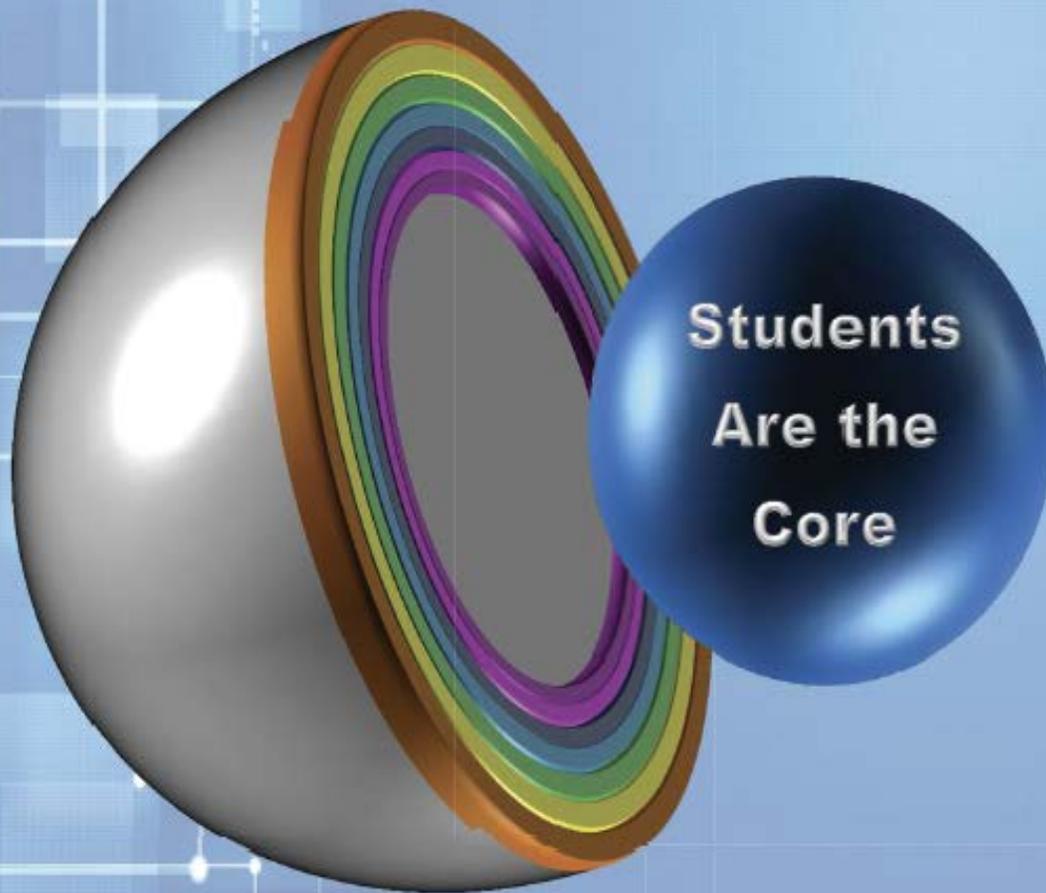


Rhodes State College

CAMPUS COMPLETION PLAN

Driving Transformation



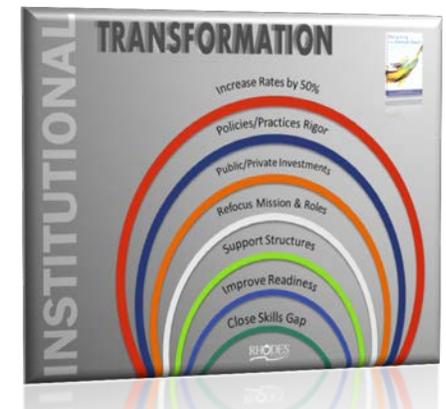
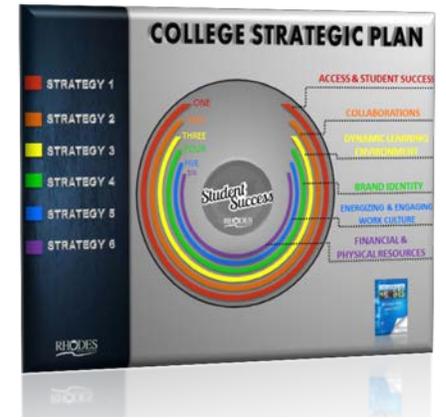
Dr. Debra L. McCurdy, President

OhioHigherEd
University System of Ohio

RHODES
STATE COLLEGE

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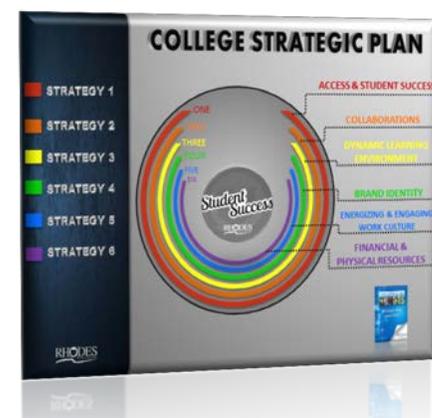
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Visuals from President McCurdy's 2014 Spring Forum Presentation

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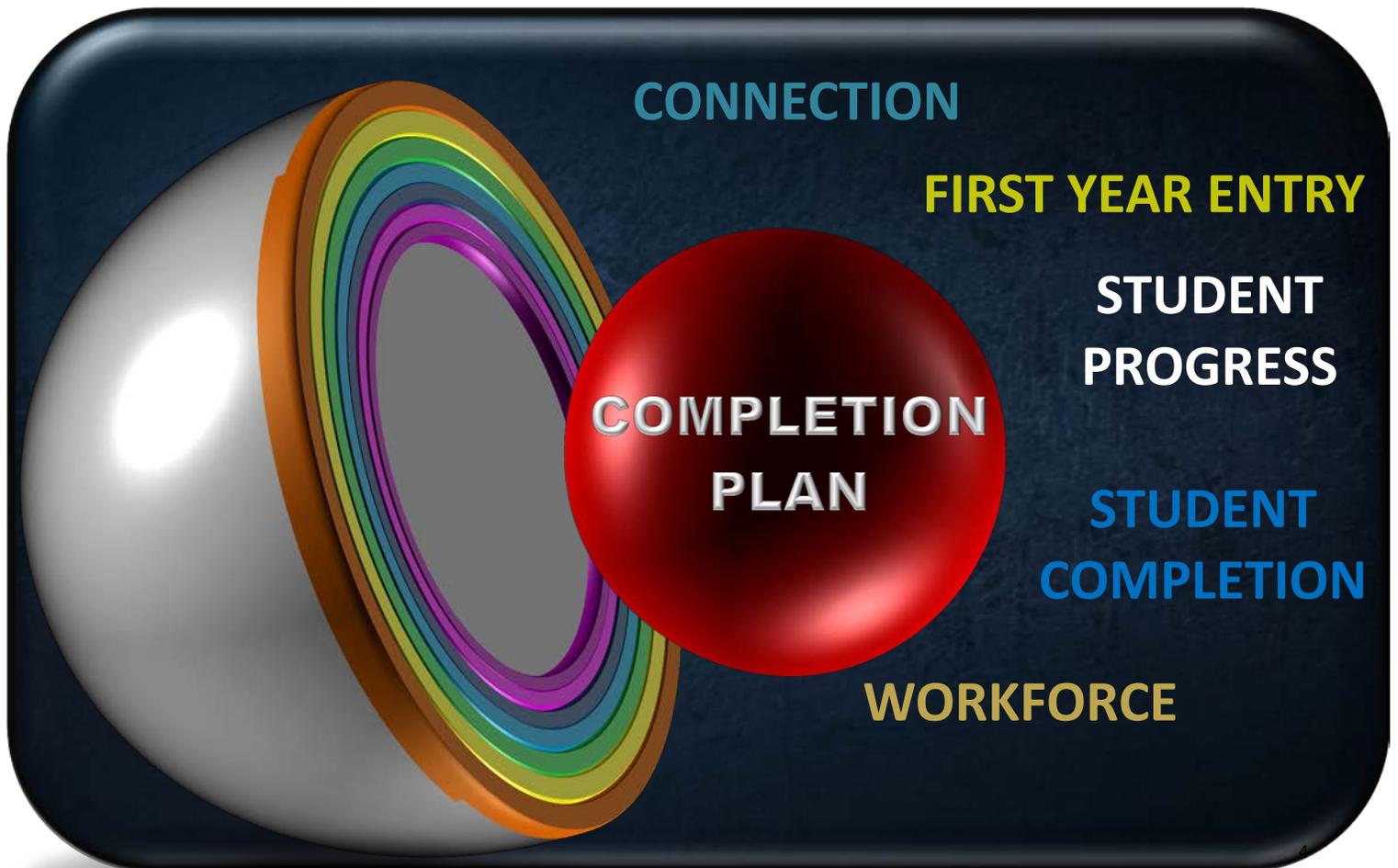


The State Agenda



The purpose of the Ohio Board of Regents **Completion Plan** is to develop systemic improvement strategies for institution-wide policy and practice change that reach the departmental and classroom levels. Plan strategies demonstrate a measurable impact on **student persistence, retention and completion**. State-funded 2-year and 4-year colleges and universities must submit a Board of Trustees approved plan to Chancellor John Carey by June 30, 2014 as a core initiative of the Complete College Ohio agenda.

The Plan utilizes the Bill & Melinda Gates Foundation funded Completion by Design framework which includes **five (5) progressive student success tenets, Connection, First-Year Entry, Progress, Completion and Workforce**. The State adopted this signature initiative as a proven approach to analyze data to determine when students “drop-out” or “stop-out” while identifying strategies to address those areas of focus. The **Rhodes State College Completion Plan** evolves from the five (5) student success tenets.



CONNECTION

FIRST YEAR ENTRY

STUDENT
PROGRESS

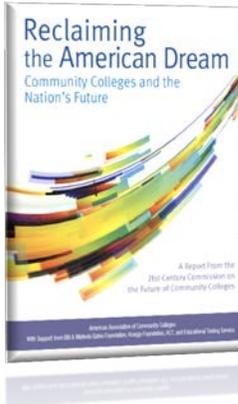
STUDENT
COMPLETION

WORKFORCE

COMPLETION
PLAN

The National Agenda

Recommendations



In 2012, the American Association of Community Colleges (AACC) issued a bold call to action to increase completion rates by 50% by 2020. The AACC issued a report, **Reclaiming the American Dream**, which established **seven (7) recommendations** for the 1,200 community colleges to attain that goal.

The recommendations focus on issues that impact the nation's prosperity and its global competitiveness, community college student success and completion rates, equity of access and outcomes across student groups, public accountability for institutional performance and student success, and effectiveness and efficiency in preparing students for real jobs paying family-supporting wages. The **Rhodes State Completion Plan** aligns with the spirit & intent of the National Agenda.

Increase Rates by 50%

Policies/Practices Rigor

Public/Private Investments

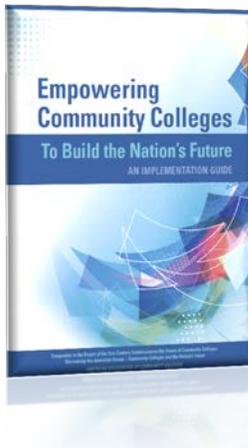
Refocus Mission & Roles

Support Structures

Improve Readiness

Close Skills Gap

The National Agenda Implementation



The American Association of Community Colleges produced a follow-up report early in 2014, **Empowering Community Colleges: To Build the Nation's Future**, as the “blueprint” for Plan implementation. The Implementation Guide is organized by the seven (7) recommendations from the AACC “Reclaiming the American Dream” publication and outlines specific actions colleges can take to address challenges and improve success and completion rates. The **Rhodes State Completion Plan** creates the framework to shift from planning to implementation.



Sustainable change, commitment & persistent focus

Commit to the Work

Share effective data w/ K12 & post-secondary levels

Use & Share Data

Interventions beyond small #'s of students

Design for Scale

Improved learning & elimination of barriers

Embrace Diversity

Balance b/w using technology & human connections

Integrate Technology

Faculty/Staff/Administrators/Gov. Boards

Emphasize Professional Dev.

