INSTITUTIONAL BEST PRACTICES ROUNDTABLE PRESENTATIONS & DISCUSSIONS

Fall 2018 Student Support Leadership Institute | 09.14.18 | 2:15 PM – 3:30 PM

CENTRAL OHIO TECHNICAL COLLEGE

Course Mapping and Student Pathways; Strategic Scheduling; Advising Redesign

Title: "Mapping Courses and Strategic Scheduling"

Presenters: Jennifer Abraham, Gateway Manager, Advising/Retention and Sarah Morrison, Gateway Director

Description: Join COTC leaders as they share their experience and approaches to course mapping and strategic scheduling to improve student outcomes.

CLARK STATE COMMUNITY COLLEGE

Employment and Career Readiness

Title: "Developing Community & Employer Partnerships"

Presenters: Melody Gast, Career Services Coordinator and Aimee Belanger-Haas, Dean of Business & Applied Technologies Division

Description: Clark State Community College is dedicated to preparing students to meet employer's workforce skill demands and training needs, thus supporting area economic growth. The College is focused on developing community and employer partnerships that will benefit our students and alumni. For the SSLI Roundtable Presentation, Clark State would like to present on the following best practices related to developing partnerships and programs: 1) Internal Partnerships between Career Services, Academics, and Workforce which are valuable to experiential education, employer expansion, and student/alumni success. 2) Expanding external partnerships through the Guaranteed Interview Program.

COLUMBUS STATE COMMUNITY COLLEGE

Co-requisite Remediation and Developmental Education

Title: "Designing & Implementing English Co-Req Model"

Presenters: Robyn Lyons-Robinson, English Chair and Lisa Gordon, English Professor

Description: In this presentation, Columbus State's English Department Chair Robyn Lyons-Robinson, and English Professor Lisa Gordon will discuss the design and implementation of the English Co-requisite course (ENGL 0199 ALP/ENGL 1100). Operating at scale in Autumn 2018, the course bridges developmental and college-level English to shorten the pipeline to College English course completion for students who are not quite ready for college English. The presenters will describe the benefits and challenges of developing and executing the English Co-requisite model at scale. Highlights of the presentation include:
- The structure of the courses
- The curriculum
- The importance of professional development
- The importance of comprehensive curriculum development for faculty use
- The logistics of scheduling
- The success rates

CUYAHOGA COMMUNITY COLLEGE

Reaching Underserved Student Populations; Improving Retention, Persistence, and Graduation Rates; Student Completion Plans; Employment and Career Readiness

Title: "Experience with IPEDS Case Management Initiative"

Presenters: Angela Johnson, VP for Access & Completion and Lindsay English, Interim VP for Learning & Engagement

Description: The purpose of the IPEDS Case Management Initiative has been to engage IPEDS identified students through a case management/direct style of support. Additional objectives include increasing engagement through student awareness of institutional resources, addressing student access/financial and registration issues and increasing the overall retention and completion of the intended population. This work has resulted in a significant increase in Tri-C's IPEDs graduation rate. Our presentation will discuss the factors that have made this initiative successful and the lessons learned.

EDISON STATE COMMUNITY COLLEGE

Maximizing Student Intake and Onboarding Processes; Improving Retention, Persistence & Graduation Rates

Title: "Using Data to Inform Student Placement"

Presenters: Chris Spradlin, Provost and Dr. Paul Heintz, Dean of Arts & Sciences

Description: Edison State Community College has implemented the use of multiple measures of assessment for initial placement purposes. We are currently considering students' high school GPA and their performance in specific high school English and Mathematics courses in the placement decision. This initiative is about to enter its third year, and so far, our data show that it has been highly successful.

LAKELAND COMMUNITY COLLEGE

Improving Retention and Persistence Rates

Title: "Employing an Early Alert System"

Presenters: Dr. Deborah L. Hardy, Associate Provost for Teaching & Learning and Dr. Lynne Gabriel, Psychology Professor & Assessment Coordinator

Description: Lakeland Community College Early Alert System is designed to provide resources to at-risk students. The early alert process quickly connect "student at risk" to valuable resources to address academic, student support and behavior issues. With ease, faculty use the online system to post alerts and resource advocates are available to provide support to students.

