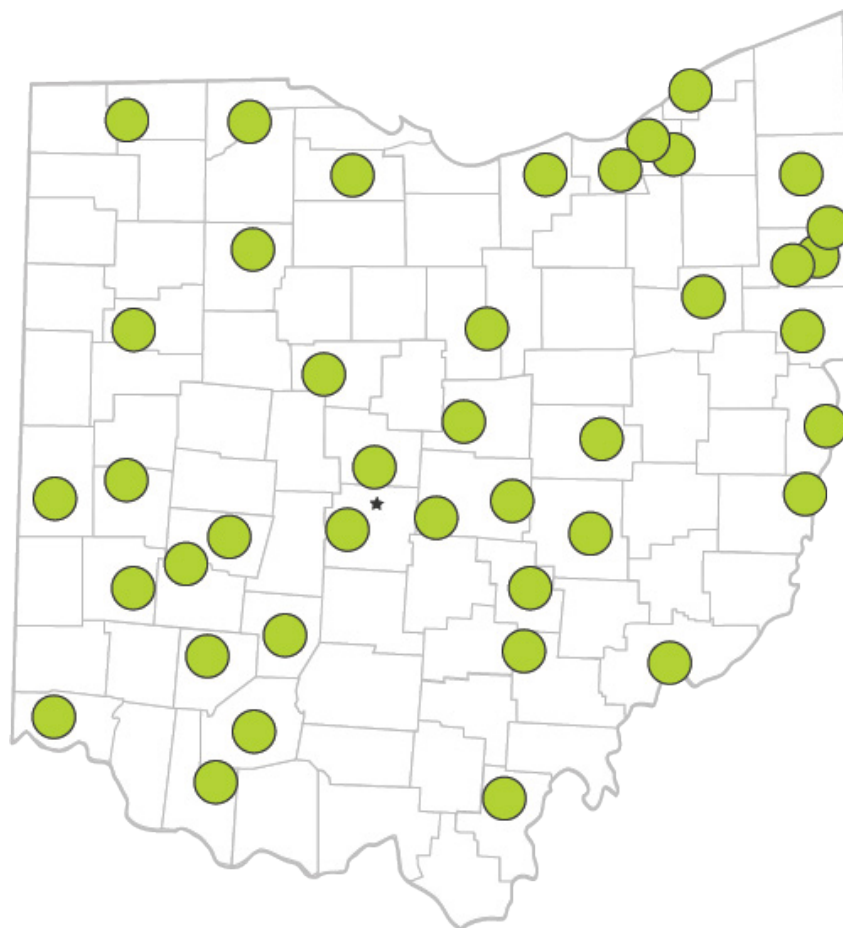


# High-Impact Practices at Ohio 2-Year Institutions

Developing Student Career Readiness  
for Academic, Personal, and Professional Success



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**Project Team:**

Cheri Rice, Associate Vice Chancellor Higher Education Workforce Alignment  
 John Magill, Assistant Deputy Chancellor Economic Advancement  
 Stephanie Davidson, Vice Chancellor, Academic Affairs  
 Brett Visger, Associate Vice Chancellor, Institutional Collaboration & Completion  
 Brenda Haas, Associate Vice Chancellor of P-16 Initiatives

## Project Overview

### Background: Ohio's Enduring Priority on Student Success

Ohio has been a national leader in establishing a state-wide priority for educational outcomes that equip individuals with the knowledge, skills and experiences to build productive lives and meaningful careers. The *High-Impact Practices Project* sustains this priority by providing a forum for Ohio institutions to share distinctive student success initiatives underway at their institutions. These initiatives align with Ohio's strategic efforts to increase student attainment of the educational credentials and skills-sets necessary to personally prosper and succeed in the workplace.

Since 2014, [Campus Completions Plans](#) established by Ohio public institutions have documented strategies to improve student persistence and completion goals. Measures of progress include a priority on early student success in college-level, basic skills coursework, early support for choosing a career and academic pathway to graduation, credit-hour completion momentum, and curricular and structural innovations that further integrate career preparation and academic planning across the student experience.

Ohio community colleges and universities have strengthened partnerships with business and industry as co-ops, internships and experiential learning requirements have been incorporated into the curriculum. Employer and alumni feedback, and a renewed public interest in the return on the higher-education investment, have further propelled Ohio institutions to integrate learning experiences mapped to the development of in-demand skills to fill the workforce needs of local and regional employers and beyond.

In recent years, state-led initiatives to enhance graduate career readiness have generated increased levels of campus responsiveness.

- In 2014, the Ohio Board of Regents issued the "Seventh Report on the Condition of Higher Education in Ohio: Pre-K to Jobs: Higher Education's Role in Developing Students for Careers".
- In 2015, the Ohio Department of Higher Education (ODHE) established the *"Innovation Pillars for Ohio Career Service Operations and Delivery"* (Appendix G) to guide the delivery of high-touch, student-centered career exploration and development services. The Innovation Pillars highlight the importance of promoting [OhioMeansJobs.com](#) resources along with aligning key institutional strategies and resources including the: 1) mission and vision, 2) people and partnerships, 3) curriculum and requirements, 4) career data and measurement, 5) access and marketing, and 6) funding and advocacy.
- ODHE staff actively engage campuses in a variety of annual conversations, campus outreach activities, surveys and learning/sharing events designed to:
  - Better understand and advance career services/workforce training operations and delivery,
  - Support faculty/staff professional development, collaboration and networking,
  - Promote institutional assessment and advancement of policies, practices, outcomes and goals for the continuous improvement of student-centered, career development services.

These efforts have revealed a multitude of campus innovations, ambitious goals, a committed faculty and staff, and executive leadership that are highly committed to student, graduate and stakeholder success.

## Goal: Identify High-Impact Practices for Student Career Readiness & Success

To showcase high-impact practices at Ohio’s twenty-three public community colleges, the ODHE invited institutions in Spring 2018 to submit *one, high-impact initiative* that has had an exceptionally positive impact on student academic success, development of career readiness competencies and achievement of educational goals.

### High-impact practice details provided by institutions include:

- Purpose/intended outcome, compelling reason for change
- Benefits to students, faculty/staff, institution, external stakeholders
- Success factors and lessons learned
- Impact on policies, processes, facilities, organization of services, jobs
- Measurement of success strategies and performance goals/outcomes
- Communication strategies to inform and engage students, faculty/staff, other stakeholders
- Executive level support for initiative at mission, vision, strategic planning level
- Career readiness competencies enhanced (Appendix A and B)
- Student success services/administrative support strategies enhanced (Appendix C)

### High-impact practice criteria guiding student services delivery (Appendix F):

High-Impact Practice Criteria in Student Services Delivery	
<b>Student Focused</b>	A culture shift that provides services from a student perspective rather than an internal/institutional perspective
<b>Technology Enabled</b>	Technology is applied to improve processes only after they have been redesigned
<b>Systems Integrated</b>	Barriers to information are removed by integrating access to systems for students/faculty/staff
<b>Value Added</b>	Added value with each person-to-person interaction
<b>Quality Ensured</b>	Consistency and excellence of the service experience at each touch point (in person, by email, phone, web, intranet, social media, etc.)
<b>Customized Services</b>	Services shift from transactional to experiential (personalized, customized, interactive, proactive, enhanced community)
<b>Access Options</b>	Choice of service access – time, place, service contact
<b>Faculty/Staff Empowered</b>	Empowered, skilled frontline faculty/staff
<b>Partners Engaged</b>	Cross-functional teams and collaborations
<b>Messaging Consistent</b>	A consistent institutional brand image/message across all media
<b>Culturally Aligned</b>	Services are aligned to the culture and values of the institution
<b>Strategies Evolve</b>	An institutional strategic service model evolves to meet changing student expectations and needs of faculty/staff
<b>Executive Support</b>	Executive commitment and participation

**High-impact practice initiatives included in this guidebook:**

Institution	High-Impact Initiative
Belmont College	Be Connected – EMS Program
Central Ohio Technical College	Industry & Employer Survey
Cincinnati State Technical & Community College	Centralized Leadership Within a Decentralized Co-op Program
Clark State Community College	Developing and Maintaining Employer Engagement in the Industrial and Engineering Technologies Department
Columbus State Community College	English Accelerated Learning Program (ALP) Development, Implementation, and Scaling
Cuyahoga Community College	IPEDS Case Management
Eastern Gateway Community College	Student Success Initiatives
Edison State Community College	College Credit Plus Advising Model
Hocking College	Redesigning the First-Year Experience Course to Scale Career Readiness Through the Use of Technology
Lakeland Community College	Student Navigator Supporting Student Success
Lorain County Community College	Embedded Experiential Learning
Marion Technical College	Integrating Career Services
North Central State College	Tuition Freedom Scholarship
Northwest State Community College	Private/Public Partnerships
Owens Community College	Career Services Network
Rhodes State College	Apprenticeship as a Workforce Training Solution
Rio Grande Community College	Math Redesign
Sinclair Community College	Career Community Aligned Holistic Advising
Southern State Community College	Career and College Readiness Program
Stark State College	Learn to Earn
Terra State Community College	GEN1000 - First Year Experience Course
Washington State Community College	First-Time Student: Advising for Engagement, Retention, and Completion
Zane State College	12th Grade Redesign

**Career readiness competencies targeted for enhancement by the number of projects submitted:**

Career Readiness Competency	Institutional Initiatives Targeting Competency
Critical Thinking/Problem Solving	20
Teamwork/Collaborations	19
Professionalism/Work Ethic	19
Career Management	17
Oral/Written Communications	17
Leadership	13
Digital Technology	13
Global/Intercultural Fluency	5
Other: Proficiency in technical education learning outcomes; organizational skills; mathematics skills; financial planning	4

**Student success services targeted for enhancement by the number of projects submitted:**

Student Success Services/Administrative Support Strategies	Institutional Initiatives Targeting Service Area
Academic advising, mentoring, coaching	21
Academic support services	18
Career exploration and development	17
Admissions and recruiting efforts connecting major to career	15
Curricular Enhancements	14
Degree planning improvements and removal of administrative barriers	14
Experiential and service learning	13
Early-warning tracking and intervention	11
First-year orientation programs	10
Targeted student population needs (i.e. veterans, international, etc.)	8
Student life and community enhancements	7
Outcomes assessment and program evaluation	7
Financial literacy and debt management	6
Other: Co-curricular and community support	1

## Outcomes: Highlights and Observations

### 1) College Missions Drive Student Learning Experiences that Enable Career Success

Ohio community college mission statements reflect recurrent themes that prioritize:

- accessible, high-quality education for life-long learners (high-school – adult),
- general education and technical training outcomes aligned with Ohio workforce needs, and
- local and regional partnerships that strengthen diverse communities and contribute to individual opportunities for success, social well-being, and economic prosperity.

### 2) Institutional Values Inspire, Empower and Sustain High-Impact Practices

Individual community college initiatives align with the values, visions, missions and culture of each institution and incorporate many of the high-impact practice characteristics. A review of these foundational statements (Appendix E) reveals a compelling picture of how these shared values guide the daily priorities of faculty and staff who contribute to the student learning experience.

#### **Institutional Values Guiding Ohio Community Colleges**

- **External partnerships, community engagement, responsiveness, and service** (by faculty, staff and students within communities, business and industry, and with K-12 partners)
- **Internal partnerships, collaborations and teamwork** (across departments, academic colleges, divisions, campus locations and among diverse faculty/staff)
- **Student/learner-centered** (priority for individual student success and personal development including high school [College Credit Plus \(CCP\)](#) students through adult learners/employee training)
- **Performance excellence** (quality education, pride in academic excellence, use of best practices, culture of continuous learning, improvement, transformation, outcomes)
- **Respect, honesty, authentic dialogue, caring** (including dignity, integrity, civility, transparency, trust, hard work)

- **Accountability, affordability, and stewardship** (of fiscal, human, environmental, sustainable and relevant resources)
- **Diversity and inclusiveness** (embrace diversity of culture, beliefs, identity, ideas and recognize multicultural and unique needs of regional communities)
- **Creativity and innovation** (promote curiosity, flexibility, entrepreneurship, thoughtful risk-taking, and discovery)

### 3) **Student Access, Completion and Career Readiness Goals Shape High-Impact Initiatives**

The high-impact practices include initiatives to improve 1) student access, academic success, degree progress and workforce skills-sets, 2) external partnerships with high schools, employers, industries, community agencies, and 3) internal partnerships across a multitude of faculty and staff and organizational structures. Initiatives include comprehensive efforts impacting all students to those targeting specific populations and academic programs that have the potential for expansion to a larger audience.

#### **HIGHLIGHTS OF HIGH-IMPACT PRACTICE INITIATIVES**

##### Purpose of Initiative and Benefits for Students/Stakeholders

###### A. High School Partnerships, College Credit Plus Students and Tuition Support Options

- To improve support services and career pathways advising for CCP students, parents, and K-12 partners, college advisors and enrollment management staff work on-site at area high schools to increase visibility, access and personalized support. (*Edison State Community College*)
- To encourage CCP students to continue college enrollment and completion of a degree or certificate, a scholarship was developed to provide up to an associate degree or 64 hours tuition free to qualifying students. New admissions, advising and financial aid processes were implemented. (*North Central State College*)
- To enhance student learning, faculty industry insights, and increase CCP student awareness of modern manufacturing, Engineering Technology classes are held off-site at area manufacturers. (*Northwest State Community College*)
- To build K-12 bridges and provide potential, first-generation college students with a personalized assessment that generates career pathways and college enrollment discussions, a series of “Career and College Readiness Workshops” are held at area high schools that include a virtual tour of campus and messages that align with OhioMeansJob’s-Readiness Seal protocols. (*Southern State Community College*)
- To allow CCP students to meet high school graduation requirements, complete industry-recognized credentials, and reduce college costs, the “Learn to Earn” program was developed which offers scholarship opportunities, employer tuition reimbursement options, and “Career Enhancement Certificates” that align with Learn to Earn pathways. (*Stark State College*)
- To facilitate enrollment in CCP coursework for 12th grade high school students, who would not have otherwise been eligible in the Appalachian area of Ohio, high school and college faculty and staff collaborated to locate a Success Coach, on-site, at the high school. (*Zane State College*)

###### B. Experiential Learning Requirements and Co-op/Internship/Apprenticeship Program Innovations



- To establish standardized processes and consistent experiences for co-op students and employers, a new Director of Cooperative Education was created to facilitate consistency across all program areas. (*Cincinnati State Technical & Community College*)
- To support experiential learning and work-place aligned outcomes, especially in high-demand Industrial and Engineering Technologies programs, mandatory co-ops were embedded in the curriculum and new Co-op Coordinator and Career Navigator positions were created. (*Clark State Community College*)
- To embed experiential education into all programs of study, a faculty led, strategic initiative, was implemented aligned with the NSEE Principles of Good Practices for Experiential Learning and NACE Career Readiness Competencies. The Career Services office provides leadership for expanding experiential learning related programs and services including increasing the number of paid internships. (*Lorain County Community College*)
- To increase enrollment in the skilled, in-demand trades programs and provide students with a salary and on-the-job training, apprenticeships were incorporated into the educational experience which also provides employers with a means to fill job openings in the skilled trades. (*Rhodes State College*)

#### C. Student Support Services Enhancements

- To improve IPEDS identified student retention and completion rates, college-wide teams of faculty and staff were established and a new, Completion Project Manager position was created to coordinate efforts and facilitate updates to policies and processes that promote student success, efficiency and effectiveness. (*Cuyahoga Community College*)
- To improve student persistence and overall student service satisfaction levels, a project team is reviewing campus and community-based services and resources, referral processes, and unmet student needs that may be barriers to success. (*Eastern Gateway Community College*)
- To proactively connect with students in the Industrial Welding and Engineering programs, in and outside the classroom, a Student Navigator position (expanded, existing staff member role) was created to identify and resolve student concerns and provide links to support services and resources. (*Lakeland Community College*)

#### D. Basic-Skills Support and Prior Learning Credit

- To maximize credit for prior, adult student learning, the Prior Learning Assessments are administered, and the I-Best model is employed to accelerate student basic skills and technical skills development. (*Clark State Community College*)
- To support students placed one level below college-ready English standards, the English Accelerated Learning Program was implemented that facilitates student completion of college level English using a co-requisite model. (*Columbus State Community College*)
- To better align math requirements with programs of study and reduce time-to-completion for students placed in developmental math, math coursework was redesigned and co-requisite “bridge support courses” were created to improve course completion rates. (*Rio Grande Community College*)

#### E. First-Year Experience Course Enhancements

- To improve student career readiness, financial planning, and graduate outcomes, the First-Year Experience course was redesigned, and the curriculum scaled campus-wide through technology to provide students with access to 24 hours of career readiness training. (*Hocking College*)

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- To provide students with early support for their academic, professional and personal success, a new First Year Experience Course was developed with curriculum content that includes a culminating “academic and career portfolio” requirement. ([Terra State Community College](#))

#### F. New Academic/Career Advising Models

- To ensure that career planning activities, career assessment and job search tools such as EMSI Career Coach, and employment data are shared across the student experience, a new advising model was implemented to incorporate career content into admissions appointments, academic advising sessions, and within core coursework. ([Marion Technical College](#))
- To improve student engagement with career/job search tools and participation in experiential learning, a cross-functional network of faculty and staff reviewed campus career development resources and implemented a new career-advising model and practices including realignment of staff positions and updating job titles. ([Owens Community College](#))
- To improve student academic and career success, students are aligned with newly created Career Communities that include an assigned academic advisor within the student’s academic/career pathway, and support from career advisors, success coaches and faculty who are further engaged to support specific Career Community activities. ([Sinclair Community College](#))
- To connect admissions-advising with faculty-led student advising regarding course scheduling, degree progress and career development, a new, comprehensive student advising system was implemented. ([Washington State Community College](#))

#### G. Graduate Outcomes Linked to Academic Programs and Industry Needs

- To improve mapping of graduate technical and general skills outcomes to specific academic programs of study and industry trends/workforce needs, enhancements were made to the protocols for administering the Employer and Graduate Outcomes Surveys. ([Central Ohio Technical College](#))

#### H. Online Systems Enhance Efficiency, Learning and Affordability

- To provide Emergency Medical Services (EMS) students, faculty, preceptors, and other stakeholders with online access to program resources, instructional materials, and student outcomes data, an electronic records/information system was developed that reduced administrative paperwork and textbook costs while increasing efficiencies, student exam pass rates and alignment with current EMS provider practices. ([Belmont College](#))

### Success Factors/Lessons Learned

#### A. Senior Level and Faculty Leadership, Communication Plans, State of Ohio Support

- **Support and direction from senior leadership creates a unifying message and strategic priority** for the initiative. Student persistence and acquisition of work-place competencies are common priorities that help unite campus efforts and break down academic silos.
- **Faculty leadership, support and buy-in** are key to the success of all high-impact practice initiatives.
- **Transparent, regular communication** with faculty, staff and students regarding project progress, achievements, challenges, benefits and goals increases engagement and overall support for initiatives.

- **Incorporating use of campus-wide systems and technologies** that support faculty, staff and student interactions, student learning, and documentation of advising activities improves efficiency, communication and tracking of outcomes.
- **Using a structured, project management approach** to pilot new initiatives prior to bringing them to scale can build buy-in and allow time for validation and adjustment of methodologies and timelines.
- **State of Ohio support** through various initiatives including: 1) grant funding (i.e. [OMIC - Ohio Means Internships & Coops](#), [Ohio TechNet](#), [DOL TAACCCT](#), [Ohio Mathematics Bridges to Success \(B2S\) Initiative](#), 2) allowance of institutional fees to enhance career development services, 3) the [College Credit Plus Program](#), 4) [OhioMeansJob's-Readiness Seal](#), 5) [Ohio Department of Job and Family Services wage data](#), and 6) [Ohio's Workforce Supply and Employment Projections data tools](#) have jump-started and sustained multiple new student success initiatives and facilitated additional institutional support.
- Since not all employers have an established internship/co-op program, **it is important to be prepared to share the characteristics of a strong program** and the knowledge and experience typical of student participants.

#### B. New Coordinating Positions, Staff Roles and Work-Settings

- **Establishing a centralized, co-op/apprenticeship leadership/advocate position** contributes to improved coordination, communication/marketing, data tracking and consistent experiences and procedures for students and employers.
- **Expanding current staff roles to pro-actively outreach to students in selected programs**, including in the classroom, can help to resolve barriers to student success early on.
- **Embedding faculty and/or staff at community partner sites (high school, employer workplace)** develops meaningful relationships with students and staff and improves insights, awareness and outcomes for all concerned.

#### C. Student-Centered, Employer Supported

- **Developing initiatives based on direct student feedback** regarding needs and expectations and creating materials from a student perspective aid the ability to connect with students. Likewise, **listening to the needs of employer partners** and responding accordingly is essential to meeting new and evolving needs.
- **Increasing/requiring experiential learning experiences** for all students is an ongoing priority.
- **Employer co-op/internship partners may offer tuition reimbursements, part-time employment, and other benefits** to provide incentives for future full-time employment and career building opportunities.

### What's Measured

#### Students:

- Satisfaction and engagement levels (with career/academic advising, co-op experiences and education, leadership development activities, presentations, workshops, coursework)
- Decision-making trends regarding program of study/career pathway
- Academic performance levels (in college-level English/Math, course drop/attendance rates)
- Career readiness competencies and specialized skills development/performance levels
- Persistence rates (including number of hours completed within first year)
- Completion rates (of FYE course, academic and industry recognized credentials)

- 
- Job placement/hire rates

#### Faculty/Staff:

- Utilization of campus enterprise systems and Intranet tools (i.e. for tracking EL coursework and community partnerships, student academic performance, advising activity, and training)
- Correlation of student success against a control group (i.e. those in selected coursework, participating in co-ops/internships)

#### K-12 Partners, Parents, CCP Students:

- Satisfaction and engagement levels (guidance counselors, administration, parents, students)
- CCP student retention rates following high school graduation

#### Employers:

- Satisfaction and engagement levels (with recruiting activities/campus services, co-ops/internships, student intern/employee performance)
- Industry needs regarding student/employee preparation, training, skills

#### Measurement Methods

- Multiple methods, online and in-person, are used to gather qualitative and quantitative feedback to determine initiative outcomes and provide feedback to stakeholders.
- Assessments employ open-ended questions and rating scales, occur at regular intervals or pre/post student programs, appointments and campus events. Assessment tools include web-enabled and paper surveys, focus groups, artificial intelligence software, and I.D card scanners.
- Offices of Institutional Effectiveness and Research Analytics & Reporting support assessment activities including graduate outcomes surveys, [IPEDS](#) data and standard enrollment reporting, and monitoring progress towards institutional benchmarks.
- Community colleges also participate in a variety of national surveys and benchmarking of practices (i.e. [Community College Survey of Student Engagement in Support for Learners](#), [National Society for Experiential Education standards](#)) and utilize institutional platforms to record, share, and track data (i.e. recruiting software for student/employer engagement, various enterprise resource systems for student advising and academic planning, course management and learning.)

#### Communication Strategies

- By targeted audiences:
  - Students (recruitment/campus events, orientation programs, classrooms, advising sessions)
  - Faculty/staff (committee/staff meetings, training sessions, academic program review and accreditation reporting, executive dashboards for annual Key Performance Indicator tracking)
  - Employers (co-op/internship communications, advisory committee/industry meetings, recruiting events, employer work-site visits)
  - K-12 partners (CCP student support, parent/student informational meetings, guidance counselor/school administrator collaboration)
- Print media (marketing and informational materials (provided in person or often via email, or postal mail) including brochures, flyers, newsletters, check-lists, handbooks, reports)

- Online media (real-time web updates, college Intranet/portal, campus daily news feed, learning management system communications, kiosks, emails, phone calls, video, degree planning software)
- Personalized (executive level champions, outreach by program coordinator, student ambassadors, admissions advisors, career/advising and success coaching faculty/staff, panel presentations)

#### Executive/Strategic Commitment

- Annual strategic planning processes, along with executive level leaders and champions, are key to driving change at every level.
- The institutional mission, vision, and values provide a unifying framework for faculty and staff and support daily-decision making, goal alignment and long-term planning.
- Accountability to meeting the education and workforce training needs of students and employers in the college's local and regional communities drive institutional priorities and practices.
- The Campus Completion and Affordability planning processes, Ohio's performance-based funding model, College Credit Plus program and grant funding for higher-education/workforce alignment initiatives have undergirded the success, direction and scaling of the high-impact practice initiatives.

#### **4) Observations and Future Considerations Inspired by the High-Impact Practice Initiatives**

The initiatives described in this guidebook reflect institutional strategies designed to build K-12 bridges, accelerate completion of college-level coursework, and equip students with the ability to make early, informed, academic and career plans. Institutions also place a priority on proactive outreach strategies to connect students with campus and community-based support services and hands-on experiences that foster the development of professional, leadership, and career-readiness skills that employers seek.

The high impact practices support Ohio's comprehensive student completion and success agenda and serve to further integrate education outcomes with student aspirations for obtaining meaningful and gainful employment. *The following considerations are offered to generate further conversation and progress:*

##### **1. DEVELOPING STUDENT COMPETENCIES FOR ACADEMIC, PERSONAL AND PROFESSIONAL SUCCESS**

While NACE published its current list of competencies in 2017 (Appendix A), NACE has surveyed employers over the years to determine the transferrable skills they seek in college graduates. These skills, abilities and personal attributes contribute to enhanced employee performance and organizational success. These skills are also reflected in the [American Association of Colleges and Universities LEAP Challenge \(Liberal Education and America's Promise\)](#) set of learning outcomes across the curriculum.

Ohio's implementation of the [OhioMeansJobs - Readiness Seal](#) (an earned designation for Ohio high school students to validate professional skills) is an important example of aligning student preparation, mentoring and measurement efforts to support student career readiness at all levels.

- **How are institutions defining and promoting the career readiness priority to students?**
- **How are institutions determining the level and progression of student career competency development?**
- **How are institutions mapping the student experience (curricular and co-curricular) to developing career competencies?**
- **How does employer feedback impact strategies for career competency development?**

- 
- **How are institutions assisting students with documenting experiences and communicating career competencies (knowledge, skills, and abilities) to employers?**
  - **How are institutions developing students' global/intercultural fluency and the ability to demonstrate openness and inclusivity and interact respectfully with diverse individuals?**

## 2. EXPANDING AND SUSTAINING COLLABORATIONS AND COMMUNITIES OF SUPPORT

Partnerships, collaborations and communities of support expand student opportunities for college access, academic success, and career competency development.

- **How are institutions expanding partnerships to scale high-impact practices?**
- **How are career services partners (i.e. academic advisors, faculty members, admissions staff, success coaches, etc.) supported to engage students in reflective, action-oriented career conversations and experiences?**

## 3. GRADUATE OUTCOMES MATTER

Responsibility for post-graduation outcomes and student employability falls well beyond the walls of a single office. The importance of developing professional skills aligned with workforce needs is imbedded in many state and national conversations and encouraged by faculty, academic and career advisors, and staff mentors throughout our campuses.

- **How are institutions obtaining, communicating and responding to post-graduation outcomes data?**

## 4. EXECUTIVE LEVEL CHAMPIONS AND STRATEGIC PLAN DRIVEN

As colleges and universities are increasingly held accountable for the value their education provides to students for life after graduation, the voice of executive officers is paramount to seeing the big picture, asking the right questions, and establishing organizational structures, priorities and processes for effective goal-setting, planning and decision making.

- **How does executive leadership engage to promote a student professional development mindset throughout the institution?**

## 5. TECHNOLOGY ENABLED RELATIONSHIPS





















Institutional websites, online technologies and systems are critical to engaging all stakeholders in delivering the student learning experience. Technology enabled student engagement can become more personalized, interactive, proactive and documented. Faculty and staff are empowered by access to shared data and resources and external partners benefit from access to institutional services, resources, and qualified candidates.

