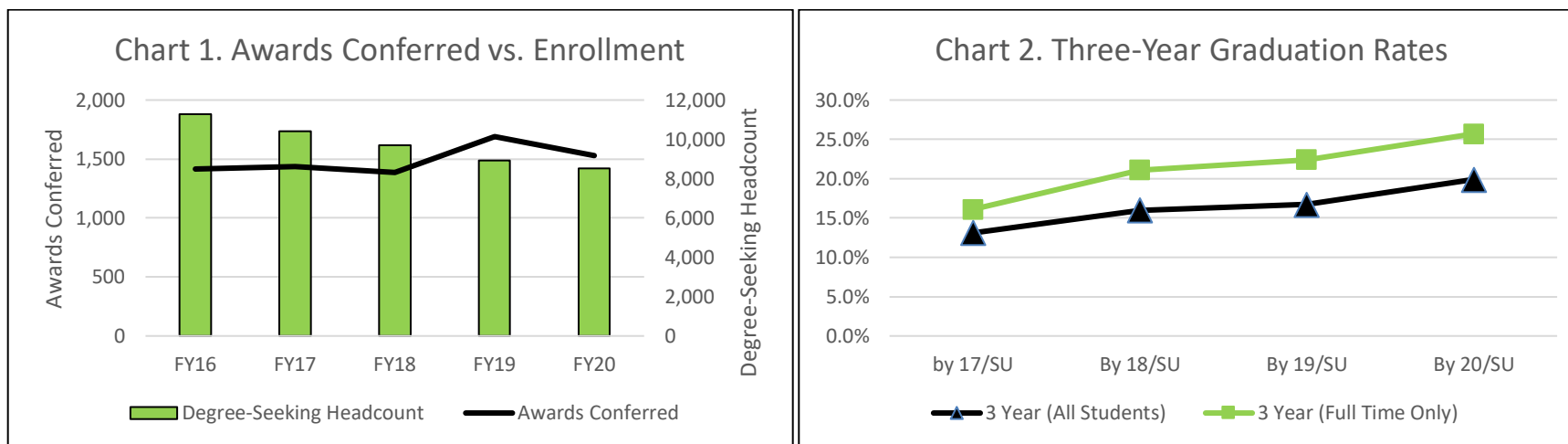


## Student Success & Completion Plan 2020 - 2022

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. As a result of the strategies incorporated in previous plans, Cincinnati State has delivered notable improvements in completion and student success.

### Completion

Ohio’s goal in creating the completion plan requirement was to “increase the number of degrees and certificates awarded” to enhance economic opportunity and workforce development (Ohio Revised Code 3345.81). Over the past five years, Cincinnati State has **increased credentials awarded by 8% even as degree-seeking enrollment has fallen by 24%** (based on the annual unduplicated headcount). In the absence of intervention, award conferral and headcount would typically have similar trends.



With the use of completion plan strategies, Cincinnati State has also **increased its Three-Year Graduation Rate by more than 50%**. Over the past four years, the rate for Full-Time students has increased from 16.1% to 25.7% while the rate for all students has increased from 13.1% to 19.9%.



*Student Success*

The 2018-2020 Completion Plan targeted the three Key Performance Indicators listed below:

Early Indicators for New, Degree-Seeking Students	Baseline		Completion Plan 2018-2020		2025 Goal
	16/FA Cohort	17/FA Cohort	18/FA Cohort	19/FA Cohort	
Pass Rate	74.3%	75.1%	75.5%	73.40%	79%
Average Credits Earned	12.6	12.7	13.8	14.3	18.0
Persistence	69.0%	68.4%	68.8%	71.9%	73%

**Average Credits Earned and Persistence both increased year over year** while the plan was in place. The Pass Rate increased for the Fall 2018 cohort but then dipped the following year likely due to the unexpected transition to remote classes in the Spring of 2020 for COVID-19. Going forward, pass rates are expected to trend back up.

