



BOARD OF TRUSTEES MEETING

Wednesday, May 13, 2026

8:00 A.M.

Room S304/Board Room

Stark State College

6200 Frank Avenue NW

North Canton, OH 44720



**STARK STATE COLLEGE
BOARD OF TRUSTEES MEETING
Wednesday, May 13, 2026 - 8:00 a.m.
Board Room S304**

ITEM		ENC.	ACTION	PRESENTER
I.	Call to Order			E. Reolfi
II.	Roll Call			E. Reolfi
III.	Recognition of Visitors			E. Reolfi
IV.	Public Requests			E. Reolfi
V.	Election of Officer - Second Vice Chair: Jennifer Stamp		X	E. Reolfi
VI.	Agenda Changes			E. Reolfi
VII.	Consent Agenda*		X	E. Reolfi
	A. Minutes of Board Meeting on 4/8/2026	7.1		
	B. Personnel Actions	7.2		
	C. Treasurer's Report	7.3		
	D. Curriculum Changes (per Senate Bill 1)	7.4		
	<i>From President's Cabinet</i>			
	E. 15-13-22 Fresh Start/Academic Forgiveness	7.5		
	F. 15-17-02 Use of College Facilities	7.6		
VIII.	New Business			
	A. FY2027 Budget		X	P. Jones/K. Gardner
	B. Resolution to Approve Board of Trustee's Adoption of Stark State College's Completion Plan Effective Fall 2026	8.1	X	P. Jones/L. Gibson-Shreve
IX.	President's Report			P. Jones
X.	Chair's Report			E. Reolfi
XI.	Communications			E. Reolfi
	A. Security Report	11.1		
	B. Out-of-State Travel Log – no travel to report			
	C. Calendar of Board Activity Dates	11.2		
XII.	Executive Session		X	E. Reolfi
XIII.	Adjournment		X	E. Reolfi

*Confirmation of Consent Agenda items submitted by the President. Any item may be removed from the Consent Agenda by a Board member asking the Chair to consider the item separately

Record of Proceedings

Board of Trustees
Stark State College

North Canton, Ohio
April 8, 2026

REGULAR MEETING

The Board of Trustees held its regular monthly meeting on April 8, 2026, at Stark State College Main Campus.

CALL TO ORDER

Chair Elaine Russell Reolfi called the meeting to order at 8:02 a.m.

ROLL CALL

The following board members were present: Elaine Russell Reolfi (in person), Tracy Carter (virtual), Jeffery Walters (in person), Patricia Wackerly (in person), Michael Wheeler (virtual), Jason Dodson (in person), and Richard Craig (in person).

The following board members were not in attendance: Harun Rashid and Fonda Williams.

The following administrators were present: Para Jones, Kevin Gardner, Lada Gibson-Shreve, Melissa Glanz, Rich Greene, and Lindsey Loftus.

RECOGNITION OF VISITORS

The following visitors were present: Joe Richards, Rebecca Danner, Collyn Floyd, and Teri Ross.

OATH OF OFFICE

President Jones administered the oath of office to Richard L. Craig, who was appointed by Governor DeWine, pending consent and advice of the Senate. Trustee Craig's term began on February 27, 2026, and concludes on August 1, 2028.

PUBLIC REQUESTS

None.

AGENDA CHANGES

None.

CONSENT AGENDA

Trustee Dodson moved to consider and approve the Consent Agenda. Trustee Wackerly provided the second for the motion.

The vote was called. The Consent Agenda was approved unanimously and included the following: *Minutes of the February 11, 2026 board meeting; Personnel Actions; Treasurer's Report; Policies: 15-13-33 Proctored Testing, 15-14-26 Conflict of Interest/Commitment for Outside Activities, 15-14-29 Mentoring, 15-17-10 Public Use of College Outdoor Areas, 15-14-23 Equal Employment Opportunity, 15-16-05 Financial Reports, and 15-16-10 College Food.*

NEW BUSINESS

REVIEW OF FY2025 AUDITED FINANCIALS

Trustee Wackerly moved to consider and approve the FY2025 Audited Financials. Trustee Dodson provided the second for the motion. The policy was unanimously approved.

Comptroller Joe Richards shared the presentation and details of the FY2025 Audited Financials, which included the revenues, expenditures, reserves and commitments, as well as the net position of the College. Comptroller Richards shared that we received the Highest Achievement in Open and Transparent Government with a 5 Star Rating by the State Auditor as shown below.

**MOTION TO APPROVE POLICY 3357:15-16-07 INVESTMENTS AND CASH MANAGEMENT**

Trustee Dodson moved to approve the above-referenced policy 3357:15-16-07. Trustee Wackerly provided the second for the motion. The motion was unanimously approved.

STARK STATE COLLEGE
POLICIES AND PROCEDURES

INVESTMENTS AND CASH MANAGEMENT
Policy No. 3357:15-16-07
Page 1 of 12

EFFECTIVE: 10/19/2009
Revised: 02/23/2015
Revised: 06/07/2021
Revised: 04/08/2026

A. Purposes

The purposes of this investment policy are to:

- Establish the investment objectives of Stark State College (the “College”) and provide a framework for the prudent management of investable funds within short, intermediate, and long-term time horizons;
- Serve as a guideline for the Investment Committee (the “Committee”) of the College, and any investment advisors, managers, or custodians retained by the College; and

- Define the roles and responsibilities of all parties involved in the investment program.

B. Terms and Definitions

For purposes of this policy, the following definitions apply:

- “Fiduciary” shall mean any individual or group of individuals that exercise discretionary authority or control over the College investments or any authority or control over management, disposition, or administration of the College’s investments.
- “Investment Advisor” shall mean any individual or organization employed to provide advisory services, including advice on investment objectives and/or asset allocation, manager search, and performance monitoring.
- “Investment Manager” shall mean any individual or group of individuals employed to manage the investment of all or part of the College’s assets.
- “Custodian” shall be the entity responsible for the possession of securities owned by the College, and shall collect dividend and interest payments, redeem maturing securities, and effect receipt and delivery following purchases and sales.
- “Securities” shall refer to the marketable investment securities that are defined as acceptable in this policy.
- “Time Horizon” shall be the time period over which the investment objectives, as set forth in this policy, are expected to be met.

C. General Investment Policy Goals and Objectives

As a political subdivision of the State of Ohio and a local technical college district, the College is responsible for the stewardship of funds received from a variety of public and private sources for the accomplishment of its legislatively mandated public mission. Accordingly, the goals and objectives of the College’s investment activities, in order of importance, are:

1. Strict adherence to the Ohio Revised Code and the authority granted under ORC 3357.10, whereby the Board may provide for the investment of College funds in any manner authorized under ORC 3345.05. All such investments shall be made pursuant to this Policy.
 - a. Cash equivalents and fixed income: A minimum of 25% of the average amount of the College’s investment Portfolio over the course of the previous fiscal year must be invested in securities of the United States government or of its agencies or instrumentalities; the Treasurer of State’s pooled investment program; obligations of this state or any political subdivision of this state; certificates of deposit of any national bank located in this state; written repurchase agreements with any eligible Ohio financial institution that is a member of the Federal Reserve System or Federal Home Loan Bank; money market funds; or bankers acceptances maturing in 270 (two hundred seventy) days or less, which are eligible for purchase by the Federal Reserve System, as a reserve.
 - b. Longer-term investments: A maximum of 75% of the average amount of the College’s investment Portfolio over the course of the previous fiscal year may be invested as permitted in ORC 3345.05(C)(2) and further defined in this policy.

- c. ORC 3345.161. The Board shall make investment decisions with the sole purpose of maximizing the return on its investments.
- 2. Long-term preservation of the corpus (i.e., the stability of invested principal on a year-to-year basis, especially in the short- and mid-term segments), followed by the growth of the corpus.
- 3. Sufficient liquidity to enable the College to meet all operating requirements that may be reasonably anticipated.
- 4. To minimize the amount of idle cash, while simultaneously providing adequate liquidity for the College to meet its daily financial obligations.
- 5. To control costs of administering and managing the fund.
- 6. To optimize return of the Portfolio with reasonable and prudent levels of risk.

D. Authority and Regulatory Compliance

1. Board of Trustees

The Board of Trustees has the ultimate fiduciary responsibility for the College's investment Portfolio, due to its statutory mandate to hold in trust all Portfolio funds. This Policy requires all fiduciaries (that is, all Trustees) to discharge their duties with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims. As part of its fiduciary oversight, the Board determines the appropriate strategy for the Portfolio. The Board sets, approves, and amends the Investment Policy, and delegates responsibility for implementation of the investment program to the Committee. The Board reviews periodic reports from the Committee on the status of the investment program, as discussed below.

2. Investment Committee

In accordance with Ohio Revised Code 3345.05(C)(3), the Board through this Policy establishes an Investment Committee ("Committee"). The Committee will consist of the College's President, Chief Financial Officer, Comptroller, and Budget Director and a member of the College Board of Trustees (preferably with finance and/or accounting expertise).

In accordance with ORC 3345.05(D), the Committee shall meet at least quarterly. The Committee shall review and recommend revisions to this Investment Policy at least annually and shall advise the Board on its investments in an effort to assist the Board in meeting its obligations as a fiduciary. The Committee implements the Board's investment strategy. The Board delegates investment decision authority to the Committee.

