

**STRATEGIC PLAN FOR STUDENT COMPLETION  
(RESOLUTION #2024-21)  
JUNE 11, 2024**

*With this resolution the Sinclair College Board of Trustees approves the updated Strategic Plan for Student Completion for submission to the Chancellor of the Ohio Department of Education (ODHE) as as detailed in Enclosure #08 of the June 2024 Board Agenda.*

WHEREAS, to comply with section 3345.81 of the Ohio Revised Code, the Sinclair College Board of Trustees approved an institution-specific strategic Completion Plan in November 2020, Resolution #2020-37; and

WHEREAS, the ODHE requires Completion Plans be updated at least once every two years; and

WHEREAS, Sinclair will provide a copy of the updated Strategic Plan for Student Completion to the Chancellor of the ODHE no later than June 30, 2024.

NOW, THEREFORE, BE IT RESOLVED that the Sinclair College Board of Trustees approves the updated Strategic Plan for Student Completion for submission to the Chancellor of the ODHE as required by section 3345.81 of the Ohio Revised Code.

**BOARD ACTION:** A motion was made to approve the resolution by Trustee Joe Sciabica and seconded by Trustee Maninder Kalra. The motion carried unanimously.

A roll call vote was taken:

Chair Feldman – Yes	Trustee Kalra – Yes
Trustee Barker – Yes	Trustee Neff – Yes
Trustee Connelly – Yes	Trustee Sciabica – Yes
Trustee Geygan – Yes	Trustee Ward – Yes
Trustee Hollingsworth – Yes	Trustee S.T. Wright – Yes
Trustee Jones-Kelley - Yes	

# SINCLAIR COLLEGE

## **Strategic Plan for Student Completion 2024**



# INTRODUCTION

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## CURRENT INITIATIVES IMPACTING STUDENT COMPLETION

In the 2023-24 academic year, Sinclair Community College embarked on several groundbreaking initiatives to significantly enhance student success and completion, both prior to graduation and post-graduation. These initiatives provide the basis for Sinclair's work in the four key areas of the student pathway: connect, entry, progress, and complete. The initiatives are described in the introduction, followed by the priorities and goals of each area of the student pathway.

### **Institutional Strategic Planning**

As part of a comprehensive, 18-month strategic planning process, Sinclair has engaged with community partners to listen and learn about Sinclair's alignment to regional workforce demands. The next steps in the process will be plan development, implementation, and strategic management. The framework of strategic planning fully incorporates Sinclair's priorities of student success and completion.

### **Unlocking Opportunity**

Operating concurrently with Sinclair's strategic planning process is "Unlocking Opportunity: The Post-Graduation Success and Equity Network." Sponsored by the Aspen Institute and the Community College Research Center, the Unlocking Opportunity initiative and Sinclair's institutional strategic planning have complementary goals. Sinclair's goal in Unlocking Opportunity is twofold: to increase the number of students who earn a credential before transferring and to increase the number of students who complete credentials leading to living-wage jobs. Sinclair was selected to participate in Unlocking Opportunity as one of only ten community colleges in the nation.

### **Higher Learning Commission Open Pathway Quality Initiative**

The key reform strategies guiding Unlocking Opportunity also serve to guide Sinclair's Higher Learning Commission Quality Initiative, which is required for re-accreditation. The five Quality Initiative reform strategies are:

1. Build recruitment plan to increase offerings and enrollment in experiential learning opportunities within living-wage programs
2. Revitalize appeal of living-wage programs through flexible scheduling options
3. Implement practices to increase transfer volume and modify systems to better support transfer students
4. Increase number of classes with Coaching to Complete services to support students within living-wage programs
5. Redesign current service model within high-poverty school districts to better meet academic advising, enrollment, and career exploration needs of underserved students.

## **Expanding Access to Work-Based Learning**

Dovetailing with the experiential learning goals of the Quality Initiative, the Work-based Learning (WBL) initiative, funded by the ECMC Foundation, will build a comprehensive work-based learning ecosystem so that every student can have the opportunity for some form of work-based learning as part of their college experience, focusing first on in-demand careers. This project will also build the infrastructure to track WBL across all academic divisions.

## **Improving Transfer at Sinclair**

In addition to these strategic initiatives, Sinclair received a U.S. Department of Education Title III grant (\$2.3 million over five years) focused on improving transfer outcomes. The project's goals include increasing retention and strengthening the academic preparation of students prior to transfer, implementing systems interventions to improve organizational efficiency and effectiveness to support transfer student goals, and improving course completion and credential completion rates. Key activities include creating mechanisms to identify transfer-intending students, establishing and staffing a dedicated transfer center, creating and supporting guided transfer pathways, and expanding a transfer-affirming culture via training of faculty and staff.

The connections between the initiatives above drive Sinclair's 2024 Student Completion Plan. Each of these initiatives has targets that will be measured over the next two years and beyond. The plan was shared and approved by the Sinclair Board of Trustees in June 2024.

# 2024-26 PRIORITIES & GOALS

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## CONNECT

### **Connect, Entry, Progress, and Complete**

In order to assess momentum in these areas, the Board typically reviews trend data and receives regular updates throughout the academic year.

### **OUTCOMES**

- Students benefit from partnerships between Sinclair and regional employers, which lead to recruitment into high-demand programs
- Students participate in advising and career counseling to explore in-demand fields leading to family-sustaining wages
- Students with some college but no degree re-enroll in academic programs or workforce training leading to living-wage jobs

### **STRATEGIES**

- Expand “academy” model with employers to meet current workforce needs
- Leverage Transition Advisors and Sinclair’s Admissions Office to increase matriculation of CCP and Tech Prep students
- Redesign current service model within high-poverty school districts to better meet academic advising, enrollment, and career exploration needs of underserved students
- Provide adults with a clear academic pathway that accounts for work and family demands

### **METRICS**

- Number of students enrolled in the in-demand fields of IT, Manufacturing, Health Sciences
- Number of students participating in career counseling
- Yield of matriculated students from CCP, Tech Prep, and enrichment programs
- Increased enrollment of number of students with some college and no degree

# 2024-26 PRIORITIES & GOALS

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## OUTCOMES

## ENTRY

- Students make earlier and more informed program decisions after advising and career exploration
- Students enroll in courses consistent with those decisions – especially students of color and lower-income students (UO)
- Students are intentionally connected with mentors and resources in the academic, financial, personal, and career domains

## STRATEGIES

- Increase the number of students participating in program and/or institutional orientations
- Increase the use of PLA to convert work and life experiences to academic credit
- Define exploratory, undecided, and liberal arts pathways to support student decision-making and connection to living-wage employment or transfer
- Embed career exploration into classroom instruction and increase use of career exploration tools such as YouScience and Focus II

## METRICS

- Number of students who change majors during year 1 of program
- Number of student completions in the Associate of Arts and Associate of Science degrees with subsequent transfer/employment in living-wage jobs
- Number of PLA credits accepted per program
- Number of underserved students enrolled in high-demand programs and BAS degrees

# 2024-26 PRIORITIES & GOALS

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## PROGRESS

### OUTCOMES

- Students receive meaningful opportunities to participate in experiential learning in all programs across the college
- Students build a course schedule each semester that fits their work-life-educational demands, whether face-to-face, online, blended, or other
- Students use student support services, such as tutoring, the Math Lab, and the Transfer Center, as needed along academic pathway
- Students engage with peers and faculty on campus to establish sense of connection

### STRATEGIES

- Collaborate with employers and internal stakeholders to increase student career exploration and experiential learning, including internships, service, learning, apprenticeships, practicums, and clinicals
- Revise course scheduling process to ensure student-centric, life-friendly, flexible course schedule (block scheduling and shorter terms, for instance)
- Increase collaboration between faculty, academic advisors, and other staff through training and professional development to increase student use of support services
- Increase number of meaningful student development activities

### METRICS

- Number of tutoring, Transfer Center, and Career Services appointments
- Number of experiential learning opportunities across disciplines, disaggregated into type of experience
- Number of employer partners offering work-based learning opportunities for students
- Number of students enrolled in SmartBlock Scheduling

# 2024-26 PRIORITIES & GOALS

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## OUTCOMES

- Students earn a living-wage or transfer to bachelor's program upon completion of a Sinclair credential
- Students successfully navigate pathways and complete credentials prior to transfer
- Students' career goals align with chosen programs of study

**COMPLETE**

## STRATEGIES

- Students engage with new Transfer Center to better understand pathways
- Document student career goals, as well as academic goals and 4-year institution of choice, to track pathway progress
- Improve tools, technology, and systems to allow faculty and staff to decrease student time to completion
- Strengthen and increase articulation agreements in living-wage, high-demand programs

## METRICS

- Number of students enrolled in Sinclair's Bachelor of Applied Science degrees and other 4-year programs
- Number of students transferring to 4-year institution; number of credits transferring directly into programs
- Salary data one-year prior to graduation and one-year after graduation
- Number of credentials awarded/time to completion
- Federal IPEDs rate

# APPENDIX

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## APPENDIX 1: Required Information

### **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.**

The BOLD Compact is a regional collaboration among colleges in SW OHIO coordinated through SOCHE intended to help students who may have an outstanding balance return to college and complete their program of study. Upon successful completion of the Student Responsibilities and BOLD Compact Requirements, previous student account balances (up to \$5,000) are forgiven by the most recently attended College/University. Sinclair joined the BOLD Compact in April 2023.