- **How are institutions leveraging technology to enable collaborations, communication and partner access to resources and services?**
- **How are institutions utilizing technology to support student academic and career planning, decision making, goal setting, and access to experiential learning opportunities?**

## Success Highlights

	 <b>BELMONT</b> COLLEGE	The EMS Program's new electronic information system provides stakeholders online access to program resources, instructional materials and student outcomes data. Administrative paperwork has been reduced by 95% along with student textbook costs.
	 <b>CENTRAL OHIO</b> TECHNICAL COLLEGE Newark • Coshocton • Knox • Pataskala	COTC administers the "Employer Survey" to gain current insights regarding employer needs, industry trends, and to assess graduate career-readiness skills associated with specific programs of study and technical and general education learning outcomes.
	 <b>Cincinnati State</b>	A new Director of Cooperative Education position has helped standardize co-op program forms and policies and automate consistent evaluation processes for students, employers and faculty co-op program coordinators across all academic divisions.
	 <b>CLARK STATE</b> COMMUNITY COLLEGE	The Industrial & Engineering Technologies co-op program includes 51 employer partners with an advisory committee that has grown 130% since 2014. In 2018, 89% of employers rated co-op student skills as "adequate to exceptionally high".
	 <b>COLUMBUS STATE</b> COMMUNITY COLLEGE	Pilot results for the English Accelerated Learning Program, for students placed in developmental English, show student success rates equal to or higher than students placed into college-level English, thus shortening time to completion by one semester.
	 <b>Cuyahoga</b> Community College	The IPEDS Case Management initiative empowers faculty/staff teams and a Completion Project Manager to support student success and completion goals for IPEDS 3-year cohorts. The Tri-C completion rate increased from 3.6% in 2013 to 15.2% in 2017.
	 <b>EASTERN GATEWAY</b> COMMUNITY COLLEGE	To increase student success rates and respond to student survey feedback, campus tutoring, peer mentoring and study skills training is being improved along with easy access to community resources for food, clothing, child care, transportation, and more.
	 <b>Edison State</b> COMMUNITY COLLEGE	40% + of Edison State enrollment is made up of dual enrolled, College Credit Plus students. Edison State advisors and recruiters are now on-site in high schools to answer questions and connect students with Edison State career pathways and degree options.
	 <b>HOCKING</b> COLLEGE	The redesigned First-Year Experience course provides 24 hours of student training to improve career readiness and financial planning strategies. Career Center student contacts increased from 50 in prior term to over 1,200 in early Autumn 2018 term.
	 <b>Lakeland</b> COMMUNITY COLLEGE	The support of a Student Navigator to help students remove barriers to success and connect with resources has resulted in 70% of all students enrolled in the Industrial Welding Program completing one or more academic credentials.
	 <b>Lorain County</b> Community College	To meet employers' in-demand skills needs and improve student career readiness, LCCC has increased the number of academic programs with embedded experiential learning from 31% in 2014 to projected 75% in 2018, with a goal of achieving 100% by 2022.
	 <b>Marion</b> Technical College	The Integrating Career Services initiative engages students early-on in career planning activities at the point of admission, during advising sessions, and in core courses. OJFS provides annual Ohio employment and wage data for MTS students and graduates.
	 <b>NC</b> North Central State College	Since 2015, the Tuition Freedom Scholarship has supported 327 students from 46 different high schools. 53 of these students have earned a degree or certificate from North Central State College and 23 graduated in 2018.

## Success Highlights

		College Credit Plus students and Engineering Technologies majors benefit from hands-on classes held at manufacturing employer work-sites. Employers offer employment and tuition support and faculty gain awareness of industry trends and desired skills-sets.
		The Career Services Network connects students with a network of collaborative faculty and staff and resources to support career development and experiential learning. A renewed General Job Fair in Spring 2018 welcomed 80 employers and 70 job seekers.
		In Spring 2018, 13 companies employed 114 RSC Engineering Technology apprentices with a retention rate of 99%. Since May 2018, 40 new apprentices have been sponsored with a goal of expanding to other in-demand areas (IT, Healthcare, Business +)
		The Math Redesign initiative aligns math courses with programs of study and career readiness needs. In Spring 2018, 46% of students placed in developmental math enrolled in both a bridge and gateway class to accelerate math course/degree completion.
		In AY2017, the creation of Career Communities and an aligned student advising experience has resulted in 93% of new students interacting with an advisor during their first semester. During the past 4 years, credentials awarded have risen by 52%.
		The Career & College Readiness Program provides high school students with college awareness and a self-assessment that connects interests with career pathways. The 215 student participants to-date indicate high levels of program satisfaction.
		The <i>Learn to Earn</i> program connects high school, College Credit Plus students with preparation for in-demand careers with local employers. To date, 629 seniors across 64 school districts have completed 20 different courses in a <i>Learn to Earn</i> pathway.
		The newly revised GEN1000 First Year Experience Course connects all students with trained, first semester academic and career advisors and requires self/career-assessments and labor market research assignments to support student decision making.
		New “Student Planning” advising software resulted in 80% of new, degree-seeking students in Spring 2018 having degree plans. 89% of students using the system interacted with an advisor. The College retention rate from fall-spring increased from 72% - 76%.
		The 12 <sup>th</sup> Grade Redesign partnership between Zane State and Zanesville City Schools supported 24 high school students in earning 8-12 college credits by May 2018 graduation (including College English and Algebra) with plans to continue in college.



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## High-Impact Practice Summaries by Institution

Belmont College: *Be Connected – EMS Program*

**High Impact Practice:** **Be Connected – EMS Program**

**Submitted by:** Alisa Vogelsang, EMS/Fire Safety Coordinator  
68094 Hammond Road, St. Clairsville, OH 43950  
Email: [avogelsang@belmontcollege.edu](mailto:avogelsang@belmontcollege.edu) Phone: 740.699.3866

**Participants:** Emergency Medical Services (EMS) Program faculty and preceptors; Paramedic students and those pursuing EMT and AEMT certification.

**Execution Timeline:** 2016 - 2018

**Online Information:** Access to the EMS Program’s electronic information system is password protected.

[EMS Paramedic Degree](#) and [EMS Paramedic Certificate](#) and [Ohio Division of EMS](#)

### **Purpose**

To provide Emergency Medical Services (EMS) Program students, faculty, preceptors, and other stakeholders with online access to program resources, instructional materials, and student outcomes data, an electronic information system was developed that reduced administrative paperwork and textbook costs while increasing efficiencies, student exam pass rates, and alignment with current EMS provider practices.

### **Compelling Reason for Change**

As an accredited health program, it is essential to maintain appropriate and accessible documentation and tracking of student performance levels, program outcomes, student certification exam pass rates, and other criteria while also providing high quality classroom and clinical experiences aimed at preparing students to effectively contribute in the local workforce.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students are provided with immediate, electronic access to all course and test prep materials including certification testing and scheduling information. Real time documentation of clinical experiences allows students to instantaneously view and track completion of clinical requirements. Students also have access to all course and EMS program requirements so that they can plan effectively. Documentation of both lab and clinical experiences emulates the electronic documentation process currently used by working EMS providers. Since implementing the online system, student pass rates have risen as access to course materials has improved along with the ability to track student progress towards program completion.

Faculty and instructors have immediate access to course materials and tracking of student progress. Follow-up responses based on student test scores, or other criteria, can be automated so that students receive immediate feedback upon completion of course assignments and testing. This process allows instructors to focus on continuous improvement of effective teaching and learning strategies. Numerous tracking and feedback mechanisms are built into the online system so that many cumbersome processes have been

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streamlined and automated. Additionally, accreditation data is automatically generated and can be stored for further review and evaluation.

The institution has benefited from the removal of multiple paper processes reducing the amount of paper used and time spent copying by more than 95% in the EMS Program. Text book costs have also been reduced since implementing the electronic processes which further increased buy-in by students, faculty and other stakeholders.

Employers benefit from students who are better prepared to function in today's technology driven workforce. Clinical and internship facilities have electronic access to student program requirements and course schedules, thus eliminating the need for exchanging paperwork. The student focused nature of this initiative has reduced administrative paperwork and increased time for engaging students in meaningful interactions in preparation for providing quality services to the communities they serve.

### **Success Factors**

This technology-driven initiative to enhance the efficiency of EMS Program processes and access to resources was fully supported by faculty, preceptors, and students. Ongoing user feedback is extremely positive as all stakeholders welcome instant access to important information. System updates can be readily made to accommodate program changes and evolving user needs.

### **Lessons Learned**

A fully articulated development and implementation plan, including establishment of all desired system criteria regarding functionality and content, optimal methods for loading data to the system, and more extensive user training would have made the installation and conversion to online records, data and resources a little easier and less confusing.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Institutional policies were not changed; however, many EMS polices, syllabi, and other materials were updated or re-designed to facilitate implementation of the electronic system and easy access for all involved, particularly students. Services were not reorganized, and facilities were not impacted.

Faculty, preceptors and students received training for using the new system. Preceptors required the most support and training that included developing a handbook and designing and distributing quick reference guides. Additionally, training users in small groups with actual hands-on use of the system seemed to work best.

### **Measures of Success and Performance Goals**

Success Measures: While the EMS Program measures multiple criteria, the measurements most affected by this technology initiative include increased student pass rates on the National Emergency Technician (EMT) Certification Exam (Written and Practical), and improved affective and psychomotor outcomes. Testing and certification eligibility are stipulated by the [Ohio Division of EMS](#).

Methods: Certification exam pass rates for students are obtained after the student completes both the written and practical portions of the exam. Affective and behavioral evaluations of students are conducted by faculty, preceptors, student self-evaluation, and employers once the student leaves the program.

**Results/Goals:** Key data tied to maintaining high quality classroom and clinical experiences are now easily accessible online for faculty and preceptor viewing. The certification exam pass rate goal for students is 80% and the affective goal is 75% of students rated as competent by their employers after graduation. The psychomotor goal is to hit targeted benchmarks for skills development during the program and for the student to be rated as competent by their employers after graduation.

Paramedic exam pass rates after the last student cohort are at 81%, and affective and psychomotor evaluations by employers are both at a 100% competency rating.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

The launch of the new, EMS electronic information system was communicated to students in writing via the student handbook and through classroom outreach. Ongoing updates are communicated through announcements posted in the system. Changes were communicated in writing to faculty and stakeholders and user support content is available within the EMS electronic information system. Help desk and tech support are available for classroom and one-on-one student, faculty and preceptor support. Additional preceptor training was provided that included a new preceptor handbook. Preparation of written materials and quick reference guides worked very well and cut down on time spent trouble shooting.

### **Executive/Strategic Commitment**

This initiative allowed the EMS Program to create a more learner centered environment with a focus on teaching and learning to give our EMS students the knowledge, skills, and attitudes necessary to become a vital and functional part of the workforce in our community.

We have successfully been able to implement information technologies that improve student success and completion rates, faculty and staff productivity, and affordability though the reduction of student text book costs.

Career Readiness Competencies Enhanced			
	Career Management		Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career		First-year orientation programs
	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Central Ohio Technical College: *Industry and Employer Survey*

### High Impact Practice: **Industry and Employer Survey**

**Submitted by:** Derek Thatcher, Manager, Office of Career Development  
Joseph Argiro, Resource Planning Analyst, Office of Institutional Research & Effectiveness  
Office of Career Development, Ohio State Newark, Central Ohio Technical College  
1179 University Drive, Newark, OH 43055  
Email: [thatcher.42@cotc.edu](mailto:thatcher.42@cotc.edu) Phone: 740.366.9453

**Participants:** Office of Career Development, Office of Institutional Research & Effectiveness, Vice President for Academic Affairs, Academic Departments (Directors & Lead Faculty members), The Gateway (Admissions and Academic Advising), Workforce Development & Innovation Center, and various employers within Central Ohio

**Execution Timeline:** August 2016 – Present

**Online Information:** [Employer and Graduate Surveys](#) [Office of Career Development](#)

### **Purpose**

The 2017 Employer Survey sought to attain employer perceptions of Central Ohio Technical College (COTC) graduates and assess graduates' skills associated with the College's *general and technical education learning outcomes* established for each program of study. Employers were also encouraged to provide insight in the form of industry forecasting. The pool of survey participants was developed from employers identified in COTC Graduate Surveys, registered with the College's electronic job board, attending Career Fairs, and serving on the Technology Advisory Board. Employers completed the survey electronically through a Qualtrics-based instrument.

In preparation for the 2017 Employer Survey, the Office of Career Development met with staff in the Office of Institutional Research & Effectiveness (OIRE) to review prior surveys and explore solutions to existing limitations, including the inability to connect employer responses to individual programs of study. With this challenge in mind, Career Development mapped Standard Occupational Classifications (SOC) codes to COTC programs of study under the Classification of Instructional Programs (CIP) for use in the next survey.

Career Development and OIRE developed questions pertaining to the College's general education learning outcomes and reviewed the technical education learning outcomes for each program of study from various resources. Department directors and lead faculty members reviewed the questions related to technical education outcomes and provided modifications that ensured alignment with accreditation requirements.

OIRE conducted a literature scan to assess best practices regarding employer surveys. The review primarily focused on sampling methodologies and revealed that there was no consistent framework utilized across institutions. OIRE also sought feedback from peer departments and professionals across the state including sharing a draft of the 2017 Employer Survey with participants at the 2017 Ohio Association for Institutional Research & Planning (OAIRP) Conference. A draft of the survey was also tested with a targeted list of area employers, many of whom serve on Technology Advisory Boards.

### **Compelling Reason for Change**

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The chief limitation to prior Employer Surveys was the inability to connect employer responses to the College's individual programs of study.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students benefit from a continuously improved education and training informed by employer feedback and industry expertise. The faculty are provided with insights regarding graduates' skills associated with the College's general and technical education learning outcomes for each program of study. The survey is an important opportunity to engage with employers in ways that enable the institution to evolve the curriculum and educational experience to better align with local workforce needs.

### **Success Factors**

The partnership between Career Development and OIRE has been highly beneficial. The data and insights gathered, along with prior experience in administering the survey, will provide the foundation for future surveys, with summer 2018 targeted for the next Employer Survey.

### **Lessons Learned**

Future surveys will be distributed to employer contacts provided by faculty members and identified by graduates in recent Graduate Surveys. Faculty involvement will be sought to improve survey distribution strategies and "Industry Type" categories will be assigned to respondents for greater consistency.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

The revised Employer Survey provides an improved process for connecting responses to specific programs of study. Organization of services, facilities and jobs were not impacted by this initiative.

### **Measures of Success and Performance Goals**

Success Measures/Methods: Employers received an invitation to complete the 2017 Employer Survey via email and were provided a two-week window to respond. The survey opened with an introduction and emphasis on routing the survey to the most appropriate individual within the organization. Respondents were encouraged to forecast the positive and negative changes that will impact their organization within the next one-two years and identify the "one skill most lacking" in employees they have observed. Respondents also identified their primary industry function utilizing selections from the North American Industry Classification System (NAICS).

In the next series of questions, respondents were asked:

- In your current role, do you have the authority to hire, fire, promote, or demote employees?
- In your current role, do you directly supervise employees during their day-to-day operations?
- Are any of the staff you directly supervise, on a day-to-day basis, graduates of COTC?

Respondents that indicated they do not directly supervise employees were prompted to provide the name and contact information for the appropriate organizational representative and were exited from the survey. Conversely, respondents that directly supervise graduates of COTC were asked to rate their overall satisfaction with these employees and identify the occupation(s) that they supervise from a menu of SOC codes. Employers that had hired a COTC graduate and directly supervise employees were prompted to assess graduates' skills associated with the College's general education and technical education learning outcomes established for each program of study for the corresponding SOC code occupations selected.

**Results/Goals:** The survey results were collected, and qualitative data coded by the OIRE and Career Development. Overall, the response rate to the survey was <1%, primarily due to more than 1,300 individual contacts generated from a variety of sources through the Office of Career Development. Most contacts contained within this convenience sample were comprised of human resource professionals within organizations and duplicate entries for organizations were prevalent. The emphasis of this report focused on the 91 respondents, 24 of whom indicated that they had hired and supervised a COTC graduate within our primary service areas including the Columbus, Ohio metro area.

**Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

The Employer Survey assesses graduate performance across the NACE Career Readiness Competencies. Survey results will be communicated to current students to highlight the importance of these skills in the workplace. Additionally, ongoing training of advisors will include results from the survey to ensure the advising team is well versed in the Career Readiness Competencies and to enhance the career counseling students receive while enrolled.

Key findings were presented to the Strategic Planning Council in October 2017. The full report was shared with Executive Leadership, the Office of Institutional Research and Effectiveness, and the Office of Marketing and Public Relations. Data from the survey will be utilized for internal Academic Program Reviews and Accreditation purposes at the programmatic and institutional level, in addition to, monitoring year-to-year progress to applicable Key Performance Indicators established by Institutional Effectiveness.

**Executive/Strategic Commitment**

The mission of COTC is “to meet the technical education and training needs of students and employers in the area.” Seeking feedback from employers supports the COTC mission and assists the College with determining whether the training provided to its students has been appropriate and up-to-date. The academic programs of study at COTC benefit from survey feedback and recommendations from employers who are members of Technology Advisory Boards. The College has administered an Employer Survey in 2007, 2011, and 2014, a revised survey in 2017, with the next Employer Survey targeted for summer 2018.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations	✓	Other: Proficiency in Technical Education Learning Outcomes
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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## Cincinnati State Technical & Community College: *Centralized Leadership within a Decentralized Co-op Program*

**High Impact Practice:** Centralized Leadership within a Decentralized Co-op Program

**Submitted by:** Kelly Harper, Director  
Cooperative Education Program  
3520 Central Parkway, Main 180, Cincinnati, OH 45223  
Email: [Kelly.harper@cincinnati-state.edu](mailto:Kelly.harper@cincinnati-state.edu) Phone: 513.569.1647

**Participants:** Cooperative Education Coordinators, Academic Divisions and Provost Office

**Execution Timeline:** Fall 2016 - Present

**Online Information:** [Cooperative Education](#)

### Purpose

At Cincinnati State Technical and Community College (Cincinnati State), three of the four academic divisions (Business Technologies, Center for Innovative Technologies, Health and Public Safety) have cooperative education requirements within their curriculums. To provide centralized leadership and oversight of the various co-op programs, Cincinnati State created a Director of Cooperative Education position. Goals for the new position included standardizing processes while also maintaining co-op faculty roles within academic programs. The Director of Cooperative Education is a member of the Academic Dean's Council to ensure that cooperative education priorities and concerns are represented as academic decisions are made.

### Compelling Reason for Change

Our innovation was motivated by an institutional goal to break down academic silos and create consistent experiences for students and employers with co-op program procedures, evaluation practices, etc.

### Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students: Students benefit from standardized information including 1) New Student Orientation content regarding co-ops designed to generate excitement about gaining major-related experience, 2) descriptions of co-op experiences, and 3) student and employer evaluation processes.

Faculty/Staff: The use of technology and standardized evaluation processes has allowed Cincinnati State to more efficiently share and interpret employer and student co-op evaluation feedback to inform curricular revisions. We have also developed a common assessment tool based on the NACE (National Association of College & Employers) employability attributes/career readiness competencies and can readily compare student results across academic divisions and programs.

Institution: The streamlined collection of cooperative education data in a consistent manner, especially employer feedback, has been highly beneficial as academic programs conduct self-studies.

External Constituents/Employers: Employers connecting with co-op coordinators across all academic programs at Cincinnati State experience very similar processes and procedures (i.e. paperwork required to

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hire a student and co-op student evaluation results).

### **Success Factors**

Improved, standardized tracking of co-op data regarding student outcomes has been advantageous, along with feedback from both employers and students regarding their experiences. This feedback is gathered each semester and shared with Co-op Coordinators, Academic Deans, and Program Chairs. Immediate insights from industry representatives regarding student preparedness and performance helps Cincinnati State understand co-op program impact and supports the continuous improvement of academic programs that are aligned with employer needs and expectations.

### **Lessons Learned**

Our current reporting structure includes a solid reporting line between Co-op Coordinators and Academic Deans with a dotted line to the Director of Cooperative Education. We've learned how to navigate this new organizational structure as we address updates to college-wide policies and procedures.

While communication with Academic Deans about cooperative education goals and direction is ongoing, communication can always be strengthened to ensure progress and minimize confusion for all concerned.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: We have standardized co-op forms and policies across the academic divisions. Our goal is to create a co-op handbook for students that outlines forms, policies and overall expectations to prepare students for having a meaningful co-op experience that meets employer expectations.

Organization of Services: Our centralized co-op orientation is designed to excite students about the co-op opportunity, make the most of their time, and help students build relationships with their individual Co-op Program Coordinator who will support them along the way.

Facilities/Jobs: We created the new Director of Cooperative Education position using OMIC grant funds and have continued to sustain the position on institutional funds. Dedicated office space was secured for the new position although it is not currently student facing.

### **Measures of Success and Performance Goals**

#### Success Measures:

- Student participation rates in cooperative education and co-op employer site information
- Student attendance rates at Cincinnati State co-op orientations
- *Student Evaluations:*
  - Connection of co-op experience to career goals
  - Satisfaction with co-op experience including supervision, type of work, connection of educational coursework with co-op employment experience
  - Student experience with Cincinnati State academic program Co-op Coordinator
  - Student's overall experience with cooperative education at Cincinnati State
- *Employer Evaluations:*
  - Overall student performance in co-op work experience
  - Student performance feedback regarding the NACE Career Readiness Competencies concerning professionalism, job performance, interpersonal skills, communication and technology





Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
	Academic support services	✓	Experiential and service learning
	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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Clark State Community College: *Developing & Maintaining Employer Engagement in the Industrial and Engineering Technologies Department*

**High Impact Practice: Developing & Maintaining Employer Engagement in the Industrial and Engineering Technologies Department**

**Submitted by:** Melody Gast, Career Services Coordinator  
Career Services  
570 East Leffel Lane, PO Box 570, Springfield, OH 45501  
Email: [gastm@clarkstate.edu](mailto:gastm@clarkstate.edu) Phone: 937.328.6468

**Participants:** Manufacturing & Engineering Employers, Industrial & Engineering Technologies Advisory Committee Members, Faculty, and Students, President, Provost, Workforce Development, Academic Affairs, Student Affairs, and Career Services.

**Execution Timeline:** 2014 – Present

- OMIC II signed, March 2014 and TAACCCT grant awarded, June 2014
- Co-op Coordinator hired, August 2014
- Re-designed advanced manufacturing courses with Employer Engagement Team support, Fall 2015
- Mandatory co-ops implemented in Industrial & Engineering Technologies, effective Fall 2015
- Ribbon cutting for the advanced manufacturing labs, October 2015
- RAPIDS I Grant received in September 2015 for 3D printing
- Clark State's Guaranteed Interview Program implemented, December 2016
- Gene Haas Foundations grant received, June of 2017, for CNC training for students and instructors
- Clark State received approval to offer the Applied Bachelor's degree in Manufacturing Technology Management, May 2018
- Four robots added to manufacturing labs along with simulation software, February 2018

**Online Information:** [Career Services](#) [Co-ops / Internships](#) [Eagles Post - Job Posting System](#)

[Computer-Aided Design](#) [Industrial](#) [Manufacturing Engineering](#) [Mechanical Engineering](#)

### **Purpose**

Clark State Community College is committed to preparing students to meet employers' skill demands and supporting the area's workforce growth and training needs. The intended outcomes of this initiative are to:

- increase the number of experiential learning opportunities for students,
- expand in-demand career pathways available,
- create a recruiting pipeline for employers,
- remain relevant to employers' needs and industry changes,
- actively involve employers in curriculum design, and
- continue to connect the college to the community.

### **Compelling Reason for Change**

Responding to area workforce needs and helping students achieve career success were key drivers in developing this program which focused on Clark State's Industrial Technologies, Manufacturing Technologies, Computer-Aided Design Technologies and Mechanical Engineering Technologies programs.

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## **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students benefit from gaining real world experience in high-demand occupations and increased connections with local employers. Faculty and staff remain up-to-date on industry and workforce trends, and employers are assisted with developing a pipeline for filling in-demand, skilled occupations.

### **Success Factors**

Clark State recognized the need to expand employer involvement, experiential learning opportunities and wrap around services within the Industrial and Engineering Technologies department. As of October 2017, more than 350 students were enrolled in manufacturing courses. Employer support has increased from 3-4 active advisory members in 2014, to 12-15 active members in 2017. Employers were engaged at the inception of the TAACCCT grant and involvement maintained through employer focused advisory meetings.

The Prior Learning Assessment (PLA) was a contributing factor for ensuring that new students received maximum credit for prior college-level learning and experience. Clark State integrated a [Basic Education and Skills Training \(I-BEST\) curriculum](#) and is the only institution in Ohio utilizing this curricular model. In the I-BEST model, two instructors weave basic math, reading, and technical skills into one lesson, which challenges the idea that students must master basic remedial courses before they can begin college-level coursework. Students work on college-level studies right away, clearing multiple levels with one leap.

The College also embedded mandatory co-ops in the curriculum, hired a Co-op Coordinator and Career Navigator to guide and support students, and created flexibly scheduled classes and open lab times.

Due to the success of this initiative, Clark State would like to scale up this best practice across additional academic departments and programs.

### **Lessons Learned**

Clark State recognized that not all employers have an established internship program, so it is important to share the characteristics of a strong internship program, and the knowledge and experience typical of student participants.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Clark State created a centralized career services office by transitioning the Co-op Coordinator (hired in 2014) into Career Services as the Career Services Coordinator in 2016. The Co-op Coordinator's salary was initially funded by the OMIC II grant and was then sustained by the College. Training for this position included involvement in the National Association of Colleges and Employers, Ohio Cooperative Education Association, Southwestern Ohio Council for Higher Education, and the Ohio Two-Year College Career Services Association. This change gave all stakeholders a centralized contact for all career related activities.

Clark State also created a "Guaranteed Interview Program" that connects graduates to employers twice a year. This program guarantees our graduates an opportunity to meet with local employers and interview for possible positions within their field of study. Clark State also implemented unique ways to introduce employers to the Industrial and Engineering Technology students by embedding co-ops into the curriculum and creating an employer focused advisory board. Prior Learning Assessment (PLA) information also became more accessible to students via the Clark State website, and instructors created challenge exams and innovative ways to create hybrid paper-and-pencil and hands on exams for technical courses.

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A Career Navigator, hired in 2015 and initially funded through the TAACCCT grant, provides wrap around services for students by connecting them to both Clark State and Ohio Department of Job and Family Services (ODJFS) resources. Extensive training was provided by ODJFS. The TAACCCT grant also provided \$450,000 to upgrade lab facilities to support multiple academic programs.

### **Measures of Success and Performance Goals**

Success Measures/Methods: Clark State collects qualitative feedback from students and employers to assess co-op/internship outcomes. Quantitative data is collected to measure student participation/completion rates, advisory committee participation, Eagles Post job posting system participation for co-ops/internships, and employer engagement with the Guaranteed Interview Program.

Results/Goals: As of May 2018, Clark State's Employer Evaluation results reflect that 89% of employers rated co-op students as "adequate to an exceptionally high" regarding skill-level. Student Self-Evaluation results reflect 100% of students rated their co-op opportunity for learning as "good to excellent".

Clark State's completion goal for the following core curriculum courses, Introduction to Industrial and Engineering Technology (ENT 1000) and Manufacturing Foundations (ENGT 1050) were as follows:

- ENT 1000's completion rate in 15-16 academic year was 74% and the completion rate in the 16-17 academic year was 86%.
- ENT 1050 completion rate in 15-16 academic year was 73% and the completion rate in 16-17 academic year was 82%

Clark State's Industrial and Engineering Technologies Advisory Committee has seen a 130% increase in employer participation since 2014 with 53 current employer contacts.

Eagles Post has had a 154% increase in the Industrial and Engineering Technologies student account creation from the 2015-2016 academic year to the 2016-2017 academic year. Co-op student participation has increased by 97% from the 2014-2015 academic year to the 2015-2016 academic year and remained steady through the 2016-2017 academic year. The Guaranteed Interview Program currently has 49 participating employers and the Industrial and Engineering Technologies co-op program includes 51 employer partners.

Clark State's target performance goals for Employer Evaluations is a rating of 4-6 (adequate skill level to exceptionally high skill level rating). The Student Self Evaluation target goal is a 3-5 rating (good to excellent rating) on the opportunity for learning. Clark State's completion goal for the following core curriculum courses, Introduction to Industrial and Engineering Technology (ENT 1000) and Manufacturing Foundations (ENGT 1050) is 80%. The target performance goals for student and employer participation is to see an increase in participation comparable to program enrollment.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

Academic Advisors and Career Services staff provide early career advising and access to career exploration tools to assist students with selecting in-demand certificate and/or degree programs that match their interests, skills, abilities, and career goals. New students are advised through New Student Orientation and continuing students receive resource updates through faculty, academic advisors, the Career Navigator, Career Services classroom presentations, and Clark State email and Blackboard communications.

Involving stakeholders in the planning and implementation process provides for open communication and buy-in. Employer advisory committees have been highly beneficial to curricular redesign and reform.

