

North Central State College

*Utilizing Policy Governance
to guide the development
of new pathways to student success*



Presentation Outline

- I. Overview of NCSC**
 - a. Vision, Mission, Strategic Goals**
 - b. Service area, College profile, and Demographics**
 - c. Changing landscape**
- II. Policy Governance, Board Principles, and Ends Policies Guiding College Mission and Pathways**
- III. Student Success Pathways & Development of New Ones**
 - a. Guided Pathway Model**
 - b. New Pathways:**
 - 1. Academic Advising**
 - 2. Dual Enrollment / College Credit Plus**
 - 3. Degrees without debt / Tuition Freedom**
 - 4. Open Education Resources**
 - 5. Transfer & Baccalaureate Degree**
- IV. Other evidence of student success**



Vision

North Central State College is committed to being a leader in affordable quality higher education and a partner in achieving greater community prosperity and better quality of life.

Global Ends Policy / Mission

North Central State College exists for the citizens of its service region to attain the knowledge and skills to succeed in their chosen path for learning, work, or enrichment, sufficient for the college to justify available resources.

Strategic Goals

1. Access
2. Success
3. Resources





North Central State College

- Located in north central Ohio
- Serves the three-county district of Ashland, Crawford & Richland
- Population ~ 220,000



Major Area Employers (3 counties)

Description	2018 Jobs	Pct. Regional Jobs	Avg. Earnings Per Job
Manufacturing	16,392	18%	\$59,992
Health Care and Social Assistance	13,883	15%	\$49,587
Government	12,089	13%	\$62,394
Retail Trade	10,401	11%	\$29,930
Accommodation and Food Services	7,556	8%	\$16,317
Administrative and Support and Waste Management and Remediation Services	5,614	6%	\$29,125

College Data

1. **Budget: ~ \$19 million**
2. **Total annual head count: ~ 3,900 credit;
~ 300 non-credit**
3. **Full Time Equivalent: 1,735**
4. **Divisions: Business/Industry/Technology; Health Sciences; Liberal Arts**
5. **Average age: 22; Adult > 25: 22%**
6. **Full-time: 30% (39% if counting only post HS students)**
7. **Female: 60%**
8. **Minority: 12%**



Changing Landscape Factors Impacting Pathways

1. Underserved population

- Mostly rural environment where higher education is of low priority
- Low educational attainment (10 to 20% below state and national level)
- Economically under-resourced area (~30% receiving food stamps)
- First generation students, working, caring for family, and going to college

2. Declining student enrollment

3. Changing demographics (declining population & high school graduates)

4. Loss of major business and industry

5. Improving economy allowing adults to pursue jobs vs. education

6. Increasing competition from public, private, and online institutions

7. Frozen or low state subsidies

8. Mental Health - adverse childhood experiences (ACE's)

9. Increased accountability of a state funding model based solely on performance and student completion



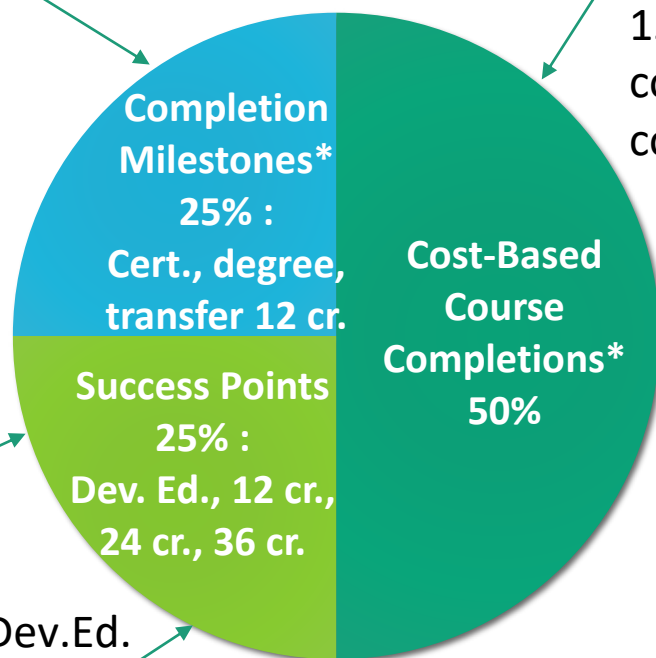
Ohio Performance Funding Framework Impacting Pathways – Focused on Completion, yet minding the underserved

* Access weight:

- a. 25% - 1 category
- b. 66% - 2 categories
- c. 150% - 3 categories
- d. 200% - 4 categories

No access weight

Completing Dev.Ed.
English and Math, &
Enrolling in College level.