To supplement this work, Sinclair entered an agreement with Student Connections, a third-party servicer, focused on an outreach campaign to students who meet the BOLD Compact requirements. Students contacted had been out of college for at least two semesters, had a cumulative GPA <2.0, and had not attained a degree to date. Student Connections had 50+ highly trained Call Center Agents who made multiple outreach attempts (2-3) per week for 30 days with a script. Any student contacted who indicated interest in attending Sinclair was transferred to one of Sinclair's Enrollment Specialist in the Welcome Center.

Total BOLD Students Registered Any Term: 18

- Registered 23/SU: 8 Students registered for a total of 51 credit hours and charged \$9,585.79
- Registered 23/FA: 5 Students registered for a total of 34 credit hours and charged \$6,390.66
- Registered 24/SP: 5 Students registered for a total of 38 credit hours and charged \$7,160.31

Finally, Sinclair also participated in the ODHE Second Chance Grant Program. The Second Chance Grant provides financial assistance in the form of \$3,000 grants to eligible students re-enrolling at a qualifying institution in order to obtain a degree or credential. Second Chance Grants are applied against the student's cost of attendance (COA) after all need-based federal and state grants have been applied. Grants are awarded on a first-come, first-serve basis. Currently, all funding has been exhausted until July 2024. Prior, we awarded eleven students \$19,318 in 2021-22 and nine students \$14,682.00 in 2022-23.

Report regarding collaboration with other institutions of higher education to address students who have some college, but no degree, in earning an associate degree, certificate, or credential.

The following information addresses items required by ORC 3345.81.

## Required Information

Sinclair'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.

**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.**

### Supporting Bachelor's Seeking Students

Sinclair has, over the last few years, made significant advancements in supporting students seeking bachelor's degrees, including those seeking to transfer to a University to complete a degree. In addition to creating four applied bachelor's degrees, the college has created Academy (guided pathways) programs with key university partners. These partnerships include clear and full-credit articulation, shared recruiting, enhanced advising support, housing options, and joint onboarding activities. In addition, the college has created Transfer Best Practices guiding principles and a rubric to support the development of partner relationships.

In February of 2023, Sinclair joined the Unlocking Opportunity: The Post-Graduation Success and Equity Network initiative to positively influence students' ability to attain living wage earnings as a result of completing full-credit transfer programs and earning a bachelor's degree. Specifically, the college set a goal to increase enrollment in living-wage full-credit transfer pathways by 2,200 by the end of 2025. Key objectives include:

1. **Outcome:** Double the number of students who complete credentials in in-demand, living-wage and full-credit transfer programs.

**Rationale:** To meet demand in the regional labor market, we need more people moving into skilled labor jobs via post-secondary credentials. We have an identified cohort of students who have declared an intent to transfer and are leaving Sinclair without a credential.

2. **Outcome:** Increase the number of new, degree-seeking students with the intent to transfer and Full-time and Part-time students who earn a credential and transfer within 6 years.

**Rationale:** Students completing a credential prior to transferring from Sinclair are twice as likely to earn a bachelor's degree.

In October of 2023, Sinclair received a U.S. Department of Education Title III grant (\$2.3 million over five years) focused on improving transfer outcomes. The project's goals include increasing retention and strengthening the academic preparation of students prior to transfer, implementing systems interventions to improve organizational efficiency and effectiveness to support transfer student goals, and improving

## APPENDIX 1

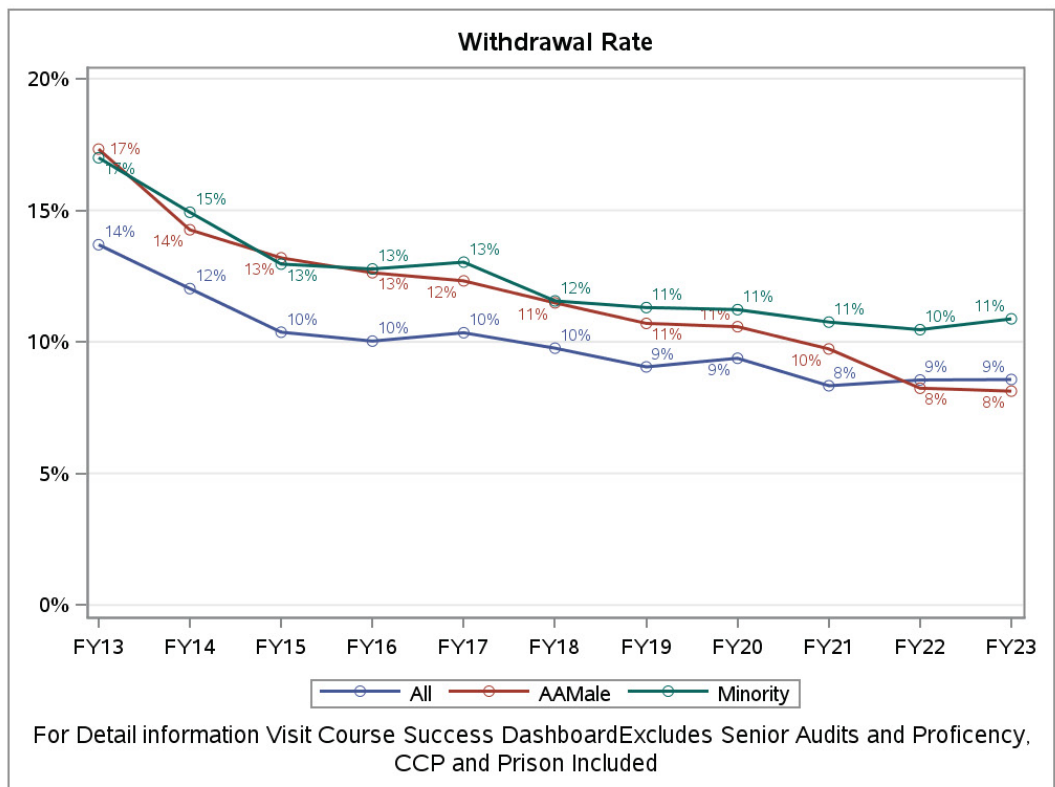
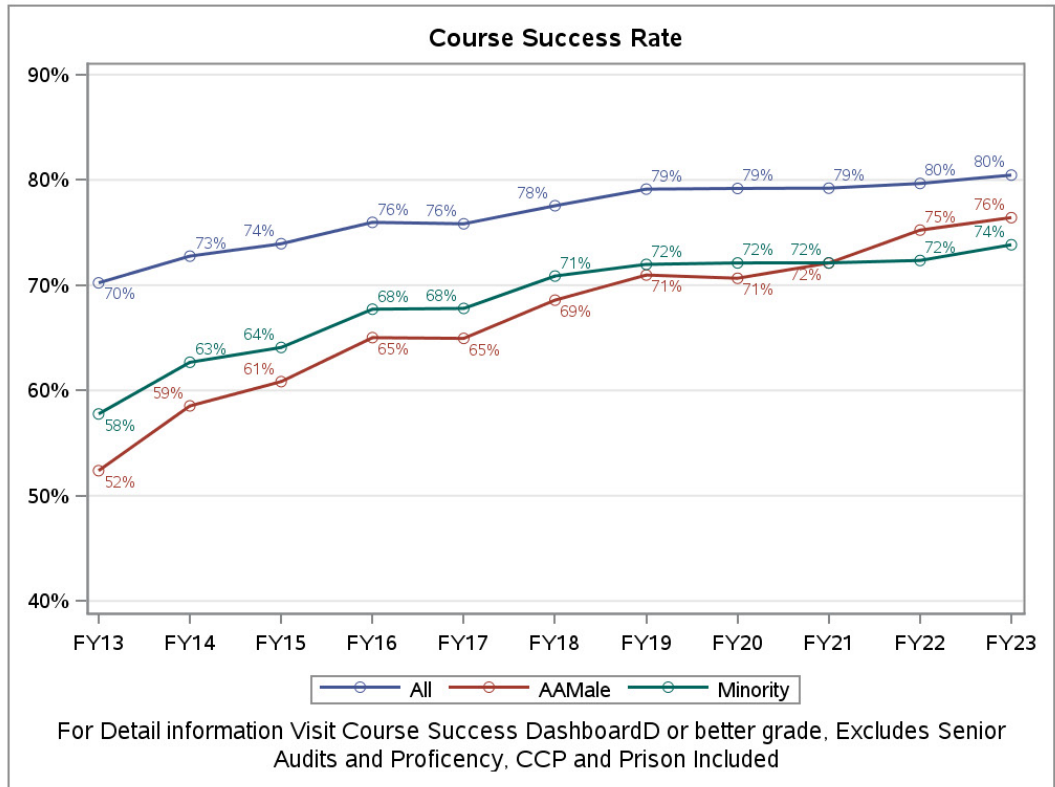
course completion and credential completion rates. Key activities include creating mechanisms to identify transfer-intending students, establishing and staffing a dedicated transfer center, creating and supporting guided transfer pathways, and expanding a transfer-affirming culture via training of faculty and staff.

