Central Ohio Technical College
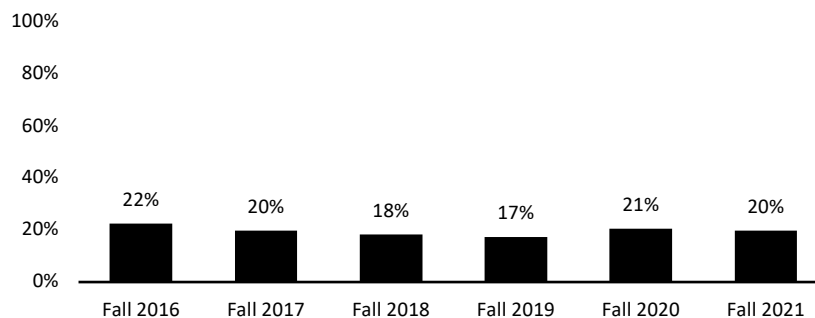## 2022-2024 Completion Plan

Approved by the COTC Board of Trustees on: August 16, 2022

Central Ohio Technical College (COTC) is committed to student success and improving the communities it serves. In recent years, the college has made major, strategic investments in its holistic student support model, technology, and academic innovations. This 2022-2024 Completion Plan update builds upon these efforts by establishing new actions and goals and updating previous strategies. The plan is aligned with the college's strategic framework and serves as a roadmap for expanding the student safety net, enhancing academic offerings, and supporting student goal attainment.

The Provost's Office uses *The Four Disciplines of Execution* framework to identify *Wildly Important Goals* (WIGs). For the coming biennium, COTC has identified two WIGs that will drive academic and service improvements to 2024. The 2022-2024 goals are:

1. **Increase the number of students utilizing services available through the Student Success Center by 15% to 45% within the two academic years identified in the completion plan.**

2. **Decrease the proportion of new COTC students who complete zero college-level credit in their first semester from 20% to 15% by 2024.** (Baseline of 99/498, 20%, for autumn 2021 cohort; Progress check-in autumn 2022 and autumn 2023).

Percent of Cohorts Earning Zero College Credit in First Semester
16AU - 21AU

COTC's 2022-2024 completion plan is organized into four sections in accordance with the Ohio Department of Higher Education's Completion Plan template. Each section includes specific actions supporting the WIGs.

Contents

Connection to Our Students

COTC continues to focus on onboarding students into structured educational pathways that promote retention, completion, and student goal attainment. Since 2020, the college realigned its Center for Student Success, implemented a student intake survey, and expanded the use of Student Planning to enhance academic advising, among other activities. Action steps for Connectedness include:
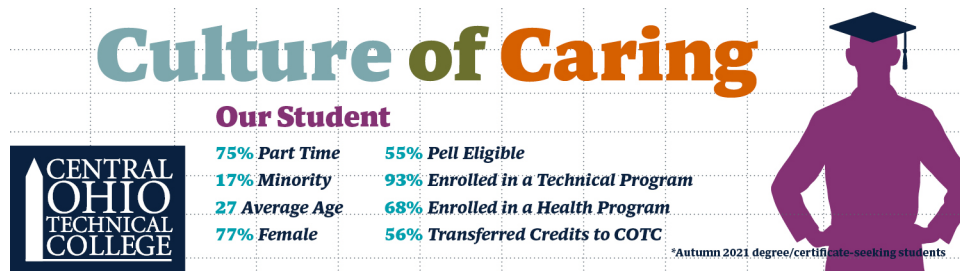
Action Steps:

1. Engage external partner in updating Strategic Enrollment Management plan.

2. Expand use of online orientation modules for new students and identify barriers to enrolling within the orientation process.

3. Enhance upfront and active advising for both new and returning students.

    i.   Implement Dynamic Academic Plans in Student Planning to incorporate high school and other postsecondary credits and improve student degree plans.
    ii. Continue mandatory advising check-ins for new students.
    iii. Offer Early Alert and advising training to faculty in support of student retention.
    iv. Increase proactive identification of students in need of academic or basic needs supports.

4. Promote the COTC student persona and provide the college community with an overview of COTC's typical student. The persona will support decision-making by helping focus programming on the students we serve.

    i.   Develop department-level personas to understand how different programs serve different students.

5. Reaffirm dedication to serving learners aged 25 years and older when they start at COTC.

6. Refine and adapt academic delivery styles to include more flexible learning solutions such as online, hybrid, competency-based, and flexible start date options.

    i.   Increase the number of courses offered fully online by 50% to a total of 84 by 2024.
    ii. Increase the number of courses offered in a hybrid or hy-flex model by 50% to a total of 110 by 2024.
    iii. Increase the number of programs offered fully or primarily in an online, technology-enhanced modality by 20% to a total of 11 by 2024.
    iv. Increase second-term course offerings in both general and technical areas.
         i.   21AU Baseline = 10 sections.
    v.   Establish three completely competency-based education (CBE) programs.

7. Expand options and promote short-term and one-year certificates embedded within associate degrees.

Central Ohio Technical College
2022-2024 Completion Plan

COTC promotes first-semester and first-year college-level course completion by ensuring that students start in college-level courses at the start of their educational journey. Composition I, Statistics, Algebra, and Quantitative Reasoning have co-requisite supports embedded in the curriculum and Biology and Chemistry co-requisite options are currently being developed. By 2024, COTC will eliminate the remaining stand-alone developmental education courses in Biology and Chemistry and fully implement the co-requisite model.

