

# Central Ohio Technical College

## 2024-2026 Student Success and Completion Plan



Approved by the COTC Board of Trustees on: May 21, 2024

*Central Ohio Technical College (COTC)* is committed to student success and improving the communities it serves. The college has made major, strategic investments in student success through its implementation of a holistic student support model, utilization of new technologies for academic advising and student planning, and expansion of academic offerings through new course types, course delivery models, and in-demand programs.

The 2024-2026 COTC Completion Plan builds upon these efforts by establishing new actions and reinforcing previous strategies. The Completion Plan is aligned with the college's [strategic framework](#) and serves as a guide for expanding the student safety net, enhancing academic offerings, and supporting student goal attainment.

The following COTC Completion Plan action items are informed by the [Guided Pathways](#) model:

- A. **Connection to Our Students:** Clarifying academic and career paths and student goals upon entry.
- B. **First-Year Entry:** Helping students get on a path and reduce barriers that lead to unwanted outcomes.
- C. **Student Progression:** Supporting students to stay on their path and accelerate goal attainment.
- D. **Academic and Career Goal Completion:** Ensuring high-quality learning through student engagement, high-impact teaching practices, and outcomes evaluation.
- E. **Institutional and Operational Initiatives:** Supporting student success through continuous improvement across college-wide systems and structures.

### **Mission**

To meet the technical education and training needs of students and employers in the area.

### **Vision**

COTC will help our students build successful futures by engaging with our industries, communities and employers to uncover opportunities that will address workforce needs, positively influence communities and impact lives for decades to come.



For the coming biennium, COTC has defined three high-impact goals that will drive academic and service improvements. The goals are:

- 1) Increase the proportion of new bachelor's degree, associate degree, 1-year certificate, and short-term certificate COTC students with no previous dual enrollment who complete academic credit or receive transfer credit for college-level mathematics and English within three semesters including their start term.

Measure	AY18	AY19	AY20	AY21	AY22	AY23	AY24*	AY25 GOAL	AY26 GOAL
<b>Math and English</b>	445 / 1,024 = 43%	437 / 1,014 = 43%	469 / 964 = 49%	430 / 930 = 46%	386 / 765 = 50%	336 / 734 = 46%	186 / 536 = 35%	≥ 48%	≥ 50%
Math alone	492 / 1,024 = 48%	492 / 1,014 = 49%	523 / 964 = 54%	466 / 930 = 50%	415 / 765 = 54%	363 / 734 = 50%	203 / 536 = 38%	≥ 52%	≥ 54%
English alone	666 / 1,024 = 65%	648 / 1,014 = 64%	628 / 1,014 = 65%	625 / 930 = 67%	515 / 765 = 67%	475 / 734 = 65%	333 / 536 = 62%	≥ 68%	≥ 70%

\*Partial year, 23SM and 23AU only

- 2) Increase the proportion of new bachelor's degree, associate degree, and 1-year certificate COTC students with no prior dual enrollment who return to COTC from their start term to the immediate next semester. (Term-to-Term.)
- 3) Increase the proportion of new bachelor's degree and associate degree COTC students with no prior dual enrollment who return to COTC from their start term to the same semester in the following year. (Year-to-Year.)

Measure	AY18	AY19	AY20	AY21	AY22	AY23	AY24*	AY25 GOAL	AY26 GOAL
<b>Term-to-Term Retention</b>	658 / 1,004 = 66%	638 / 980 = 65%	605 / 929 = 65%	548 / 870 = 63%	437 / 717 = 61%	404 / 660 = 61%	326 / 481 = 68%	≥ 66%	≥ 68%
<b>Year-to-Year Retention</b>	459 / 978 = 47%	426 / 959 = 44%	413 / 911 = 45%	342 / 855 = 40%	275 / 707 = 39%	280 / 653 = 43%	-	≥ 48%	≥ 50%

\*Partial year, 23SM and 23AU only



## **A. Connection to Our Students**

COTC is committed to serving a diverse student population with a wide range of personal, academic, and career goals. Onboarding provides students with a robust introduction to COTC, so they are informed of the various programs and services available to support them while they pursue their goals. The college has improved academic programming by focusing on structured educational pathways that promote retention, completion, and goal attainment. In 2022, COTC established the Holistic Student Support Center that serves to connect students to academic, personal, and community supports specific to their needs, both inside and outside of the classroom. The Gateway Enrollment Center has expanded the use of Student Planning software within Academic Advising to increase transparency of academic requirements and highlight milestones. COTC's Student Financial Services Department offers a wide array of financial aid including institutional grants, dozens of scholarships, student employment opportunities, and more, all aimed at reducing financial barriers for students and families.