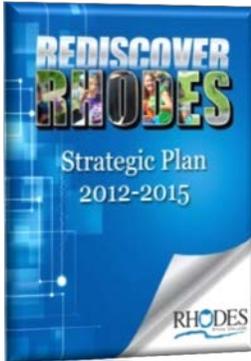
Readiness for the future focus on student success

Prepare New Leaders

Board support president doing courageous work

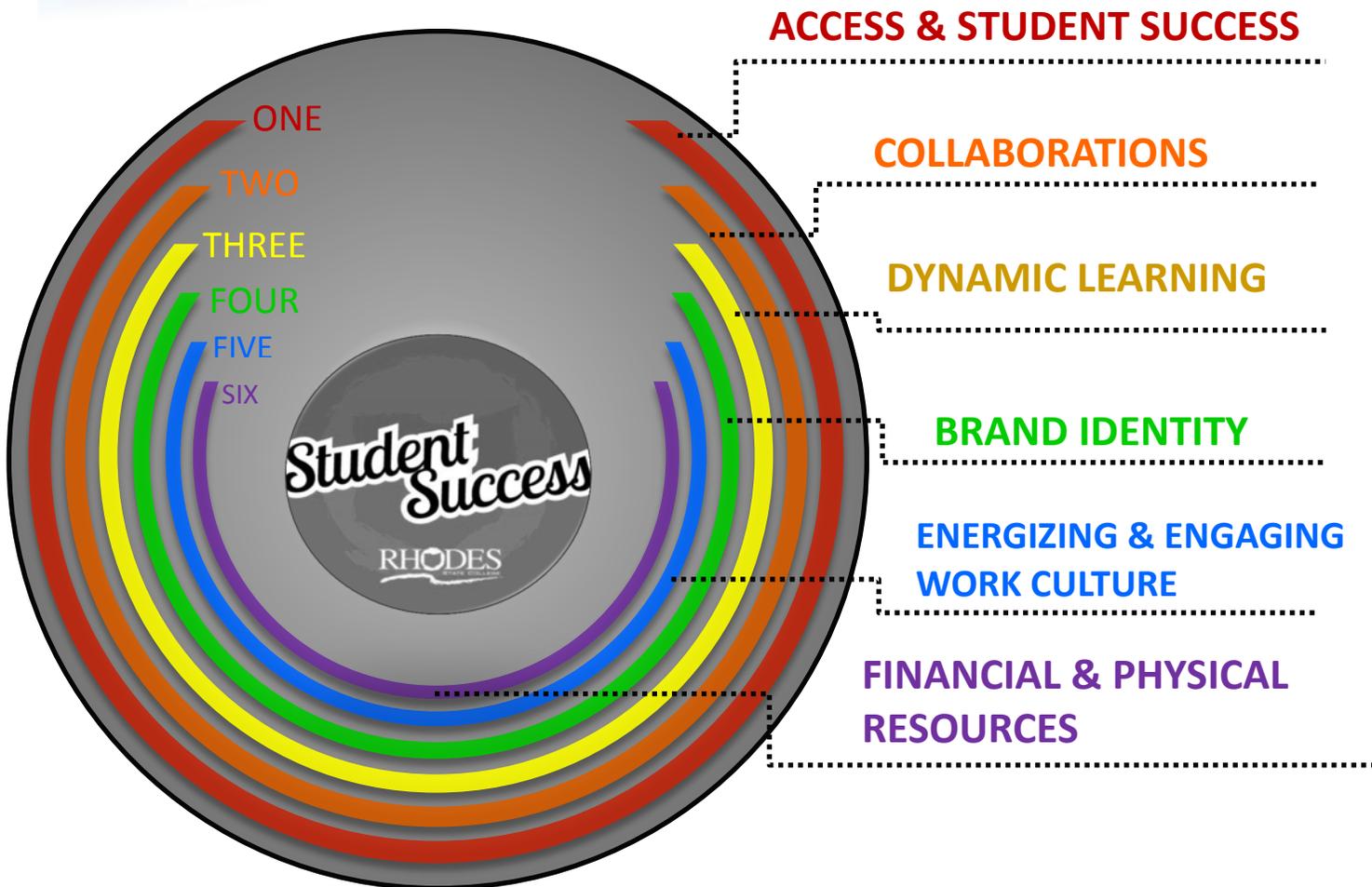
Focus Board Work

The College Strategic Plan



The Rhodes State College **2012-2015 Strategic Plan, Rediscover Rhodes**, seamlessly aligns institutional strategies with the national and state agendas for student access, success and completion.

The College's six strategies and corresponding goals provide a strong foundation to build, implement and sustain a robust **Completion Plan**.



Our Completion Plan

The Framework

To support the Plan development, President Debra McCurdy charged a 26 member Steering Committee, chaired by Cabinet members and consisting of faculty, staff and administrators, to work collaboratively and develop our institutional Completion Plan. **Five (5) Sub-committees** were established with co-chairs appointed to lead the respective charge of each individual group.

The Charge

Under the leadership of the Chairs, the Steering Committee will manage the development and implementation of the Rhodes State College Completion Plan and ensure that it aligns with the purpose of the Ohio Campus Completion Plan. The Steering Committee Chairs will guide the **five (5) sub-committees** in developing the Completion Plan and monitor the implementation of the plan, which will become **effective July 1, 2014 through June 30, 2016**.

The Planning Groups

- **Steering Committee Chairs**
 - Ms. Becky Burrell, Vice President for Institutional Effectiveness/Planning
 - Dr. Cynthia Spiers, Vice President for Student Affairs
 - Dr. Richard Woodfield, Vice President for Academic Affairs
- **Steering Committee**
 - **28 FACULTY & STAFF**
- **Sub-Committees & Co-Chairs**
 - CONNECTION (Dr. Rose Reinhart & Ms. Tish Hatfield)
 - FIRST YEAR ENTRY (Dr. Diana Ridgwell & Dr. Nan Smith)
 - PROGRESS (Ms. Dorothy Kiel & Ms. Judy Mazzairelli)
 - COMPLETION (Dr. Antionette Baldin & Ms. Teresa Iames)
 - WORKFORCE (Dr. Matt Kinkley & Mr. Kevin Reeks)
- **Sub-Committee Members**
 - **56 FACULTY & STAFF**

Our Completion Plan

The Process

PHASE 1: Completion Plan Preparation & Thematic Direction

The President held a meeting with the Steering Committee Chairs and Sub-committee Co-chairs to begin the process of narrowing the focus of the Rhodes State Completion Plan. During the meeting, the Co-chairs were engaged in a review of the 2012-2015 Strategic Plan to identify key strategic objectives that support the State's Completion Plan charge. Each identified key strategic objective was aligned with the completion plan areas of focus (**Connection, First-Year Experience, Progress, Completion & Workforce**) and the impact of each objective on completion. Multiple themes were drawn from the key objectives discussion, with two primary themes emerging – (1) **Student Engagement for Persistence** and (2) **College Readiness**. These two themes provided direction for the Steering Committee and Sub-committee members during the next phase of the process – identifying potential initiatives.

STRATEGIC THEMES

College Readiness:

1. Reducing the number of students entering college unprepared for rigorous college-level work.
2. Increasing the number of students who complete developmental education programs and progress to successful completion of related freshman-level courses.
3. Successful preparation for transfer to baccalaureate institutions and the workforce.

Student Engagement for Persistence

1. Address specific demographic needs that lead to achievement gaps.
2. Change focus from just access towards access, success and completion.
3. Teaching strategies that align better with student learning needs.

PHASE 2: Emerging Strategies & Research Best Practices

The 77 Steering and Sub-Committee members were invited to a working session during which 16 primary and 111 secondary strategies were identified, that related to the thematic directions - Student Engagement for Persistence and College Readiness primary strategies were reviewed by each Sub-committee to determine which ones resonated with the Sub-Committee's respective area of focus (**Connection, First-Year Entry, Progress, Completion & Workforce**). Secondary strategies were reviewed for their potential to be grouped with the primary strategies identified by respective Sub-Committee. Each Sub-Committee will research best practices related to the primary strategies in relation to their respective area of focus (**Connection, First-Year Experience, Progress, Completion & Workforce**). The research will include identifying barriers, needed policy and procedural changes, and the impact on infrastructure and resources.

Our Completion Plan

The Process

PHASE 3: Strategy Development and Recommendation

The Steering Committee will continue to guide the work of the Sub-Committees in narrowing the focus to several primary strategies. Throughout this phase, the Steering Committee Chairs will meet with the President weekly to discuss necessary interventions for change and apprise her of the progress of the Committees. The Steering Committee will draft a report with the Completion Plan strategies recommended for implementation over the next year. The recommendation will be shared with the Sub-Committee members for their feedback. Both the recommendation and sub-committee feedback will be shared with the President for review, discussion with the Steering Committee, and disposition. The framework for the Rhodes State College Completion Plan will be brought forward for approval to the Board of Trustees by the President. The final Plan will be submitted by the President to the Ohio Board of Regents by June 30, 2014.

PHASE 4: Implementation & Assessment

The Completion Planning structure will be maintained to enable the College to continue to assess and improve the Plan. An assessment, update and implementation of the initial scaled or new strategies will be conducted after the first year. Completion Planning will be incorporated into the institutional strategic planning process.

PHASE 5: Continuous Planning & Improvement

The overall plan will become an element of the Quality Initiative for Rhodes State College as part of the Higher Learning Commission's newly revised requirements for reaccreditation. The Completion Plan will become an element of Rhodes State's strategic planning and continuous improvement process, with a focus on readiness, access, persistence, retention, completion and student success.

The Timeline

Description	Due Date
SETTING THE FOUNDATION	
Rediscover Rhodes: 2012 -2015 Strategic Plan	7/1/13
Strategic Course Scheduling Consultation	12/13/13
Ohio Association of Community Colleges (OACC) Data Coaching Workshop	01/24/14
OACC Student Success Symposium	02/07/14
Achieving the Dream (AtD) Data Coach Site Visit	02/19/14
Strategic Course Scheduling Workshop	03/10/14
Governance Institute for Student Success (GISS): Board of Trustees	04/25/14
PHASE 1: PLAN PREPARATION & THEME DIRECTION	
May 16, 2014	
President's Spring Forum Launch	05/01/14
Steering Committee Charge	05/09/14
Steering Committee and Sub-Committee Chair Meetings	05/12/14
Combined Steering & Sub-Committees Meeting	05/13/14
Sub-Committees Initial Meetings	Week of May 12
PHASE 2: EMERGING STRATEGIES & BEST PRACTICES	
May 16, 2014	
Two-Year College Practices	05/16/14
Literature Review	05/16/14
National Strategies	05/16/14
Specific Practices Associated with Funding Model Success Categories and Measures	05/16/14
Completion Plan Framework Formed	05/16/14
Presidential Interventions	05/16/14
Weekly Steering Committee Meeting	05/16/14
PHASE 3a: STRATEGY DEVELOPMENT & RECOMMENDATION	
May 19-23, 2014	
Weekly Sub-Committees Meetings	Week of May 19
Completion Plan Framework to Board of Trustees	05/20/14
Strategic Themes: College Readiness & Engagement for Persistence	05/23/14
State Funding Model Impact	05/23/14
Budget Development	05/23/14
Identify Outcomes Measures	05/23/14
Review Progress with the President	05/23/14
Weekly Steering Committee Meeting	05/23/14
PHASE 3b: IDENTIFY POLICY & PROCEDURE BARRIERS	
May 26-30, 2014	
Weekly Sub-Committees Meetings	Week of May 26
Identify Policy and Procedure Interventions	05/30/14
Identify Potential Barriers	05/30/14
Draft Completion Plan Reviewed with President	Week of May 26
PHASE 3c: COMPLETION PLAN SUBMISSION	
June 30, 2014	
Weekly Steering Committee – President's Discussion of Draft Plan	Week of June 2
President's Cabinet Retreat with Steering Committee	06/21/14

The Timeline

President Submits Completion Plan to the Ohio Board of Regents	June 30, 2014
PHASE 4: IMPLEMENTATION & ASSESSMENT	2014-2015
Scope of Work Developed	August 2014
Steering Committee Refined & Implementation Teams Established	August 2014
Steering Committee & Implementation Team Meetings	September 2014
Implementation Action Plans Development	September - December 2014
Completion Plan Implementation	January 2015
PHASE 5: CONTINUOUS PLANNING & IMPROVEMENT	2015-2016
Steering Committee & Implementation Team Meetings Con't.	January - April
Action Plan Assessment & Improvement Plan Development	April 2015
Board of Trustees Meeting: Progress Update	May 2015
President Submits 2016 Plan Update to the Ohio Board of Regents	June 30, 2016

Completion Commitment

The purpose of the **Rhodes State College Campus Completion Plan**, in compliance with the **Ohio Board of Regents'** request, is to develop a systemic improvement plan for institution-wide policy and practice change reaching all levels for direct impact on student persistence and completion by:

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

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

Rhodes State College, in consultation with the Board of Trustees, will meet the Ohio Board of Regents' mandate for submission of a Completion Plan. Through its five (5) phase approach, Rhodes State has developed systemic improvement strategies for institution-wide policy and procedure changes permeating into the departmental and classroom levels.

The two primary themes **(1) Student Engagement for Persistence** and **(2) College Readiness**, along with the implemented strategies, will address critical issues impacting student success across five (5) areas of focus (**Connection, First-Year Entry, Progress, Completion and Workforce**) from inquiry to employment and beyond. In keeping with our continuous improvement process, the Completion Plan will become an element of Rhode State's strategic plan with its focus on readiness, access, persistence, retention, completion and student success.

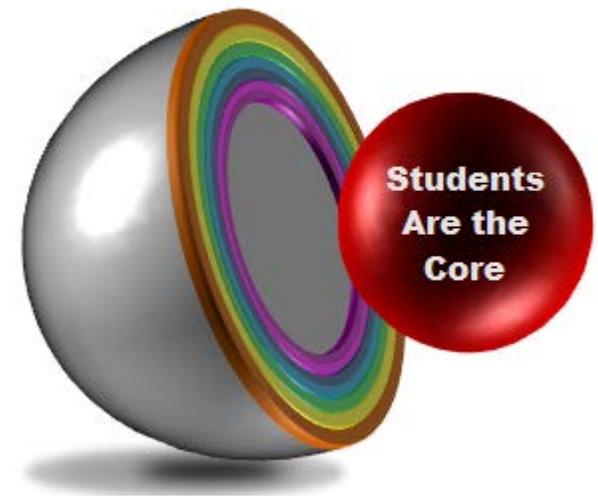
Upon the return of the faculty in August 2014, additional planning will occur during the College's scheduled professional development to further refine the Plan and expand the engagement of the Academy to explore and address potential gaps, implementation strategies and resource reallocation.

Student success has been "at the core" for faculty and staff since 1971. Rhodes State's collective approach towards fulfilling our student-centered mission to "change lives, build futures, and improve communities through life-long learning" is architected throughout the **Completion Plan** and solidifies our vision and commitment to be the #1 Choice in our region.

Implementation Summary

The following section has been prepared to bring understanding regarding the planning process, the organization and implementation of the Rhodes State College Completion Plan. This section includes a set of tables and a set of respective narratives, referenced as an appendix at the bottom of each table. Each table represents an area of focus (**Connection, First-Year Experience, Progress, Completion, and Workforce**) and the ten (10) correlating initiatives. At the top of each table is a brief description of the focus for improvement and its current status. The components within each table include: (a) the specific improvement initiative, (b) incremental strategies for implementation of the initiative, (c) the leadership and collaborator(s) for the initiative, (d) the expected outcome and measure, and (e) the timeline during which the initiative and its incremental strategies will be implemented. The respective appendices (B-K) provide a more detailed narrative of each component within the tables, critical first steps, and background research. These narratives will be used to bring clarity of the detail to the College community as the Completion Plan is implemented.

Finally, a budget is included to detail those initiatives which have a cost attached.



CONNECTION: Successfully connecting with college & early preparation for college and careers.