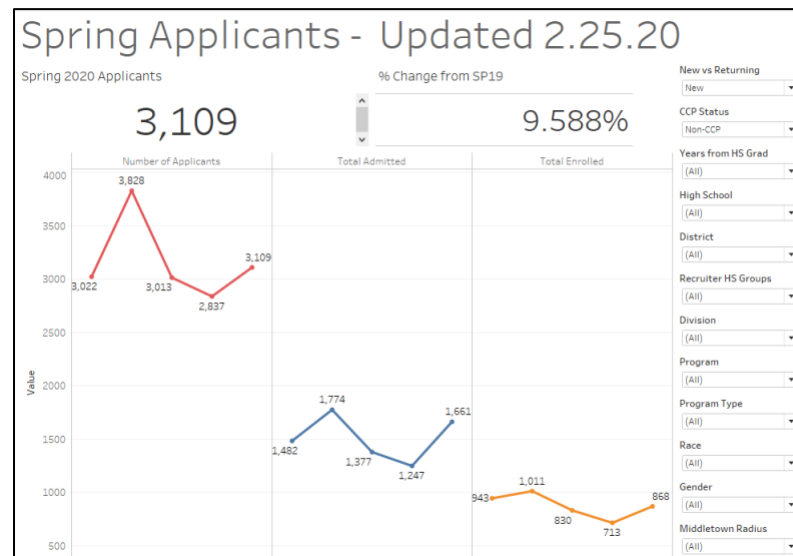
The College chose to track the indicators listed above for “New, Degree-Seeking Students” instead of “First Time Ever in College Students” as originally planned. This change aligned the completion plan with the goals in the College’s most recent strategic plan “Accelerating Potential: 2020 – 2025”. It also distinguished the impact of the College’s efforts on credit momentum within the degree-seeking population (the FTEIC cohort includes non-degree seeking students some of whom may take as little as 0.5 credits in a given semester as part of workforce development).

*2018-2020 Completion Plan Update*

The gains made in completion and student success were the result of the implementation of inter-connected student success strategies. Each area of the College developed objectives to target the Key Performance Indicators relative to one or more of the plan’s four institutional priorities. Departments were encouraged to think through the student life cycle from connection to workforce to identify where their area might have the most impact. A selection of the objectives and their outcomes are shared below.

## Institutional Priority 1: Ramp up all recruitment and retention efforts

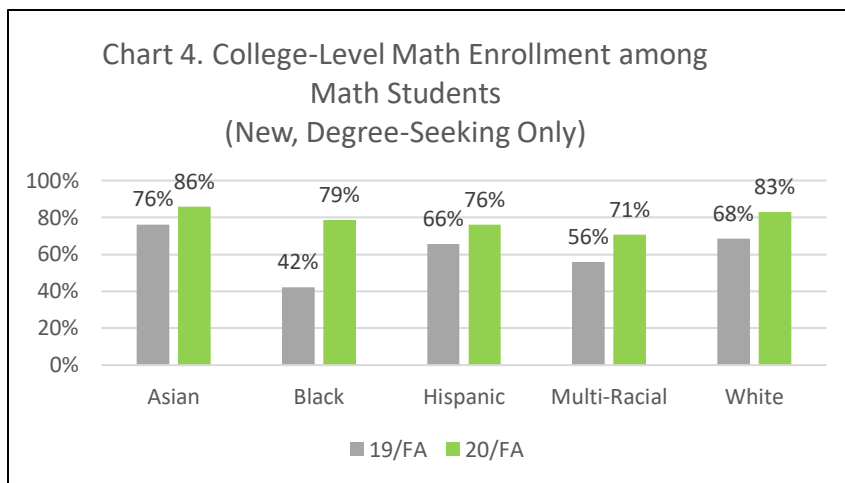
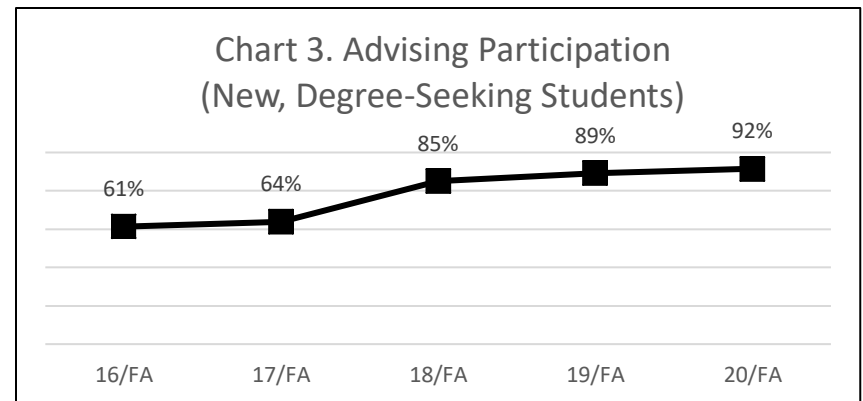
- The Admissions and Marketing departments in partnership with Institutional Research created a funnel dashboard that tracks the progress of students as they apply, gain admission, and enroll at the College. Based on the intended start term, the weekly dashboard allows recruitment personnel to **analyze trends by demographic and academic indicators and then respond in real time.**



