



Student Completion and Success Plan
Submitted to the Ohio Department of Higher Education

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Update to the Plan Submitted in 2022

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

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

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

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

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

- 1) *Measures of progress toward student completion goals established in your 2020-2022 completion plan;*
- 2) *Updated student completion goals, with metrics, for the period between July 1, 2024 and June 30, 2026, including goals related to:*
 - a. *Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study;*
 - b. *Reducing the number of students in and sections of stand-alone developmental education courses in math and English*
 - c. *Placing students on clear pathways to graduation or transfer (if that is their goal) and careers;*
 - d. *Outcomes for students aged 25 and over;*
 - e. *Alignment to the state's workforce development priorities.*

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

CONNECTION TO THE INSTITUTION

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

- Marion Technical College (MTC) is in Central Ohio, approximately 50 miles north of Columbus. The College's primary service area is Marion County, which has a population of approximately 65,000. Most MTC students live in Marion and the six counties that surround Marion; the population in the seven-county area is approximately 473,000. In addition to courses conducted on the MTC campus, MTC offers

dual enrollment courses in 21 area high schools, offers courses at two state correctional facilities located in Marion County, and offers courses at two local businesses. MTC also offers non-credit courses and other workforce services.

- As shown in Table 1, MTC categorizes its students into three main groups: General, Early College, and Prison. General students are students who have graduated from high school; early college students are students who are enrolled during their high school and middle school years, and prison students are incarcerated in one of the two state correctional facilities MTC serves.
- Due to the unique needs of each major type of MTC student, success and completion results are tracked for each group and then consolidated for all students. MTC also tracks student success using the standard IPEDS and HEI student definitions; prison and general students are combined in those metrics. Tracking results by the three primary student groups in this manner enables the College to develop and analyze specific strategies for each various groups and subgroups within each major category.
- As a percentage of the student body, the general student population declined from 54% of the student headcount in fall 2016 to 33% of the student headcount in fall 2023. Overall student headcount increased by 15% from fall 2016 to fall 2023. The overall increase is due to a new early college partnership with a large suburban district in fall 2021 and increased enrollment of prison students. MTC's headcount for Fall 23 was the largest in MTC's history, and enrollment for spring 24 (not shown in Table 1) was another record at 3,214 students.

Table 1: Fall Term Student Headcount								
Student Type	2016	2017	2018	2019	2020*	2021	2022	2023
General	1,376	1,314	1,270	1,252	1,107	1,017	980	1,005
Early College	911	854	832	967	893	1,291	1,491	1,657
Prison	263	303	287	301	152	354	296	346
Total	2,550	2,471	2,389	2,520	2,152	2,662	2,767	3,008
<i>*Fall 2020 enrollments were significantly negatively impacted by COVID restrictions</i>								

FTE for an academic year is calculated by dividing the number of credit hours by 30. As shown in Table 2, general students accounted for 65% of annual FTE in FY17 and 49% of FTE in FY24. FTE for general students declined 17% from FY17 to FY24 but increased by 8% from FY23 to FY24. Overall FTE increased by 9.5% from FY17 to FY24.

Table 2: Annual FTE by Student Type Summer, Fall, Spring Terms								
Student Type	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
General	947	921	878	876	804	723	724	788
Early College	357	317	321	376	340	388	489	581
Prison	141	151	153	159	72	138	168	228
Total	1,445	1,379	1,351	1,411	1,215	1,249	1381	1597
<i>FTE is defined as credit hours / 30</i>								
<i>*preliminary data as of 4-20-24</i>								

- Because the early college and prison populations are unique, MTC disaggregates data by student type. Demographic data area tracked for all students, but improvement strategies are focused on general students. An analysis of the characteristics of the general student population shows the proportion of Pell-eligible students has decreased since fall 2017 and increased slightly in fall 23. Student average age, the percentage of female students, and the percentage of adult students is consistent; the percentage of students taking at least 12 credit hours in the fall term has declined. Table 3 shows the demographic data for MTC's **general** student population.
- The percentage of MTC students who reside in Marion County is consistent from 2017 to 2023. The percentage of students who are seeking a degree in a health-related field has remained consistently above 50% and the percentage of students enrolled in other programs (Business, IT, Public Service, Engineering) has been consistent over the past seven years.

Table 3: Fall Term General Student Characteristics							
Year ->	2017	2018	2019	2020	2021	2022	2023
General Students->	1,314	1,270	1,252	1,107	1,017	980	1005
Pell Eligible	55%	48%	48%	45%	43%	42%	47%
Female	70%	72%	70%	71%	71%	72%	72%
Average age	28	27	27	27	27	27	27
25 and older	47%	45%	43%	44%	46%	43%	41%
Minority	9%	11%	12%	12%	13%	12%	13%
Full-time (12+ credits)	36%	35%	38%	36%	32%	33%	34%
New to MTC	19%	22%	27%	24%	24%	28%	26%
County of Residence							
Marion	41%	41%	43%	41%	40%	40%	41%
Morrow	12%	7%	7%	7%	7%	7%	10%
Crawford	9%	10%	8%	8%	8%	9%	8%
Delaware	8%	9%	10%	10%	10%	11%	9%
Wyandot	7%	7%	8%	9%	9%	8%	7%
Union	5%	5%	7%	6%	6%	6%	5%
Franklin	4%	5%	4%	4%	4%	4%	4%
Hardin	2%	3%	3%	3%	3%	3%	2%
Other	12%	13%	10%	12%	13%	12%	14%
Primary Declared Major							
Arts & Sciences	8%	5%	4%	4%	5%	4%	5%
Business	14%	17%	17%	18%	17%	18%	13%
Engineering	5%	5%	6%	6%	6%	7%	6%
Health Technologies	55%	56%	56%	56%	56%	57%	63%
Information Technologies	8%	8%	6%	6%	5%	6%	6%

Table 3: Fall Term General Student Characteristics

Year ->	2017	2018	2019	2020	2021	2022	2023
General Students->	1,314	1,270	1,252	1,107	1,017	980	1005
Public Service	10%	9%	11%	10%	9%	8%	7%

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

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

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

MTC was a leader institution in the implementation of co-req math pathway redesign and was able to redesign math course sequences and update math courses using funding from an ODHE Bridges grant. MTC’s math faculty recently updated courses and have implemented an elimination of all but one dev ed math course as of fall 2022. MTC’s advising office has worked with math and English faculty to improve placement processes; this now includes a referral to MTC’s ASPIRE (GED completion) program if indicated. Students who are not ready to take a college-level math or English courses (even a Dev Ed/pre-req/co-req course) are encouraged to use the ASPIRE process to prepare for college-level coursework. MTC redesigned English courses in 2018-19.

Beginning in summer 2018, MTC improved new student orientation and is encouraging every new student to complete a career assessment. MTC implemented a first-year experience course in the FY22 academic year. Results indicate students who complete the FYE course persist at a higher rate than students who do not complete the course.

To continue efforts to improve student success, MTC joined the OACC Student Success Leadership Institute (SSLI) in 2015. Through the SSLI, MTC has implemented strategies modeled after ATD and Completion by Design Colleges. In 2022 MTC was one of sixteen rural community colleges selected to participate in the National Center for Inquiry and Improvement Rural Guided Pathways project. MTC was selected to participate in the Complete College America Accelerator initiative in 2023. As a result of this participation, MTC created a Guided Pathway Steering Council in fall 2023 to coordinate efforts across these initiatives.

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

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

- MTC’s College Credit Plus (CCP) department coordinates MTC’s CCP initiatives. The CCP department consists of a full-time director and two full-time assistants who serve as the primary liaisons with the K-12 schools to ensure effective communication. In FY24, MTC taught courses at 21 different high school locations and overall served 2,070 unique early college students from 40 different high schools.