Actions taken to support transfer and student bachelor's degree-seeking students are listed below.

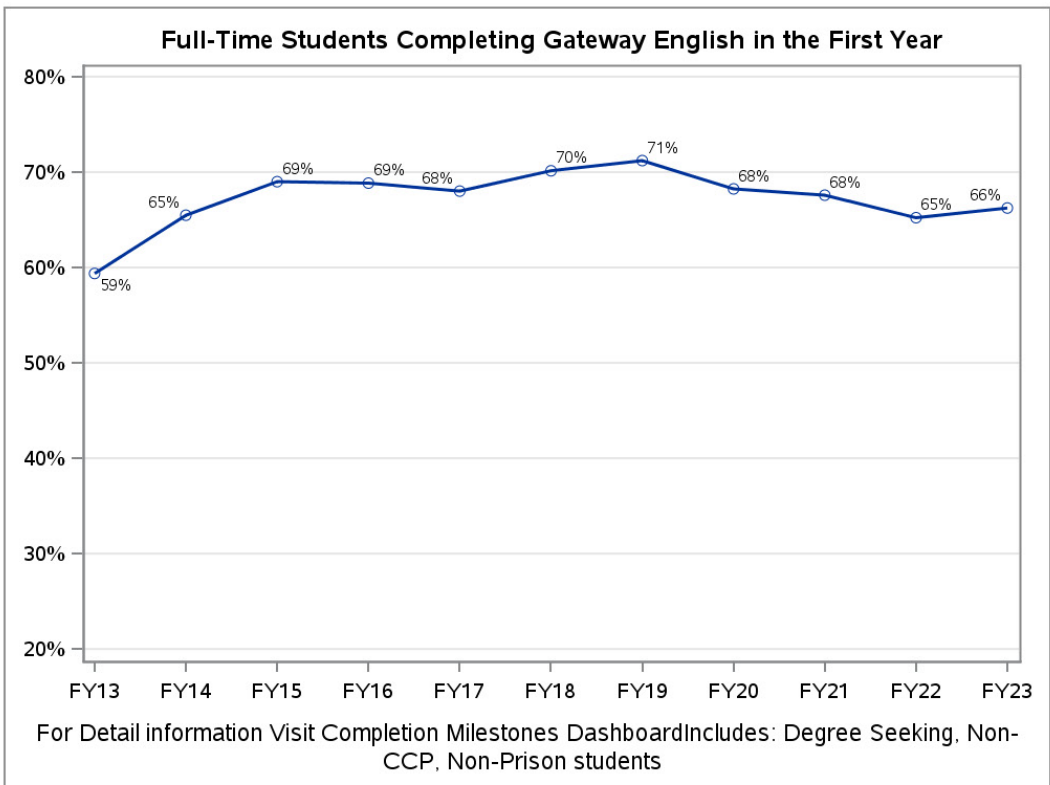
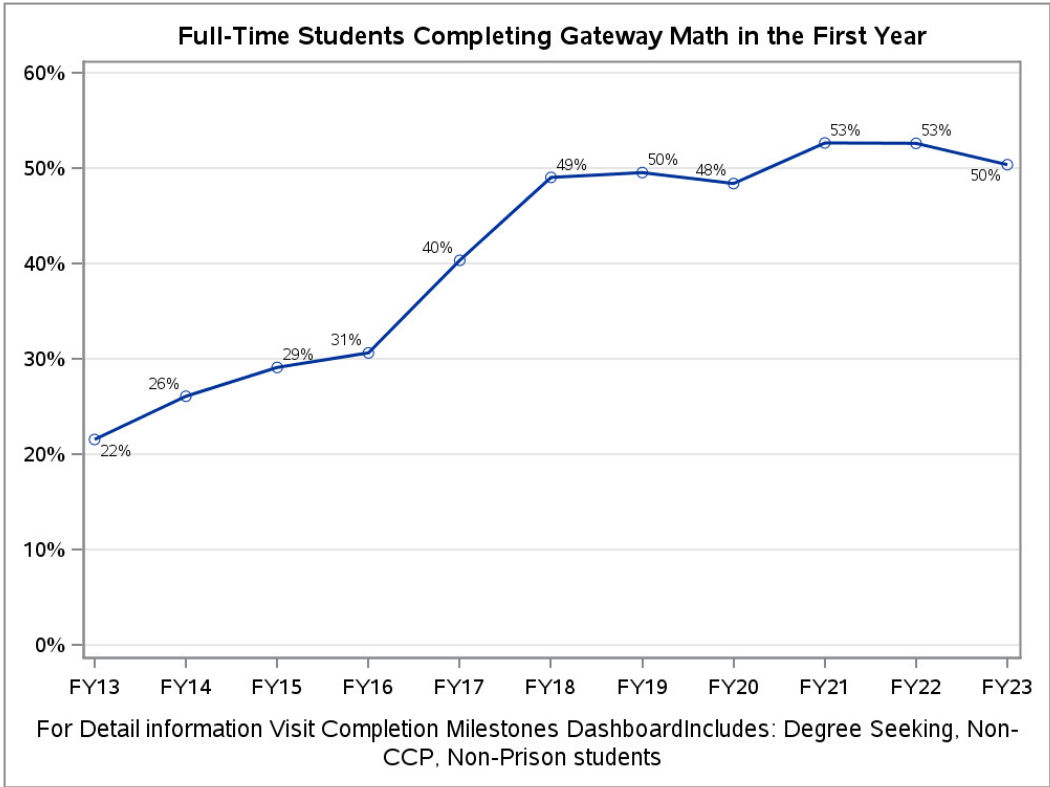
1. Staffed Transfer Center within the Welcome Center as a physical location to serve students.
2. Transfer students are identified at entry and tracked through completion.
3. Transfer students are case-managed with information shared among various units providing wrap-around support.
4. Guided transfer pathways provide a clear line of sight with important milestones identified and supported.
5. Students receive career assessments and connections with key support personnel early in the process.
6. Referrals and support to connect students to Work-based Learning opportunities.
7. Transfer support staff provide support, direction, and timed communication to students.
8. Communication plans, notes, timed nudges, software for communication and tracking, and transfer website.
9. An advisory team (cross-function/dept.) provides coordination, planning, and evaluation of transfer at the systems level.
10. Additional staffing allows for enhanced engagement with university partners to help develop pathways. University partner planning, rubric, and best practices in transfer.
11. Transfer data is collected and driving practice at multiple levels. A transfer recipe provides a clear and data-driven approach to transfer student support.
12. A transfer-specific orientation session helps new students understand the guided pathways and the early work to be completed.
13. Increasing numbers of faculty understand and are engaged in transfer support, including linking students with the Transfer Center.