Improvement Focus Description: High school and adult students seeking post-secondary credits need to have the necessary skills to succeed in their courses and certificate/degree plans. Relying on developmental coursework or remediation is not sufficient as a mechanism for success, particularly in reading, writing and mathematics preparation. Early engagement in preparatory Boot Camps in these subject areas, coupled with student success strategies will assist Rhodes State Students in preparation for persistence, retention and completion.

Improvement Focus Current Status: Existing issues and barriers include high credit hour developmental math courses (5 and 7 hours) that are graded and count into a student’s grade point average; lack of professional tutors especially in math; an unprepared student population for taking the COMPASS test; and limited supplemental instruction in developmental courses beyond the Academic Success Center and the Math/Science/Engineering Skills Center.

Improvement Initiative	Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Boot Camps	<p>Mentorship program with K-12 Math instructors</p> <p>ACT-COMPASS Prep Program to prepare students for the Compass Placement Assessment</p> <p>Boot Camps in math, reading, and writing</p> <p>Professional Tutors</p>	<p>Chair, Mathematics</p> <p>Supervisor, Testing Center</p> <p>Associate Dean, Academic Success Center</p>	<p>Dean, Arts/Sciences</p> <p>Faculty, Math</p> <p>Chairs</p> <p>Director, Advising & Counseling</p> <p>Director, Community Outreach</p> <p>Director, Marketing</p> <p>Director, Institutional Research</p> <p>Registrar</p> <p>Supervisor, Testing Center</p> <p>Director, Math, Science, and Engineering Skills Center</p>	<p>Increase placement rates into college level courses</p> <p>Increase first semester completion</p> <p>Decrease the rate of students repeating developmental education courses</p>	<p>Rates of students placing direction into college level courses</p> <p>Rates of students successfully completing their first semester</p> <p>Rates of students repeating developmental education courses</p>	<p>Fall 2014</p> <p>Scale K-12 instructors Math workshops/seminars</p> <p>Develop COMPASS Prep Program</p> <p>Develop Boot Camps (math, reading, writing) program</p> <p>Scale Professional Tutor Program</p> <p>Fall 2015</p> <p>Implement new/scaled Programs</p> <p>Summer 2015</p> <p>Assess & Improve</p>

See Appendix B

CONNECTION: Successfully connecting with college & early preparation for college and careers.

Improvement Focus Description: Financial Aid Literacy is one strategy that can prepare students for managing the cost of attendance and support their continued persistence. Paying for an education can be a difficult task, but even greater is the level of debt that graduates or drop-out students can accrue. As new students explore Rhodes State College for their post-secondary education, financial literacy needs to be an area of focus for all incoming students. Early preparation regarding financial literacy can assist students in learning how to pay for their education, as well as understanding their responsibility to pay back their debt.

Improvement Focus Current Status: Existing issues and barriers include, but are not limited to: unclear communication about financial aid and debt; limited opportunities to interact with students and parents; limited online tools; and a first-generation student population with little to no experience regarding higher education.

Improvement Initiative	Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Financial Aid Literacy	<p>Financial aid workshops and seminars</p> <p>Online/interactive tools</p> <p>Strategic scholarship opportunities</p>	<p>Director, Financial Aid</p> <p>Executive Director, Advancement</p>	<p>Director, Admissions</p> <p>Director, Advising & Counseling</p> <p>Registrar</p> <p>Director, Community Outreach</p> <p>Director, Marketing</p> <p>Director, Information Systems,</p> <p>Director, Marketing</p> <p>Director, Institutional Research</p>	<p>Decrease rate of students exceeding maximum timeframe</p> <p>Increase in the rates of students achieving 67% of course completion</p>	<p>Rate of students exceeding 150% of the maximum timeframe for using financial aid</p> <p>67% of semester course completion rates</p>	<p>Fall 2014 Develop financial aid workshops, including online</p> <p>Spring 2015 Develop online financial aid tools</p> <p>Earmark & award funds for at-promise/first generation students</p> <p>Fall 2015 Implement financial aid literacy program</p> <p>Spring & Summer 2016 Assess & Improve</p>

See Appendix C

CONNECTION: Successfully connecting with college & early preparation for college and careers.

Improvement Focus Description: New student orientation will become mandatory and will include a redesigned format tailored to the needs of specific student populations. Included in the redesign will be the separation of registration from orientation as well as an integration of the curriculum from the current SDE 1010 first-year experience course.

Improvement Focus Current Status: Existing barriers and issues include the need for Student Affairs and Academic Affairs to work together in order to achieve these outcomes. Faculty will need to become more involved in orientation and first-year experience. The impact of involvement on faculty workload will need to be examined. Change in policies regarding current orientation and SDE requirements would need vetted and submitted to Shared Governance.

Improvement Initiative	Strategy:	Leadership:	Collaborators	Outcome	Measure	Timeline
Orientation Redesign and Delivery	Mandate new student orientation for on campus and on-line delivery The First Year Experience (current SDE) course redesigned	Director, Advising & Counseling Deans VP Academic Affairs Deans VP Student Affairs Chair, Social and Behavioral Sciences	Chairs Faculty Advisors Admissions Faculty Director, Advising & Counseling Workforce Development Staff	Increase first semester to second semester persistence rates Increase fall-to-fall retention rates	Semester to semester persistence rates Retention rates	Fall 2014 Redesign new student orientation Redesign First Year Experience (SDE) course Summer 2015 Implement redesigned new student orientation Fall 2015 Implement redesigned First Year Experience (SDE) course Spring & Summer 2016 Assess & Improve

See Appendix D

FIRST YEAR ENTRY: Comprehensive first-year experiences that help students successfully launch their journey to college & career.

Improvement Focus Description: Advising and scheduling is a strategy designed to assist students in registering and completing appropriate courses in the proper sequence through appropriate, intrusive advising, course schedules and program delivery formats designed to meet students’ needs.

Improvement Focus Current Status: Existing issues and barriers to student success include the not having comprehensive strategic scheduling process impedes planning abilities and prevents comprehensive advising and the need for more proactive advising means an increase in time spent following up with students and faculty demanding higher workloads for advisors. Several policies and procedures need to be examined and developed setting and upholding deadlines for registering/adding/dropping; and assigned advisors or support personnel.

Improvement Initiative	Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Student Centered Scheduling	Develop student-centered Program Formats and Offering (e.g., weekend, evening, etc.)	VP Student Affairs VP Academic Affairs AVP Academic Affairs Registrar Deans Director, Advising & Counseling	Deans Chairs Director, Advising & Counseling	Increase enrollment percentage age 25 or older Increase course to course sequence persistence rates within first year Increase semester to semester persistence rates Increase course completion rates within first year	Percentage of students enrolled age 25 or older Course to course sequence persistence within the first year Persistence rates from 1 st semester to 2 nd semester Course completion rates within the first year	Summer 2014 Design strategic scheduling process Spring 2015 Implement strategic scheduling for Fall 2015 Spring & Summer 2015 Assess & Improve

See Appendix E

PROGRESS: Moving students in a timely, efficient and cost-effective manner along the “success” path to completion.

Improvement Focus Description: Progress concerning student success incorporates benchmarks of the student persisting from 12 hours to 24 hours to 36 hours. The theme of Student Engagement for Persistence supports the idea that increased “touches” with students are congruent with increased student retention and completion. Proactive advising encourages students to develop relationships with both faculty and staff at the College, thus developing a sense of “belonging”. As the student and advisor work together to determine the best course of action, the modularized courses, if appropriate, may be one of those interventions that allows the students to concentrate on the student-learning outcomes that they are currently unsuccessfully meeting, subsequently allowing them to repeat only that part of a course. Modularization may allow them to make necessary adjustments and change of focus, which may prevent any necessary repetition of course content already achieved.

Improvement Focus Current Status: Policies and Procedures which may impact student progress include, but are not limited to: Student Academic Progress; Academic Curricular Review process; programmatic accreditation guidelines; Credit Hour policies; Financial Aid rules / regulations; State funding models; DARS; Banner; and credit hour shortages at graduation. The lack of a Strategic scheduling policy and process is also problematic.

Improvement Initiative	Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Course Modularization	Curriculum-mapping process for the identified course(s) Strategic scheduling process to insure that appropriate modules are offered Training for Modularized Courses Modularized courses for workforce Banner and DARS enhancements	VP Academic Affairs Deans Chairs	AVP Academic Affairs VP Student Affairs VP Business Faculty Advisors Director, Financial Aid Curriculum Committee Director, Information Systems Registrar Institutional Research Office	Increase course completion rates in modularized courses Increase fall to fall retention Increase 3 and 4 year degree completion rates	Course completion rate in modularized courses Fall to fall Retention Degree completion rate	Summer 2014 Determine Courses for Modularization Fall 2015 Implement Course Modularization Process Spring & Summer 2016 Assess & Improve

See Appendix F

PROGRESS: Moving students in a timely, efficient and cost-effective manner along the “success” path to completion.

Improvement Focus Description: Through Learning Communities, students will begin to bond with one another more quickly, which encourages them to engage more deeply with learning and foster stronger relationships with faculty and advisors – ultimately leading to the development of social and academic support networks. In Learning Communities, students’ confidence in their abilities to learn, as well as their motivation to succeed, increases by creating a safe, supportive learning space. Due to this “engagement” and “involvement” students persist, are retained, and complete at higher rates. There have been several pilot Learning Cohort programs initiated at Rhodes State in the past – all experienced an increase in retention.

Improvement Focus Current Status: A lack of initiatives that identify situations and issues that hinder a student’s progression to the 12, 24, and 36 credit hour achievement have been identified at RSC Initiatives missing included: early alert process and technology, missing criteria for early alert activation, high touch points with students, etc. Policies and procedures exist that are not student-friendly and do not support the student in their progression to completion; ex: withdraw procedure. Lack of follow-up with students that leave the College as an attempt to restore them to the College pathway; as well as, no attempt to determine “why” they left initially.

Improvement Initiative	Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Learning Communities	Creation of Learning Communities based upon targeted populations as defined by the institution (Veterans, Minority, Workforce/Industry, etc.)	VP Academic Affairs Deans VP Student Affairs	Learning Communities Steering Committees Learning Communities Coordinator Chairs Faculty Faculty Advisors & Advisors Registrar Information Systems Staff Workforce Development	Increase student course to course persistence rates Increase student retention rates Increase certificate and degree completion rates	Persistence of Learning Community Students Retention of Learning Community Students Certificate/Degree Completion of Learning Community Students	Fall 2014 Steering Committee develops Learning Community Program Summer 2015 Implement Learning Communities Spring 2016 Assess and Improve

See Appendix G

COMPLETION: Managing process improvement & reshaping our institution to build sustainable models that incentivize students to persist & complete.

Improvement Focus Description: A virtual advising delivery system will engage students at the earliest pre-college touch points and reinforce the milestone completion points to advance students through to certificate and degree completion. The holistic intrusive model will promote the significance of COMPASS placement testing, as well as other placement indicators, to prospective students so that they will become more conceptually aware of gaps between their plans/expectations and real employment opportunities (Rassen, Chaplot, Jenkins, & Johnstone, 2013). Each student will be provided with clear pathways at entry giving them a comprehensive vision of the steps to reach their goals (Rassen et al., 2013).

Improvement Focus Current Status: Current barriers to this Advising/Scheduling strategy range from overcoming institutional inertia to changing student behavior. A lack of mandatory advising permits some students to avoid engaging in the advising process during their entire enrollment. A lack of written and published policies and procedures that facilitate interoffice and interdepartmental collaboration presents further challenges to the development and implementation of a more holistic advising and scheduling model.

Improvement Initiative	Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Virtual Advising	Intrusive model Advising technology	Director Advising & Counseling VP Academic Affairs Deans Chairs VP Student Affairs Registrar	Director, Distance Education Director, Information Systems Faculty Registrar Admissions Faculty Advisors Financial Aid	Reduce rate of students trending above the 150% SAP financial aid standard Increase course completion Increase semester to semester persistence	150% SAP financial aid timeframe Increase course completion rates Semester to semester persistence	Fall 2014 Develop comprehensive advising system Spring 2015 Run Pilot Fall 2015 Implement Spring & Summer 2016 Assess & Improve

See Appendix H

COMPLETION: Managing process improvement & reshaping our institution to build sustainable models that incentivize students to persist & complete.

Improvement Focus Description: A comprehensive early alert system comprised of a mandatory, early course assessment and follow up remediation or intervention, both leveraged by technology, will be implemented to promote course completion and student persistence. Facilitating persistence begins prior to entrance through college readiness efforts designed to ensure that students understand the importance of entrance exams, course sequencing and career goals. Intervention strategies, however, promote engagement in course work and with faculty and staff in the furtherance of student persistence and can lead to a higher level of student achievement.

Improvement Focus Current Status: Perception, a history with lack-of-fit technology, and inter-departmental communication challenges lead the list of barriers to implementing a viable early alert system. The college’s prior attempts at early alert services using technology have fallen into disuse. The issues with the technology encompassed lack of training, lack of follow through, and misunderstanding of the purpose of early alert. In addition, the use of additional technology outside of routinely used systems placed an added burden on faculty. Early alert systems depend on faculty for early classroom assessment and tracking of student performance. The communication process currently in place to identify and share information about at-risk students is not clearly defined and does not promote ‘closing the loop’ between the faculty member and the advising or learning support staff charged with intervening.

Improvement Initiative	Strategy	Leadership	Collaborators	Outcome	Measure	Timeline
Early Alert System	Mandatory Early Course Assessment Course Remediation Leveraging Technology	VP Academic Affairs Associate Dean, Academic Success Center Deans Chairs Director, Information Systems VP Student Affairs VP Academic Affairs	Deans Chairs Faculty Associate Dean, Academic Success Center Director, Distance Education Director, Information Systems Workforce Development Director, Advising & Counseling Admissions	Increase student course completion rate Increase student persistence rate term to term within course sequence or series	Course persistence rates Student persistence rates, course to course within a sequence or series	Summer 2014 Develop Comprehensive Early Alert System Summer 2015 Pilot Comprehensive Early Alert System Fall 2015 Implement Spring & Summer 2015 Assess & Improve

See Appendix I

WORKFORCE: Earning post-secondary education credentials and achieving academic & career goals.