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LORAIN COUNTY COMMUNITY COLLEGE

Improving Retention and Persistence Rates

Title: "Scaling Student Nudging Tactics"

Presenters: Aaron Weiss, Dean of Science & Mathematics Division and Erika Fenik, Research Analyst

Description: Lorain County Community College would like to share the work it is doing in collaboration with JFF and Persistence Plus through a grant opportunity to send students supportive nudges via text messages. The platform, based on behavioral science research, sends students nudges that are unique to each student. Students on the Persistence Plus platform experienced a 10% lift in persistence from term to term. Due to the successes seen through the initial work, LCCC plans to scale nudging for the 2018-2020 time period.

MARION TECHNICAL COLLEGE

Maximizing Student Intake and Onboarding Processes; Employment and Career Readiness

Title: "Integrating Career Services"

Presenters: Bob Haas, Chief Strategy Officer and Shannon Niedzwicki, Director of Career Services

Description: MTC will discuss its approach to integrating career services into each aspect of a student's experience. Career discussions start with admissions and are reinforced at advising appointments. We have also been successful in engaging faculty, who incorporate a few career exploration assignments into coursework. Most programs have a co-op requirement which occurs toward the end of a students program. We have also recently launched an intense career academy that we will describe

NORTH CENTRAL STATE COLLEGE

Maximizing Student Intake and Onboarding Processes; First-Year Experience; Advising Redesign

Title: "Redesigning Student Onboarding & First Year Experience"

Presenters: Monica Durham, Director, Student Success & Transition Services and Margaret Puckett, Associate Professor, First Year Experience & Developmental Education

Description: North Central State College over the last two years has redesigned its onboarding process, including its orientation and First Year Experience course. This redesign integrates the academic planning process and supports the college's overall goal to improve retention, persistence, and completion rates. Topics covered in this presentation include:

- Optimizing student engagement and preparation through mandatory orientation
- Integrating academic planning in stages—through orientation, First Year Experience, and advising
- Expanding the reach of First Year Experience by offering the course in several formats and schedules
- Ensuring "no student is left behind" through the Transition Specialist's function

NORTHWEST STATE COMMUNITY COLLEGE

Maximizing Student Intake and Onboarding Processes; Advising Redesign; Student Completion Plans

Title: "Developing the NSCC Academic Advising Center"

Presenters: Cassie Rickenberg, Director of the Advising Center and Cindy Krueger, VP Institutional Effectiveness & Student Success

Description: The college received a Title III grant to develop an Academic Advising Center. We will discuss implementation of the Advising Center that focuses on new student on-boarding and academic plan development utilizing full-time academic advisors. Academic pathways are being used to develop plans in DegreeWorks. Transitioning students from academic advisors to faculty advisors will also be discussed.

OWENS COMMUNITY COLLEGE

College Credit Plus

Title: "Making the Most of CCP"

Presenters: Meghan Schmidbauer, Assistant Dean of Admissions

Description: With an influx of students wanting to take college courses while still in high school, learn how Owens Community College created unique materials, programs, and pathways to ensure students stay on track and are successful in their programs. Learn about their new scholarship for continuing CCP students.

RIO GRANDE COMMUNITY COLLEGE

Co-requisite Remediation and Developmental Education; CCP; Strategic Scheduling; Student Intake and Onboarding; Increasing Graduation Rates

Title: "Co-Requisite Remediation @ RGCC"

Presenters: Richard Sax, Provost and Elizabeth Bonawitz, Chair, School of Science & Mathematics

Description: RGCC has had CoReq in ENG since 2015, CoReq in MTH since 2017--student persistence, retention, and completion rates have increased with these transitions.

SINCLAIR COLLEGE

Career Exploration Opportunities for Students

Title: "Career Exploration Best Practices"

Presenters: Julie Thompson, Associate Project Director, Student Completion Office and Sarah Finch, Associate Professor of Biology & Biotechnology & STEM Career Community Coordinator

Description: Presenters will share experiences with connecting students to career exploration opportunities that allow students to take brief assessments, learn about the available programs, meet faculty and staff, & learn about careers, salaries, and degree requirements.

