<u>Cincinnati State Technical & Community College Board of Trustees</u>
Resolution 22.54

Approval of *Student Success & Campus Completion Plan 2022-2024*

WHEREAS, the State of Ohio has set a goal for 65% of Ohioans to have an industry-recognized credential or degree by 2025 in order to build the skilled workforce needed by industry; and

WHEREAS, the General Assembly in HB 59 required each state institution of higher education to adopt by June 30, 2014, an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, the Board of Trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, Cincinnati State Technical and Community College is committed to using nationally recognized Key Performance Indicators created by Guided Pathways Experts in support of Student Success; and

WHEREAS, Cincinnati State Technical and Community College's *Student Success and Campus Completion Plan 2022-2024* focuses on aggressive, realistic, and actionable priorities, metrics, and plans all centered-on Student Success; and

WHEREAS, the *Student Success and Campus Completion Plan 2022-2024* informs and aligns with institution wide strategic planning efforts and activities; and

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Cincinnati State Technical and Community College adopt the *Student Success and Campus Completion Plan 2022-2024* attached and incorporated herein.

By Order of the Board of Trustees
For: Cincinnati State Technical and Community College

Attest: _____ _____
       Justin Howe   George Vincent
       Secretary   Chairman

Approved Date: _____

Student Success and Completion Plan
# 2022-2024

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Executive Summary

Cincinnati State's Student Success & Completion Plan is the central, organizing vehicle for planning, implementing, and analyzing the effectiveness of efforts that support students throughout their academic journey. The previous version was written in the first Fall of the COVID-19 pandemic when optimism ran high that vaccines were on the horizon and that the pandemic would soon be far less disruptive to higher education.

With the emergence of new Covid-19 variants, College administration has had to recalculate to balance interventions needed for student success and conditions needed to protect student and employee health. Some planned interventions were postponed while others were added to ensure student needs could be met in real-time as the pandemic evolved. Pandemic conditions (high unemployment, high financial insecurity, limited access to childcare, health issues, etc.) initially led to a slight drop in student success, but proactive planning and student outreach allowed the college to rebound on most success measures. As outlined below, even in the pandemic environment, Cincinnati State continues to deliver notable improvements in completion and student success.

Completion

Over the past five years, Cincinnati State has **increased credentials awarded by 5% even as degree-seeking enrollment has fallen by 19%**. The College had a steep drop in completions in Fiscal Year 2021 due to the impact of the pandemic; some courses and clinical experiences could not be offered when the college was primarily remote, and this pushed graduations out to future semesters. The total count of awards conferred has rebounded in Fiscal Year 2022 as an increasing number of the affected students have progressed.

Chart 1. Awards Conferred vs. Enrollment
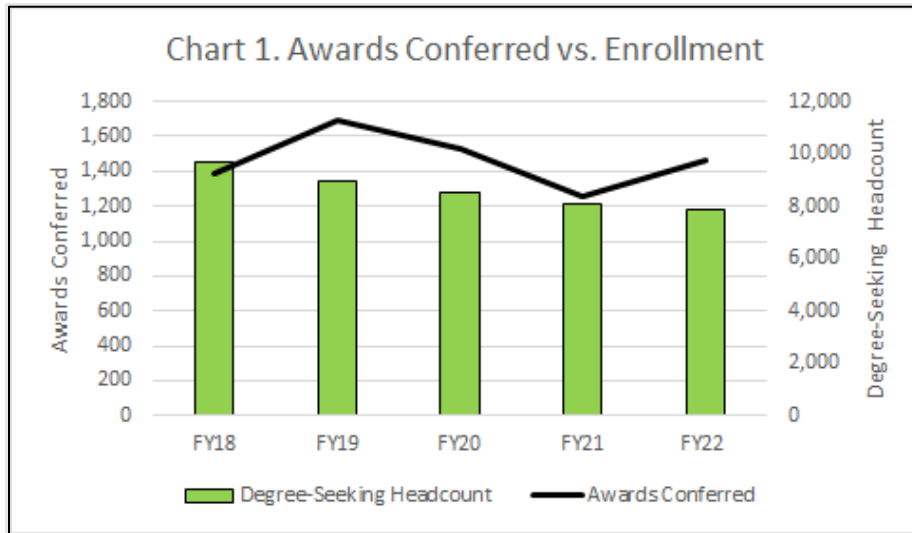
With the use of completion plan strategies, Cincinnati State has also **increased its Three-Year Graduation Rate by more than 40%**. Over the past five years, the rate for Full-Time students has increased from 16.1% to 23.5% while the rate for all students has increased from 13.1% to 18.6%. As previously noted, graduations fell slightly for students attending in Fiscal Year 2021 due to pandemic restrictions. This created a slight decline in the three-year graduation rate as well.