As authorized by statute and pursuant to this Policy, the Committee retains the services of an Investment Advisor. The Committee is consequently responsible for hiring and terminating investment advisors, managers, and/or custodians. The Committee will maintain sufficient knowledge about the Portfolio and its investment managers so as to be reasonably assured of the managers' compliance with the Investment Policy and all relevant statutes.

3. Treasurer / College Chief Financial Officer

The Committee delegates the authority to execute investment operations approved by the Committee to the Treasurer / Chief Financial Officer ("Treasurer"). The Treasurer serves as primary contact for the College's investment advisor, managers, and custodians. The Treasurer provides the Committee with reports on Portfolio composition and performance at least quarterly.

4. Investment Advisor

The investment advisor is responsible for providing support to the Committee. The investment advisor must:

- Be licensed by the division of securities under section 1707.141 of the Ohio Revised Code; or be registered with the Securities and Exchange Commission.
- Have experience in the management (i.e., advisory oversight) of investments of public funds, especially in the investment of state government investment Portfolios or be an eligible institution referenced in section 135.03 of the Ohio Revised Code.

The scope of the advisor's role and responsibilities will vary from time-to-time, as directed by the Committee. The advisor's responsibilities may include any of the following:

- Assist with ensuring compliance with Ohio Revised Code.
- Maintain compliance with the Investment Policy.
- Monitor the performance of the Portfolio and each investment to determine if the collective investment strategy is meeting objectives.
- Perform strategic asset allocation analysis from time to time to determine if the current strategy is appropriate to meet the investment objectives.
- Implement approved tactical asset allocation changes following the investment process of the College.
- Perform ongoing due diligence on Investment Managers to determine their continued suitability within the Portfolio; and recommend and implement, with Committee approval, the hiring, terminating, or replacement of Investment Managers.
- Maintain copies of agreements and subscription documents with Investment Managers.
- Provide monthly and quarterly performance reports to help the Committee evaluate each Investment Manager and the results of the overall Portfolio.
- Assess overall investment fees of the Portfolio.
- Provide education to the Investment Committee based on best practices for Investment Committees.

5. Investment Managers

The Committee, with advice from its Investment Advisor, may engage Investment Managers. If the Committee does so, the Committee shall engage professional, SEC-registered investment managers, FDIC-insured banks, state- or federally-regulated banks or trust companies for the direct investment management of the Portfolio's assets, including separately managed accounts, mutual funds, co-mingled funds, and partnerships. Each investment manager has discretion to purchase, sell, or hold the specific securities used to meet the College's investment objectives, within the scope of allowable investments and within their specific investment mandate, as delineated in writing by the Committee.

Investment Managers must meet the following minimum attributes to manage the Portfolio:

- The institution should be a bank, insurance company, investment management company, or an investment adviser under the Registered Investment Advisers Act of 1940.
- The institution should be operating in good standing with regulators and clients, with no material pending or concluded legal actions.
- The institution should provide detailed information on the history of the firm, its investment philosophy and approach, and its principals, clients, locations, fee schedules, and other relevant information to the Investment Advisor.

Assuming the minimum criteria are met, the particular investment manager under consideration should meet the following standards:

- Performance reporting should comply with the CFA Institute's Global Investment Performance Standards (GIPS).
- Risk and risk-adjusted return measures should be evaluated and be within a reasonable range relative to an appropriate, style-specific benchmark, and peer group.
- Fees should be competitive compared to similar investments.

Voting of proxies:

Investment managers are responsible for voting proxies which should be made in the best interest of the College. Any proxies which relate to social or environmental policy as used in ORC 3345.161 shall be referred to the Committee to decide whether the Board should vote.

Execution of security trades:

The investment manager is expected to transact securities in a manner designed to receive a combination of best price and execution.

Each investment manager will be held responsible and accountable to achieve the stated objectives. While it is not believed that the limitations will hamper any investment manager, the investment manager should request modifications deemed appropriate.

6. Custodians

Custodians will maintain physical possession of securities held in the Portfolio, settle transactions, collect dividend and interest payments, redeem maturing securities, and effect receipt and delivery following purchases and sales. Custodians shall also perform regular accounting of all assets owned, purchased, or sold, as well as movement of assets into and out of the College's Portfolio accounts. Custodians are responsible for providing monthly statements to the College and the investment advisor. Access to online balances and statements should be made available.

E. Portfolio Segmentation

The College will forecast and monitor its short-, mid-, and long-term operating cash needs as guided by the College's annual budget, facility and capital projects, and strategic plans. The investment Portfolio will be divided into three segments:

1. Short-term segment:

The emphasis is on ensuring sufficient liquidity to meet operating needs. All cash and equivalent investments should be made with concern for quality and liquidity and have maturity dates of one year or less. High return is desirable, but the highest possible investment return should be sacrificed where quality

is considered questionable.

2. Mid-term segment:

The objective is to earn higher returns than cash and equivalents from fixed income investments, with maturity dates or average durations generally of five (5) years or less. However, investments within this segment may also be structured to coincide with the projected timing of major facility construction and renovation projects and other potential payments or resource needs in an intermediate timeframe, which may result in holdings with maturities of greater than five (5) years.

3. Long-term segment:

The objective is to earn the highest possible returns while adhering to a prudent level of risk. These investments have a time horizon of greater than five (5) years. It is understood that this segment may be subject to a greater level of volatility in exchange for higher long-term returns. While negative performance returns may occur periodically (i.e., principal value will fluctuate), over longer time periods the Board seeks to earn a rate, to be determined from time to time, above the rate of inflation as measured by the consumer price index (CPI), with the preservation of principal still being the primary objective.

Short-Term Segment	Mid-Term Segment	Long-Term Segment
Investment Horizon: <1 Year	Investment Horizon: 1-5 Years	Investment Horizon: >5 Years
Purpose: Short-term cash needs, operational, payroll, AP	Purpose: Intermediate cash needs, capital projects, and unexpected short-term needs	Purpose: Long-term growth, quasi-endowment, funding for potential future strategic opportunities
Asset Allocation/Investment Types: Star Ohio and cash equivalents	Asset Allocation/Investment Types: Investment grade bonds	Asset Allocation/Investment Types: Balanced portfolio with asset allocation parameters

F. Allocating Between Segments

The Committee has the discretion to move investments into and out of the segments and may reinvest income within the segment in which it was earned, or allocate it to another segment. Periodically during the fiscal year, the Treasurer will propose appropriate reallocations based on revenue receipts, projected spending needs, and information provided by short-, mid-, and long-term operating and capital planning. Reallocations of investments and investment income are subject to annual review by the Board.

G. Long-Term Segment

As set forth by Ohio Revised Code, the College will maintain, at a minimum, 25% of the average amount of the investment Portfolio over the course of the previous fiscal year to be invested in Cash Equivalents and Fixed Income instruments as defined. The remaining portion may be invested into the Long-Term Segment and invested in accordance with section 1715.52 of the Revised Code. As the name suggests, the monies in the Long-Term Segment will be invested with a long-term time horizon and will be left to appreciate over time as a quasi-endowment to serve as a source of funding, for future strategic opportunities, and in general for the future

benefit of the College.

Should an event arise where a distribution from this Fund would be necessary, a recommendation must be made by the Committee and approved by the Board. Monies in the Long-Term Segment will be reviewed collectively with the entire portfolio to ensure the College's Portfolio, in the aggregate, is in compliance with Ohio Revised Code.

H. Performance Expectations

The College will regularly review the performance of the benchmark indices to determine if the expectations for the asset classes utilized are reasonable, considering actual investment experience (the Committee is responsible for reviewing the investment experience).

Performance results will be measured in three ways over a full business cycle, generally seven to ten years:

1. The overall investment objective (spending policy + inflation)
2. A blended benchmark of market indices based on the strategic asset allocation of the Portfolio
3. The Portfolio will be compared to portfolios of similar-sized peers, if applicable

I. Diversification & Asset Class Purpose

The total Portfolio will be constructed and maintained to provide prudent diversification regarding Investment Managers, styles, regions, sectors, and number of holdings. Asset classes, or broad segments of the Portfolio, serve varying purposes, as described below:

- The purpose of the Growth Assets allocation is to provide a total return that will simultaneously provide for growth in principal and current income sufficient to support the Portfolio, while at the same time preserving the purchasing power of the Portfolio's assets. It is recognized that the Growth Assets allocation entails the assumption of greater market variability and risk.
- The purpose of the Diversifying Assets allocation is to provide diversification and risk reduction, while enhancing the overall risk-adjusted performance.
- The purpose of the Income & Liquidity allocation is to provide a deflation hedge, to reduce the overall volatility, and to produce current income in support of the needs of the Portfolio.
- The purpose of the Cash allocation is to provide liquidity for short-term obligations. All cash and equivalent investments should be made with concern for quality. High return is desirable, but the highest possible investment return should be sacrificed where quality is considered questionable.

J. Asset Allocation Guidelines

The asset allocation targets for the Long-Term Segment are as follows:

Asset Class*	Target Allocation	Allowable Range
Growth Assets	60%	50% - 70%
U.S. Equity	40%	
Global Equity	20%	
Diversifying Assets	10%	0% - 25%
Income & Liquidity	30%	22% - 42%
Total	100%	

K. Permissible Investments for the Long-Term Segment

The Portfolio may be invested in the types of investments listed in the chart below. Mutual funds are bound to their prospectus guidelines and not this policy.