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SOUTHERN STATE COMMUNITY COLLEGE

Advising Redesign

Title: "Redesigning the Advising Experience"

Presenters: Peggy Chalker, Dean of Articulation and Transfer & Director of Student Success

Description: After reassessment of the onboarding process to completion, the Advising experience at SSCC has been redesigned to focus on career development first. This process has included hiring of new staff, career training of new and existing staff, and acquiring tools to assist with the career discovery. One-on-one advising sessions are part of the admissions-to-registration process. After admittance and placement assessment, students meet to discuss career goals, program pathways, and academic strengths. Advisors meet semesterly with students to assist with pathway guidance partnered with faculty, address academic status issues, and prepare for program continuance to four year institutions.

STARK STATE COLLEGE

Co-requisite Remediation and Developmental Education; Improving Retention, Persistence, and Graduation Rates; Degree/Certificate Completion

Title: "Developing & Implementing Co-Requisite Strategies"

Presenters: Beth Williams, Department Chair of English & Modern Languages/Arts, & Sciences and Aaron McClure, Department Chair of Mathematics/Arts & Sciences

Description: Both the English and Math developmental courses are utilizing the co-requisite model. The redesign of developmental courses will help retain students to also aid them in degree completion. We will share strategies and logistics of the development and implementation of the courses.

TERRA STATE COMMUNITY COLLEGE

Advising Redesign

Title: "Advising Redesign at Terra State"

Presenters: Dr. Kristen Lindsay, Interim Assistant Vice President, Student & Enrollment Services and Ann Sergent, Assistant Dean, BHIT Academic Division

Description: Over the past two years, the Advising operation at Terra State has been strengthened thanks to targeted procedural improvements and enhanced wrap-around support programs. Streamlined student onboarding was a specific goal, as well as improved persistence and retention. At the root of all of the positive outcomes Terra has realized as a result of the redesign is a strong collaboration between academic and student affairs.

WASHINGTON STATE COMMUNITY COLLEGE

Student Transfer and Articulation Agreements

Title: "Fostering Community College-University Partnerships"

Presenters: Amanda Herb, VP of Institutional Advancement and David Scheimann, Assistant Dean of Transfer & Assessment

Description: To create more transfer pathways for local students, Washington State Community College worked with Marietta College, a four-year private institution, to launch a dual admit program. The program, called WSCC2MC, provides students with the opportunity to be accepted to both WSCC and Marietta College with one application. As part of the program, students begin their studies at Washington State where they complete an associate degree. While at Washington State in the WSCC2MC program, students are guaranteed admission to Marietta College and work with an advisor at MC to ensure a seamless transfer. Students are also offered the opportunity to live on MC's campus and take one course a semester at MC, while enrolled at WSCC, at a discounted tuition rate. Representatives from WSCC will share details about how they implemented this program, including logistics as well as the challenges related to change management that exist in bringing two institutions together to work toward a common goal.

ZANE STATE COLLEGE

College Credit Plus; Reaching Underserved Student Populations; Co-requisite Remediation and Developmental Education; Student Transfer and Articulation Agreements

Title: "Connecting At-Risk High School Students"

Presenters: Richard Woodfield, Provost and Kevin Hurst, Chief Student Affairs Officer

Description: With assistance from Jobs for the Future, Zane State partnered with Zanesville High School and launched the 12th Grade Redesign program. The program is focused on students in the middle third of their class who had taken a college preparatory curriculum but did not have a clear plan for college and whose college placement scores were below the state determined remediation free score required for dual enrollment participation. Early in the student's high school junior year, students who had not achieved college readiness scores and who had not enrolled in vocational tracks were identified with over 80 students meeting this criterion. Faculty recommendations, information meetings with guardians, and interviews by college enrollment personnel resulted in the selection of 25 students who would be invited to participate in the inaugural group of our 12th Grade Redesign initiative. These students were then brought to the college campus for Spring Fest and additional early engagement occurred over the summer to underscore how excited both the high school and college were that they had been specially selected for this early college experience designed with them in mind and geared for giving them a successful launch into college.