Chart 2. Three Year Graduation Rates
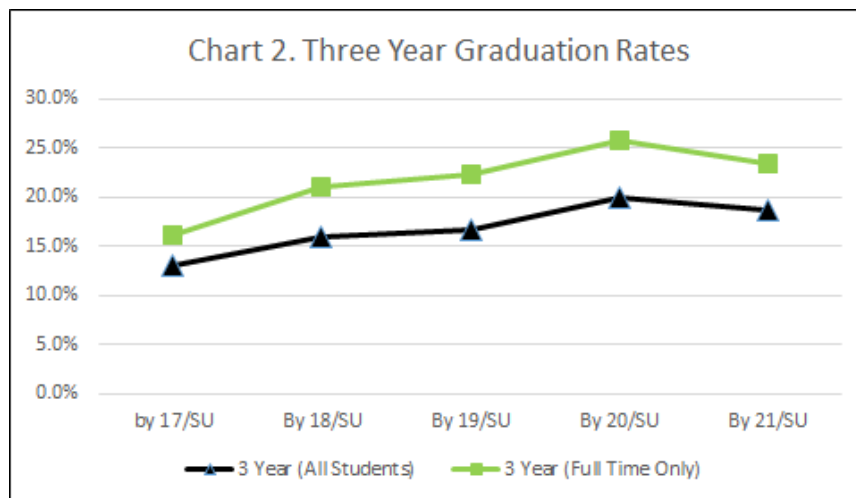
Student Success

Cincinnati State's Strategic Plan 2020-2025 and the 2020-2022 Completion Plan both target the three Key Performance Indicators listed below.

Early Indicators for New, Degree-Seeking Students	Baseline		Completion Plan 2018		Completion Plan 2020			
	16/FA Cohort	17/FA Cohort	18/FA Cohort	19/FA Cohort	20/FA Cohort	21/FA Cohort		2025 Goal
Fall to Spring Persistence	69.0%	68.4%	68.8%	71.9%	64.7%	69.6%		73.0%
Pass Rate 1st Year	74.3%	75.1%	75.5%	73.4%	72.7%	TBD		79.0%
Average Credits Earned 1st Year	12.6	12.7	13.8	14.3	13.6	TBD		18.0

While performance fell for the first cohort to take classes fully under the pandemic environment (Fall 2020), **the most recent cohort had a sharp rebound in Persistence rates**. Pass rates and Average credits earned are expected to rebound as well though it may take a year or two for the college to mirror or improve upon its pre-pandemic performance.

2020-2022 Completion Plan Update

The gains made in completion and student success over the past two years were the results of inter-connected student success strategies and strategic financial decisions. Departments across the college implemented interventions that spanned the student life cycle from connection to the workforce. A selection of the interventions and their outcomes are shared below.

Pandemic Support

All student success efforts implemented over the past two years were strongly dependent on the College's ability to navigate pandemic restrictions. Many of the pandemic-related interventions from the 2020-2022 Completion Plan were driven by feedback from the College's COVID-19 Academic Response Team.