* Access weight:
15% on course completion

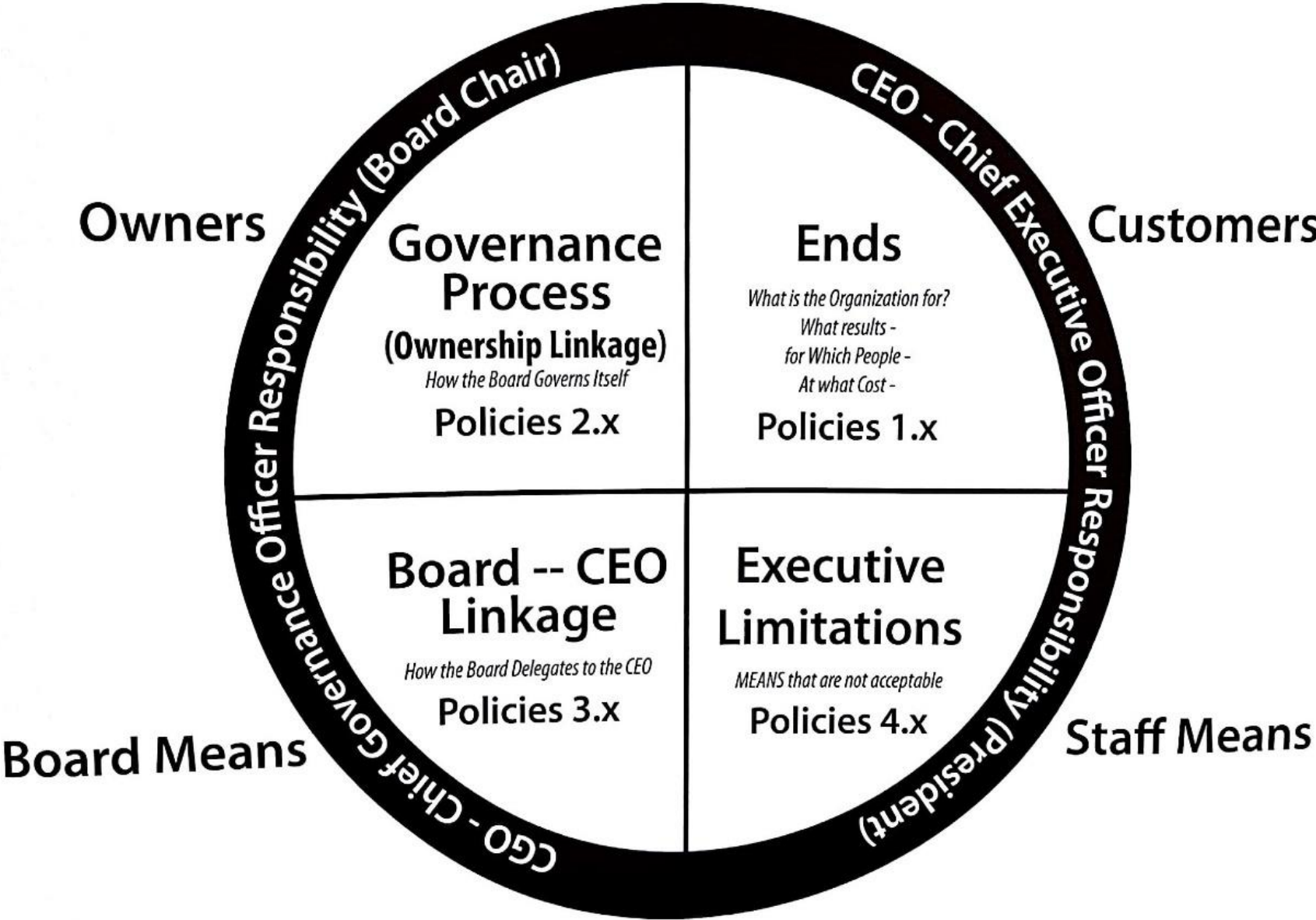
* Access Categories Weight Applied

- **Adult** (age 25 and over at time of enrollment)
- **Low-Income**, Pell Eligible (ever in college career)
- **Minority** (African American, Hispanic, Native American)
- **Academically under prepared** (remediation free standards, math only for FY 2016)