Improvement Focus Description: The College’s ability to engage both emerging and incumbent workers with appropriate advising/scheduling is required to impact completion and success. This will include a system-wide process for Prior Learning Assessment (PLA) whereby students may gain credit for experience, credit for non-academic learning and credit by examination. PLA will be promoted and supported within the College to assist students in expediting college completion and reduce costs.

Improvement Focus Current Status: The College will review all PLA support guidelines and implement a best practice PLA process across all College populations. Currently, PLA is not promoted and students must initiate and complete the process in order to receive PLA credit. Education of the new PLA process is critical to its implementation. Program curriculum may need to include options for electives. Additionally, realignment of staff may be necessary to centralize PLA intake.

Improvement Initiative:	Strategy:	Leadership:	Collaborators:	Outcome:	Measure:	Timeline
Prior Learning Assessment (PLA)	Rhodes State College will evaluate and assess students’ life learning for credit to expedite certificate and degree completion and to reduce costs Standardize PLA application process and timeline	VP Academic Affairs VP of Student Affairs Executive Director, Workforce Development VP Academic Affairs VP Student Affairs	Deans Chairs Faculty Registrar Director, Advising & Counseling Project Coordinator, Workforce Development Director, Marketing & College Relations Director, Admissions	Increase the number of PLA students Increase certificate and degree completion of PLA students	Number PLA students Certificate and degree completion of PLA students	Summer 2014 Develop PLA Process Fall 2014 Implement PLA Process Spring 2015 Assess & Improve

See Appendix J

WORKFORCE: Earning post-secondary education credentials and achieving academic & career goals.

Improvement Focus Description: Stackable Credentials/Pathways allow students to become work ready through College certificates and third-party certifications from college readiness through completion. Early student engagement will outline educational career milestones through Stackable Credentials/Pathways providing validation of students’ skills and knowledge. Across the campus, workforce development strategies will allow students to achieve workforce readiness and increase connections to area employers. Students will demonstrate knowledge and skills as well as the ability to support the cultural environment of employers needed for success in a wide range of industries and businesses.

Improvement Focus Current Status: Stackable credentials/Pathways are not universally implemented and identified across campus. Stackable credentials require development to comply with financial aid requirements. The inclusion of third-party credentials into course completion will require additional resources including financial, staffing and curricular understanding. Educating the College on Stackable Credentials/Pathways is critical to its success. The process must also be seamless for the students so credentials are a part of their programs and are recognized as they are awarded.

Improvement Initiative	Strategy	Leadership	Collaborators	Outcomes	Measure	Timeline
Stackable Credentials/Pathways	Build Stackable Credentials/Pathways Program	VP Academic Affairs VP Student Affairs Executive Director, Workforce Development	Director, Financial Aid Deans Chairs Faculty Director, Advising & Counseling Registrar Director, Marketing & College Relations Director, Institutional Research	Increase the number of stackable certificates awarded	Stackable certificates awarded	Fall 2014 Scale & development new stackable credential pathways Fall 2015 Implement scaled & developed new stackable credential pathways Spring 2015 Assess & Improve

See Appendix K

PLAN BUDGET (projected)



The projected **Completion Plan Budget** is based upon the planning groups initial evaluation of “What will Rhodes stop doing?” in order to shift and reallocate resources from the operational budget to successfully support the focus areas of the Plan. An ongoing assessment, allocation and management of fiscal resources for the Plan will be embedded in the College’s annual planning, budgeting and continuous improvement processes.

Connection	First-Year Entry	Progress	Completion	Workforce	Budget Totals
Boot Camp development: \$15,000 Orientation Redesign Consultant Fee \$7,000 First Year Experience (SDE) Redesign \$10,000	Curriculum redesign: \$15,000	Course Modularization: \$10,000 Learning Communities: \$10,000	Early Alert Technology Upgrade: \$50,000	\$0	\$122,000
\$37,000	\$15,000	\$20,000	\$50,000	\$0	

Appendix A: Board of Trustees Resolution

CONSIDERATION OF APPROVAL FOR THE 2014-2016 RHODES STATE COLLEGE COMPLETION PLAN FRAMEWORK: DRIVING TRANSFORMATION

Resolution No. 2014 – 60

Resolved, upon recommendation by the President and with the concurrence of the Vice President for Institutional Effectiveness and Assistant to the President for Planning, the Vice President for Academic Affairs and the Vice President for Student Affairs and the Executive Staff, that the Board adopt the Rhodes State College 2014 Completion Plan Framework: Driving Transformation.

The Board unanimously approved Resolution No. 2014-60 Rhodes State College Completion Plan Framework: Driving Transformation on May 20, 2014.

Appendix B: Boot Camps

Sub-committee Category Name: Connection

Strategy Name: College Preparation and Intervention

1. Describe the College strategy in relation to your category.

As more direct from high school and adult students seek post-secondary credits it is important to ensure that they have the necessary skills to succeed in their courses and certificate/degree plans. Relying on developmental coursework or remediation is not sufficient as a mechanism for success, particularly in reading, writing, and mathematics preparation. Early engagement in preparatory Boot Camps in these subject areas, coupled with student success strategies will assist Rhodes State students in preparation for persistence, retention and completion.

2. Improvement Focus Description:

Remediation often occurs after students enter the institution. According to the Complete College America, “twenty percent of incoming freshmen at four-year institutions and 52% of those at two-year colleges need to enroll in some type of remedial coursework. African American, Latino, and students from low-income families enroll at the highest percentages”. They went on further to say that “In community colleges, less than 25% of students who required remedial coursework earned a degree or certificate within eight years of enrollment. Forty percent of students who did not require remediation completed their degree or certificate within eight years.” Data for Rhodes State College is similarly bleak. Overall successful completion of developmental education courses for Fall 2013 was 55% with 250 students failing at least one (1) development education course. By engaging students in Boot Camps prior to entry the College can assist students with preparatory interventions that may better prepare them for college level work.

3. Improvement Focus Current Status:

There are several existing barriers and issues regarding student preparedness and successful completion of coursework at Rhodes State College. These include: the lack of professional tutors, especially in math; a student population underprepared to take the COMPASS placement test; and limited supplemental instruction in developmental courses, beyond the Academic Success Center and the Math/Science/Engineering Skills Center.

4. What are the initiatives (action steps/items) that support the strategy?

The Boot Camp initiative will be implemented through the following actions:

- **Mentorship of K-12 Instructors** – Focus on math teaching strategies
- **ACT COMPASS Prep Pre-Semester Boot Camps** – Develop pre-semester boot camps to offer prospective new students a chance to receive tutoring in reading, writing and mathematics with a purpose to improve students' scores in the English and math components of the ACT Compass, which assesses students' placement and ability to succeed in developmental or college level courses.

- **Course Pre-Semester Boot Camps** – Develop pre-semester boot camps in math, reading, and writing, with a primary focus on math that emphasizes student readiness and provides intense instruction for success in college including, revising some type of Quick Start format, especially for adult students.
- **Professional Math Tutors** - Pursue hiring professional math tutors to support Boot Camps and tutoring.

5. Who will be responsible for leading each initiative?

The Associate Dean of Academic Success will lead the boot camp initiative under the direction of the Associate Vice President for Academic Affairs in collaboration with the Testing Center Supervisor. The Mathematics Chair will lead a sustained K-12 mentorship outreach under the direction of the Dean of Arts & Sciences.

Who are the collaborators (position titles) & how will they support each initiative?

The Director of Advising will assist with student testing and placement, the Director of Community Outreach will assist with adult students and underserved populations, the director of the Mathematics, Science, and Engineering Skills Center will provide tutoring support, the Program/Department Chairs will provide content specific input, the Director of Institutional Research and the Registrar will assist with data tracking, and the Director of Marketing will assist with the promotion of all services.

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Rates of Students Placing Directly into College Level Courses

- Targeted Outcome: Increase placement rates into college level courses
- Data Manager: Testing Center Supervisor

Rates of Students Successfully Completing their First Semester

- Targeted Outcome: Increase first semester completion
- Data Manager: Registrar

Rates of Students Repeating Developmental Courses

- Targeted Outcome: Decrease developmental education repeaters
- Data Manager: Registrar

7. What is the timetable for development & implementation?

Boot Camps Initiative		
Activity Description	Start Date	Completion Date
Mentorship of K-12 Instruction - Task force created to explore ways to mentor K-12 instructors including best practices workshops/seminars.	September 2014	April 2015
Professional Tutors - Associate Dean of Academic Success Center and Director of Math, Science, Engineering Skills center will work with Dean of Arts/Sciences and Mathematics chair to determine the	October 2014	December 2014

necessary qualification for a professional tutor in math to assist with boot camps and determine budget line.		
Compass Prep Pre-Semester Boot Camps - Director of Testing will work with Associate Dean of Academic Success, Director of Advising, to develop COMPASS prep outline	October 2014	December 2014
Compass Prep Pre-Semester Boot Camps - Director of Testing will work with Associate Dean of Academic Success, Director of Advising, to develop COMPASS prep outline	October 2014	December 2014
Compass Prep Pre-Semester Boot Camps - Director will work with Director of Marketing to develop appropriate printed material for distribution at prep workshops/seminars or online	November 2014	December 2014
Compass Prep Pre-Semester Boot Camps - Director of Testing will work with Registrar to determine where to indicate attendance at COMPASS prep workshops/seminars completion in Student Information System	December 2014	January 2015
Course Prep Pre-Semester Boot Camps - Associate Dean, Academic Success will work with Director of Testing, Department Chairs, Dean of Arts/Sciences, Director of Advising, to develop boot camps format outline.	October 2014	February 2015
Course Prep Pre-Semester Boot Camps - Associate Dean will work with Director of Community Outreach for assistance in reaching adult students and under-served populations.	February 2015	March 2015
Course Prep Pre-Semester Boot Camps - Associate Dean will work with Registrar to determine where to indicate attendance at Boot camps in Student Information System.	March 2015	April 2015
Mentorship of K-12 Instruction - Task force created to explore ways to mentor K-12 instructors including best practices workshops/seminars.	September 2014	April 2015
Professional Tutors - Associate Dean of Academic Success Center and Director of Math, Science, Engineering Skills center will work with HR to fill the position.	January 2015	April 2015

8. What are the next 3-4 critical steps to successfully get started?

- Director of Testing Center meets with Interim Associate VP for Academic Affairs to outline project timeline, budget, and barriers to COMPASS prep initiative.
- Associate Dean of Academic Success meets with Interim Associate VP for Academic Affairs to outline project timeline, budget, and interventions for barriers to boot camps.

9. Research citation(s):

Lumina Foundation. (2012). College and career readiness: A quick stats fact sheet. National High School Center.

Rhodes State College. (2014). Pass rates at Rhodes State College: developmental ed classes. Office of Institutional Research.

Appendix C: Financial Aid Literacy

Sub-committee Category Name: Connection

Strategy Name: College Preparation and Intervention

1. Describe the College strategy in relation to your category.

In preparing for a college education, most students need to seek some sort of financial support and financial aid continues to be the primary way for students to pay for their post-secondary education. At Rhodes State College there are three primary forms of financial aid available to students: grants, scholarships, and loans. Grants and scholarships are monies that do not require repayment while loans accrue interest and need to be repaid. There are many nuances to financial aid that could impact a student's ability to persist from term to term. Teaching students how to manage their financial aid and the consequences of their academic progress on continuing to receive financial aid are important to their successful persistence, retention and completion.

2. Improvement Focus Description:

As new students explore Rhodes State College for their post-secondary education financial aid literacy needs to be a focus. Paying for an education can be a difficult task. According to Forbes, "two-thirds of students graduating from American colleges and universities are graduating with some level of debt. In fact, one in 10 graduates accumulates more than \$40,000." Community colleges are not immune to the student debt situation. Forbes (2013) also reports that "of those students completing an associate's degree for a community college in 2008, 38% graduated with debt" with the national average of \$7125". According to the Rhodes State College Default Management plan, graduates are leaving with a loan debt on average between \$17,305 and \$21,611.

3. Improvement Focus Current Status:

There are several existing barriers and issues with financial aid for incoming students. They include: unclear communication with prospective students regarding financial aid regulation and requirements; limited opportunities to speak with students, parents, and significant others about financial aid opportunities and some of the pitfalls to taking out a large amount of student loans; limited online tools to assist in answering financial aid questions; and difficulty determining how many first generation students are inquiring and applying (first generation students often need more assistance understanding the financial aid process and terminology).

4. What are the initiatives (action steps/items) that support the strategy?

The Financial Aid Literacy initiative will be implemented through the following actions:

- **Review Financial Aid Communications** - Review of all written communication from the financial aid office to revise unclear language and to provide better information on financial aid awards.
- **Financial Aid Workshops/Seminars** – Implement financial aid workshops/seminars for direct from high school and adult students which include financial aid mentors for assistance

in completing the FAFSA. May include travel with admission counselors to high schools and an increased presence at orientation

- **Online Interactive Tools** - Usable online interactive tools to determine financial aid eligibility, an online ‘live chat’ with financial aid personnel, and a searchable and easy to understand glossary of financial aid terms
- **Scholarship Opportunities for First Generation Students** - Exploration of scholarship opportunities for first generation students.

5. Who will be responsible for leading each initiative?

The Director of Financial Aid will lead under the direction of the Vice President for Student Affairs.

Who are the collaborators (position titles) & how will they support each initiative?

Who has critical involvement & what are their roles?

The Director of Advising will assist with orientation and parent/guardian presentations, the Executive Director of Development will coordinate process for a First Generation Scholarship, the Director of Community Outreach will coordinate workshops for adult and underrepresented populations, the Director of Information Systems will coordinate an increased presence online, the Director of Institutional Research and the Registrar will determine how to identify first generation students, and the Director of Marketing will create materials for presentations, workshops, and the web.

