted, and ultimately enroll. This report was also used as a foundation to project the fall 2022 applications needed.	Number of students that apply, number that are admitted, and number that enroll	

Year-round Pell and summer enrollment	Increase in the number of students who enroll for summer term	Due to the pandemic and summer courses being mostly online the last couple of years, we did not see much progress in this.	Number of students who enroll for summer term	
Increase enrollment of non-traditional students	Increase enrollment of non-traditional students completing GED's	Fall 2020 had 389 students enrolled, who completed a GED. In fall 2021, SSC enrolled 319 students who completed a GED. Overall, the College experienced a decline in our adult student populations, and many GED completers are adult students. This was in part due to the pandemic and the robust economy.	Number of non-traditional students who enroll with a GED	
Increase CCP to SSC Enrollments	Increase conversion of CCP to SSC students	HPS faculty worked with the CCP Coordinator to process program applications of high school students while in high school	Number of current CCP students who enroll at SSC after graduating from high school	
FAFSA	Increase communication with students on their eligibility for financial aid	Intentional communications (emails, texts, and letters) were sent to applicants and current students to increase awareness of the FAFSA and special conditions process.	Decrease in the number of students who are dropped for non-payment	
Promote STEM capabilities to junior high students to	Community involvement in STEM events.	Events took place but were limited due to COVID	Attendance at STEM events and contacts	

<p>increase the status and perception of SSC in the community as well as increase future enrollment, particularly in STEM.</p>			<p>entered into Hobson's.</p>	
<p>Promote Handshake as the new employer engagement/student engagement tool for job postings and interactions.</p>	<p>Train and transition employers and students to the new platform that has replaced College Central Network. Hold virtual career fairs due to COVID 19.</p>	<p>Employers and students are using Handshake; faculty incorporated Handshake, resume writing, and interviewing assignments into courses. Job postings, employer accounts, events and student accounts have all increased over this time period. AY 2020-21 job postings 7596, AY2021-22 job postings 27784, this is a 265% increase year over year. Employer accounts have also increased. AY 2020-21 1716 new employer accounts were created, AY 2021-2022 there were 2532 new employer accounts created, this a 47% increase year over year .</p>	<p>Increase in employer/student use of the online platform for job seeking/job posting and career fair interaction.</p>	
<p>Adult 25+ Recruitment and Success GP 2.0 Design Team</p>	<p>Convert more non-credit to credit students; recruit more non-traditional age students</p>	<p>New, focused communications have been developed. Students who are over the age of 25 receive communications</p>	<p>Success with conversion rate</p>	

		<p>addressing services available to the students who may be working and managing families, while they attend school.</p> <p>Furthermore, the accelerated pathways developed during the Guided Pathways 2.0 work have been implemented.</p> <p>Eight-week, paired courses were offered in fall 2021 and spring 2022.</p>		
Equity in Student Outcomes GP 2.0 Design Team	<p>A more intentional focus on equity that includes the use of disaggregated data, training for faculty and staff on the issues of equity; providing services designed to support underrepresented and marginalized populations and ensuring policies and processes reinforce the institution's equity values and goals.</p>	<p>DEI task force was formed; DEI dashboard created</p>	<p>A closing of equity achievement gaps among student populations.</p>	
Student Financial Stability GP 2.0 Design Team	<p>Create and promote initiatives that help students identify community resources such as food and housing, as well as increase access to emergency funding.</p>	<p>HOPE Center grant was received to advance our efforts; We increased the amount of emergency funds available to students</p>	<p>Utilize baseline data from Institutional Research and data provided by outside survey resources to compare to follow-up surveys.</p>	

<p>University Transfer GP 2.0 Design Team</p>	<p>Update/create information on website and in marketing so that students understand OTM/TAG, articulations, and the benefits of using Stark State as a transfer institution.</p>	<p>We added new articulation agreements and updated existing agreements; we reviewed baseline data from our IR Office; we received feedback from those implementing the transfer advising process on areas to advance; we created 3 new transfer commercials in Arts &amp; Sciences</p>	<p>Utilize baseline data from Institutional Research and hold focus groups/surveys with transfer constituents</p>	
<p>Gateway and Faculty Advising GP 2.0 Design Team</p>	<p>Implementation of a college-wide advisor communication plan Students increased understanding of the advising process and technology</p>	<p>The number of people being trained has increased; We continue to offer training for updates on Starfish; We added more information to our advising Blackboard course to train faculty and to serve as resources; identified a faculty rep in each division to advance the process</p>	<p>Utilization of existing college surveys and research to assess student awareness</p>	
<p>Caring Campus Design GP 2.0 Team</p>	<p>Students report a culture of caring.</p>	<p>Worked on behavioral commitments including greeting all students when you see them around campus. Also, created "caught caring" notepads.</p>	<p>Pre and Post surveys</p>	

**2022 Improvement Focus Description:** Increase enrollment at our Akron location.

**Improvement Focus Current Status:** During COVID, many students were enrolled in online courses, which is counted in main campus enrollment.

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?
Expand online courses, certificates, and program offerings that meet changing needs of students and businesses	Evaluate changing needs of students and businesses, especially as a result of the pandemic environment, and develop courses and programs accordingly; including TechCred offerings	Provost and CAO; Academic Deans; Department Chairs; Advisory Committees/ Boards	eStarkState for modalities; business, industry, education, and community partners to help identify changing needs; Director of Career Services and Workforce Development	Revised curriculum that meets the needs of students and businesses	Increase number of new modalities, courses, and programs to meet stakeholder needs; increase course offerings at Akron location; pursue capital requests for electric vehicles and diesel mechanic	Annual evaluation of course, certificate, and degree offerings
Create signature/ vanguard certificates and programs in new and emerging technologies	Evaluate changing needs of students and businesses; develop courses and programs accordingly, including programs that support the Covid environment	Provost and CAO; Academic Deans; Department Chairs; Advisory Committees/ Boards	eStark State for modalities; business, industry, education, and community partners to help identify changing needs; Director of Career Services and Workforce Development	Revised curriculum that meets the needs of students and businesses	Increase number of new modalities, courses, and programs to meet stakeholder needs, pursuing capital requests for electric vehicles and diesel mechanic; add certificates in cybersecurity	Annual evaluation of course, certificate, and degree offerings

Develop and promote accelerated pathways	Expand courses offered as ITAG, MTAG, advance PLA, promote credit by exam, promote credit by licensure/certification	Provost and CAO; Academic Deans; Department Chairs; Counselors	Enrollment Management; Marketing Department	Increase percentage of students receiving accelerated credit	Number of students receiving credit	Develop and promote annually; review number of students annually
Develop additional Honors Program courses	Increase enrollment in Honors Program	Dean of Student Success; Honors Program Committee; Academic Deans; Chairs; Faculty	Provost and CAO; Recruiters; Student Success; Marketing	Increase in the number of honors courses and students enrolled	Number of courses and students enrolled in the Honors Program	Promote and review enrollment and processes annually
Partnerships with apprenticeship programs	Increase apprenticeship partnerships	Provost and CAO; Academic Deans; Chairs; Faculty; Director of Career Services and Workforce	Enrollment Management; Ohio Department of Higher Education	Advance the plan to work with apprenticeship programs	Increase apprenticeship partnerships by 3%	Expand partnerships both years
Co-requisite remediation in writing and math	Continue to develop co-requisite remediation in support of enrollment strategies in math and evaluate success in writing and math	Department Chairs; Faculty; Dean of Arts and Sciences; Provost and CAO	Enrollment Management staff	Percentage of students who successfully complete college-level course	Success in college-level course and decrease in time to complete credential	Measure success in courses each academic year, 2020-2022 by counting the number of students who pass the college level course due to the coreq placement vs. traditional
Increase CCP offerings	Increase CCP offerings in support of ODHE initiatives and needs of local school districts	Faculty; Department Chairs; Deans; CCP Outreach		Increase number of CCP students and course offerings	Success in CCP courses and transfer to SSC	