Growth Assets	Diversifying Assets
• Common stocks • Convertible preferred stocks • American depository receipts (ADRs) of non-U.S. companies • Stocks of non-U.S. companies (Ordinary shares) • Equity mutual funds and exchange-traded funds	• Real estate investment trusts (REITs) • Tactical asset allocation strategies • Absolute return strategies • Long-short equity and fixed income strategies • Macro strategies • Mutual funds and exchange-traded funds
Income & Liquidity Assets	Cash Equivalents
• U.S. government and agency securities • Municipal bonds • Corporate notes and bonds • Mortgage-backed bonds • Preferred stock • Fixed income securities of foreign governments and corporations • Private debt strategies • Fixed-income mutual funds and exchange-traded funds	• Treasury bills • Commercial paper • Banker's acceptances • Repurchase agreements • Certificates of deposit • Deposit accounts • Money market mutual funds and exchange-traded funds

L. Prohibited Investments/Activities

It is not possible to provide a complete listing of the investments and investing activities that are considered inappropriate. However, for example, the College may not:

- Make an investment decision with the primary purpose of influencing any social or environmental policy or attempting to influence the governance of any corporation. ORC 3345.161.
- Contract to sell securities that have not yet been acquired on the speculation that prices will decline (i.e., short sales);
- Enter into reverse repurchase agreements;
- Leverage current investments as collateral to purchase other assets;
- Purchase individual securities denominated in foreign (non-U.S. dollar) currencies;

- Make any investment in “derivatives” as defined in the Ohio Revised Code section 135.14(C);
- Purchase mortgage pass-through securities, collateralized mortgage obligations including interest-only and principal-only securities;
- Borrow funds to invest in higher-yielding securities in an attempt to increase the overall Portfolio return; or
- Purchase illiquid securities or illiquid investment partnerships.

M. Removal of an Investment Manager

The following are general guidelines which may give reason to remove an Investment Manager:

- Failure to comply with the specific investment mandate, as delineated in writing by the Committee.
- Underperformance relative to relevant benchmarks or peer groups, with an emphasis on long-term (three- and five-year) rolling time periods.
- Significant qualitative changes to the investment management organization.

Each Investment Manager shall be reviewed ongoing in regards to performance, personnel, strategy, research capabilities, organizational and business matters, and other qualitative factors that may impact its ability to achieve the desired investment results. If the Investment Manager has failed to adhere to one or more of the above conditions, it is reasonable to presume a lack of adherence going forward. Any decision to remove an Investment Manager will be treated on an individual basis, and will not be made solely based on quantitative data. In addition to those above, other factors may include professional or client turnover, or material change to investment processes. Considerable judgment must be exercised in the removal decision process.

N. Safekeeping; Purchase/Sale/Transfer Authority

Individual securities in the College’s investment Portfolio will be kept safe in insured accounts maintained with banks and independent broker/dealers.

The Treasurer will retain sole authority to transfer funds or securities (except for transactions that occur within a mutual fund in which the College owns shares). Neither signature nor wire transfer authority will be extended to an investment advisor, manager, or custodian bank or broker/dealer.

O. Ethics and Conflict of Interest

The Board of Trustees’ and College Conflict of Interest Policies shall be adhered to by all individuals involved in the investment process. To summarize: It is the policy of the College that relationships and transactions with individuals and organizations outside the College are to be conducted at all times on a highly ethical and arms-length basis. To this end, the prime consideration must be the best interests of the College. Decisions regarding investment relationships and transactions must not be influenced by self-interest on the part of a trustee, College officer, employee, investment advisor or investment manager, if there is an actual or potential conflict with the interests of the College. Each person involved in the investment process must disclose personal interests or investments that could be affected by investment decisions made for the College. Anyone outside the College serving on the Committee shall file with the Ohio Ethics Commission the same financial disclosure statement as is required to be filed by all Trustees and College employees. Such financial disclosure statements shall be filed at the same time the financial disclosure statements of Trustees and College employees are filed. In addition to the Trustee and College Conflict of Interest Policies, trustees, officers and employees are subject to Ohio Ethics Law (O.R.C. Chapter 102 & Sections 2921.42 and 2921.43).

P. Internal Controls

The Treasurer will designate one or more finance staff to be responsible for ensuring that all transactions and documentation pertinent to the execution and confirmation of purchases, settlements, redemptions, maturities and sales are completed; for instructing banks, brokers, dealers and safekeeping agents with respect to arrangements for payment or collection of monies resulting from such transactions; and for the maintenance of all necessary records and reports.

Q. Treasurer Education

The Treasurer will participate in beginning and/or continuing education training programs sponsored by the State treasurer or the State Auditor, as required pursuant to Ohio Revised Code Section 135.22. Through participation in educational programs, the Treasurer will develop and enhance background and working knowledge in investment cash management and ethics.

R. Effective Date and Policy Implementation

The effective date of this policy is April 8, 2026.

Investments held by the College as of the effective date of this policy should be liquidated only if the Committee deems liquidation prudent and not solely to immediately comply with the policies contained herein. Such investments will need to be sold or allowed to mature based on ongoing analysis and direction of the Committee.

RESOLUTION HONORING STARK STATE COLLEGE BOARD OF TRUSTEE JEFFERY A. WALTERS

Trustee Wackerly moved to approve the Resolution honoring Stark State College Board of Trustee Jeffery A. Walters for his dedication and service. Trustee Craig provided the second for the motion. The motion was unanimously approved.

***RESOLUTION HONORING STARK STATE COLLEGE TRUSTEE JEFFERY A. WALTERS
FOR HIS DEDICATION AND SERVICE***

WHEREAS, Jeffery A. Walters has provided excellent service and leadership to Stark State College since 2014, when Governor John Kasich appointed him to the Board of Trustees; and

WHEREAS, Trustee Walters served as chair for two years, vice chair for two years, and immediate past chair; and

WHEREAS, with Trustee Walters's leadership, Stark State College has benefited students, employers and the communities we serve by

- Expanding the College service district to Summit County/Akron;
- Expanding Stark State's Board from seven to nine trustees to include three trustees from Summit County;
- Developing new programs to meet workforce needs, including Licensed Practical Nursing (LPN), Commercial Driver's License (CDL), Surgical Technology, State-Tested Nurse Assistant (STNA) (now Certified Nursing Aide - CNA); and
- Expanding employer-led Learn and Earn programs to meet unprecedented workforce needs;

- Maintaining fiscal stability, demonstrated by annual increases in college reserves and high fiscal stability ratings;
- Maintaining stability, leadership, continuity of teaching and learning during COVID;
- Implementing biennial strategic plans that include metrics and outcomes, a strategic/board dashboard with benchmarks and annual metrics and SMART (specific, measurable, agreed-upon, realistic and time-bound) goals;
- Increasing students' course completion, graduation and certificate completion rates; and

WHEREAS, Trustee Walters has tirelessly supported students and the College by actively participating in commencement; pinning and certificate ceremonies; employee recognition dinners; ribbon-cuttings; and the Stark State College Foundation, where he and his wife Brenda established an endowed scholarship for students; and

WHEREAS, Trustee Walters has been active in community organizations, serving as Past Chair of the Board of Directors for the Greater Akron Chamber of Commerce; Immediate Past Chair, Treasurer of the Board of Directors of the Ohio Chamber of Commerce; Past Chair, Board of Governors of the Ohio Small Business Council; Past President of the Rotary Club of Massillon; Past President, Canton Chapter of the Institute of Management Accountants; and as a member of numerous advisory board and committees for closely held companies and not-for-profit organizations;

THEREFORE, BE IT RESOLVED that Stark State College's Board of Trustees hereby recognizes Jeffery A. Walters for his longtime leadership and steadfast commitment to our students and mission.

Signed this 8th day of April, 2026.

Elaine Russell Reolfi
Chair, Board of Trustees

Para M. Jones, Ph.D.
President

PRESIDENT'S REPORT

In addition to the written report, the following updates were shared by President Jones:

- Stark State College student Danielle Starry has been selected as a 2026 New Century Workforce Pathway Scholar. Nominations were evaluated on academic achievement, leadership, and service, and we are proud to share Danielle received the highest score from the state of Ohio in the Phi Theta Kappa Fall Scholarship competition. Danielle will receive a \$1,500 scholarship and was recognized at the College Presidents & New Century Scholars Recognition Luncheon held during [PTK Catalyst](#) in Baltimore, Maryland.
- President Jones also shared the goods news of respiratory therapy student Kameron Simpson recently represented the college at the Choose Ohio First Scholar Showcase at the Ohio Statehouse in Columbus, Ohio. Simpson was one of just 32 students from across the state selected to participate in the event, which highlights outstanding recipients of the Choose Ohio First Scholarship. The program supports students pursuing degrees and certificates in STEMM fields helping build Ohio's workforce in high-demand industries.
- The following PTK awards were also given to representatives from Stark State College:
 - 2026 Distinguished Administrator Award for the Ohio Region: Dean Danette Bosh Alexander
 - 2026 Distinguished Chapter Officer Award: Stark State Student I'Kia Martin (won Ohio Regional and International level).
 - 2026 Most Distinguished Ohio Regional Officer: Student Madison King
 - Regional President Award of Appreciation: Student Ben Nash

- Phi Theta Kappa’s Beta Gamma Epsilon Chapter at Stark State College:
 - Received 5 Star Chapter designation for the 22nd year in a row
 - Named 2025 REACH Chapter
 - Top 5 Chapter in State of Ohio
 - Most Distinguished Chapter – Eastern District
 - 2026 Best Honors in Action Project
 - Distinguished Theme Award
- Horizon Advisor Award: Shari Brooks
- Nina & Steven Wiley Scholarship: Sarah Helms \$750
- Honor: Catalyst Flag Bearer: Ben Nash
- President Jones shared a brief update on Mahoning Valley and shared that we will continue to meet with employers. We are well aware of their need for nursing and will continue to serve Mahoning Valley students at our main campus and Akron location.