When all courses were moved online in the Spring of 2020, the College swiftly implemented a technology loaner program to provide access to laptops and broadband hotspots. As of Spring 2022, **1,377 students without technology access have borrowed the technology needed to continue their education**. In comparison to the general student population, technology borrowers are more likely to be Female (75%), Pell-eligible (66%), African American (58%), and out of high school for 10 or more years (average age: 30). In addition to loaning technology, **the College changed its Financial Aid policy to allow students to purchase computers with their aid package starting in the Fall of 2020.**
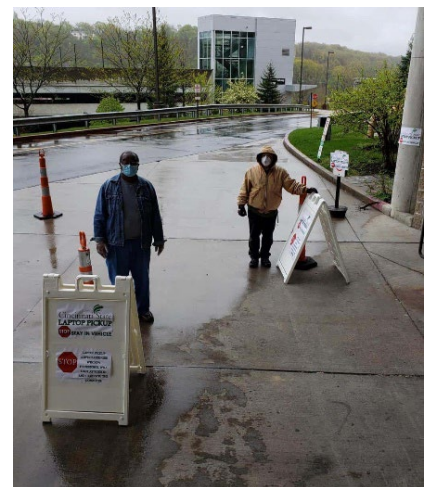
The COVID-19 pandemic changed how the College made support services accessible. Over the past two years, each of the **key student support services transitioned to offering virtual options.** With an overwhelmingly positive response from students, many of these changes will remain in place even after the worst of the pandemic recedes. In a survey conducted by the Academic Response Team regarding student needs, **78% of students indicated an ongoing need for access to remote academic advising** and 49% wanted the college to maintain or invest more resources in remote tutoring.

Additionally, in review of the need for courses that were moved online research of parameters and interventions were taken based on Fall 2022 course completion rates. The Academic Team targeted those courses that had less than 70% of completion rates, and directed those faculty to the Office for Online Learning specifically for curricular and modality improvements.

Connection

Over the past two years, the Marketing and Enrollment Services teams have undertaken several activities to increase the percentage of admitted students who enroll (investment & training in texting software, updated marketing personas, hiring of an external marketing firm for analysis of recruitment data, etc.). With these efforts in place, **the College increased the percent of New, Non-CCP admitted students who enroll from 46% in Fall 2020 to 50% in Fall 2021.** The rate for re-entry students (students who submitted a new application after withdrawing from the college in prior years) also increased from 38% to 40%. The college has also capitalized on improved communication with students through the software of Signal Vine, a text communication platform. This training included key faculty, academic advisors, and targeted frontline administrators.