- Cincinnati State launched its online New Student Orientation on July 13<sup>th</sup>, 2020. The orientation was developed over the course of the 2019-2020 school year by representatives throughout the College in collaboration with the Advantage Design Group (an external partner). **Over 50% of the Fall 2020 cohort participated in the orientation program, and two-thirds of these students (36% of the total cohort) completed it.** When college-wide in-person orientations were offered in the past, approximately 7-10% of each Fall cohort chose to participate (Student Activities Data). Participation and completion rates are both expected to increase in future terms now that the New Student Orientation will be available to all students at the time of admission. The orientation will be reviewed and revised each year based on student feedback.

## Institutional Priority 2: Accelerate the redesign of advising and student support services

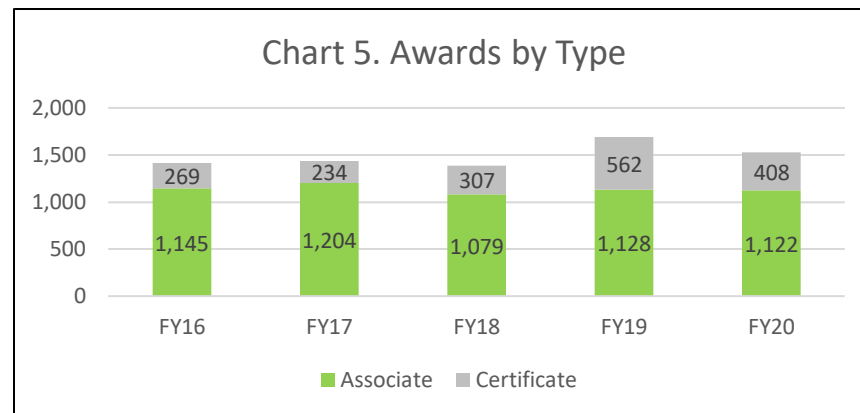
- Pro-active, relational advising is a critical component for the implementation of Guided Pathways. While meeting with an advisor prior to the first semester has always been highly encouraged, the College made it mandatory in the Fall of 2018. With this requirement, **the percent of New, Degree-Seeking students who attended an advising meeting prior to the census date of their first semester, increased from 64% in Fall 2017 to 85% in Fall 2018.** Participation increased again both in Fall 2019 and in Fall 2020 as implementation details were resolved and as the College provided additional remote participation options due to the COVID-19 pandemic.



- The College brought co-requisite English Composition to scale in 18/FA and co-requisite Quantitative Reasoning and Statistics to scale in 19/FA. With these options in place, in 20/SP, the College was able to cease requiring Accuplacer for admissions in favor of Multiple Measures Placement, based primarily upon unweighted high school GPA. While these changes were helpful for all students, they had the greatest impact in students of color: **Black students were almost twice as likely to start in college-level Math after multiple measures was implemented.** The timing of the change to Multiple Measures was also fortunate since it allowed the College to seamlessly admit and place students during the sudden shift from in-person services during the pandemic.