# APPENDIX

## APPENDIX 2

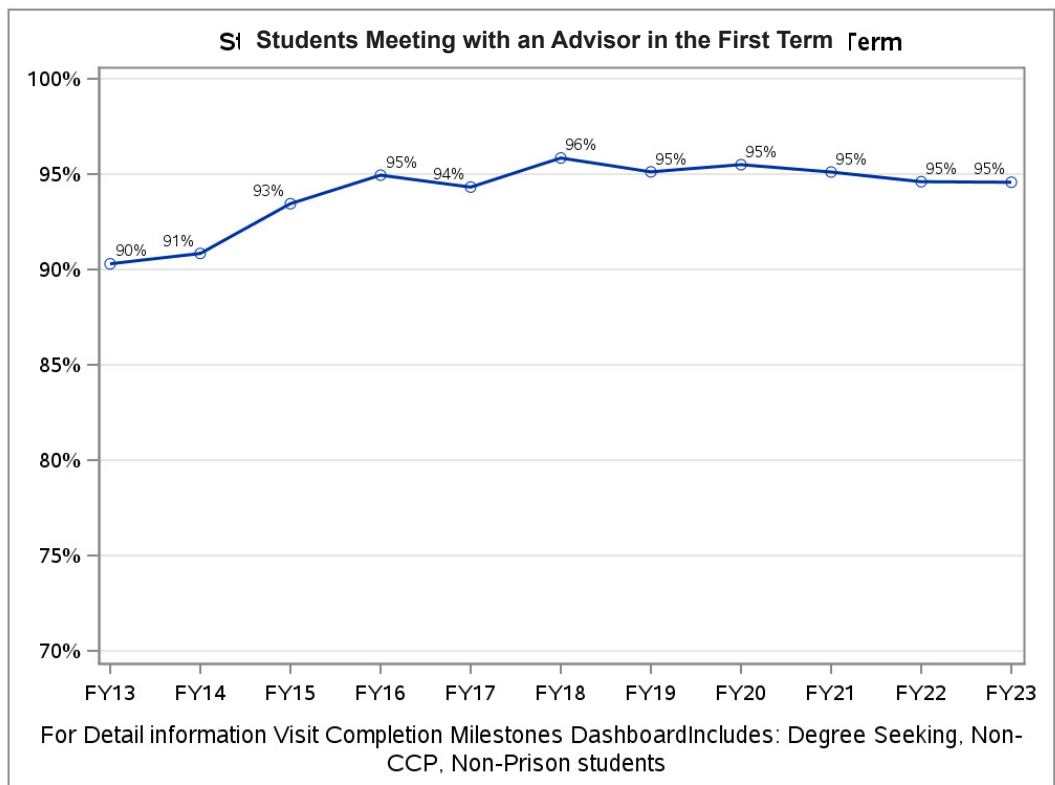
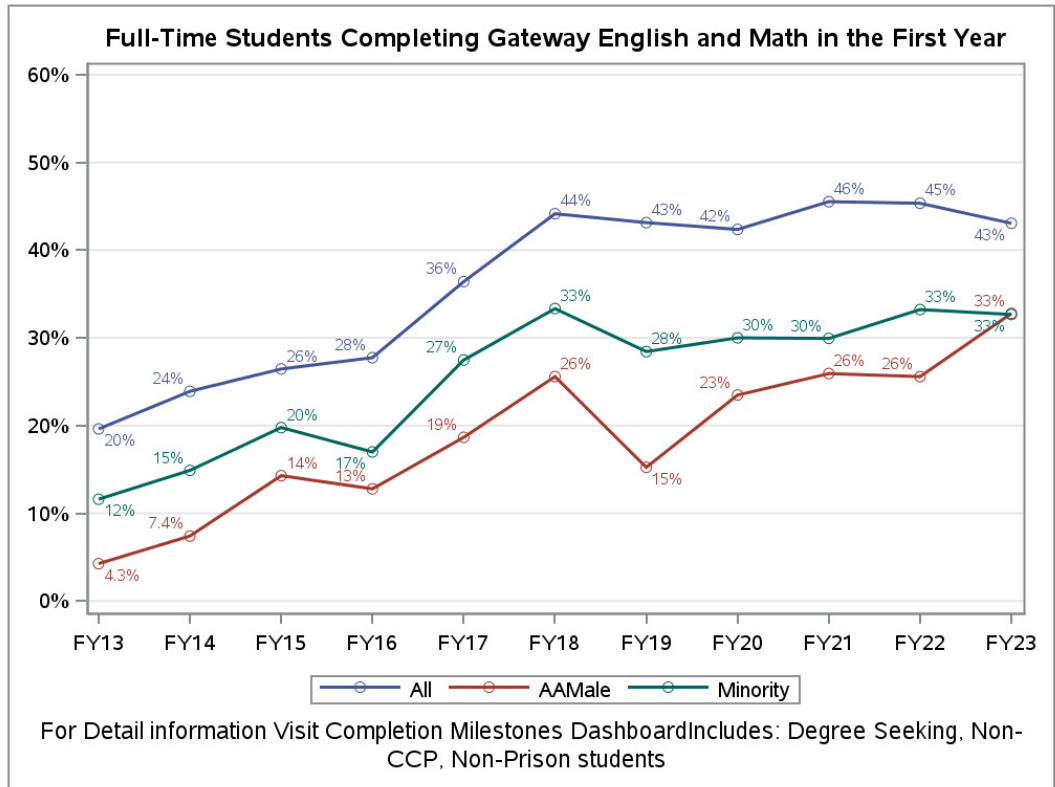


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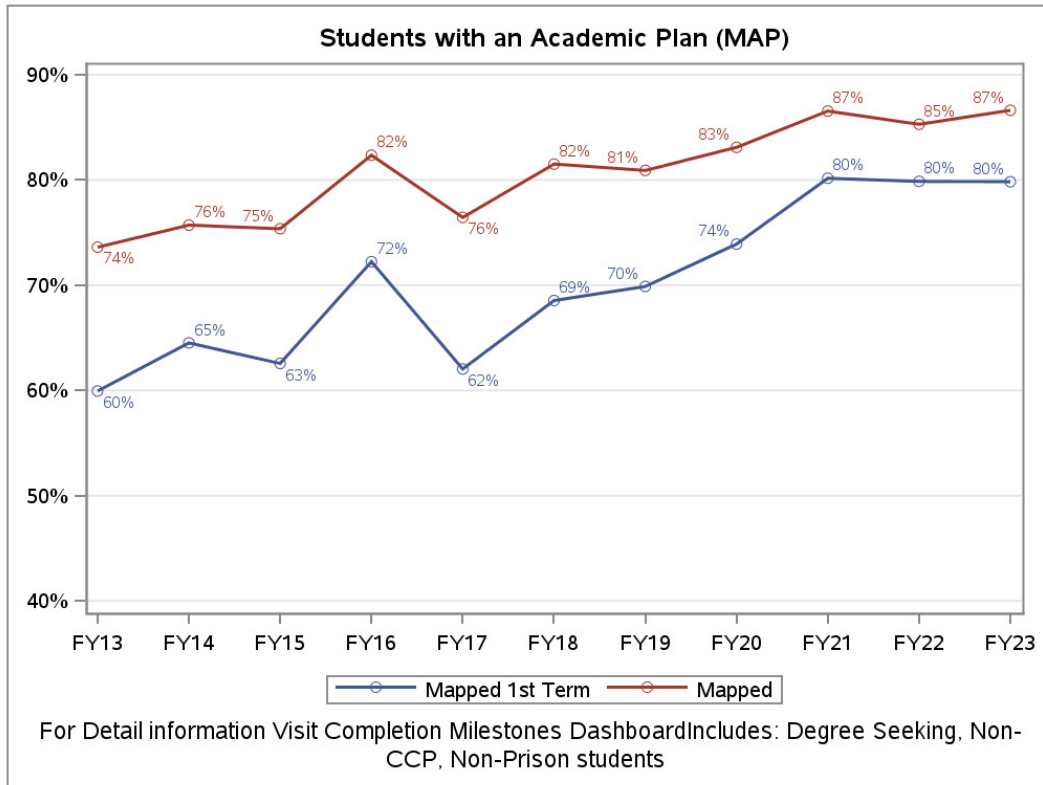