The College invested substantial resources under the 2020-2022 Completion Plan to improve its outreach to Career Tech students (a New "Career Tech Pathways and Transition Manager" position was created and filled, a system for retrieving previously earned career tech credits was implemented, and the admissions application was updated to capture career tech more accurately data). As a result of these efforts, **Fall applications from graduating Career Tech high school students are up 239%.**
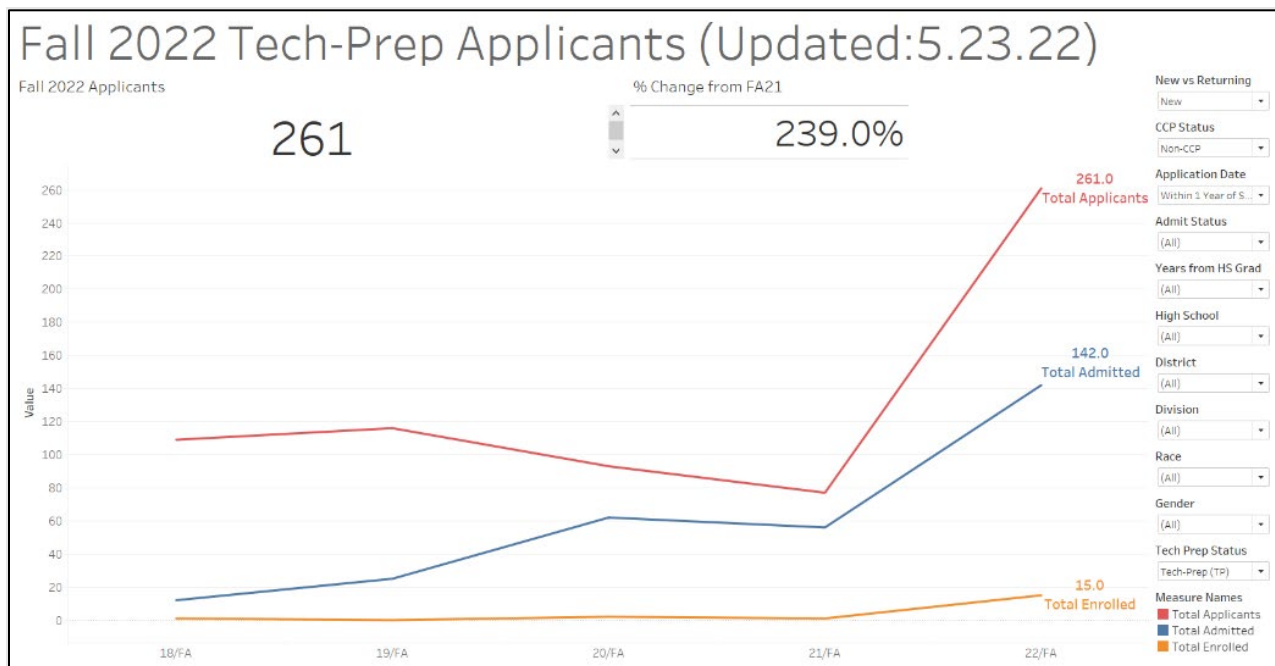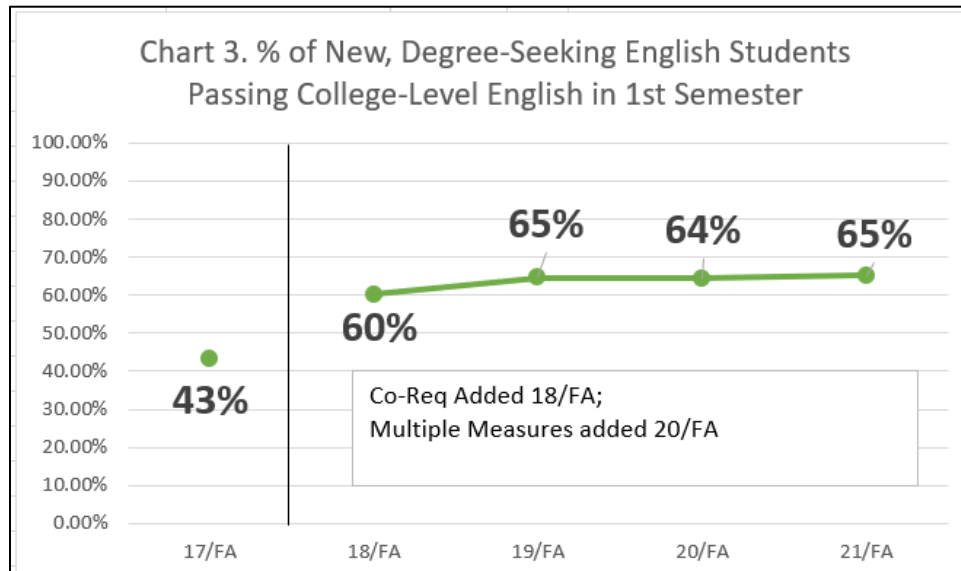
First Year Entry