- MTC offers courses at two different industry locations. Offering courses at the industry facilitates participation by incumbent workers who can take classes before or after their work responsibilities.
- In 2016, MTC collaborated with Marion City Schools to create the Graduate Pathway to Success (GPS) program. GPS is a subset of CCP. GPS students take a defined set of courses on a pathway that leads to students earning an associate degree or certificate by the time they graduate from high school. The startup for the GPS program was partially grant funded through the Marion Community Foundation and provides opportunities for disadvantaged high school students to begin college courses in their first year of high school. The GPS program expanded to other K-12 schools in 2018, funded by an ODHE Innovation grant and an additional Marion Community Foundation grant. The GPS concept – asking high school students to be deliberate in their course selections - is now incorporated into MTC’s entire CCP initiative.
- CCP department personnel work closely with school counselors for advising and enrollment of high school students. The CCP department also administers MTC’s placement tests at high school locations.
- Representatives from Admissions, Student Services, and academic departments collaborate to provide advising nights for College Credit Plus students and families. In FY24, over 200 high school students (and their teachers) interested in IT, Criminal Justice, and Engineering visited MTC’s main campus for day-long workshops.
- The Admissions Office routinely holds information events at area high schools and talks with guidance counselors about MTC academic programs. Various events are held throughout the year to afford secondary students the opportunity to tour the campus and learn about academic programs.
- MTC sponsors an annual guidance counselor meeting for area high school counselors.
- MTC houses a regional tech prep coordinator and actively participates in career-tech initiatives.
- MTC sponsors annual Math competitions for middle school and high school students.
- MTC works with local high schools and college representatives to provide career assessments and resources to students who do not have a post-graduation plan in place.
- MTC’s President meets on a regular basis with the superintendents of districts within the College’s service area. MTC’s Provost and Chief Strategy Officer serves as a member of the local Career Center School Board, served for 26 years as a member of a local K-12 school board, and was a central region representative for the Ohio School Board Association.
- MTC is an active participant in the Marion Area Workforce Acceleration Collaborative (MAWAC), a local coalition of K-12, higher ed, economic development, chamber, and business/industry entities.
- MTC’s President is an active member of the Marion Chamber of Commerce and CANDO!, Marion’s economic development agency.
- MTC employees are involved in a number of local committees and organizations, including: Morrow County Sustainable Comprehensive Planning Committee, Marion Public Library, Rotary, Kiwanis, Wyandot County Economic Development Board, Marion YMCA, Goodwill, Downtown Marion, Area Agency on Aging, Marion County Historical Society, and other similar organizations.
- Since 2017, MTC has worked with the Chamber of Commerce and several area businesses to sponsor an entrepreneurial program called The Forge. Participants interested in starting a small business attend a six-week series of free classes, covering topics from Marketing to Accounting. The Forge aligns with MTC’s strategic plan initiative of improving economic development in the area. Over 200 persons have attended The Forge since its inception, and program participants have created 15 new businesses.

- In 2019, MTC collaborated with several area manufacturers, the Marion Chamber of Commerce, and the Marion County Department of Job and Family Services to create a “Made in Marion” showcase featuring products manufactured in Marion County. The event attracted over 5,000 middle and high school students, 12 manufacturers, and the local career center. Lt. Governor John Husted provided a keynote address at the inaugural event. Aside from an interruption due to COVID, the event has been held each year since its inception; details can be accessed at <https://www.madeinmarion.org/>
- MTC is a member of the Bucyrus, Wyandot, Marion, Morrow, Delaware, Union, and Hardin County Chambers of Commerce.

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

Adult students are a growing focus area for the College. MTC uses several methods to engage adult students and is continuing to explore additional ways to connect. MTC has the following initiatives currently in place:

- MTC offers Business Management courses onsite at Whirlpool Corporation. This enables students to participate in a cohort and attend classes immediately before or after starting a shift.
- MTC offers Engineering Technology courses onsite at Vaughn Industries in Carey, Ohio. These courses are integrated with Vaughn’s apprenticeship program.
- MTC sponsors an ASPIRE program to help adults earn a GED.
- MTC offers courses in evenings and online to enable working adult students to attend.
- MTC opened its Marion Tech Downtown location in 2020. This location houses MTC’s Criminal Justice program, Workforce Solutions Office, Marion Made!, and ASPIRE. The Marion Tech Downtown location is helping MTC attract under-resourced adult students who live in the Marion City limits by providing a more convenient way to attend classes.

What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?

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

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

MTC was awarded a TRIO Talent Search Grant in October 2021. MTC’s three-person team serves 500 unique students annually, arranging campus visits, providing career advice, visiting businesses, and developing strategies for post-secondary enrollment.

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

What are pathways for College Credit Plus students?

MTC's College Credit Plus department, in conjunction with program directors and faculty, created specific pathways called Graduate Pathways to Success (GPS). The GPS program started in 2016, funded partially by the Marion Community Foundation and Marion City Schools. The GPS program, which began in the Marion City Schools, was expanded to other area schools in 2017 when MTC received an Innovation grant. As a part of this grant, the GPS concept was expanded to North Central State College and Mansfield City Schools. Several high schools across Ohio have visited MTC to learn about the GPS concept. The GPS program requires students to take a specific course sequence, sometimes starting as early as ninth grade.

MTC has expanded the GPS concept of purposeful course selection to most CCP students. Pathways include Engineering Technologies, Health, and Transfer (Arts and Science). Discussions are currently underway to develop specific health pathways such as nursing at several area high schools and to increase the number of high schools that offer a defined engineering technology pathway.

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?

MTC's Department of Student Success and Engagement conducts new student orientation programs each term. Orientation programs introduce new students to faculty, staff, and other students; communicate success tips to students; include a campus tour; and provide an opportunity to meet other new students. The following departments present information during each orientation session:

- Career Services
- Advising, Tutoring, Disability Services
- Financial Aid
- Campus Security
- Student Activities
- Library Services
- Diversity Program
- Academic Services
- Information Technology

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

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

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

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

MTC Advisors use these measures and a discussion with each student to place students into the appropriate beginning level of coursework. MTC faculty and advisors work together to monitor the accuracy of the placement processes and make modifications as indicated. ASPIRE courses are available for students who need additional remediation in Math or English.

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

MTC has implemented an embedded co-req model for Math and English gateway courses. Standard courses are three semester credit hours; embedded co-req courses are five semester credit hours. Currently, MTC offers only two stand-alone Dev Ed courses – one in Math and one in Reading/Writing. MTC switched to the embedded co-req model courses beginning in 2023; this model replaced the stand-alone course co-req model for English, Quantitative Reasoning, Statistics, and College Algebra.

Do we offer prior learning assessment for adult learners?

MTC offers a variety of prior learning assessment and transfer opportunities for adult learners. Table 4 shows the unique number of students who have earned some type of transfer credit; Table 5 shows the types of transfer credits earned. Some of the coding for awarding CTAG credit is ambiguous, so credit awarded through CTAG is probably undercounted. For example, a student who completes a Computer Technician A+ course at a Career Center is eligible for CTAG credit, but that same student has likely passed the CompTIA A+ certification exam. The PLA credit could be awarded as a certification instead of a CTAG. The updated CTAV transfer system is helping at the career centers and admissions staff at MTC improve the number of credits awarded by CTAG.

Table 4: Number of Students Who Have Earned PLA Credit

Year->	2018	2019	2020	2021	2022	2023	2024*
Unique Students	544	560	503	589	547	627	234
Total Courses	3566	3944	3218	3696	1365	4154	1354
*as of April 20, 2024							

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

Type of PLA Awarded	2018	2019	2020	2021	2022	2023	2024*
Advance Placement (AP Test)	14	10	2	100	95	115	18
Advanced Standing					1		
Articulation Credit	19	20	56	75	44	15	
ATI Testing	3	46	23	78	24	24	
Certification	3	12	28	46	28	25	18
CLEP		1			10	1	
Credit by Exam	48	33	17	31	8	15	4
CTAG	3	5		3	22	55	
License	61	35	9	46	4	38	
Life Experience	28	30	9	21	45	31	2
Military Crd Non-TAG			28	8	37	10	5
OTM/OT36 Transfer			735	811	995	1204	472

Table 5: Types of PLA Credit Awarded (Course Count)							
Type of PLA Awarded	2018	2019	2020	2021	2022	2023	2024*
TAG Transfer		1	675	594	550	602	265
Other Transfer	3116	4391	1636	1883	1432	2019	4201
Total	3356	4618	3218	3696	3296	4154	1534
<i>*as of April 20, 2024</i>							

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

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

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

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

MTC implemented a career-service fee in 2017 to provide funding to improve career services for students. This funding enabled MTC to create a full-time Director of Career Services in January 2018. An additional experiential learning coordinator position was added in early 2021 through a Title III grant.