## Executive/Strategic Commitment

Clark State Community College’s 2015-2020 strategic plan establishes goals related to quality academic programs and supporting student success. The strategic plan includes a goal directly related to this high impact initiative: *Develop quality academic, community and support programs by creating an innovative learning environment.* Within this goal, there are five major initiatives:

Initiative 1: Restructure and redesign developmental education,

Initiative 2: Identify and provide resources for teaching and learning for academic and instructional support,

Initiative 3: Provide professional development that facilitates teaching and learning, and improves programs and services,

Initiative 4: Create partnerships with business and industry to align and advance college programs in a competitive global economy,

Initiative 5: Increase Clark State’s course completion rate to 80% by the 2019-2020 Academic Year.

Due to the success of the strategic plan, most of the initiatives are already implemented, and the College is working on updating the strategic plan for next year.

Clark State made their Prior Learning Assessment policies and procedures more robust and transparent to increase retention and completion. Stackable certificates provide multiple points for entry and exit for students obtaining employment while gaining college credit. Students can “drop back in” to complete their Associate’s Degree.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Columbus State Community College: *English Accelerated Learning Program (ALP) Development, Implementation, and Scaling*

### **High Impact Practice: English Accelerated Learning Program (ALP) Development, Implementation, and Scaling**

**Submitted by:** Dr. Martin Maliwesky, Associate Vice President for Academic Affairs  
Academic Affairs  
550 East Spring Street, Columbus, OH 43215  
Email: [mmaliwes@csc.edu](mailto:mmaliwes@csc.edu) Phone: 614.287.3674

**Participants:** Office of Academic Affairs, Office of the Registrar, Information Technology, English Department, Advising

**Execution Timeline:** January 2017 - Present

**Online Information:** [ENGL0199 – Fundamentals of College Writing](#)

### **Purpose**

The purpose of this initiative was to develop and bring to scale an effective and efficient co-requisite model for students placing one level below college-ready English standards.

### **Compelling Reason for Change**

Data from the [Community College of Baltimore County](#) and other “at-scale” ALP (Accelerated Learning Program) adopters has indicated success of the model in accelerating completion of college-level English among large populations of near-ready students. The adoption of this model by Columbus State dovetails with a strong institutional commitment to student success and completion.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students: The primary benefit to students is the accelerated completion of college-level English. The ability to complete this requirement early (often in the first semester of attendance) rapidly opens the door to coursework within the major for which English is a pre-requisite. Completion of gateway courses early, and without the sequential developmental sequencing of courses, promotes persistence and provides students with a shorter, more cost-efficient pathway to graduation.

Faculty/Staff: The use of mobile instructional technology, and active and collaborative learning methods in the classroom, provides a flexibility of instruction and support that cannot be achieved in a pure lecture-based environment. Facilitated group exercises in the classroom provide exposure to real world, team-based project work that employers value in the workplace.

Institution: The ALP English model supports the emerging tenets of Columbus State’s guided pathways work by providing a clear, connected roadmap of coursework to facilitate student success and completion.

External Constituents/Employers: The ALP model shows promise in producing more, and higher quality graduates that are prepared to fulfill the needs and expectations of employers. Employer advisory groups have long stated that communication skills, critical thinking, and comfort in a team environment are key elements sought in the hiring process. The instructional methods of the ALP model provide early, tangible

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exposure to skills valued in the workplace.

### **Success Factors**

A primary driver of success was the support of faculty who led pilot development efforts and maintained a commitment to bring the model to scale. These faculty have become “champions” of the model among their peers and have shown others how the model enhances student success. While the Columbus State model was based on an established ALP platform, we learned that unique cultural nuances must be worked through at the institution level in order to provide the most effective and beneficial instruction.

Additionally, support for developing the model was strong at the executive level of the college. The President and Cabinet have engaged in the work and have allocated the resources necessary to bring the model to scale in Autumn Semester 2018.

### **Lessons Learned**

Knowing that the model would be brought to scale, it is advisable to systematically pilot the emerging model to validate and/or adjust the methods, technology, instructor-to-student ratios, etc. employed in the classroom. It is also important to develop the scope, timeline, and budget early in the development process. While some forward planning was conducted for ALP English scaling, there were nonetheless surprises that emerged in the implementation at scale for Autumn Semester 2018.

Overall, the process of bringing a co-requisite model to scale entails a significant amount of planning, budgeting, and detailed project management. The College is now employing a more formal project management approach to the development of co-requisites in Mathematics. The emergence of Math pathways adds a new level of complexity to the discussion as there are now multiple Math courses that will satisfy degree requirements based on a student’s chosen major. The project plan will ideally include all aspects of course development, piloting, and ultimately scaling. This continuum of development has implications for space, technology, and staffing and must be seamlessly integrated into the academic, career, and financial advising model of the college.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: The ALP English model employed by Columbus State limits the class size of the co-requisite support course and has necessitated a review of staffing based on contact hour limitations of some instructor employment classifications.

Organization of Services: The primary re-design is rooted in advising. In a positive sense, the scaling of ALP English coincides with the first semester of new students entering the College under a defined academic pathway, so the training and support of advisors can encapsulate multiple new methods of student readiness assessment and college entry.

Facilities: The ALP English model adopted by Columbus State utilizes technology in the classroom. At scale, the ALP model entails 40+ paired course sections each semester that must have flexible furniture and technology that can easily transform a room to accommodate different learning exercises. In order to cover this many course sections, 15 classrooms were transformed into mobile computer labs through the deployment of flexible (movable) furniture and thin client laptop carts. This buildout included a cost in multiple areas. The direct cost of furniture and laptop equipment is an easily identifiable cost, but wiring to support mobile devices and enhanced Wi Fi capacity were an additional resource need. Additionally, device security, licenses, and IT tech support were all necessary components of bringing the model to scale.



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Jobs: Instructors in the ALP English model will be provided ongoing professional development and training in the pedagogy of active and collaborative learning. Additionally, training on the classroom-based technology is being provided through the College's IT division.

### **Measures of Success and Performance Goals**

Success Measures: Success of the ALP English model was measured over multiple semesters of pilot courses. The course completion rate of college-level English for ALP students was measured against students who tested college-ready, as well as against the overall population of students attempting college-level English (including students coming from traditional developmental courses).

Methods: Columbus State's Office of Institutional Effectiveness devised an assessment plan based on the identified co-requisite courses employed over the duration of the pilot. Each semester, data was collected and shared with stakeholders to inform the direction of future iterations of the model.

Results/Goals: Pilot ALP results show participating students succeed at rates equal to, or higher than students who placed into college-level English. The acceleration model for ALP students means they have shortened their time to completion by 16 weeks; the length of one semester of developmental English.

The success of the ALP English model is a contributor to the attainment of multiple college-wide goals. The first is to increase the percent of students completing gateway college-level Mathematics and English courses within the first year. Additionally, the accelerated completion of college-level English supports increasing the percent of students earning 15 college credits within their first year of college enrollment and increasing the percentage of students who earn 24 college credits within their first year. All of the measures are component parts of the Columbus State Completion plan adopted by the Board of Trustees.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

Students: Changes have been communicated to students through the College website and Catalog lookup tools. Because of technical limitations, students register for one course and are moved administratively to the two paired courses comprising the ALP model. It will be important for advisors to inform students about how this will occur in order to mitigate issues and questions arising from the move. The ALP model and procedures will be affirmed by advisors during New Student Orientation programming for students entering Columbus State in Autumn Semester 2018 and beyond.

Faculty/Staff: It is critical to engage early and often with faculty to help in the communication and outreach regarding the model. To date, changes have been communicated primarily through department channels and targeted messaging to advisors. Broader communication and professional development are planned for the summer of 2018 leading into the full-scale adoption of the ALP English model for Autumn Semester 2018.

### **Executive/Strategic Commitment**

By utilizing project management in co-requisite development, the college is able to anticipate and set reasonable timelines for budget requests, facilities improvement, hiring, etc. This integration assures compatibility with the institution's mission, vision, and strategic plan.

Scaling of co-requisites is an integral part of the institution's completion, affordability, and efficiency plans and is prominently documented in each.

Career Readiness Competencies Enhanced			
	Career Management		Leadership
✓	Critical Thinking/Problem Solving		Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career		First-year orientation programs
	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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## Cuyahoga Community College: *IPEDS Case Management*

### **High Impact Practice: IPEDS Case Management**

**Submitted by:** Angela Johnson, Vice President, Access and Completion  
Elizabeth Zeszotek, Completion Project Manager  
Enrollment Management  
700 Carnegie Avenue, Cleveland, OH 44115  
Email: [angela.johnson@tri-c.edu](mailto:angela.johnson@tri-c.edu) Phone: 216.987.4213  
Email: [elizabeth.zeszotek@tri-c.edu](mailto:elizabeth.zeszotek@tri-c.edu) Phone: 216.987.4654

**Participants:** Access and Completion Department, Completion Project Manager, Retention Project Manager(s), Campus IPEDS Team Members, Institutional Research, Registrar's Office

**Execution Timeline:** Summer 2014 - Present

**Online Information:** [Graduation Planning Resources](#)  
[Degreeworks – Academic Planning & Degree Audit System](#)  
[Verify Academic Major Decision and Stay on Track](#)  
[Gradfest: Apply to Graduate and Prepare for Next-Steps](#)

### **Purpose**

The purpose of the [Integrated Postsecondary Education Data System \(IPEDS\)](#) Case Management initiative is to directly engage with students identified by IPEDS data using a personalized, collaborative, case management approach to increase student retention and completion rates. Outreach by IPEDS teams of faculty and staff increases student awareness of institutional resources, assists with resolving course registration and financial issues, and more.

### **Compelling Reason for Change**

As an institution, we understand the significant socio-economic impact that degree completion can have on individuals, their families and communities. Focusing on how to effectively engage students and support their academic endeavors is a core value and mission of Cuyahoga Community College (Tri-C).

With student completion an institutional priority, and a 3.6% completion rate in 2013, the Completion Project Manager position and IPEDS Case Management initiative were developed to provide structured support around student retention and completion.

The Completion Project Manager and IPEDS initiative were integral in leading a campus cultural shift and focus on “enrollment access” to a focus on “retention and completion”. Implementing the IPEDS initiative and new Project Completion Manager position simultaneously allowed Tri-C to more effectively address the large number of students exiting Tri-C prior to formal degree completion.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

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Students: Students received direct, personalized contact from a faculty or staff member who provided valuable support for navigating academic planning tools and resources to achieve degree completion.

Faculty/Staff: As a college-wide priority, IPEDS teams were empowered to support students who may be struggling and engage with them on a different level and perhaps outside of their normal job function.

Institution: The IPEDS initiative strengthened services regarding student retention and created a more concise focus on student completion leading to an increase in Tri-C's graduation rate.

External Constituents/Employers: Increasing the number of individuals earning a first degree or certification enables employers to recruit a larger pool of candidates to meet changing organizational needs.

Four-year institutions are provided the opportunity to recruit successful community college students who are well prepared to continue their education and career preparation.

### **Success Factors**

The IPEDS initiative helped advance a strong cultural shift in student services delivery which evolved from a transactional model to an experiential one that is more customized, interactive and proactive. Students now receive “nudging” contacts with a “growth mindset” messaging. A student’s experience went from receiving a “robo call” to receiving personalized emails, phone calls and text messages including personalized outreach from both the Completion Project Manager and campus faculty and staff on the IPEDS teams. Having the Completion Project Manager serve as a central point-person for IPEDS students allowed for continuity and success among the campuses.

The development of cross-functional and collaborative campus-based IPEDS teams was imperative to the success of this initiative. These teams brought individuals from all areas of Student and Academic Affairs together. Having team members work with small, manageable groups of students to support their academic progress greatly contributed to the success of the initiative.

The utilization of consistent messaging and developing materials from a student’s perspective have greatly aided our ability to connect with students. Also, using language that fosters relationship development and engagement with the institution allows students to develop a sense of connection with Tri-C.

### **Lessons Learned**

Transparency is essential when developing new initiatives that can impact the institution. Sharing victories, challenges and modifications allows individuals from diverse academic areas to feel vested in the new initiative. Creating a unifying message that student persistence and graduation is a College priority, and goal shared by all, unified support for the initiative.

Developing initiatives based on direct student feedback regarding needs and expectations helped guide the development of institutional strategies, communications, technologies, services and programs, etc.

Determining what data is important to share with the IPEDS teams has been an evolving process. Over time, the IPEDS teams have helped streamline reporting formats and determine desired content for monitoring student progress and project outcomes.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

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Policies/Processes: Several policies and processes were updated and fully implemented as a result of the IPEDS initiative including 1) an online petition/application to graduate, 2) an adapted Standards of Academic Progress Policy, and 3) the ability to auto-award student degrees. These accomplishments enabled enhanced support for student retention and completion.

Organization of Services: Tri-C brought together individuals from a wide variety of departments to form collaborative working groups. The development of these teams targeting IPEDS student engagement, retention and completion was a new institutional strategy.

Facilities/Jobs: The Completion Project Manager position was created and filled. Initially, each Tri-C campus approached the IPEDS initiative with the Completion Manager differently. Over time, each campus began to more closely follow a common, best-practice IPEDS team structure with minor modifications to meet the needs of their student population. There was no need for a re-design or relocation of facilities.

### **Measures of Success and Performance Goals**

Success Measures: We currently utilize the graduation rate of IPEDS students as an indicator for success. The Completion Project Manager also monitors student transfer-out levels, stop-out levels, and completion of developmental coursework. As students successfully complete college-level coursework, the Completion Project Manager and institution review data and trends to determine areas of progress.

Methods: We assess the overall number of IPEDS students in the cohort and determine the percentage of students needed to meet the targeted completion goal set by Tri-C's President. Each campus also has a completion goal and faculty and staff are provided information regarding IPEDS students who attend their campus. The Completion Project Manager provides regular updates to teams regarding the number of students who have graduated, petitioned to graduate, and are registered for the current and/or upcoming semesters.

Results/Goals: In addition to the development of successful IPEDS teams on each campus, we strive to steadily improve the continuous enrollment and graduation rate of students within their 3-year cohort. The IPEDS student graduation rate was 15.2% in 2017. Our projected graduation rate in 2018 is 18.89%.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

It is important to continually listen to students and adjust the timing, content and appropriateness of student communications to ensure maximum success and impact. Prior to the IPEDS Case Management initiative, students received mass communications that were replaced by a strategic communication plan customized for the IPEDS student audience, and at times appropriate for all students.

As policies and procedures evolved to meet student needs, updates were shared on the Tri-C website, the student portal "My-Tri-C Space", and through various emails and postal mailings.

Since the IPEDS Case Management initiative has been a top priority for Tri-C, information regarding completion rates and initiatives is routinely shared at both high level administrative and frontline support staff meetings. As IPEDS teams developed, monthly meetings helped bring new information to the diverse IPEDS groups and allowed for more organic information sharing. The Tri-C President's Update email and other college-wide platforms also serve as opportunities to promote the initiative, new practices, and student persistence and completion outcomes.

### **Executive/Strategic Commitment**

Cuyahoga Community College’s Mission is to “provide high quality, accessible and affordable educational opportunities and services”. Through the IPEDS Case Management initiative, we are working collaboratively as an institution to remove barriers that prevent student progress to degree completion. The IPEDS initiative is incorporated into Strategic Plan goals for increasing student retention and graduation rates.

All IPEDS teams include individuals from Tri-C transfer departments that can help students understand how their Tri-C credits can apply towards a baccalaureate degree. The IPEDS Cases Management initiative for student completion ensures that Tri-C is providing the right resources, at the right time, to help students develop both academically and holistically.

Career Readiness Competencies Enhanced			
	Career Management		Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career		First-year orientation programs
	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Eastern Gateway Community College: *Student Success Initiatives*

### **High Impact Practice: Student Success Initiatives**

**Submitted by:** Dr. Jeff Dupree, Provost  
Office of the Provost  
4000 Sunset Boulevard, Steubenville, OH 43952  
Email: [jdupree@egcc.edu](mailto:jdupree@egcc.edu) Phone: 800.682.6553 Extension: 1708

**Participants:** Academic Affairs, Student Success Services, Board of Trustees, Community Partners

**Execution Timeline:** 2018-2019

**Online Information:** Information regarding new campus and community services and resources is currently provided directly to students by faculty and staff.

### **Purpose**

The focus of Eastern Gateway Community College's (EGCC) Student Success Initiatives is to improve persistence, retention and completion rates for all students by providing the necessary academic and non-academic support services to enable student success.

### **Compelling Reason for Change**

Lower student success rates have uncovered a student need for additional support through campus and community-based services and resources that we have not previously provided.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students are provided improved academic support in the form of tutoring, peer mentoring, and study skills training. Non-academic support includes improved access and referral mechanisms to personal counseling, food bank, clothing, child care, and transportation resources.

Faculty and staff receive training to recognize signs of student distress, increase familiarity with campus and community resources, and understand how to best connect students with available assistance and resources.

The institution is improving targeted student support services that support academic performance and the ability for students to remain in school. Students are more likely to persist to completion of their program of study and become qualified candidates and local employees supporting the regional economy.

### **Success Factors**

The Student Success Initiatives' efforts are ongoing as un-met student needs have been documented and interest among the college community inspires a mutual commitment to make improvement plans work.

### **Lessons Learned**

Putting together a good team that is engaged and wants to make change happen is key to successful outcomes. Reaching out to as many community partners as possible, early on, is also important to

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maximizing critical community support and assistance. Regularly communicating with faculty and staff regarding the project increases their awareness, engagement and understanding of progress made and the priorities going forward.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: Putting in place protocols for responding to student needs and the referral processes and/or steps for connecting students with assistance are currently being refined and developed.

Organization of Services: We continue to work with community partners to locate and provide services while also re-designing and reorganizing internal campus services to facilitate referrals and student support.

Facilities/Jobs: The project team is currently searching for a location on both the Youngstown and Steubenville EGCC campuses where donations of food and clothing can be stored for distribution to students in a centralized and easily accessible location. At this time, activities tied to the new initiatives are being handled by existing student support services staff.

### **Measures of Success and Performance Goals**

Success Measures/Methods: We measure student success and engagement, persistence, retention and completion using the following methods:

- Student satisfaction and feedback surveys
- Reports of student course drop rates including rationale for dropping coursework
- Reports of multiple “failing” grades based on 15<sup>th</sup> day of classes reports to determine at-risk students
- Reports of students “never attending” at the end of the first and second week of classes so that students may be contacted and a rationale for non-attendance documented
- Reports of students failing across multiple courses to determine if there is a pattern within the curriculum or with particular instructors that warrants further review at the program level

Results/Goals: We are too early in the change process to establish a baseline for student satisfaction levels regarding the improvements to student support services and resources.

Our overarching goal is to realize a marked improvement in student persistence, retention and completion rates. EGCC’s goal is to achieve an 85% positive response rate on campus-based student surveys and improve the “[Community College Survey of Student Engagement in Support for Learners](#)” (CCSSE) results from the current 45.8 score to a mean score of 50.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

While we recognize that it is critical to communicate early and often with students, faculty/staff and community partners, we have not yet reached a point in the development and refinement of updates to services, resources and procedures that we feel it is appropriate to communicate to all concerned.

### **Executive/Strategic Commitment**

This Student Success Initiatives project is supported by the College’s mission that “helps students achieve successful learning outcomes and engages community partners” and the vision to “help every student



succeed.” This initiative is also imbedded in the spirit of the EGCC Completion Plan in a broad sense rather than as a detailed action item.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
✓	Critical Thinking/Problem Solving		Professionalism/Work Ethic
	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career		First-year orientation programs
	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements	✓	Student life/community enhancements
	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention	✓	Other: Co-curricular and Community Support

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## Edison State Community College: *College Credit Plus Advising Model*

### **High Impact Practice: College Credit Plus Advising Model**

#### **Submitted by:**

Chris Spradlin, Provost  
Chad Beanblossom, Executive Dean, Darke County Campus  
1973 Edison Drive, Piqua, OH 45356  
Email: [cspradlin@edisonohio.edu](mailto:cspradlin@edisonohio.edu) Phone: 937.778.7887  
Email: [cbeanblossom@edisonohio.edu](mailto:cbeanblossom@edisonohio.edu) Phone: 937.778.7891

#### **Participants:**

Student Affairs, Academic Affairs, Darke County Campus

#### **Execution Timeline:**

Fall 2017 - Present

#### **Online Information:**

[College Credit Plus](#)

### **Purpose**

The purpose of this initiative is to provide the highest quality service to our students, parents, and high school partners. The intended outcome is to increase the enrollment of qualified College Credit Plus (CCP) students and retention of CCP students following high school graduation.

### **Compelling Reason for Change**

Nearly 40% of student enrollment at Edison State Community College (ESCC) is comprised of dual enrolled high school students. Due to this large population of high school students, it was determined that our approach to student support needed revised. The model was first implemented at our Darke County Campus fall semester 2015, and then modified to meet the needs of the entire college service area.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students benefit from advising tailored to career pathways and overall improved student services. Student service satisfaction levels have increased along with student career-ready skills and knowledge. Faculty and staff roles and responsibilities are more clearly defined, and services have been improved to high school administrators and guidance office personnel.

The Institution has experienced enrollment growth, increased retention of CCP students following high school graduation, and an increased number of students receiving associate degrees prior to transfer.

### **Success Factors**

Campus-wide collaboration, buy-in from our high school partners, and the simultaneous transition to the career pathways model of student advising have all made our initiative successful. Edison State advisors who are embedded in the high schools have been instrumental to the success of the initiative and with developing lasting relationships with our K-12 partners.

Starting the program at the Darke County Campus allowed us to pilot the program with a subset of the CCP population, make modifications and perfect our strategy. The Darke County Campus advisor was able to share best practices and suggestions for process improvements prior to full implementation at the College.

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## Lessons Learned

Many prospective CCP students are eager to participate in the program, but lack insight into higher education admission requirements, college processes, guided pathways and degree options. Providing on-site services within partnering high schools allows Edison State advisors to connect with students in a familiar environment to support student success and respond to questions from high school personnel.

Integrating our business office much sooner into the project would have expedited the design of seamless and efficient processes and procedures.

## Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: Several processes were changed to make our CCP advising model more efficient and student friendly. We modified all of our recruitment/marketing/informational material specific to the program, made updates to our website, and revamped our parent meeting and orientation material.

Organization of Services: Edison State re-designed advising of CCP students to focus on career pathways. Prior to this initiative, a majority of advising was completed at the Edison State campus, with little collaboration with the high school guidance personnel. This initiative has allowed us to embed Edison State advising/enrollment management staff within the high schools, to serve students more efficiently and with greater impact on student success. This initiative has resulted in greater partnerships with our K-12 schools, along with improved service to students and parents.

The original model was developed at the Darke County Campus, and began during the fall semester of 2015, the same semester College Credit Plus legislation went into effect. Administrators at the time recognized a need for improved service to this increasing student population, and it was determined that a part-time advisor/enrollment manager would be hired. Due to the success of the original model, it was determined by senior leadership to implement the project college wide.

Facilities: Current facilities were not impacted. Edison State partnered with multiple local high schools to implement this project. Due to the increased partnerships, two local high schools were recently added as “Additional Locations” of the college through the ODHE and the Higher Learning Commission.

Jobs: Two existing Enrollment Manager positions at Edison State’s main campus changed significantly. Prior to the initiative, these two individuals were primarily focused on recruitment of traditional students. At this time, their focus has shifted to providing career pathways advising services to the CCP student population at the high schools, along with enrollment management and recruitment of this student population.

## Measures of Success and Performance Goals

Success Measures: Student satisfaction, K-12 partner satisfaction, student success, overall enrollment, and retention of CCP students following high school graduation are all factors we measure.

Methods: We measure student satisfaction through annual surveys provided to students with 30 plus credit hours. We also meet regularly with our guidance counselors and K-12 administrators to gauge their satisfaction with the services being offered to students. Success data is reviewed regularly to ensure services provided are impactful to students. We look at the overall enrollment of the CCP student population, with a specific breakdown of the mode of instruction, high school, college campus, and online. We also review rates of conversion from CCP student to traditional Edison State student.

**Results/Goals:** Preliminary data related to overall enrollment and conversion rates for the Darke County Campus pilot program has been promising. Additional 2018-2019 data will be evaluated to determine quantitative impacts on student success (completion rates), overall enrollment for both campuses, and retention rates of CCP students following high school graduation.

Our goal is to increase the total number of students completing an associate’s degree with Edison State prior to entering the workforce or transferring to a 4-year institution. This includes students who complete while still in high school and students who convert from CCP student to traditional Edison State student.

**Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

Communication about the new CCP student advising model occurred through a variety of methods. All guidance offices and high school administrators were consulted from the beginning to see if this type of advising model would be viable in their particular high school. As the initiative progressed, counselors and administrators were updated regularly with full cooperation at time of implementation.

Students and parents were made aware of the model during student/parent informational meetings offered at the high school. Students were also made aware of the advising services available to them through their guidance office and during the mandatory new student orientation.

**Executive/Strategic Commitment**

Edison State senior leaders recognize the importance of this High Impact Practice and have elevated the CCP initiative to a strategic project for the college’s 2017-2019 strategic plan. We project that this student population will exceed 50% of our overall enrollment in the coming year, and the quality of service to these students is a priority. Edison State also has a strategic project focusing on guided career pathways. All Edison State students, including our CCP students, will be placed on a career pathway, and advised accordingly. The addition of these two items to the 2017-2019 strategic plan shows the college’s dedication to service to our students and the communities we serve.

Service to the College Credit Plus student population is a project of our 2016 – 2018 Academic Completion plan. This project falls under Core Theme II, Helping Students Learn, and is a focus of the College End Goal, Student Success and Completion.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Hocking College: *Redesigning the First-Year Experience Course to Scale Career Readiness Through the Use of Technology*

### **High Impact Practice: Redesigning the First-Year Experience Course to Scale Career Readiness Through the Use of Technology**

**Submitted by:** Danita Reynolds, Director, Career & University Center, Student Transitions  
Alan McMillan, Vice President for Enrollment and Student Development  
3303 Hocking Parkway, Nelsonville, OH 45764  
Email: [reynoldsd22689@hocking.edu](mailto:reynoldsd22689@hocking.edu) Phone: 740.753.6445

**Participants:** Career & University Center, Financial Aid, Human Resources, Public Relations, Success Center, Student Life, Office of the President, Accounting, Faculty, Staff, Enrolled Students

**Execution Timeline:** Spring 2017 - Present: Planning began to integrate career readiness activities into the First-Year Experience course with redesigned course launched Autumn 2018.

Autumn 2019 Goal: Planning continues to enable Hocking College to become a community resource for career readiness services including support for local high schools and workforce organizations such as Job & Family Services.

**Online Information:** [Career Services](#) FYE Course Technologies: [Quinnia](#) [VMock](#)  
[Candid Career](#) [Optimal Resume](#) [College Central Network](#)

### **Purpose**

In general, colleges are keenly aware that in addition to supporting students to degree completion, they must also help students become career-ready and build the skills necessary to close the employability gap. While career centers offer a multitude of career readiness resources and programs, only a small percentage of students report actively using career services, with many students connecting just prior to graduation.

To educate new freshmen regarding career readiness, the First-Year-Experience (FYE) course was redesigned to include information regarding the [NACE Career Readiness Competencies](#) and financial planning. The FYE course curriculum is scaled campus-wide through technology to provide new students with access to 24 hours of career readiness training during their first semester.

### **Compelling Reason for Change**

Students leaving college are often unprepared for the workplace and start out unemployed or underemployed. Although career services are available, students often do not take advantage of them early, or often, throughout their college experience. By making career readiness and financial planning an integral part the FYE class, we hope to change this reality.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students benefit from an orientation to college along with 24 hours of learning focused on personal and career success topics, financial planning and goal setting. Career topics include career exploration and

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decision making, personal branding, networking, interviewing, resume writing, employer research and job search strategies. Our goals are to graduate our most career-ready students ever, with multiple job offers and a financial plan that will allow them to retire and live financially independent. Financial planning topics include discussing projected salary, investments, spending, and net worth calculations.

Faculty and staff benefit by engaging with students who are more career-focused and understand professionalism, self-marketing strategies and workplace expectations. Financial Aid staff benefit from earlier identification of students who want to change majors. Advisors connect more readily with students whose first FYE assignment is to write a professional email introducing themselves to their advisor.

The institution benefits from increased on-campus student involvement and improved student completion rates and post-graduation employment outcomes.

Employers will find career-ready students with improved career readiness competencies.