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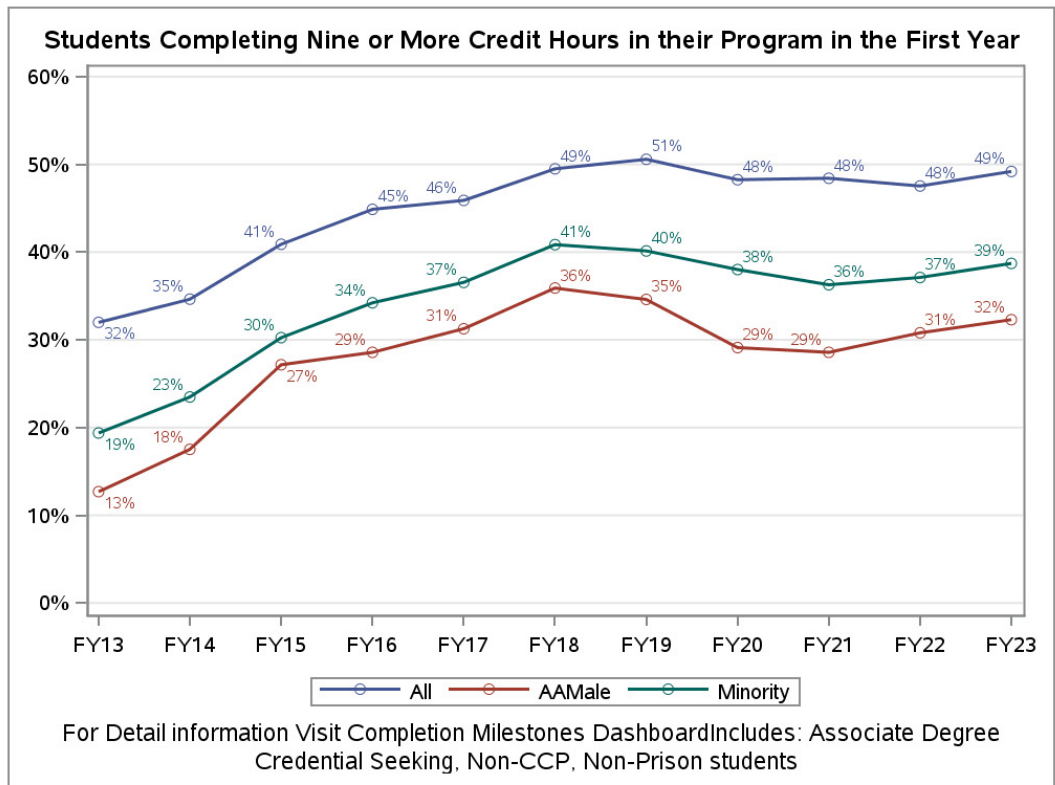
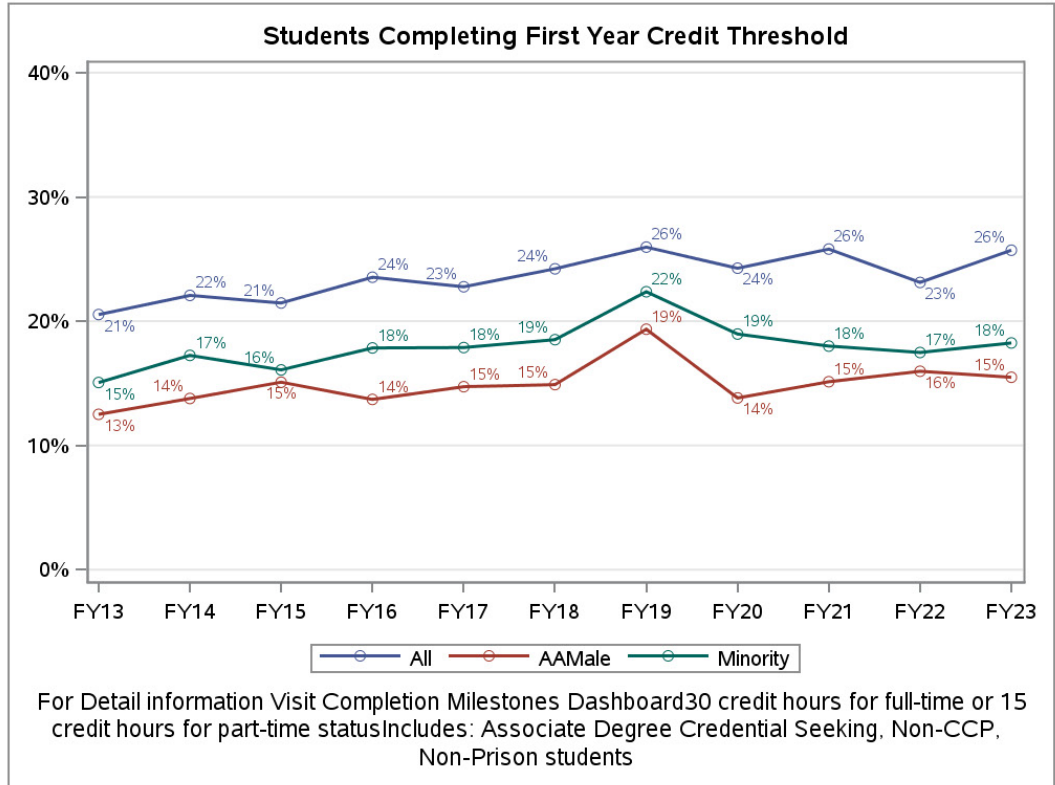


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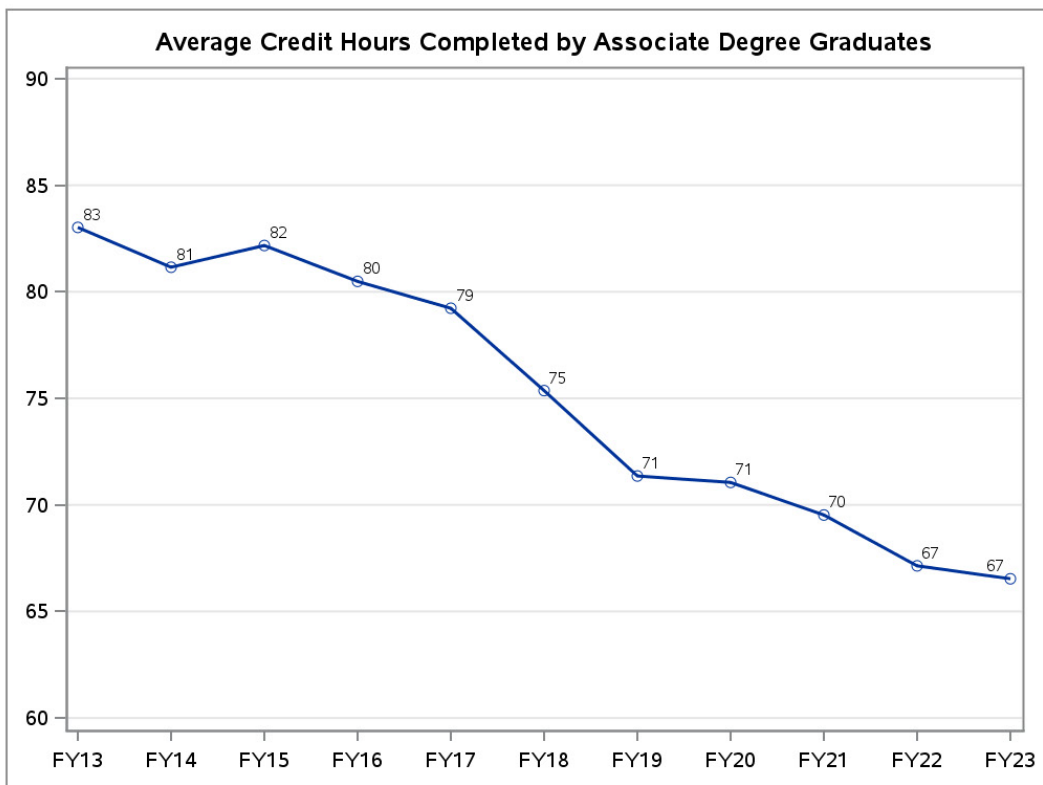
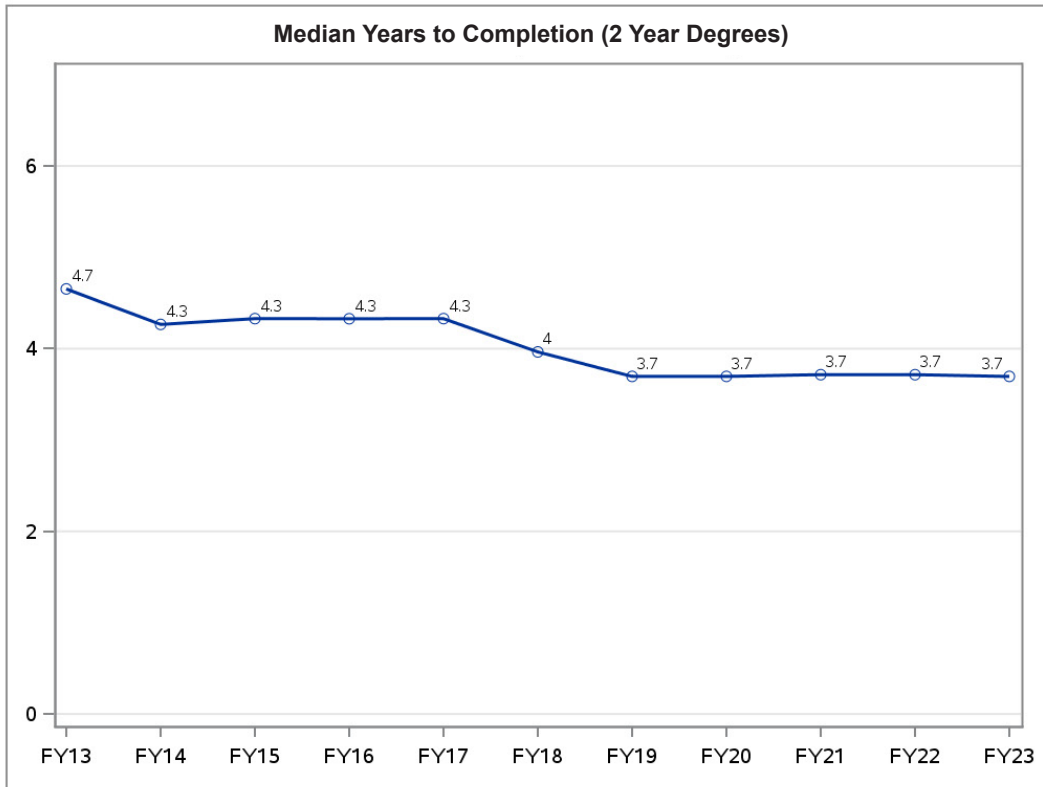