WIET Approved Programs	Ensure programs remain current in the WIET program for recruitment	Faculty; Department Chairs; Deans; Provost		Keep current WIET programs approved and add new programs as opportunities become available	Number of WIET approved programs	Renewal occurs through a monthly process
Career Coach	Promote Career Coach assessment tools as part of One-Stop operations and SSC101. Embed career coach/ exploration as an assignment in SSC101 courses and continue to strengthen the student advising referral process	Career Services, SSC1010 Coordinator, Faculty		Increase awareness and of use of Career Coach with a goal of increasing student appts by 10%.	Student appointment benchmark for 2020-2022 AY was 2211	
Communication to Students	Work with the assigned marketing employee and the student communications task force to align all student communication	Director of Marketing and Communications, Marketing and Communications Coordinator and cross functional task force.		Improve student response to communication	Student response to communications, measured via actions and survey.	
Amazon Career Choice designated partner	Attract, enroll, and create a process and workflow to welcome Amazon employees as students; process their vouchers, keep them on track to completion.	Executive Director of Admissions Bursar Registrar	Gateway Advisors Bursar's Staff Assistant Registrar	Increased enrollment	Successful completion of coursework by AmazonCC students and timely/accurate processing of vouchers and reporting requirements.	Begins Summer 2022

Partner with Lebron James Family Foundation and I-Promise School	Attract and enroll students and create a pathway from the I-Promise School to Stark State College.	Executive Direction of Admissions Director of Student Services Akron	Vice President of Enrollment Management Provost & CAO Vice President of Strategic Partnerships	Increased enrollment of students from the I-Promise School	Enrollment and success of I-Promise students	Fall 2022
Free Tuition for High School Seniors	Attract high school seniors to enroll at Stark State College after graduation with free tuition in the form of a last dollar	Vice President of Enrollment Management, Executive Director of Admissions & Enrollment Strategies	Director of Marketing Gateway Representatives Bursar	Increased enrollment of new students	Increased number of new students directly from high schools	Fall 2022
Enhanced communication plan for new students	The communication plan for engaging prospective, admitted, and new students from application through their first term is being revised in conjunction with industry expert, Dr. Jodi Ashbrook.	Manager, Gateway Student Services; Executive Director of Admissions and Enrollment Strategies; Director of Student Services Akron	Vice President of Enrollment Management; Gateway Advisors	A lower of percentage of new students drop classes or are dropped for non-attendance	Increase in new student enrollment on 14 <sup>th</sup> day	Summer/Fall 2022  Revisit each semester
Digital 21 <sup>st</sup> Century Classroom	Increase enrollment in Akron sections by using technology to link a course section in Akron to a course section on main campus	Department Chairs of courses; IT; Director of Akron location	Provost; VP of Business, Finance, and IT	Increase in sections offered in Akron by combining a low enrolled section with one on main campus	Number of sections offered that would normally be cancelled	Fall 2022

Health Partnerships	Develop partnerships with Akron Children’s Hospital, Aultman Hospital, and Summa Health for select health programs	Dean of HPS, department chairs and coordinators of HPS programs	Provost; Director of Marketing	Develop partnerships in STNA, Medical Assisting, PN, Nursing, Respiratory, Medical Lab, Surgical Tech	Number of students enrolled in the respective programs with the respective partner	Fall 2022
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**What additional information do we need?**

1. Number of students requesting evening and weekend courses and their majors.
2. Signed MOU with the Lebron James Family Foundation.
3. Successful submission of Intel grants.

**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?
- How will we increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?
- What are we doing to reduce the number of stand-alone developmental courses that we offer?
- How do we advise and place students for efficient completion?
- Do students have options for structured degree pathways and/or meta-majors?
- Are students advised with default pathways to their chosen degree?
- How can we maximize credit accumulation?
- How do we help undecided students choose a career and educational path?
- How do we help students understand industry needs and high-demand areas?
- How are we advising students who intend to transfer for a bachelor’s degree?
- How do we engage students within the college community?
- How do we ensure that student costs are transparent and student financial planning continuous?

- What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?
- How do we help students who are underprepared for their course of study?
- How do we address the differences in learning styles? How do we address students with special needs? (students with disabilities, seniors, commuters, parents)
- How do we connect students with social services to address food and housing insecurity, transportation or childcare needs?

**FIRST-YEAR ENTRY**

**Outcomes from 2020-2022**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Advising Model	Improvement in retention and completion	The number of people being trained has increased; We continue to offer training for updates on Starfish; several Starfish features were added; We added more information from to our advising Blackboard course to train faculty and to serve as resources; We increased the number of Starfish interactions with students and the number of advising checkpoint interactions.	Number of students seeing their advisor; number of faculty accessing the advising course	

First-Year Experience	Improve onboarding process; increase retention and completion	We hosted a Welcome Back Picnic for students and employees in Fall 2021. We offered JumpStart virtually.	Measure impact of each strategy	
Reports of courses with high grades of D and F and high withdrawal rates <b>based on equity</b>	Identify strategies to improve DFW rates based on equity	We implemented the Strong Start to Finish grant to advance course pass rates and equity; expanded SSTF work to biology, physics, and chemistry; submitted a Title III grant to scale the work	Decrease the number of students withdrawing and receiving Ds and Fs based on equity	
Science, math, writing learning centers, and English Learner Lab	Improve success and retention in science, math, and writing learning centers	From Fall20 to Fall 21, we improved usage in the Writing Center by 1.5%, Science Learning Center by 3%, and the Math Learning Center remained level.	Increase usage based on level enrollment, especially during Covid	
JumpStart	Provide students with knowledge for an effective start	Continued our offering during COVID using an online format	Number of students attending Jump Start; retention and completion rates of those who attended JumpStart	
Students and practitioners	NEOMED observations; employer panels for each career community hosted by Career Services	Hosted career communities; NEOMED observations were implemented	Number of opportunities provided to students each semester	
Division Career Fairs	Increase enrollment and student success	Hosted virtual career community fairs; COVID resulted in smaller attendance though	Number of students attending career fairs	
Online, Web2 and Web4 Offerings	Increase course offerings to support students during the Covid	W4 definition was expanded due to course offerings during the	Number of courses offered and number of students enrolled	

	pandemic	pandemic' we moved more courses to a hybrid format based on the pandemic; HIM courses were moved all online as a result of student success during the pandemic		
Math Emporium Advising	Increase student registrations in the correct math course	We continued the process of advising students into the correct math course sequence	Number of students registered in the math emporium	
Open Education Resources	Increase in the number of courses using OERs and increased course retention	Increased the number of courses using OERs; the number of courses using instance access books was also increased; our OER offerings save students \$1,253,381.41; we also tracked retention in courses utilizing OERs	Number of courses using OERs; retention in course using OER	
Co-requisite Remediation	Number of students who successfully complete college - level course	We improved from 38% to 45% in English, 12% to 21% in Math, and 9% to 17% for students who completed both.	Success in college-level course and decrease in time to compete credential	
Common Read	Continued success of the program to support equity, student engagement, critical thinking skills, and other skills	Implemented the Common Read; this year the book was <i>Hidden Figures</i>	Number of faculty and staff participating in professional development	
Faculty Classroom Technology Training	Develop training in Zoom and increase promotion of trainings in Blackboard	Increased number of faculty members trained on Zoom and Blackboard	Creation of Zoom training; number of faculty who attend Blackboard training sessions	