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Rate of students exceeding 150% of the maximum timeframe for using financial aid

- Targeted Outcome: Decrease rate of students exceeding maximum timeframe
- Data Manager: Director of Financial Aid

Course completion rates at a minimum of 67%

- Targeted Outcome: Increase in the rates of students achieving 67% of course completion
- Data Managers: Director of Financial Aid and Executive Director of Development

7. What is the timetable for development & implementation?

Financial Aid Literacy Initiative		
Activity Description	Start Date	Completion Date
Financial Aid Workshops/Seminars: Task force will be created to review and revise all written communication to incoming students from financial aid with a focus on clarity and readability	September 2014	March 2015
Financial Aid Workshops/Seminars: Director of Financial Aid will work with Director of Community Outreach, Director of Admissions and Director of Advisor to develop workshop and seminar outlines	October 2014	December 2014
Financial Aid Workshops/Seminars: Director of Financial Aid will work with Director of Marketing to develop appropriate printed material for distribution at	November 2014	December 2014

workshops/seminars		
Financial Aid Workshops/Seminars: Director of Financial Aid will develop training sessions for financial aid mentors to assist with FAFSA completion	December 2014	January 2015
Online Interactive Tools: Director of Financial Aid will work with Director of Community Outreach, Director of Admissions and Director of Advisor to develop workshop and seminar outlines	October 2014	February 2015
Scholarship Opportunities for First Generation Students: Director of Financial Aid will work with Executive Director of Advancement to explore ways to earmark or solicit monies to fund a minimum of 2 scholarships for new first generation students	February 2015	May 2015

8. What are the next 3-4 critical steps to successfully get started?

- Director of Financial Aid meets with Vice President for Student Affairs to outline project timeline, budget, and barriers to success.
- Vice President for Student Affairs appoints task force(s) to begin work on review of financial aid communication.
- Director of Financial Aid meets with Director of Information Systems and Director of Distance Education to outline timeline, budget, and barriers to an increased web presence.

9. Research citation(s):

Forbes. (2013). How the \$1.2 trillion college debt crisis is crippling student, parents and the economy. Retrieved from <http://www.forbes.com>

Rhodes State College. (2013). Default management plan.

Appendix D: Orientation Redesign and Delivery

Sub-committee Category Name: Connections

Strategy Name: Advising and Scheduling

1. Describe the College strategy in relation to your category.

Connections by divisional faculty can be made with new students during orientation which is traditionally their first organized campus experience. New student orientation will become mandatory in all divisions and will include a redesigned format tailored to the needs of specific student populations. Mandatory orientation is currently a requirement in 3 of the 5 Rhodes State academic divisions. Included in the redesign will be the separation of registration from orientation as well as integration of curriculum from the current SDE course.

2. Improvement Focus Description:

Research shows that mandatory orientation leads to greater use of student services and an increase in student retention and completion. (Gonzalez, 2012) Registration would become a separate event from orientation. Consideration could be given to include information about the campus in general but also the division/program in which the student is enrolling. Faculty and Deans should be involved so that initial connections can begin to be made with the student. This orientation could be held within the week before classes start and could become part of a “Welcome Week”. There has been work done to consolidate the first year experience course (SDE 1010) curriculum into this week long orientation. Allied Health has required mandatory orientation for the past academic year with the intent of increasing retention through early connections. The incoming cohorts will be the first to have met this requirement and the results will need assessed. Nursing and IT/ET have recently initiated mandatory orientation. Orientations will need to be designed to address the needs of various cohorts such as transfer students, transient students, non-traditional students and distance students. The first year experience redesign could include the shift of that curriculum to each of the 5 divisions so that the success strategies could be tailored to each division’s needs.

3. Improvement Focus Current Status:

Existing barriers and issues include: the need for Student Affairs and Academic Affairs to work together in order to achieve these outcomes; faculty will need to become more involved in orientation and the first year experience; and the impact of this involvement on faculty workload will need to be examined. Change in policies regarding current orientation and SDE requirements will need vetted and submitted to Shared Governance.

4. What are the initiatives (action steps/items) that support the strategy?

The Orientation Redesign and Delivery initiative will be implemented through the following actions:

- **Mandatory Orientation** - Making new student orientation mandatory (Center for Community College Student Engagement, 2012; Ohio Board of Regents, 2013).

- **Redesign Current Orientation** – Redesign orientation to be division specific and student specific (non-traditional, traditional, distance) and to separate registration from orientation.
- **Integrate a Redesign of the First Year Experience (SDE 1010) Course** – Integrate a redesign of the FYE Course into orientation or as an extension of orientation, again with the curriculum being division/program specific and taught by program/division personnel.

5. Who will be responsible for leading each initiative?

The Director of Advising will lead the redesign of the new orientation under the direction of the Vice President for Student Affairs and the Vice President for Academic Affairs.

Who are the collaborators (position titles) & how will they support each initiative?

The Academic Deans will work with the Director of Advising to develop orientation activities that are division specific, the Chair of Social and Behavioral Sciences will connect SDE learning outcomes, the Registrar will assist with separating registration from orientation, and the Program Chairs will assist with a redesigned First Year Experience curriculum.

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Semester to semester persistence rates

- Targeted Outcome: Increase first semester to second semester persistence rates
- Data Manager: Director of Advising

Retention rates

- Targeted Outcome: Increase fall-to-fall retention rates
- Data Manager: Director of Institutional Research

7. What is the timetable for development & implementation?

Orientation Redesign and Delivery Initiative		
Activity Description	Start Date	Completion Date
Deans review current orientation practices and participation data with Director of Advising and IR	August 2014	September 2014
Communication to communities of interest about policy change requiring mandatory orientation	October 2014	November 2014
Division Deans work with Chairs/Faculty and Director of Advising to set orientation dates	November 2014	December 2014
Changes made to Mandatory Orientation; Advising and Division Webpages to reflect new policy and available dates.	December 2014	December 2014
NODA consulting assessment and recommendations.	August 2014	August 2014
VP for Academic Affairs and VP for Student Affairs to appoint Task Force to redesign new student orientation with focus on separation of orientation and registration	August 2014	August 2014
Task Force to study and analyze best orientation practices	August 2014	October 2014

Orientation Task Force to develop policies and procedures for targeted student populations	October 2014	January 2015
Changes in orientation are shared with communities of interest	February 2015	ongoing
New student orientation pilot is implemented, assessed and improved	May 2015	August 2015
VP for Academic Affairs appoints Task Force to redesign First Year Experience	August 2014	August 2014
Task Force to study and analyze best practices and relationship of orientation to first year experience	August 2014	October 2014
Task Force develops basic curriculum for First Year Experience. Division Deans add elements to basic curriculum so that the focus will be division specific	October 2014	December 2014
New curriculum is submitted to Curriculum Committee. Banner codes are created to force registration for division specific First Year Experience	December 2014	March 2015
Curriculum and policy changes are submitted to Shared Governance. Faculty attend First Year Experience training	March 2015	May 2015

8. What are the next 3-4 critical steps to successfully get started?

- Director of Advising meets with VP for Academic Affairs and VP for Student Affairs to outline project timeline, budget, and barriers to success.
- VP for Academic Affairs and VP for Student Affairs appoint task force(s) to begin work of redesign of orientation.
- VP for Academic Affairs and VP for Student Affairs appoint a subcommittee of the task force working on the redesign of orientation to begin working on the redesign of the FYE.

9. Research citation(s):

Complete College America. (2012). Reclaiming the american dream.

Center for College College Student Engagement. (2012). *A matter of degrees: promising practices for community college student success (a first look)*. Austin, Tx: The University of Texas at Austin.

Gonzalez, J. (2012). Multiyear study of community college practices asks: what helps students graduate? *Chronicle of Higher Education*.

Ohio Board of Regents (2013). *Complete college ohio: task force report and recommendations*.

Appendix E: Student Centered Scheduling

Sub-committee Category Name: First Year Entry

Strategy Name: Advising and Scheduling

1. Describe the College strategy in relation to your category.

The Advising and Scheduling strategy is designed to assist students in registering and completing appropriate courses in the proper sequence through appropriate, intrusive advising; as well as to offer scheduling options designed to meet students' needs. For First Year Entry this strategy is described as the first of several all-inclusive activities that new, transfer, and/or returning students are engaged in. It is a critical first step of a comprehensive First Year Experience which assists RSC students (traditional and non-traditional) with assimilation into their educational experiences and the college community as a whole. Advising and scheduling within the First Year Experience involves face-to-face, virtual, or group advising where: (1) a student is able to fully comprehend their pathway to [degree, certificate, or course] completion; (2) a map of a students' academic plan (inclusive of developmental education tracks as needed) is presented and reviewed in detail; and (3) scheduling options designed to meet the students' needs (e.g. weekends, nights, etc.) are presented which complements students' work or personal obligations.

2. Improvement Focus Description:

Advising and scheduling keeps students as active participants in their college experience. This process also helps students to clearly see their academic path which leads to higher levels of persistence and completion. Since planning is crucial in a student's first year of college, providing them with the foundation to build on for future semesters is important both in and outside the classroom. Connecting with both faculty and professional advisors early in a student's academic career leads to higher retention rates (Astin, A.W., 1993; Pascarella, E.T., & Terenzini, P. T., 2005)

3. Improvement Focus Current Status:

Advising and scheduling face the following existing issues and barriers: (a) constant changes to curriculum /programs as well as length of time for curriculum to be reviewed and/or approved doesn't allow for effective/efficient advising or for students to plan/see/forecast educational pathways; (b) cyclical changes in advising staffing which hinders knowledge of programs; (c) not having comprehensive electronic tools impedes planning abilities and prevents comprehensive advising; (d) need for more proactive advising means an increase in time spent following up with students and faculty demanding higher workloads for advisors; (e) course scheduling is currently based more on faculty availability and administrative suggestions without input directly from students; and (f) there are no feedback-loops to inform various departments/divisions as to the actual needs of students based on their schedules; and (g) student centered scheduling may require incubation periods where we do not cancel low enrollment courses in order to market the concept to students over time.

In addition several policies and procedures need to be developed regarding: (a) the process for intervening with students; (b) a well-defined scheduling policy; (c) setting and upholding deadlines for registering/adding/dropping; and (d) assigned advisors or support personnel.

4. What are the initiatives (action steps/items) that support the strategy?

Student Centered Scheduling is when colleges use direct input from students to determine course offerings, times, types of courses, etc. The concept of “demand-driven” course scheduling starts with the students choosing their courses, and the system then tries to maximize the number of satisfied requests. The Student Centered Scheduling initiative will be implemented through the following actions:

- **Assess Course Enrollment Trends** – Use existing baseline data to assess course enrollment trends and try new combinations based on direct student feedback. While the course request concept of demand scheduling may work at some institutions, the choices have to be representative of the student needs in order for there to be enough applicable choices to present to the student body upon entry.
- **Conduct Student Focus Groups and Surveys** – Assess the needs of students from different backgrounds/experiences and academic areas regarding run concepts (i.e. online, best times for in-class experiences, hybrid courses, weekend classes) to capture input/feedback.
- **Proactive Communication** – Establish a proactive communication protocol with students to encourage and ensure proper course sequencing between introductory and higher level courses, in order to improve success.
- **Course Management Software** - Explore and implement advising/pathway software to assist with course scheduling.

5. Who will be responsible for leading each initiative?

Student Centered Scheduling: VP for Academic Affairs and Associate VP for Academic Affairs will lead the student-centered scheduling initiative.

Who are the collaborators (position titles) & how will they support each initiative?

Student Centered Scheduling: Institutional Research will develop the focus group questions and survey instruments needed to capture student input; Division Deans and Chairs will work with VP for Academic Affairs to create the student-centered schedule of programs and courses; the Director of Advising/Counseling will ensure that advisors have the pathway tools to support student-centered scheduling; and the Registrar will ensure that the courses and pathways are appropriately entered into Banner.

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Course Completion Rates

- Targeted Outcome: Increase course completion rates within first year
- Data Manager: Director of Institutional Research

Persistence rates from 1st semester to 2nd semester

- Targeted Outcome: Increase semester to semester persistence rates
- Data Manager: Director of Institutional Research

Course sequence persistence within the first year

- Targeted Outcome: Increase course completion rates within first year
- Data Manager: Director of Institutional Research

7. What is the timetable for development & implementation?

Student Centered-Scheduling Initiative		
Activity Description	Start Date	Completion Date
Use existing/baseline data to assess course enrollment trends.	August 2014	September 2014
Conduct student focus groups and surveys	September 2014	October 2014
Collect and analyze quantitative/qualitative data	October 2014	November 2014
Explore various types of course management software	October 2014	November 2014
Implement new course management software management system	January 2015	July 2015
Communicate new system with students	January 2015	
Training and professional development for faculty and staff	July 2015	August 2015

8. What are the next 3-4 critical steps to successfully get started?

- VP for Academic Affairs and Associate VP of Academic Affairs to outline project framework/timeline, management expectations and budget etc.
- VP for Academic Affairs and Associate VP of Academic Affairs convene with collaborators to discuss project framework and timeline etc.
- VP for Academic Affairs and Associate VP of Academic Affairs work with data manager/IR to verify trend data, refine targets and establish the process for data tracking/reporting.

9. Research citation(s):

Astin, A. W. (1993). *What matters in college? Four critical years revisited*. Jossey-Bass.

Pascarella, E. T. & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.

Appendix F: Course Modularization

Sub-committee Category Name: Progress

Strategy Name: Advising and Scheduling

1. Describe the College strategy in relation to your category.

An early intervention that can facilitate progress to completion is advising. Advising is a student-centered, user-friendly support system woven throughout the infrastructure of the College designed for goal achievement: course, certificate, or degree completion. As advisors assist students through a progression of appropriately sequenced classes, advisors also use data to identify frequently encountered barriers based on past students' performance. Advising incorporates strategic scheduling that follows pathways that have shown to provide the highest level of success for students (Tarrant Community College, 2013). Sometimes referred to as "intrusive" advising, the term proactive advising, indicating intentional actions taken to offer interventions prior to problems occurring, was chosen. Proactive advising, course modularization, and strategic scheduling (See First Year Entry: Student Centered Scheduling) are designed to facilitate the student's progress to completion (Center for Community College Student Engagement, 2012).