Under a Guided Pathways model, colleges guide students in choosing a program and creating an academic plan early in their college careers. While many interventions were added for First-Year Entry under the 2018-2020 Completion Plan (mandatory advising, online student orientation, etc.), Cincinnati State continues to examine the first-year experience to ensure students receive the support they need:
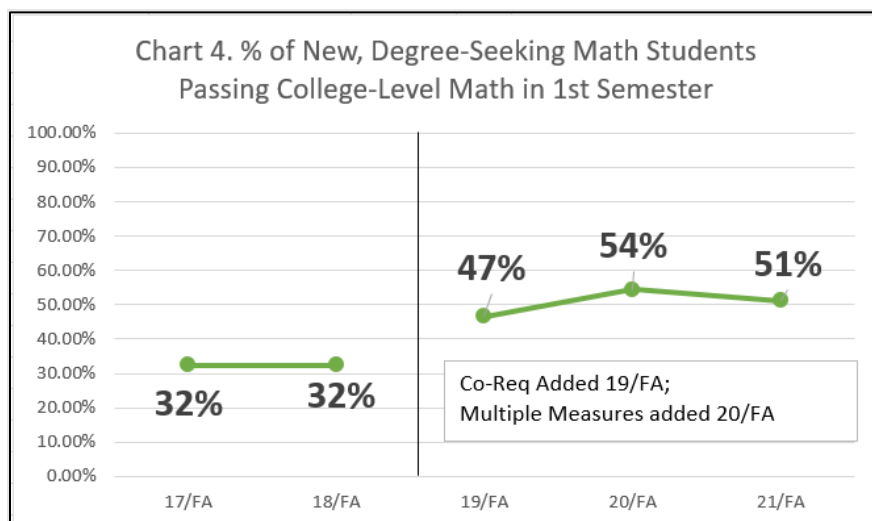
- **100% of this year's academic self-studies included average salary data for recent graduates by program.** Cincinnati State's Office of Institutional Research compiled this information from Ohio's Department of Job & Family Services and provided training on it to 88 program chairs and college stakeholders in January of 2022.

- New student orientation continues to be a critical component of first year entry. **Orientation participation among new, degree-seeking students increased from 50% in Fall 2020 to 71% in Fall 2021** and completion increased from 36% to 50% over the same period. In prior years orientation participation ranged from 7-10% of each cohort. An updated version of online orientation is set to be released in Spring of 2023 upon completion of new videos and content. Cincinnati State will host a four-day video shoot in October 2022 from orientation vendor, Advantage Design Group. The updated videos and content will be focused on providing Cincinnati State students with information relevant to their success in an engaging format that will continue to encourage and increase orientation completion

- **The college expanded its advising resources in the late Spring of 2022**. Full-time advisor coordinators were hired for each academic division and College Credit Plus students. Additional information on their efforts will be included below in the 2022-2024 Completion Plan. Four (4) new positions for academic advisors were budgeted and hired for the 2022 fiscal year.

Progress

Much of Cincinnati State's work on student progress has revolved around Ohio's Strong Start to Finish initiative and its focus on developmental education reform. With broad implementation of co-requisite instruction, **completion of college-level English increased from 43% to 60%** and **completion of college-level Math increased from 32% to 47%** among new, degree-seeking students enrolled in the specified subject in the first semester.

Chart 3. % of New, Degree-Seeking English Students Passing College-Level English in 1st Semester

65% 64% 65%

60%

43%

Co-Req Added 18/FA;
Multiple Measures added 20/FA

17/FA   18/FA   19/FA   20/FA   21/FA

Multiple measures for placement were implemented in the Fall of 2020 for both English and Math; at the same time, almost all course offerings were taught online due to the COVID-19 pandemic. Although there was not a significant jump in English completion **with the implementation of multiple measures, Math completion increased from 47% to 54%**. Given the shift to online and the many challenges of life under the pandemic, the true impact of multiple measures may be masked; online sections of Math and English have historically had lower pass rates than in-person sections.

Chart 4. % of New, Degree-Seeking Math Students Passing College-Level Math in 1st Semester

54%

47%   51%

32%   32%

Co-Req Added 19/FA;
Multiple Measures added 20/FA

17/FA   18/FA   19/FA   20/FA   21/FA

As the college piloted and then launched the co-requisite model, it concurrently reduced its offerings of stand-alone developmental education sections. English developmental

education has not been offered since the Summer of 2020; only 10 developmental Math sections were offered in Fall 2021 (down from 69 in Fall 2018).

Completion

Over the duration of the 2020-2022 Completion Plan, the College made several strategic finance choices to invest in personnel that promote Completion outcomes.