Growth in Career Services appointments	Goal will be to grow appointments in Career Services by 10%.	Partnered with faculty, increased marketing and outreach/community outreach efforts, classroom visits, collaborate via a class assignment is SSC101	Benchmark for career exploration appointments for 2018-2020 is 646.	In 2020-2022 we served 2211 students.
Adult 25+ Recruitment and Success GP 2.0 Design Team	Convert more non-credit to credit students; recruit more non-traditional age students	Academic departments have partnered with local hospitals to educate their adult employees.	Success with conversion rate	
Equity in Student Outcomes GP 2.0 Design Team	Increased onboarding and engagement of new FTIC Students.	DEI task force was formed; DEI dashboard created	Term to term persistence, retention and completion.	
Student Financial Stability GP 2.0 Design Team	Increased student awareness and usage of community and campus resources.	HOPE Center grant was received to advance our efforts; We increased the amount of emergency funds available to students.	Institutional Research and data provided by outside survey resources to compare to follow-up surveys.	
University Transfer GP 2.0 Design Team	Update transfer process to assist students in learning about transfer options once they are a student at Stark State.	We added number new articulation agreements and updated existing agreements; we reviewed baseline data from our IR Office; we received feedback from Feedback rec'd from those implementing the transfer advising process on areas to advance; we created 3 new transfer commercials in Arts & Sciences.	Utilize baseline data from Institutional Research and hold focus groups/surveys with transfer constituents.	

Teaching and Learning GP 2.0 Design Team	To improve the onboarding process of new faculty as it relates to teaching both the subject matter and a diverse student population.	Faculty for Student Centered Learning Committee continued their work as part of the Caring Campus for Faculty grant; we created a Teaching and Learning Center; the Faculty for Student Centered Learning Committee presented to each division, chairs and deans; creation a book club for a text that we read; faculty attended DEI training to improve inclusiveness in the classroom	Improved learning in the classroom.	
Gateway and Faculty Advising GP 2.0 Design Team	The implementation of an academic advising communication plan; students are seamlessly connected with the appropriate advisors; roll-out of a student advising help page with associated student training plan; students are on their “best-fit” path by the end of the first term.	The number of people being trained has increased; We continue to offer training for updates on Starfish; We added more information from to our advising Blackboard course to train faculty and to serve as resources; identified a faculty rep in each division to advance the process	Starfish Reporting; utilization of existing college surveys and research to assess student awareness	

**2022 Improvement Focus Description:** Advancing our Gateway and Faculty Advising Model to include additional use of Starfish and additional features of Starfish

**Improvement Focus Current Status:** Some faculty are using Starfish but not at the levels needed; new features of Starfish are being added.

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?
Advising Model	Continue advancement of the Advising course in Blackboard; continue communication to students regarding the importance of seeing your academic advisor	Advising Guided Pathways Team	Provost and CAO; Deans; Director of Marketing; Student Success Coaches; Faculty; Department Chairs	Improvement in retention and completion	Number of students seeing their advisor; number of faculty accessing the advising course	Continue updates throughout 2020-2022 and evaluate improvements in advising via appointments and faculty seeing the course as a resource
Advising of Undecided Students	Advisors highlight some of the courses under each major and give students the opportunity to see some of the assignments, projects, etc., of a particular program as well as those of elective courses.	Faculty advisors, Gateway advisors	Deans, Provost, Enrollment Management	Successful transition of undecided students to a major	Increase in retention and completion rates	
First-Year Experience	Advance the components of the first-year experience program for all new incoming students	Dean of Student Success; FYE Committee	Provost and CAO	Improve onboarding process; increase retention and completion	Measure impact of each strategy	Evaluate each semester to determine impact of strategies
Reports of courses with high grades of D and F and high withdrawal rates <b>based on equity</b>	Analyze DFW reports, including a focus on equity, identify courses with consistently low results, addressing causes for negative outliers, analyze classes and make recommendations	Provost and CAO; Director of Institutional Research and Planning; Deans; Department Chairs/Coordinators	Faculty; Enrollment Management	Identify strategies to improve DFW rates based on equity	Decrease the number of students withdrawing and receiving Ds and Fs based on equity	Analyze each semester

Science, math, writing learning centers, and English Learner Lab	Continue work with learning center coordinators and department chairs to develop a communication calendar that reaches out to students regularly to make them aware of the learning centers and their offerings.	Dean of Arts and Sciences; Lab Coordinators; Faculty; Success Advisors; Director of Marketing	Provost and CAO; Deans; Enrollment Management Committee	Improve usage in science, math, and writing learning centers	Increase usage based on level enrollment	Analyze each semester for improvement in students using the centers
JumpStart	Hold the required Jump Start Program for new incoming students each semester to build upon learning outcomes of orientation	Dean of Learning and Engagement and staff	Provost and CAO; Deans, Department Chairs; Faculty	Provide students with knowledge for an effective start	Number of students attending Jump Start; retention and completion rates of those who attended JumpStart	Evaluate each semester
Online, Web2 and Web4 Offerings	Review current online, Web2 and Web 4 offerings and possible offerings in divisions	Department Chairs; Faculty; Satellite Coordinators	Provost and CAO; Deans; Executive Director of Admissions	Increase course offerings to support students in a hybrid and online environment	Number of courses offered and number of students enrolled	Assess each semester
Math Course Advising	Continue to advise students into correct math courses	Dean of Arts and Sciences; Coordinator of Math Lab; Coordinator of Returning Advising Center	Student success coaches	Increase student registrations in the correct math course	Number of students registered in math	Assess each semester
Open Education Resources and Instant Access Courses	Decrease cost of textbooks for students	Faculty; Department Chairs	Provost and CAO; Deans	Increase in the number of courses using OERs and instant access textbooks	Number of courses using OERs and instant access; reduced student cost and provide access to textbooks prior to receiving financial aid approval	Assess annually and according to grant requirements

Co-requisite Remediation	Continue to improve co-requisite remediation and evaluate success in writing and math courses	Department Chairs; Faculty; Dean of Arts and Sciences; Provost and CAO	Enrollment Management staff	Number of FTIC students who successfully complete college-level course	Success in college-level course and decrease in time to compete credential	Measure success in courses each academic year, 2020-2022 by counting the number of students who pass the college level course due to the coreq placement vs. traditional within 30 credit hours
Common Read	Continue to advance the Common Read program	FYE Committee; Director of Marketing	Provost and CAO; Deans	Continued success of the program to support equity, student engagement, critical thinking skills, and other skills	Number of faculty and staff participating in professional development	Assess each semester
Faculty Classroom Technology Training	Increase training of faculty in Blackboard to support the online and hybrid course offerings	Academic Affairs		Increase promotion of trainings in Blackboard	Number of faculty who attend Blackboard training sessions	Assess each semester
DEI Taskforce	Identify strategies to improve access and success of DEI students	DEI Taskforce	Academic Affairs and Enrollment Management	Increase access and success of DEI students	Improvement in the SSI measures	Assess each semester
Promotion of student support services	Identify additional strategies to promote student support services including placing them on bills to students, sending them to students who receive low grades at mid-term, who withdraw, and who receive a final grade of F.	Academic Affairs; Registrar; Marketing; Business Office	Enrollment Management	Increase the number of students who use our services	Improvement in course completion, retention, good standing, and completion	Assess annually