Trustee Wackerly shared a quick update on the Stark State College Foundation as follows:

- A reminder about the upcoming Scholars and Benefactors Luncheon event on May 1, 2026.
- The Foundation’s endowment is now up to \$14.3 million, and capital is up to \$2.7 million.
- Scholarships given have reached 1,001, and the average gift is \$1,000.
- Marketing efforts have continued with the expansion of estarkstate, our updated College website coming this summer, and through several social media efforts.
- The National Day of Giving will be Saturday, May 2, and donations will go toward the College’s general fund.

CHAIR’S REPORT

- Chair Reolfi thanked Trustee Wackerly for continuing to serve as the board liaison on the College’s Foundation Board.
- Chair Reolfi reminded Trustees to file their Financial Disclosure Report by May 15, 2026.
- Chair Reolfi reminded Trustees about the upcoming Spring Graduation Ceremony on Sunday, May 17, 2026 at 2:00 p.m.

COMMUNICATIONS

Board members reviewed and approved the upcoming 2026 board meeting dates as shown in Exhibit 11.3.

EXECUTIVE SESSION

At 8:55 a.m., First Vice Chair Carter made a motion to go into executive session to consider the employment and salary of a public employee according to R.C. 121.22 (G)(1). Trustee Craig provided the second for the motion. A roll call vote was taken, and all members voted aye.

At 9:44 a.m., Second Vice Chair Wheeler moved to return to open session. Trustee Craig provided the second for the motion. The motion carried.

ADJOURNMENT

At 9:45 a.m., First Vice Chair Carter moved to adjourn. Trustee Craig provided the second for the motion. The motion carried.

Elaine Russell Reolfi
Chair, Board of Trustees
April 8, 2026

Para M. Jones, Ph.D.
President
April 8, 2026

PERSONNEL ACTIONS
Board Agenda
May 13, 2026

NEW HIRES AND EMPLOYEE STATUS CHANGES

Name	Title	Department	Rate	Effective Date	Comments
Adams, Angela	Ariel Programs Coordinator	Applied Industrial Technology	\$33.00/Hour	4/6/2026	New Position
Albrecht, Fred	Adjunct Instructor	Plastics Joining	\$56.34/Hour	3/26/2026	Non-benefit eligible / Additional role
Anderson, Emily	NEOWIN Impact Support Administrator	Nursing	\$20.62/Hour	4/6/2026	Non-benefit eligible / Replacement
Anderson, Lisa	Adjunct Instructor, Kid's College	Education	\$28.84/Hour	4/15/2026	Non-benefit eligible?
Braley, Cody	Adjunct Instructor	Chemistry	\$56.34/Hour	4/1/2026	Non-benefit eligible
Byers, Leah	Adjunct Instructor, Kid's College	Education	\$28.84/Hour	6/1/2026	Non-benefit eligible / Rehired
Crihfield, Angelina	Nurse-RN Lab/Clinic Instructional Assistant (PT)	Nursing	No Change	5/1/2025	Compensation redistribution 5/1/2026 to 4/31/2026
Dawson, Amanda	Program Coordinator/Instructor RN to BSN, Nursing Program	Nursing	\$500.00	4/24/2026	2026 Distinguished Teaching Award
Dinkins, Christopher	Adjunct Instructor, EMS	Emergency Services	\$56.34/Hour	6/1/2026	Non-benefit eligible / Additional role
Griffin, Caryn	Student Support Counselor and Judicial Affairs Assistant	Mental Health & Community Outreach	\$500.00	4/24/2026	2026 PT Distinguished Staff Award
Grueber, Mary	Grant Writer / Grant Management Coordinator	Strategic Grants	\$74,752/Annual	4/20/2026	New Position
Halmasy, James	Adjunct Instructor, Kid's College	Education	\$28.84/Hour	4/15/2026	Non-benefit eligible
Kar, Niladri	Adjunct Instructor	Biology	\$56.34/Hour	4/20/2026	Non-benefit eligible
Kaylor, Tammy	Project Director, NEO Workforce Initiative Nursing Grant	DOL ETA SSC4 Nursing	\$500.00	4/24/2026	2026 Distinguished Staff Award
Kortis, Katrina	Adjunct Instructor, Kid's College	Education	\$28.84/Hour	4/15/2026	Non-benefit eligible
Myers, Brian	Adjunct Instructor, Welding Technology	Applied Industrial Technology	\$56.34/Hour	5/1/2026	Non-benefit eligible
Sawyer, Debrah	Assistant Staff Accountant	Comptroller	From: \$26.99/Hour To: \$27.71/Hour	3/30/2026	Position re-evaluation
Schmidt, Rebekkah	Adjunct Instructor	Biology	\$500	4/24/2026	2026 Adjunct Instructor Excellence in Teaching Award
Sobnosky, Lisa	Nurse - PN Lab/Clinical Instructional Assistant	Nursing	No Change	5/1/2026	Compensation redistribution 5/1/2026 to 4/31/2026

RETIREMENTS/SEPARATIONS

Name	Title	Department	Effective Date
Arto, Jeanine	Nurse-RN Lab/Clinic Instructional Assistant	Nursing	5/7/2026
Crowe, Theresa	Administrative Assistant III	Business, Finance & Information Technology	4/6/2026
Knisely, Debra	Testing Center Specialist	Learning & Engagement Division	8/7/2026
Lane, Amy (Retired)	Director of Career Services	Career Services & Workforce Development	7/31/2026
Partis, Chris	Grant Writer	Strategic Grants	4/15/2026
Snedden, Robin (Retired)	Help Desk Manager	Information Technology	7/1/2026

**Summary Notes for Treasurer's Report
Stark State College
For the Month Ended March 31, 2026
Fiscal Year 2026**

- Revenues were higher due to the strong summer enrollment and the tuition increases. Appropriations were higher due to increased State Share of Instruction.
- Labor costs were slightly higher than last year due to a combination of wage increase, controlled spending on hiring and current year vacancies. Benefits were higher due to the annual health care premium increase.
- The cost of supplies, travel, communications, miscellaneous expenses and equipment increased, while maintenance and repairs costs were lower than last year.
- Revenues and expenses continue to be in line with or better than the revised budget.

STARK STATE COLLEGE
Statement of Revenues and Expenditures
Unrestricted Educational & General
For the 9 Months Ended March 31, 2026 and 2025

0

	Current Year			Prior Year		
	Current Annual Budget	Activity To Date	% Of Annual Budget	Prior Annual Budget	Activity To Date	% Of Annual Budget
REVENUES:						
State Appropriation	\$33,457,109	\$24,994,512	74.7%	\$32,262,704	\$24,233,922	75.1%
Student Fees	38,274,504	36,427,254	95.2%	36,282,580	33,943,380	93.6%
Private Gifts, Grants & Contracts	419,573	309,926	73.9%	350,000	103,401	29.5%
Governmental Grants & Contracts	0	0	0.0%	0	0	0.0%
Sales & Services: Educational Activities	14,000	9,931	70.9%	19,000	8,106	42.7%
Indirect Costs	294,000	194,624	66.2%	236,000	130,098	55.1%
Other Sources	3,227,997	2,772,533	85.9%	3,323,358	3,220,761	96.9%
Total Revenues	\$75,687,183	\$64,708,780	85.5%	\$72,473,642	\$61,639,668	85.1%
OTHER ADDITIONS:						
Transfers in	50,000	24,193	48.4%	50,000	0	0.0%
Total Revenues & Other Additions	\$75,737,183	\$64,732,973	85.5%	\$72,523,642	\$61,639,668	85.0%
EXPENDITURES:						
Personnel Services	\$37,408,939	\$26,539,791	70.9%	\$35,556,828	\$26,076,396	73.3%
Employee Benefits	13,281,417	9,886,652	74.4%	12,829,140	9,686,683	75.5%
Supplies	1,490,035	790,706	53.1%	1,517,336	674,695	44.5%
Travel	492,023	261,979	53.2%	406,960	205,738	50.6%
Information & Communications	2,218,652	1,365,407	61.5%	2,005,043	1,187,681	59.2%
Maintenance & Repairs	3,562,460	2,309,810	64.8%	3,567,754	2,481,076	69.5%
Miscellaneous	12,788,472	4,593,585	35.9%	12,336,026	4,037,183	32.7%
Mahoning Campus Startup Costs	0	0	0.0%	0	0	0.0%
Capital Equipment	559,732	225,921	40.4%	690,000	219,176	31.8%
Total Expenditures	\$71,801,730	\$45,973,850	64.0%	\$68,909,087	\$44,568,629	64.7%
OTHER REDUCTIONS:						
Mandatory Transfers	\$0	\$0	0.0%	\$0	\$0	0.0%
Non-Mandatory Transfers:	2,736,427			2,720,111		
Technology Fee		1,097,983 ¹			1,065,224	
Facilities Fee		1,568,547 ²			1,521,749	
Other (Scholarships/Grants)		0 ³			0	
Non-Mandatory Transfers		\$2,666,530	97.4%		\$2,586,973	95.1%
Total Expenditures & Other Reductions	\$74,538,157	\$48,640,380	65.3%	\$71,629,198	\$47,155,602	65.8%
NET INCREASE (DECREASE) IN FUND BALANCE	\$1,199,026	\$16,092,593		\$894,444	\$14,484,066	
Reserves						
Reserve, 6/30/25	\$54,035,838	Days in Reserve 275		Committed Reserves:		
Less committed Reserves	(7,474,963)			Akron	474,690	
Anticipated Operating Surplus	1,199,026			Hoover	0	
Anticipated Bookstore Net Income (from Pg. 5)	50,000			Barberton	0	
Unencumbered Reserve, 6/30/26	\$47,809,902	243		CDL	0	
				Alliance	0	
				White Pond	0	
				Access	7,000,273	
				Total	7,474,963	
Non-Mandatory Transfers						
	Beginning Balance	Transferred In	Expended	Remaining Balance		
¹ Technology Fee	\$550,861	\$1,097,983	\$914,720	\$734,124		
² Facilities Fee	\$3,812,446	\$1,568,547	\$396,875	\$4,984,118		
³ Other (Scholarships, TRIO, UBMS)	\$0	\$0	\$0	\$0		
	\$4,363,307	\$2,666,530	\$1,311,595	\$5,718,242		