- Staffing in the College Credit Plus department (High School dual enrollment) grew from 1 Full-Time to 3 Full-Time positions. College Credit Plus students are the fastest-growing demographic group at Cincinnati State and while most of these students are non-degree seeking, additional staffing was needed to help students maximize their progression towards a degree. In the Spring of 2022, the College awarded 16 Associate degrees and 29 completions of the Ohio Transfer Module to College Credit Plus students.

- The Director of the Transfer Center was promoted from a part-time to a full-time position. Almost 1,200 students per year transfer to a four-year institution after completing substantial course work at Cincinnati State (per counts in Ohio's State Subsidy model for fiscal years 2019 through 2021). With the growth of College Credit Plus and the challenges of connecting students to transfer institutions during the pandemic, the College chose to expand transfer center staffing to meet student needs.

- In Spring 2022, the College launched Completion Scholarships for students close to graduation who had run out of financial aid. An HSD advisor will be providing a portion of their workload to case management support to target students with high financial need and within 12 credits of completion. The first scholarship recipients are on track to graduate in Summer 2022.

- A new position, the Assistant Dean of Online Learning, was created and filled in the Fall of 2021 to support quality online instruction. While in-person enrollment has increased since the early semesters of the pandemic, many students continue to prefer learning online.

Workforce

To meet the needs of local employers, Cincinnati State started offering Choose Ohio First (COF) grants again starting in the Spring of 2021. The COF program is an ODHE (Ohio Department of Higher Education) initiative that provides financial support and research learning opportunities to students entering STEM fields that align with high-demand Ohio jobs. **Since Cincinnati State re-launched Choose Ohio First 18 months (about 1 and a half**

years) ago, it has awarded over $47,000 in scholarship money to 31 students. Popular academic programs for Choose Ohio First scholars include Medical Assisting, Medical Sonography, Machine Maintenance, and Computer Software Development.

In the Cincinnati region, Registered Nursing is the largest and fastest-growing job on Ohio's *In-Demand and Critically Important Jobs* list. To address this need, **Cincinnati State applied to offer an RN to BSN (Bachelor of Science in Nursing) program**. Many healthcare leaders from across Cincinnati wrote in support of the BSN application including the President of Mercy Health, the CEO of Cincinnati Children's, the CEO of TriHealth, and the Chief Administrative Officer for UC Health West Chester among many others. Cincinnati State's Associate Degree of Nursing has a higher average 3-year NCLEX pass rate than all other Ohio Associate and Bachelor nursing programs in the region including the universities. In June 2022 ODHE formally, approved Cincinnati State to begin offering RN to BSN for Fall 2023 (pending Higher Learning Commission HLC (Higher Learning Commission) approval).

Also, it is important to note, that Cincinnati State has launched a new Bachelor of Science in Culinary Food Science and a Bachelor of Science in Land Surveying. Brand new to the state of Ohio; both of these programs were developed from existing two-year programs and in response to workforce needs in the Tri-State area. Since its initiation in Fall 2019 Cincinnati State has graduated 34 students with these baccalaureate degrees.

2022-2024 Completion Plan

Cincinnati State's completion plan incorporates relevant goals and metrics from the College's strategic plan for 2020-2025, the Guided Pathways Scale of Adoption, and the completion priorities outlined by the State of Ohio. This alignment ensures that the College is laser-focused on student success and has a single map to get there.

Cincinnati State is passionately committed to the implementation of Guided Pathways for student success. As the College progresses in this transformative work, the focus of new interventions will naturally shift. Early completion plans emphasized Connection and New Student Entry; in these phases, the college mandated new student advising, created an online orientation, eliminated the placement test in favor of a multiple measures approach,

and launched co-requisite English and Math offerings all to support students while moving them through their degrees as efficiently as possible.

This iteration of the Completion Plan includes 13 objectives across the student life cycle, but it places a heavy emphasis on instruction, completion, and post-graduation outcomes. These objectives also reflect enrollment trends seen at Cincinnati State and across Ohio including an increased interest in quality online educational offerings, growth in dual enrollment (College Credit Plus), and a desire to partner with adult students to meet Ohio's workforce needs. Progress will be measured with each objective's metrics and with the three overarching Key Performance Indicators: Pass Rate, Average Credits Earned, and Fall to Spring Persistence.