Evening and Weekend Students	Promote virtual student services to evening and weekend students	Academic Affairs; Enrollment Management		Increase the number of evening and weekend students who use our services	Improvement in course completion, retention, good standing, and completion	Assess annually
Faculty for Student-Centered Learning	Develop workshops and training to support the teaching and learning environment	Faculty members; department chairs	Deans; Provost	Advance teaching and learning professional development with strategies that can be applied in the classroom	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses; create a faculty for student learning environment outside of the classroom	Assess each semester
“College Shadow Day”	For high schools (maybe two or more at a time). Students attend a general session where they can ask any and everything about attending college—maybe include some of our transfer partners. Different from the individual tours we bring in. Faculty panel to answer questions—a chance to break out and come into a classroom for part of an actual lesson.	Student services staff members, Faculty, Marketing	Chairs, Deans	Provide high school students with a more realistic view of attending college and what the expectations are.	High school students attending college for the “right” reasons and more committed to completing.	Conduct in fall or spring semesters

Growth in Career Services appointments	Partner with faculty, increased marketing and outreach/community outreach efforts, classroom visits, collaborate via a class assignment is SSC101	Career Services, SSC101 Coordinator, Faculty, Chairs		Grow appointments in Career Services by 10%.	In 2020-2022 we served 2,211 students, our goal for 2022-2024 will be to serve a 10% increase.	
Process Improvement Teams	Develop a team approach to continuous improvement from all levels of employees in Enrollment Management Administrative Division	Executive Director of Admissions & Enrollment Strategies; Registrar; Manager Gateway Student Services; Director of Student Services Akron	VP of Enrollment Management	Having the participation of the Enrollment Management Administrative Division and involved in continuous improvement and change	Implementation of recommendations	Begins Summer 2022
Federal Work Study Awareness Campaign	Marketing and encourage participation in FWS on and off campus	Vice President of Enrollment Management; Director of Marketing; Director of	Financial Aid Staff	Increase in FWS employees on and off campus	Greater expenditure of FWS funds	Begins summer 2022
Financial Aid Communications	Review of tone and intent of Financial Aid student communications	Vice President of Enrollment Management; Director of Financial Aid & Scholarships; Manager of Gateway Student Services	Assistant Director of Financial Aid; Director of Marketing	Clear communications driving action for students	Increase in percentage of students completing the FAFSA and increase in percent of students packaged on the first day of each semester	Summer 2022
Keep students on a path	Greater use of MAP (Degree Works), Starfish, advising process	Registrar; Gateway Student Services; Faculty advisors	Provost; Vice President of Enrollment Management; Manager of Gateway Student Services	More students are aware of and leverage the benefits of MAP to know their guided pathway to completion.	Increase persistence, retention and completion	Fall 2022

At-risk student retention and persistence	We will utilize Starfish Retention Scores to implement a connection plan for earlier intervention in supporting at-risk students	Manager of Advising and Gateway Student Services	Provost and Chief Academic Officer; Vice President of Enrollment Management; Executive Director Admissions, Enrollment Strategies; Director of Student Services-Akron; Faculty Advising Coordinators; deans; chairs; faculty members	An increase in the retention of at-risk students	Retention rates of at-risk students.	The scores will be modeled Summer 2022 and implemented in Fall 2022
Exploratory student major declaration	Conduct advisor training to improve the process of connecting with students who do not have a declared major and supporting them through the decision-making process before they have completed their exploratory curriculum.	Manager of Advising and Gateway Student Services	Coordinator of Career Services; Executive Director of Admissions, Enrollment Strategies; Director of Student Services-Akron	A reduction in the number of students reaching the end of their exploratory curriculum without declaring a major.	The number of students with over 15 credits hours still in an exploratory major.	The training will take place Summer 2022 with the new process being implemented during the Fall 2022 semester.
Grant based on work with HOPE Center	Exploring a grant to provide basic needs assistance for student success using/following information from the HOPE Center.	Enrollment Management and Retention Committee		Implementation of a model to support the basic needs of each student with the goal of meeting their personal needs while keeping them enrolled	Increase in retention, completion, and success of students	Pursue Grant in Summer 2022 and Fall 2022, if needed

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

1. Redesign of Enrollment Management Division Meetings to include leadership and staff.
2. Survey staff to identify training needs and better ways to work together to serve our students.
3. Involve student services staff in decision making through participation in process improvement teams.
4. Listening sessions with frontline staff to understand the barriers and opportunities for improvement.
5. Continue emphasis on engaging staff and creating a culture of caring.

## **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?
- How do we engage students with meaningful workforce connections and experiences?
- How transparent and accessible are our programs of study?
- Why do our students fall behind or leave? How do we know?
- What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?
- How do we ensure alignment between instructional and student support services and among institutional interventions and programs?
- How do we determine the preparation of students for specific programs?
- How does our institution support student learning?
- How do we determine and address learning support needs of the students?

## PROGRESS

### Outcomes from 2020-2022

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Require advising for students who are “offtrack” or “at-risk” of not succeeding	Decrease in excess credits; students staying on “MAP”	Expanded the advising process to more faculty members; implemented Program of Study; credit accumulation increased from 6168 credits to 6693 credits	Increase in retention rates and graduation rates using OACC benchmarks; increase in 12, 24, and 36 hour credit completion	
Health students	Redirect students that are not successful in one health care program to another program that may fit their needs better	Cross-advised in Arts and Sciences and HPS divisions; worked directly with Gateway Specialists on students and success in health programs	Increased retention and completion of students; added mandatory advising and remediation for many health program cohorts	
Cross-train faculty in health and sciences	Improve advising, waitlists, and retention of students	Cross-advised in Arts and Sciences and HPS divisions; worked with Gateway Specialists on advising health students	Retention of students overall in the HPS Division	
Focus on Telehealth	Began using during Covid to assist with clinical and field education supervision	Implemented telehealth for OTA	Students successfully completing clinical and field education requirements	
Increase in academic and support services offered online	Increase in student retention and completion	Increased offering of online services; purchased Zoom to support online appointments with students; Student Success workshops were held virtually,	Increased use of services; improvement in retention, progression, and completion	

		which increased attendance		
Increased outreach to students	Increased retention; assisting stopouts with re-enrolling	Used an outside service for calling campaign to stopouts; reduced student debt through Second Chance grant	Increase in progression and retention	
Increase in course modalities available to students	Increased retention due to additional course modality options	Increased courses in W2, W3 and W4 offerings; expanded W4 definitions	Retention and progression of students	
Student Success Workshops	Increase student engagement and attendance at student success workshops by including them in our freshman year seminar	Added workshops as a SSC101 requirement; hosted virtually to increase attendance	Increase in student engagement measures; increased student attendance at workshops	
Faculty Workshops on ways to assist students with retention	Increase student retention; increase faculty attendance at workshops	Faculty for Student-Centered Learning hosted workshops; faculty attended professional development workshops; student success workshops were provided with a focus on faculty; Faculty Association offered professional development; faculty attended ACUE course training	Improvement in student retention; increase in faculty attendance at workshops	
Increased support for online courses	Increase in testing online and course completion during Covid	Purchased additional Respondus licenses 3 times; purchased Zoom; faculty offering three virtual office hours to students	Improvement in course completion and student progression	
Student Clubs and Organizations	Increase in student engagement; ongoing success of clubs and organizations	Clubs are meeting virtually and face-to-face; increase in student leadership academy participation due to virtual offerings	Improvement in student engagement measure	