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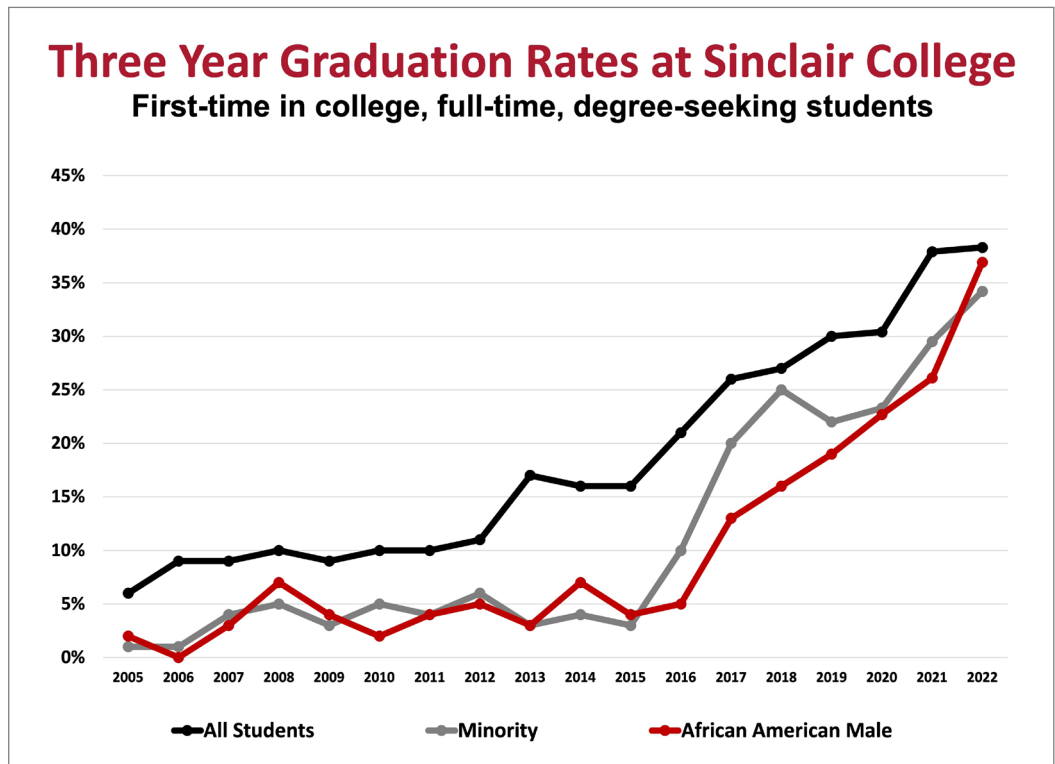
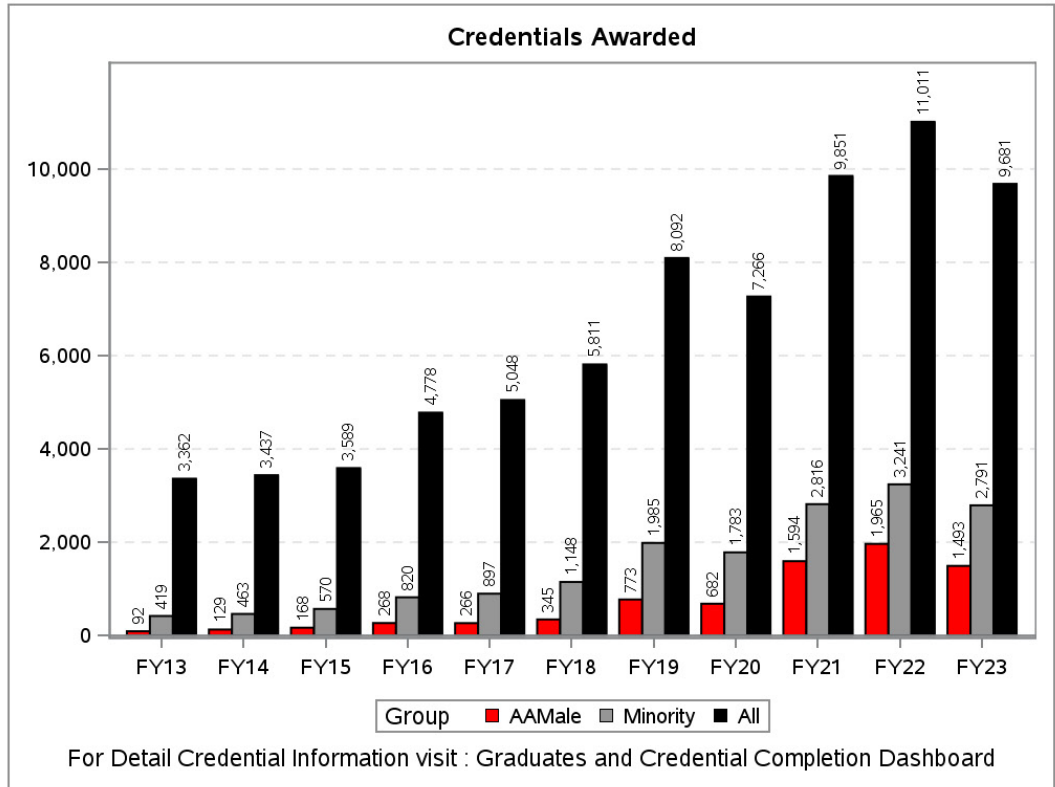


APPENDIX 2



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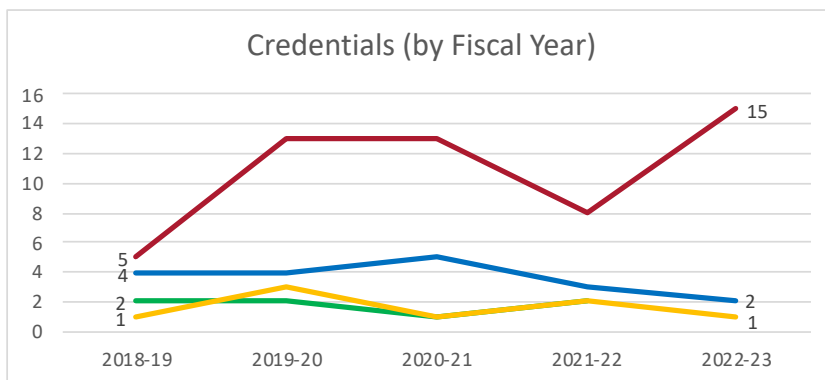
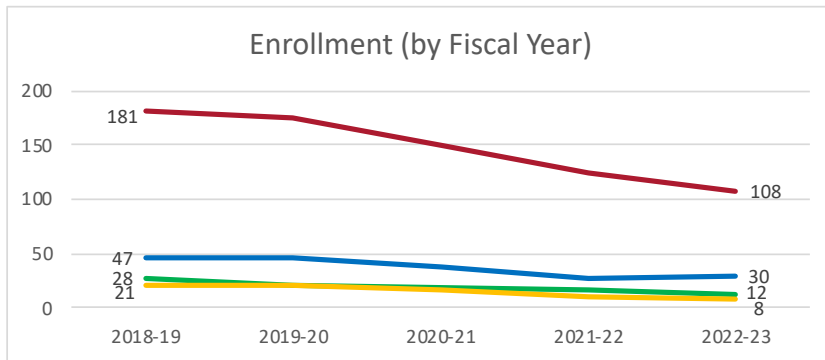


**CONNECT**

**1. Disaggregated enrollment and completion data of in-demand majors.**

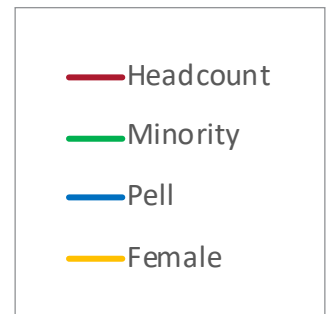
Using the Ohio Means Jobs data to identify in-demand programs, we constructed a longitudinal review of 10 years of data about our in-demand program majors disaggregated according to race, gender, and Pell status. The review indicates a general decline, matching the decline in traditional enrollment, of in-demand program majors and completions. One of our specific initiatives for 2024-26 will be to target in-demand program majors through our Unlocking Opportunity initiative. Below is a sampling of five years of data regarding selected in-demand programs.

**Mechanical Engineering Technology**



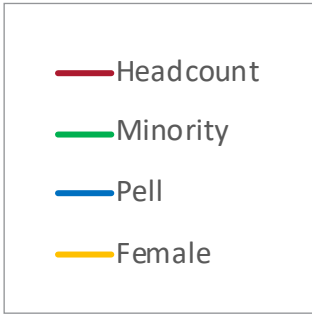
**APPENDIX 3:  
2022 Student  
Completion  
Plan Selected  
Metrics and  
Results**

In what follows, selected metrics from the 2022 student completion plan are addressed and analyzed.