## Institutional Priority 3: Confront and clear major institutional roadblocks to student success

- In the Fall of 2018, the Registrar’s Office partnered with Information Technology to begin auto-awarding credentials to students who had completed all program requirements. Prior to this change, credentials were granted only after a student had petitioned to graduate. This process ensures that students receive all credentials they have earned (including any stackable certificates embedded in their program) and that students are treated equitably regardless of their knowledge of College procedures. As seen in Chart 5, **awards increased in Fiscal Year 2019 at both the certificate and Associate levels when this change was implemented.**



- The Financial Aid office altered its disbursement model in the Fall of 2019 to grant students access to half of their yearly award in each of their first two semesters. In prior years, aid packages were divided evenly across the Fall, Spring, and Summer semesters, even though a relatively low percentage of students attend all three semesters each year. This change aligned Cincinnati State’s award procedures with those of our area competitors, and it allowed students to access Summer Pell dollars that would otherwise go unused. In the first year of the change, **Pell grant disbursements increased by 4.1 million, and loan disbursements decreased by 1.0 million.** This decrease in student loan usage is beneficial both for students (who are not borrowing as much) and for the College (in the calculation of its default rate).

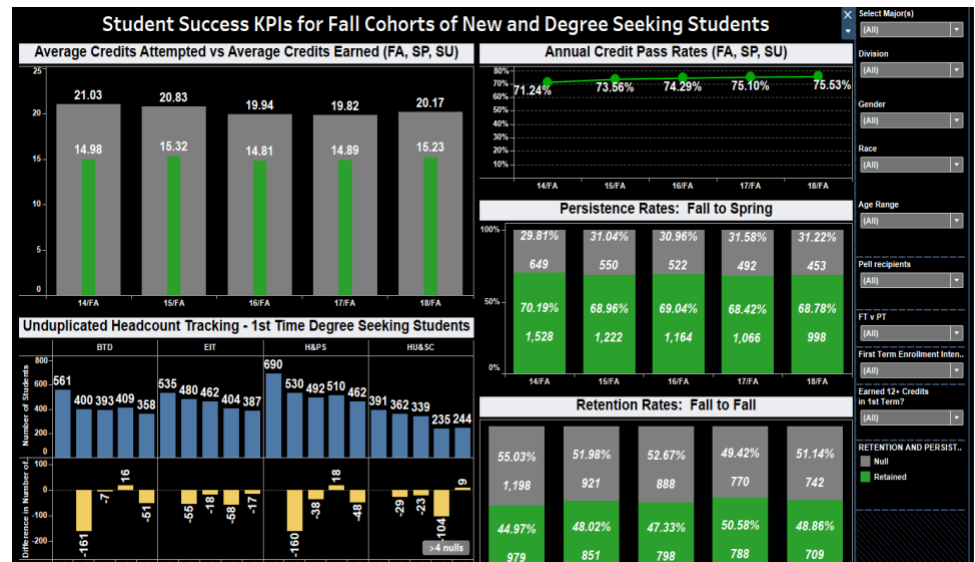


- The Workforce Development Center (WDC) launched a Short-Term Certificate Grant in the Summer of 2019 to help low-income Ohio residents quickly train for in-demand jobs. As of November 1, 2020, **29 students had received short term grants** and 19 had completed their programs. WDC continues to seek external partners to ensure that local residents and their employers can access needed training. Last year the College was **awarded a \$305,000 training contract** from JobsOhio in collaboration with REDI Cincinnati to train employees at UGN Automotive in the areas of automation, robotics, and advanced manufacturing.

- Starting with the recruitment of the Fall 2020 cohort, the College discontinued its Accuplacer testing requirement. Academic placements are now made through structured conversation between advisors and students using a research-based multiple measures approach that considers high school course work and corresponding grades, high school GPA, other available standardized tests (ACT or SAT scores), and student comfort level with the given subject. In removing the testing requirement, the College **increased its admission rate for New, Non-CCP applicants by 50%** (from 40% in Fall 2019 to 61% in Fall 2020).