STARK STATE COLLEGE.
Consolidated Balance Sheet
Current & Endowment Funds
As of March 31, 2026 and 2025

	Current Year						Prior Year					
	Unrestricted Educational and General	Auxiliary Enterprise	Restricted	Endowment	Interfund Eliminations	Totals (Memorandum Only)	Unrestricted Educational and General	Auxiliary Enterprise	Restricted	Endowment	Interfund Eliminations	Totals (Memorandum Only)
ASSETS:												
Cash & Short-term investments	22,516,215	\$9,298	0	119,533		22,645,046	17,185,562	\$15,012	0	119,533		17,320,108
Insurance Reserve (Health & Dental)	3,095,482					3,095,482	1,963,923					1,963,923
Accounts receivable	15,613,675	0	249,712			15,863,387	14,746,971	0	51,124			14,798,096
Inventory	0	907,723				907,723	0	902,835				902,835
Prepaid & Deferred expenses	907,027	168,826	0			1,075,854	817,605	111,191	0			928,796
Other receivables	5,712,041	74,442	3,212,995			8,999,478	6,449,687	82,439	1,248,820			7,780,947
Long-term investments	37,007,997					37,007,997	39,241,771					39,241,771
Interfund Advances:												
Due from Educational & General Fund		12,174,791	0	419,617	(12,594,408)	0		12,116,031	1,542,160	355,782	(14,013,974)	0
Due from Current Restricted Fund	977,659				(977,659)	0	0				0	0
Total Assets	\$85,830,097	\$13,335,080	\$3,462,707	\$539,151	(\$13,572,067)	\$89,594,967	\$80,405,520	\$13,227,509	\$2,842,105	\$475,316	(\$14,013,974)	\$82,936,475
LIABILITIES:												
Accounts Payable	\$423,119	\$61,864	\$2,314			\$487,297	\$187,629	\$2,953	\$102,804			\$293,386
Payroll, accrued wages, wthholdings & deductions	1,331,940	0	0			1,331,940	1,118,868	0	0			1,118,868
Accumulated sick leave & vacation	1,065,750	21,257				1,087,007	939,259	18,258				957,517
Accrued health & dental benefits	732,192					732,192	702,871					702,871
Accrued retirement liability - current	224,151					224,151	341,150					341,150
Insurance claims	1,304,831					1,304,831	1,180,458					1,180,458
Other installment purchases	0	0				0	54,856	0				54,856
Deferred leases	5,339,073					5,339,073	5,229,175					5,229,175
Other payables & accrued expenses	238,182	36	0			238,218	206,732	36	0			206,768
Deferred revenues	40,000					40,000	40,973					40,973
Interfund advances:												
Due to Educational & General Fund			977,659		(977,659)	0			0		0	0
Due to Auxiliary Enterprise Fund	12,174,791				(12,174,791)	0	12,116,031				(12,116,031)	0
Due to Current Restricted Fund	0				0	0	1,542,160				(1,542,160)	0
Due to Loan Fund	1,429					1,429	4,279					4,279
Due to Endowment Fund	419,617				(419,617)	0	355,782				(355,782)	0
Due to Plant Fund	5,495,780					5,495,780	5,384,567				0	5,384,567
Total Liabilities	28,790,855	83,157	979,973	0	(13,572,067)	16,281,918	29,404,791	21,247	102,804	0	(14,013,974)	15,514,868
Fund Balances:												
Unappropriated	54,592,733	13,251,923	2,482,733	539,151		70,866,540	48,554,220	13,206,262	2,739,301	475,316		64,975,099
Appropriated	2,446,509					2,446,509	2,446,509					2,446,509
Total Fund Balances	57,039,242	13,251,923	2,482,733	539,151		73,313,049	51,000,729	13,206,262	2,739,301	475,316		67,421,608
Total Liabilities & Fund Balances	\$85,830,097	\$13,335,080	\$3,462,707	\$539,151	(\$13,572,067)	\$89,594,967	\$80,405,520	\$13,227,509	\$2,842,105	\$475,316	(\$14,013,974)	\$82,936,475

STARK STATE COLLEGE
Balance Sheet
Current Funds: Unrestricted Educational & General
As of March 31, 2026 and 2025

	<u>Current Year</u>	<u>Prior Year</u>
ASSETS:		
Cash & Short-term investments	22,516,215	17,185,562
Insurance Reserve (Health & Dental)	3,095,482	1,963,923
Accounts receivable	15,613,675	14,746,971
Prepaid & Deferred expenses	907,027	817,605
Other receivables	5,712,041	6,449,687
Long-term investments	37,007,997	39,241,771
Interfund Advances:		
Due from Current Restricted Fund	977,659	0
Total Assets	<u><u>\$85,830,097</u></u>	<u><u>\$80,405,520</u></u>
LIABILITIES:		
Accounts Payable	\$423,119	\$187,629
Payroll, accrued wages, withholdings & deductions	1,331,940	1,118,868
Accumulated sick leave & vacation	1,065,750	939,259
Accrued health & dental benefits	732,192	702,871
Accrued retirement liability - current	224,151	341,150
Insurance claims	1,304,831	1,180,458
Other installment purchases	0	54,856
Deferred leases	5,339,073	5,229,175
Other payables & accrued expenses	238,182	206,732
Deferred revenues	40,000	40,973
Interfund advances:		
Due to Auxiliary Enterprise Fund	12,174,791	12,116,031
Due to Current Restricted Fund	0	1,542,160
Due to Loan Fund	1,429	4,279
Due to Endowment Fund	419,617	355,782
Due to Plant Fund	5,495,780	5,384,567
Total Liabilities	<u><u>\$28,790,855</u></u>	<u><u>\$29,404,791</u></u>
Fund Balances:		
Unallocated	54,592,733	48,554,220
Allocated	2,446,509	2,446,509
Total Fund Balance	<u><u>57,039,242</u></u>	<u><u>51,000,729</u></u>
Total Liabilities & Fund Balance	<u><u>\$85,830,097</u></u>	<u><u>\$80,405,520</u></u>
Changes in Fund Balance:		
Beginning Fund Balance:		
Unappropriated [included in RESERVE]	\$38,500,140	\$34,070,154
Appropriated [included in RESERVE]	2,446,509	2,446,509
Additions & Reductions:		
Current Year Revenues & Transfers in	64,732,973	61,639,668
Current Year Expenditures & Transfers out	(48,640,380)	(47,155,602)
Net increase (decrease)	16,092,593	14,484,066
Ending Fund Balance	<u><u>\$57,039,242</u></u>	<u><u>\$51,000,729</u></u>

STARK STATE COLLEGE

Balance Sheet

Current Funds: Auxiliary Enterprises - Bookstore & Culinary Sales

As of March 31, 2026 and 2025

	Current <u>Year</u>	Prior <u>Year</u>
ASSETS		
Cash	\$9,298	\$15,012
Book Inventory	622,248	634,679
Supply Inventory	285,475	268,156
Other Receivables	74,442	82,439
Prepaid Expenses	168,826	111,191
Due from Educational & General Fund	12,174,791	12,116,031
Total Assets	<u><u>\$13,335,080</u></u>	<u><u>\$13,227,509</u></u>
LIABILITIES AND FUND BALANCE:		
Accounts payable	\$61,864	\$0
Sales Tax Payable	0	2,953
Accrued Expenses	36	36
Wages, Vacation & Sick Benefits Payable	21,257	18,258
Fund Balance	13,251,923	13,206,262
Total Liabilities & Fund Balance	<u><u>\$13,335,080</u></u>	<u><u>\$13,227,509</u></u>
Changes in Fund Balance:		
Beginning Fund Balance:		
Unappropriated [Included in RESERVE]	<u><u>\$13,089,189</u></u>	\$13,150,067
Current Year Income	2,921,497	2,894,254
Current Year Expenses	<u>(2,758,764)</u>	<u>(2,838,058)</u>
Net Income	162,733	56,195
Ending Fund Balance	<u><u>\$13,251,923</u></u>	<u><u>\$13,206,262</u></u>
Projected Net Income	<u><u>\$50,000</u></u>	