### **Action Steps:**

#### **1. Continue to drive increased enrollment through strategies and tactics identified in the Gateway Enrollment Management Plan.**

- a) Administrator(s): Sarah Morrison, Dean of Enrollment Management, Brandy Frias, Director of Admissions
  - i) Expand on-campus recruitment events at all campus locations and engage workforce partners in events when appropriate.
  - ii) Connect with community and k-12 partners on opportunities to engage in recruitment activities through college fairs, community events, and more.
  - iii) Develop a strategic recruitment plan for adult learners to include strengthening community organization partnerships.
  - iv) Improve and expand credit for prior learning process and develop strategies to promote to adult learners.

#### **2. Enhance student onboarding.**

- a) Administrator(s): Sarah Morrison, Dean of Enrollment Management
  - i) Auto-enroll students in the new student orientation course.
  - ii) Increase communications from Enrollment Navigators throughout student onboarding.
  - iii) Provide upfront and active academic advising with Dynamic Academic Plans.
  - iv) Ensure that academic credit earned while in high school or at another postsecondary institution is accounted for in the Dynamic Academic Plans.
  - v) Assess and improve the application and enrollment process for College Credit Plus Students.

#### **3. Eliminate barriers to entry and completion by providing an array of financial support programs for students.**

- a) Administrator(s): Dr. David Brillhart, Vice President of Business and Finance, Faith Philips, Director of Student Financial Services
  - i) Leverage the Choose Ohio First Scholarship program to strengthen our competitiveness in health programs and STEM fields, and support retention and completion in these areas.
  - ii) Increase support for the completion of short-term (less than 30 credit hours) certificates through the Talent Ready Grant program.
  - iii) Promote the Ohio Work Ready Grant program to students with the highest level of financial need and provide grants to assist with tuition costs.
  - iv) Continue to promote recruitment and retention by covering tuition for eligible students through the COTC Promise programs.
  - v) Effectively market financial support programs, eligibility requirements, and application processes through the COTC website and other student communication channels.



## B. First-Year Entry

COTC promotes first-semester and first-year college-level course completion and retention by ensuring that students are successful in college-level courses at the start of their educational journey. Enrollment Navigators work with new students to register for their first semester, and academic advisors, who are organized by program area, utilize Student Planning to help students map full program plans based on their goals. Technical academic program plans of study are designed to engage students in courses related to their technical program early in their career and facilitate student-program fit and progress. Students pursuing Associate of Arts (AA) and Associate of Science (AS) transfer degrees are advised on how the programs relate to bachelor's degrees and are informed of transfer agreements with other postsecondary institutions.

AA and AS students have the option to complete transfer degrees with concentrations in Business, Economics, Education, English, Philosophy, Psychology, Social Work, and Sociology. Pathways in Business Management Technology, Digital Media Design Technology, Computer Information Technology, Engineering Technology, and Health Care Technologies have been established for high school students completing college credit through College Credit Plus. Composition I, Statistics, Algebra, and Quantitative Reasoning have co-requisite supports embedded in the curriculum. College-level Biology and Chemistry courses are being redesigned to blend in prerequisite knowledge to support learners of all levels in these subjects. This will eliminate the remaining stand-alone remedial courses in COTC's course catalog.

### Action Steps:

#### 1. Enhance academic advising and student success coaching.

- a) Administrator(s): Sarah Morrison, Dean of Enrollment Management
  - i) Retain mandatory first semester academic advising check-ins for all new COTC students.
  - ii) Expand use of Dynamic Academic Plans in Student Planning.
  - iii) Assess the student intervention policy based upon academic performance factors.
  - iv) Redesign the Student Success Plan form required for students experiencing academic challenges.
  - v) Implement proactive student success outreach in CRM Advise based on key student outcomes.
  - vi) Create auto-alerts in CRM Advise based on student attendance and other academic behaviors.
  - vii) Increase student success communications throughout Gateway Enrollment Center operations.

#### 2. Improve support for College Credit Plus (CCP) students.

- a) Administrator(s): Sarah Morrison, Dean of Enrollment Management
  - i) Develop process to monitor CCP student selection of, and progression within, a transfer or career pathway.
  - ii) Increase communication to CCP students to improve credit attainment and matriculation after high school.