## Institutional Priority 4: Enhance effective academic program analysis and institutional continual improvement efforts

- The Provost's Office, in collaboration with Institutional Research and the Academic Deans, launched a dynamic program analysis dashboard in the Fall of 2018. This was enabled by the College's investment in data visualization software (Tableau). Although the College has made program analysis information available for many years, this was the first time that program chairs had the tools needed to filter and disaggregate student performance data at the program level to examine trends by race, gender, age, Pell status, and enrollment type. This analysis is used within each program's annual self-study to **design interventions for underserved populations**, to identify goals for the following year and to assess the impact of the previous year's efforts.



- Cincinnati State is committed to providing seamless transitions for students at Ohio's Career Tech institutions. To this end, the College has **more than doubled its number of CTAG courses** over the past five years (from 22 in 2016 to 48 in 2020). CTAGs (Career Technical Assurance Guides) allow career technical students to qualify credit at an Ohio college or university based on their career technical education. While the compliance process to get each course approved is substantial, Cincinnati State has prioritized this work to accelerate completion.



## 2020-2022 Completion Plan

Cincinnati State’s completion plan incorporates relevant goals and metrics from our strategic plan, “Accelerating Potential: 2020-2025”. This alignment ensures that the College is laser-focused on student success and has a single map to get there. While individual departments created their own objectives for the previous plan, this process will not be replicated in 2020-2022; plans are already underway to carry out the strategic plan and a duplication of work is unnecessary.

Cincinnati State is firmly committed to continuous quality improvement. From the 2018-2020 completion plan, we learned that we can be most effective by prioritizing interventions that can be implemented at scale. This iteration includes 14 objectives across the student life-cycle that will impact student success and completion. 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 RESPONSIBLE	GOAL & METRICS
<b>Connection</b>			
1. All prospective, new and re-entry students will receive <b>planned, consistently-aligned communications</b> that welcome them to the college, guide them through enrollment, and encourage persistence at the College	<b>Audit current communication</b> procedures from prospect to second semester enrollment to identify communication or information gaps by population (New, Former-CCP, Re-Entry, etc.).	Enrollment Services, Academic Divisions, IR	50% of New, Non-CCP Admits will be enrolled as of Fall Census. (Baseline: 46% Fall 2020)
	Analyze applicant and student demographics and academic behaviors to <b>create personas</b> to be used in Marketing and Enrollment plans.	Marketing	42% of Returning, Non-CCP Admits will be enrolled as of Fall Census. (Baseline 38% Fall 2020)
	Invest in <b>texting software</b> for use in Admissions and Enrollment	Texting Committee	

	activities. Develop guidelines around appropriate use.		
2. <b>Career Tech students</b> will receive personalized guidance in enrolling at Cincinnati State and in transferring all credits earned while in high school.	<p><b>Update the Admissions Application</b> to allow students to identify as Career Tech students with a current list of area schools and programs.</p> <p>Create &amp; implement a procedure for contacting all career-tech applicants to obtain their SSID and <b>import their earned CTAG credits.</b></p> <p>Partner with admissions to identify prospective students in Career Tech programs and <b>provide outreach</b> notifying these students of relevant pathways at Cincinnati State along with credit transfer information.</p>	<p>Admissions, IT</p> <p>CTAG Coordinator, Registrar</p> <p>Perkins Committee, Tech Prep</p>	<p>Evidence of strategy implementation will be provided along with annual counts of career tech applicants and CTAG credits granted.</p> <p>These annual counts will serve as the baseline for goals in the 2022-2024 plan.</p>
<b>First Year Entry</b>			
3. All degree-seeking students will have access to a personalized <b>degree-map</b> that lists the courses they need to take and when they plan to take them.	Cincinnati State will investigate the purchase of degree mapping software in conjunction with its next Student Information System. If software is not purchased, the College will create a way for advisor and student-created maps to be visible to students.	IT, Advising	<p>At least 50% of New, Degree-Seeking Students will have personalized degree map on file by Fall 2022.</p> <p>(Baseline: 0%)</p>