The College is currently using OhioMeansJobs and Handshake to provide local career information to students. A series of videos called Career Spots introduces students to the skills needed for various careers related to programs MTC offers. Experiential learning experiences are embedded into most academic programs.

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

Table 6: Average Annual Wages in 2022 for Marion Technical College Graduates (Degree and Certificate Awards) Graduates since 2014-15								
Dept/Program	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Arts & Science	\$64,726	\$36,633	\$42,814	\$31,999	\$32,572	\$23,097	\$20,409	\$27,039
Assoc of Arts	\$58,505	\$31,726	\$45,411	\$37,353	\$35,568	\$24,210	\$29,950	\$21,284
Assoc of Sci	\$68,614	\$56,259	\$32,427	\$20,400	\$25,456	\$19,201	\$12,877	\$34,029
Engineering	\$72,658	\$85,402	\$86,327	\$82,668	\$84,656	\$75,117	\$74,111	\$73,269
Alt Energy		\$72,575						

**Table 6: Average Annual Wages in 2022 for Marion Technical College Graduates (Degree and Certificate Awards)
Graduates since 2014-15**

Dept/Program	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Electrical Eng	\$77,268	\$102,183	\$89,848	\$71,567	\$70,352	\$59,130	\$46,575	\$62,474
Engineering						\$37,199		
Mechanical Eng	\$68,047	\$67,362	\$59,600	\$62,272	\$64,189	\$63,183	\$55,285	\$45,556
Mechatronics		\$96,594	\$112,643	\$56,410				
Power Line		\$119,162	\$123,005					
Robotics				\$87,189	\$98,958	\$39,393	\$54,370	\$47,369
Telecom				\$78,735				
Vaughn				\$90,301	\$95,369	\$101,048	\$90,155	\$85,747
Health	\$54,831	\$54,958	\$59,106	\$62,343	\$57,827	\$49,596	\$53,153	\$36,243
DMS	\$51,928	\$59,228	\$56,297	\$69,112	\$61,305	\$70,361	\$67,438	\$40,079
Health-Other					\$43,287	\$25,277		
HIT	\$46,478	\$50,216	\$68,930	\$54,419	\$42,577	\$48,373	\$48,352	\$39,341
Med Assisting	\$42,626	\$32,273	\$37,979	\$40,249	\$40,121	\$51,014	\$33,704	\$52,329
Medical Lab	\$64,673	\$51,507	\$48,949	\$59,676	\$48,195	\$45,000	\$57,890	\$44,772
NUR-AS		\$43,776		\$33,779	\$51,658	\$42,682	\$35,977	\$29,989
Nurse	\$67,081	\$80,385	\$77,501	\$84,207	\$79,817	\$73,369	\$68,096	\$42,057
OTA	\$53,191	\$43,604	\$34,845	\$41,209	\$50,181	\$32,788	\$34,899	\$28,606
PTA	\$36,642	\$48,880	\$48,857	\$46,642	\$36,670	\$37,402	\$35,755	\$28,687
RAD	\$57,872	\$60,863	\$55,054	\$67,092	\$49,001	\$49,545	\$53,656	\$37,378
Social Work	\$48,371	\$34,404	\$27,943	\$45,849	\$30,576	\$35,429	\$28,969	\$29,897
Surgical Tech								\$32,065
Tech Programs	\$57,383	\$52,113	\$54,524	\$56,895	\$48,632	\$43,775	\$47,693	\$40,169
Accounting	\$76,669	\$38,100	\$50,737	\$43,522	\$33,402	\$35,002	\$24,981	\$34,602
Business Mgt	\$63,214	\$58,238	\$64,758	\$61,698	\$46,392	\$42,757	\$53,593	\$44,059
Criminal Justice	\$46,755	\$45,558	\$59,205	\$60,916	\$55,913	\$46,245	\$42,691	\$39,665
Cyber Security						\$39,368	\$48,994	\$44,841
Marketing						\$29,517	\$23,036	\$17,631
Networking	\$74,775	\$67,237	\$33,098	\$50,364	\$57,926	\$51,768	\$33,845	\$41,021
Office Info		\$54,106	\$62,742	\$28,947	\$38,619	\$45,745	\$78,075	\$34,228
Prison	\$46,264	\$46,325	\$36,273	\$44,016	\$46,573	\$40,687		
Software Dev	\$33,153	\$90,432	\$46,618	\$67,262	\$64,695	\$65,000	\$42,751	\$34,005
Overall	\$56,491	\$54,296	\$58,464	\$61,947	\$56,917	\$49,951	\$52,951	\$44,567

Worked at least 40 weeks in 2022

Based on ODJFS Wage Match 9/9/23

Data compiled by Marion Technical College

Excludes self-employed, military

Table 7: Count of Graduates Employed by Industry in 2022

Note: duplicated count if a graduate worked for more than one employer

Industry (NAICS 2-Digit)	1971-1980	1981-1990	1991-2000	2001-2010	2011-2020	2021-2024	Total
11-Agriculture, Forestry, Fishing, hunting		X	X	X	13	X	29
21-Mining, Quarrying				X			X
22-Utilities		X	X	31	50	X	93
23-Construction	X	19	32	67	199	94	414
31-33 Manufacturing	12	79	188	264	396	75	1014
42-Wholesale Trade	X	32	59	68	78	17	260
44-Retail Trade	14	57	114	168	295	116	506
48-Transportation & Warehousing	X	8	20	37	40	X	109
51-Information Tech	X	X	25	23	37	X	99
52-Finance and Insurance	10	43	82	102	120	21	378
53-Real Estate & Rental & Leasing	X	X	13	25	27	X	76
54-Professional, Scientific, and Technical Services	X	53	84	94	170	45	453
55-Management of Companies and Enterprises	X	30	43	50	72	10	208
56-Administrative and Support and Waste Management and Remediation Services	11	27	75	204	422	75	814
61-Educational Services	11	72	128	188	336	41	776
62-Health Care and Social Assistance	38	247	531	1190	2158	435	4599
71-Arts, Entertainment, and Recreation	X	12	X	21	44	13	96
72-Accommodation and Food Services	X	18	51	119	209	110	513
81-Other Services (except public administration)	X	18	32	62	102	29	246
92-Public Administration	X	22	79	111	156	22	396
99-Other		X	X	X	X	X	26
Total	137	764	1592	2867	4966	1127	11453

X means <10 records

Worked at least 40 weeks in 2022

Based on ODJFS Wage Match 9/9/23

Data compiled by Marion Technical College

Excludes self-employed, military

CONNECTION

Outcomes from 2022-2024

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Implement mandatory orientation for new students	Improved orientation and improved process for getting new students to participate; developed online option	Good progress; >90% (fall 23) of new students participated either online or in-person	Percentage of students who participated	Persistence rates are comparable across all orientation modalities
Improve high school pathways, focus on the value of completing college courses in high school	Expand GPS to additional schools	Some interruption due to COVID; we are exploring additional defined pathways for early college students	Number of schools that offer a GPS	We are continuing to encourage purposeful course-taking for early college students – both on-campus and at high school sites.
Improve conversion rate of general student applicants	Improve the rate; eventually to 50%	Some progress; difficult to discern a trend due to COVID	Conversion rate of applicants to enrolled students	
Improve conversion rate of CCP students	Improve the rate to 25%. Rate was 17% for 2022 HS graduates and 16% for 2023 HS graduates	Some progress.	Rate of CCP HS grads who enroll at MTC in the fall following their HS graduation	We have found that some students who do not enroll in the fall to enroll in the subsequent spring.

2024 Improvement Focus Description for Connection: Improve rates for applicant ->enrolled and former CCP-> enrolled

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

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Improve applicant conversion rate	Continue to improve the Element 451 CRM to communicate with applicants	Director of Admissions	Admissions, FA, Advising	Improved conversion rate	Degree to which the rate improves	Monitor the rate each fall term
Improve CCP conversion rate	Directed outreach to CCP students and their parents. We have not been collecting parent contact information for CCP students which is needed to help educate families about college options. This is a project for Summer 2024. Improved tracking.	CCP Director; Admissions Director; CSO	CCP, advising, admissions	Improved conversion rate	Degree to which the rate improves	Monitor the rate each fall term

What additional information do we need?