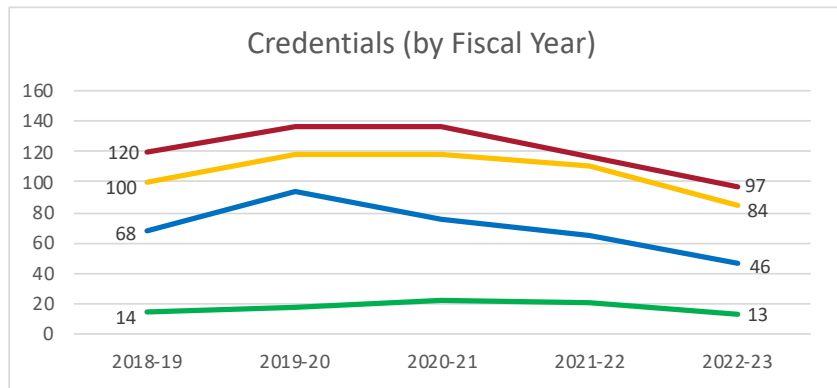
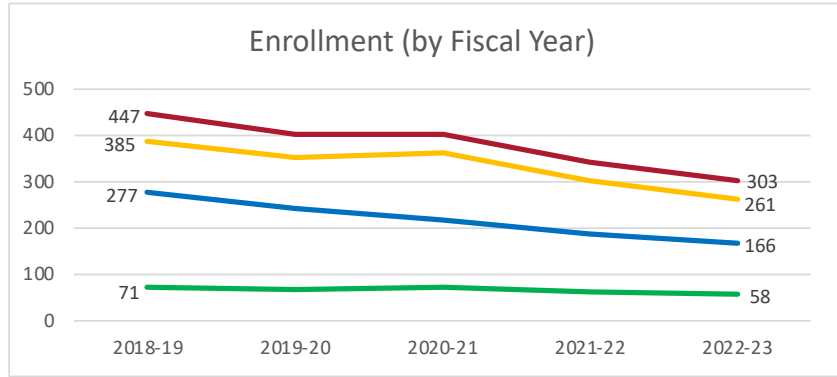


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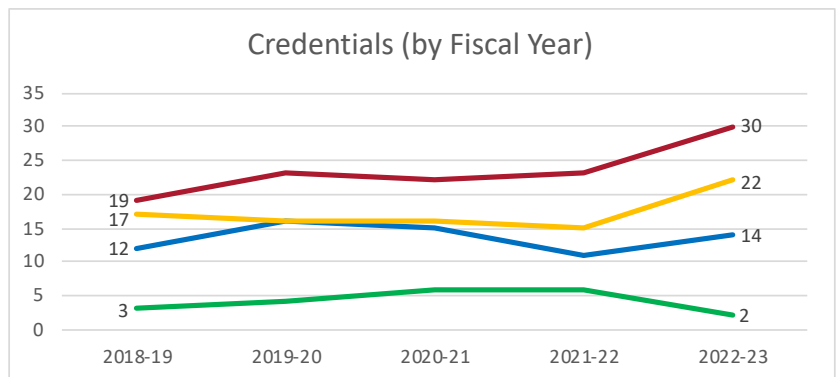
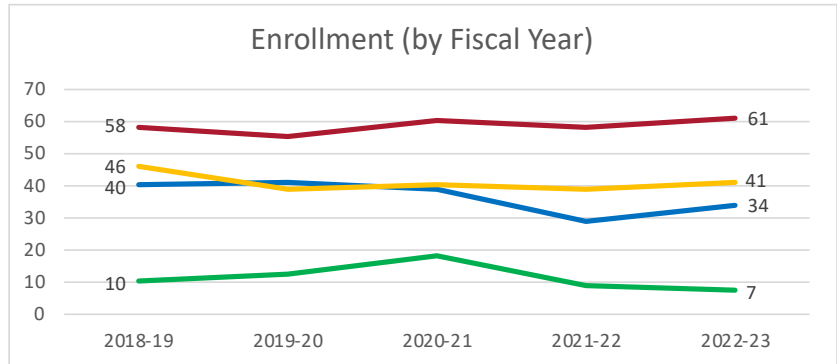
## APPENDIX 3



### Nursing

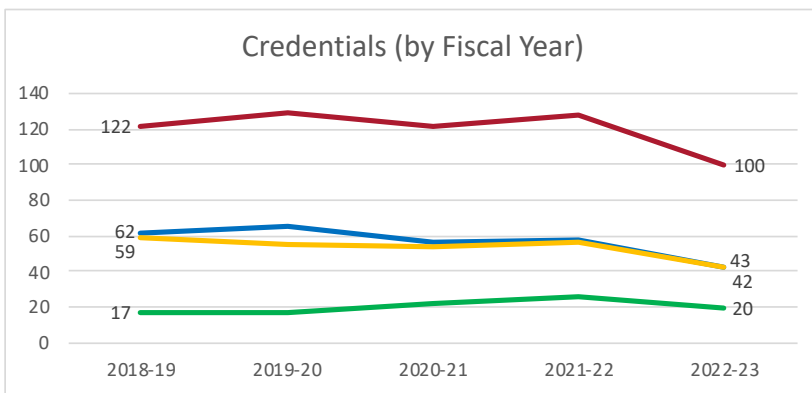
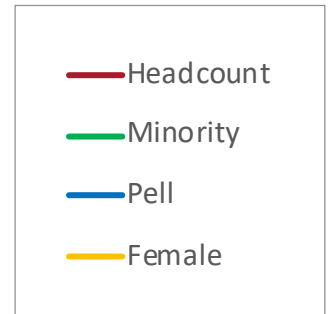
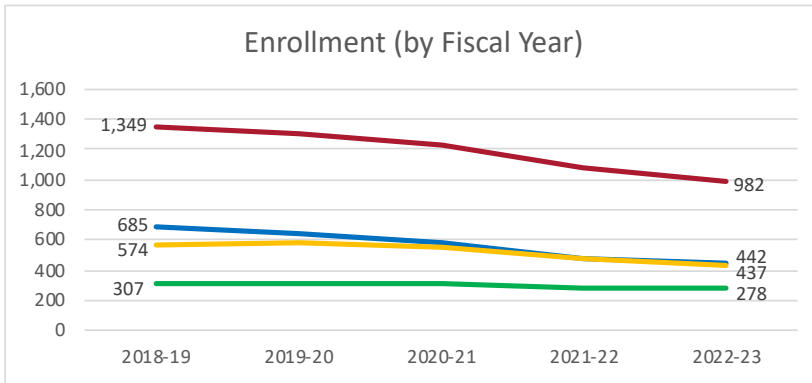


### Respiratory Technology

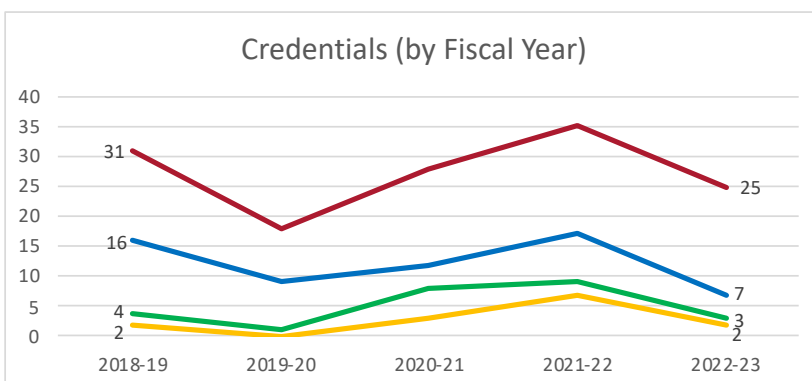
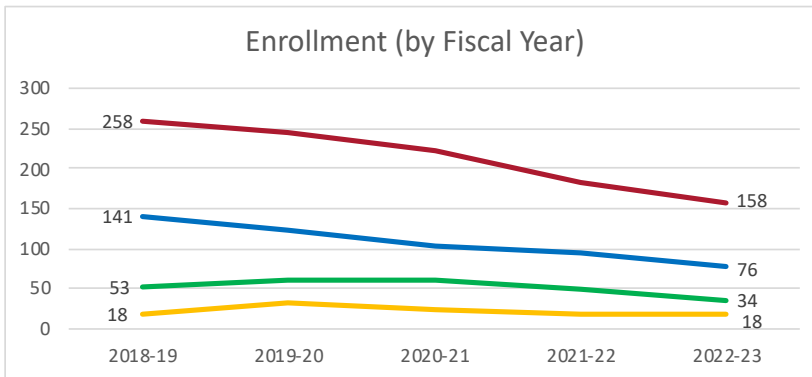