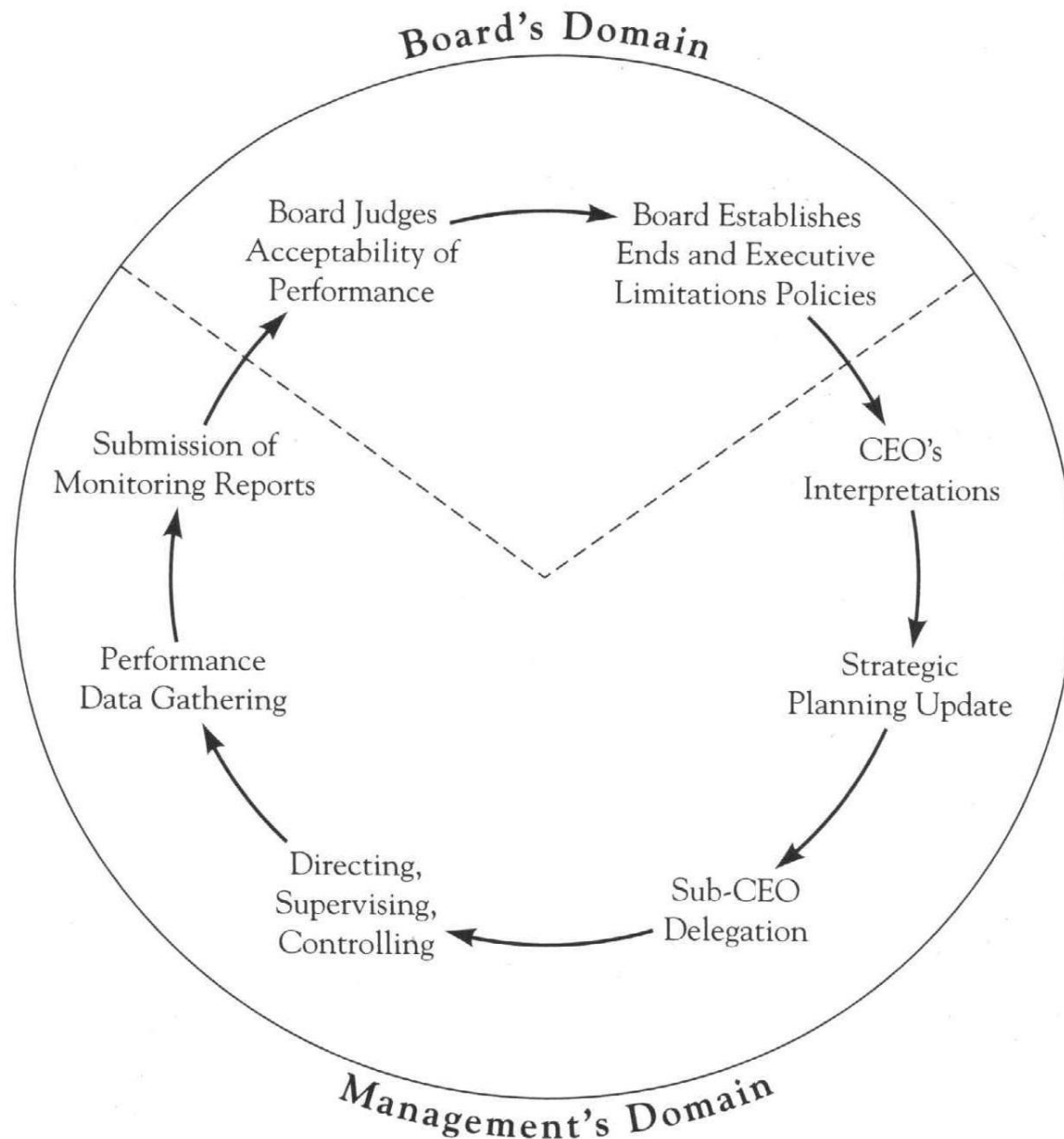
All data averaged over three years



Carver Policy Governance® Model – Impacting Pathways



Policy Governance® Cycle



Board Ends Policies Guiding Expansion to Pathway Model

1. **Global Ends**
2. **Equal opportunity**
3. **Diversity**
4. **Career readiness and development**
5. **Transferability**
6. **Enrichment**



There are 4 dimensions to the Guided Pathways Model

1. Clear roadmaps from start to finish
2. Help students choose and enter a program of study
3. Students' progress tracked - frequent feedback/support
4. Ensure that students are learning (learning outcomes and assessments)



1. Clarify paths to student end goals

- a) Simplify students' choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b) Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.



Connection Phase Implementation: what college is doing

- 1. Engage students and their families prior to enrollment**
- 2. Identify and remediate academic deficiencies before entering college**
- 3. Improve the intake process from application to admission**
- 4. Improve accessibility to career tool kit**
- 5. Assist students in understanding financial aid**
- 6. Advise students on career choices from the start (stackable certificates, degree, transfer)**
- 7. College Credit Plus pathways for traditional students with all local high schools**
- 8. Pathways for adult students including Prior Learning Assessment, and cohorts**



2. Help students choose and enter a pathway

- a) Bridge K12 to higher education by assuring early remediation in the final year of high school.
- b) Redesign traditional remediation as an “on-ramp” to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a Program of Study.
- c) Provide accelerated remediation (co-requisites) to help very poorly prepared students succeed in college-level courses as soon as possible.



Entry Phase Implementation: what college is doing

1. Require orientation to develop familiarity with resources
2. Advise students into meta-majors and reduce number of undecided students
3. Develop and strengthen (two loan distributions), yet simplify, policies and procedures related to financial aid and admissions
4. Institute intrusive advising through more deliberate touch points to keep students on track to graduation
5. Provide clearer curriculum maps with sequence of courses for both full-time and part-time
6. Increase co-requisites, reduce prerequisites, increase wrap around services including embedded tutoring



3. Help students stay on path

- a) Support students through a strong advising process, supported by appropriate technology, to strengthen clarity about transfer and career opportunities, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- b) Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.



Progress Phase Implementation: what college is doing

1. **Develop policies and procedures with benchmarks: drop for non-pay, non-attendance, early alerts, mid-term warnings, withdrawal after speaking with faculty/advisor**
2. **Embed milestone courses in curriculum worksheets**
3. **Introduce course similar to Statway and Quantway**
4. **Leverage technology to monitor student progress**
5. **Create a culture of academic success: honor college; embedded tutoring; block scheduling and cohort structure based on enrollment pattern**
6. **Provide faculty with course completion data**
7. **Enhance program assessment for quality improvement**
8. **Implement student planning software to decrease excess credit hours taken by students (pre-health students to default to Associate of Science)**



4. Ensure that students are learning

- a) Establish program-level learning outcomes aligned with the requirements for success in employment and further education and apply the results of learning outcomes assessment to improve instruction.
- b) Integrate digital and projects, internships and other applied learning experiences to enhance instruction and student success.
- c) Ensure incorporation of effective teaching practice throughout the pathways (digital media, flipped classroom).