- We plan to start consistently tracking additional data related to the attendance of early college/CCP students after high school graduation:
- We will begin to use the NSC PDP dashboards to track attendance at any college for our former early college students
- We will track enrollment at MTC in the spring term following the high school graduation year (in addition to the fall term)

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

MTC's gateway English course is ENG1000 English Composition I. MTC currently offers four gateway math courses; MTH1230 Quantitative Analysis, MTH1240 Statistics, MTH1245 College Algebra, and TMT1110 Technical Math. Program directors and faculty consult with general education faculty to determine the most appropriate gateway course for each program. The curriculum course sequence pathway lists the appropriate gateway course. Gateway courses also include the "plus" version that includes the embedded pre-req of each course.

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

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

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

MTC has reduced the number of stand-alone developmental education courses to two: one in Math and one in Reading/Writing. Faculty developed embedded co-req courses for each of the math and English gateway courses. Students who need additional preparation before enrolling in a college-level course are advised to take a math and/or English ASPIRE course at no cost.

How do we advise and place students for efficient completion?

MTC advisors and admission counselors review each student's academic readiness and life circumstances when discussing a completion plan. The plan starts with the degree pathway, the pathway is modified to meet each student's individual situation. MTC uses a system called AVISO/Watermark to map the completion plan. MTC is making good progress to ensure that every student has completed a degree map.

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

MTC has used a structured degree pathway for each program since the College's founding in 1971. Faculty develop a specific course sequence for each certificate and degree program - a term-by-term course list that will lead to completion. This sequence is modified for part-time students. Courses in related programs have common courses in the first few terms (a quasi meta-major approach) to enable students to switch majors if desired.

Are students advised with default pathways to their chosen degree?

Yes.

How can we maximize credit accumulation?

MTC advisors are aware of the national research showing the positive relationship between credit accumulation and completion. Advisors routinely discuss this with students and create a plan that matches each student's personal situation. Approximately 33% of MTC general students were full-time in the fall terms of 2018-2020; this dropped to 24% in the fall 2021 term but increased to 34% in the fall 23 term.

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

MTC's admission counselors and first-year advisors discuss career choices with undecided students. When appropriate, admission counselors encourage students to use a career-planning tool to help them identify career interests. MTC has enhanced its Career Services effort, created a Director of Career Services position in January 2018, and implemented a career services fee in 2017 to improve career services. MTC Office of Career Services works closely with admissions and advising to implement career pathways and experiential learning throughout the student's college career.

MTC annually publishes a history of MTC graduates' careers, job placement rates, and estimated annual salaries to help students choose a career path (see Table 6). The College uses Ohio Means Jobs lists of high demand occupations and reports from Lightcast (formerly EMSI) Analyst to inform students about job demands. Advisors and admissions counselors also use services such as the Post-Secondary Employment Outcomes site to help students understand earnings potential for various majors.

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

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

MTC was recently selected as one of sixteen rural community colleges to participate in a NCII pathways project designed to improve college pathways starting in high school, continuing through a community college, and including a four-year college depending on the area of study. MTC also recently formed a Guided Pathways Steering Council to coordinate pathway initiatives. We are working to increase our formal transfer agreements with four-year degree granting institutions.

How do we engage students within the college community?

Engaging students in the MTC college community is a challenge because many MTC students are early college students or working adults who are juggling family and career obligations in addition to college coursework. MTC sponsors one college-wide student organization, Phi Theta Kappa (PTK), an academic honor society for students at associate degree institutions. MTC also offers a Student Ambassador Program, tutoring opportunities for students, and a variety of events such as job fairs and health fairs throughout the year. Other activities designed to engage students are community service projects embedded in academic courses, cultural awareness programs, and general student activities such as intramural sports, DeStress Fests, and welcome back events. MTC also engages in Title IX programming such as Bystander intervention, Take Back the Night, It's on Us, and the Red Flag Campaign. MTC created an e-Sports arena in 2019 to provide a way for students to connect to one another and to the College. Approximately 50 students each term participate in competitions or gather in the e-sports arena to hone their gaming skills.

MTC's PTK group has won several regional and national awards. An MTC student was recently selected as a PTK International Officer. MTC's e-Sports teams have done well in competitions with other two- and four-year colleges.

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

MTC publishes the cost of attendance clearly on the MTC Website <https://www.mtc.edu/tuition-and-fees/>. Financial planning is discussed during advising appointments. MTC's Cohort Default rate has improved consistently over the past three years and is now under 5%. This compares favorably to the national rates for two-year and four-year colleges.

What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?

MTC offers an early course registration for students who have accumulated credits; the more credits, the earlier a

student can register. MTC also offers a flat tuition rate for 13-18 credit hours, effectively lowering the tuition rate by 27.8% per credit hour. The primary barrier to MTC students completing 12 hours per term seems to be a student's life circumstances. From 2018-2020, between 33% and 36% of MTC fall-term general students attend full-time; the percentage dropped to 24% for fall 2021 and rebounded to 34% in fall 2023. Many adult students must continue employment while attending college; the limits the number of classes they can take each term.

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

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

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

MTC faculty are aware that differences in learning styles exist, and the faculty consider this during course development, including assignment and assessment creation. MTC has implemented the Universal Design Concept to improve accessibility for all course content, print, and online information.

MTC hired a full-time Director of Disability Services in fall 2018. The Director works with students to provide reasonable accommodations when warranted and communicates with faculty to ensure a common understanding of these students' abilities. Each syllabus includes a statement informing students how to access disability services and the Director of Advising informs faculty and new students about the policy and the available services.

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

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

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

In 2019 MTC opened a Connections Center for students. MTC improved the Connections Center in 2020 and 2021 through the Title III grant and a grant received from the Marion Rotary Club. The center is staffed several hours each week by a Student Resource Navigator (SRN), a shared resource person experienced in the range of services provided by agencies in the Marion Community. The SRN connects students with available community resources such as Jobs and Family Services, Marion Matters, and Goodwill. The Marion Campus (MTC and Ohio State Marion) opened a food bank in 2018, and this expanded in 2020-21 to include a food bank at the Connections Center in MTC's Bryson Hall. In 2019, MTC worked with Goodwill to implement a clothing voucher program for MTC students. In 2019 MTC also worked with Wyandot Snack Foods to provide no-cost snacks to MTC students. The Connection Center will continue to grow to help MTC meet student needs outside of the classroom.

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

FIRST-YEAR ENTRY

Outcomes from 2022-2024

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

2024 Improvement Focus Description: Continue to improve the percentage of students who complete gateway math and English in their first 30 hours.

Improvement Focus Current Status: We are continuing to track gateway math and English completion in the first 30 hours; we have added user-defined fields in our SIS to facilitate tracking.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Improve student completion of gateway math, English in first 30 hours.	We will continue current efforts to encourage students to complete gateway courses.	Exec Director of Student Success and Engagement	Academic deans, program directors, faculty, advising staff	An increased percentage of students complete the gateway courses in the first 30 hours	Track the percentage	In progress
Continue to improve the percentage of students who complete a degree map in Watermark/AVISO	During initial meetings with advisors and in the FYE course, ensure new students complete a term-by-term degree plan	Exec Director of Student Success and Engagement	Academic deans, program directors, faculty, advising staff	Increased percentage of degree maps created and an increased percentage of students on their plan	Track the percentage	In progress
Use student feedback to improve the FYE course and student orientation	We do not anticipate any major changes	Exec Director of Student Success and Engagement; Title III Director	Academic deans, program directors, faculty, advising staff	Improved ratings on student feedback forms	Rating improvement	In progress
Continue to improve participation rate in FYE and orientation	Work with program chairs to add the FYE course when there is room in the programs	Exec Director of Student Success and Engagement; Academic deans	Academic deans Provost & CSO	Improved participation rate for students who should participate	Monitor the participation rate	In progress

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

1. Provide data (local, state, national) showing the improved student success rate for students who complete gateway math and English in the first 30 hours.
2. Insure students understand the rationale for completing gateway courses (especially math) in the first 30 hours.
3. Communicate (with data) the importance of the FYE course and participation in orientation to all MTC employees (advisors, directors, faculty).