OBJECTIVE	STRATEGY	AREA	GOAL & METRICS
Connection			
1. All prospective students will be welcomed to the college, **guided through the enrollment process**, and encouraged to persist.	**IT Infrastructure Modernization project,** improvement of student self-service portal, related to streamlining user-interface. **Audit current communication** procedures from prospect to second-semester enrollment to identify communication or information gaps by population. Allow applicants to **identify areas of information needed** on the admissions application (desired support services and campus activities). **Compile resources** that can be sent out automatically via Connect when a box is	External recruitment firm (Locale), Enrollment Services, Bursar/Controller, Financial Aid, Enrollment Management Admissions, Information Technology, Student Activities, Coordinators of Support Services	52% of New, Non-CCP Admits will be enrolled as of the Fall 2023 Census. (Baseline: 50% Fall 2021) 42% of Returning, Non-CCP Admits will be enrolled as of the Fall 2023 Census. (Baseline 40% Fall 2021)

	checked. Store areas of interest in the Student Information System so updates or nudges can be sent in future semesters.		
2. All degree-seeking students will have access to a **personalized degree map** that lists remaining courses/experiential learning and when they plan to complete the work.	With **IT Infrastructure Modernization project** implement **degree mapping software** in conjunction with the next Student Information System.	IT, Advising, Academic Technology Committee	Prospective launch for at least 50% of New, Degree-Seeking Students will have a personalized degree map on file by Fall 2023. (Baseline: 0%)

First Year Entry

3. All students will receive the intrusive, **holistic advising** needed to support their enrollment from the first semester through graduation.	Develop training for new advisors on activities that **target credit momentum** and explore the use of the Guided Pathways **"Ask, Connect, Inspire"** model for holistic advising for implementation at Cincinnati State.	Advisor Coordinators	72% of the Fall 2023 new, degree-seeking cohort will enroll in Spring 2024 (Persistence Baseline: 69.6%)
4. **College Credit Plus** students will have the opportunity to complete coursework and academic programs that will support their future academic plans.	Partner with High School advisors to **embed opportunities** for the completion of gateway Math & English, the 1st semester of college coursework, and the Ohio Transfer Module.	CCP (COLLEGE CREDIT PLUS) Advisor Coordinator, CCP Manager	650 CCP students from the class of 2024 will graduate high school with 12 or more completed credit hours (Baseline from Class of 2022: 591.)

Progress

5. Students will encounter **fewer registration barriers (as it relates to retention and persistence)**.	Review of internal processes surrounding: • Student Account Holds (un-intended disparate impact & actions associated) • Retention & Emergency Grants (distribution & communication) • Review of "No Show" Policy, for students that fail to engage in the first 10 days (and beyond) of course begin date.	Cincinnati State & EAB Moonshot for Equity Initiative team, Enrollment Services Registrar & Admissions, Bursar	The initiative began in Spring/Summer 2022 and work will continue through 2024.
6. Students will receive **outstanding online instruction** that is intentionally designed for the modality and will lead to passing rates similar to in-person offerings.	Participate in the **ACUE Professional Development Project** for Gateway faculty. Launch **professional learning communities** for online instructors in Fall 2022. Pilot the use of LibWizard training (SkillShare) to improve **information literacy instruction** in asynchronous English offerings (ENG 102-105)	Online Ed, Gateway faculty Online Ed, Online instructors Academic Technology Committee Library faculty, English faculty	Comparison of pass rates for courses with sections in both modalities with development of data dashboard from IRE (Institutional Research & Effectiveness).
7. Cincinnati State staff and instructors will have the **training** needed to identify and respond to **student needs**.	Review **Noel Levitz Student Satisfaction Survey** results and prepare targeted professional development to address any concerns identified.	Center for Teaching and Learning (CTL) and Online Learning	A summary of the training offered, and any next steps identified will be included in the update.

	Offer professional development on **serving students in poverty** using Trellis survey results, a review of best practices, and a poverty simulation experience.		