Faculty Training to support Online Course Offerings	Increase faculty success in classroom, course completions, and retention	Trainings were provided on Blackboard, Zoom, Quality Matters, and Starfish; programs developed a schedule to revise online courses through the Excellence in Design model	Course completions, student progression, and retention	
Course Software for Students	Increase in retention and student success in courses that require use of software for course completion	SPSS software was purchased for psychology students; instant access textbooks are being used in courses to reduce cost to students	Retention and success of students in courses requiring software	
Online Simulations	Increase in retention and student success in courses with clinical rotations	Added online simulations in health programs; purchased software for use when students weren't permitted to go physically to clinic sites during COVID	Retention and success of students in courses requiring clinical rotations	
Lecture and Lab Video Recordings	Increase in course retention, course success, and student progression	Increased number of faculty utilizing video recordings in their classrooms	Course retention, course success, and student progression	
Conduct mock interviews and soft skills training	Maintain that level of participation from 2018-2020 in 2020-22.	Career Services provided classroom presentations. Level of student participation in mock interviews and soft skills training in 2020-22 mock interview appointment: 144. All students enrolled in SSC101 are required to engage in soft skill building.	Level of student participation in mock interviews and soft skills training	
Faculty Advising	Increase the number of students who are advised remotely during Covid using	Increased advising by using Blackboard, Collaborate & Zoom;	Number of students advised by faculty members	

	Blackboard, Collaborate and Zoom	faculty offering three virtual office hours		
Adult 25+ Recruitment and Success GP 2.0 Design Team	Convert more non-credit to credit students; recruit more non-traditional age students	With limited non-credit offerings, little progress in converting to credit. Efforts continue to recruit non-traditional aged students through offering \$100 off per credit hour and other leveraging of HEERF funding. However, with current employment market, it is harder than ever to attract adult students; Programs partnered with area hospitals and businesses to educate their adult workforce	Success with conversion rate and enrollment of non-traditional students.	
Equity in Student Outcomes GP 2.0 Design Team	Increased onboarding and engagement of new FTIC Students.	DEI task force was formed; DEI dashboard created	Term to term persistence, retention and completion.	
Student Financial Stability GP 2.0 Design Team	Increased student awareness and usage of community and campus resources.	HOPE Center grant was received to advance our efforts; We increased the amount of emergency funds available to students	Institutional Research and data provided by outside survey resources to compare to follow-up surveys.	
University Transfer GP 2.0 Design Team	Update transfer process to assist students in learning about transfer options once they are a student at Stark State.	We added number new articulation agreements and updated existing agreements; we reviewed baseline data from our IR Office; we received feedback from Feedback rec'd from those implementing the transfer advising process on areas to	Utilize baseline data from Institutional Research and hold focus groups/surveys with transfer constituents.	

		advance; we created 3 new transfer commercials in Arts & Sciences		
Teaching and Learning GP 2.0 Design Team	To improve the onboarding process of new faculty as it relates to teaching both the subject matter and a diverse student population.	Faculty for Student Centered Learning Committee continued their work as part of the Caring Campus for Faculty grant; we created a Teaching and Learning Center; the Faculty for Student Centered Learning Committee presented to each division, chairs and deans; creation a book club for a text that we read	Improved learning in the classroom.	
Gateway and Faculty Advising GP 2.0 Design Team	The implementation of an academic advising communication plan; students are seamlessly connected with the appropriate advisors; roll-out of a student advising help page with associated student training plan; students are on their “best-fit” path by the end of the first term.	The number of people being trained has increased; We continue to offer training for updates on Starfish; We added more information from to our advising Blackboard course to train faculty and to serve as resources; identified a faculty rep in each division to advance the process	Starfish Reporting  Utilization of existing college surveys and research to assess student awareness	
Caring Campus Design GP 2.0 Team	Students report a culture of caring.	Created “caught caring” notepads	Pre and Post surveys	

**2022 Improvement Focus Description:** Advancing student success for at-risk students.

**Improvement Focus Current Status:** While we are tracking at-risk students, we are expanding our processes and programs.

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?
Require advising for students who are “offtrack” or “at-risk” of not succeeding	Identify steps in the revised advising process to reach students who are off-track and/or at-risk of not completing	Faculty; Department Chairs; Student Success	Provost and CAO; Academic Deans	Decrease in excess credits; students staying on “MAP”	Increase in retention rates and graduation rates using OACC benchmarks; increase in 12, 24, and 36 hour credit completion; increased usage of Starfish	Monitor impact each semester upon implementation
Health students	Redirect students that are not successful in one health care program to another program that may fit their needs better; encourage students to complete health certificates while on a waitlist; have CCP students complete the health program application in high school	Dean of Health and Public Services; Health and Public Services Department Chairs/Coordinators	Provost and CAO; Student Success Coaches	Redirect students that are not successful in one health care program to another program that may fit their needs better by more effective use of Starfish	Increase retention and completion of students; increase direct entry of CCP students in health programs	Monitor each semester
Focus on Telehealth	Utilize the telehealth technology to conduct clinical and field education supervision with	Dean of Health and Public Service, department chairs, and coordinators	Faculty members in Health and Public Services	Reviewing post-Covid for success in OTA and use in other programs	Students successfully completing clinical and field education requirements	Continue to pilot and explore in various health programs in AY20-21

	students and sites.					
Increase in academic and support services offered online, tutoring, student success	Maintain academic and support services being offered to students online to assist with their success	Deans in Academic Affairs; directors and coordinators of services; department chairs	Provost and CAO	Increase in student retention and completion	Increased use of services; improvement in retention, progression, and completion	Evaluate each semester
Increased outreach to students	Increase our contact with students by contacting them throughout the semester due to Covid impacts, flags in Starfish, as well as those who stopped out	Faculty and staff; administrative assistants	Deans; Provost and CAO	Maintain retention; assisting stopouts with re-enrolling	Increase in progression and retention	Evaluate each semester
Increase in course modalities available to students	Increase online, hybrid, W4 course offerings to support student progression	Department chairs, coordinators, faculty members, eStarkState staff	Deans; Provost and CAO	Increased retention due to additional course modality options; review of new W4 definitions in courses and adjust accordingly	Retention and progression of students	Evaluate enrollment in different modalities each semester
Student Success Workshops	Continue student success workshops added to SSC101	Division of Learning and Engagement	Deans; Provost and CAO; FYE Task Force; faculty members	Maintain student engagement and attendance at student success workshops by including them in our freshman year seminar and offering virtually	Increase in student engagement measures; increased student attendance at workshops	Evaluate attendance with each workshop

Faculty Workshops on ways to assist students with retention	Increase workshops available to faculty members on ways to improve retention through the Teaching and Learning Center and Faculty Association professional development offerings	Faculty members; FYE Task Force; Faculty Association	Deans; Provost and CAO	Increase student retention; increase faculty attendance at workshops	Improvement in student retention; increase in faculty attendance at workshops	Evaluate attendance with each workshop; evaluate improvement in retention
Increased support for online courses	Maintain testing online using Respondus to assist with retention of students	Faculty members; eStarkState staff	Deans; Provost and CAO	Maintain testing online and course completion post-Covid	Improvement in course completion and student progression	Evaluate online course completion each semester
Student Clubs and Organizations	Maintain student clubs and organizations online offerings to assist with student engagement and attendance	Director of Student Life, Equity and Leadership Programs; student club and organization advisors; students	Deans; Provost and CAO	Increase in student engagement; ongoing success of clubs and organizations	Improvement in student engagement measure	Evaluate attendance at meetings and improvement in student engagement measure
Faculty Training to support Online Course Offerings	Increase training in Blackboard to support faculty success post-COVID	eStarkState staff; developer of Zoom training	Deans; Provost and CAO	Increase faculty success in classroom, course completions, and retention	Course completions, student progression, and retention	Evaluate course completions and retention each semester
Online Simulations	Maintain online simulations for health programs; explore online simulations for electrical engineering	Department chairs, coordinators, faculty members	Deans; Provost and CAO	Increase in retention and student success in courses with clinical rotations	Retention and success of students in courses	Evaluate each semester