STUDENT PROGRESS

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

Helping students stay on track begins when a student applies to MTC. The Element 451 CRM monitors which documents students need to submit and sends a series of personalized, automated messages to prospective students. Admission staff also communicate personally with prospective students. Monitoring includes whether a student has completed a FAFSA, and if a student who has completed a FAFSA has also completed an application.

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

Course instructors are required to take attendance for each class meeting and enter the attendance into the PowerCampus SIS. Faculty and advisors routinely intervene with students who are falling behind and make sure students are aware of options available to get caught up. Students who are expected to register for the subsequent term are notified using a series of messages developed using behavioral science principles and nudge theory if they have not registered for the courses in the plan.

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

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

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

Most of MTC's technical degree programs include an internship or co-op component as an integrated part of the program of study. Each of MTC's program faculty teams meet twice per year with a program advisory committee, whose members consist of representatives from area business and industry. The advisory committee input and the co-op/internship requirements ensure that the curriculum is meeting the needs of local businesses and that students develop workforce connections. MTC sponsors an annual career fair, and several area employers provide occasional guest lecturers for MTC class sessions. In addition, many courses include a community service component. An experiential learning coordinator was added in 2021, funded by a Title III grant; this person will help MTC faculty find

additional ways to engage with the local workforce. Workforce engagement is also integrated into two other grants MTC recently received: an NSF Engineering grant that will introduce students and employers to virtual reality technology and an NSF Cyber-Security Grant which will help MTC engage with local IT professionals.

MTC's data team recently analyzed the results of a survey completed by students who participated in an early job shadowing experience in a technical course such as business management, accounting, or IT. Over 90% of the students (n=106) reported the experience was valuable and useful to them. Students also provided several suggestions for minor improvements to the courses in which job shadowing is required and faculty are evaluating those comments.

How transparent and accessible are our programs of study?

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

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

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

What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?

MTC encourages every student to prepare a degree completion plan and record the plan in Watermark/AVISO. Once the plan is in place, the system generates automated alerts when a student is off-plan. This enables advisors to follow up with a student to determine if the student's plans have changed, if they simply forgot to schedule a course, or if there is some other reason they are not following the plan they created.

In 2018, MTC implemented a scholarship program called "Get to Next." This program provides a fully paid tuition and fees last-dollar scholarship for students who complete 30 hours in their first year and meet other requirements. This concept – providing degree-completion funds for students who have been successful in their first year – has received some national attention as a scholarship model. At this point, MTC is not able to fund every student who qualifies; raising additional scholarship dollars for this initiative is a priority. Most scholarships include provisions requiring students to maintain enrollment and a minimum GPA level to continue to receive the award.

In 2020, MTC received its first Choose Ohio First (COF) scholarship funds from the Ohio Department of Higher Education. MTC received subsequent COF awards in 2021 and 2022. One challenge with the Choose Ohio First Scholarship program is the 100% match requirement of the scholarship. The match can be for in-kind services or actual other scholarship dollars. Although the MTC Foundation has increased the number of endowed funds that provide scholarships for students, the College has limited resources to cover the 100% match. This means we are not able to take full advantage of programs like Choose Ohio First that have a substantial local match requirement.

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

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

near classrooms.

MTC constructed a One-Stop student service center (the LINK) that consolidates often-used student services into a single area near the entrance to Bryson Hall. Employees in the LINK have primary roles such as Financial Aid, Admissions, Student Accounts but are cross-trained to answer basic question in all areas. The Student Success and Engagement Department and Advising are in adjacent offices to the LINK. Faculty offices are easily accessible to students and are located in the same buildings as classrooms.

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

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

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

How does our institution support student learning?

MTC supports student learning through course design, routine assessment, and consistent interaction among students, faculty, and advisors. Faculty inform students about tutoring and other services available. As a part of the Math redesign project, the College implemented additional support for students in all levels of Math courses in fall 2017. The Title III grant, awarded in late September 2020, provides additional funds to help MTC support student learning through improved faculty development. In spring 2021, five MTC faculty completed an eight-month long Association of College and University Educators (ACUE) professional development series. Faculty are highly skilled in their discipline but may not have had any formal pedagogical training; the focus of the ACUE training is on classroom engagement and pedagogy. Approximately 40 faculty and adjuncts have completed the ACUE training since the initial cohort

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

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

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

MTC administers a student evaluation of teaching survey at the end of each course. Academic department administrators review the results with faculty and make improvements where warranted. MTC administrators also use the results from the Ruffalo Noel-Levitz surveys to understand student learning and support needs. MTC will administer the survey again in fall 2024 or spring 2025. The NL Student Satisfaction Survey measures the importance of various items and student satisfaction with the same items. The difference between the importance and satisfaction scores results in a “gap” that provides areas to investigate. The most recent results for student satisfaction are shown in Table 8 and indicate MTC is doing well in most categories. Although some gaps between MTC’s performance and student expectations, MTC’s most recent satisfaction scores showed MTC was ahead (statistically significant at the .001 level) of its peer group of Community Colleges on nearly every major scale.

Table 8: Ruffalo Noel Levitz Student Satisfaction Survey		Satisfaction Scores		
Highlighted items are the top gaps between importance and satisfaction scores		7-point scale		
Item	2018	2020	2023	
The campus staff are caring and helpful.	6.13	6.28	5.97	
Classes are scheduled at times that are convenient for me.	5.80	6.18	5.58	
My academic advisor is available when I need help.	6.12	6.18	6.29	
Security staff respond quickly to calls for assistance.	6.24	6.34	2.75	
Financial aid awards are announced in time to be helpful in college planning.	5.64	5.94	4.57	
Library resources and services are adequate.	6.25	6.27	5.00	
Admissions staff provide personalized attention prior to enrollment.	5.96	6.30	5.76	
The quality of instruction I receive in most of my classes is excellent.	5.85	6.06	5.91	
I am able to register for the classes I need with few conflicts.	6.02	6.25	6.12	
Parking lots are well-lighted and secure.	5.99	6.48	4.91	
Counseling services are available if I need them.	5.93	6.34	5.31	
Faculty are fair and unbiased in their treatment of individual students.	5.91	6.34	5.84	
The campus is safe and secure for all students.	6.41	6.61	5.49	
My academic advisor is knowledgeable about my program requirements.	6.42	6.51	6.49	
Financial aid counseling is available if I need it.	6.09	6.40	5.05	
My advisor helps me apply my program of study to career goals.	6.23	6.36	6.07	
Admissions counselors accurately portray program offerings in their recruiting practices.	5.99	6.33	5.73	
Computer labs are adequate and accessible.	6.29	6.57	4.43	
Registration processes and procedures are convenient.	6.23	6.42	6.28	
Students are made to feel welcome here.	6.34	6.55	6.09	
The amount of student parking space on campus is adequate.	5.60	6.36	5.52	
My academic advisor is knowledgeable about transfer requirements of other schools.	6.07	6.16	4.84	
This institution helps me identify resources to finance my education.	5.76	6.18	5.24	
The equipment in the lab facilities is kept up to date.	5.94	6.30	3.95	
Faculty provide timely feedback about my academic progress.	5.94	6.23	5.81	
There are adequate services to help me decide upon a career.	6.05	6.36	5.14	
Tutoring services are readily available.	6.14	6.44	4.39	