2. Improvement Focus Description:

Progress concerning student success incorporates benchmarks of the student persisting from 12 hours to 24 hours to 36 hours. The theme of Student Engagement for Persistence supports the idea that increased "touches" with students are congruent with increased student retention and completion. The literature supports that proactive advising allows the students to develop more relationships with both faculty and staff at the College thus developing a sense of "belonging". Relationship building is often more difficult at commuter colleges such as Rhodes State College due to the many competing facets of the students' lives. As the student and advisor work together in proactive advising, the modularized courses will be one of those interventions that focus the student to concentrate on those student-learning outcomes that they have not successfully achieved thus repeating only that content of the course.

3. Improvement Focus Current Status:

Lack of a Strategic Scheduling Policy at RSC is often detrimental to student success and completion. Planned implementation of a new curricular technology is essential to improving student persistence and completion at the College. This technology will also address the need to streamline the Academic Curriculum Review Process in Shared Governance. Student Academic Progress requires that the student's progress towards completion of their program of study must be demonstrated including all credit hours attempted. Research indicated that the sooner students interact with discipline faculty the more likely they are to succeed. A state defined credit hour limit proposal requiring that the number of hours in a degree program should not exceed 60 hours is under consideration at the state level. While this is congruent with a shorter pathway to completion, it may require the reconfiguration of course content in such a manner that students already at risk are forced to acquire the necessary knowledge in a condensed timeline. Programmatic accreditation requirements speak to the concept of

appropriate course sequencing which actually reinforces the strategic course scheduling initiative. Clarity of Financial Aid rules/regulations, as they apply to modularization of courses must be addressed. Proactive Advising must occur to prevent Credit Hour Shortages at graduation that may become a problem with modularization of courses.

4. What are the initiatives (action steps/items) that support the strategy?

Course modularization is a teaching process that splits material or courses into units. These units support students by selectively repeating only those student-learning outcomes in a course that they did not master during their initial attempt. Many students get to the end of a course, mastering a significant portion of the content but not enough to complete the course successfully. The student is required to repeat the entire course to achieve a satisfactory grade for completion. Other students are required to take a developmental course because of low placement scores, but they may only lack a small portion of the course content. Course modularization offers institutions a way to accommodate “partial” learning by letting students repeat only those modules which they didn’t master thus allowing more rapid progress for the student. (National Center for Academic Transformation, n.d.). The Course Modularization Initiative will be implemented through the following actions:

- **Courses to be Modularized** – Identify courses to be modularized based on low pass rates.
- **Policy and Systems Impact** – All policy and systems changes need to be addressed prior to scheduling modularized courses.
- **Modules and Learning Outcomes** – Modules for identified courses will be created with specified learning outcomes and methods for assessment.
- **Approvals** – Take modularized curriculum through the Shared Governance process.
- **Advisor Training** – Advisors will need to be trained in course modularization advising

5. Who will be responsible for leading each initiative?

The VP for Academic Affairs and Academic Deans will provide the leadership for the overall initiative of Course Modularization. Because this initiative touches most areas of the College, the VP for Student Affairs and VP for Business will also be significant collaborators in the development of the framework of the project. In particular, policy and systems review and changes will need to be in place prior to scheduling modularized courses. The Chair, in conjunction with appropriate faculty, is responsible mapping the curriculum; splitting course content into modules based on Student Learning Outcomes; and ensuring that all student-learning outcomes are achieved by all students, whether they take a traditional format of the course or a modularized format of the class. Deans will review the curricular maps for evidence of rigor and quality. The Curriculum Committee will review the modularized courses for sustained rigor. Chairs and faculty are responsible for maintaining course rigor and quality no matter what format the course is being used. Training for curricular mapping will be supported by the Office of Assessment. The Chair will be responsible for providing training to advisors, both faculty and professional advisors, regarding the advisement of students into designated modules to maximize student success. It is essential that advisors understand the purpose of these modules in addition to having a clear understanding of the content of each module. Because the outcomes are institutional in scope, IR would be the centralized data collection point.

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Determination of courses to be modularized is made based upon data gathered by IR concerning course completion by sections. Courses with the most unsuccessful attempts will be targeted. Other criteria such as number of students impacted would also be considered. Completed by Fall 2015, this would be reported by the appropriate Chairs/Faculty. Also targeted would be an increased course completion rate, baseline and target to be determined; Director IR. In addition, the institutional measures of Retention, Persistence, and Certificate /Degree Completion would be increased with this initiative

Course Completion Rate in Modularized Courses

- Targeted Outcome: Increase course completion rate
- Data Manager: Director IR

Course to Course Persistence

- Targeted Outcome: Increase course to course persistence
- Data Manager: Director IR

Retention

- Targeted Outcome: Increase retention rates
- Data Manager: Director of IR

7. What is the timetable for development & implementation?

Course Modularization Initiative		
Activity Description	Start Date	Completion Date
Identify courses with greatest rate of unsuccessful completions	Summer 2014	Summer 2014
Determine course(s) for modularization	Summer 2014	Summer 2014
Review policy/systems impact and needed change	Summer 2014	Summer 2014
Assign Faculty to Modularize Course	Summer 2014	Summer 2014
Develop curriculum map for course	Fall 2014	Fall 2014
Develop appropriate course modules based upon content (SLO's)	Fall 2014	Spring 2014
Develop assessment plan for each modularized course that permits assessment of course in comparison with same traditional course	Spring 2015	Spring 2015
Curriculum Committee reviews proposed modularized course	Spring 2015	Spring 2015
Train advisors on managing modularized courses	Spring 2015	Spring 2015
Advise students into modularized course	Spring 2015	Ongoing
Modularized course is offered	Fall 2015	Ongoing
Assess Modularized course	Spring 2016	Ongoing
Improvements based upon assessments	Fall 2016	Ongoing

8. What are the next 3-4 critical steps to get started successfully?

- VP for Academic Affairs meets with Dean's Counsel and Director IR to review data regarding course completions. Compiles list of 10-25 courses with the lowest pass rates for fall 2013 and spring 2014. Identifies appropriate course(s) to modularize.
- VP for Academic Affairs convenes the group of collaborators, including faculty assigned to designated courses, to discuss project framework and timeline. Collaborators include Deans, Chairs, appropriate faculty, VP for Student Affairs, VP for Business, Director of Advising, Financial Aid, Business, and Marketing personnel. Curriculum committee representative should also be included in the list of collaborators.
- Director of Assessment collaborates with identified Chairs/faculty to begin curriculum-mapping process for the identified courses.
- Academic Deans oversee curriculum development by appropriate Chairs and faculty members.

9. Research citation(s):

Center for Community College Student Engagement. (2012). A matter of degrees: promising practices for community college student success: A first look. Austin, TX: Center for Community College Student Engagement.

National Center for Academic Transformation. (n.d.). Six innovative course redesign practices. Retrieved from <http://www.thencat.org>.

Tarrant Community College. (2013). Models of accelerated developmental education. Retrieved from <http://www.tccd.edu>.

Appendix G: Learning Communities

Sub-committee Category Name: Progress

Strategy Name: College Preparation and Intervention

1. Describe the College strategy in relation to your category.

Progress (persistence and retention) is a complex issue and there can be many factors involved when determining “why” a student leaves Rhodes State. One thought is that it can be due to the student “not being academically and socially connected with the institution” (Engstrom & Tinto, 2008). Another is involvement as stated by Astin (1993): “involvement with faculty and student peer groups encourages participation in social and intellectual life of a college and, therefore, helps learning and persistence in college”. Thus by utilizing Learning Communities throughout the College, students have increased opportunities to develop relationships throughout their college experience, thereby increasing their chances for student engagement and persistence.

2. Improvement Focus Description:

Using Learning Communities, students will begin to bond with one another more quickly, encouraging them to engage more deeply with learning, and foster stronger relationships with faculty and advisors ultimately leading to the development of social and academic support networks. Engaged students lead to a strong support network among students, increased sense of community and “belonging” and a willingness to ask for help. Data shows that students who participate in at least one Learning Community have between a 3 to 12% higher retention and graduation rate over 2-6 years, a .4 higher overall GPA and higher scores on relevant CSSEE questions than their peers.

Rhodes State currently has several cohort models in place (Allied Health programs, Nursing, Law Enforcement, One Night A Week, etc.); in Fall 2013, a pilot Learning Cohort program was initiated and collaborated by Advising and Allied Health and Nursing for first term, freshmen. It was created due to the large number of students needing the same classes. The overall GPA of the learning cohort was 2.46 compared to 1.89 for non-learning cohort students with the same course load. Another outcome worth noting: 66.6% of learning cohort students were eligible to move to the next math sequential course; compared to 51.4% of non-learning cohort students. Likewise, a pilot Learning Communities Program in the Arts & Sciences from 2006 showed an increase in persistence by 12% (course to course) and a 8% increase in retention (year to year). Scaling these successful models will contribute favorably to student success.

3. Improvement Focus Current Status:

Current barriers that exist, which inhibit early intervention, include: lack of an early alert system with high touch points; inconsistent attendance tracking; and communication with students along their pathway is limited. Policies and procedures that are viewed as issues include: withdraw procedure; and no follow-up with students once they decide to withdraw or are academically dismissed. There is little alignment of institutional expectations with existing programs for at-risk students; students that fall short academically are not supported by strong programs designed to get them back on track.

These at-risk students are not engaged and/or linked with anyone on campus who can mentor them (peer or faculty/staff).

4. What are the initiatives (action steps/items) that support the strategy?

Learning Communities can be described as “multiple classes that are integrated and intentionally linked or clustered during an academic term, often around an interdisciplinary theme, and enroll a common group of students”.

Additional defining features of a Learning Community include:

- integrated readings and assignments, an assigned counselor, advisor, tutor and/or mentor, civic engagement and community-based learning, and extracurricular community-building activities.
- effectively linked developmental and college-level courses, program core courses with general education, skill-based with content-based, and online/blended with face-to-face, while providing clear pathways for students to complete certificates and programs in a more successful way.

The Learning Communities initiative will be implemented through one key action:

- **Linked Courses** – Courses will be identified that can be linked together with integrated readings, assignments and course content.

5. Who will be responsible for leading each initiative?

The VPAA will ultimately be responsible for ensuring the implementation and sustainability of the Learning Communities along with support from the Division Deans and Associate Dean of Student Success Center. A Student Success and Progress Steering Committee to be formed, will establish the framework, timelines, monitor progress, and manage presenting barriers for the Learning Communities Initiative. The VP for Academic Affairs will also oversee the work of the following:

- Learning Communities Committee faculty, staff, counselors, and chaired by Associate VP of Academic Affairs.
- Learning Communities Coordinator
- Advisors, Mentors and Tutors for each Learning Community
- Institutional Research and Registrar

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Course completion rate in modularized courses

- Targeted Outcome: Increase course completion rates in modularized courses
- Data Manager: Director of IR

Fall to Fall Retention

- Targeted Outcome: Increase fall to fall retention
- Data Manager: Director IR

Degree completion rates

- Targeted outcome: Increase 3 and 4 year degree completion rates
- Data Manager: Director of IR

7. What is the timetable for development & implementation?

Establish a Learning Community Initiative		
Activity Description	Start Date	Completion Date
Steering Committee formed	Summer 2014	Summer 2014
Learning Communities Committee formed	Fall 2014	Fall 2014
Hire/identify Learning Communities Coordinator	Fall 2014	Fall 2014
Determination of courses to be “linked”	Fall 2014	Fall 2014
Identify faculty to instruct Learning Communities	Fall 2014	Fall 2014
Identify targeted cohorts of students for Learning Communities (i.e., developmental freshmen, etc.)	Fall 2014	Fall 2014
Determine courses to be linked	Fall 2014	Fall 2014
Curriculum development	Spring 2015	Spring 2015
Implement Learning Communities	Fall 2015	Fall 2015
Collect data	Spring 2016	ongoing
Assess	Summer 2016	ongoing

8. What are the next 3-4 critical steps to successfully get started?

The “must do” action steps to begin include:

- A Steering Committee is to be formed; membership selected. Committee will need to write an implementation and sustainability plan, including an implementation timeline and budget Learning Communities Committee
- Hire Learning Communities Coordinator; or target current faculty member
- Determine courses to be linked, cohorts of students to be placed in the Learning Communities, and identification of faculty to instruct
- Training and Professional Development for identified faculty on Learning Communities

9. Research citation(s):

Astin, A. W. (1993). What matters in college? Four critical years revisited. Jossey-Bass.

Engstrom & Tinto. (2008). Learning better together: the impact of learning communities on the persistence of low-income students. *Opportunity Matters*.

National Learning Communities Conference, Bay City, MI (2010)

Johnson, K.E. (2013). Learning communities and the completion agenda. *Learning Communities Research and Practice*.

Visher, Weiss, Weissman, Rudd, & Wathington. (2012). The effects of learning communities for students in developmental education. Retrieved from <http://www.mdrc.org/>

Andrade, M.S. (2008). Learning communities: examining positive outcomes, *Journal of College Student Retention*.

Pan, W. (2008). Do intervention programs assist students to succeed in college? *College Student Journal*.

Appendix H: Virtual Advising

Sub-committee Category Name: Completion

Strategy Name: Advising and Scheduling

1. Describe the College strategy in relation to your category.

Virtual Advising is the first of two primary strategies aimed at increasing certificate and degree completion at Rhodes State College (RSC). RSC will review and improve existing systems, policies, procedures and practices to facilitate the development of a more user-friendly, comprehensive student support system that assists students in registering and completing appropriate courses in the proper sequence. Proper sequencing of courses permits students to earn their credentials at the earliest conceivable time. This will be achieved, in part, through appropriate intrusive advising. Intrusive advising uses outreach methods to proactively engage students even when they “do not seek out assistance” (Ohio Board of Regents, 2013).