Lecture and Lab Video Recordings	Maintain video recordings of lecture and labs to assist with student course completion and success	Department chairs, coordinators, faculty members; Marketing Department	Deans; Provost and CAO	Increase in course retention, course success, and student progression	Course retention, course success, and student progression	Evaluate each semester
Conduct mock interviews and soft skills training	Maintain the level of student participation	Career Services	Academic Affairs; Enrollment Management	Maintain the level of participation from 2020-22 in 2022-2024.	Level of student participation in mock interviews and soft skills training	Measured annually
Faculty Advising	Continue advising in a remote environment using Blackboard and Zoom	Faculty and chair advisors	eStark State staff	Increase the number of students who are advised remotely during Covid using Blackboard Collaborate and Zoom	Number of students advised by faculty members	Assessed each semester
ACUE Course Training	Increase the number of faculty members who attend the ACUE course training	Faculty members; Department Chairs; Deans; Provost		Increase faculty members professional development for online course instruction and student success in their courses	Feedback from faculty; improvement in student success	Faculty feedback upon completion of the training and student success using SSI data
ACUE Equity Training	Increase the number of faculty members who attend the ACUE equity course training	Faculty members; Department Chairs; Deans; Provost		Increase faculty members professional development and student success in their courses	Feedback from faculty; improvement in student success	Faculty feedback upon completion of the training and student success using SSI data

DEI Taskforce	Identify strategies to improve access and success of DEI students	DEI Taskforce	Academic Affairs and Enrollment Management	Increase access and success of DEI students	Improvement in the SSI measures	Assess each semester
Faculty for Student-Centered Learning	Develop and present workshops and training to support the teaching and learning environment	Faculty members; department chairs	Deans; Provost	Advance teaching and learning professional development with strategies that can be applied in the classroom	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses	Assess each semester
Track minority and Pell students	Track minority and Pell students at different touch points from connection to completion with a focus on where students are lost in the pathway	Academic Affairs; Director of IR		Identification of points where students are lost so intervention strategies can be identified	Increase in student retention and completion of minority and Pell-eligible students	Annually
Virtual academic and student support services to evening students	Promote academic and student support services to evening students	Academic Affairs; Enrollment Management; Marketing		Increase usage of virtual services by evening students	Improvement in retention and completion	Assess usage each semester
Class Schedules	Evaluate class schedules for more efficient offerings due to declining enrollment	Department Chairs	Deans; Provost	Increased course offerings that match student availability	Improvement in retention	Each semester schedule is updated
Stackable Credentials	Implement ODHE stackable credentials process	Department Chairs; Deans; Provost	Registrar	Increase in the number of stackable credentials that students earn	Improvement in certificate and program completion	Annually with SSI data
Promotion of student support services	Identify additional strategies to promote student	Academic Affairs; Registrar; Marketing;	Enrollment Management	Increase the number of students who use our	Improvement in course completion, retention,	Assess annually

	support services including placing them on bills to students, sending them to students who receive low grades at mid-term, who withdraw, and who receive a final grade of F.	Business Office		services	good standing, and completion	
Evening and Weekend Students	Promote virtual student services to evening and weekend students	Academic Affairs; Enrollment Management		Increase the number of evening and weekend students who use our services	Improvement in course completion, retention, good standing, and completion	Assess annually
Career Fairs and Events	Connect students to ongoing, meaningful career fairs and career preparedness events throughout the semester, strengthening the link between employers and students on campus.	Career Services, Faculty, Chairs		We will host 6 career related events in varying industry sectors	Successfully conducting 6 career events	
Grant based on work with HOPE Center	Exploring a grant to provide basic needs assistance for student success using/following information from the HOPE Center.	Enrollment Management and Retention Committee		Implementation of a model to support the basic needs of each student with the goal of meeting their personal needs while keeping them enrolled	Increase in retention, completion, and success of students	Pursue Grant in Summer 2022 and Fall 2022, if needed

Drops for Class Attendance	Evaluate class attendance policy to identify impact on reporting of retention and completion rates	Director of IR; Provost; Registrar	Deans; faculty members	Improve retention and completion rates by modifying the reporting date for class attendance	Increase in retention and completion with the revised policy reporting date	Fall 2022
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**How can we assist our faculty and staff to feel competent and engaged with the strategies?**

1. Keep the Faculty for Student Centered Learning workshops in “discussion” format—nothing formal. Provide examples that they can take to their classroom and use immediately.
2. Ensure that faculty and staff are aware and engaged in the strategies being implemented.
3. Advance faculty and staff professional development training in support of at-risk students.

**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?
- How can we increase credit attainment and help more students complete their credentials more quickly?
- Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?
- How do we assist students with college to career transition?
- 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?
- What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?
- Do our registration and withdrawal policies support completion?
- How do we know that students who complete our certificates and degrees have met our learning expectations?

**COMPLETION**

**Outcomes from 2020-2022**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Certificate completion	Increase in number of certificates completed	Increased number certificate completers	Number of certificates completed; Performance Based Funding outcomes	
Maintain licensure, certification, and in-field job placement	Passage rates and in-field placement rates	Maintained passage rates for health programs; in-field job placement rate increased	SSC for in-field placement; accreditation standards for licensure and certifications	
Ohio Guaranteed Transfer Pathways	Updated curriculum	Submitted all available programs	Completed pathways according to ODHE’s	

	pathways to match those defined by ODHE	for OGTP; updated curriculum accordingly	timeline	
Articulation agreements	Increase number of courses transferring and articulation agreements for students	Updated existing agreements and added new agreements; increased the number of 3+1 agreements	Increased 3+1 agreements; updated 2+2 agreements; added new agreements	
Health Program Orientations	Orientation will be conducted to help students understand handbook requirements	Completed orientations both face-to-face and virtually	Decrease in the number of grade appeals and student complaints	
Students Nearing Completion	Students who have completed 60+ credits are reviewed for possible graduation	Reviewed students with 60+ credits to determine possible graduation	Number of students eligible for a degree	
ODHE Transfer Course Standards	Courses are reviewed for submission to ODHE faculty peer committees	Met our compliance of 90-100% for OT36, TAG, CTAG, MTAG, and ITAG	Maintain 90% - 100% compliance	
Academic Program Review SWOT	A SWOT analysis is developed for each program and a 3-year process to achieve goals developed	Conducted the SWOT analysis for each program completing our APR process; deans review SWOT strategies annually to ensure they are being implemented	Annual review of program goals; APR view of goals achieved every 3 years	
Course Assessment Process	Courses are assessed annually to ensure students are meeting the learning outcomes, revisions are made if they are not, and the course is reassessed.	Course assessment continued and courses that needed re-assessed were re-assessed	Maintain the course assessment process; maintain improvement of courses that don't demonstrate that students have met the learning outcomes	