Table 8: Ruffalo Noel Levitz Student Satisfaction Survey	Satisfaction Scores		
Highlighted items are the top gaps between importance and satisfaction scores	7-point scale		
Item	2018	2020	2023
This campus provides online access to services I need.	6.35	6.46	5.72
There are convenient ways of paying my school bill.	6.21	6.33	5.55
The assessment and course placement procedures are reasonable.	6.05	6.43	5.58
Faculty use a variety of technology and media in the classroom.	6.21	6.30	5.55
I am able to take care of college-related business at times that are convenient for me.	6.08	6.31	5.87
Administrators are available to hear students' concerns.	5.91	6.26	5.39
Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	6.18	6.26	6.04
I receive ongoing feedback about progress toward my academic goals.	5.77	6.01	5.75
Tuition paid is a worthwhile investment.	6.08	6.32	5.67
I seldom get the "run-around" when seeking information on this campus.	5.86	6.08	5.02
Most classes deal with practical experiences and applications.	6.13	6.30	5.90
On the whole, the campus is well-maintained.	6.29	6.68	6.08
There are sufficient courses within my program of study available each term.	5.85	6.23	6.01
The courses I took my first term at MTC were a good match with my academic abilities.	6.31	6.44	6.24
I am able to manage my course load over the 16-week semester.	6.25	6.35	6.01
Using the practice tests helped me prepare for taking placement tests.	6.23	6.20	4.53
MTC offers a good variety of traditional on-campus, blended, and on-line courses.	6.18	6.52	6.15
MTC provides the area's most accessible, supportive, and personal pathway to career success.	6.04	6.41	5.56
I am well informed about important dates, events, support services, and deadlines relative to my education at MTC.	6.13	6.35	6.22
Minimizing the number of trips I have to make to campus to take classes is critical to my success.	6.13	6.38	3.94
Students are notified early in the term if they are doing poorly in a class.	5.88	6.02	4.32
Participating in new student orientation helped prepare me for attending MTC.	5.80	6.13	5.45
Using the Watermark/AVISO system helps me monitor my degree completion plan.	5.70	6.10	4.66
Cost as factor in decision to enroll.	6.56	6.44	6.27
Financial assistance as factor in decision to enroll.	6.39	6.33	5.93
Academic reputation as factor in decision to enroll.	6.30	6.33	5.99
Future career opportunities as factor in decision to enroll.	6.61	6.57	6.25
Personal recommendations as factor in decision to enroll.	5.85	5.97	5.74
Distance from campus as factor in decision to enroll.	6.32	6.13	5.76
Information on the campus Web site as factor in decision to enroll.	5.82	5.95	5.72
Campus visits as factor in decision to enroll.	5.52	5.74	4.76

For the past three years, MTC has administered a Trellis Financial Wellness survey to analyze student needs. This survey was initially deployed during the COVID-19 pandemic when mask mandates and other restrictions were in place at the College. 146 out of 1,106 (13.2%) students responded to the fall 2023 survey invitation. MTC received the results in February 2024. Key findings of the most recent survey are listed below by major categories:

Perceptions of Institutional Support

- 70% of respondents said they had experienced financial difficulties or challenges while in college.
- 32% of respondents disagreed or strongly disagreed that MTC was aware of their financial challenges.
- 69% of respondents agreed or strongly agreed MTC has support services in place to address their financial needs.
- 32% of respondents had not spoken with anyone about their financial struggles. Those who did speak to someone were most likely to speak with financial aid advisors, but many sought advice from other MTC employees.
- 87% of respondents indicated cost was an important factor in their decision to attend MTC.

Paying for College

- While many students use savings or income to pay for college, it rarely is enough; few students today “pay their way through college.”
 - 48% of respondents used their personal savings to pay for college;
 - 73% percent reported using current employment as a resource.
 - 9% paid for college solely with their savings and current employment. These results are increased slightly from prior survey administrations, indicating an increased financial need.
- When self-help, family support, and grant assistance prove insufficient, students turned to various forms of credit.
 - 41% of respondents relied on student loans to help support attendance at MTC.
 - 27% of respondents reported using credit cards to pay for college.
 - 4% of respondents reported they had received some type of emergency financial aid from MTC in 2023.
 - 87% of respondents reported they has completed the FAFSA; of those who did not complete it, 38% indicated they did not think they would be eligible; 37% said they could pay for college without financial aid, and 25% did not want the possibility of taking on debt.

Financial Security

- While most students said they were open to seeking help with financial decisions, many had not spoken with a college official. Of those who had, many sought help from college officials who were not experts in financial aid.
 - 35% of respondents had not spoken with anyone at their institution about their financial struggles. When they did speak with someone, they were most likely to speak with financial aid advisors. However, many sought financial advice from officials who were not experts in financial aid.
 - 58% of respondents indicated they worry about being able to pay their monthly expenses.
- Many students reported struggling financially while enrolled.
 - 71% of respondents said they had experienced financial difficulties or challenges while in college.
 - 60% of respondents said they would have trouble getting \$500 in cash or credit to meet an unexpected need in the next month, and 23% said they would not be able to get that amount of money in that timeframe. This is a slight increase from prior survey administrations.
 - A majority of respondents reported running out of money at least once during the year. 29% reported running out of money at least 8 times during the year.
- Most students expressed confidence in their financial knowledge.
 - More than three-quarters of students (79 percent) agreed or strongly agreed that they know how to keep from spending too much.

- Nearly two-thirds (64 percent) of students agreed or strongly agreed that they know where to find the advice they need to make decisions involving money.
- 82% of respondents who used a credit card indicated they had used it to purchase something they did not have the money for at least once.
- 77% of respondents who used a credit card reported they paid the bill on time, but only 25% reported they paid the full balance each month.

Student Wellbeing

- 43% of surveyed students were food insecure, a condition which can negatively impact physical health, academic performance, and overall wellness.
 - 33% of respondents often ate less than they felt they should
 - 32% of respondents cut the size of their meals
 - 21% of respondents were hungry but did not eat
- 20% of respondents were unaware that Marion Technical College offered at least one food pantry or closet to assist students in need.
- Only 20% of respondents had visited at least one on- or off-campus food pantry an on-campus. According to Trellis (based on national survey data), it is possible internal and external factors—such as stigma, shame, and time constraints—may prevent eligible students from accessing these resources.
- 43% faced challenges securing or maintaining affordable, safe, and quality housing.
- 11% revealed they had been unhoused since starting college or within the previous 12 months; 1% reported being homeless.
- 30% of respondents reported trouble paying rent
- 30% reported difficulty paying the full amount of a gas or electricity bill
- 13% had moved in with others due to financial problems
- 12% of respondents reported they had unreliable transportation
- 3% used public transportation to attend MTC (not surprising since the MTC market area has limited public transportation).

Special Populations

- 40% of respondents identified as a first-generation college student
- 37% are parents; 42% of these stated they spend at least 40 hours per week caring for their dependents
- 84% of respondents reported working for pay; 40% reported working at least 40 hours per week
 - 54% of those working identified as “student who work”
 - 46% of those working identified as “a worker who goes to school.”
- 2% identified as a former foster youth
- 12% of respondents identified as a member of the LGBTQIA+ community

Trellis Summary

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

The Trellis survey is administered nationwide. Students from 142 institutions participated in the survey, including 93 community colleges. Trellis received ~30,000 responses from community college students nationwide. MTC respondents

were oversampled for white, female, full-time students but represented the general MTC population for GPA, age, and credits earned as of fall 23.

The survey included 132 questions. MTC student responses were on par with responses from the nationwide survey respondents with the exception of a few areas:

- A higher percentage of MTC respondents reported working for pay
- A lower percentage of MTC respondents reported using family/parent support to pay for college
- A higher percentage of MTC respondents reported taking out student loans
- A lower percentage of MTC respondents completed the FAFSA, citing it was too much work, they did not want to take on debt, or they could afford to attend without financial aid.
- A higher percentage of MTC respondents reported they always pay their credit card bill on time.
- A lower percentage of MTC respondents who reported taking out a loan reported they were confident they would be able to pay any debt acquired as a student
- A higher percentage of MTC respondents reported they received online counseling when they took out a student loan
- A higher percentage of MTC respondents reported visiting the on-campus food pantry

MTC is reviewing the Trellis survey findings and taking steps to address some of the issues raised. Trellis facilitated a student focus group in April as a follow up to the fall survey and they will share those results in May. Aside from the items mentioned above, the fact that MTC respondents' ratings were on par with most of the national community college student respondent ratings means that national research is for the most part applicable to MTC students.