### **Success Factors**

1) *Engaging Expert Speakers:*

Rather than have one instructor teach each course session, we invited experts knowledgeable in their field to present on a given topic. This approach had a positive impact on student satisfaction and engagement levels. Presenters included a Human Resources staff member who taught interviewing skills and our Title IX Team Coordinator educated students about sexual assault prevention. Both presenters shared real-life examples which made for rich and engaging student experiences.

2) *Required Curriculum:*

While the Career Center offers a variety of optional, high-quality workshops to prepare students for their chosen career, during the past year, no more than 22 students attended any one of the workshops provided. By making career readiness part of the FYE course curriculum, we provide students with 24 hours of career readiness, financial, and personal success training during their first term at Hocking. As a result, we have increased student use of our [College Central Network](#) (CCN) job search system (from four students last year to 700 this year) and Ohio Means Jobs resources.

3) *Technology Usage:*

By using innovative, cutting-edge technologies such as [Quinnia](#), [VMock](#), [Candid Career](#), and [Optimal Resume](#), the Career Center was able to reach all 1,200 incoming freshmen. Current Career Center staffing includes one, full-time staff member and eight, part-time student employees.

### **Lessons Learned**

The Career Center is now fully utilized by first-semester students but has experienced minimal use by second-year students. Maintaining student engagement with the Career Center after completion of the FYE course is an ongoing challenge. We are also exploring ways to further integrate the FYE technologies to better track completed assignments and improve the quality of training delivery.

Due to the success and far-reaching impact of the FYE course, many departments have expressed an interest in adding a seminar topic to the FYE curriculum. While we recognize there are many topics of value, it is important to stay focused on FYE course goals for student career-readiness.

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A clearly defined, institutionally aligned and student resonant career services mission is highly recommended. Since students do not always recognize their lack of career preparedness, identifying areas of weakness for intentional improvement is paramount to achieving student growth and graduate success.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: The addition of a Career Services fee of \$75 permitted the purchase of technology platforms needed to bring the FYE student training to scale.

Organization of Services: The Director of Career Services became the coordinator of the FYE course. The union contract was amended to allow staff members to teach for at least 11 hours. Student “Peer Career Coaches” were selected and trained prior to implementing the new FYE course in Autumn 2018.

Facilities: Computers were added to the Career & University Center to accommodate the increased student demand for utilizing technologies to complete FYE assignments. Online student sign-in processes were implemented to facilitate the flow of student traffic entering and departing the Career Center.

Jobs: The Director of Student Success took on the role of the Director of the Career & University Center. Training for the new position was completed through NACE certification resources and attendance at the NACE national conference. Training was provided by Ohio University staff on “Brain-Based Career Development Theory” for the Director and Peer Career Coaches during the summer months.

### **Measures of Success and Performance Goals**

#### Success Measures/Methods:

- Monitor FYE course completion rates
- Administer a career readiness survey at the beginning and end of the FYE course
- Survey students after each FYE seminar session regarding content value and engagement levels
- Review outcomes reports from AI (artificial intelligence) technologies used to measure student resume quality and interview skills
- Track LinkedIn account creation and College Central Network utilization levels
- Track Career Center usage via an online sign-in system
- Survey employers after each Career Fair regarding student preparedness

#### Goals:

- 75% FYE course completion rate
- 85% overall FYE seminar satisfaction rate
- 90% career preparedness rating from Career Fair employers
- 70% student body attendance at our Career Fair
- Career Center usage rate above 50% of the student body (up from the national average of 17%)

#### Results:

- Final outcomes will not be realized until the end of the Autumn 2018
- Over 1,200 students have visited the Career Center during the first three weeks of Autumn semester (up from 50 student contacts during the prior term) and over 700 students have registered in CCN to begin looking for future jobs and internships

- Qualitative student feedback is very positive. Students are visiting the Career Center and sharing that they love this class and are thankful for what we are teaching.

### Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

The FYE career-readiness goals were communicated to students at the initial, FYE seminar in a motivating style to generate excitement about starting the career success journey “now”. Faculty and staff received weekly updates regarding new technologies utilized, ongoing student accomplishments, and achievement updates regarding course outcomes goals.

Much effort was placed on branding the Career Center. The statement, “Our Mission: Making YOU happen!”, was highly visible on course assignments and throughout the Career Center. Our slogan, “Getting you the career you want while you get the degree you need”, was also highly visible in the Career Center. To further recognize student success outcomes, we installed a bell that students ring upon securing an internship or career job.

### Executive/Strategic Commitment

The FYE course redesign initiative goes hand-in-hand with the Hocking College mission: “We serve as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives.” At the Career & University Center, we understand that the pathway to prosperity is paved with internships. By enabling students to clarify their career goals early on, we truly feel we will become the home of "Get Hired Education," as our website states.

While completion and retention rates are pending, we hope that focusing students on the goals of college for career attainment and financial independence will help to increase completion, retention, and employment rates.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations	✓	Other: Financial Planning
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other



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Lakeland Community College: *Student Navigator Supporting Student Success*

**High Impact Practice: Student Navigator Supporting Student Success**

**Submitted by:** Laura Barnard, Esq., Executive Vice President and Provost  
Provost's Office  
7700 Clocktower Drive, Kirtland, OH 44094  
Email: [lbarnard@lakelandcc.edu](mailto:lbarnard@lakelandcc.edu) Phone: 440.525.7096

**Participants:** Engineering and Industrial Welding, Men's Center, Career Services, Learning Center, Financial Aid, Recruitment, Admissions, Counseling, Veterans Center, Women's Center, Student Engagement and Leadership, Hispanic Coordinator, Transfer and Articulation, Business Office, faculty and area employers.

**Execution Timeline:** January 2015 – Present

**Online Information:** [Industrial Welding Program](#)  
[Welding Highlights, Careers and Employers](#)

**Purpose**

A Student Navigator staff role was included in our Ohio TechNet Welding initiative to support student persistence and completion through proactive staff outreach to students in the Industrial Welding Workforce Project. The Student Navigator role and activities were assumed by a current staff member in the Men's Center who outreached to students to identify potential barriers to student success. If barriers were identified, the Student Navigator provided a resolution, or resource, to address the concern. The Student Navigator connected regularly with students in the classroom and via phone calls and emails to link students to resources ranging from financial aid and tutoring, to career services, internships and jobs.

**Compelling Reason for Change**

As a partner in the Ohio TechNet Consortium DOL TAACCCT Grant, it was incumbent upon the college to both recruit new students as well as proactively work to retain current students to meet the existing and projected workforce demands for welders.

The Student Navigator focused on early identification and resolution of academic and non-academic barriers to student success and routinely provided links to support services and resources.

**Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students benefit from early connections to both internal and external resources for overcoming barriers to achieving academic and career goals. Faculty benefit from a point of contact who can reach out to students who may be unprepared, failing, and/or not attending before the student fails or withdraws. The institution benefits from higher rates of student completion of certificates and degrees and better alignment with meeting current and future workforce demands.

**Success Factors**

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Factors integral to the success of this initiative include: 1) funding through the Ohio TechNet DOL TAACCCT Grant, 2) endorsement from the Provost and Dean, and 3) collaboration with and early buy-in from faculty who regularly welcomed the Student Navigator into their classrooms and alerted him when a student was not attending or progressing satisfactorily. When providing resource information in the classroom, the Student Navigator always invited instructor input and endorsement of the subject matter.

### **Lessons Learned**

The Navigator was routinely present in the classroom to provide links to resources ranging from scholarships to jobs. He set up a temporary office near the Welding classrooms to support access to his services – since his office was located a significant distance from the classrooms. His visibility and presence promoted the development of relationships and increased the likelihood that a student would reach out when in need – or just to share their accomplishments. There is great value in physically having a presence near the center of student activity. Also, authorization to text students would be invaluable as this appears to be their primary source of access to information.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: The Student Navigator services are now available to all students in engineering programs and are no longer limited to students in industrial welding.

Organization of Services/Facilities: The Student Navigator reached out proactively to students by phone and email to identify any barriers to persistence and connect students to resources, as needed. A priority was placed on early intervention to alleviate class withdrawal or drop out. Facilities were not impacted.

Jobs: A staff member from the Men’s Center assumed the additional responsibilities of Student Navigator. This individual already possessed a deep awareness of resources within the College and the community.

### **Measures of Success and Performance Goals**

Success Measures/Methods: Student persistence and completion of academic credentials are a key success factor and the number of students enrolled in the Industrial Welding Program who achieve one or more academic credential are carefully monitored.

Results/Goals: Currently, 183 students have completed one or more academic credentials. This represents 140 percent of our goal and 70 percent of all students enrolled in welding. Thirty-three students have received a total of 88 industry recognized credentials; 24 students have completed the Industrial Welding Certificate which was created in January 2016, and three students earned the Associate of Technical Studies Degree in Industrial Welding. Additionally, 33 College Credit Plus students enrolled in welding and received Student Navigator services. Six of those students went on to continue their studies at Lakeland following high school graduation. Our target performance goal is for 130 of the 260 currently enrolled students to gain one or more academic credentials.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

The Student Navigator has a routine presence in the classroom to share his role and the resources available to support success. He maintained ongoing, consistent communication with students through phone and email updates and posted notices in the Engineering Building. Authorization to text students with program updates and resources would be invaluable.

Resources shared by the Student Navigator included: available tutoring, financial aid, scholarships, internships, apprenticeships, career services and workshops, employer panels, plant tours, job openings, on-campus employer visits, registration for classes, progress towards certificate/degree attainment, curriculum changes, counseling workshops, and student progress towards completion.

The Navigator’s communication with students also resulted in opportunities for students to share concerns which influenced the addition of services. For example, when students reported the need for more weld time, technical tutoring was established, and the curriculum was redesigned to offer more weld time in each process by position. Students also reported the need for a deeper understanding of blueprint reading and weld symbols which resulted in the development of a technical math course with a focus on those areas. Students not having the funds for equipment on the first day of class led to the development of an equipment loan program.

Outreach to academic departments includes meeting with instructor round tables twice each year to share how the Student Navigator can support both instructors and students. The Welding Advisory Committee receives updates at twice yearly meetings and employers are informed through the employer newsletter.

**Executive/Strategic Commitment**

Student success in the form of persistence and completion is integral to Lakeland’s mission, vision and Strategic Plan. Strategic Goal #1 of Lakeland’s Strategic Plan: “Focus on Student Success 2020”, is to increase student success and completion to ensure students meet their educational goals. Objective #3 of Goal #1 is to monitor student progress and accelerate completions.

Lakeland’s Academic Completion Plan is based on the “Completion by Design Preventing Loss, Creating Momentum Framework”. The Student Navigator role is an integral component of supporting students’ first-year success and ongoing progress.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Lorain County Community College: *Embedded Experiential Learning*

### High Impact Practice: **Embedded Experiential Learning**

**Submitted by:** Dr. Dryden, Provost and Vice President for Academic and Learner Services  
Marcia Jones, Career Services Manager  
1005 North Abbe Road, Elyria, OH 44035  
Email: [jdryden@lorainccc.edu](mailto:jdryden@lorainccc.edu) and [mjones@lorainccc.edu](mailto:mjones@lorainccc.edu) Phone: 440.366.4729

**Participants:** Divisions of: Arts & Humanities; Health Sciences; Social Sciences; Engineering, Business, IT (EBIT); Math & Science; Enrollment, Financial & Career Services (ACFS); Marketing Department; Conferencing Facilities; Students; Employers; Community Partners

**Execution Timeline:** 2013 - 2022

**Online Information:** [Career Services](#)  
[Student Video – Work-Based Learning](#)  
[Employer Video – Work-Based Learning](#)

### **Purpose**

The intent of this initiative is to enhance and expand available Experiential Education opportunities, services and programs as a way to improve student career readiness, retention, and completion. The intended outcome of this initiative is to embed experiential education into all programs of study. By embedding experiential education into every program, Lorain County Community College (LCCC) takes the burden off the student and ensures that all students graduate with some experiential learning (EL) and are equipped with the skills necessary to compete in today's economy. The [2014 Gallup-Purdue Index Report "Great Lives, Great Jobs"](#) found that "If employed graduates feel their college prepared them well for life outside of it, the odds that they are engaged at work rise nearly three times." The report also indicates that opportunities that support experiential and engaged learning increase a student's sense of well-being and career success, and by extension, the college's and our community's success.

### **Compelling Reason for Change**

LCCC has long valued career-oriented experiential learning initiatives such as: service learning, apprenticeships, earn and learn programs, entrepreneurship opportunities, creation of a makerspace, student-based research, and more. Added to this list are the long-established practices such as clinicals, practicums, internships, co-operative education, independent study, and capstone class projects.

Over the past five years, LCCC has been fortunate to work with national initiatives such as [Completion by Design \(CbD\)](#), [Achieving the Dream](#), and [Frontier Set](#). These initiatives focus on increasing student retention and completion and rely on careful examination of data, programs and services to inform systemic change.

Additional [research by the Association of American Colleges and Universities identifies experiential learning as a "high impact" educational practice](#) that improves student engagement and persistence, especially for under-resourced students. This article, among others, suggest that EL opportunities can help students gain both new skills and the ability to articulate them to employers.

**Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students	External Constituents/Employers
<ul style="list-style-type: none"> <li>• Engaged learners are successful learners and generally experience greater education and career success and express a higher sense of well-being</li> <li>• EL helps students create and maintain a career focus</li> <li>• Students receive a holistic education bridging the gap between the classroom and employment</li> <li>• Students build confidence and sharpen valued skills</li> <li>• Students gain accomplishments to enhance their résumés</li> <li>• Students build a network of helpful contacts in their field</li> </ul>	<ul style="list-style-type: none"> <li>• Connects students to organizations supporting a broad base of community needs</li> <li>• Provides additional access to college resources and to more informed and involved students (citizens) with new ideas and energy</li> <li>• Fosters development of a career-ready workforce to meet employers’ talent needs</li> <li>• Establishes connections that encourage talented students and workers to stay in NEO</li> </ul>
Faculty/Staff	Institution
<ul style="list-style-type: none"> <li>• Engaged faculty are more effective facilitators of learning</li> <li>• Real and authentic application of theory improves learning</li> <li>• Increased awareness of real-world work reinvigorates teaching and enlivens classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Improves retention and completion rates</li> <li>• EE provides a platform to connect students, faculty, community and employers</li> <li>• Increases public relations through partnerships that foster community support, higher quality graduates and satisfaction with LCCC</li> </ul>

**Success Factors**

This initiative was led by faculty and included conducting research, convening monthly meetings, and leveraging and communicating national best practices and standards from the [National Society for Experiential Education](#), the [National Association of College and Employers](#), and [Council for the Advancement of Standards in Higher Education](#). Findings were broadly shared and a recommendation to embed experiential education into all programs of study was proposed and approved by Curriculum Council in 2014.

Coinciding with the work to embed EL into all programs of study were efforts to expand existing EL opportunities. In 2013, the first annual Engineering, Business and IT Internship Fair was hosted and in 2015 we added a campus-wide Experiential Learning Celebration. Student participation in the Internship Fair is by invitation only. To qualify, students need to demonstrate basic career readiness through practice interviews and resume development. The EL Celebration features Student Exhibits open to the campus community. Student participants present on their experiential learning that took place during the term. Plans are underway to scale both projects campuswide.

In order for an initiative of this nature to succeed, it must be led by faculty and supported by the institution as a whole. Professional development for faculty as it relates to EL and career competencies is a critical piece of the program’s success. For example, using grant funds, LCCC was able to have 25 faculty members complete [NSEE’s Experiential Education Academy](#). Frequent workshops developed and delivered by faculty during Faculty Development days are a cost-effective approach to ongoing professional development.

**Lessons Learned**

As we work to embed EL in all academic programs, we recognize opportunities for enhancements. One opportunity is to strengthen students’ ability to understand and articulate how EL supports their overall academic and career success. Being more intentional about linking EL to the development of critical career readiness competencies will be an important evolution of this initiative as we work towards 100% adoption.

**Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Faculty adopted the [NSEE Principles of Good Practices for Experiential Learning](#) and developed procedures to have a course or program designated and approved by Curriculum Council as meeting EL criteria. To support the ongoing work, LCCC created a standing committee charged with overseeing and monitoring the process of embedding EL into all degree programs. This committee is co-led by faculty and Career Services staff.

LCCC’s traditional, credit-bearing Work-Based Learning course for paid internships was also revamped in 2017-18 to align course outcomes with the [NACE Career Readiness Competencies](#). Career Services is also working to tie the NACE Career Readiness Competencies to LCCC’s student employment program.

Career Services is the primary unit responsible for developing and expanding EL programs and services. In response to the growing demand for paid internships, the College added a full-time Experiential Learning Professional (EEP) and one, PT grant funded Internship Placement Coordinator.

**Measures of Success and Performance Goals**

Success Measures//Methods: The most significant metric for the success of embedding EL is the number of academic programs which contain embedded experiential education. This initiative has moved the needle to 68% of courses having documented, embedded experiential learning components. The goal is to have at least one type of documented experiential learning embedded in every program of study. Using NSEE guidelines as well as ODHE/HEI coding structures, LCCC has codified a system for documenting all EL coursework at the course and section level within its student information system. Faculty have also received guidance regarding the documentation process and meeting NSEE standards.

LCCC’s Institutional Research and Planning office provides annual data regarding the number of classes that have documented experiential learning and/or meet the criteria for an EL designation. As the knowledge of EL expands, faculty develop familiarity with the documentation system, and the institution moves to a new system for course coding updates, the number of courses with documented, embedded EL will increase.

Results/Goals: While we are not at 100% adoption, this initiative has led to significant increases in the percentage of programs that have embedded Experiential Learning: 31% in 2014, 68% in 2016, and projected increase to 75% in 2018, with a goal to achieve 100% in 2022. Recently, the college adopted an online curriculum management system. This new capability will significantly increase our ability to monitor our progress toward 100% adoption of EE.

**Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

Campus engagement began with discussions around Completion by Design, Achieving the Dream and the LCCC Vision and Mission. Through the college’s visioning process, we gathered input from students, employers and the community at large. Once there was broad support, we utilized a multi-tiered approach to keep all stakeholders informed regarding progress. Communication strategies included:

Students	External Constituents/Employers
- One-on-one customized appointments - Career Readiness workshops - Classroom presentations - Intentionally communicated experiential learning opportunities - Experiential Learning Celebrations - Student Newspaper - Social Media - Videos featuring success stories - Student Senate / Life office - First Year Experience course - New Student Orientation - Targeted Communications via Career and Academic Advisors - Targeted email blasts - Career	- Workforce and Industry Advisory Councils - Newsletters - Career Fairs - Internship Fairs - EL / Internship Workshops - Engaging employers as program development design partners - Employer Newsletter - Mass Mailings

Services Pop-up Tables - Veterans Center - Student Ambassadors - OACC AmeriCorps College Completion Coaches	
<b>Institutional</b>	<b>Faculty and Staff</b>
- Annual reports - Board presentations - Executive briefings - Dashboard for faculty, staff and administrators to monitor and analyze data at the institutional, program and course levels - Dean's Council - Operations Council	- Experiential Learning Committee - Professional development presentations - Representation at division meetings and Academic Advising team meetings - Curriculum Council - Faculty Senate - Center for Teaching and Excellence

### Executive/Strategic Commitment

Vision 2020 LCCC's Vision and Mission provide the framework that guides us in serving our community. It's not about the words of the Strategic Plan, but about the actions we are inspired to take as a college, as units, and as individuals to increase student access to higher education. The goal is to serve every student, to help them break down barriers to achieving completion, and to ensure their post-completion connection to a college or career.

The initiative to embed EL into all programs of study aligns with LCCC's Vision and Mission to: 1) Drive Student Completion for Academic and Career Success, 2) Lead Talent Development While Accelerating Business and Job Growth, and 3) Inspire Community Engagement, Connectivity, Diversity and Wellness.

Embedding EL into all programs of study is also supported by strategic initiatives listed in this year's Completion Plan. Specifically, #7 is to "Develop Structured Pathways to In-Demand Careers and Employers" and calls out supporting projects such as embedding experiential learning, career advising on the front end, student support for career selection, and more.

These and other important LCCC strategic commitments highlight our collective understanding that leveraging innovative teaching models and delivery methods is no longer an option but an imperative. It is no longer acceptable to expect students to be college ready, but essential that we become a student ready college that helps students identify and persist in a career pathway that includes real-world experience and connections to employers with jobs.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

Marion Technical College: *Integrating Career Services*

**High Impact Practice:** Integrating Career Services

**Submitted by:** Shannon Niedzwicki, Career Services Director  
 Dr. Bob Haas, Chief Strategy Officer  
 President’s Office  
 1467 Mt. Vernon Avenue, Marion, OH 43302  
 Email: [haas@mtc.edu](mailto:haas@mtc.edu) Phone: 740.725.4078

**Participants:** Admissions, Academic Departments, Advising, Career Services

**Execution Timeline:** Fall 2016 (Begin Planning/Implementation) – Fall 2018/Spring 2019 (Expanding)

**Online Information:** [Office of Career Services](#)

**Purpose**

Marion Technical College (MTC) designed the Integrating Career Services initiative to improve student success by enhancing MTC’s career services functions, beginning with a student’s initial contact with MTC and continuing beyond graduation to include employment outcomes.

Major components of this project include:

Component	Status	Time Frame
Career discussion at initial admission appointment and prior to course registration and choice of a program/ major	<i>Partially implemented.</i> We plan to increase Admission Counselors’ use of <a href="#">EMSI’s Career Coach</a> assessments and resources during student appointments. The goal is to create a student mindset for aligning career goals with choice of academic program.	Full implementation in fall 2018
Career discussion at initial advising appointment	<i>Partially implemented.</i> We are updating our advising programs to reduce the number of faculty advisors and increase the level of engagement between professional staff advisors and students. Most, but not all, advisors discuss career goals with students.	Full implementation in spring 2019
Career confirmation at ongoing advising appointments		
Career assignments in specified MTC courses	<i>Fully implemented.</i> Nearly every MTC student enrolls in MTC’s English Comp I and Computer Applications I. These courses have embedded career exploration assignments.	Continuing current practices
Employment Data/ Earnings Data	<i>Fully implemented.</i> MTC submits a list of students/ graduates twice per year to the Ohio Department of Job and Family Services (OJFS) to acquire wage and employment data for MTC students and graduates who are employed in Ohio. This data is shared with academic departments and students.	Continuing current practices



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## Compelling Reason for Change

Integrating career planning across the student experience is an ongoing campus priority for improving student persistence and graduation rates. Equipping admission's staff and academic advisors to have career conversations with students and better utilize the EMSI Career Coach tool can help students affirm and achieve major/career goals.

## Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students: Students will begin their college career by building a strong foundation based on increased clarity regarding academic program decisions related to career goals. Students will gain knowledge of job market trends including employability by occupation and salary ranges for the local geographic area. This improved emphasis on career planning and preparation is expected to improve student persistence and graduation rates.

In Fall 2018, the Office of Career Services is launching a Career Readiness Academy that will help students develop skills that will assist them in the transition from college to career. Career planning activities include self-assessment, resume writing, interviewing and soft skills development, employer networking, industry tours, and community engagement.

The Career Readiness Academy will be offered as a non-credit class to 20 students from a variety of academic programs. Students who complete the Career Readiness Academy will receive a \$500 scholarship.

Faculty/Staff: Increased support from the Office of Career Services will be provided to faculty through communications regarding job market trends, internship opportunities and employer needs. Career Services will continue providing MTC staff with training regarding use of Career Coach and best practice strategies in career advising. Admissions, Advising and Career Services will work closely to ensure that students have an improved plan of action to achieve their academic and post-graduation career goals.

Institution: By providing students with one-on-one career support to ensure that they are on the right pathway, MTC will realize benefits through student persistence and completion rates. MTC will also benefit from working closely with surrounding employers to understand their evolving requirements and best align academic programs and student preparation activities.

External Constituents/Employers: Employers will gain improved access to highly skilled candidates to meet their workforce needs through stronger connections with Career Services. MTC will also educate students regarding in-demand career pathways that lead to highly skilled, rewarding and well-paying jobs with regional employers.

## Success Factors

Factors that made our initiative successful include the flexibility of faculty and staff, cooperation of the Ohio Department of Job and Family Services to provide wage data, and improved use of the EMSI Career Coach and EMSI Analyst tools.

Working with academic departments to embed career assessments into course assignments and fostering faculty/advisor interactions with MTC's Workforce Solutions and Career Services offices has been highly beneficial.

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## Lessons Learned

Upon reflection, we would have started the wage-match request process earlier with the OJFS and integrated the EMSI Career Coach product earlier.

It is difficult to work with every student when we have a one-person, Career Services staff. We depend on continued support from all departments in Academic and Student Affairs to ensure that students are getting the information they need about career pathways.

## Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: We revised our advising model to include a career assessment and career advising. Students will see a First-Year Advisor until they have a clear career pathway defined.

Organization of Services: We recently hired a new Director of Academic Advising and enhanced the stature and integration of Career Services resources, services, and outcomes. The Director of Advising has been crucial in changing the advising model to assist with student success. The reorganization was determined by the Director of Advising and Director of Career Services working together.

Facilities/Jobs: This initiative did not impact facilities or existing jobs.

## Measures of Success and Performance Goals

Success Measures/Methods: We track wages earned by MTC graduates, job placement details including employers for whom the graduates work, and the college persistence rate of students.

Results/Goals: MTC hopes to have a persistence rate of 65%. With our Director of Academic Advising starting in March 2018, and the new advising model beginning in Fall 2018, we have not yet seen the initiative all the way through one academic year.

## Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Students primarily receive information about Career Services via email and initially at New Student Orientation. Community college students are often busy with life, including jobs and families, which makes it difficult for students to attend extra meetings.

New Career Services initiatives were communicated through email to all faculty and the Director of Career Services met individually with academic program directors and selected faculty to share updates.

Supporting faculty and advising staff to have career discussions with students and embedding career information into routine student events (i.e. courses, advising appointments, etc.) is a way to ensure that career-planning conversations occur throughout the student experience.

## Executive/Strategic Commitment

The mission of Marion Technical College is to provide the region's most accessible, supportive, and personal pathway to career success. Reorganizing by integrating career planning discussions into admissions and academic advising appointments helps to better support students in building career pathways from the point of admission and throughout their academic experience.

As a new initiative, we have yet to realize the full results of our efforts; however, we hope that more intrusive, integrated career pathway conversations will reduce the number of students making program changes, assist with completion rates, and ultimately lower educational costs for students.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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## North Central State College: *Tuition Freedom Scholarship*

### **High Impact Practice: Tuition Freedom Scholarship**

**Submitted by:** Karen A. Reed, Ph.D., Vice President for Academic Services  
Tom Prendergast, Executive Director of Institutional Research  
Thomas Mansperger, Dean of Student Services  
Academic Services  
2441 Kenwood Circle, Mansfield, OH 44906  
Email: [kreed@ncstatecollege.edu](mailto:kreed@ncstatecollege.edu) Phone: 419.755.4538

**Participants:** High Schools, Career/Technical Centers, Student Services, Admissions

**Execution Timeline:** Currently in third year (2015 - present)

**Online Information:** [Tuition Freedom Scholarship](#)

### **Purpose**

The Tuition Freedom Scholarship (TFS) was developed to attract more of our [College Credit Plus](#) (CCP) students once they graduated from high school. The TFS will provide up to an Associate Degree, or up to 64 hours tuition free to every qualifying College Credit Plus or Career Tech student from a partner secondary school.

### **Compelling Reason for Change**

The CCP population at North Central State College (NCSC) was growing and students could benefit from an incentive to encourage completion of a post-secondary degree. Since too many students were graduating from high school and not continuing their education at an institution of higher learning, we made the strategic decision to reach out to this group.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

The TFS makes college affordable for all students and keeps borrowing to a minimum for students who do not qualify for a Federal Pell Grant. An academically stronger student, who is better prepared to succeed in the classroom, is attracted to the institution which has helped to sustain enrollment numbers and the ability for NCSC to improve funding from the state. High school guidance counselors benefit from being able to provide affordable options to students with little or no funding for college.

### **Success Factors**

The TFS was built on the growth and success of the College Credit Plus program. TFS requirements are within reach of the average student who may not have been eligible for scholarship support. Successful partnerships with high schools and career technical centers were developed along with outreach to parents who, for the first time, saw their student had a path to a college education.

### **Lessons Learned**

North Central State College has evolved the TFS program to be more flexible and better able to address the wholistic needs and unique circumstances of students. In years two and three, we made slight adjustments

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to the program to keep students on track with their academic/career paths and to provide more frequent student success check-points.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: New scholarship, financial aid, admissions and advising processes were implemented, but no policies were directly affected.