APPENDIX 3

**Business**

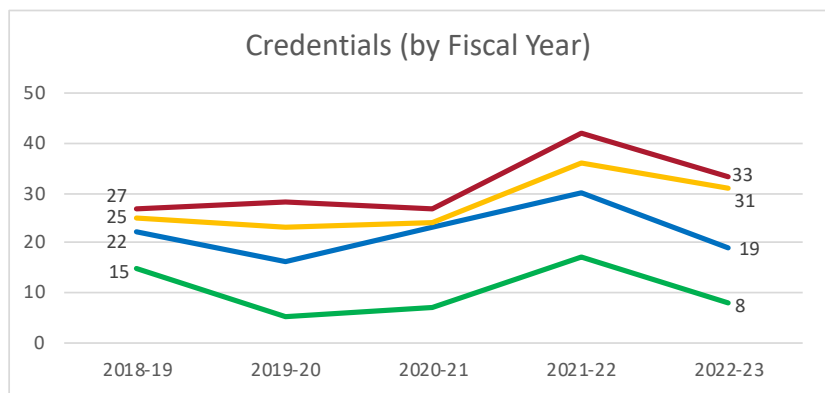
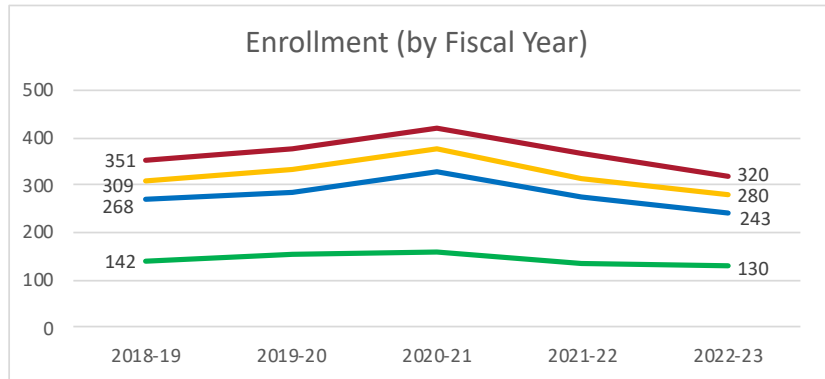


**Computer Information Systems/Network Engineering**



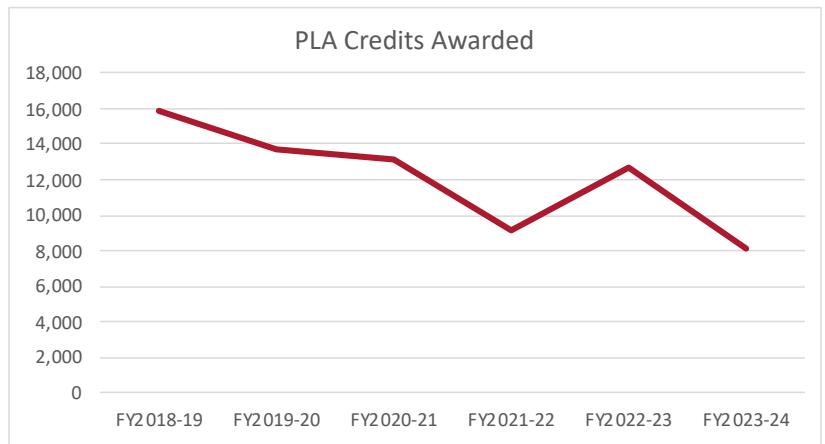
## APPENDIX 3

### Social Work



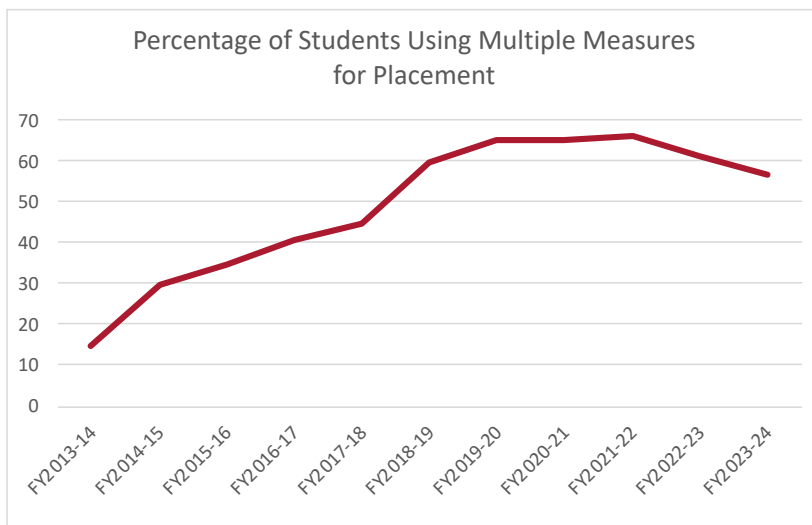
### 2. Number of prior learning assessment credits awarded.

Because the number of PLA credits awarded declined during the COVID pandemic, we are still trending down in the number of PLA credits awarded from 2022. Our participation in the Unlocking Opportunity Initiative includes developing a plan to expand PLA credit awards for students.



**ENTRY****1. Number of students with documented multiple measures data.**

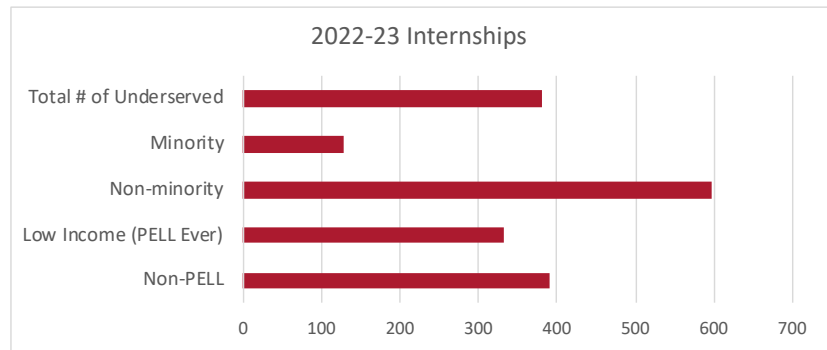
The number of students participating in multiple measures for placement has remained steady over the past two years. Approximately 60% of our new students, including CCP students, placed into college-level math and English through multiple measures from 2022-2024. While this number remains relatively steady, we believe there is room for improvement in this metric. We have added this as a metric to review again in the 2024 completion plan.



## APPENDIX 3 PROGRESS

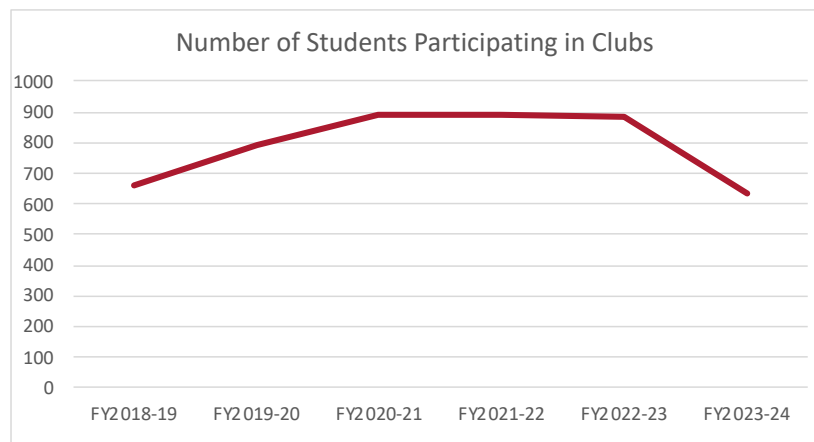
### 1. Number of experiential learning opportunities across disciplines, disaggregated into student demographics.

The chart below disaggregates the number of internships awarded (one type of experiential learning) in 2022-23. As we launch our Unlocking Opportunity work, we will focus on increasing the number of students participating in experiential learning opportunities across disciplines and creating pathways for experiential learning.



### 2. Number of students participating in clubs.

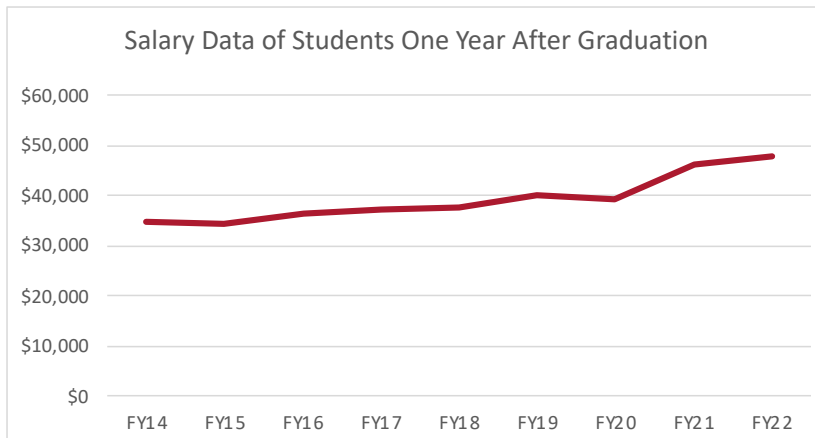
As online enrollments continue to grow, we have seen a marked decrease since 2022 of students participating in on-campus clubs, signaling a need for more campus connections between students and the institution.



**COMPLETE**

**1. Salary data one-year after graduation**

The salary of students one year after earning a credential from Sinclair continues to rise.



**2. Number of students enrolled in Sinclair’s Bachelor of Applied Science degrees.**

The number of students who show active in a BAS program are listed below.