PROGRESS

Outcomes from 2022-2024

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Improve use of AVISO (Watermark)	Improved percentage of students with academic plans in AVISO	We have improved the percentage	Percentage of students on plan	Aligned with a goal in our Title III proposal
Improve Experiential learning	Hire experiential learning coordinator	Coordinator was hired	Number of early experiential learning experiences	Making good progress

2024 Improvement Focus Description: Improve student persistence through a variety of strategies

Improvement Focus Current Status: In process; aligned with Strategic Plan, Rural Guided Pathways, Complete College America, and Title III goals. Student progress is a key element in several grants MTC has received – NSF, DOL, and RAPIDS.

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	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Improve student persistence	We have several strategies in place for this – aligned with strategic plan and Title III goals	Multiple departments are involved in this initiative. We have a good understanding of student needs.		Improved persistence rate Persistence rate		Immediate

STUDENT COMPLETION

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

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

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

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

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

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

MTC awards certificates but the process is manual; those certificates are aligned to degrees.

How do we assist students with college to career transition?

The college to career transition begins with the admission appointment, where admission counselors discuss career plans and how careers align to MTC programs with prospective students. After a student selects a program, an appropriate advisor is assigned, and the advisor and student engage in continuing discussions. MTC programs include an internship or co-operative work experience that gives students the opportunity to gain real-world experience in a career. Ost MTC programs also now require an early experiential learning assignment such as a job shadow. MTC uses the Handshake system to connect students with employers. MTC's Director of Career Services and co-op and internship coordinators review student resumes and offer suggestions for improvement. MTC's career services office sponsors an annual job fair and visits classes upon request.

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

MTC's IR office uses the National Student Clearinghouse to identify top transfer partners, and academic program directors create 3+2 or 3+1 transfer agreements with university partners. MTC is also beginning to use the Marion Student Clearinghouse Post-Secondary Data Partnership system. There is room for improvement in this area; this is a part of MTC's guided pathways work with NCII, spearheaded by the newly formed Guided Pathways Steering Council.

What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?

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

Do our registration and withdrawal policies support completion?

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

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

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

COMPLETION

Outcomes from 2022-2024

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?
Completion rate – all students	Action steps are outlined in the Title III grant and other areas of this document	We are making slight improvements in degree attainment but still have work to do.	IPEDS (cohort based) and degree/100 FTE are primary measures	We have developed meaningful ways to better measure this metric. IPEDS is one method but is not reflective of our student body or attendance patterns.
Completion rate – student subgroups				

2024 Improvement Focus Description: Carry forward from last plan

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

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?
Completion rate – all students	We will continue current initiatives, supplemented by the NCII Rural Community College Guided Pathways project			Improvement in degree completers and a narrowing of the gap for population subgroups		Immediate
Completion rate – student subgroups						

What are our next steps?

Next steps for this project are to continue current work, updated by what we learn from the NCII Rural Guided Pathway Project, from technical assistance for Complete College America's Accelerator initiative, and from the Institute of Evidence Based Change (IEBC) Caring Campus Initiative. We can improve data communication about current trends to inform improvements.

OTHER ASPECTS OF COMPLETION SUCCESS

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

Table 9 shows overall results for course completions since 2020 including the gaps among different demographic groups. MTC analyzes completion data for courses by different student characteristics. Analyses have been created for minority

students, online course completion, 25 and over, course department, and other combinations of several factors. Our results show the differences between students are minimal based on Pell status, higher for minority status, and that students who have multiple risk factors (Pell eligible, minority) complete courses at approximately a substantially lower rate than students who have no risk factors. Using Watermark/AVISO's predictive analytics is enabling MTC advisors to improve understanding of the risk factors beyond obvious demographics such as age, Pell status, and ethnicity. Watermark/AVISO uses student demographics, the historical pass rate on a course, and other factors to provide a single risk-factor rating of green-yellow-red to help advisors know which students to monitor closely.

Table 9: Course Success Rate (C or Better)					
Demographic	AY20	AY21	AY22	AY23	AY24*
All Students	86.90%	84.60%	84.40%	86.80%	85.90%
Early College Students	93.20%	89.30%	90.40%	92.90%	92.40%
Prison Students	81.50%	78.60%	78.90%	85.20%	80.60%
General Students	85.10%	83.00%	82.20%	82.80%	83.20%
Minority Students	84.50%	81.50%	77.90%	82.60%	80.70%
Not Minority Students	87.50%	85.10%	85.90%	87.80%	87.20%
Gap - Minority	3.00%	3.60%	8.00%	5.20%	6.50%
Pell Students (General/Prison Only)	83.10%	81.10%	80.40%	81.70%	81.40%
Not Pell (General/Prison only)	86.10%	84.60%	83.00%	85.40%	84.30%
Gap - Pell	3.00%	3.50%	2.60%	3.70%	2.90%
Pell and Minority	79.70%	80.70%	75.00%	81.40%	80.10%
Not Pell, Not Minority	86.90%	85.40%	85.10%	87.20%	87.30%
Gap - Pell and Minority	7.20%	4.70%	10.10%	5.80%	7.20%
<i>*as of April 20, 2024</i>					

MTC tracks similar data regarding persistence and degree completion.

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

MTC has the major components in place to improve student success. The Connection Center is helping students access community services. Disability Services has improved substantially in the past few years. The advising model has improved to a more holistic coaching model. Faculty are improving classroom teaching with the strategies learned in the ACUE course. If MTC is able to return to a more normal environment in the next couple years, we will be able to evaluate the success of these initiatives and continue to improve as indicated by results.

How do we select and cultivate external linkages?

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

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

MTC offers courses in a variety of formats:

- 8-week sessions

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

Program directors continue to review course formats for improvements. We are continuing to offer a much higher proportion of class sections in an 8-week format; results so far indicate this will help improve student success.

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

MTC was an active participant in the ODHE Strong Start to Finish Initiative and MDRC's Encouraging Additional Summer Enrollment (EASE) project. MTC is currently participating in the OACC Student Success Leadership Institute, the Chair Academy, and other state and national initiatives. MTC was one of sixteen community colleges nationwide selected in April 2022 to participate in the NCI's Rural Community College Guided Pathway initiative, which will continue through 2027. MTC was also selected to receive technical assistance from Complete College America's Accelerator project in 2023 and has benefited from several no-cost professional development opportunities. MTC used grant funds to implement a Caring Campus initiative which will help MTC employees improve their understanding of engaging with students. Caring Campus is in process and expected to be fully implemented in 2024. Employees from across the College participate in these projects.

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

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

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

Core Values:

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

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

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

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

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

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

What else can we do?

The Title III grant that started in October 2020 is partially providing the resources MTC needs to improve student success. The College is focused on implementing the strategies outlined in the grant. MTC was awarded an NSF grant to implement a Smart Manufacturing Program, which concluded in spring 24. MTC received a second NSF grant in 2023 to incorporate Virtual Reality into Engineering programs and will begin a third NSF grant in August 2024 to improve Cyber Security. MTC received a TRIO student success grant in October 2021 to provide funding for engaging disadvantaged area high school students and will apply for a second TRIO grant later in 2024. MTC is also making plans to apply for a variety of additional grants (DOL, NSF, ODHE) that, if awarded, will help us further our student success initiatives.

OTHER

Outcomes from 2022-2024

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Implement Title III & NSF grants	Implement Title III grant	Grant is nearly implemented according to the grant timeline	Listed in the Title III grant	
Marion Tech Downtown	Open Downtown Center	Center is opened & staffed		
Funding	Secure external funding to purchase downtown building	Applied for funding from multiple sources but no funding received		
Renovations	Complete Bryson Hall Renovations	Project was partially completed; next phase is set to being in summer/fall 2024.		

2024 Improvement Focus Description: Continue to seek grant funding

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

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
<i>Improvement Objective (College Strategy/Intervention Objectives)</i>	<i>What will we do differently? What are the action steps for intervention?</i>	<i>Who will be responsible (title)?</i>	<i>Who will need to support /bolster the change and how (titles)?</i>	<i>What will be our outcome indicator of success?</i>	<i>How will we measure success?</i>	<i>What is our timetable?</i>
Secure additional grant funding	Seek out and apply for grants	Chief Strategy Officer	President, all VPs, directors	Additional grant funds secured	Amount of funds	Immediate
Create programs aligned with the expected demand the Intel project will	Nothing different – keep up to date on Intel	President, Provost, Engineering Director		Programs, courses will be developed	Local employment demands are partially	1-5 years

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?
create. This will include jobs at Intel, jobs for Intel's suppliers, and vacancies created if current workers leave existing positions to work at Intel	and other major projects			that meet industry needs	met with MTC students and/or graduates	

What are our next steps?