Virtual Graduation Ceremony, Certificate Ceremony, and HPS Pinning Ceremonies	Positive celebration of students by conducting the virtual ceremonies, placing their names in the newspapers, and providing them with video copies of the ceremonies	Virtual graduation and pinning ceremonies were conducted	Positive statements received from students	
Health Interprofessional Collaborative Education (ICE) project	Increased understanding of working collaboratively with other health and public service fields using a case study model	Conducted virtually during COVID	Feedback from students regarding the success of the project	
Equity in Student Outcomes GP 2.0 Design Team	Increased onboarding and engagement of new FTIC Students.	DEI task force was formed; DEI dashboard created	Term to term persistence, retention and completion.	
Student Financial Stability GP 2.0 Design Team	Increased student awareness and usage of community and campus resources.	HOPE Center grant was received to advance our efforts; We increased the amount of emergency funds available to students	Institutional Research and data provided by outside survey resources to compare to follow-up surveys.	
University Transfer GP 2.0 Design Team	Update transfer process to assist students in learning about transfer options once they are a student at Stark State.	We added number new articulation agreements and updated existing agreements; we reviewed baseline data from our IR Office; we received feedback from Feedback rec'd from those implementing the transfer advising process on areas to advance; we created 3 new transfer	Utilize baseline data from Institutional Research and hold focus groups/surveys with transfer constituents.	

		commercials in Arts & Sciences		
Teaching and Learning GP 2.0 Design Team	To improve the onboarding process of new faculty as it relates to teaching both the subject matter and a diverse student population.	Faculty for Student Centered Learning Committee continued their work as part of the Caring Campus for Faculty grant; we created a Teaching and Learning Center; the Faculty for Student Centered Learning Committee presented to each division, chairs and deans; creation a book club for a text that we read	Improved learning in the classroom.	
Gateway and Faculty Advising GP 2.0 Design Team	The implementation of an academic advising communication plan; students are seamlessly connected with the appropriate advisors; roll-out of a student advising help page with associated student training plan; students are on their “best-fit” path by the end of the first term.	The number of people being trained has increased; We continue to offer training for updates on Starfish; We added more information from to our advising Blackboard course to train faculty and to serve as resources; identified a faculty rep in each division to advance the process	Starfish Reporting  Utilization of existing college surveys and research to assess student awareness	

**2022 Improvement Focus Description:** Improve student data collection procedure in support of student completion.

**Improvement Focus Current Status:** Gaps were identified in support of areas for improvement.

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 ?
Certificate completion	Encourage students in degree programs to pursue certificates	Faculty; Department Chairs; Student Success Coaches; Vice President of Enrollment Management	Provost and CAO; Deans	Percentage increase in number of certificates completed	Number of certificates completed; Performance Based Funding outcomes	Review each semester
Maintain licensure, certification, and infield job placement	Maintain dashboard goal for licensure and certification passage rates; increase	Faculty; Chairs; Career Development	Provost and CAO; Academic Deans; Enrollment Management staff	Passage rates and in-field placement rates	SSC for in-field placement; accreditation standards for licensure and certifications	Continue to monitor annually
Ohio Guaranteed Transfer Pathways	Ensure current programs fit within the appropriate OGTP pathway as part of curriculum revisions	Provost and Chief Academic Officer serves on the statewide committee; Academic Deans; Chairs; Faculty	Curriculum Committee	Updated curriculum pathways to match those defined by ODHE	Completed pathways according to ODHE's timeline	ODHE determines timelines by due date
Articulation agreements	Advance existing and develop new articulation agreements	Provost and CAO; Academic Deans; Chairs; Faculty	Marketing; High Schools; Universities	Increase number of courses transferring and articulation agreements for students	Increased 3+1 agreements; updated 2+2 agreements; added new agreements	Evaluate each semester
Health Program Orientations	Health program-specific virtual and face-to-face orientations held each fall and spring so that students understand	Dean of Health and Public Services; Health and Public Services Department Chairs/Coordinators	Provost	Orientation will be conducted to help students understand handbook requirements	Decrease in the number of grade appeals and student complaints	Every year

	program expectations, requirements and resources available					
Students Nearing Completion	Evaluate students with 60+ credit hours for completion eligibility	Director of Instructional Research; Faculty; Department Chairs/ Coordinators	Provost and CAO; Deans	Students who have completed 60+ credits are reviewed for possible graduation	Number of students eligible for a degree	Each semester
ODHE Transfer Course Standards	Review courses to ensure courses meet OT36/TAG/CTAG/MTAG/ITAG standards	Provost and CAO; Deans; Department Chairs/ Coordinators	Enrollment Management	Courses are reviewed for submission to ODHE faculty peer committees	Maintain 90% - 100% compliance	Assess each semester
Academic Program Review SWOT	Implement SWOT strategies from academic assessment and academic program review	Department Chairs/ Coordinators	Provost and CAO; Deans	A SWOT analysis is developed for each program and a 3-year process to achieve goals developed	Annual review of program goals; APR view of goals achieved every 3 years	Assess each year
Course Assessment Process	Courses are formally assessed to ensure students are achieving the learning outcomes.	Department Chairs/ Coordinators	Provost and CAO; Deans	Courses are assessed annually to ensure students are meeting the learning outcomes, revisions are made if they are not, and the course is reassessed.	Maintain the course assessment process; maintain improvement of courses that don't demonstrate that students have met the learning outcomes	Annually as part of course assessment
Graduation Ceremony, Certificate Ceremony, and HPS Pinning Ceremonies	Celebrate completion during Covid by hosting a commencement ceremony and a virtual	President; Provost and CAO; Marketing Department; Department Chairs; Coordinators;	Executive Council Members	Positive celebration of students by conducting the virtual ceremonies, placing their	Positive statements received from students	After each ceremony

	certification completion ceremony	Faculty members		names in the newspapers, and providing them with video copies of the ceremonies		
Health Interprofessional Collaborative Education (ICE) project	Provide students in health programs a project where they can work collaboratively with their peers from other health professions to learn the concept and intervention of patient centered care	Department Chairs and Coordinators	Deans of Health and Public Services	Increased understanding of working collaboratively with other health and public service fields using a case study model	Feedback from students regarding the success of the project	Evaluation after the project is completed
Faculty Advising	Continue advising with checkpoints at 30, 60, and 75 credit hours	Faculty advisors	Deans, Provost	Increase the number of students who are advised at the defined checkpoints	Number of students advised by faculty members, which lead to retention and completion	Assessed each semester
Starfish	Increase the number of Starfish interactions with students	Faculty and chairs	Deans, Provost	Increase the number of Starfish interactions with students	Number of Starfish interactions between faculty/chairs and students	Assessed each semester
ACUE Course Training	Increase the number of faculty members who attend the ACUE course training	Faculty members; Department Chairs; Deans; Provost		Increase faculty members professional development for online course instruction and student success in their courses	Feedback from faculty; improvement in student success	Faculty feedback upon completion of the training and student success using SSI data

ACUE Equity Training	Increase the number of faculty members who attend the ACUE equity course training	Faculty members; Department Chairs; Deans; Provost		Increase faculty members professional development and student success in their courses	Feedback from faculty; improvement in student success	Faculty feedback upon completion of the training and student success using SSI data
DEI Taskforce	Identify strategies to improve access and success of DEI students	DEI Taskforce	Academic Affairs; Enrollment Management; Career Services	Increase access and success of DEI students	Improvement in the SSI measures	Assess each semester
Faculty for Student-Centered Learning	Develop workshops and training to support the teaching and learning environment	Faculty members; department chairs	Deans; Provost	Advance teaching and learning professional development with strategies that can be applied in the classroom	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses	Assess each semester
Track minority and Pell students	Track minority and Pell students at different touch points from connection to completion with a focus on where students are lost in the pathway	Academic Affairs; Director of Institutional Research		Identification of points where students are lost so intervention strategies can be identified	Increase in student retention and completion of minority and Pell-eligible students	Annually
Virtual academic and student support services to evening students	Promote academic and student support services to evening students	Academic Affairs; Enrollment Management; Marketing		Increase usage of virtual services by evening students	Improvement in retention and completion	Assess usage each semester
Class Schedules	Evaluate class schedules for	Department Chairs;	Deans; Provost	Increased course	Improvement in retention	Each semester