<p>4. All degree-seeking students will have access to the <b>career exploration and wage information</b> needed to select the best program for their goals.</p>	<p>Responsible parties will meet to design a plan for <b>early career exploration</b> within every program.</p> <p>Graduate wage data will be obtained from Ohio Department of Job and Family Services on an annual basis. <b>A professional development will be developed for advisors and program chairs</b> to review the aggregated data and its limitations. Within the scope of ODJFS restrictions, wage data will be shared with students to promote informed choice among programs.</p>	<p>Career Center, Academic Divisions</p> <p>IR, Web Manager</p>	<p>50% of New, Degree-Seeking students will participate in career exploration in Fall 2021.</p> <p>At least one professional development session will be held each year. Each session will have 20 or more attendees.</p>
<p>5. At-risk college students will have access to <b>academic and social support</b> prior to the start of their first semester.</p>	<p>In Summer 2021, Cincinnati State will launch a low or no-cost <b>Summer Bridge</b> program for participants in the Be Great scholarship program.</p> <p>The College will explore national research-based models for providing student readiness and retention support and will make</p>	<p>Humanities &amp; Sciences, Enrollment Services</p> <p>Advising, Academic Deans</p>	<p>Be Great Persistence: 80% And Credits Earned 1<sup>st</sup> Year: 18 (Baseline: 76% and 13 credits)</p> <p>Evidence of strategy implementation will be provided along with a summary of any actions taken.</p>

	recommendations for moving forward.		
<b>Progress</b>			
6. Cincinnati State will increase the percentage of students completing a <b>college-level Math course in their first year.</b>	<p><b>Professional Learning Community for advisors</b> on advancing equity through Guided Pathways will be held in the 20-21 Academic year.</p> <p><b>Multiple measures</b> within the context of advising conversations will be used to place students in their math sequence.</p> <p>Continued support / co-requisite options will be explored for the <b>College algebra</b> sequence.</p> <p>Math faculty will <b>collaborate with program chairs</b> to examine curricula and assure that the math pathway they use for their students is appropriate for their discipline.</p>	Math faculty, Advising	<p>At least 40%% of the Fall 2021 cohort of New, Degree-Seeking students will pass Math within their first year.</p> <p>(Baseline: 35.0% for Fall 2019 cohort)</p>
7. Cincinnati State will increase the percentage of students completing a <b>college-level English course in their first year.</b>	<p><b>Professional Learning Community for advisors</b> on advancing equity through Guided Pathways will be held in the 20-21 Academic year.</p>	English faculty, Advising	At least 52%% of the Fall 2021 cohort of New, Degree-Seeking students will pass English within their first year.

	<p><b>Multiple measures</b> within the context of advising conversations will be used to place students in their math sequence.</p> <p><b>Stand-alone developmental English sections will not be offered</b> starting in Fall 2020. Co-requisite English and other supports are available for students most in need of support.</p>		(Baseline: 47% for Fall 2019 cohort)
<b>Completion</b>			
<p>8. <b>College Credit Plus</b> students will gain access to <b>program pathways</b> while still in high school.</p>	<p>CCP team will attend the <b>OACC training</b> on dual enrollment pathways and research similar programs at other Ohio Community Colleges (Fall 2020).</p> <p>Academic advisors trained in OTM attainment and transfer will be regularly <b>deployed for in-person (if virtual) “visits” to all CCP partner schools</b> (Spring 2021).</p> <p>Information technology will <b>investigate the system changes</b> needed to allow CCP students to be enrolled in a degree program (Fall 2020).</p>	<p>CCP Team, Enrollment Services, Information Technology</p>	<p>All coding and program changes will be complete by Summer 2022 so that CCP students can enroll in degree pathways by Fall 2022.</p>