Organization of Services: Stronger follow-up and advising protocols were added to several student services including admissions, financial aid, cashier's office, and student success center. TFS students are required to see an advisor each term to ensure they stay on path.

Facilities/Jobs: While facilities were not re-designed, the TFS implementation added additional responsibilities to the daily routine of the admission's staff. The new processes primarily involved follow-up and monitoring of TFS students.

### **Measures of Success and Performance Goals**

Success Measures/Methods: We measure, through standard enrollment reports, the number of CCP students who convert to regular students using the TFS. We also monitor retention and graduation rates of TFS students.

Results: We have welcomed 327 students over the past two years from 46 different high schools. In two years, 53 of these students have earned a degree or certificate. In 2018, 23 students graduated.

We were also able to expedite student completion rates within two years, thus cutting student graduation time by 50% which eliminated tuition costs and significantly reduced student debt. These results go a long way toward meeting the State of Ohio goal of reaching post-secondary, educational attainment of 65% of Ohioans (ages 25-64) by 2025.

Goals: Our goal is to continue to achieve increases in student participation, across all categories, each year.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

TFS was first introduced to area school superintendents and high school guidance counselors. All eligible students currently enrolled in CCP courses were also notified of the TFS. Information sessions were marketed and held, and word of mouth spread quickly. Faculty and staff received email and newsletter communications and in-person information sessions were held college-wide and with individual faculty groups.

### **Executive/Strategic Commitment**

The Tuition Freedom Scholarship initiative is supported by North Central State College's Mission, Vision and Strategic Plan that place a priority on student access and success.

The TFS provides access to affordable, quality, post-secondary education for many students who would otherwise have not pursued further educational opportunities.

TFS recipients receive ongoing, targeted student services to support and inspire their success. These learner-centered strategies have strengthened the institution’s student completion rates and made a college degree affordable and achievable for many who thought it would not be possible.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Northwest State Community College: *Private/Public Partnerships*

### High Impact Practice: **Private/Public Partnerships**

#### Submitted by:

Lori Robison, Vice-President for Academics (Office: B105A)  
Dr. Dan Burklo, Dean of STEM (Office: E1102H)  
State Route 34, Archbold, OH 43502  
Email: [lrobison@northweststate.edu](mailto:lrobison@northweststate.edu) Phone: 419.267.1342  
Email: [dburklo@northweststate.edu](mailto:dburklo@northweststate.edu) Phone: 419.267.1273

#### Participants:

Northwest State STEM and Industrial Technologies Divisions  
Henry County High Schools (Napoleon HS, Liberty Center HS, Patrick Henry HS, Holgate HS); Fulton County High School (Wauseon HS); Defiance County High Schools (Defiance HS, Tinora HS, Ayersville HS, Hicksville HS)  
Automatic Feed Company, Napoleon; Defiance Metal Products, Defiance; B&B Molded Products, Defiance; AP Tool, Hicksville

**Execution Timeline:** Fall 2014 - Present

**Online Information:** [Engineering Technologies Student Success Story Video](#)

#### Purpose

The initial purpose of Northwest State Community College's (NSCC) "Private/Public Partnerships" initiative was to increase the number of technically skilled employment candidates in Engineering Technologies by providing resources and experiences for high school students pursuing careers in these fields. The intended outcome was to increase the overall number of students enrolled in engineering related degree programs.

#### Compelling Reason for Change

Advisory board members and local manufacturers poised for growth express genuine concerns regarding the shortage of qualified employment candidates to support business growth and the replacement of retiring employees.

#### Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students: Students are exposed to modern manufacturing, local manufacturers, and the evolving field of Engineering Technologies. The program is open to high school students participating in the College Credit Plus (CCP) program along with currently enrolled NSCC students.

Faculty/Staff: Faculty are better able to understand employer needs and tailor academic coursework and student training to align with current workforce demands and desired skills-sets.

Institution: NSCC can introduce high school students to the Engineering Technology fields and career pathway options early on while students are in the process of making decisions regarding future careers and the education required to achieve their goals.

External Constituents/Employers: By increasing the number of locally trained employees, NSCC helps to sustain the success of area manufacturers and support their product diversification and growth.

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## Success Factors

High school CCP students participating in the NSCC program earn college credit and gain potential part-time employment. Once employed, companies provide tuition reimbursements to students to support degree completion and/or continuation in a bachelor's degree program.

One employer partner, the Automatic Feed Company, held an open house as a follow up to a high school visit for parents and students to learn more about the program. Also, lead faculty teaching engineering technology coursework can provide career and pathway advising based on current industry insights and ensure that the curriculum remains relevant to meet employer needs.

## Lessons Learned

The logistics involved in coordinating student and faculty schedules along with transportation for CCP students can be a challenge and potential barrier to student participation. We currently lack website content and informational/marketing literature for the program but plan to develop materials in the coming year for sharing with high school students and parents during information nights.

Forming strong partnerships with area high schools and guidance counselors helps open eyes to the benefits of having students explore this opportunity. Also, having current employees who have been through the program share real life experiences can foster student interest and participation.

## Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: NSCC created course content and strategies for offering Engineering Technology classes off-site at area manufacturers. Holding classes at employer work-sites provides both adult and CCP students with learning opportunities that are hands-on and within the "lab" of the manufacturing facility.

Organization of Services: Faculty redesigned courses so that lab practicums, held at manufacturing employer work sites, integrate aspects of the site into the curriculum. Full-time faculty who teach these classes are also able to advise students regarding next steps in preparing for their career.

Facilities: Initially, the Automatic Feed Company (AFC) funded classroom space at AFC. Thereafter, grant funds were utilized to furnish classroom space at other manufacturing employer work sites. Results of re-designing our strategy for classroom learning to include employer facilities allowed students to receive direct exposure to modern manufacturing activities and help debunk preconceived stereotypes.

Jobs: A portion of full-time faculty job duties were moved to the satellite location, including advising students in career pathways as part of the student learning experience. Faculty adapted to teaching in a manufacturing setting and had a strong desire to recruit new students into the program by traveling to local high schools to inform students, teachers, and guidance counselors about the opportunities available.

## Measures of Success and Performance Goals

Success Measures/Methods: NSCC surveys students enrolled in each employer-located class at the end of each term and tracks enrollment numbers. We also examine attrition rates of high school students who attend NSCC and gather data from employers regarding how many student participants were hired.

Results: To date, we have exposed 100 students to hands-on manufacturing careers with most students transitioning into a manufacturing field. Two employers have hired NSCC students once they have



completed their degree programs. Other students have pursued an Engineering Technology degree at NSCC or enrolled in a similar program at another institution of higher education.

Goals: Our goals include: 1) achieving consistent student enrollment numbers for fall and spring semesters, 2) increasing student enrollment at each employer work-site, 3) seeking ways to expand the initiative to include neighboring counties, and 4) encouraging CCP students to take more general education courses. NSCC would also like to seek grant funding for faculty positions, rather than equipment purchases, as the manufacturers have all the equipment needed.

**Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

Initially, different engineering technologies were explained to NSCC students along with educational options for achieving career goals. Of the 17 students currently enrolled, 14 said they heard about the program while in high school. Student comments include: “I never thought about looking into engineering until NSCC came to my high school and talked about engineering and I became very interested.” “I never gave engineering a thought until one of the NSCC instructors came to my high school and talked about it.”

The initiative was communicated to faculty and staff as a divisional priority and to campus partners and external stakeholders through advisory committees and individual meetings. We recognize that we need to improve our overall program marketing strategies including website content, program brochures, and communication with parents.

**Executive/Strategic Commitment**

This initiative supports the goals of both the STEM Division Strategic Plan and NSCC Strategic Plan. Strategic objectives include developing and supporting campus partnerships by continually advancing the curriculum to align with industry needs.

Students are introduced to career pathways that include employer-located, hands-on classes and provide access to in-demand careers with family-sustaining wages. Students benefit from immediate job placement with companies that provide tuition reimbursement for completion of a bachelor’s degree program.

Career Readiness Competencies Enhanced			
	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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## Owens Community College: *Career Services Network*

### **High Impact Practice: Career Services Network**

**Submitted by:** Denise Smith, Provost and Vice President Academic Affairs  
Provosts Office  
P.O. Box 10000, Toledo, OH 43699  
Email: [denise\\_smith4@owens.edu](mailto:denise_smith4@owens.edu) Phone: 567.661.7250

**Participants:** Student Services, Center for Experiential and Community Engaged Learning, Teacher Education & Social Work, School of Liberal Arts, Job & Location Development, Student Life, Workforce & Community Services, Office Administration, Therapeutic Services, School of Business, Information, & Public Service, Career/Undecided Advising.

**Execution Timeline:** The Career Services Network is an ongoing collaboration and emerged out of an 18-month AQIP (Academic Quality Improvement Program) project through the HLC (Higher Learning Commission). The project occurred June 2016 - December 2017.

**Online Information:** [Career Services](#)

### **Purpose**

The purpose of the initiative was to document Owens Community College's current practices related to experiential learning and career services, propose improvements related to these topics, and increase campus and community awareness of the College's resources related to experiential learning and career services. At the onset, the committee hoped to streamline practices, collaborate across disciplines and share community partnerships.

### **Compelling Reason for Change**

Due to budget constraints, Owens has been without a "brick and mortar" Career Services space since 2013. The Career Services Network presented a cost effective, collaborative method for providing career support services and increasing student involvement in experiential learning. A cross-functional committee of faculty and staff facilitated a review of the current situation, including a SWOT analysis, and implemented new practices for engaging students in hands-on experiences to promote career awareness.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students benefited from improved visibility and access to staff and resources designed to support career development including resume building and job/internship search preparation. Online career planning/job search resource platforms include: [Career Coach, Virtual Job Shadow and College Central Network](#).

Faculty and staff increased their awareness of campus career resources that could be included in the classroom, aligned with curricular goals, and help meet the needs of employers and the community. The College also created an electronic Career Services distribution list of faculty and staff involved with career development efforts. This list helps facilitate sharing of career activities and events on and off campus.

The Career Services Network embodies institutional goals for providing career support. Most of our graduates continue to live and work within 50 miles of our campus after graduation. Developing campus collaborations and employer partnerships strengthens our campus's reputation within the region. External

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constituents see our graduates at work in the community. Many learn about our programs via the Career Services Network and develop new partnerships with Owens that expand job opportunities including employer participation in job fairs, career panels, etc.

### **Success Factors**

Owens implemented a cross-functional network of faculty and staff who met frequently with key leaders for over 18 months. The lack of a Career Services office clearly left a void that needed to be filled. Every academic area that network members met with held career development as a top priority.

The ability to collaborate across multiple departments toward a shared goal provided faculty and staff with a sense of belonging and connectedness with other academic areas. The network documented a variety of methods for delivering experiential learning and career development that are shaped by specific program accreditation standards and curricular goals. Sharing the diversity of approaches helped to facilitate replication of successful methodologies and streamlining of processes for data collection and reporting outcomes.

### **Lessons Learned**

Strategic initiatives rely on executive-level sponsorship, committed co-chairs who listen and respond to academic leadership concerns, and supervisors who support faculty and staff to work on a large project.

Inviting representatives from academic areas to share experiential learning activities was invaluable to developing the network, understanding needs, and building an infrastructure of support without imposing guidelines and restrictions. To further explore ways to integrate experiential learning into the classroom, faculty are encouraged to work with the [Center for Experiential and Community Engaged Learning](#).

Rather than more informal, organic, word-of-mouth updates, we would recommend: 1) creating periodic (i.e. monthly) update messages to the campus community which would also structure the committee's work for reporting progress and milestones achieved, 2) posting updates in the student portal, and 3) sending an electronic, one-page newsletter to faculty and staff. These efforts would keep the campus community informed and anticipating the results of the College's work to strategically improve services.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: Owens used the findings of this project and work of the committee to support the implementation of a Career Services fee. This fee provided the College the opportunity to upgrade a part-time Internship Manager to full-time. In addition, the College plans to hire a new, full-time Internship Manager to support STEM academic programs.

Organization of Services: The College realigned certain staff positions (Assistant Dean, Student Services, Director, Center for Experiential and Community Engaged Learning, and Internship Managers) to provide more focus on experiential learning and career services. We discovered that the College was doing great work in several areas; however, the titles of the staff who were doing the work did not reflect experiential learning and career services.

Facilities: Owens did not re-design facilities; however, career advising evolved into Career & Transfer Services. The College houses this newly designed service in a recently renovated Student Service Center, which also houses Advising and "Oserve" (records, financial aid, and student accounts).

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Jobs: The College evolved the career-advising model to include a greater focus on career planning and decision-making and realigned four, academic advising positions to better deliver this approach.

The College also upgraded two, part-time internship oversight positions to two, full-time Internship Managers and updated a job title to “Director, Experiential and Community Engaged Learning” to better reflect the work of the office.

### **Measures of Success and Performance Goals**

Success Measures/Methods: We currently collect quantitative and qualitative data related to student experiences with experiential learning. An online fillable form, located in Owens’ Intranet, allows faculty to enter experiential learning experiences facilitated in the classroom, share information about community partnerships, hours served, and how the experiences relate to curriculum.

Results are organized and periodically reported to stakeholders. Once faculty are consistently utilizing the online form, we can monitor trends and develop support and resources related to faculty needs.

Results/Goals: In Fall 2015, the College hosted a General Job Fair with 55 employers and approximately 50 job seekers in attendance. Since the creation of the Career Services Network, we reinstated a General Job Fair in Spring 2018, with 80 employers and approximately 70 job seekers participating. The College has now identified a date for a Fall 2018 General Job Fair with basic planning underway.

Our goal is to ensure that experiential learning and career development strategies are integrated within each academic school, either through academic or co-curricular methods. This year we are focusing our efforts on collecting and organizing baseline data for all experiential learning activities.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

Owens students access a variety of information via their campus portal, “Ozone”. “My Career Center” is a portlet within Ozone where all career software available to students is housed. Adding all career software to this portlet was an outcome of the Career Services Network project. Students have received email and electronic postcard communications which highlight career-related services offered to students.

The Provost and Vice President of Academic Affairs and Vice President of Enrollment Management and Student Services co-drafted a College-wide communication regarding the Career Services Network resources that was distributed via ONews, the College’s daily news delivery system.

The Assistant Dean of Student Services, who is responsible for Career & Transfer Services, has promoted the Career Services Network resources at various academic chair and departmental meetings and 2018 opening semester meetings with faculty and academic administrators. The cross-functional Career Services Network provides an organic communication strategy given that we have representatives from most major campus departments represented.

### **Executive/Strategic Commitment**

The Owens Completion Plan includes objectives that build on the work of this project. Two strategies in the Completion Plan are: 1) Develop and align a first-term career and college success course in each program or career and transfer focused pathway, and 2) Track student career activities.

The College regularly discusses the work of the Career Services Network committee in planning meetings. In addition, the committee considered the mission, vision, and other strategic college priorities and provided regular updates to the Vice Presidents who sponsored the initiative. In addition, the committee co-chairs provided written responses on progress updates documented in the HLC AQIP interim and final reports.

Under the leadership of a newly appointed President, Owens will soon be designing a new Strategic Plan and set of priorities. Currently, the College works on strategic initiatives developed by the President’s Cabinet. These objectives have a clear focus on improving the career readiness of Owens students.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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## Rhodes State College: *Apprenticeship as a Workforce Training Solution*

### **High Impact Practice: Apprenticeship as a Workforce Training Solution**

**Submitted by:** Dr. Chris Boyett, Associate Vice President for Academic Affairs  
Keese Hall, 4240 Campus Drive, Lima, Ohio 45804  
Email: [boyett.c@RhodesState.edu](mailto:boyett.c@RhodesState.edu) Phone: 419.995.8222

**Participants:** Workforce, Economic Development, and Continuing Education; Academic Affairs; Student Affairs; Business and Finance Office

**Execution Timeline:** On-going

**Online Information:** [Workforce Economic Development and Continuing Education](#)

### **Purpose**

The intended outcome of the Apprenticeship as a Workforce Training Solution initiative is to create a pipeline of individuals prepared to fill job openings in the skilled trades such as: Electrician, Toolmaker, Tool and Die, and Maintenance Technicians.

### **Compelling Reason for Change**

There are a growing number of in-demand job openings that go unfilled as employers struggle to locate individuals with the preparation required to succeed in the skilled trades. The Rhodes State College (RSC) apprenticeship initiative strives to train individuals for careers that lead to high paying jobs and fulfill the needs of our local industries.

In fact, Rhodes State College was named in 2017 as the first Ohio community college to be approved by the [Ohio Department of Job and Family Services - Ohio State Apprenticeship Council](#) as a U.S. Department of Labor (DOL) Registered Apprenticeship Sponsor. Registered apprenticeship programs combine job-related classroom instruction with structured on-the-job training so that individuals can prepare for careers in high-demand occupations.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

**Students:** RSC students receive training for careers in high demand fields without incurring debt as their education is funded by the employer. As an apprentice, the student earns a salary, often above the “living wage,” and in many cases receives benefits, including health insurance. Students benefit from learning in the classroom while also receiving on-the-job training which creates a cohesive learning environment between industry and education.

**Faculty/Staff:** RSC faculty and staff have embraced the apprenticeship program as a tool to meet area workforce needs. Additional coursework and certificates have been integrated into the Engineering Technology programs of the College with industry support. Faculty and staff work closely with local employers to create coursework that prepares students to meet the growing and ever-changing needs of our industry partners.

**Institution:** The RSC Apprenticeship as a Workforce Training Solution initiative has increased enrollment in Manufacturing Engineering Technology, Electronic Engineering Technology, and One-Year Maintenance

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Certificate pathways. The initiative has also helped to embed industry recognized credentials into RSC's coursework including the [FANUC CERT](#) (robotics and factory automation), [HAACCP \(Hazard Analysis and Critical Control Point\) Certification](#), and the [OSHA \(Occupational Safety and Health Administration\) 30-Hour Training Program](#). Students in Engineering Technology courses and an associated apprenticeship have experienced an excellent, 99% student retention rate.

External Constituents/Employers: RSC industry partners benefit from apprenticeships as a tool for filling the skilled trade openings that would otherwise go unfilled. RSC has added three new companies to the apprenticeship program since the beginning of January 2018. As of Spring 2018, there are now 13 companies with 114 apprentices enrolled at RSC.

### **Success Factors**

The Apprenticeship as a Workforce Training Solution initiative is successful because there are “champions” within RSC and local industries that believe that apprenticeships are a way to provide a skilled workforce. Apprenticeships provide employers with skilled workers, students develop the skills required for in-demand, high paying careers, and colleges enroll students who are inspired to learn through hands-on experiences. RSC plans to expand the apprenticeship model into additional occupational areas such as Informational Technology, Business, Waste Water/Water Treatment, and Healthcare.

### **Lessons Learned**

This incorporation of apprenticeships into the educational experience continues to evolve as we learn from our industry partners, other educational institutions, state and local agencies. For the apprenticeship initiative to be successful, it is important to have a strong commitment from all parties involved including executive leadership, Academic Affairs, Student Affairs, [Workforce Economic Development and Continuing Education \(WEDCE\)](#), faculty and staff, employer partners, and state and local agencies. It is also important to have an individual who is committed to the initiative and formally charged to lead the project.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: Internal coordination between WEDCE and Academic Affairs continues to evolve to meet the needs of apprenticeship students and employers.

Organization of Services: RSC faculty and staff have worked to provide a student-centered schedule to meet the on-the-job training and related instructional requirements of an apprenticeship. Engineering Technology courses are offered during both day and evening times. Additional coursework has been developed with input from local industry partners to support the educational needs of the apprentices.

Facilities/Jobs: RSC did not need to make design changes to its facilities. As technology changes in industry, our instructors also need to understand the new technology. RSC is currently working on a draft plan for its instructors to participate in externships with local industry partners to maintain a current curriculum.

RSC has also become a sponsor for apprenticeships. Training for this is done by [ApprenticeOhio](#) to help support the transition of colleges to become registered sponsors.

### **Measures of Success and Performance Goals**

Success Measures/Methods: RSC measures student success and participation levels including the number of student apprentices in the program, the number of companies involved in apprenticeships, the retention

rate of students, the completion rate of students enrolled in degrees or certificates, and industry recognized credentials received.

Results/Goals: RSC has sponsored 40 apprentices in the Engineering Technology program since May 1, 2018. The current student apprentice retention rate is 99%.

The RSC goal is to sponsor 60 apprentices between May 1, 2018 and June 30, 2019 with an apprentice retention rate above 96%. We also plan to expand the apprenticeship model to additional academic programs and occupational areas including Information Technology, Healthcare, Business and more.

**Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

As with all students, apprenticeship students receive academic and career planning information from faculty instructors and professional academic advisors via email, in-person advising sessions, orientation programs, classroom presentations, etc.

It is vital to the implementation and success of the program to receive buy-in and maintain communication with all stakeholders. Regular update and planning meetings regarding the Apprenticeship initiative are held between campus leadership, faculty and staff, employers, and industry representatives.

**Executive/Strategic Commitment**

The Apprenticeship as a Workforce Training Solution initiative aligns with the RSC Vision as “the #1 choice” for apprenticeships, and RSC Mission that RSC “changes lives, builds futures and improves communities through lifelong learning”. The incorporation of apprenticeships to enhance student development of in-demand job skills is also supported by the strategic plan goal to “create and scale initiatives that contribute effectively to retention, completion, success and an improved student experience”.

Apprenticeships are one outcome of Rhodes State College’s Affinity Partnerships and Sponsorships that support student academic completion and address affordability barriers.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career		First-year orientation programs
	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other



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## Rio Grande Community College: *Math Redesign*

### High Impact Practice: **Math Redesign**

**Submitted by:** Dr. Richard Sax, Provost and VP for Academic Affairs  
Dr. Stephanie Alexander, Director of Student Success  
223 Bob Evans Farms Hall, Rio Grande, OH 45674  
Email: [rsax@rio.edu](mailto:rsax@rio.edu) Phone: 740.245.7214  
Email: [alexandr@rio.edu](mailto:alexandr@rio.edu) Phone: 740.245.7366

**Participants:** Academic Affairs- Student Success Center, Mathematics Dept. Faculty/Students, Curriculum Committee, Registrars' Office, Faculty Advisors, New Student Advising Office

**Execution Timeline:** 2017-2018 (Planning); Spring 2018 (Pilots); Fall 2018 (Full Implementation)

**Online Information:** Math course placement information is provided to students by advisors using print resources. Math tutoring is available in the [Jenkins Center for Student Success](#).

### **Purpose**

The purpose of this initiative was to 1) better align student math requirements with intended programs of study and career readiness needs, and 2) reduce the amount of time students spend completing their mathematics requirements when placing into developmental level mathematics coursework.

### **Compelling Reason for Change**

For many students, mathematics presented a barrier to the timely completion of a program of study, and for some, the specific coursework required seemed unrelated to the program of study and career preparation needs.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students requiring developmental level coursework can complete their math requirement more quickly, and math courses are better aligned with programs of study and career readiness needs. Faculty and the institution will experience higher rates of student course completion, student retention, and a shortened time to student degree completion. Employers will find students who are better prepared mathematically.

### **Success Factors**

Two factors that were instrumental to the success of this initiative were 1) the willingness of the Mathematics Department to entertain change, and 2) the awarding of the [Ohio Mathematics Bridges to Success \(B2S\) Initiative](#) to Rio Grande Community College. The B2S funds provided the necessary release time for course development and training for the mathematics faculty involved.

### **Lessons Learned**

The openness to change of the math faculty and willingness to create new course offerings was instrumental to the success of this initiative. Even with faculty, administration and staff on-board, the planning and implementation processes were time-consuming. It is important to allow adequate time for

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key steps in the change process including the 1) development of the pilot and review of outcomes, 2) curriculum approval process, and 3) program of study review and adoption of new coursework.

We also learned that clear, well-timed, student-centered communications are critical to guiding appropriate student actions. For example, as information about course updates emerged, word-of-mouth among students traveled quickly resulting in some students hastily dropping courses they felt were no longer necessary, when in fact, these courses would have still “counted”. These mid-semester course withdrawals had a negative impact on some students’ completion rates.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: The process for registering freshmen students into gateway mathematics courses changed, especially for those students needing developmental coursework. Prior to the redesign, Rio offered a multi-level developmental education mathematics course, a technical math course (housed under Technical Studies), a probability and statistics course for non-math/science majors, a probability and statistics course for math/science majors, a math course for educators and a pre-calculus course for incoming freshmen.

Students requiring developmental levels of mathematics were required to complete one to three course levels (depending on placement) prior to registering for a gateway level course. The redesign featured 1) the creation of co-requisite “bridge support courses” for the probability and statistics course for non-math/science majors and for the math for educators course, 2) the creation of a college level algebra and trigonometry course for those students who desire to transition into a STEM pathway but are not ready to complete the traditional pre-calculus course in one term, and 3) the development of a quantitative reasoning course that programs of study could adopt as their math general education requirement.

Organization of Services/Facilities/Jobs: Since the redesign featured the creation of new courses, the Math Department, Registrar’s Office, Curriculum Committee, Advising Office and Center for Student Success departments all collaborated. Facilities were not impacted, and jobs and positions did not dramatically change.

### **Measures of Success and Performance Goals**

Success Measures: Student completion with a “C or higher” in the gateway mathematics course is tracked for both students required and not required to complete the bridge course. Student course completion rates are also compared from term-to-term and year-to-year. Student satisfaction levels and feedback regarding the bridge courses is collected at the end of each term to assist in continuous course improvements.

Methods: Successful course completion is defined as a “C or higher”. Successful completion comparisons are made between developmentally placed students who participate in the bridge course vs. the traditional developmental education sequence, and between those students who participate in the bridge courses and their college-ready counterparts in the gateway courses.

Results/Goals: Rio’s results are encouraging. This past spring, 46% of those students eligible to participate in a gateway plus “bridge support class” did so. Rio’s current completion rate for students who placed into developmental coursework, but who participated in the gateway plus bridge courses, was 50%. This is comparable to the 52% completion rate seen in the traditional multi-level, developmental education course, but it is still much less than the 63% completion rate of college-ready students who took the gateway classes. Student feedback regarding participation in the bridge courses has all been favorable.

Rio would like to see a 50% participation rate in the bridge class of those students who are eligible to participate, with a completion rate similar to college ready students taking the same gateway course.

**Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

Students are provided information regarding course enrollment options at orientation and during advising sessions. Academic Affairs provided updates and clear communication with faculty advisors regarding the changes so that faculty can help students plan wisely since not all course options are available each term. The Center for Student Success provided all advisors with an advising “cheat sheet” regarding Math course updates and scheduling recommendations in an easy to read chart format.

**Executive/Strategic Commitment**

Rio’s Mission states that Rio strives to provide a “personalized, learner-centered environment” and Rio’s Vision states that “Rio will consistently provide an environment where learning is the priority.” With redesigned mathematic course offerings, Rio has created additional student options that allow for a more personalized, successful learning experience through coursework that is better aligned with specific programs of study and career-related expectations.

Adopting a co-req model for students who require developmental mathematics is listed as one of Rio’s Completion Plan initiatives under “Successful First Year Entry.” Use of the co-req model for mathematics may also shorten time to degree completion for students who arrive academically under-prepared in mathematics, and thus it provides a better avenue of affordability and efficiency.

Career Readiness Competencies Enhanced			
	Career Management		Leadership
✓	Critical Thinking/Problem Solving		Professionalism/Work Ethic
	Oral/Written Communications		Global/Intercultural Fluency
	Teamwork/Collaborations	✓	Other: Mathematics Skill
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career		First-year orientation programs
	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.) <i>Underprepared in mathematics</i>
	Early-warning tracking/intervention		Other

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## Sinclair Community College: *Career Community Aligned Holistic Advising*

### **High Impact Practice: Career Community Aligned Holistic Advising**

**Submitted by:** Dr. Kathleen Cleary, Associate Provost for Student Completion  
Student Completion Office  
444 West Third Street, Dayton, OH 45402  
Email: [kathleen.cleary@sinclair.edu](mailto:kathleen.cleary@sinclair.edu) Phone: 937.512.3159

**Participants:** Academic Advising, Student Completion Office, Provost and Deans, Research Analytics and Reporting Office (RAR), Information Technologies, Academic Faculty

**Execution Timeline:** October 2014 - present

**Online Information:** [Schedule an Advising Appointment](#)

[Career Communities](#)

[Career Connection \(Gateway for Career Resources\)](#)

[Program Completion Pathways \(Term-by-Term Course Recommendations\)](#)

### **Purpose**

Sinclair Community College developed Career Communities to better align a student's advising experience to their intended academic pathways. This holistic approach allowed for the scaling-up of advising services to provide better connections for students, create a more personalized experience, and foster opportunities for students to explore and solidify career and transfer choices, set academic goals, meet students with similar interests, and negotiate the complex processes of a large institution.