Completion Phase Implementation: what college is doing

- 1. Develop a process for auto award of certificate and degrees**
- 2. Establish clearer transfer pathways with universities and develop reverse transfer policy**
- 3. Develop more industry-based and recognized certificates**
- 4. Continually review program outcomes with program advisory committees**
- 5. Reduce number of required credit hours to graduate from programs**
- 6. Remove barriers from graduation process by continually running degree audits so students know exactly what classes they need to complete**



Alignment / Execution of student pathway at NCSC

1. Getting admitted and oriented to college, curriculum and career counseling
2. Providing proactive and intrusive advising (early alert for early intervention) through student and academic services, faculty & staff, online and face to face (high tech, high touch)
3. Discovering and removing barriers through new policies and enhanced support services with earlier interventions (especially for at risk students)
4. Course completion and helping student move from a development course to another, and to a college level course (especially gateway/milestone)
5. Finishing 12, 24, and 36 credit hours



Alignment / Execution of student pathway at NCSC

6. Moving from one semester to another, from one year to another
7. Finishing certificates
8. Enhance internships/apprenticeships, Tech Skills, & Soft Skills
9. Doing cohorts, PLA, & CBE especially for adult learners
10. Smoother transferring process and articulation agreements
11. Increasing graduation rate
12. Tracking through employment and getting a job



New Pathways

1. Academic Advising
2. Dual enrollment
3. Degrees without Debt / Tuition freedom
4. Open Education Resource
5. Transfer & Baccalaureate Degrees



Academic Advising Pathway - Student Services

1. Same advising team for the student throughout the student journey. Every team member is trained to be both a generalist, and a specialist in one division.
2. CSI/Focus 2/ Career Coach and program/major are identified before student starts the first semester. Educational plan is automatically generated and locked.
3. Orientation and FYEX (2 cr.) are required, complimenting one another, emphasizing college-wide competencies and financial literacy and soft skills.
4. Every advisor is entering notes in Advisor-Trac. Alerts sent to faculty 25%, 50%, and 75% into the semester (75% is one week prior to withdrawal date).
5. Part-time advisors to help students prevent the run-around and minimize visits to campus.
6. Financial aid processes will be given first priority to prevent future delays.
7. Automate processes for auditing students getting off pathway, and for issuing degrees/certs



Academic Advising Pathway – Academic Services

1. All majors within a program or a department have the same set of courses to take during the first semester.
2. General education courses are aligned across the curriculum to meet employer needs (soft skills), cultural diversity, and college-wide outcomes.
3. All program and course options will be more structured and minimized (including electives).
4. Curriculum sheets are established for both FT and PT students with clear milestones and gateway courses, as well as identified stackable certificates.
5. The curriculum sheets will show credits to be earned in first year (= 30), tech credits to be earned in first year (at least 9), and completion of gateway math & English in first year
6. Reduce prerequisites and replace by co-requisites.



Dual Enrollment - College Credit Plus

1. Dual Enrollment in Ohio is College Credit Plus (CCP)
2. Can start in the 7th grade; taking courses at high school or College
3. The state pays the cost (deducting from HS payments)
 - a. at the high school: ~\$42 / credit
 - b. Regular tuition at the college (\$166.60/credit)
 - c. ~\$83/credit if taught by college faculty at the HS or Hs faculty at the college



Evidence of Success

Dual Enrollment - College Credit Plus

- 1. In 2016, more than 52,000 Ohio high school students took CCP, saving more than \$120 million in tuition for their families.**
- 2. In 2017, more than 68,000 Ohio high schools students took CCP, saving more than \$140 million in tuition for their families**
- 3. NC State serves more than 40 high schools, with ~1,300 students annually**
- 4. Since 2010 alone, we have served 6,430 unique high school students earning around 93,000 credits, averaging around 15 credits per student.**
- 5. Adjusted for inflation, students saved more than \$15 million over the past eight years, in our tuition. Double and triple if at university.**



Tuition Freedom

A scholarship program that provides free tuition to dual enrollment students until they finish 64 credit hours or their associate degree as they transition to the college from high schools with at least 6 credits and 2.75 GPA



Evidence of Success - Tuition Freedom

- 1. In fall 2016, we welcomed more than 300 of these Tuition Freedom Scholars, and invested close to \$700,000 in their scholarships.**
- 2. These students are taking more credits, are being more persistent, and are being more successful than our average student.**
- 3. More than 40 TFS students graduated in Spring 2018, and we currently have 250 students.**



Open Education Resources (OER)

- 1. The purpose is to provide quality free textbooks online to students to lessen their economic burden**
- 2. The state awarded the college \$1.3M innovation grant leading 15 other Ohio community colleges and two universities**
- 3. The focus is on researching, adopting, adapting, or developing course materials for the most common courses with the highest enrollment to get the best return on investment**



Open Education Resources (OER) Partners

Community Colleges shown. Also OSU, ODU, Ohio Link, & ATD



- | | |
|--|--|
| 1 North Central State College | 9 Northwest State College |
| 2 Clark State Community College | 10 Rhodes State College |
| 3 Central Ohio Technical College | 11 Sinclair Community College |
| 4 Edison Community College | 12 Southern State Community College |
| 5 Hocking College | 13 Stark State College |
| 6 Lakeland Community College | 14 Terra Community College |
| 7 Lorain County Community College | 15 Washington State Community College |
| 8 Marion Technical College | 16 OACC |



Transfer Pathways & Baccalaureate Degrees

- ☐ Legislature passed a law effective July 2017 that permits a community college to offer applied bachelor's degree programs.
- ☐ Chancellor have approved our proposal to deliver a BS in Applied Mechanical Engineering Technology
- ☐ Two universities delivering on campus
- ☐ Thirty four different agreements with 17 different institutions