	CCP Team will develop a <b>proposal for CCP pathways</b> that outlines the next steps for both the provost and the Academic Policies & Procedures Committee (Spring 2021).		
9. Cincinnati State students will be prepared for <b>successful transition to baccalaureate degrees.</b>	A <b>Transfer Center Advisory Council</b> will be created to provide guidance to the Transfer Center Coordinator, to analyze current transfer data, and to identify strategies for increasing the number and rates of successful transfers.	Transfer Center Coordinator, Faculty & Administrators TBD	Goals will be developed by the Transfer Advisory Council after baseline data is compiled and analyzed.
10. Cincinnati State will reconnect with students who left without acquiring a degree to <b>promote completion opportunities.</b>	Student Activities and Student Senate will launch a <b>student-to-student reconnection effort</b> designed to bring stopped-out peers close to completion back to the College.  <b>Reverse transfer</b> procedures (similar to those under Credit When It's Due for Ohio schools) will be explored with Northern Kentucky University and other top transfer destinations.	Enrollment & Student Development, Student Activities, Divisional Advisors  Provost, Registrar's Office, IR	Specific goals will be created once criteria for each intervention is developed.  Metrics will include # of students returning / # of students contacted.
<b>Workforce</b>			
11. Students enrolled in STEMM programs that align with <b>Ohio's workforce development</b>	Starting in Spring 2021, Cincinnati State students will participate in	Institutional Advancement,	In Spring 2021, at least 20 students will

<p><b>priorities</b> will have the financial and academic support needed to complete a credential.</p>	<p>Ohio's <b>Choose Ohio First scholarship</b> program.</p>	<p>COF program chairs</p>	<p>receive Choose Ohio First grants and complete 6 credit hours or more towards their chosen programs.</p>
<p><b>Other</b></p>			
<p>12. Cincinnati State will connect students with the services and resources needed to <b>succeed in the pandemic environment</b> and will identify pandemic-initiatives that bear continuation.</p>	<p>The Academic Response Team will <b>survey students</b> enrolled in Fall 2020 to evaluate current offerings, to understand what additional supports are needed (i.e., technology orientation), and to identify services that should be continued even after the pandemic ends (i.e., loaner laptops, virtual advising, virtual tutoring).</p> <p>Financial Aid rules will be changed starting with Fall 2020 to allow students to <b>purchase recommended laptops through the College bookstore.</b> (Already in process prior to COVID)</p> <p>The College will <b>loan equipment</b>, including but not limited to personal computers and broadband access points <b>to students in need</b></p>	<p>Academic Response Team, IR</p> <p>Financial Aid, Bookstore, Program Chairs</p> <p>Information Technology</p>	<p>Survey results will be compiled and shared with the ART in early Spring 2021. Additional goals will be developed from the survey results.</p> <p>Evidence of these changes will be included in the completion plan recap.</p>

	<p>The College will <b>virtualize student support</b>, including but not limited to Writing Center, Tutoring Center, Math Center, Parenting Resource Center, Counseling, and Disability Services.</p> <p>The College will <b>fast-track the development of key courses</b>, not currently available in online formats.</p>	<p>All Offices Listed</p> <p>Academic Divisions</p>	
<p>13. Cincinnati State will promote <b>enrollment patterns</b> that increase the likelihood of success.</p>	<p>Institutional Research will <b>analyze pass rate data</b> by length of course, proximity of the registration date to the course start date, and schedule construction (looking at how a balance of full-semester and accelerated classes might impact students momentum). This analysis will be used to make recommendations on registration date cut-offs (if any), course section availability, and schedule composition to support student success.</p>	<p>IR, Advising</p>	<p>A description of changes made as a result of this analysis will be included in the completion plan recap.</p> <p>Changes will be evaluated using the New, Degree-Seeking KPIs.</p>
<p>14. Cincinnati State will review its <b>scholarship application process</b> to ensure enrollment goals and awards are aligned.</p>	<p>Groups responsible will meet to <b>analyze current allocation procedures, timelines and trends</b> (by demographics and academic status) and will make recommendations as warranted.</p>	<p>Financial Aid, Institutional Advancement, Faculty Scholarship Committee, IR</p>	<p>A description of changes made as a result of this analysis will be included in the completion plan recap.</p>