STARK STATE COLLEGE
Balance Sheet
Current Funds: Restricted
As of March 31, 2026 and 2025

	<u>Current Year</u>	<u>Prior Year</u>
ASSETS:		
Federal Department Receivables	\$249,712	\$51,124
Other Receivables	3,212,995	1,248,820
Due from Educational & General Fund	0	1,542,160
Total Assets	<u><u>\$3,462,707</u></u>	<u><u>\$2,842,105</u></u>
 LIABILITIES AND FUND BALANCE:		
Accounts Payable	\$2,314	\$102,804
Due to Educational & General Fund	977,659	0
Fund Balance	2,482,733	2,739,301
Total Liabilities & Fund Balance	<u><u>\$3,462,707</u></u>	<u><u>\$2,842,105</u></u>
 Changes in Fund Balance:		
Beginning Fund Balance		
Unexpended	\$2,970,787	\$1,238,392
Additions & Reductions:		
Current Year Revenues & Transfers in	19,913,002	22,551,980
Current Year Expenditures & Transfers out	(20,401,056)	(21,051,071)
 Unexpended	<u><u>\$2,482,733</u></u>	<u><u>\$2,739,301</u></u>

STARK STATE COLLEGE
Balance Sheet
Endowment Fund
As of March 31, 2026 and 2025

	<u>Current Year</u>	<u>Prior Year</u>
ASSETS:		
Investments (SSC Foundation -TKM)	\$119,533	\$119,533
Due from Educational & General Fund	419,617	355,782
Total Assets	<u><u>\$539,151</u></u>	<u><u>\$475,316</u></u>
FUND BALANCES:		
Fred Campbell (Accounting)	\$1,000	\$1,000
Wixcey (Accounting)	3,000	3,000
Lucas (Accounting)	1,804	1,804
Jack Speyer (Accounting)	3,424	3,424
Robert Ray Memorial	2,375	2,375
Belden Village Merchants	352	352
Edgar H. Sloane Scholarship	14,263	14,263
Margaret E. Raridan Scholarship	59,096	59,096
Virgil D. Steiner Scholarship	7,750	7,750
Timken Foundation Scholarship	419,617	355,782
Presidential Scholarship	26,470	26,470
Total Fund Balance	<u><u>\$539,151</u></u>	<u><u>\$475,316</u></u>
Changes in Fund Balance:		
Beginning Fund Balance		
Unappropriated	\$506,709	\$466,076
Additions & Reductions:		
Unappropriated Revenue & Transfers in	58,030	38,007
Current Year Expenditures & Transfers out	(25,589)	(28,767)
Ending Fund Balance	<u><u>\$539,151</u></u>	<u><u>\$475,316</u></u>

**NEW CURRICULUM CHANGES
DR. LADA GIBSON-SHREVE
PROVOST AND CAO
MAY 13, 2026 BOARD OF TRUSTEES MEETING**

The following curriculum changes have been approved by Curriculum Committee:

COURSE TITLE: Writing Workshop						
COURSE NUMBER: ENG024						
(Current)	Face to Face	☒	Web 2	☐	Web 3	☒
(Add)	Face to Face	☐	Web 2	☒	Web 3	☐
	<i>W3/W4 Development Completion Semester/Year:</i>					
(Delete)	Face to Face	☐	Web 2	☐	Web 3	☐

Add hybrid modality effective Summer 2026.

COURSE TITLE: Pathology						
COURSE NUMBER: DHY126						
(Current)	Face to Face	☒	Web 2	☐	Web 3	☐
(Add)	Face to Face	☐	Web 2	☐	Web 3	☐
	<i>W3/W4 Development Completion Semester/Year:</i>					
(Delete)	Face to Face	☐	Web 2	☐	Web 3	☐

Add hybrid modality effective Summer 2027.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Allied Dental Health Professions
NAME OF PROGRAM/MAJOR/CERTIFICATE: CEC Dental Practice Coordination (3404)	
COURSE TITLE: Fundamentals of the Dental Profession	
COURSE NUMBER: DAS129	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Allied Dental Health Professions
NAME OF PROGRAM/MAJOR/CERTIFICATE: CEC Dental Practice Coordination (3404)	
COURSE TITLE: Dental Practice Coordination II	
COURSE NUMBER: DAS132	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Allied Dental Health Professions
NAME OF PROGRAM/MAJOR/CERTIFICATE: CEC Dental Practice Coordination (3404)	
COURSE TITLE: Dental Practice Coordination I	
COURSE NUMBER: DAS130	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Allied Dental Health Professions
NAME OF PROGRAM/MAJOR/CERTIFICATE: CEC Dental Practice Coordination (3404)	
COURSE TITLE: Dental Insurance	
COURSE NUMBER: DAS131	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Business, Engineering, and Information Technologies	NAME OF DEPARTMENT: Civil Engineering Technology
NAME OF PROGRAM: Civil Engineering Technology – Architectural Major (4201)	

Program inactivation effective Summer 2026, pending Board of Trustees approval, pending ODHE approval, and pending Higher Learning Commission notification.

NAME OF DIVISION: Business, Engineering and Information Technologies	NAME OF DEPARTMENT: Engineering Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: Civil Engineering Technology	
COURSE TITLE: Architectural Drafting II	
COURSE NUMBER: CET123	

Course inactivation effective Summer 2028.

COURSE NUMBER: CET233		
(Current)	PREREQUISITE(S): CET122 and CET123	COREQUISITE(S):
(Proposed)	PREREQUISITE(S): CET121 and CET122	COREQUISITE(S):

Prerequisite change effective Summer 2028.

NAME OF DIVISION: Business, Engineering and Information Technology		NAME OF DEPARTMENT: Engineering Technology
NAME OF PROGRAM(S): Civil Engineering Technology		NAME OF MAJOR(S): Civil Engineering Technology - 4200
NAME OF CERTIFICATE(S):		
COURSES ADDED (list below):		
CATALOG #	NAME	CREDIT HOURS
CET225	Sustainable Building Service Systems	3
CET233	Architectural Design	3
CET235	Construction Management, Job Cost and Safety	3
CET237	Interpreting Construction Documents	3
CET239	Building Code Applications	3
COURSES DELETED (list below):		
CATALOG #	NAME	CREDIT HOURS

Courses added effective Summer 2026.

NAME OF DIVISION: Business, Engineering and Information Technology		NAME OF DEPARTMENT: Engineering Technology
NAME OF PROGRAM(S): Civil Engineering Technology		NAME OF MAJOR(S):
NAME OF CERTIFICATE(S): Civil Engineering Technology - Architectural Drafting CEC Certificate (4206)		
COURSES ADDED (list below):		
CATALOG #	NAME	CREDIT HOURS
JUSTIFICATION FOR EACH COURSE ADDED:		
COURSES DELETED (list below):		
CATALOG #	NAME	CREDIT HOURS
CET123	Architectural Drafting II	3

Course deletion effective Summer 2026.

NAME OF DIVISION: Business, Engineering, and Information Technologies	NAME OF DEPARTMENT: Civil Engineering Technology
NAME OF PROGRAM: Civil Engineering Technology – Construction Management Major (4204)	

Program inactivation effective Summer 2026, pending Board of Trustees approval, pending ODHE approval, and pending Higher Learning Commission notification.

NAME OF DIVISION: Business, Engineering, and Information Technologies	NAME OF DEPARTMENT: Mechanical Engineering Technology
NAME OF PROGRAM: Mechanical Engineering Technology – Design Major (4058)	

Program inactivation effective Summer 2026, pending Board of Trustees approval, pending ODHE approval, and pending Higher Learning Commission notification.

NAME OF DIVISION: Business, Engineering and Information Technologies	NAME OF DEPARTMENT: Engineering Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: Engineering Technology	
COURSE TITLE: Working Drawings	
COURSE NUMBER: DET124	

Course inactivation effective Summer 2028.

NAME OF DIVISION: Business, Engineering and Information Technologies	NAME OF DEPARTMENT: Engineering Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: Engineering Technology	
COURSE TITLE: Pro/ENGINEER (CREO Parametric)	
COURSE NUMBER: DET131	

Course inactivation effective Summer 2028.

NAME OF DIVISION: Business, Engineering and Information Technologies	NAME OF DEPARTMENT: Engineering Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: Engineering Technology	
COURSE TITLE: SolidWorks with 3D Printing and Scanning	
COURSE NUMBER: DET132	

Course inactivation effective Summer 2028.

NAME OF DIVISION: Business, Engineering and Information Technologies	NAME OF DEPARTMENT: Engineering Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: Engineering Technology	
COURSE TITLE: Geometric Dimensioning and Tolerancing	
COURSE NUMBER: DET226	

Course inactivation effective Summer 2028.

NAME OF DIVISION: Business, Engineering, and Information Technologies	NAME OF DEPARTMENT: Mechanical Engineering Technology
NAME OF PROGRAM: Mechanical Engineering Technology – CEC Advanced CAD (4003)	

Program inactivation effective Summer 2026, pending Board of Trustees approval, pending ODHE approval, and pending Higher Learning Commission notification.