Completion

8. Cincinnati State students in technical programs will be **employed in jobs with family-sustaining wages.**	**Participate in the NSC Post-Secondary Data Partnership** & distribute training internally of data dashboards to key stakeholders. Conduct an **equity analysis** of which students end up in high earning opportunity fields Develop a plan for including **employment/ earnings info** in advising or career exploration.	IR (Institutional Research) IR, Academics, Perkins, DEI Advising, Academics, IR, Career Center	Of the technical associate degree graduates from the past 5 years employed in Ohio, 75% will earn at least $8,000 a quarter (MIT Living Wage data for 1 person in Cincinnati area, Baseline: 68% as of Q2 2021) Summarize interventions taken in response to the equity analysis.
9. Cincinnati State students in transfer programs will **successfully transition to AND complete baccalaureate degrees**.	Enhance students' ease of understanding transfer options to 4-year partners. (Provide information on transfer information so it can be digitally explored by pathway, program, and or university partner - information will be shared on Cincinnati State's website.)	IR, Transfer Center Coordinator, Program Chairs	IRE will develop data dashboard from NSC Student Tracker data for transfer program graduates transferring within 1 year, share with stakeholders (Create Baseline

	Analyze current transfer data and **identify strategies** for increasing the number and rates of successful transfers.	EAB Moonshot for Equity Initiative Team	based on data, review annually)
10. Cincinnati State will reconnect with students who left with completed credits but no credentials to **promote completion opportunities.**	Use **completion advisor(s)** to contact and support withdrawn students close to graduation. Promote **financial resources for returning students** on the college website and in completion advising sessions (Second Chance Grants, Cincinnati State Completion Grants, etc.) Investigate **debt forgiveness** programs at other Ohio Community Colleges and their implications for the viability of a similar program at Cincinnati State.	Advising, Academics, IR Web Manager, Financial Aid, Advising Finance & Budget Committee EAB Moonshot for Equity Initiative	Collect counts of students who graduated with the support of a completion advisor and second chance grant recipients. Use this as a baseline for goals in the 2024-2026 iteration. Summarize findings and recommendations from the debt forgiveness review.
11. Cincinnati State students will **receive all credentials earned.**	Increase credentials awarded under **Credit When It's Due** and learn from other Ohio Community Colleges that award high numbers of CWID degrees. Explore **reverse transfer** procedures that can be used with Northern Kentucky University and other top transfer	Registrar's Office, IRE, Academics	Total credentials awarded under Credit When It's Due and Reverse Transfer programs.

	destinations outside of the Ohio Public University system.	Registrar's Office, IRE Academics	
	Create a plan for promoting **reverse transfer among CCP students** with a high number of completed credits but no degree when they matriculate at other schools.		
	With the implementation of degree mapping, a better understanding of student pathway and dual opportunity will be identified and made available. This will allow for increased transparency of credential completion (at all levels) and transfer especially for Cincinnati State and beyond.	CCP Staff, IR	

Workforce

12. Students enrolled in STEMM programs that align with **Ohio's workforce development priorities** will have the financial and academic support needed to complete a credential.	Expand program eligibility for the **Choose Ohio First scholarship** by reviewing CIP (Classification of Instructional Program) codes for applicable programs to ensure they align with state guidelines. Short-Term Certificate Grant (ensure distribution to students).	Institutional Advancement, COF program chairs Workforce Development Center, Admissions & Financial Aid	Counts of COF Scholarships awarded. Starting in Spring 2022, opportunities & expansion will be increased through the 2024 plan.

	Review & expand **Stackable** credentials available for students from existing program inventory.		
13. The College will create **new academic programs** when needed to meet the evolving workforce needs of Ohio communities.	Design and launch an **Advanced CNC Machining Certificate** (if the Department of Labor grant is approved) Investigation of a Bachelor's in Aviation Maintenance Technology	Institutional Advancement, Academics, APCC Academics & Assessment	Summary of new programs created in the 22-24 cycle and any available applications and enrollments.