2. Improvement Focus Description:

A more comprehensive Virtual Advising model will address College Readiness and Student Persistence. The model will engage students at the earliest pre-college touch points and reinforce the milestone completion points to advance students through to completion. The holistic intrusive model will promote the significance of COMPASS placement testing, as well as other placement indicators, to prospective students so that they will become more conceptually aware of gaps between their plans/expectations and real employment opportunities (Rassen, Chaplot, Jenkins, & Johnstone, 2013). With early assessment and intervention students will be linked with institutional resources that will support their efforts. Further, this more holistic approach to advising would address more than course sequencing and scheduling. Each student will be provided with clear pathways at entry giving them a comprehensive vision of the steps to reach their goals (Rassen et al., 2013). Students who know what to expect upon entry are more likely to persist (Tinto, 2010). It will also provide opportunities for faculty and staff to assist students with pre-entry through graduation/transfer career planning, financial planning, and life planning; encompassing tasks that promote critical thinking and problem-solving skills.

3. Improvement Focus Current Status:

Current barriers to the Virtual Advising initiative range from overcoming institutional inertia to changing student behavior. A lack of mandatory advising permits some students to avoid engaging in the advising process during their entire enrollment with RSC. A lack of written and published policies and procedures that facilitate interoffice and interdepartmental collaboration presents further challenges to the development and implementation of a more holistic advising and scheduling model. Access to professional advisors and faculty advisors is also hampered by traditional office hours and advising delivery methods. Finally, loosely defined registration policies, including the late registration practices, promote poor planning and perpetuates the type of student behavior that does not lend itself to success. Identifying and funding staff and faculty training and development opportunities will be central to eliminating these barriers.

4. What are the initiatives (action steps/items) that support the strategy?

Virtual advising is an initiative based on the increased use of technology to enhance the relationship between advisor and advisee. The use of technology in advising can raise “the discourse of advising to a level beyond information giving by expediting, simplifying, or increasing access to information” (Leonard, 2008). This initiative may encompass a redesign of the academic advising website, webinars, podcasts, instant messaging, social networks, expanded use of email, texting, blogs, and online orientation (Leonard, 2008) and advising sessions via technologies such as Canvas or Skype.

The virtual advising initiative requires an examination of current practices to identify gaps in the advising delivery system where technology can expedite the advising process and increase access to information. Technology use in the advising setting must be intentional and should focus on one or more areas as described by (Steele, 2014) which include the use of personal student accounts to provide institutional information, engaging students in the college community and assessing student learning. Recent research has shown that access to online resources may improve student success (Karp & Stacey, 2013).

The virtual advising initiative will be implemented through the following actions:

- **Practice and Policy Review** – A review of the current advising practices of both staff and faculty advisors and of advising-related policies will be conducted to determine changes.
- **Adopt Technological Modalities** – Various modalities for virtual delivery and tracking will be reviewed for best practice solutions.
- **Advisor Training** – All advisors will need to engage in training to monitor and track student progress toward completion and in order to assist students with the virtual tools.

5. Who will be responsible for leading each initiative?

Under the leadership of the VP for Student Affairs, the Director of Advising & Counseling, who provides the direct supervision of the professional advising staff, will facilitate the development and implementation of avenues for virtual advising. Deans and Program Chairs will guide the defining of program-specific scheduling pathways for their respective certificate and degree programs. The Registrar will refine the policies and procedures related to Late Registration.

Who are the collaborators (position titles) & how will they support each initiative?

Key collaborators who will support the realization of virtual advising include professional advising staff, who will assist in the development of these new advising modalities; the Distance Education division whose staff will develop training and instructional materials for implementation; the Director of Information Systems, whose technical staff will assist in implementation and tracking site usage; and the VP for Academic Affairs, who will lead Deans, Program Chairs and their faculty in the buy-in and utilization of virtual advising technology. Key collaborators who will publish, market and, otherwise, promote, program-specific scheduling pathways include the Registrar and registration staff, professional admissions and advising staff, and faculty advisors.

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Course Completion Rates

- Targeted Outcome: Increase course completion rates
- Data Manager: Director of IR

Semester to Semester Persistence

- Targeted Outcome: Increase course completion rates
- Data Manager: Director of IR

Retention

- Targeted Outcome: Increase fall to fall retention rates
- Data Managers: Deans and Program Chairs

7. What is the timetable for development & implementation?

Virtual Advising Initiative		
Activity Description	Start Date	Completion Date
Establish a review of current practices	Immediately	October, 2014
Develop policies and procedures	October, 2014	February, 2015
Adopt modalities/mechanisms	October, 2014	February, 2015
Seek Shared Governance approval	October, 2014	February, 2015
Pilot virtual advising (track usage)	March, 2015	June, 2015
Implement virtual advising	July 1, 2015	

8. What are the next 3-4 critical steps to successfully get started?

- Convene committee to review current practices.
- Committee will make recommendations for new technology advising.
- Work with campus partners to complete cost analysis.

9. Research citation(s):

Ohio Board of Regents (2013). Complete college ohio: Task force report and recommendations.

Karp, M. J. M., & Stacey, G. W. (2013). Designing a system for strategic advising. Community College Research Center, Teachers College, Columbia University.

Leonard, M. J. (2008). Advising delivery: Using technology. *Academic Advising: A Comprehensive Handbook*, 292-306.

Steele, G. (2014). Intentional use of technology for academic advising. Retrieved from <http://nacada.ksu.edu>.

Tinto, V. (2010). From theory to action: Exploring the institutional conditions for student retention. In J. C. Smart (Ed.), (pp. 51-89) Springer Netherlands. doi:10.1007/978-90-481-8598-6_2.

Appendix I: Early Alert System

Sub-committee Category Name: Completion

Strategy Name: College Preparation and Intervention

1. Describe the College strategy in relation to your category.

A second of two primary strategies, College Preparation and Intervention, offers a series of procedures, processes, programs and services that promote student development and skill acquisition among targeted, at-risk populations. This myriad of supports is designed to ensure that students experiencing academic difficulty, or who are at-risk for poor academic performance, have the necessary assistance to complete individual courses and course sequences leading to certificate and degree completion. To promote course completion, as well as credentialing, at Rhodes State College (RSC), included among these supportive measures is a fully functional early alert and intervention system, bolstered by technology.

2. Improvement Focus Description:

A comprehensive early alert system will address student persistence. Facilitating persistence begins prior to entrance through college readiness efforts designed to ensure that students understand the importance of entrance exams, course sequencing and career goals. Intervention strategies, however, promote engagement in course work and with faculty and staff, in the furtherance of student persistence and can lead to a higher level of student achievement. Student learning, persistence and attainment in college are strongly associated with student engagement (Tinto, 2010). The more actively engaged students are with college faculty and staff, with other students, and with the subject matter, the more likely they are to persist in their college studies (National Institute of Education, 1984). Hence, College Preparation and Intervention, as a strategy for completion, leads to achievement at higher levels.

3. Improvement Focus Current Status:

Perception, a history with lack-of-fit technology and inter-departmental communication deficits lead the list of barriers to implementing a viable early alert system. The college's prior attempts at early alert services using technology have fallen into disuse. The issues with the technology encompassed lack of training, lack of follow through, and misunderstanding of the purpose of early alert. In addition, the use of additional technology outside of routinely used systems placed an added burden on faculty. Early alert systems depend on faculty for early classroom assessment and tracking of student performance. The communication process currently in place to identify and share information about at-risk students is not clearly defined and does not promote 'closing the loop' between the faculty member and the advising or learning support staff charged with intervening.

4. What are the initiatives (action steps/items) that support the strategy?

Three key actions have been identified as essential for launching a sustainable Early Alert System initiative. These include:

- **Early Course Assessment** - To promote the use of early alert technology across campus, a mandatory early course assessment will be completed between the 1st and 3rd weeks of the

semester. The purpose of an early course assessment is to identify students at-risk and to initiate contact, in order to construct a plan of action for utilizing campus support systems and to promote completion. As reported by the Center for Community College Student Engagement (2012), “students who are made aware of their academic deficiencies are more likely to successfully complete the course in question and to persist over the long term. Various support strategies will be available such as supplemental instruction (recitation), and tutoring, as well as, linkages to both on-campus and community services that facilitate problem-solving skills to address life issues.

- **Remediation or Intervention** - In particular, remediation and other intervention modalities will be designed to provide additional support to students in low success rate courses and gateway courses. This instruction may take the form of course recitations, course specific tutoring, and promotion of the currently available online tutoring. Students who are successful in gateway courses gain the necessary skills and confidence for program completion. Further, students who participate in either tutoring or supplemental instruction, such as recitation, earn higher grades than students who do not (CCSC, 2012).
- **Leveraging of Technology** - Critical to the viability and effectiveness of an early alert system is the efficacious use of technology. Technology that is onerous and not embraced by its intended users has no value. To bolster a comprehensive early alert effort, judicious selection of suitable or “right-fit” technology will drive this strategy.

5. Who will be responsible for leading each initiative?

The VP for Academic Affairs will ensure that the RSC academy will initiate an early course assessment within each course. A collaboration of the Associate Dean of Academic Success, Deans and Program Chairs will provide the leadership for the development of course-appropriate remediation modalities. Together, the Director of Information Systems, the VP for Student Affairs, and the VP for Academic Affairs will guide the college in the adoption of technology improvements to ensure the sustainability of an effective early alert system.

Who are the collaborators (position titles) & how will they support each initiative?

Key collaborators necessary to the implementation of a mandatory early course assessment include the whole of the RSC academy, who will conduct the early assessment in their individual courses; the Director of Distance Education and distance education staff, who will provide training and instructional materials to faculty, as needed; and the Director of Information Systems and staff, who will implement technology enhancements.

Key collaborators who will provide remediation and intervention services include selected faculty, Academic Success Center professional staff and various Student Affairs administrative and professional staff.

A collaboration of Student Affairs staff, both administrative and professional staff (admissions & advising, financial aid and registration), Academic Success Center staff, IS staff and faculty advisors will inform the judicious selection of technology enhancements.

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Course Completion

- Targeted Outcome: Increase course completion within one semester of pilot implementation
- Data Manager: Director of IR

Course to Course Persistence

- Targeted Outcome: Increase persistence from one course to next within sequence or series within one academic year;
- Data Manager: Director IR

Course Sequence or Series

- Targeted Outcome: Increase in successful course sequence or series within two academic years
- Data Manager: Director IR

7. What is the timetable for development & implementation?

<i>Early Alert System</i>		
Activity Description	Start Date	Completion Date
Benchmark current processes, remediation interventions and existing technology capabilities	Immediately	August, 2014
Form a committee to develop policy and procedures and revise new technology solutions	November, 2014	February, 2015
Pilot Fall 2014, Spring 2015	September, 2014	May, 2015
Training	March, 2015	Ongoing as needed
Review for compliance	May, 2015	August, 2015
Implement	August, 2015	Ongoing

8. What are the next 3-4 critical steps to successfully get started?

Early Alert (early course assessment, remediation, leveraging technology):

- Convene committees to review current practices.
- Committees will make recommendations for policy, procedure, and/or technology updates.
- Work with campus partners to complete cost analysis.

9. Research citation(s):

National Institute of Education. (1994). Involvement in learning: Realizing the potential of American higher education: Final report of the study group on the conditions of excellence in American higher education. US Department of Education.

Tinto, V. (2010). From theory to action: Exploring the institutional conditions for student retention. In J. C. Smart (Ed.), (pp. 51-89) Springer Netherlands. doi:10.1007/978-90-481-8598-6_2.

Appendix J: Prior Learning Assessment

Sub-committee Category Name: Workforce

Strategy Name: Advising and Scheduling

1. Describe the College strategy in relation to your category.

The Prior Learning Assessment strategy is essential to engage and support our local workforce. The College's ability to engage both emerging and incumbent workers with appropriate advising/scheduling is required to impact completion and success. This will include a system-wide process for Prior Learning Assessment (PLA) whereby students may gain credit for experience, credit for non-academic learning and credit by examination. Students will be able to achieve workforce readiness and increase connections to area employers. Students will demonstrate knowledge and skills as well as the ability to support the cultural environment of employers needed for success in a wide range of industries and businesses.

2. Improvement Focus Description:

A Prior Learning Assessment (PLA) promotes persistence by addressing critical readiness and engagement activities. Early student engagement will assist in assessing workforce and life experiences and will be supported within the College. This will assist in understanding student readiness while supporting persistence and retention. PLA assists students in expediting college completion and reducing costs (Council for Adult and Experiential Learning, 2010).

3. Improvement Focus Current Status:

Prior Learning Assessment have items to consider when assessing issues/barriers and policies/procedures needed for improvement. Policies and procedures that will need reviewed include all PLA support guidelines and the College's process implementing PLA Stackable certificates require development to meet financial aid requirements (Fain, 2014). The inclusion of third-party credentials into course completion will require additional resources including financial, staffing and curricular understanding. Educating the College on PLA is critical to the success of each effort.

4. What are the initiatives (action steps/items) that support the strategy?

Through the Prior Learning Assessment (PLA) initiative, Rhodes State College will evaluate and assess students' life learning for credit to expedite certificate and degree completion and to reduce costs. The initiative will be implemented through several key actions:

- Establish a best practice PLA process as outlined in the literature (CAEL, 2010).
- Identify current Rhodes State staff trained in PLA by the Council for Adult and Experiential Learning (CAEL) or related bodies.
- Centralize initial intake for PLA.
- Re-envision marketing for PLA.
- Standardize the PLA application process and timeline.
- Establish a baseline of PLA credit awarded for the past three years.

5. Who will be responsible for leading each initiative?

Currently PLA is housed primarily in the Academic Divisions with tangential support from Student Affairs (SA) and Workforce Economic Development and Continuing Education. The Vice President of Academic Affairs oversees the process with the Division Deans approving PLA credit based on recommendations from their academic chairs and faculty. The process is described in the College catalog through Credit by Exam, Credit by Experience and Credit for Non-academic Learning. However, it is not currently used to support recruitment of adult students. Workforce Economic Development & Continuing Education works with business and industry to foster enrollment and assist those with experience to pursue PLA.

Who are the collaborators (position titles) & how will they support each initiative?

The VP for Academic Affairs, Vice President for Student Affairs (VPSA), and Executive Director of Workforce Economic Development & Continuing Education will lead an effort to re-envision how to streamline the PLA process and the timeline for application and approval to support the completion agenda. Input will be requested from appropriate participants. Promotion of PLA will include the Director of Marketing and College Relations and the Director of Admissions.