NAME OF DIVISION: Business, Engineering, and Information Technologies	NAME OF DEPARTMENT: Mechanical Engineering Technology
NAME OF PROGRAM: Mechanical Engineering Technology – CEC Geometric Dimensioning and Tolerancing (4005)	

Program inactivation effective Summer 2026, pending Board of Trustees approval, pending ODHE approval, and pending Higher Learning Commission notification.

NAME OF DIVISION: Business, Engineering and Information Technology		NAME OF DEPARTMENT: Engineering Technology
NAME OF PROGRAM(S): Mechanical Engineering Technology		NAME OF MAJOR(S): Mechanical Engineering Technology - 4050
NAME OF CERTIFICATE(S):		
COURSES ADDED (list below):		
CATALOG #	NAME	CREDIT HOURS
DET126	Customizing AutoCAD	3
COURSES DELETED (list below):		
CATALOG #	NAME	CREDIT HOURS

Course added effective Summer 2026.

NAME OF DIVISION: Business, Engineering, and Information Technologies	NAME OF DEPARTMENT: Electrical/Electronic Engineering Technology
NAME OF PROGRAM: Electrical/Electronic Engineering Technology – Electro Mechanical Major 4101	

Program inactivation effective Summer 2026, pending Board of Trustees approval, pending ODHE approval, and pending Higher Learning Commission notification.

COURSE TITLE: Architectural CAD (REVIT 3D – BIM)		
COURSE NUMBER: CET234		
(Current)	PREREQUISITE(S): CET121 & CET122	COREQUISITE(S): None
(Proposed)	PREREQUISITE(S): CET121 & (CET122 or CET237)	COREQUISITE(S): None

Prerequisite change effective Summer 2026.

NAME OF DIVISION: Health and Public Services	NAME OF DEPARTMENT: Emergency Services
NAME OF PROGRAM: Emergency Medical Services	
NAME OF CERTIFICATE: Emergency Medical Technician	

New certificate effective Summer 2026, pending Board of Trustees approval, pending ODHE approval for certificate, and pending HLC approval.

NAME OF DIVISION: Health and Public Services	NAME OF DEPARTMENT: Emergency Services
NAME OF PROGRAM: Emergency Medical Services	
NAME OF CERTIFICATE: Emergency Medical Technician	
LIST ACCREDITING AGENCY(IES): Ohio Department of Public Service	

Request for approval for industry-recognized credential status effective Summer 2026, pending Board of Trustees approval and pending ODHE approval.

HLC New Certificate Screening Form for Emergency Medical Technician certificate approval:
Effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Therapy and Wellness
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Physical Therapist Assistant (3150)	
COURSE TITLE: PTA Procedures II	
COURSE NUMBER: PTA222	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: ATS Medical Instrument Sterilization Technician (3500), CERT Medical Instrument Sterilization Technician (3501), CEC Medical Instrument Sterilization Technician (3504)	
COURSE TITLE: Introduction to Surgical Terminology/Microbiology	
COURSE NUMBER: MIS123	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: ATS Medical Instrument Sterilization Technician (3500), CERT Medical Instrument Sterilization Technician (3501), CEC Medical Instrument Sterilization Technician (3504)	
COURSE TITLE: Medical Instrument Sterilization I	
COURSE NUMBER: MIS124	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: ATS Medical Instrument Sterilization Technician (3500), CERT Medical Instrument Sterilization Technician (3501), CEC Medical Instrument Sterilization Technician (3504)	
COURSE TITLE: Medical Instrument Sterilization I/Directed Practice	
COURSE NUMBER: MIS125	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: ATS Medical Instrument Sterilization Technician (3500), CERT Medical Instrument Sterilization Technician (3501), CEC Medical Instrument Sterilization Technician (3504)	
COURSE TITLE: Medical Instrument Sterilization II	
COURSE NUMBER: MIS126	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: ATS Medical Instrument Sterilization Technician (3500), CERT Medical Instrument Sterilization Technician (3501), CEC Medical Instrument Sterilization Technician (3504)	
COURSE TITLE: Medical Instrument Sterilization II/Directed Practice	
COURSE NUMBER: MIS127	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: ATS Medical Instrument Sterilization Technician (3500), CERT Medical Instrument Sterilization Technician (3501), CEC Medical Instrument Sterilization Technician (3504)	
COURSE TITLE: Medical Instrument Sterilization III	
COURSE NUMBER: MIS222	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: ATS Medical Instrument Sterilization Technician (3500), CERT Medical Instrument Sterilization Technician (3501), CEC Medical Instrument Sterilization Technician (3504)	
COURSE TITLE: Medical Instrument Sterilization III/Directed Practice	
COURSE NUMBER: MIS223	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Introduction to Surgical Assisting	
COURSE NUMBER: SUA100	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Principles of Surgical Assisting	
COURSE NUMBER: SUA102	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Principles of Surgical Assisting Lab	
COURSE NUMBER: SUA102L	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Advanced Surgical Anatomy & Physiology	
COURSE NUMBER: SUA104	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Surgical Assisting Procedures	
COURSE NUMBER: SUA106	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Surgical Assisting Procedures Lab	
COURSE NUMBER: SUA106L	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Surgical Assisting Directed Practice I Seminar	
COURSE NUMBER: SUA108	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Surgical Assisting Directed Practice	
COURSE NUMBER: SUA108C	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
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NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)
COURSE TITLE: Surgical Assisting Clinical Practicum II Seminar
COURSE NUMBER: SUA110

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Surgical Assisting Clinical Practicum II	
COURSE NUMBER: SUA110C	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Surgical Assisting Specialties Capstone	
COURSE NUMBER: SUA112	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Respiratory, Laboratory and Surgical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: CERT Surgical Assisting Technology (3372)	
COURSE TITLE: Surgical Assisting Advanced Pathophysiology	
COURSE NUMBER: SUA114	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365), CEC Ophthalmic Assistant Certificate (3366), CEC Ophthalmic Technician (3367), CERT Ophthalmic Assistant Certificate (3368)	
COURSE TITLE: Introduction to Ophthalmology Profession	
COURSE NUMBER: OPH100	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
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NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365), CEC Ophthalmic Assistant Certificate (3366), CEC Ophthalmic Technician (3367), CERT Ophthalmic Assistant Certificate (3368)	
COURSE TITLE: Ophthalmic Procedures I	
COURSE NUMBER: OPH101	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365), CEC Ophthalmic Assistant Certificate (3366), CEC Ophthalmic Technician (3367), CERT Ophthalmic Assistant Certificate (3368)	
COURSE TITLE: Ocular Anatomy and Physiology	
COURSE NUMBER: OPH102	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365), CEC Ophthalmic Assistant Certificate (3366), CEC Ophthalmic Technician (3367), CERT Ophthalmic Assistant Certificate (3368)	
COURSE TITLE: Ophthalmic Procedures II	
COURSE NUMBER: OPH103	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365), CEC Ophthalmic Assistant Certificate (3366), CEC Ophthalmic Technician (3367), CERT Ophthalmic Assistant Certificate (3368)	
COURSE TITLE: Ophthalmology Practicum I	
COURSE NUMBER: OPH104	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365), CEC Ophthalmic Assistant Certificate (3366), CEC Ophthalmic Technician (3367), CERT Ophthalmic Assistant Certificate (3368)	
COURSE TITLE: Ocular Diseases	
COURSE NUMBER: OPH105	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365), CEC Ophthalmic Assistant Certificate (3366), CEC Ophthalmic Technician (3367), CERT Ophthalmic Assistant Certificate (3368)	
COURSE TITLE: Ocular Pharmacology	
COURSE NUMBER: OPH106	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365), CEC Ophthalmic Assistant Certificate (3366), CEC Ophthalmic Technician (3367), CERT Ophthalmic Assistant Certificate (3368)	
COURSE TITLE: Ophthalmology Practicum II	
COURSE NUMBER: OPH107	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365)	
COURSE TITLE: Ophthalmic Procedures III	
COURSE NUMBER: OPH200	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365)	
COURSE TITLE: Ophthalmology Practicum III	
COURSE NUMBER: OPH201	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365)	
COURSE TITLE: Ophthalmic Procedures IV	
COURSE NUMBER: OPH202	

Course inactivation effective Summer 2026.

NAME OF DIVISION: Health & Public Services	NAME OF DEPARTMENT: Medical Technology
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NAME OF PROGRAM/MAJOR/CERTIFICATE: AAS Ophthalmic Technology (3364), Pre-Ophthalmic Technology (3365)
COURSE TITLE: Ophthalmology Practicum IV
COURSE NUMBER: OPH203

Course inactivation effective Summer 2026.

COURSE TITLE: Nutrition for Health
COURSE NUMBER: NTR121
CURRENT COURSE DESCRIPTION: This course focuses on the essentials of nutrition as required for health. The composition of foods, as well as the functions, sources, and interactions of essential nutrients within the role of the human body's metabolic system are discussed. Assessment of nutritional health risks, along with health promotion and disease prevention is discussed. The influence of age, growth and normal development of the life stages are discussed in terms of the nutritional requirements. Methods of meeting dietary needs and sources of reliable nutritional information are addressed along with current nutritional issues and research.
PROPOSED COURSE DESCRIPTION: This course introduces the fundamental concepts and scientific principles of human nutrition, including macronutrients, micronutrients, and nutritional requirements throughout the lifespan. Emphasis is placed on assessment of nutrient intake and diet patterns as related to health risk factors and the role of nutrition in physiological function, health promotion, and chronic disease prevention. Factors that influence food choices and nutritional behaviors are explored, as well as the use of dietary supplements.