	more efficient offerings due to declining enrollment	Coordinators		offerings that match student availability		schedule is updated
Stackable Credentials	Implement ODHE stackable credentials process	Department Chairs; Deans; Provost	Registrar	Increase in the number of stackable credentials that students earn	Improvement in certificate and program completion	Annually with SSI data
Promotion of student support services	Identify additional strategies to promote student support services including placing them on bills to students, sending them to students who receive low grades at mid-term, who withdraw, and who receive a final grade of F.	Academic Affairs; Registrar; Marketing; Business Office	Enrollment Management	Increase the number of students who use our services	Improvement in course completion, retention, good standing, and completion	Assess annually
Evening and Weekend Students	Promote virtual student services to evening and weekend students	Academic Affairs; Enrollment Management		Increase the number of evening and weekend students who use our services	Improvement in course completion, retention, good standing, and completion	Assess annually
Identify students close to completion	Investigate purchasing EduNav Summit	Provost & CAO Vice President of Enrollment Management	Registrar	Direct marketing and communications to students who are close to completing their degree or any degree	Increased completion	Review each semester

**What are our next steps?**

1. Revision of class attendance policy
2. Continue investigation of EduNav Summit for auto population of graduates.
3. Advancement of advising model to increase student success.

**A few questions to consider about**

**OTHER ASPECTS OF COMPLETION SUCCESS**

- What does the disaggregated data tell us about completion rates for different populations?
- How do we reshape our institution to build sustainable models of successful programs?
- How do we select and cultivate external linkages?
- Are our courses and program streams offered in student-friendly ways? What is our institution doing to create a culture to support success and completion? How do we engage people across employee categories and provide professional development to support change? How does our college manage process improvement?
- What else can we do?

**OTHER**

**Outcomes from 2020-2022**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Professional Development	Increased knowledge in course content, student success strategies, and efficiencies	Offered in-house professional development training; numerous faculty members attended virtual SSC training sessions; offered training through the Strong Start to Finish grant; faculty completed ACUE course training; Faculty for Student Centered Learning training occurred	Implementation of student success strategies, curriculum changes, and efficiencies based on professional development	

		with the IEBC consultant		
HLC Open Pathway	Successful completion of HLC tasks required for 2020-2022.	Met HLC pathway requirements	Meeting HLC deadlines with quality information provided for each deadline.	
Start-Up Week	Successful presentations in a virtual environment	Hosted all events virtually; first welcome back picnic for students and employees was successful in Fall 2021	Attendance at meetings	

**2022 Improvement Focus Description:** Preparation of HLC open pathway assurance argument and disaggregation of equity data to support Title III grant.

**Improvement Focus Current Status:** Current data is not disaggregated at the level needed for Title III.

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Professional Development	Continue to support professional development for faculty and staff at internal events and professional conferences, including virtual conferences	Provost and CAO; Deans; Department Chairs; BRIDGE Committee; Director of Human Resources; Faculty Association; Teaching and Learning Council	Executive Council; Budget Director	Increased knowledge in course content, student success strategies, and efficiencies	Implementation of student success strategies, curriculum changes, and efficiencies based on professional development	Evaluate annually
HLC Open Pathway	Continue work in our	Provost; Accreditation	College employees	Successful completion	Meeting HLC deadlines with	Evaluate each

	new HLC pathway model for College accreditation.	Coordinators		of HLC tasks required for 2022-2024, including the Assurance Argument.	quality information provided for each deadline.	semester.
Start-Up Week	Continue to offer professional development training during start-up week to support employees' success and knowledge	Provost and CAO; Administrative Assistant in the Provost Office; faculty and staff who present; Marketing Department	College employees	Successful presentations	Attendance at meetings	Evaluate each semester.

**What are our next steps?**

1. Continued promotion of professional development to support student success.
2. Development of the Higher Learning Commission Open Pathway assurance argument.
3. Continued disaggregation of data in support of student success.

**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 JobOhio regions do we serve?
- Which of the 11 JobsOhio key industries are addressed in our current curriculum and programing?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list? and other labor market information for each occupation?
- What are the job training needs of our community based on our regional economic development network?
- How do we connect our students needing employment with our employers needing an educated workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list?
- How do we align our credit on non-credit offerings?

**WORKFORCE**

**Outcomes from 2020-2022**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Upskill Stark and Summit Counties	An increase in the number of individuals who have obtained a certification and the full leveraging of the state dollars allocated for this purpose.	We are still working with both due to COVID	Successful completion of the certificate pathways by the students.	
Aultman Health Foundation	STNA classes will run both day and night with Aultman employees.	COVID delayed STNA offerings	Successful completion of the program by students.	

Jobs Ohio Key Industries	Promote jobs the key employers want to post and shared with our students where the “hot jobs” are in the area. We also have and added wage, projected growth and openings in the area on each academic program webpage.	Updated and added WIET offerings;	Filling the skills gap that exists between unemployed/underemployed and the in-demand careers in the region through enrollment and completion in the in-demand areas.	
Business and Industry	Provide structured training offerings that meet the needs of business and industry	Trainings were offered	In 2020-22 there were 1,520 individual training participants.	

**2022 Improvement Focus Description:** Update and advance TechCred offerings and workforce partnerships.

**Improvement Focus Current Status:** We are currently offering TechCred and have workforce partnerships developed.

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?
Jobs Ohio Key Industries	Promotion of programs identified in Jobs Ohio key industries (Ohio Plan) including regular visits to Ohio	Workforce Development	Academic Affairs; Enrollment Management	Promote jobs the key employers want to post and shared with our students where the “hot jobs” are in the area. We also	Filling the skills gap that exists between unemployed/under employed and the in-demand careers in the region through enrollment and completion in the	Assessed annually

	Means Jobs			have and added wage, projected growth and openings in the area on each academic program webpage.	in-demand areas.	
Provide structured non-credit training offerings that meet the needs of business and industry	Instruction that meets the needs of business and industry	Workforce Development	Academic Affairs; Enrollment Management			
Workforce Partnerships for In-demand Programs	Advance workforce partnerships in support of credit programs	Academic Affairs; Career Services	Enrollment Management	Expand apprenticeship; expand welding offerings; create diesel and electric vehicle degree programs; implement partnership with Summa	Expansion of apprenticeships, expansion of welding offerings, implementation of diesel and electric vehicle programs, implementation of Summa MOU	Each semester
Business and Industry	Provide structured training offerings that meet the needs of business and industry and show growth of training participants by 7%	Workforce Development, Academic Affairs		Continue to market in demand, affordable training opportunities to the community and employer partners	Growth of training participants by 7%	

Health Partnerships	Develop partnerships with Akron Children’s Hospital, Aultman Hospital, and Summa Health for select health programs	Dean of HPS, department chairs and coordinators of HPS programs	Provost; Director of Marketing	Develop partnerships in STNA, Medical Assisting, PN, Nursing, Respiratory, Medical Lab, Surgical Tech	Number of students enrolled in the respective programs with the respective partner	Fall 2022
Pre-Apprenticeship Partnerships	Explore pre-apprenticeship partnerships as an enrollment and workforce strategy	Dean of BEIT	Provost	Development of pre-apprenticeship partnership agreements	Successful implementation of pre-apprenticeship partnership agreements	2022-2023 AY

**What are our next steps?**

1. Assess enrollment in our TechCred offerings and update as needed.
2. Advance our Akron Children’s and Summa Hospitals partnership offerings.
3. Continue to assess non-credit workforce offerings in support of workforce needs.