### **Compelling Reason for Change**

The College's advising processes were inefficient. 2012 focus group research conducted with Sinclair students indicated dissatisfaction with advising. More than 50 full-time equivalent advisors, coaches, counselors, and specialists were employed in nine different departments with varying levels of supervision, authority and access to data in the college-wide information system. Students sometimes received contradictory information about the eligibility of course credits for transfer into degree programs at regional universities, so students wasted time and money earning excess credits which do not count toward their credentials and impede completion. The College lacked a system to provide access to information needed by faculty members and staff to mentor the majority of high-need students.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students: Academic Advising, in conjunction with Career Communities, is intent on establishing processes to assist students with identifying and solidifying their program goals. Students can meet with career and academic advisors, learn about various programs, and research career fields within their respective communities. These improved connections to both advisors and programs have reduced the number of wasted credits. In addition, students have better access to and less wait time for advising appointments.

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Faculty/Staff: The structure of Career Communities fosters a sense of shared responsibility among staff and faculty to address barriers to student success. We have seen increased communication between advisors and academic department leaders from within their respective Career Communities.

Institution: Sinclair experienced an improved ability to efficiently cross-train staff and improve student outcomes leading to increased performance-based funding. Academic advisors have a better knowledge base and are more efficient when serving students. This leads to more opportunity to address the holistic needs of students and move beyond basic advising interactions.

External Constituents/Employers: Through several “compression planning” sessions held on campus, employers have engaged with faculty and staff from different departments to help align curriculum with employers’ needs. Through multiple career exploration events, employers have had the opportunity to meet students and interact with potential workforce talent.

### **Success Factors**

Direction and support from senior leadership, combined with campus-wide engagement, were key to the success of this initiative. Advisors, faculty, and campus leadership were brought together to have conversations about the Career Community structure and the best way to implement the new structure. Additionally, stakeholders were informed that changes would be re-evaluated, and adjustments considered, if necessary. These conversations ensured buy-in across the campus; everyone’s voice was heard.

In addition, the Career Community Steering Committee membership is comprised of cross-functional representation from both academic and student facing departments, including faculty, advisors, librarians, and student support personnel. This diverse representation allows for continued conversations about the roles and responsibilities of Career Communities.

### **Lessons Learned**

You have to go slow to go fast. The lead-up to the reorganization was lengthy; however, because of the time taken and care to be sensitive to the culture of the College, many cross-departmental conversations occurred at all levels. Inviting input from students fostered buy-in and excitement about the changes.

Continual communication is vital, as is providing opportunities for feedback. Sharing early successes is also important in gaining and maintaining support.

We also learned that students want a relationship with their academic advisor. Since the creation of caseload advising, we have continued to reduce our walk-in advising traffic and increased the number of students served by appointments.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: Students meet with an assigned academic advisor within their career community before their first semester and this relationship continues through graduation. The advisor/advisee relationship is prioritized instead of changing advisors after 1-2 semesters, which allows students and advisors to have better interactions. Because of this reorganization, Academic Advising is now able to facilitate a caseload management approach. Students receive structured outreach prior to the start of and during each academic term. Students are encouraged to schedule appointments with their assigned advisor and are prompted to communicate with that person throughout the semester. Students are now able to schedule

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appointments online. The Academic Advising Center has reduced the number of students served via drop-ins considerably as the demand for appointments increases. We are continuing to monitor student traffic patterns to ensure caseload advising is prioritized, while still maintaining timely access to an advisor with specialized training in the student's career community during peak periods.

Organization of Services: Due to broader changes at Sinclair, career exploration has been added to the Academic Advising Center. Career Advisors are now housed within the Advising Center and the referral process to and from career advisors is more seamless. Additionally, Success Coaches, who were previously housed in Student Affairs, were transitioned to the Academic Advising Center and aligned within Career Communities to allow our most at-risk students the benefit of specialized advising knowledge. An electronic journaling system was implemented to allow advisors, counselors, tutors, and other staff members to share notes and track student activity.

Facilities: Advisors relocated to be near other advisors within the same Career Community. Additional space was allocated with the addition of Career Advisors and Success Coaches to the Academic Advising Center. Future renovations will continue to bring advisors and coaches in closer proximity.

Jobs: Some advisors transitioned from generalist roles to specialized advisors within each Career Community. Other advisors changed advising focus areas based on the number of students enrolled within each Career Community. The position of Advising Manager was created to reduce the number of direct reports and create more focused leadership. Additionally, Advising Managers foster stronger relationships between and among advising and academic departments leading to increased communication. We utilized existing experts within the Academic Advising Center to develop training plans for all advisors.

## **Measures of Success and Performance Goals**

### Success Measures:

- Percent of students who receive a My Academic Plan (MAP)
- Percent of students advised
- Number of students meeting with career advisors and/or their assigned academic advisor
- Number of students involved in career exploration activities
- Average wait-time for students to see an advisor
- Percent of concentrators (students who complete 9 or more college-level credit hours in their program of study)
- Student satisfaction with advising experiences
- Students completing college-level mathematics and English in their first year
- Students completing 30 hours within their first year

### Methods:

- Center for Community College Student Engagement focus groups
- Research Analytics & Reporting reports regarding success measures (reviewed upon request)
- Internal surveys distributed through various modalities
- Attendance taken at student events via scanned ID cards

Results/Goals: So far, in Academic Year 2017-18, 93% of new students have interacted with an advisor within their first semester of attendance and the number of credentials awarded rose 61% in three years. Our target performance goal was to achieve over 90% of new students interacting with an advisor within their first semester.

## Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

It is impossible to communicate too much to faculty, staff, or students. During the implementation phase, having cabinet level representation is crucial to development and successful implementation, as this allows for reciprocal communication across the organization and an opportunity for stakeholders to engage and ask questions.

New students were the first student group to be assigned an academic advisor within our new advising model. The assigned advisor reached out to new students via e-mail, by phone or in person.

Continuing students were informed as they met with their newly assigned advisor. To communicate changes to all students, kiosks were created, front-line support staff shared messaging, the campus website was updated to allow students to explore and locate an advisor within their career community, and faculty were given prompts to encourage advising interactions.

### Executive/Strategic Commitment

Career Communities are the cornerstone of the Student Completion Strategic Plan submitted to the Sinclair College Board of Trustees and Ohio Department of Higher Education.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving		Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Southern State Community College: *Career and College Readiness Program*

### High Impact Practice: Career and College Readiness Program

**Submitted by:** Dr. Nicole Roades, Vice President of Academic Affairs  
Vice President of Academic Affairs  
100 Hobart Drive, Hillsboro, OH 45133  
Email: [nroades@sscc.edu](mailto:nroades@sscc.edu) Phone: 937.393.3431 x2622

**Participants:** Southern State Academics, Employers, K-12, and multiple consulting agencies

**Execution Timeline:** Fall 2017 – Spring 2018

**Online Information:** [Career Coach](#)

### Purpose

The goal of the Southern State’s “Career and College Readiness Program” (CCRP) is to bridge the gap between local employers and an educated, skilled, and self-aware pipeline of talented students and graduates. The CCRP is designed to assist under-represented, under-performing, and economically challenged high-school students living in southern Ohio with identifying purposeful college and career options. Goals of the program include promoting financial literacy, skill building to overcome academic and career barriers, and increasing self-awareness through assessments measuring aptitudes, interests, values and personal disposition.

### Compelling Reason for Change

Today, only 8% of U.S. high school graduates complete a career and college readiness program ([Gewertz, 2016](#)). Only 25% have a clear idea of how to move into career pathways, and many of them have limited information on how to choose a career path ([Cuseo, Thompson, and McGlauglin, 2016, “Thriving in the Community College and Beyond”](#)). The CCRP works to address these statistics through interactive exercises and dialogue to build college and career awareness.

### Benefits to Students, Faculty/Staff, Institution, External Stakeholders

**Students:** Many of the students targeted to participate in the CCRP workshop would be first-generation college students unfamiliar with the college experience. Direct outreach by Southern State to area high-schools helps build student knowledge and breaks down barriers to attendance. In addition to providing affordable and accessible educational pathways for students, the CCRP helps students forge a connection with college personnel through a Southern State representative connected to the K-12 environment. Open conversations about college and careers occur in the familiar, high-school atmosphere and are informed by a personal inventory each student completes using the [Career Coach](#) tool. Student results generate potential career pathways for further discussion and exploration. A grit and emotional intelligence assessment are also administered, and student feedback often reflects that the most exciting part of the program are the results of the personal assessments.

**Faculty/Staff:** The CCRP workshops provide K-12 staff with enhanced awareness of Southern State program offerings and resources available to students that can help facilitate student enrollment. A local high school, for example, required approximately 400 students to take the career assessment utilized in the workshop to document participation in their career day.



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Institution: The CCRP workshop supports Southern State’s strategic vision, mission and values and aim to be the region’s best investment and by being affordable and accessible and advancing student success.

External Constituents/Employers: Relationships have been fostered with high school counselors, principals, and superintendents that are key to the ongoing success of the CCRP and building pathways for students to enter college and develop skills for careers.

### **Success Factors**

The CCRP is grounded in research-based practices, coupled by the use of an interactive text that allows for follow-up and self-examination ([Cuseo, Thompson, Shope, and Roush, 2018, “Thriving in High School and Beyond”](#)). There was no cost to the K-12 institutions for the CCRP workshops or the text/workbook provided to students for use, with teacher support, after the workshop.

This CCRP workshop was designed for a broad audience of students regardless of class, status, or barriers (i.e. struggling academically, economically challenged, gifted, in junior or senior high school or a career technical center). The workshop included lectures and panel discussions with Southern State’s faculty and staff regarding the college experience, employer expectations, diversity, and other topics to support decision making.

At the completion of the CCRP workshop, students were provided a certificate of completion to retain in their portfolios and indicate on their resume, which also aligns with [OhioMeansJobs’s-Readiness Seal](#) protocols.

### **Lessons Learned**

More employer engagement at the sessions would be beneficial to reinforce the principles discussed. For example, a CCRP workshop was presented to a construction group at a career technical center and a member of the Chamber of Commerce was present who owns a fencing company. This individual brought validity to the workshop content and was able to share what he looks for in potential employees.

The CCRP includes a variety of constituents with different roles that may not always recognize the program’s interconnected strategies. In the future, coordinators will provide clearer connections between exercises so that K-12 staff, college volunteers, and employers can reinforce principles more meaningfully.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: The use of technology to provide a virtual tour of campus provided a highly positive and meaningful connection with students who may not have been able to attend a college visit day. With the use of a Telepresence robot, students are provided a glimpse into the college atmosphere and a connection with college representatives from admissions, financial aid, and more.

Organization of Services: While not a result of this program, Southern State provides two, Career Coach assessment options (six vs. 60 questions) for narrowing careers for the participant. The assessments are accessible both during and outside the workshop at any time.

Facilities/Jobs: Facilities and jobs were not impacted. The CCRP did leverage existing expertise in the College Credit Plus, [Ohio Means Internships and Co-ops](#), and consulting resources areas.

### **Measures of Success and Performance Goals**

**Success Measures/Methods:** The CCRP participant survey posed six questions to students plus an optional, narrative question. A five-point Likert scale was utilized for responses.

**Results/Goals:** Our target performance goal for rating level of agreement was a 3.75 on a 5.0 Likert scale. The program reached a total of 215 students with 195 responding to the survey (91% return rate). According to the [National Social Norms Center](#), an approximate 30% return rate is considered a valid survey result. The following questions yielded the indicated *average scores* on the 5.0 Likert scale:

- The content of the presentation was engaging and provided relevant information. (4.62)
- The content was well organized. (4.68)
- The presentation met my expectations. (4.38)
- The information provided was helpful in my future planning for life after high school. (4.53)
- The information presented has motivated me to explore future career opportunities. (4.43)
- The presenters were all prepared and organized for today’s seminar. (4.70)

**Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

This Career and College Readiness Program targeted prospective students, so we encouraged Southern State faculty and staff to participate in panel presentations, discussions and to contribute to the telepresence virtual tour.

**Executive/Strategic Commitment**

Southern State’s Vision is to be “Your First-Choice College.” The tenants of the College’s Vision, in support of the Mission, include “technology, quality, service, financial investment, and partnerships and collaboration.”

The CCRP workshop was provided and paid for through a grant provided by the Ohio Department of Higher Education and supports the institution’s academic completion and affordability and efficiency plans. The grant was a joint proposal submitted by Rio Grande, Shawnee State, and Southern State.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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## Stark State College: [Learn to Earn](#)

### High Impact Practice: **Learn to Earn**

**Submitted by:** Shelly McCombs, CCP/CTE Coordinator and  
Dr. Stephanie Sutton, Vice President for Enrollment Management  
Admissions and Enrollment Management  
6200 Frank Avenue, NW, North Canton, OH 44720  
Email: [smccombs@starkstate.edu](mailto:smccombs@starkstate.edu) Phone: 330.494.6170 x 4198

### Participants:

Stark County Schools Educational Service Center, Stark Education Partnership, Admissions, College Credit Plus, Satellite Centers, Akron Campus, Career Services, Marketing, Stark and Summit County Superintendents, DRB, The K-Company, Arconic, AVI-Aultman, SGS, Parents, Students, Counselors, Divisions of: Business & Information Technology, Business Management & Marketing, Health & Public Services, and Engineering Technologies

**Execution Timeline:** 2016 (15 months planning/implementation) – Present

**Online Information:** [Learn to Earn](#)

### Purpose

Stark State College began the *Learn to Earn* program based on employer demand for a talent pipeline of entry-level and middle skills jobs. The goal is to develop pathways that prepare more students for industry-recognized credentials, help them meet high school graduation requirements and prepare them to meet the current talent pipeline needs of the region's employers.

A recent report funded by TeamNEO and the Cleveland Foundation, [Aligning Opportunities](#), cites a mismatch between educational attainment of northeast Ohio residents and the training employers require. The report notes by 2020, 65% of in-demand jobs will require a post-secondary credential. While this requirement will exist, 46% of residents ages 25+ currently have no post-secondary education; 33% have a post-secondary credential but not in an in-demand field; and 21% have some college, but no degree.

Stark State's development of the following *Learn to Earn* pathways help to fill workforce needs and lead to in-demand careers in computer technology; heating, ventilation, air conditioning and refrigeration; automotive technology; welding; machining; administrative services/office administration; Microsoft Office; emergency medical services/emergency medical technician; and more.

### Compelling Reason for Change

Faculty and staff worked with local school districts to develop *Learn to Earn* pathways to respond to local employers' immediate and long-term talent needs. Employers responded very favorably by providing internships, employment opportunities and tuition reimbursement.

*Learn to Earn* also aligns with [2018 high school graduation requirements](#) and has been cited by the Ohio Department of Education as an innovative student success pathway that leverages [College Credit Plus](#) (CCP) partnerships to address Ohio employers' needs for talent.

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## Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students: Stark State College designed the *Learn to Earn* pathways to prepare students to complete the industry credentials outlined by the Ohio Department of Education (ODE) for high school graduation. Students can earn college credits while in high school, and if they return to Stark State for an associate's degree, scholarship opportunities exist along with employer options for tuition reimbursement.

Faculty/Staff: Student success is core to the mission of Stark State and initiatives that support success are fully embraced by both faculty and staff. *Learn to Earn* is focused on the high school, college and career success of students and is a key enrollment initiative fully supported by the broader campus community.

Institution: The *Learn to Earn* program helps Stark State students prepare to meet the needs of in-demand jobs and local employers while also utilizing an innovative enrollment strategy to attract a more traditional student.

The program has also strengthened relationships with high school partners and the ODE. "Stark State is on the cutting edge when it comes to connecting area students to Ohio's in-demand jobs," said Paolo DeMaria, State Superintendent of Public Instruction. "Through the *Learn to Earn* program, students earning College Credit Plus credits and industry-recognized credentials are getting a head start in their career while cutting down the cost of college."

In addition, the ODE's current strategic plan calls for at least 14 community colleges to develop *Learn to Earn* pathways in 2018, using Stark State's model.

External Constituents/Employers: Employers have responded very favorably to this program by providing internships, employment opportunities and tuition reimbursement for students. Companies see *Learn to Earn* as an opportunity to grow a pipeline of regional talent that will stay and advance within local companies.

Our high school partners have embraced *Learn to Earn* as an innovative pathway to high school graduation and a career for students. "*Learn to Earn* fits well with our new college and career academies we're creating in each of our high schools," says Akron Public Schools Superintendent, David W. James. "*Learn to Earn* expands on our desire for increased student exposure to college-level coursework. Obtaining industry-recognized credentials makes our students more marketable after graduation."

### Success Factors

The *Learn to Earn* initiative has been successful for many reasons. The employer demand for a talent pipeline and willingness to invest in young people has been key. Additionally, our high school partners' desire to find pathways to in-demand careers for their students, along with the endorsement by the ODE as a pathway to high school graduation, has contributed to the program's success.

The willingness of faculty to support our CCP students and develop pathways in-step with industry-recognized credentials has been key to the program's success and vitality.

### Lessons Learned

The key to success is listening to the needs of our partners and responding accordingly. As a community college, we can be flexible and nimble in meeting new and evolving needs. Also, launching the program in fall is recommended as the spring semester launch made it more difficult to encourage enrollment.

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## Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies and processes did not change; however, we advanced the curriculum in select pathways to meet the evolving needs of specific employers. The Curriculum Committee also developed Career Enhancement Certificates that align with *Learn to Earn* pathways.

While facilities and jobs were not altered, faculty and staff were trained on how the *Learn to Earn* program benefits students and complements our current curriculum, and several employer partners will soon be offering on-site training at their facilities.

## Measures of Success and Performance Goals

Success Measures/Methods: Stark State tracks the number of students who register for a course in one of our *Learn to Earn* pathways. The College also monitors students based on course enrollment but is exploring ways to track new students upon application for admission to Stark State.

College Credit Plus students do not declare a major or certificate, so it is important to capture their *Learn to Earn* pathway interest and provide them with current curriculum and industry credential information.

Results/Goals: The 2017-2018 academic year was the first, complete academic year with students participating in *Learn to Earn*, so Stark State will have the ability to establish future enrollment and certificate goals based on baseline data for each pathway.

As the program grows, Stark State will measure enrollment growth, year-to-year, as well as the number of courses completed by each student and the number of students who earn a Stark State College certificate and/or industry credential.

At the end of the 2017-2018 academic year, 629 high school seniors completed at least one course in a *Learn to Earn* pathway. Student participation in *Learn to Earn* included 64 different school districts and high school seniors have completed 20 different courses in a *Learn to Earn* pathway.

### 2017-2018 - Student Participation in *Learn to Earn* Pathways

<b>Learn to Earn Pathway</b>	<b># High School Seniors</b>
3G Welding Certification Exam Preparation	41
Automotive Maintenance and Light Repair	79
Business Management - Culinary Arts	1
Computer Graphic Design	61
Digital Photography	30
Emergency Fire Services	9
Emergency Medical Services	17
Engineering-Environmental, Health and Safety Technology	9
Formatting and Office Skills	362
Help Desk and Computer User Support	19
HVACR Technology	1

## Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Brochures were created to highlight program pathways and Stark State staff met with high school superintendents, counselors and administrators and visited student classrooms. Information sessions have been held for select pathways and information has been distributed at open house events, career expo's and other events.

Stark State has communicated this initiative to faculty and staff in writing via email, newsletters and memos; at all college meetings and update sessions; through training opportunities during spring break; and division meetings throughout the year. Meetings, written communication, and informational gatherings have also occurred regularly with external partners and stakeholders.

### Executive/Strategic Commitment

Stark State College is committed to preparing our students for career success in a competitive, sophisticated economy. Our graduates are in demand by employers who recognize their high skill level and readiness to succeed. Our students receive a high-quality education at an affordable cost. It's a formula that works, thanks to our dedicated, experienced faculty, convenience, efficiency and affordability, mission of access, student success and economic development.

*Learn to Earn* allows students to access Stark State's quality education while in high school, connect with the College's employer partners on a career pathway, and provides them with college credits they can take forward toward a future degree.

*Learn to Earn* pathways are supported by the College Credit Plus program and can be completed at no cost to the student. Additionally, once students graduate from high school, many employers offer tuition reimbursement for employees to continue their education at Stark State and other institutions.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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## Terra State Community College: *GEN1000 - First Year Experience Course*

### High Impact Practice: **GEN1000 - First Year Experience Course**

**Submitted by:** Kristen Lindsay, Director of Advising & Student Success  
Student and Enrollment Services  
2830 Napoleon Road, Fremont, OH 43420  
Email: [klindsay01@terra.edu](mailto:klindsay01@terra.edu) Phone: 419.559.2400

**Participants:** Advising & Academic Affairs

**Execution Timeline:** 2015-2016 (Planning) Fall 2016 (Implementation) - Present

**Online Information:** GEN1000 information is accessible inside the “CANVAS” Learning Management System for students, faculty and staff

### **Purpose**

The GEN1000, “First Year Experience Course”, is designed to connect new students with a trained academic and career advisor to help students successfully navigate their first semester in college. The course instructor (either a full-time, professional academic and career advisor, or a part-time, faculty academic and career advisor) surrounds the student with support and coaching. The course content was enhanced with a targeted and less expensive textbook and updated assignments that increase formative teaching and learning including a culminating “academic and career portfolio” requirement that charts a student’s personal path to academic success. Students can carry the portfolio document forward into future advising sessions and update and adapt content as life situations change.

### **Compelling Reason for Change**

The GEN1000 course was previously taught by volunteer instructors who lacked consistent course implementation strategies. Campus leadership wanted to create a comprehensive training program for instructors that addressed first-year student characteristics and potential obstacles, and best-practice classroom teaching techniques that would help enhance a shared experience for students.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students: Students benefit from a high-quality learning experience and instructors who are vested in students’ academic, professional and personal success. Instructors also serve as first semester academic and career advisors who can readily connect students with resources including math and writing labs, online tutoring, success coaches, LMS assistance, library contacts, and local community agency resources.

Faculty/Staff: Training professional and part-time faculty advisors on specific first year issues has increased awareness of potential student obstacles and increased the speed at which student struggles are identified and problem-solved. The part-time faculty academic and career advisors have been terrific advocates for the overall advising operation. Developing an in-depth understanding of advising theory and strategy has improved their interaction with students in GEN1000 and other courses and they rally colleague support for advising initiatives by spreading the news about positive advising outcomes.

Institution: Enhanced student learning activities in GEN1000 include using an online plagiarism tool, building assignment planning and writing skills, and viewing an online study tips video geared toward

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developing a well-equipped learner no matter the course. The adaptable nature of the GEN1000 course allows for frequent updates. For example, when instructors reported that students frequently share struggles utilizing Canvas (LMS), the Canvas help module was updated in the GEN1000 course, and new for summer semester 2018 is a required “are more online courses right for you?” quiz that reinforces basic online skills and resources.

External Constituents/Employers: Two new required assignments (completion of FOCUS2 and the O\*NET research assignment) encourage students to explore the connection between degrees and job availability and labor market trends to help students make well-informed choices. For students planning to transfer, they are encouraged to explore four-year institution requirements.

### **Success Factors**

Identifying a point person to drive GEN1000 development and implementation was important to chart and stay the course. Leadership for the initiative has been given the ability to change and adapt the program based on evolving student needs, campus expectations, and staff input. The opportunity to implement research based, data-driven changes is highly advantageous and makes possible the flexibility to move away from academic cluster-based cohorts to more manageable and realistic cohort groups.

While overhauling the GEN1000 program required time and effort, we were strengthening an existing course that was already an integral part of the curriculum and required in all degree programs.

Other key success factors include incorporating professional full-time advisors and building a robust and continuous training program that brings staff together one day at the beginning of the semester and at monthly roundtable trainings and provides faculty with training at division meetings.

### **Lessons Learned**

The campus was already primed for change and new initiatives due to the Title III grant. Research also demonstrated that a strong first year experience program benefits student outcomes in multiple ways.

Collecting assessment information in Canvas, particularly GEN1000 pre- and post-test learning objectives, has not met expectations. Individual instructors must download student feedback in a PDF format for entering, by hand, into an Excel document. This process is cumbersome and leads to potential inaccuracies. Alternative collection methods are being reviewed to better support this vital assessment component.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: A GEN1000 policy was approved Spring 2017 that requires all first-year students to complete the course unless they meet the criteria for a waiver of the requirement (i.e. transfer of 30 + credit hours, already possess a college degree, completed equivalent military credit, etc.).

Organization of Services: The GEN1000 course had previously been administered by staff in Academic Affairs but was centralized in Student Affairs after receipt of a Title III Grant that helped to support the centralization of academic and career advising services. The Director of Advising and Student Success, who also serves as the Title III Project Director, hired the part-time faculty academic and career advisors, trained all advising staff, and launched the redesigned GEN1000 program in fall semester 2016.

Facilities: Several office spaces were identified in the Admissions & Advising areas to host the part-time



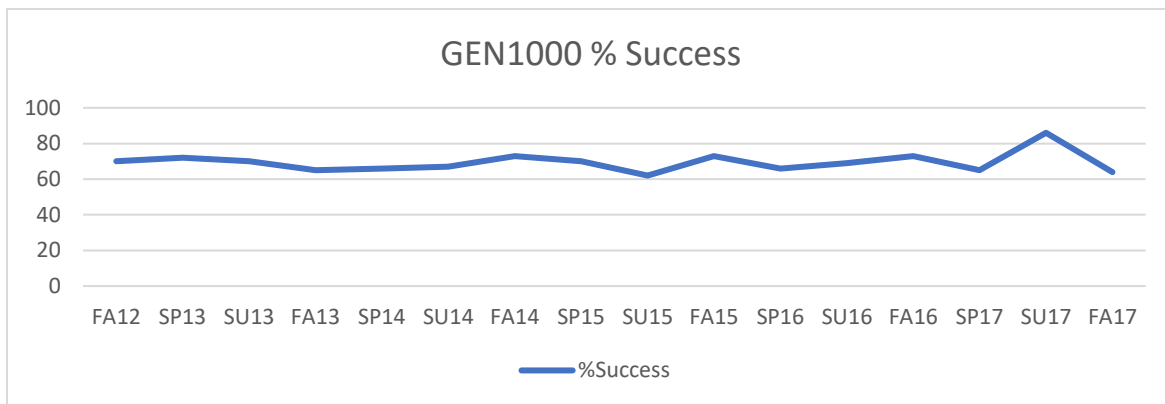
faculty academic and career advisors when they meet in a required, one-on-one advising session with GEN1000 students.

Jobs: GEN1000 instructor responsibilities were built into the job descriptions for professional academic and career advisors and part-time faculty academic and career advisors.

### Measures of Success and Performance Goals

Success Measures/Methods: Success measures include compiling data regarding GEN1000 course completion rates, advisor self-evaluation results, pre- and post-test measurements of student learning objectives, and direct student feedback.

Results/Goals: Course completion rates dropped overall in 2017 after an increase in the first semester of implementation in fall semester 2016. Summer semester 2017 resulted in a spike of high completion rates, although reduced summer enrollment may not represent the typical student population. During spring semester 2018, instructors reflected on these unexpected results and agreed on a likely explanation that the implementation of consistent and rigorous grading and minimum attendance expectations has changed the class from an “easy credit” to a challenging course that requires time, effort, and critical reflection.



The advisor self-assessment brought to light several areas of training improvement. Advisors wanted more information regarding how to talk with students regarding GPA impact on academic progress and helpful resources for struggling students, how to establish realistic academic and career expectations, and understanding university policies that impact advising strategies. These items were built into spring semester 2018 roundtable advising training sessions.

Student pre- and post-tests have been difficult to download and score because they are embedded in Canvas and not easily accessible. Individual student feedback has been positive as collected in their final reflection assignments as follows:

- “It provided me with a lot of useful information.” and “Definitely helped me in the real world.”
- “The course may help you with test taking or even trying to get a job. I got a lot out of this course.”
- “I learned more tips on how to manage time and to study.”
- “Learning about different cultures was very interesting with our cultural diversity assignment.”

Performance goals include:

- 80%+ course completion (consistent with overall course completion rate).
- Increase in pre- and post-test measurements and Improved retention first to second semester.

### Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

In conjunction with the launch of the new GEN1000 program, Terra State transitioned from an online orientation to individually delivered orientation sessions in a student’s first advising report. The program was explained to students as they registered for their first semester of coursework. These one-on-one conversations enabled advisors to “sell” the program on a personal level and build enthusiasm for the potential relationship a student could look forward to developing with their GEN1000 instructor and first-semester academic and career advisor.

Communication with faculty occurred with an invitation to apply to become a part-time faculty academic and career advisor, in a Title III report shared across campus, in academic division meetings, and at an all-employee convocation during the first and second semester of implementation.

### Executive/Strategic Commitment

Terra State’s Strategic Enrollment Management plan for 2017-2020 included 1) “establishment of enrollment guidelines for GEN1000” which was achieved spring semester 2018, 2) “incorporate an activity in GEN1000 that assists students with enrolling for multiple semesters” which was achieved fall semester 2017 with the introduction of the expanded Academic and Career Plan assignment, and 3) “develop a 15 to finish campaign” which encourages instructors to share the benefits of taking 15 credit hours per semester in the Academic and Career Plan appointment implemented in fall semester 2017. These initiatives were also built into the broader campus strategic plan.

Terra State’s Completion Plan for 2016-2018 included developing a cohort delivery system for GEN1000. Due to students choosing the time of day and format (seated or online) over the opportunity to enroll in a class grouped by academic clusters or preference groups (veterans, for example), we changed direction.

Instead of grouping students according to academic cluster, we are developing targeted courses for other cohorts including the accelerated business program, early-start high school groups, and workforce demand scholarship recipients. Students in these cohorts are typically full-time and agree to a set line-up of classes each semester, thus building a GEN1000 class into their schedule occurs more readily compared to students in a variety of academic programs who are carry both part-time and full-time enrollment status.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Washington State Community College: *First-Time Student: Advising for Engagement, Retention, and Completion*

**High Impact Practice:** **First-Time Student: Advising for Engagement, Retention, and Completion**

**Submitted by:** Davis Scheimann, Assistant Dean of Transfer and Assessment  
Amanda Herb, Vice President of Institutional Advancement  
Terry Rataiczak, Chief Information Officer  
Academic Affairs  
710 Colegate Drive, Marietta, OH 45750  
Email: [dscheimann@wscc.edu](mailto:dscheimann@wscc.edu) Phone: 740.374.8716 x 2508

**Participants:** Admissions, Advising, Faculty Advising, Management Information Systems, Institutional Research, Faculty members/advisors, Executive Team, Students

**Execution Timeline:** November 2015 - Present

**Online Information:** Washington State's academic advising tool *Student Planning* requires portal access and is supported by [Ellucian-Colleague Student Planning](#).

### **Purpose**

This project enhances student success by providing an initial advising experience which integrates both admission advising with program specific guidance at the beginning of a student's first term. The project implements new student advising software, the *Ellucian-Colleague Student Planning Module*, to create an enhanced, technology-enabled relationship between the initial admission-advising process in Student Services and the faculty-led advising that students transition to for the rest of their time at Washington State Community College (WSCC). The Colleague Student Planning Module facilitates advising by creating a more student-focused, customized advisement plan than is possible with our current "one-size-fits-all" advisement worksheets. The new, web-based process helps students clarify, plan and track their course of study in a more organized and systematic manner. The tool also frees up faculty advisor time from administrative tasks to work with students on career development activities.

### **Compelling Reason for Change**

This project is an extension of the college's success agenda and the statewide mandate for improved college completion. Research indicates that a personalized advising plan and early contact with a program advisor will have a decided impact on student retention and completion rates. This project evolved from earlier work by the WSCC's *Structured Training for Academic Advisers* AQIP Action Project, which was completed, but did not have as much impact as desired to result in long-lasting change.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Students: Students meet with their faculty advisors within the first six weeks of the semester to create a customized academic plan that will clearly show the class requirements and time-to-completion of their academic program. Students will be able to access their plan and other information electronically.

Faculty/Staff: Student Planning will create a 100% course approval system that facilitates registration by creating a framework for each semester, enabling students to customize their own semester schedule and

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submit it for approval. By reducing the time spent selecting classes with students, advisors will have more time to direct towards exploring students' future plans and career or transfer options. Student Planning will also enhance communication across various departments and break down silos within WSCC.

Institution/Employers: Based on research from the [Community College Research Center](#), [Achieving the Dream](#), and [Lumina Foundation](#), providing students with a personalized, structured framework will enhance their completion rates and entry into the workforce. The use of Student Planning has revealed several systemic issues in the registration process, such as pre-requisite waivers, course exemptions, and summer advising. Addressing these concerns has improved WSCC's advising and registration processes.

### **Success Factors**

The momentum for this project relies on the power of bottom-up development and faculty participation and leadership in evaluating and promoting the project for adoption.

This student success project emerged at an AQIP Strategy Forum in 2016 and was further developed by the Continuous Improvement team of faculty, staff and administrators from across the college. This cross-functional team, along with input from Faculty Senate and Deans, selected the advising software that best fit WSCC needs. Fourteen faculty advisors guided the Student Planning Advisory Committee (SPAC) and served as champions for the new system and mentors for the other 32 full-time faculty members.

### **Lessons Learned**

Prior to implementation, we learned that some of our scheduling practices were somewhat arbitrary. Faculty could waive pre-requisites at will, and students might skip important classes because well-meaning advisors could override the system with a signature. The Student Planning software creates a consistent, efficient approach to registration by requiring that pre-requisites be accounted for with documentation.

With full-time faculty advisors off campus during summer, the College is not yet aware of the overall impact of the new processes and procedures. Staffing changes are being implemented for Summer 2018, and full implementation will occur in time for spring semester advising.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Services and facilities did not need to be re-designed or reorganized. Two Assistant Dean positions were created in response to multiple factors including support for year-round advising using Student Planning. The following policies and processes were updated:

- Faculty advisors are required to contact new students within the first six weeks of the new semester to individualize their schedules.
- Schedules for future semesters have been extended so that student schedules can be anticipated longitudinally.
- We have re-examined our pre-requisite policy and implemented standardized procedures.
- Background questions have been added to the Accuplacer assessment in order to provide advisors with increased information regarding academic and career intent, or indecision

### **Measures of Success and Performance Goals**

#### Success Measures:

- Faculty trained in Student Planning
- Number of students utilizing Student Planning

- Number of full student plans created and approved by faculty
- First-time students starting Spring 2018 (pilot group of first-time students)
- College retention and completion rates

#### Methods:

- Examine the number of faculty advisors who have completed training
- Count the number of students who have utilized the software
- Count the number of times “approval granted” has been selected by faculty advisors
- Compare first-time students with faculty approved, full plans to first-time students without plans
- Utilize institutional measures for retention and completion

#### Results:

- By the end of Spring 2018, 70 out of 81 advising staff members (86%) have undergone training.
- 1106 student plans have more than one revision, which indicates the student has had more than just a cursory one-time visit.
- 985/1106 (89%) of students utilizing Student Planning had some form of advisor interaction
  - 294 plans have a “last advised date” associated with them (added in the late spring)
  - 100% of all SPAC advisors utilized Student Planning, resulting in 480 students, just under one-third of the student body, adopting the new software system.
- 48/60 (80%) of degree-seeking, first-time students from Spring 2018 have degree plans.
- College Retention Rate for fall - spring increased from 72% to 76%, data is pending for fall - fall.

#### Goals:

- WSCC plans to have 100% of full-time faculty trained on the Student Planning advising software.
- There was no goal for student buy-in because we have not begun marketing the system except through direct contact with participating advisors.
- There was no goal for faculty approval of schedules outside of the initial 14 faculty on the SPAC.
- No less than 85% of first-time, degree seeking new students in spring 2018 will meet with an advisor and develop a degree plan
- We want to raise annual retention from 43% to 54% from FY17 to FY18.

### **Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

Student communication occurred for new students during their initial advising session with admissions advisors, and for continuing students when they met with select faculty advisors who participated in the pilot. Advisors worked one-on-one to demonstrate the Self-Service software and registered the student using the Student Planning module. Surprisingly, many students began utilizing the Student Planning tool on their own, and many faculty advisors adopted it without being part of the SPAC.

The Student Planning Advisory Committee coordinated implementation, communication and group/individual training efforts for faculty and staff including use of an advising syllabus developed by Student Services and involvement from multiple offices including the Data Action Team, Records, etc.

### **Executive/Strategic Commitment**

Streamlining students’ academic pathways and strengthening advising are culturally aligned with WSCC’s mission of providing an environment of student success.

Improvements to the advising process and the addition of Student Planning have been included in WSCC's Campus Completion Plan for the past two iterations. The next Campus Completion Plan will include refinement and assessment of student advising.

Career Readiness Competencies Enhanced			
	Career Management		Leadership
	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
	Oral/Written Communications		Global/Intercultural Fluency
	Teamwork/Collaborations	✓	Other: Organization
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

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## Zane State College: *12<sup>th</sup> Grade Redesign*

### High Impact Practice: 12<sup>th</sup> Grade Redesign

**Submitted by:** Richard N. Woodfield, Jr., DM Provost and Chief Academic Officer  
Provost Office  
1555 Newark Road, Zanesville, OH 43701  
Email: [rwoodfield@zanestate.edu](mailto:rwoodfield@zanestate.edu) Phone: 740.588.4161

**Participants:** Zane State College: President, Provost, Chief Student Services Officer, CCP Assistant Dean, Success Coach, Math Department Director, English Department Director, English faculty, Math faculty, multiple program faculty

Zanesville City Schools: Superintendent, High School Principal, Guidance Counselor, English faculty, Math faculty

**Execution Timeline:** 2016 – Present

The overall planning and implementation timeline required two semesters of planning, one semester of student selection and preparation, one semester of high school pre-college instruction, and one semester of college level instruction.

- January 2016 - The initial partnership meeting with stakeholders occurred and program design meetings were held spring, summer and fall of 2016.
- Winter 2017 - Junior student selection completed.
- Spring 2017 - Initial meetings for parents and visits to Zane State occurred.
- Fall 2017 - Selected students, now seniors, were enrolled in Zane State's pre-college English and Math taught at Zanesville High School by high school teachers.
- Fall 2017 - Zane State taught the First Year Experience course at the high school and incorporated a career exploration component to assist students in narrowing down their plans for a college major.
- January 2018 - Students transitioned to the Zane State campus where they enrolled in College Credit Plus and took College Algebra, college level English, and a course within their major interest area.
- May 2018 - The 12<sup>th</sup> Grade Redesign students graduated from Zanesville High School with 8 - 12 college credits earned. Most students planned to continue in college with a clear plan of study in mind.

**Online Information:** Program information is print-based and not web accessible at this time.

### Purpose

The 12<sup>th</sup> Grade Redesign program is reaching high school students who are often overlooked and underrepresented in U.S. higher education. The program is focused on students in the middle third of their class who had taken a college preparatory curriculum but did not have a clear plan for college and whose college placement scores were below the state determined "remediation free" score required for dual enrollment participation. Ohio's College Credit Plus (CCP) program sets minimal college readiness scores that determine student eligibility. Zane State College and Zanesville City Schools partnered to produce an opportunity for these Appalachian Ohio students that would generate optimism and enthusiasm for post-secondary education.

### Compelling Reason for Change

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Our motivation for change was to improve access to higher education for underrepresented, and often overlooked, students in the Appalachian area of Ohio.

### **Benefits to Students, Faculty/Staff, Institution, External Stakeholders**

Enrollment in CCP coursework was facilitated for high school students who would not have otherwise been eligible due to Accuplacer testing results indicating “not college ready”.

Faculty and staff collaboration with area high schools improved institutional relationships with high school personnel and an awareness of the skills gap. Zane State was able to align the curriculum to better meet the needs of diverse students, promote skills development, and inspire further education.

### **Success Factors**

Close collaboration between Zane State faculty and staff and high school faculty and administrators was key to the initiative’s success. High school students felt honored to be selected for the program which bolstered their enthusiasm for higher learning. The cohort model promoted peer-to-peer interaction and learning which was highly beneficial to student success.

Based on the program’s success, we would like to expand student participants from 25 to 50 (two groups of 25 each) next year. The second group of 25 students will receive a high school located, pre-college curriculum in the spring so that up to 50 students will exit Zanesville High School “college ready” and with some earned college credits. Expansion to additional school districts is under consideration.

### **Lessons Learned**

Improving Zane State and high school faculty interactions regarding alignment of the curriculum, and awareness of the rigor of college-level course expectations, can help further improve student success in first-year courses and college going rates.

### **Impact on Policies, Processes and Organization of Services, Facilities, Jobs**

Policies/Processes: Zane State shared the developmental curriculum with high school personnel and college faculty mentored and monitored students in high school courses so that articulated credit could be awarded at Zane State.

Organization of Services: A Zane State Success Coach was located on-site in the Zanesville High School setting to support students during the selection process and as students progressed in pre-college and College Credit Plus coursework. This effort was initially achieved with grant support and has continued with Zane State funding. Design of the program and development of procedures were completed collaboratively by Zane State and high school representatives.

Facilities/Jobs: Facilities were not impacted, but a Success Coach position was reassigned to support the 12<sup>th</sup> Grade Redesign cohort. No additional training was required, but staff-to-student ratios were re-distributed. Students reported appreciation for the ongoing engagement provided by the Success Coach who played a key role in the overall success of the pilot.

### **Measures of Success and Performance Goals**



**Success Measures/Methods:** Student persistence from pre-college to college coursework, college level course success, college admission/enrollment, and degree completion rates are measured directly from current institutional data.

**Results/Goals:** Of the 25 students who enrolled in pre-college courses, only one student did not complete coursework. All 24 pre-college course completers were successful in college level English, and 23 students successfully completed College Algebra. Of the 24 student completers, 22 have applied to and received college acceptance. Tracking retention in college and degree completion will be on-going. Our goal is to achieve 100% student course completion and persistence rates.

**Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders**

The 12<sup>th</sup> Grade Redesign program was promoted to targeted high school students as an honors program to encourage a sense of pride in being asked to participate. This is believed to have been an important element in the program’s success.

The application process for interested students was shared in high school classrooms and included question and answer sessions. An information session was also provided to the guardians of targeted students. Once students were selected, information sessions began with the on-site Success Coach.

The 12<sup>th</sup> Grade Redesign program was shared with faculty and staff across the Zane State campus using a variety of formats including in-person campus events, newsletters, and e-mail communications.

**Executive/Strategic Commitment**

Accessibility and equity are important elements in Zane State’s mission, vision and strategic plan. Outreach to our most diverse school districts and targeting underrepresented populations is mission centric.

This initiative places a priority on completion, affordability, and outcomes including early student completion of college level Math and English coursework and utilization of College Credit Plus as a vehicle to reach more underrepresented students.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

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## Appendices

### Appendix A: NACE - Career Readiness Competencies Definition

**National Association of Colleges and Employers: CAREER READINESS for the New College Graduate (2107):**

<http://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

**DEFINITION:** Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

**COMPETENCIES:**

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

**Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

## Appendix B: Ohio Community Colleges - Summary of Selected Student Career Readiness Competencies

National Association of Colleges and Employers (NACE) Career Readiness Competencies for the New College Graduate									
	Career Management	Critical Thinking/Problem Solving	Oral/Written Communications	Teamwork/Collaborations	Digital Technology	Leadership	Professionalism/Work Ethic	Global/Intercultural Fluency	Other: (Proficiency in Technical Education Learning Outcomes; Organizational and Mathematics Skills; Financial Planning)
Belmont College		✓	✓	✓	✓		✓		
Central Ohio Technical College	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cincinnati State Technical & Community College	✓	✓	✓	✓	✓	✓	✓	✓	
Clark State Community College	✓	✓	✓	✓	✓	✓	✓	✓	
Columbus State Community College		✓	✓	✓	✓				
Cuyahoga Community College		✓		✓			✓		
Eastern Gateway Community College	✓	✓		✓					
Edison State Community College	✓	✓		✓		✓	✓		
Hocking College	✓	✓	✓	✓	✓	✓	✓		✓
Lakeland Community College	✓	✓	✓	✓		✓	✓		
Lorain County Community College	✓	✓	✓	✓			✓		
Marion Technical College	✓	✓	✓				✓		
North Central State College	✓	✓	✓	✓	✓	✓	✓		
Northwest State Community College		✓	✓	✓	✓	✓	✓		
Owens Community College	✓	✓	✓	✓	✓	✓	✓		
Rhodes State College	✓	✓	✓	✓		✓	✓	✓	
Rio Grande Community College		✓							✓
Sinclair Community College	✓	✓	✓	✓		✓			
Southern State Community College	✓			✓			✓		
Stark State College	✓	✓	✓	✓	✓	✓	✓		
Terra State Community College	✓		✓		✓		✓	✓	
Washington State Community College					✓		✓		✓
Zane State College	✓	✓	✓	✓	✓	✓	✓		
Total	17	20	17	19	13	13	19	5	4

## Appendix C: Ohio Community Colleges - Summary of Selected Student Success Services & Support Strategies

Student Success Services & Administrative Support Strategies														
	Academic Support Services	Advising, mentoring, coaching	Admissions & Recruiting	Career Exploration & Development	Curricular Enhancements	Degree Planning Improvements	Early-Warning Tracking/Intervention	Experiential & Service Learning	Financial Literacy/Debt Management	First-year Orientation Programs	Outcomes Assessment/Program Eval.	Student Life/Community Enhancements	Targeted Student Population Needs	Other (Co-curricular / Community Support)
Belmont College		✓	✓		✓	✓	✓	✓			✓			
Central Ohio Technical College	✓	✓	✓	✓	✓			✓			✓			
Cincinnati State Technical & Community College				✓	✓			✓			✓			
Clark State Community College	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Columbus State Community College	✓	✓			✓	✓								
Cuyahoga Community College	✓	✓				✓	✓						✓	
Eastern Gateway Community College	✓	✓					✓					✓	✓	✓
Edison State Community College	✓	✓	✓	✓		✓	✓		✓	✓			✓	
Hocking College	✓	✓		✓		✓			✓	✓		✓		
Lakeland Community College	✓	✓	✓	✓	✓	✓	✓	✓			✓			
Lorain County Community College		✓	✓	✓	✓			✓						
Marion Technical College		✓	✓	✓				✓		✓				
North Central State College	✓	✓	✓	✓	✓	✓	✓			✓		✓		
Northwest State Community College		✓	✓	✓	✓	✓		✓				✓		
Owens Community College	✓	✓	✓	✓	✓			✓		✓				
Rhodes State College	✓	✓	✓		✓		✓	✓			✓		✓	
Rio Grande Community College	✓				✓								✓	
Sinclair Community College	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	
Southern State Community College	✓	✓	✓	✓										
Stark State College	✓	✓	✓	✓	✓	✓		✓	✓	✓				
Terra State Community College	✓	✓		✓		✓	✓	✓	✓	✓		✓		
Washington State Community College	✓	✓		✓		✓								
Zane State College	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓	
<b>Total</b>	<b>18</b>	<b>21</b>	<b>15</b>	<b>17</b>	<b>14</b>	<b>14</b>	<b>11</b>	<b>13</b>	<b>6</b>	<b>10</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>1</b>

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## Appendix D: Ohio Community Colleges - High-Impact Practice Report References

### Belmont College

Access to the EMS Program's "Be Connected" electronic records and information system is password protected.

EMS Paramedic Degree: <http://www.belmontcollege.edu/current-students/programs-of-study/paramedic/>

EMS Paramedic Certificate: <http://www.belmontcollege.edu/current-students/programs-of-study/ems-paramedic/>

Ohio Division of EMS: <https://www.ems.ohio.gov/index.aspx>

### Central Ohio Technical College

Industry & Employer Survey: <http://www.cotc.edu/Communities/Pages/Special-Reports.aspx>

Office of Career Development: <http://www.cotc.edu/Life/Pages/Career-Development.aspx>

### Cincinnati State Technical & Community College

Cooperative Education: <https://www.cincinnatiastate.edu/academics/cooperative-education>

### Clark State Community College

Career Services: <https://www.clarkstate.edu/student-life/career-planning/>

Co-ops / Internships: <https://www.clarkstate.edu/academics/co-ops-internships/>

Eagles Post – Job Posting System:  
<https://www.myinterfase.com/clarkstate/Account/LogOn?ReturnUrl=%2fclarkstate%2fstudent>

Computer-Aided Design Technology:  
<https://www.clarkstate.edu/academics/majors-programs/computer-aided-design-technology>

I-Best Model (Integrated Basic Education & Skills Training): <https://www.sbctc.edu/colleges-staff/programs-services/i-best/>

Industrial Technology:  
<https://www.clarkstate.edu/academics/majors-programs/industrial-technology>

Manufacturing Engineering Technology:  
<https://www.clarkstate.edu/academics/majors-programs/manufacturing-engineering-technology>

Mechanical Engineering Technology:  
<https://www.clarkstate.edu/academics/majors-programs/mechanical-engineering-technology>

### Columbus State Community College

ENGL0199 – Fundamentals of College Writing (ALP): <https://catalog.cscs.edu/courses/ENGL0199>

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Community College of Baltimore County (English ALP): <http://www.ccbcmd.edu/Programs-and-Courses/Schools-and-Academic-Departments/School-of-Liberal-Arts/English-Department.aspx>

### **Cuyahoga Community College**

Graduation Planning Resources: <http://www.tri-c.edu/student-success/graduate-planning-resources.html>

Degreeworks - Academic Planning & Degree Audit System: <http://www.tri-c.edu/student-success/degreeworks.html>

Verify Academic Major Decision and Stay on Track: <http://www.tri-c.edu/student-success/make-a-major-decision.html>

Gradfest - Apply to Graduate and Prepare for Next-Steps: <http://www.tri-c.edu/student-success/gradfest.html>

Integrated Postsecondary Education Data System (IPEDS): <https://nces.ed.gov/ipeds/>

### **Eastern Gateway Community College**

Community College Survey of Student Engagement in Support for Learners” (CCSEE): <http://www.ccse.org/>

### **Edison State Community College**

College Credit Plus: <https://www.edisonohio.edu/ccp/>

### **Hocking College**

Career Services: <https://www.hocking.edu/career-services>

*First-Year Experience Course Technologies:*

Candid Career: <https://www.candidcareer.com/>

College Central Network: <https://www.collegecentral.com/hockingcollege/>

Optimal Resume: <https://optimalresume.com/>

Quinnia (Career readiness platform for automated resume review, smart robot mock interviews, jobs and more): <https://quinnia.io/>

VMock (Platform for personalized career advice): <https://www.vmock.com/>

### **Lakeland Community College**

Industrial Welding Program: <http://lakelandcc.edu/welding>

Student Navigator Contact Info: <http://lakelandcc.edu/web/about/industrial-welding-contacts>

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Welding Careers and Employers: <http://lakelandcc.edu/web/about/industrial-welding-now>

### **Lorain County Community College**

Career Services: <https://www.lorainccc.edu/career-services/>

Student Video - Work-based learning: <https://youtu.be/z64AYaYXuow>

Employer Video - Work-based learning: <https://youtu.be/Zlb5w5RojBY>

National Experiential Education Association: <https://www.nsee.org/>

- Guidelines for EE Good Practice: <http://www.nsee.org/8-principles>

- Experiential Education Academy: <http://www.nsee.org/experiential-education-academy>

Gallup-Purdue 2014 Index Report “Great Lives, Great Jobs”:

<https://www.luminafoundation.org/files/resources/great-jobs-great-lives-3-2016.pdf>

Achieving the Dream: <http://www.achievingthedream.org/>

Completion by Design: <https://www.completionbydesign.org/s/>

Council for the Advancement of Standards in Higher Education: <https://www.cas.edu/>

Frontier Set - College Excellence Program: <https://highered.aspeninstitute.org/frontier-set/>

American Association of Colleges & Universities “High-Impact Educational Practices”:

<https://www.aacu.org/leap/hips>

### **Marion Technical College**

Career Services: <https://www.mtc.edu/careerservices/>

Career Coach (EMSI): <https://mtc.emsicc.com/?radius=&region=Marion%20County>

### **North Central State College**

Tuition Freedom Scholarship: <https://www.ncstatecollege.edu/cms/tuitionfreedom>

### **Northwest State Community College**

Engineering Technologies Student Success Video: <https://youtu.be/yi3mj2d907M>

Science, Technology, Engineering Technology and Math (STEM) Division:

<https://northweststate.edu/academic-divisions/engineering-math-science-technologies/>

### **Owens Community College**

Career Services: <https://www.owens.edu/career/>

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Center for Experiential & Community Engaged Learning:  
<https://www.owens.edu/experience/index.html>

### **Rhodes State College**

Workforce Economic Development and Continuing Education:  
<http://catalog.rhodesstate.edu/wedce/>

Apprentice Ohio: <http://education.ohio.gov/Topics/Career-Tech/Apprenticeships-and-Internships>

### **Rio Grande Community College**

*Math Redesign* program information is print-based and not web accessible at this time.

Ohio Mathematics Bridges to Success (B2S) Initiative: <https://www.ohiohighered.org/B2S>

### **Sinclair Community College**

Schedule an Advising Appointment:  
[http://apps.sinclair.edu/am/campuses.cfm?\\_ga=2.248730126.841358906.1525092598-97560365.1487104220](http://apps.sinclair.edu/am/campuses.cfm?_ga=2.248730126.841358906.1525092598-97560365.1487104220)

Career Communities: <http://www.sinclair.edu/academics/career-communities/>

Career Connection (Gateway for Career Resources): <https://careerconnection.sinclair.edu/>

Program Completion Pathways (Term-by-Term Course Recommendations):  
<http://www.sinclair.edu/pathway/>

### **Southern State Community College**

Career Coach: <https://sscc.emsicc.com/assessment>

Gewertz, Catherine (2016, April 6). Only 8 Percent of High School Students Complete College- and Career-Ready Curriculum. [Blog post]. Retrieved from [http://blogs.edweek.org/edweek/high\\_school\\_and\\_beyond/2016/04/only\\_8\\_percent\\_of\\_students\\_complete\\_college\\_or\\_career\\_ready\\_curriculum.html](http://blogs.edweek.org/edweek/high_school_and_beyond/2016/04/only_8_percent_of_students_complete_college_or_career_ready_curriculum.html)

Cuseo, Joseph, Aaron Thompson and Julie McGlauglin (2016). *Thriving in the Community College and Beyond: Strategies for Academic Success and Personal Development*. Dubuque, IA, Kendall Hunt Publishing. <https://he.kendallhunt.com/product/thriving-community-college-and-beyond-strategies-academic-success-and-personal-development>

Cuseo, Joseph, Aaron Thompson, Shane Shope and John Roush (2018). *Thriving in High School and Beyond*. Dubuque, IA, Kendal Hunt Publishing. <https://he.kendallhunt.com/product/thriving-high-school-and-beyond-strategies-academic-success-personal-development-0>

National Social Norms Center: <http://socialnorms.org/>

OhioMeansJobs-Readiness Seal: <http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal>



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## **Stark State College**

Learn to Earn Program: <https://www.starkstate.edu/admissions/collegecreditplus/learntoearn/>

Learn to Earn Program alignment with 2018 high school graduation requirements:  
<http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Industry-Recognized-Credentials-and-WorkKeys/Industry-Recognized-Credentials>

Team NEO & Cleveland Foundation Report - "Aligning Opportunities in Northeast Ohio":  
<https://www.clevelandplus.com/teamneo/news-press-and-updates/aligning-opportunities/>

## **Terra State Community College**

GEN1000 First Year Experience course information is located in Terra State's "[CANVAS Learning Management System](#)": <https://my.terra.edu/Home/Links>

## **Washington State Community College**

Advising/Academic Planning Software (Ellucian-Colleague Student Planning):  
<https://www.ellucian.com/Software/Colleague-Student-Planning/>

Achieving the Dream: <http://www.achievingthedream.org/>

Community College Research Center: <https://ccrc.tc.columbia.edu/>

Lumina Foundation: <https://www.luminafoundation.org/>

## **Zane State College**

*12<sup>th</sup> Grade Redesign* program information is print-based and not web accessible at this time.

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## Appendix E: Ohio Community Colleges - Mission, Vision and Value Statements

**Belmont College** - <http://www.belmontcollege.edu/about-us/mission-vision-values/>

Mission: Belmont College, an integral division of the University System of Ohio, provides affordable higher education for students in a learner-centered environment. The College offers educational opportunities in college preparation, technical education programs, and transfer degrees. Belmont College provides community leadership that promotes programs for economic development, career advancement, workforce development and community education that are responsive to business and industry.