6. What is/are the outcome indicator(s) for success? What are the success targets?

Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Number of PLA Students

- Targeted Outcome: Increase number of PLA students
- Data Manager: VP for Academic Affairs and Executive Director of Workforce Economic Development & Continuing Education Certificate and Degree Completion

- Targeted Outcome: Increased certificate and degree completion of students with PLA credit
- Data Manager: Registrar and Director of Institutional Research (CAEL, 2010)

PLA credits awarded

- Targeted Outcome: Increase the number of PLA credits awarded
- Data Managers: Registrar, Director of Admissions, and Director of Advising and Counseling.

7. What is the timetable for development & implementation?

Prior Learning Assessment Initiative		
Activity Description	Start Date	Completion Date
Establish a PLA best practice process	August, 2014	December, 2014
Identify staff with PLA training	July, 2014	September, 2014
Centralize initial intake for PLA	August, 2014	February, 2015
Re-envision marketing for PLA	October, 2014	March, 2015
Standardize PLA application process and timeline	August, 2014	December, 2014
Establish baseline of PLA credit awarded	July, 2014	September, 2014

8. What are the next 3-4 critical steps to successfully get started?

- Director of Advising and Counseling, Director of Admissions, Director of Marketing and College Relations and the Registrar meet with the VP for Academic Affairs, VP for Student Affairs and Executive Director of Workforce Economic Development & Continuing Education to establish a best practice process as outlined in the literature for PLA.
- Director of Advising and Counseling, Director of Admissions, Director of Marketing and College Relations and the Registrar meet with the VP for Academic Affairs, VP for Student Affairs and Executive Director of Workforce Economic Development & Continuing Education will appoint an implementation team to establish a framework which includes a centralized intake, a re-envisioned marketing strategy, and a standardize PLA application process and student review timeline.
- VP for Academic Affairs, VP for Student Affairs convene Director of Advising and Counseling, Director of Admissions, Director of Financial Aid, Registrar, Deans, Chairs and faculty to develop a process to implement, award and recognize third-party credentials.
- VP for Academic Affairs and Executive Director of Workforce Economic Development & Continuing Education convene Deans, Chairs, faculty and Workforce Economic Development & Continuing Education program Directors and Coordinators to identify and prioritize third-party credentials that will be embedded in all students' advising plans from college readiness to degree completion.

9. Research citation(s):

Council for Adult and Experiential Learning. (2010). How PLA contributes to academic success. Retrieved from <http://www.cael.org>.

Fain, P. (2014). Gainful employment partial unveiling. *Inside Higher Education*.

Appendix K: Stackable Credentials/Pathways

Sub-committee Category Name: Workforce

Strategy Name: Advising and Scheduling

1. Describe the College strategy in relation to your category.

The Stackable Credentials/Pathways is essential to engage and support our local workforce. The College's ability to allow students to become work ready through College certificates and third-party certifications is necessary as they advance through their degree. Across the campus workforce development strategies will allow students to achieve workforce readiness and increase connections to area employers. Students will demonstrate knowledge and skills as well as the ability to support the cultural environment of employers needed for success in a wide range of industries and businesses.

2. Improvement Focus Description:

Early student engagement will assist in assessing workforce and life experiences and outline educational career milestones through stackable credentials. This will assist in understanding student readiness while supporting persistence and retention as Stackable Credentials/Pathways provide validation of skills and knowledge needed to support the workforce (Lewis, 2010; Workforce Strategy Center, 2008).

3. Improvement Focus Current Status:

Stackable Credentials/Pathways have items to consider when assessing issues/barriers and policies/procedures needed for improvement. Stackable certificates, although not foreign to the College, are not universally implemented and identified across campus. Stackable certificates require development to meet financial aid requirements (Fain, 2014). The inclusion of third-party credentials into course completion will require additional resources including financial, staffing and curricular understanding. Educating the College Stackable Credentials/Pathways is critical to the success of each effort.

4. What are the initiatives (action steps/items) that support the strategy?

Through Stackable Credentials/Pathways, Rhodes State College will provide course, certificate and degree completion by insuring a Stackable Credentials/Pathways process for all students outlining their pathway from college readiness to degree.

Build Stackable Credentials/Pathways process incorporating financial aid requirements. In year one, develop process and build third-party and College certifications into courses/programs. College would need to identify third-party certifications for consideration by programs and implement in appropriate College programs. Also, need to create and implement seamless certification process to award and recognize certificates and place on student transcripts. In the following year, need to identify previous students who have completed courses leading to certificates and have not received them; and then recruit previous students for certificate or degree completion.

5. Who will be responsible for leading each initiative?

Currently Stackable Credentials/Pathways are housed primarily in the Academic Divisions with ancillary connection to Workforce Economic Development & Continuing Education. The VP for Academic Affairs oversees the process while the Division Deans and Program Chairs guide the development of Stackable Credentials/Pathways within their area. Workforce Economic Development & Continuing Education guides the non-credit arena. The process for certificate creation is outlined by the Ohio Board of Regents (OBOR) and is embedded in the College’s Shared Governance process for credit offerings. Third-party certifications will require coordination and implementation through academic curriculum, vendors, and organizations.

Who are the collaborators (position titles) & how will they support each initiative?

The VP for Academic Affairs will guide Deans and Chairs in the implementation of Stackable Credentials/Pathways. The VP for Student Affairs will lead the advising process to ensure all students have a Stackable Credentials/Pathway implemented upon admission and understand it. The Executive Director for Workforce Economic Development & Continuing Education will work with the VP for Academic Affairs and assigned academic leaders to standardize non-credit to credit stackable credentials. The faculty, Registrar, Director of Financial Aid, Director of Advising and Counseling, Director of Admissions, and the Director of Marketing and College Relations will support development and implementation.

6. What is/are the outcome indicator(s) for success? What are the success targets? Who are the data managers tracking the information? Institutional Research (IR) will oversee/assist with the centralization of data maintained in the respective areas.

Stackable certificates awarded

- Targeted Outcome: Increase stackable certificates awarded
- Data Manager: Registrar

7. What is the timetable for development & implementation?

Stackable Credentials/Pathways Initiative		
Activity Description	Start Date	Completion Date
Review each curriculum and identify what is in place.	Immediately	October, 2014
Design and develop scheduling pathways	November, 2014	June, 2015
Build Stackable Credentials/Pathways process to incorporate financial aid requirements	August, 2014	June, 2015
Build third-party and College certifications into courses	August, 2014	June, 2015
Create seamless process to award and recognize certificates	June, 2015	December, 2015

8. What are the next 3-4 critical steps to successfully get started?

- Deans to schedule meetings with department chairs to review current curriculums.
- VP for Academic Affairs, VP for Student Affairs convene Director of Advising and Counseling, Director of Admissions, Registrar, Deans, Chairs and faculty to be led by the Director of

Financial Aid to develop a process to implement, award and recognize student stackable certificates and third-party credentials.

- Partner with Registrar's Office to see if current technology can assist with scheduling pathways.
- VP for Academic Affairs and Executive Director of Workforce Economic Development & Continuing Education convene Deans, Chairs, faculty and Workforce Economic Development & Continuing Education Directors and Coordinators to identify and prioritize third-party credentials and College stackable certificates that will be embedded in all students' advising plans from college readiness to degree completion.

9. Research citation(s):

Lewis-Charp, H., Leshnick, S., Rubin, A., Foley, K., & Lea, C. (2011). Early implementation report: mentoring, educational, and employment strategies to improve academic, social and career pathway outcomes in persistently dangerous schools – generation. *Employment & Training Administration (ETA)*.

Fain, P. (2014). Gainful employment partial unveiling. *Inside Higher Education*.

Workforce Strategy Center. (2008). Toolkit. Retrieved from <http://www.workforcestrategy.org/>.

Appendix L: Planning Groups

President's Charge

Dr. Debra L. McCurdy

Steering Committee Chairs

- a. Ms. Becky Burrell, Vice President for Institutional Effectiveness/Asst. to the President for Planning
- b. Dr. Cynthia Spiers, Vice President for Student Affairs
- c. Dr. Richard Woodfield, Vice President for Academic Affairs

Steering Committee

- a. Dr. Antoinette Baldin, Interim Associate Vice President for Academic Affairs, Dean of Information Technology and Engineering Technology
- b. Ms. Traci Cox, Director of Admissions
- c. Ms. Letitia Hatfield, Dean Allied Health
- d. Ms. Phyllis Henderson, Director Community Outreach
- e. Ms. Kitt Horn, Off-site Coordinator Student Affairs
- f. Ms. Teresa Iames, Coordinator Nursing Retention and Advocacy
- g. Mr. Christopher Jebsen, Director Advising and Counseling
- h. Ms. Dorothy Kiel, Director Assessment and Quality Improvement
- i. Dr. Matthew Kinkley, Executive Director Workforce & Economic Development & Continuing Ed.
- j. Ms. Cathy Kohli, Director Financial Aid
- k. Dr. Daonian Liu, Director of Distance and Innovative Learning
- l. Ms. Judith Mazzarelli, Associate Dean Student Services
- m. Ms. Margo Meyer, Director Advance Manufacturing Initiative
- n. Mr. Steve Miller, Director Institutional Research
- o. Mr. Kevin Reeks, Executive Director Development Office
- p. Dr. Rose Reinhart, Registrar, Student Record and Systems
- q. Ms. Beverly Rex-Cook, Controller and Assistant Treasurer
- r. Ms. Krista Richardson, Director Career Services
- s. Dr. Diana Ridgwell, Associate Dean of Academic Success
- t. Ms. Carol Schmidt, Dean of Nursing
- u. Mr. Chris Schmidt, Vice President Business Office and Treasurer
- v. Dr. Nannette Smith, Interim Assistant Dean and
- w. Mr. William Wells, Dean Arts and Sciences
- x. Mr. Roger Young, Interim Dean of Business and Public Service
- y. Mr. Richard Zera, Director of Information Systems

Connection Sub-Committee

- a. Ms. Katharine Cox, Director Admission
- b. Ms. Doris Engler, Student Registration and Records
- c. Ms. Letitia Hatfield*, Coordinator Nursing Retention and Advocacy
- d. Ms. Angie Heaton, Chair Physical Therapist Assistant
- e. Ms. Phyllis Henderson, Director Community Outreach
- f. Ms. Kitt Horn, Off-site Coordinator Student Affairs
- g. Ms. Carol Johnson, Coordinator, Student Records & Systems
- h. Ms. Kristen Martin, Financial Aid Advisor
- i. Dr. Rose Reinhart*, Registrar, Student Record and Systems
- j. Mr. Chad Teman, Assistant Director Admissions
- k. Ms. Heather Vennekotter, Testing Center and Accommodative Services Coordinator

* Sub-Committee Co-Chair

First-Year Entry Sub-Committee

- a. Ms. Ann Burkhardt, Academic Advisor
- b. Ms. Anthony Dickman, Coordinator Financial Aid
- c. Dr. John Fallon, Chair and Professor, Humanities
- d. Mr. Joel Harris, Clinical Specialist and Associate Professor, Respiratory Care
- e. Mr. Christopher Jebesen, Director Advising and Counseling
- f. Dr. Diana Ridgwell*, Associate Dean of Academic Success
- g. Dr. Nannette Smith*, Interim Assistant Dean / Assistant Professor for Information Technology & Engineering Technology
- h. Dr. Elizabeth Tracy, Chair and Professor, Social and Behavioral Sciences
- i. Mr. William Wells, Dean and Professor Arts and Sciences
- j. Mr. Greg Zumberger, Academic Advisor

Progress Sub- Committee

- a. Ms. Lisa Bradley, Adjunct Instructor
- b. Ms. Marcee Graymire, Academic Advisor
- c. Ms. Diane Haller, Chair and Assistant Professor Human Service
- d. Ms. Dorothy Kiel*, Director Assessment and Quality Improvement
- e. Dr. Daonian Liu, Director of Distance and Innovative Learning
- f. Ms. Judith Mazzarelli*, Associate Dean Student Services
- g. Ms. Carol Schmidt, Dean of Nursing
- h. Ms. Kathy Simindinger, Chair and Associate Professor, Information Technology
- i. Mr. Dennis Spragg, Chair and Professor Radiographic Imaging
- j. Ms. Ellen Wardzala, Chair and Assistant Professor, Physical and Biological Sciences
- k. Ms. Brenda Wolber, Coordinator, Advisor Training and Development/Academic Advisor
- l. Mr. Richard Zera, Director of Information Systems

Completion Sub-Committee

- a. Ms. Sylvia Altenburger, Learning Assistance Specialist, Academic Success Center
- b. Dr. Antoinette Baldin*, Interim Associate Vice President for Academic Affairs, Dean of Information Technology and Engineering Technology
- c. Ms. Sharon Deubreau, Assistant Professor, Humanities
- d. Ms. Teresa Iames*, Coordinator Nursing Retention and Advocacy
- e. Ms. Sandra Kessler, Cooperative Education Coordinator
- f. Mr. Bradley Kunz, Instructional Designer
- g. Mr. Steve Miller, Director Institutional Research
- h. Ms. Jeannette Passmore, Academic Advisor
- i. Ms. Beverly Rex-Cook, Controller and Assistant Treasurer
- j. Ms. Stephanie Schmidt, Chair and Instructor, Management and Marketing

Workforce Sub-Committee

- a. Mr. Eric Broughton, Coordinator of Institutional Grants
- b. Dr. Matthew Kinkley*, Executive Director Workforce & Economic Development & Continuing Ed.
- c. Ms. Cheryl Kuck, Chair and Instructor Medical Assisting
- d. Dr. Eric Mason, Chair and Assistant Professor Nursing
- e. Ms. Jennifer Motter, Senior Human Resource Generalist
- f. Mr. Kevin Reeks*, Executive Director Development
- g. Ms. Cara Rex, Chair and Instructor, Accounting, Financial Services and Real Estate Program
- h. Ms. Krista Richardson, Director Career Services
- i. Ms. Paula Siebeneck, Coordinator College Relations
- j. Mr. Roger Young, Interim Dean of Business and Public Service *Sub-Committee Co-Chair