#### 3. Optimize transfer degrees by revising academic plans of study with courses with improved transferability.

- a) Administrator(s): Dr. James Jarc, Dean of Arts and Sciences
  - i) Create additional courses to satisfy arts, humanities, language, and social science requirements.
  - ii) Eliminate "course share" requirements.
  - iii) Re-launch all amended transfer degree plans and supporting courses by Autumn Semester 2026.
  - iv) Explore new AA and AS concentrations using OT36 and OGTP recommendations.
  - v) Enhance access to and compliance with iTag, MTag, and other OGTP initiatives.
  - vi) Promote awarding of alternative transfer credit across student communication channels.

#### 4. Complete restructuring of Biology and Chemistry courses.

- a) Administrator(s): Dr. James Jarc, Dean of Arts and Sciences
  - i) Publish in course catalog by Summer 2025.



### C. Student Progression

COTC continues to be focused on supporting students in meeting their personal, academic, and career goals. Academic Advising processes have been reinforced with Dynamic Academic Plans that provide transparency to students of program requirements and important milestones as they complete courses, certificates, and degrees. Flexible course offerings provide students the opportunity to enroll in-person, online, or a mix of both. Since its introduction in 2022, the Holistic Student Support Center serves students by connecting them to academic and community resources based on their specific needs, and proactive practices help reduce barriers for students needing support in times of crisis. Academic advisors are supported by faculty advisors when students reach certain credit thresholds. Engaged faculty members support student skill development through a wide range of experiential learning opportunities across all programs. These dynamic learner settings increase student engagement, provide hands-on learning opportunities, promote student retention, and accelerate student goal attainment.

#### Action Steps:

##### 1. Actively monitor student academic plans.

- a) Administrator(s): Sarah Morrison, Dean of Enrollment Management
  - i) Create an alerting system to identify students who deviate from their academic plan.
  - ii) Develop proactive interventions for students who deviate from academic plans.

##### 2. Expand holistic student support offerings and encourage student utilization.

- a) Administrator(s): Troy King, Director of the Holistic Student Success Center
  - i) Proactively identify students in need of academic or basic supports based on observed behaviors.
  - ii) Increase utilization of Early Alert for all faculty with special focus on part-time faculty.
  - iii) Expand automated Early Alerts.
  - iv) Launch the Virtual Student Success Center and online student success workshops.

##### 3. Increase flexibility in course and academic program enrollment options.

- a) Administrator(s): Lauren Massie, Dean of Technical Studies, Dr. James Jarc, Dean of Arts and Sciences, and Sarah Morrison, Dean of Enrollment Management
  - i) Continue to identify opportunities for new general education and technical programming.
  - ii) Develop an action plan to explore implementation of 8-week (term) course offerings.
  - iii) Explore increasing the number of degree and certificate programs with both in-person and fully online options.
  - iv) Consider additional modalities such as Competency Based Education (CBE), flipped classroom, and hybrid/hy-flex.

##### 4. Provide quality assurance support for online learning and other delivery modalities.

- a) Administrator(s): Dr. James Jarc, Dean of Arts and Sciences, Dr. Alex Murray, Director of Teaching and Learning
  - i) Complete audit cycle of all online courses for compliance with quality standards.
  - ii) Develop *State of e-Learning at COTC* annual report.
  - iii) Provide regular, ongoing professional development opportunities for faculty.
  - iv) Create and implement virtual support services for students in online classes.

##### 5. Continue to provide robust and deeply integrated co- and extracurricular programming to support student success, retention, completion, and career placement.

- a) Administrator(s): Dr. John Davenport, Dean of Students
  - i) Continue to support students in need through enhanced disability service supports, accessible mental health counseling, and referrals to off-campus support networks.
  - ii) Explore enhancements to career preparedness services and leadership development opportunities.
  - iii) Foster an inclusive culture through continued robust multi-cultural and interest/identity-based programming.



#### D. Academic and Career Goal Completion

Strategic investments in faculty, staff, technology, holistic supports, teaching and learning, and other resources have positioned COTC to be a model for student success in Ohio. As students progress towards their goal of completing a certificate or degree, starting their first career, or upskilling for a new career, the college's in-demand experiential programs, flexible learning options, wrap-around services, and transfer-assured curriculum are aligned with student goal completion as the top priority.

##### Action Steps:

##### 1. Embed industry-recognized certifications within courses and academic programs.

- a) Administrator(s): Sarah Morrison, Dean of Enrollment Management, Lauren Massie, Dean of Technical Studies, Dr. James Jarc, Dean of Arts and Sciences, Dr. Sanath Kumar, Director of Marketing and Public Relations
  - i) Expand industry-recognized certifications in existing course offerings.
  - ii) Identify new courses and certifications that can be developed to enhance academic programming.
  - iii) Assess and align CCP pathways to include industry-recognized credentials and certification completion.
  - iv) Market certificates as meaningful educational pathways leading to degrees and careers.