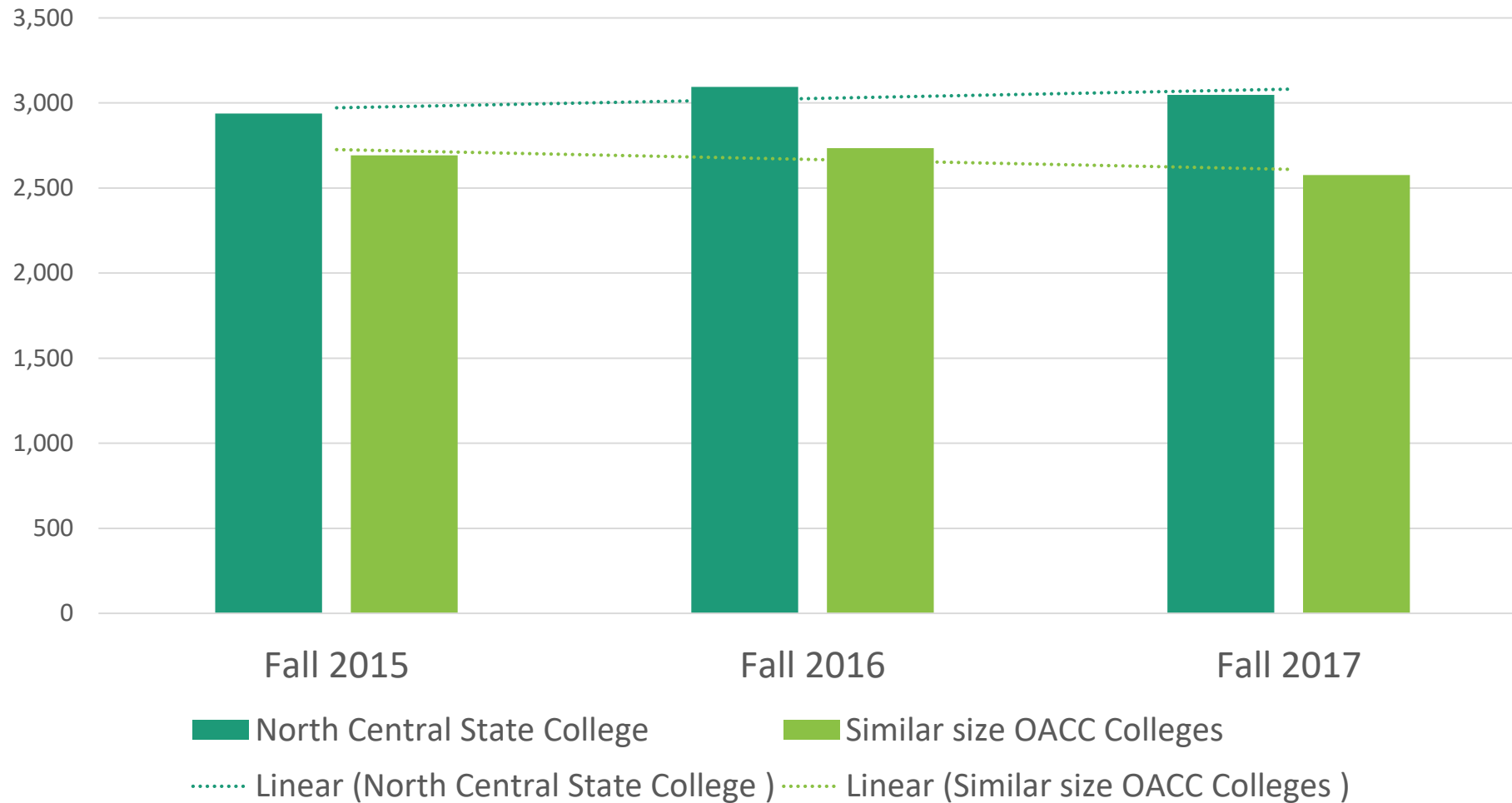
Other Evidence of Success

1. Enrollment
2. Student completion
3. Revenues, expenses, reserve
4. Grants
5. Workforce
6. Facilities



Evidence of Access

Fall Headcounts

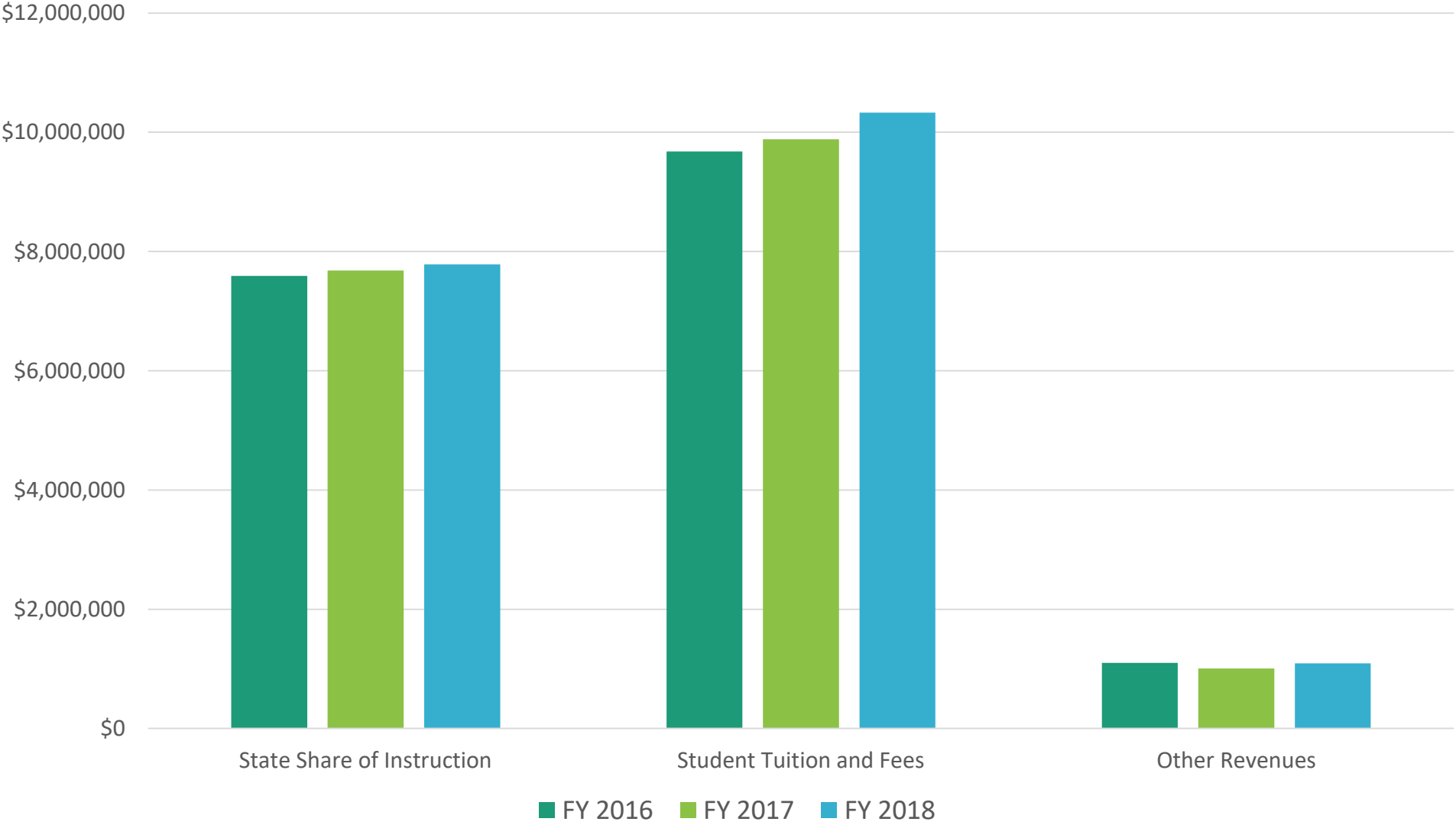


Student Completion

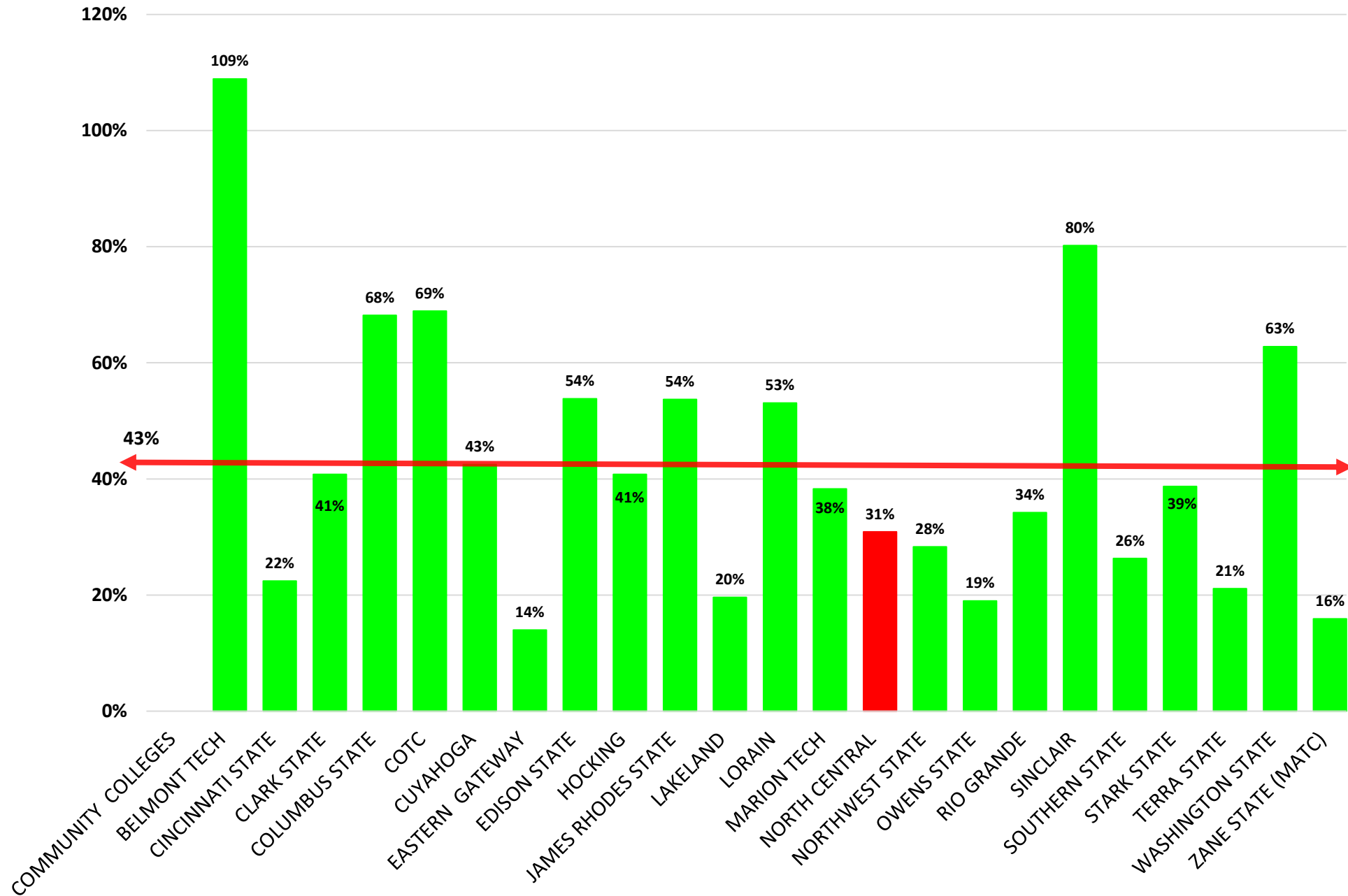
- 1. College has done well under the new state formula in terms of state subsidies**
- 2. Course success rate is high at 88%**
- 3. Last 3-year success rate for minority students increased by 9%**
- 4. Licensure and certification rate is high with multiple programs achieving 100%**
- 5. Increased co-requisites and reduced prerequisites**
- 6. Honor college with community services with several hundred students participating**