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

WORKFORCE

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

As resources, please refer to the Governor’s Office of Workforce Transformation’s In-Demand Jobs List:

<https://topjobs.ohio.gov/wps/portal/gov/indemand/list> and

http://omj.ohio.gov/OMJResources/MasterList_Education.stm and the eleven JobsOhio key industries (listed at <http://jobs-ohio.com>).

JobsOhio industry clusters and labor market information for each occupation:

<http://omj.ohio.gov/OmjResources/OccupationsByIndustry.stm>. Six JobsOhio regions: <http://jobs-ohio.com/network/>.

The eleven key industries are:

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

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

A few questions to consider about WORKFORCE

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

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

JobsOhio Key Industries Addressed in MTC's Current Curriculum and Programming	
JobsOhio Key Industry	MTC Degree / Certificate Program(s)
Financial Services	Accounting, Business Management
Healthcare	Medical Assisting, Medical Lab Technology, Health Information Technology, Nursing, Radiography,
Logistics and Distribution	Business Management
Automotive	Engineering
Advanced Manufacturing	Engineering
Technology	Networking, Software Development, Office Information, Cyber Security Technology
Real Estate (not on the JobsOhio List but important in MTC's region)	Business Management / Real Estate

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

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

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

Table 10 illustrates the job demands for occupations that align with MTC's programs. Occupations such as custodians, retail cashiers/fast food, assemblers, and truck drivers are not included in the list. The list is derived from Lightcast, using Marion, Morrow, Wyandot, Hardin, Union, and Crawford counties as the region.

Table 10: MTC's Primary Service Area Employment Outlook				
Description	2023 Jobs	2030 Jobs	Average Annual Openings	Average Annual Earnings
Registered Nurses	1,757	1,833	114	\$75,702
Customer Service Representatives	1,313	1,291	178	\$39,228
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,091	1,029	119	\$39,541

Table 10: MTC's Primary Service Area Employment Outlook

Description	2023 Jobs	2030 Jobs	Average Annual Openings	Average Annual Earnings
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	983	1,016	94	\$78,571
Nursing Assistants	989	985	143	\$33,463
Home Health and Personal Care Aides	963	972	151	\$28,269
Bookkeeping, Accounting, and Auditing Clerks	972	958	114	\$44,628
First-Line Supervisors of Production and Operating Workers	918	929	89	\$65,179
Accountants and Auditors	661	682	55	\$76,353
Security Guards	552	662	97	\$38,478
First-Line Supervisors of Office and Administrative Support Workers	655	651	64	\$59,492
Licensed Practical and Licensed Vocational Nurses	640	626	49	\$50,835
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	652	598	62	\$44,615
Industrial Engineers	522	524	31	\$96,317
Software Developers	462	515	34	\$117,542
Police and Sheriff's Patrol Officers	469	505	42	\$62,178
Machinists	484	492	52	\$48,554
Human Resources Specialists	493	486	43	\$68,497
Managers, All Other	443	477	38	\$91,942
Business Operations Specialists, All Other	456	462	41	\$73,360
Industrial Machinery Mechanics	401	443	39	\$60,505
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	411	442	45	\$68,972
Medical Assistants	396	427	57	\$36,700
Project Management Specialists	409	426	32	\$92,498
Mechanical Engineers	387	395	24	\$99,157
First-Line Supervisors of Mechanics, Installers, and Repairers	359	379	34	\$70,945
Computer Numerically Controlled Tool Operators	398	376	36	\$45,294
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	361	354	41	\$41,267
Bus Drivers, School	257	354	61	\$40,668
Cleaners of Vehicles and Equipment	316	351	49	\$34,110
Buyers and Purchasing Agents	363	344	32	\$67,789
Medical Secretaries and Administrative Assistants	326	336	36	\$37,767
Medical and Health Services Managers	286	326	27	\$108,863
Production, Planning, and Expediting Clerks	325	325	34	\$55,052
Computer User Support Specialists	298	293	20	\$54,034

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

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

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

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

How have we linked our curriculum and programing to the Ohio Means Jobs In-Demand Jobs list?

MTC uses the OMJ in-demand jobs list and Lightcast to help the college forecast local employment needs. The primary OMJ in-demand jobs needed in MTC's service area the Healthcare, Manufacturing, and Technology areas. In addition to the OMJ list, there is a local need for managers, social service workers, and early childhood educators. Advisory committees provide valuable input regarding anticipated employment needs, and MTC is directly involved with local economic development entities.

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

MTC's non-credit offerings are currently created in response to a specific identified need by a local business/industry. MTC currently offers The Forge as an open-enrollment non-credit program. Non-credit training is aligned with the programs MTC offers – the most popular non-credit training is in Engineering Technology, Leadership, and Business Management. The Marion Tech Downtown location provides opportunities for MTC to explore open-enrollment non-credit training that can lead to enrollment in for-credit programs.

WORKFORCE

Outcomes from 2022-2024

<i>Strategy/Goal:</i>	<i>Outcome:</i>	<i>Progress:</i>	<i>Measure:</i>	<i>Comments:</i>
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Open enroll non-credit training	Enrollment in courses / subsequent enrollment in for-credit courses	MTC has a multi-year history with The Forge, an entrepreneurship training program offered at no cost to participants. MTC responds to industry-specific non-credit training as requested. Aside from The Forge, there does not seem to be a high community demand for other open-enrollment non-credit training but MTC's Workforce Solutions Department continues to explore this.		

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
America's Workforce Development Capital (AWD)	AWD Web site created, inventory of workforce training opportunities catalogued	We created the America's Workforce Development Capital website	https://americaswdc.com/	This was a grant funded project designed to showcase the workforce training assets available in Marion

2024 Improvement Focus Description: Develop programs related to the Intel site; sustain the AWD project

Improvement Focus Current Status: In progress

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

Second Chance Pell

MTC has participated in the second chance Pell Experimental Sites initiative to provide Pell funding to incarcerated students at two state correctional facilities located in Marion County. MTC has submitted a PEP application to the Higher Learning Commission in order to expand Pell awards to prison students as a standard practice. Expanding Pell provides funds for MTC to provide additional services (tutoring, advising, disability) at the prison locations.

The following address the items required by ORC 3345.81.

A.1. *Provide a report prepared by the institution of higher education regarding the institution's collaboration with other institutions of higher education through an initiative of the chancellor to assist students who have some college experience, but no degree, in earning an associate degree, certificate, or credential.*

MTC actively communicates with students who have some MTC college experience but no degree or certificate. From fall 22 to spring 23, 198 general students (21%) attended in fall 22, did not earn a degree or certificate, and did not attend in the spring 23 term. 112 of those students who did not return had accumulated 20 or more college credits; 37 had 3 or fewer credits. From fall 23 to spring 24, 174 general students (18%) attended in fall 23, did not earn a degree or certificate, and did not return in spring 24. 88 of those students who did not return had accumulated 20 or more credits; 41 had 3 or fewer credits. The average GPA of returning students was 3.1 compared to 2.0 for students who did not return.

MTC has used several methods to entice stopped out students to return to college to earn a credential. In addition to the ODHE Second-Chance grant program, MTC secured a \$100,000 local grant (now depleted) to help Marion County students who had stopped out or had never attended with scholarship dollars. This remains an area of focus for the college. In many cases, students who have some college, but no degree are not able to return due to life circumstances beyond MTC's control.

A.2. *Provide information about the institution's efforts to assist students in attaining an associate degree, certificate, or credential while earning a bachelor's degree or using college credit transferred between institutions of higher education*

MTC actively participates in reverse transfer. MTC also informs students who transfer to a university before completing a degree or certificate at MTC about reverse transfer possibilities – to encourage them to send a transcript back to MTC as they complete coursework at a different institution. Despite MTC's best efforts, the number of course credits awarded through the reverse transfer process is minimal, generally less than five courses per month. This is an area for improvement. Most of the automated reverse transfer course notifications are from out-of-state institutions.