##### 2. Ensure that students who complete academic requirements are awarded credentials and are informed of opportunities to gain marketable, industry-recognized certifications.

- a) Administrator(s): Sarah Morrison, Dean of Enrollment Management
  - i) Expand auto-awarding of credentials across all certificates and degrees and for traditional and CCP populations.
  - ii) Communicate opportunities for students to earn industry-recognized credentials upon successful course and program completion.

##### 3. Foster the use of low-cost course materials like open resources, library-licensed resources, and shared textbooks.

- a) Administrator(s): Katie Blocksidge, Director of Library
  - i) Award two \$500 Course Content Review Grants in Academic Year 2024-2025.
  - ii) Identify courses where low-cost course materials are available and encourage faculty adoption.
  - iii) Educate prospective and current students on the availability of open and low-cost course materials through first-day, inclusive access strategies.
  - iv) Ensure course materials are current, relevant, and appropriate for the level of learning.

##### 4. Optimize COTC's extended campus presence and programming.

- a) Administrator(s): Sarah Morrison, Dean of Enrollment Management, Dr. James Jarc, Dean of Arts and Sciences, and Lauren Massie, Dean of Technical Studies
  - i) Analyze student application, enrollment, and matriculation data to understand needs and preferences.
  - ii) Develop extended campus academic/enrollment plans incorporating insights from high school and workforce partners, economic trends, and student demand.
  - iii) Continue to develop high school and technical center partnerships to increase CCP enrollment.
  - iv) Work to develop a qualified and *reliable* part-time faculty network to meet the staffing needs.
  - v) Update service region economic reports with census data and labor market information.



## **E. Institutional and Operational Initiatives**

COTC is committed to supporting high-quality instruction, institutional effectiveness, and operational efficiency through strategic initiatives identified below. We believe in creating systems and processes that help us reach our transformational goals by reducing barriers, increasing collaboration, and enhancing our collective capacity. As the population of the Central Ohio region continues to grow, COTC seeks to respond accordingly while still being good stewards of our financial and human resources.

### **1. Introduce new student demographic profiles within semester census reports to understand how equitably different academic programs serve different students.**

- a) Administrator(s): Joe Argiro and Pam Curavo, Institutional Research Analysts
  - i) Develop student demographic summaries by academic department, degree-level, and for populations of interest to strategic priorities.
  - ii) Present profiles to faculty and staff groups in autumn and spring semesters each year.
  - iii) Publish profiles on the COTC Institutional Research & Effectiveness webpage.

### **2. Refine the Academic Program Review process to include new data sources, increased collaboration, and an emphasis on disaggregated equity-focused data analysis.**

- a) Administrator(s): Lauren Massie, Dean of Technical Studies, Dr. James Jarc, Dean of Arts and Sciences, and Joe Argiro, Institutional Research Analyst
  - i) Add response items documenting Early Alert utilization by faculty and Advisor feedback.
  - ii) Conduct mid-cycle operational plan check-ins with academic leadership.
  - iii) Report mid-cycle data by program to support program goal tracking.
  - iv) Share program operational goals with Gateway, Student Life, Facilities, and Business and Finance.
  - v) Reestablish Academic Program Report of Operational Goals to President's Cabinet.

### **3. Ensure quality instruction by full- and part-time faculty through comprehensive on-boarding, professional development, and accountability strategies.**

- a) Administrator(s): Dr. Alexander Murray, Director of Teaching and Learning, Lauren Massie, Dean of Technical Studies, and Dr. James Jarc, Dean of Arts and Sciences
  - i) Implement a regular, comprehensive PD curriculum, including faculty orientation and early career supports.
  - ii) Mandate full participation in Faculty Development Days for full-time faculty; Increase part-time participation.
  - iii) Clarify and improve the full-time faculty rank and promotion process.
  - iv) Simplify the process for distribution of faculty professional development funds and encourage faculty use.
  - v) Develop a strategy to improve the onboarding and support of College Credit Plus high school teachers.

### **4. Strengthen operations of the Coalition for Holistic and Equitable Student Success Team (CHESS Team).**

- a) Administrator(s): Dr. James Jarc, Dean of Arts and Sciences, Erin McGuire, Professor of English (Co-chairs)
  - i) Provide thought leadership on equity gaps in student performance and facilitate collaborative, strategic efforts to address gaps.
  - ii) Promote best practices in student success strategies across the college.
  - iii) Work towards Achieving the Dream Leader College distinction.