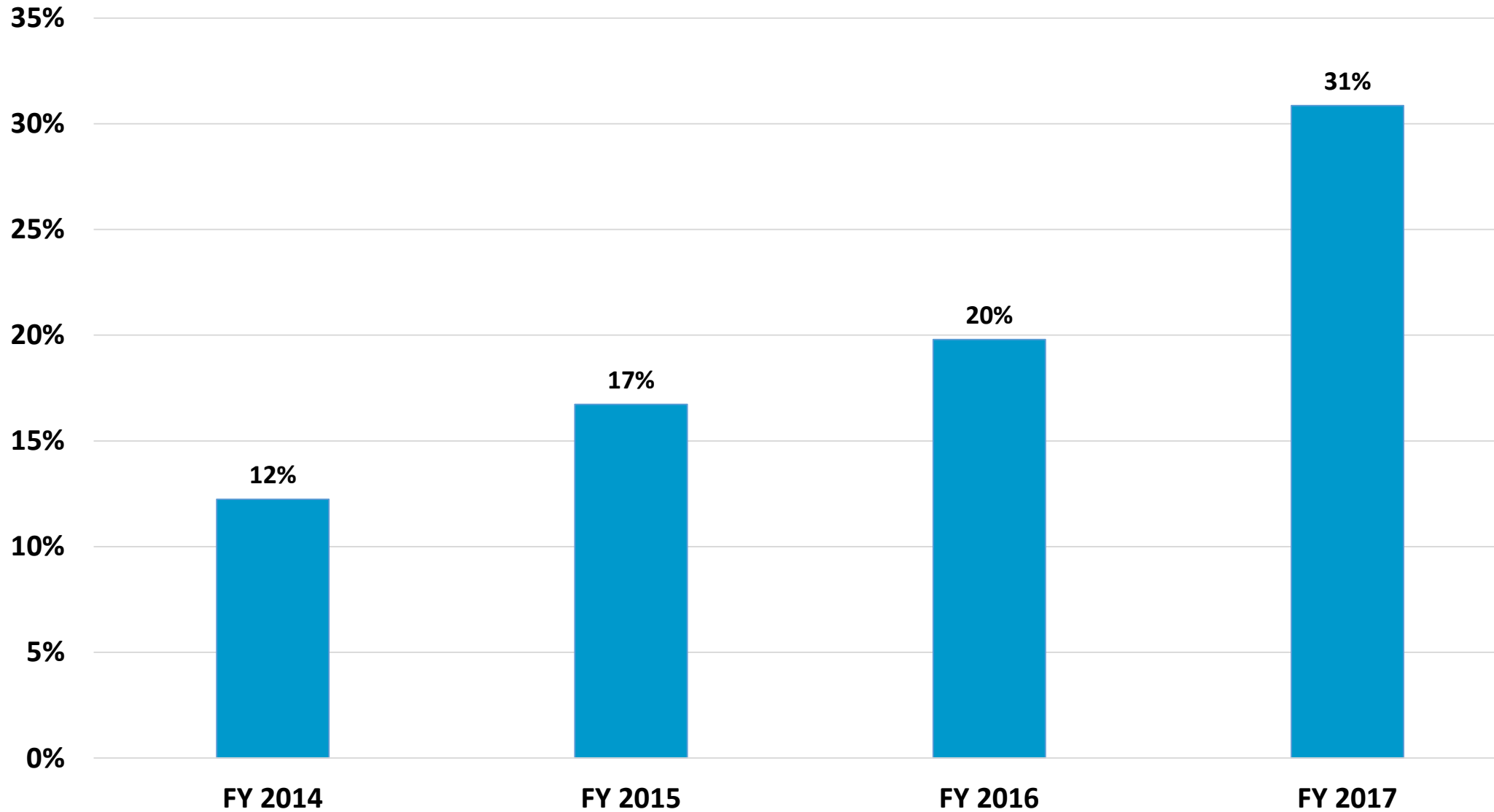
Evidence of Resources - Revenues



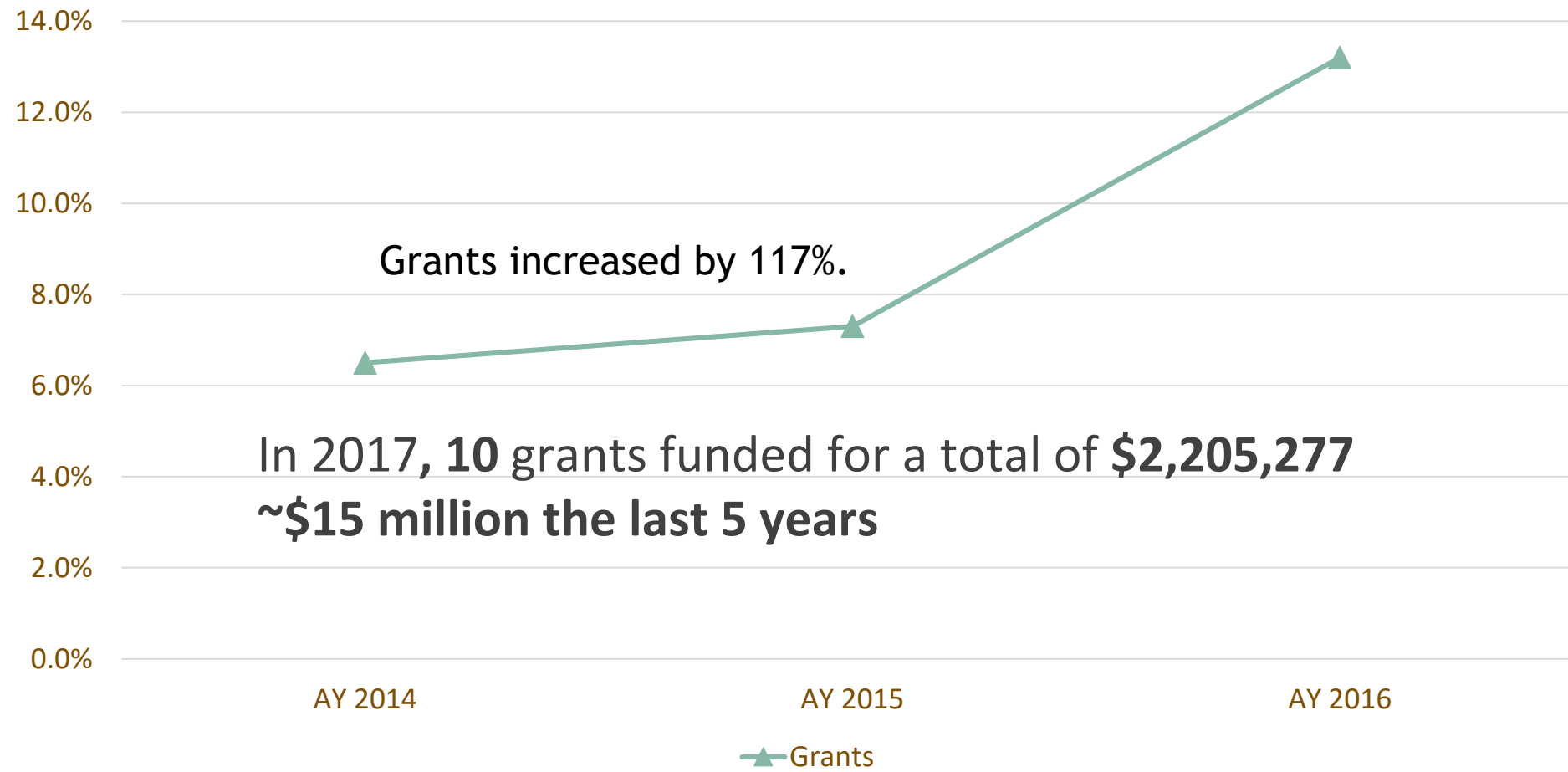
Financial Resources - FY 2017 Composite Score



Primary Reserve Ratio



Evidence of Resources - Grant revenue as percent of all revenue



Evidence of Success - Workforce Development

- 1. Supervision training: 47 companies, 349 people**
- 2. Internships: 122 companies & 330 students in partnership with the Ohio State University**
- 3. Apprenticeships: averaging ~ 140 apprentices / year**



Facilities Improvement & Pathways from dual enrollment to associate degree to baccalaureate, including 3+1



Facilities Improvement Mobile Training Center



Further Recognitions

1. College named “Education Organization of the Year” - Ashland Chamber in 2017; “Doing the most Good” - Salvation Army in 2015
2. CCRC recognition as one of the first colleges in the nation to take math pathway to scale (statistics, 75% of curriculum)
3. Board recognized on coordinating/presenting the pre-conference on Board Governance at ACCT for several years. Expanded mission article published in ACCT trustee magazine. Five current and previous chairs continue to serve on the board.
4. A faculty member, a board member, and the president receiving ACCT Central Region Awards
5. President awarded honorary PhD in Community Leadership from Franklin University; US State Department Fulbright International Exchange Award





**Pathways at
North Central State College
It's all about the students**