Academic advisors are organized by academic meta-major and 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 or arts (AA) and associate of science (AS) transfer degrees are advised on how they apply to bachelor's degrees. AA and AS students also have the option to complete transfer degrees with concentrations in Economics, Social Work, English, Philosophy, Psychology, Sociology, and Business.

Action Steps:

1. Complete co-requisite expansion.

    i. Course development in Biology and Chemistry.
    ii. Monitor gaps in student outcomes by age, race, and more.

2. Develop and implement a new academic program evaluation model. Expand to incorporate:

    i. Early momentum indicators,
    ii. student experience data,
    iii. benchmarks, goals, and annual check-ins,
    iv. eLearning standards review, and
    v. expanded transfer and labor market outcomes.

3. Enhance upfront and active advising for both new and returning students.

    i. Implement Dynamic Academic Plans in Student Planning to incorporate high school and other postsecondary credits and improve student degree plans.
    ii. Continue mandatory advising check-ins for new students.
    iii. Offer Early Alert and advising training to faculty in support of student retention.
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Early Momentum Metrics for COTC:

First-Time College Student Cohort Rates	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Did Not Enroll in Dev Ed	17%	21%	26%	34%	40%	50%	59%	61%
Attempted 12+ Credits First Semester	40%	50%	51%	50%	50%	54%	48%	42%
Earned 24 Credits in Year 1	9%	13%	15%	15%	19%	22%	22%	16%
Passed College English in Year 1	43%	42%	51%	51%	53%	50%	60%	54%
Passed College Math in Year 1	17%	27%	26%	32%	33%	37%	45%	35%
Passed Both College Math and English in Year 1	14%	22%	23%	27%	27%	32%	39%	30%
Persisted from Term 1 to Term 2	72%	70%	72%	72%	70%	69%	70%	66%

Student Progression

COTC has expanded its holistic student support offerings and continues to adapt academic offerings to serve the needs of a diverse student population while providing pathways to family-sustaining wages. The college strives to meet students where they are and connect them to on- and off-campus supports based on their unique experiences and challenges. Academic advisors are supported by faculty advisors when students reach certain credit thresholds and COTC offers a wide range of experiential learning opportunities across its technical programs. These opportunities enhance faculty engagement, provide hands-on learning opportunities, and promote student retention and completion.

Action Steps:

1. Continue use of strategic data tools and monitor for gaps in student outcomes:

    i. WIG dashboard.
    ii. Postsecondary Data Partnership (PDP), National Student Clearinghouse.

2. Enhance upfront and active advising for both new and returning students.

    i. Implement Dynamic Academic Plans in Student Planning to incorporate high school and other postsecondary credits and improve student degree plans.
    ii. Offer Early Alert and advising training to faculty in support of student retention.
    iii. Increase proactive identification of students in need of academic or basic needs supports.

3. Increase the number of students utilizing services available through the Student Success Center by 15%.

4. Identify new EdTech solutions in conjunction with the College Innovation Network (CIN) and COTC faculty.

    i. Just-in-time success coaching exploration.
    ii. Chat bot utilization.
    iii. Canvas improvements and upgrades.

5. Refine and adapt academic delivery styles to include more flexible learning solutions such as online, hybrid, competency-based, and flexible start date options.

    i. Increase the number of courses offered fully online by 50% to a total of 84 by 2024.
    ii. Increase the number of courses offered in a hybrid or hy-flex model by 50% to a total of 110 by 2024.
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    iv. Increase second-term course offerings in both general and technical areas.
        a) 21AU Baseline = 10 sections.
    v. Establish three completely competency-based education (CBE) programs.

6. Expand options and promote short-term and one-year certificates embedded within associate degrees.

Completion

COTC is committed to supporting the diverse needs of its students and facilitating their progress to their end goals. Strategic investments in faculty, staff, technology, and other resources have positioned the college to be a model for student success in Ohio. As students progress towards their goal of completing additional degrees, starting their first career, or upskilling for a new career, the college's in-demand experiential programs, flexible learning options, and transfer-assured curriculum are aligned with student goal completion as the top priority.

Action Steps:

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    i.   WIG dashboard.
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    i.   Implement Dynamic Academic Plans in Student Planning to incorporate high school and other postsecondary credits and improve student degree plans.
    ii. Offer Early Alert and advising training to faculty in support of student retention.
    iii. Increase proactive identification of students in need of academic or basic needs supports.

3. Implement comprehensive faculty on-boarding focusing on retention and completion. This includes:
    i.   Adjunct-faculty orientation,
    ii. Trainings at faculty development days, and
    iii. Canvas trainings.

4. Advance to year 2 of partnership with Achieving the Dream. (Action Plan submitted July 2022.)

5. Increase the use of Open Educational Resources (OER) in courses by 2023 to help provide course materials at low or no cost[1]. The Academic Deans and the Library will work with faculty to promote OER usage and develop training. Baseline 22AU = 6.

6. Refine and adapt academic delivery styles to include more flexible learning solutions such as online, hybrid, competency-based, and flexible start date options.

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[1] Journal of Computing in Higher Education: A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. https://link.springer.com/article/10.1007/s12528-015-9101-x