Vision: Belmont College will be recognized as the community's College and will be responsive to regional and state needs by providing higher education and leadership for growth and change.

Values:

Belmont College is a learning organization that embraces a culture of continuous knowledge acquisition, integrity, openness, caring, and respect for all. Access, affordability, and quality are operational values that inspire the college community to be its best. The College continuously transforms itself to respond to changing community, regional, and state needs.

**Central Ohio Technical College** - <http://www.cotc.edu/Communities/Pages/Institutional-Planning--.aspx>

Mission: To meet the technical education and training needs of students and employers in the area.

Vision: Central Ohio Technical College will be recognized as Ohio's premier technical college focused on student success as well as for excellence in workforce development and technical education.

Values:

*Honor and Integrity:* We expect honesty, openness, and fairness in personal and professional interactions, and exemplify the highest standards in ethics and institutional governance. We pursue the highest level of personal, intellectual, academic, financial and operational integrity within the college community and we strive to develop long-term relationships based on those high moral standards.

*Fiscal Responsibility and Accountability:* We are fiscally responsible by honoring our role as stewards of the public trust through efficient and effective use of our resources. We are accountable and responsible to our stakeholders for our actions, behaviors and results. We keep commitments.

*Excellence:* We provide an exceptional environment to our faculty, staff, and students. We monitor and assess our performance continuously and strive to be the best in everything that we do. We believe in the spirit of creativity and discovery in all college endeavors. We are open to innovation, adaptation and positive change for the benefit of all our constituencies.

*Sustainability:* We model social and environmental responsibility in our internal and external processes and relationships. We demonstrate our commitment to the environment by respecting and maintaining our physical resources and incorporating emergent technology in program content, delivery methods, and institutional administration. We value mutual respect and diversity by building relationships that acknowledge the essential dignity of each individual and by valuing all races, genders, cultures, backgrounds, lifestyles, and abilities. We create and sustain an intellectually stimulating environment for our collective growth. We value renewal by pursuing personal and professional development.

*Collaboration and Collegiality:* We value and seek the active involvement of faculty, staff and students in the College's decision-making, consensus-building, teamwork, and open communication. We value collaborations with internal and external constituent groups; teamwork by respecting the talents, feelings and contributions of all; and candor by offering and welcoming constructive assessment and suggestions for improvement.

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**Cincinnati State Technical & Community College** - <https://www.cincinnati-state.edu/about/cstate-overview/mission-vision-values>

**Mission:** Cincinnati State provides student-focused, accessible, quality technical and general education, academic transfer, experiential and co-operative education and workforce development.

**Vision:** Cincinnati State will be the technical and community college of choice in our region, nationally recognized for academic excellence, cooperative education, and workforce development.

**Values:** As a College Community:

We embrace experiential and lifelong learning, personal growth, and employability.

We create and promote a civil and respectful environment.

We anticipate and effectively respond to changing stakeholder expectations.

We honor the diversity of people and ideas.

**Clark State Community College** - <https://www.clarkstate.edu/about-clark-state/administration/mission-vision-and-guiding-principles/>

**Mission:** To engage and empower diverse learners by providing high-quality educational programs and services that emphasize student and community success.

**Vision:** Clark State Community College will be the leader in education by partnering with our communities, businesses and industries while achieving the highest levels of student success within a culture that provides intellectual, personal, and professional growth.

**Guiding Principles:** We believe in the transformative power of education through:

- 1) *Learning:* We use best practices and resources to create a learning community that challenges, transforms, and empowers students and employees.
- 2) *Community:* We value, trust, and support people with whom we work and serve.
- 3) *Partnerships:* We collaborate to address stakeholder needs and contribute to the economic and holistic well-being of society.
- 4) *Innovation:* We champion an environment that encourages creativity and embraces change.
- 5) *Diversity:* We welcome and engage all individuals to create an equitable and inclusive culture.

**Columbus State Community College** - <https://www.csc.edu/about/mission.shtml>

**Mission:** To educate and inspire, providing our students with the opportunity to achieve their goals.

**Vision:** Columbus State Community College is Central Ohio's front door to higher education and a leader in advancing our region's prosperity.

**Values:**

*Student Success:* We welcome and engage all students in creating individualized, accessible and mutually accountable pathways that allow them to pursue their goals.

*Inclusion:* We reflect the demographics of Central Ohio, and we leverage the college's rich diversity for the benefit of our local and global communities.

*Quality:* We expect excellence and accountability in ourselves and our students.

*Innovation:* We embrace bold ideas and an entrepreneurial spirit, and we are responsive to the changing needs of students, employers, and other stakeholders.

*Learning:* We are a community of teachers and learners who believe that fulfilling lives are grounded in self-awareness and continuous learning.

*Partnership:* We recognize that more can be accomplished collaboratively than individually, and we seek like-minded partners to advance our shared goals.

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*Stewardship:* We are careful and thoughtful stewards of the resources entrusted to us.

*Leadership:* We lead by action and example to help our community pursue opportunities and address the challenges of the 21st century.

**Cuyahoga Community College** - <http://www.tri-c.edu/about/mission.html>

Mission: To provide high quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs — that promote individual development and improve the overall quality of life in a multicultural community.

Vision: Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

Values: To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

**Eastern Gateway Community College** - <http://egcc.edu/academics/general-information/institutional-effectiveness/>

Mission: Eastern Gateway Community College provides quality, student-centered, future-focused higher education. Valuing accessibility, affordability and equity, the College helps students achieve successful learning outcomes, engages educational and community partners, and serves the citizens of Columbiana, Jefferson, Mahoning and Trumbull Counties.

Vision: We strive to help every student succeed.

Values:

*Learning:* We embrace lifelong learning as the key to future prosperity.

*Excellence:* We commit to quality and excellence in all that we do.

*Affordability:* We strive for the most affordable ways to earn a college education.

*Diversity:* We promote diversity through educational opportunities.

*Opportunity:* We believe educational success fosters economic opportunity.

**Edison State Community College** - <https://www.edisonohio.edu/Mission-Vision-Values/>

Mission: Edison State Community College provides the learning opportunities, support services and commitment that enable students to complete their educational goals and realize their dreams.

Vision: Edison State Community College will be the region's premier resource for higher education by employing our core values, commitment to student success, strategic initiatives and community collaboration.

Values: The core values are a set of principles that guide Edison State Community College in creating its educational programs and environment. They will be reflected in every aspect of the College. Students' educational experiences will incorporate the core values at all levels, so that a student who completes a degree program at Edison State Community College will not only have been introduced to each value, but will have had them reinforced and refined at every opportunity.

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*Communication:* A skill basic to all college students, involves listening, speaking and writing for the purpose of understanding and of being understood. A lifetime process, communication also involves the ability to use appropriate and reasonable language and dialects, acknowledging that audiences are diverse.

*Ethics:* The ethics core value is defined in terms of decision making. A distinction is made between values and ethics. Values are either "good" or "bad." Ethics either exist or don't exist. They are decisions and behaviors that are based on values. Thus, the faculty will endeavor to present material across the curriculum in a manner that will cause students to consider the decision-making process in terms of ethics.

*Critical Thinking:* Critical thinking is the ability to apply internalized standards of thought: clarity, relevance, analysis, organization, recognition, evaluation, accuracy, depth and breadth. Critical thinking requires detachment, the ability to examine critically one's own ideas and thoughts, as well as examining the ideas and thoughts of others. Possessing the fundamentals of critical thinking enables an individual to reason across a variety of disciplines and domains and to critique one's own thinking from many perspectives. The development and use of critical thinking is a lifelong activity which enables us to continually improve our thought and the consequent products of our thought in our lives and society.

*Human Diversity:* Diversity describes the coexistence of many cultures in society. By making the broadest range of human differences acceptable to the largest number of people, multiculturalism, as a function of cultural diversity, seeks to overcome racism, sexism and other forms of discrimination. Historically marginalized groups within society include but are not limited to, Native Americans, African Americans, Asian Americans, Hispanic Americans, Appalachian Americans, physically/mentally challenged, women and people with alternative life-styles.

*Inquiry/Respect for Learning:* Inquiry is the information gathering process through which the learner formulates essential questions, locates appropriate resources and evaluates the applicability of the data for a particular situation. Students at Edison State will learn how to apply these learning processes in each field of study.

*Interpersonal Skills/Teamwork:* Interpersonal skills promote personal effectiveness when interacting with others, whether the interaction is one-on-one, in a small group, in an organization or with an audience. To be skilled interpersonally, a person must first assess any situation to determine the expectations of others involved, and then adapt to those expectations.

Brand Promise: "A personal experience, a rewarding education."

**Hocking College** - <https://www.hocking.edu/mission> and <https://www.hocking.edu/about>

Mission: We serve as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives.

Vision: Hocking College Board of Trustees, Administration, Faculty and Staff share a vision that honors the Hocking College legacy of innovation and creativity; delivering relevant programs in high demand career pathways including transfer programs. Hocking College will be a partner and a leader in regional economic development to address social and economic disparity and provide upward mobility to those we serve. We aspire to provide an affordable comprehensive college experience with opportunity for development of the mind, body and spirit in an inclusive atmosphere for those who seek a relevant world-class hands-on experiential learning experience in a caring, supportive and nurturing environment.

Commitment to Diversity: Our mission is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus. We believe that diversity comes in many flavors, not just those typically considered--race, religion, color, age, gender, national origin, sexual orientation, physical challenge, or marital status--but also in thought, political persuasion, physicality, and spirituality.

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Hocking College is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a source of strength, and valued as qualities that enrich the environment in which we work.

Hocking College believes that diversity is a matter of institutional integrity and plays an integral role in educational excellence. Students learn better in a diverse educational environment and are better prepared to become active participants in our pluralistic global society. Our institutional commitment to diversity is made visible through celebration, through opportunities for introspection, and through artistic expression. It is a commitment that never ends, an open and ongoing dedication to creating an environment within which all individuals feel safe, valued and welcomed. Hocking College expects the members of our campus community to promote this vision as fully and conscientiously as possible.

**Lakeland Community College** - <http://www.lakelandcc.edu/web/about/lakeland>

**Mission:** To provide quality learning opportunities to meet the social and economic needs of the community.

**Vision:** To be the best in creating quality learning opportunities.

**Values:**

*Excellence* - ensuring high quality services and learning opportunities through assessment for continuous improvement

*Accessibility* - serving as a center of learning for all people by removing barriers, strengthening relationships, and maintaining affordability

*Diversity* - fostering civility by respecting and celebrating differences among individuals and communities

*Integrity* - committing to high standards of personal and professional behavior within a culture of honesty and trust

*Innovation* - empowering learners and communities to be creative and versatile in their thinking and performance

*Joy* - creating diverse and vibrant learning communities that inspire lifelong learning

**Lorain County Community College** - <https://www.lorainccc.edu/about/vision-2020/>

**Mission:** To empower... Individuals to succeed through quality education, Economies to grow through innovation, and Communities to thrive through partnerships and rich cultural experiences.

**Vision:** To empower a thriving community ... Where all students achieve academic and career success; Where industry talent needs are met and businesses start, locate and grow; and Where people connect and prosper.

**Values:** We are the community's college. We are trusted by the community to educate, lead and inspire. We create a better, more sustainable future for our community.

**Strategic Priorities:** 1) Drive Student Completion for Academic and Career Success. 2) Lead Talent Development While Accelerating Business and Job Growth. 3) Inspire Community Engagement, Connectivity, Diversity and Wellness.

**Marion Technical College** - <https://www.mtc.edu/current-students/mission-vision-values/>

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

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

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**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.

**Value Proposition:** MTC students achieve career success through flexible, affordable, and transferable real-world education.

**Brand Promise:** Deliver life-changing experiences that lead to professional success.

**North Central State College** - <https://www.ncstatecollege.edu/cms/disclosures/mission.html>

**Mission:** Providing individuals with the knowledge, skills and inspiration to succeed in their chosen path.

**Vision:** North Central State College is committed to being a leader in affordable quality higher education and a partner in achieving greater community prosperity and better quality of life.

**Values:**

In all we do, we value a culture of integrity, inclusion, and excellence.

*We value our students* and are committed to creating an accessible environment that is affordable, caring, supportive, inclusive and learner-centered.

*We value our employees* and are committed to creating an environment that is culturally diverse, collaborative, and respectful.

*We value our communities* and are committed to creating an environment that is innovative, responsive, and accountable.

**Northwest State Community College** - <https://northweststate.edu/about-nsc/>

**Mission:** To serve by providing access to excellent and affordable education, training, and services that will improve the lives of individuals and strengthen communities.

**Vision:** Northwest State Community College will be an innovative leader in education and training, a first-choice institution that empowers individuals and communities to achieve a sustainable quality of life.

**Values:**

*Integrity:* We believe that honesty, respect, and accountability are the basis of building trust.

*Learning:* We believe that the acquisition and application of knowledge is the key to success, and to that end, we provide access to greater opportunities through education, training and services.

*People:* We believe in the power of teamwork, bringing people of diverse backgrounds and communities together to excel.

**Owens Community College** - [https://www.owens.edu/about\\_owens/mission.html](https://www.owens.edu/about_owens/mission.html)

**Mission:** We believe in serving our students and our communities. *Your success is our mission.*

**Vision:** Owens faculty and staff are committed to strengthening the community by providing a superior educational experience through *excellence, innovation, and collaboration.*

**Values:** Owens Community College's core values frame the way in which the College works to accomplish its Mission and Vision. The values are *Service, Learning, Innovation, Collaboration, and Excellence.*

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### **Rhodes State College -**

<http://www.rhodesstate.edu/About%20Rhodes/Office%20of%20the%20President/Vision%20and%20Mission.aspx>

**Mission:** Rhodes State College *changes lives, builds futures and improves communities* through life-long learning.

**Vision:** Rhodes State... the #1 Choice

**Values:**

Our core values are the underlying principles that are the basis for vision, plans, policies and actions. We hold ourselves accountable to these core values as we seek to fulfill the vision and mission of Rhodes State College.

*Integrity:* Value trust and honesty

*Caring:* Committed to meet the needs of others

*Responsibility:* Do competently what is supposed to be done, when it is supposed to be done

*Respect:* Treat people with dignity and fairness

*Quality:* Take pride in excellence

### **Rio Grande Community College -** <http://www.rio.edu/about/Mission-and-Vision.cfm>

**Mission:** The University of Rio Grande/Rio Grande Community College is America's unique private/public institution of higher education designed to provide learners the opportunity to attain a high-quality, high-value education. Our personalized, learner-centered environment promotes successful lives, careers, and responsible citizenship.

**Vision:** Rio will continue to be a learner-centered community. It will continually provide support, developmental activities and modern equipment for faculty, staff and students. This support enables the faculty and staff to increase the ongoing learning and academic achievements of the students. Rio will consistently provide an environment where learning is the priority and excellent teaching is honored. The institution will respond quickly to regional, state, national and international needs.

### **Sinclair Community College -** <https://www.sinclair.edu/about/mission/>

**Mission:** Find the need and endeavor to meet it by providing high quality, accessible learning as a college of and for the community.

**Seven strategic governance rules provide operating parameters for the college:**

*Sustainable:* Operate sustainably, for if there is no margin there is no mission. Long-term continuity and stability is critical for successful strategic results.

*Accessible:* Maintain the social justice and inclusion traditions of the college through open access to programs and services.

*The Public Good:* Sinclair should pursue decisions and advocate for the good of the greater community.

*Best Talent:* Hire, develop, and retain the best talent in support of the mission and priorities of the college.

*Truthful:* Be accurate, truthful, ethical and transparent at all times regarding the viability of strategies, and the conditions and direction of the college.

*Continuous Quality Improvement:* Benchmark, gather, and apply innovative approaches for continuous improvement.

*Compliant:* Proactively know, understand, and comply with relevant laws and regulations governing the college.

### **Southern State Community College –** <https://www.sccc.edu/about/mission-vision.shtml>



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**Mission/Values:** Southern State is committed to its mission to provide accessible, affordable and high-quality education to people in southern Ohio. The college values honesty and integrity in all endeavors, tolerance for different ideas, respect for all individuals and excellence and creativity in the pursuit of knowledge.

**Vision:** The college's strategic vision represents a unifying guide toward fulfilling the college's mission and living its values. Collaboratively, a vision to be Your First-Choice College has been cast. To do this, the college will: 1) Be Your Best Investment... 2) Create Synergy through Partnerships and Collaboration... 3) Be a Driving Force in Innovation and Technology... 4) Advance Student Success... 5) Be the Best Place to Work... 6) Be a Dynamic and Flexible Organization...

**Stark State College** - <https://www.starkstate.edu/about/strategic-plan/>

**Mission:** Stark State College provides quality, high-value associate degrees, certificates, and professional development in diverse, student-centered learning environments. The College is dedicated to lifelong learning; affordable, transferable higher education; and career success. Stark State College advances quality of life through access, academic success, stewardship, and business and community partnerships.

**Vision:** Stark State College will be a leader in higher education and a catalyst for economic growth and prosperity in the communities we serve.

**Values:**

*Academic Excellence:* We provide value by upholding high academic and professional standards for students, faculty, and staff. Program and degree quality is ensured by meeting rigorous standards of certification and accreditation. Business, Industry, Education, and Community

*Partnerships:* We build strong business, industry, education, and community partnerships to enhance quality and opportunities for our students. We support workforce development and economic growth by responding to the immediate and emerging needs of our region in a global economy.

*Fiscal Stability and Stewardship:* We take a proactive approach to serving our students and community through fiscal responsibility, sustainability, and strategic planning for change and growth. The mission and vision of the College are achieved through the responsible stewardship of College facilities, environmental, financial and human resources.

*People:* We believe that respect for every individual is important. We are committed to working within both the College and the community with high standards of ethical and professional behavior. We value commitment to hard work and integrity.

*Student Access:* We are committed to providing opportunities for access to a quality education. We strive to meet the varied academic needs of our students through a wide variety of educational offerings, delivery methodologies, outreach strategies, community locations, and the knowledge and experience of our diverse faculty and staff.

*Student Success:* We support student success in attaining educational and career goals by offering pathways to workforce-ready degrees and certificates, transferable courses and degrees, licensures/certifications, and skills attainment. Stark State College provides student-centered services to foster academic and career success.

**Terra State Community College** - <http://www.terra.edu/About/TerraMission.html>

**Mission:** To be the catalyst for prosperity by providing quality learning experiences for life and work in our global community.

**Vision:** Dynamic transformation through innovation, collaboration, and leadership.

**Values:** *Relationships, Learning, Integrity, Innovation*

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**Washington State Community College** - <https://www.wsccl.edu/about/>

**Mission:** Washington State Community College responds to the education and workforce needs of our community by providing dynamic and affordable associate degree and certificate programs in an atmosphere that promotes student success.

**Vision:** Our vision is to inspire individual excellence and success.

**Values:**

In creating an environment of trust and respect for faculty, staff, and students, the WSCC community strives to live by a set of values to be practiced each day and in each encounter.

*Respect* – To acknowledge the humanity of all individuals through compassionate action.

*Ethics* – To demonstrate honesty, integrity, responsibility, and accountability.

*Inspiration* – To provide an atmosphere that encourages our campus community to develop, grow, and succeed as lifelong learners.

*Inclusion* – To provide an atmosphere that fosters respect and acknowledges, explores, and embraces the diversity and uniqueness of all regional and global cultures.

*Success* – To enable all students, faculty, and staff to be successful academically, personally, and professionally.

*Excellence* – To reach our maximum potential as a community college through continuous improvement, institutional growth, excellence in teaching, and community engagement.

*Teamwork* – To foster a culture of collaboration within the campus community that supports our mission, our students, our employees, and the surrounding area.

*Stewardship* – To be responsible stewards of college resources: human, fiscal, natural, physical, and virtual.

**Zane State College** - <https://www.zanestate.edu/mission-vision-statement.html> and <https://www.zanestate.edu/strategic-plan.html>

**Mission:** Empowering people, enriching lives, and advancing the region through education, collaboration, and opportunities.

**Vision:** Building a vibrant community.

**Values:**

*Integrity:* Treating others with honesty, respect, and trustworthiness in all of our interactions with students, colleagues, and community partners.

*Collaboration:* Placing high value on establishing and maintaining partnerships for shared accomplishments.

*Innovation:* Engaging in a culture of intelligent risk taking that enhances the College's Guiding Principles.

*Respect:* Treating others as valued individuals with civility and courtesy.

*Responsiveness:* Addressing the needs of students, employees, and community.

*Responsibility:* Owning our commitments, actions, and results.

**Guiding Principles:**

*Climate:* To ensure a learning and working environment that values people.

*Access:* To serve all who have the potential to benefit by providing opportunity, eliminating barriers, and easing transitions.

*Image:* To be known as a preferred provider and "college of choice," where a culture of success prevails, and the value of higher education is well recognized.

*Quality:* To exemplify high standards of performance in all aspects of the College's operations.

*Stewardship:* To manage effectively and efficiently human, financial, and environmental resources in order to build a stronger community.

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## Appendix F: ODHE - References & Additional Information

### Ohio Department of Higher Education

Ohio College Credit Plus Program: <https://www.ohiohighered.org/ccp/students-families>

Ohio Public Universities Affordability and Efficiency Plans:  
<https://www.ohiohighered.org/affordability-efficiency/public-university-plans>

Ohio Public Colleges and Universities Campus Completion Plans:  
<https://www.ohiohighered.org/campus-completion-plans>

Ohio Board of Regents “Seventh Report on the Condition of Higher Education in Ohio - Pre-K to Jobs: Higher Educations’ Role in Developing Students for Careers”:  
<https://www.ohiohighered.org/board/condition-report>

Ohio Department of Job and Family Services Wage Data: <http://ohiolmi.com/oes/oes.htm>

OhioMeansJobs-Readiness Seal (Earned designation for Ohio high school students to validate professional skills: <http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal>

Ohio Means Internships & Co-ops (OMIC): <https://www.ohiohighered.org/omic>

Ohio Mathematics Bridges to Success (B2S) Initiative: <https://www.ohiohighered.org/B2S>

Ohio TechNet: <https://ohiotech.net.org/>

Ohio Workforce Supply and Employment Projections Tools: <https://workforcedatatools.chrr.ohio-state.edu/home>

#### High Impact Practice Criteria References:

Beede, Martha, and Darlene J. Burnett, 1999. [Planning for Student Services: Best Practices for the 21<sup>st</sup> Century](#), Ann Arbor, Michigan, Society for College and University Planning.

Burnett, Darlene J. and Diana G. Oblinger, 2002. [Innovation in Student Services: Planning for Models Blending High Touch/High Tech](#), Ann Arbor, Michigan, Society for College and University Planning.

This criteria is also informed by the [Education Criteria for Performance Excellence](#) established by the [Baldrige National Quality Program](#) which considers seven categories of institutional performance: 1) leadership, 2) strategic planning, 3) student/stakeholder focus, 4) measurement, analysis and knowledge management, 5) faculty/staff focus, 6) educational and support process operations/management, and 7) organizational performance results.



## Innovation Pillars - Ohio Career Service Operations and Delivery

Increasing the number and percentage of Ohioans achieving degrees, certificates, or credentials will assist them in discovering relevant career pathways, enabling them health, well-being, and overall quality of life for themselves, their families, and their communities. Our goal is that 60 percent of Ohioans will have achieved these various credentials by 2025. The career services area plays a large role in that vision. Ohio has spent the last three years focused on an innovation dialogue for and improvements to career services delivery. The Ohio Department of Education has written into law that all districts adopt a local policy on career advising beginning in the 2015-2016 school year. Additionally, in the Governor's new biennial budget, there is a requirement that all public institutions of higher education will be required to have a career counseling program in place by December 31, 2015, as well as a link to Ohio Means Jobs as part of that service structure. This is coupled with an implementation plan to embed work experiences, including co-ops and internships, into the curricula of degree programs.

Ohio is committed to connecting students with in-demand careers to further the success of individuals and support the economic development goals of the state. Furthering work in the post-secondary completion agenda requires the fundamental implementation of a strategy to support students at the earliest possible point as they make education-to-career-pathway choices. Early selection of a pathway can help students reduce time to completion and favorably impact student debt. We believe that an overarching state strategy in the delivery of career services is imperative to consistently and effectively support Ohio students in this way.

This guidance document highlights six innovation pillars for the delivery of career services in Ohio. The Ohio Department of Higher Education will work with institutions of higher education to enhance the career services function and/or delivery through a method of ongoing innovation that accumulates in high-touch, student-centered career service exposures.

### Data (Career and Measurement)

Career Information, Service Quality and Impact, OhioMeansJobs, Labor Market Information, In-Demand, Surveys, Employment Placement, Wage, Staff Performance, Social Media Platforms (LinkedIn)

### People/Partnerships

Counselors, Advisors, Alumni, Faculty, Employers, Campus Leadership, Coaches, Community Members and Organizations, Economic Development Agencies, Business Associations

### Funding

Education Institution, Grants, Foundations, Employers, Community Organizations, Economic Development Agencies, Business Associations

### Requirements

Academic, Registration/Graduation Blocks, Enhanced Student Experience

### Access/Marketing

Campus Location, Online, Social Media, Personalized, Technology enabled

### Mission/Vision/Key Performance Indicators

Campus Mission or Vision Statement, KPIs as developed by Trustees, Campus Strategic Plan



# DATA

## CAREER

### OhioMeansJobs

- Link on campus website
- Used as a resource in career selection advising and job search strategy discussion with students
- Educate faculty regarding OMJ data and tools via campus delivered professional development sessions
- Educate students regarding OMJ data and tools through incorporation into student learning through academic classroom delivery
- Link to OMJ website on all campus computers accessed by students

### In-Demand List

- Share with students as a resource for decision making
- Incorporate data into career/major selection activities

### Career Pathways

- Adopt state definition and display with connection to OMJ link to career pathway maps
- Innovation in how majors are presented to students: display of offerings and delivered activities in a career language
- Translate liberal arts coursework into careers and/or skill level language for later use in resume development and job search efforts as desired

### Career Selection

- Every undecided/undeclared student receives an interest or career assessment
- Every student failing their current education program receives an interest or career assessment
- Every student receives an interest or career assessment during their first year on campus (two year institution), or second year on campus (four year institution) or first 600 clock hours (Ohio Technical Center)
- Develop presentations faculty can access for classroom use on relevant career service topics, services and/or career pathways

## MEASUREMENT

### Service Delivery Effectiveness

- Student, customer, faculty, alumni, community, business and other

### Post Graduate Outcomes

- Students served demographic data
- Graduate education placement (school/focus area)
- Continuing education placement (school/focus area)
- Employment placement, wage at placement, industry sector placement, occupation placement, full or part-time placement, military service, seeking employment, volunteer service
- Alumni ongoing services: type of service, number served, effectiveness
- Entrepreneurial (number starting a business, NAICS code)

### Pre-Graduate Outcomes

- Students served demographic data
- Experiential Learning – listing and number of internships, co-ops and other experiential learning activities or exposures offered, experiences for credit and not for credit, number and type of student explored experiential learning activities, wage if applicable
- Menu of career service activities offered to students, effectiveness ratings on service delivery activities (outside of CCSSE survey), number of services deployed, number of students
- Career Services Staffing – number of professional FTEs, part-time staff, support staff, student staff, graduate assistants, career coursework instructors, alumni, dual-role profession staff (academic and career advising), student population served, students served to FTE staff ratio, all institution enrolled students to FTE staff ratio, all students served to all staff ratio, all students enrolled to all FTE staff ratio, student to staff ratio on all service delivery support personnel
- Partner Interactions – number of career service partnerships, service areas supported (descriptive), industry sectors represented, type of organizations or people partnering (faculty, alumni, chambers, SNAP, etc.)
- Knowing the number and percentage of staff that are dependent on grant funds, and when those funds expire.
- Staff Performance – performance ratings with clearly defined metrics that support career services delivery
- Entrepreneurial Activities

### Community Outcomes

- Menu of services, number of services delivered, effectiveness of services, type of community member served, demographic data where appropriate/available/applicable

### Economic Development Outcomes

- Menu of services, number of services delivered, effectiveness of services, NAICS code of businesses served

### Continuous Improvement

- Record of integrated, continuous improvement process
- Total operational budget
- Breakout of operational budget into strategies deployed to service students
- Type and total of investments into career services function from outside campus resources
- Percentage of career services budget against total campus operational budget and other departments/functions
- Trend budget data since inception of career services unit or revised delivery strategy