Course description changes effective Summer 2026.

COURSE TITLE: Nutrition for Health
COURSE NUMBER: NTR121
CURRENT COURSE OBJECTIVES: 1. Compare American's intake of milk, vegetables, and fruits to the recommendation for a healthy diet, as indicated by the Dietary Guidelines for Americans. (GLO-2) 2. Discuss how American eating habits have changed. (GLO-6) 3. Provide five reasons why population-wide nutrition recommendations are developed. 4. Describe the history of the nutritional recommendations in the U.S. as evidenced by the history of the Food Guide Pyramid, myPlate, and the Dietary Guidelines for Americans. (GLO-1) 5. Discuss the influence of socioeconomic, cultural, psychological, and environmental factors on food intake and eating behavior. 6. Describe the metabolic cycle. 7. Identify basic physiology as it relates to nutritional needs of the human body. 8. Discuss the difference between refined and unrefined carbohydrates. 9. Explain the role of carbohydrates in the human body. 10. Explain how food intake has a significant relationship to health and the role of diet in health promotion and prevention of chronic diseases. 11. Discuss the role of fat in the human body and its relationship to chronic disease. 12. Describe and give examples of the different types of fat. 13. Explain the effects of alcohol on the body. 14. Indicate which types of foods provide the most concentrated sources of protein. 15. Describe how the protein source affects other nutrients provided. 16. Describe the incidence of obesity and the role of diet. (GLO-4) 17. Explain the principle of energy balance.

18. Name the three categories of eating disorders.
19. Name the sources of vitamins in the United States diet.
20. Name the fat-soluble vitamins.
21. Distinguish phytochemicals from essential nutrients.
22. Describe the five functions of water in the body.
23. Describe how interactions among minerals and other dietary components affect mineral bioavailability.
24. Discuss why bioavailability is so important in meeting trace element needs.
25. List the types of substances that are included in dietary supplements.
26. Describe the impact of exercise on health. (GLO-3)
27. Explain the importance of nutrition in a healthy pregnancy.
28. Describe the impact of a child's nutrient intake on his long-term health.
29. Define the role of nutrition in the process of aging.
30. Explain why a contaminated food supply does not cause illness in every human.
31. Describe the impact of genetic engineering on the food supply. (GLO-6)
32. Discuss the factors that cause food shortages for populations and individuals. (GLO-5)
33. Discuss the role of sustainable agriculture in maintaining the food supply.

PROPOSED COURSE OBJECTIVES:

1. Evaluate dietary patterns in comparison to national nutrition recommendations and evidence-based information. (GLO-2, GLO-3, GLO-4)
2. Identify factors, such as psychological, cultural, and socioeconomic influences on eating patterns and nutrition-related behaviors. (GLO-4, GLO-5)
3. Explain fundamental principles of human metabolism and physiology related to nutrient function and energy balance. (GLO-4)
4. Differentiate macronutrients (carbohydrates, fats, proteins), micronutrients (vitamins, minerals), water, and phytochemicals, including food sources and their roles in health and chronic disease risk. (GLO-3)
5. Identify the role of complementary and alternative nutrition therapies, including the use of dietary supplements and herbal products in nutritional status, disease management, and prevention. (GLO-4)
6. Describe the relationship between nutrition, physical activity, and health outcomes. (GLO-3)
7. Identify key nutritional needs across the lifespan. (GLO-3)
8. Describe the impacts of food safety, sustainability, and global food systems in relation to public health and food security. (GLO-6)

Course objective changes effective Summer 2026.

NAME OF DIVISION: Business, Engineering, and Information Technologies	NAME OF DEPARTMENT: Computer Science and Engineering
NAME OF PROGRAM: Associate of Applied Science in Computer Science and Engineering - Artificial Intelligence and Machine Learning Major	

New Associate of Applied Science, effective Summer 2026, pending Board of Trustees approval, pending ODHE approval for program, and pending HLC approval.

COURSE TITLE: Principles of Surgery II
COURSE NUMBER: SUR106

CURRENT COURSE DESCRIPTION: This course focuses on the scrub and circulating role of the surgical technologist with a strong emphasis on the intra-operative and post-operative roles. Diagnostic procedures, hemostasis, suture material, surgical needles, stapling equipment, dressings, and post-operative wound care are covered. Preoperative case management will continue with transition into intraoperative and post-operative case management skills. Application of knowledge and skills occurs in the surgical technology laboratory, in addition to recognition of instrumentation found in laparoscopic, gynecological, and general surgery major and minor surgical trays. Students must register for the laboratory co-requisite and successfully complete both components.

PROPOSED COURSE DESCRIPTION: This course focuses on the scrub and circulating role of the surgical technologist with a strong emphasis on the intra-operative and post-operative roles. Diagnostic procedures, minimally invasive applications, hemostasis, suture material, surgical needles, stapling equipment, dressings, and post-operative wound care are covered. Preoperative case management will continue with transition into intraoperative and post-operative case management skills. Application of knowledge and skills occurs in the surgical technology laboratory, in addition to recognition of instrumentation found in laparoscopic, gynecological, and general surgery major and minor surgical trays. Students must register for the laboratory co-requisite and successfully complete both components.

Course description changes effective Summer 2027.

COURSE TITLE: Principles of Surgery II Lab

COURSE NUMBER: SUR106L

CURRENT COURSE DESCRIPTION: This course focuses on the scrub and circulating role of the surgical technologist with a strong emphasis on the intra-operative and post-operative roles. Diagnostic procedures, hemostasis, suture material, surgical needles, stapling equipment, dressings, and post-operative wound care are covered. Preoperative case management will continue with transition into intraoperative and post-operative case management skills. Application of knowledge and skills occurs in the surgical technology laboratory, in addition to recognition of instrumentation found in laparoscopic, gynecological, and general surgery major and minor surgical trays. Students must register for the theory co-requisite and successfully complete both components.

PROPOSED COURSE DESCRIPTION: This course focuses on the scrub and circulating role of the surgical technologist with a strong emphasis on the intra-operative and post-operative roles. Diagnostic procedures, minimally invasive applications, hemostasis, suture material, surgical needles, stapling equipment, dressings, and post-operative wound care are covered. Preoperative case management will continue with transition into intraoperative and post-operative case management skills. Application of knowledge and skills occurs in the surgical technology laboratory, in addition to recognition of instrumentation found in laparoscopic, gynecological, and general surgery major and minor surgical trays. Students must register for the theory co-requisite and successfully complete both components.

Course description changes effective Summer 2027.

COURSE TITLE: Principles of Surgery I

COURSE NUMBER: SUR102

CURRENT COURSE OBJECTIVES:

1. Demonstrate and state the proper identification process for a surgical patient and evaluate items on the preoperative checklist. Perform the physical preparation and care that the surgical patient may receive prior to the surgical procedure. (GLO1, 3, 5, 6)
2. Analyze laboratory reports and review the patient chart in relationship to patient diagnosis and intervention. (GLO1, 3, 4)
3. Discuss methods of patient transportation and patient transfer and equipment utilized for safe transfer of the surgical patient. Demonstrate the principles of body mechanics when transporting and transferring the surgical patient. (GLO1, 3, 4, 6)
4. Discuss the basic physical and biological needs required to sustain life. (GLO1)
5. Identify the potential sources of emotional, spiritual, and cultural needs of the surgical patient. (GLO 5, 6)
6. Describe the characteristics of the professional surgical technologist. (GLO1, 6)
7. Compare and contrast professional organizations and credentialing options related to the profession. (GLO3, 6)
8. Demonstrate the key elements related to developing a surgical conscience. (GLO6)
9. Discuss principles of patient confidentiality including verbal and written. (GLO5, 6)
10. Discuss the concepts of law. (GLO4, 6)
11. Acknowledge the proper chain of command in the operating room. (GLO6)
12. Explain and demonstrate the positioning of the patient in relationship to the surgical procedure. (GLO1, 4, 6)
13. Describe the function of the physical components of the operating room. Prepare the room for a surgical case. (GLO1, 3, 4)
14. Apply the principles of asepsis to the practice of sterile technique and explain methods of monitoring the sterile field. Apply standard precautions to the performance of perioperative case management activities. (GLO 1, 4, 6)
15. Apply computer knowledge to the educational process and safe patient care practices in the operating room. (GLO 2, 4)
16. Describe floor plan designs for surgical services and the operating room and discuss potential hazards in the operating room. (GLO 1)
17. Describe disasters or public health emergencies that impact public health including the different types, impact on resources, and general health, safety, and security risks. (GLO 1, 3, 5)
18. Describe the principles of electricity and electrical flow and how it relates to patient safety. (GLO 1, 4, 6)
19. Identify the methods of processing items during the terminal disinfection/sterilization process, and decontamination of the operating room environment. Analyze the factors and variables of different disinfecting agents. (GLO 1, 2, 3, 6)
20. Identify systems used for sterile storage and apply principles to handling sterile supplies. Discuss shelf life and event related sterility and assess distribution systems in sterile processing. (GLO 1, 3, 4)
21. Describe the principles and selection of instrumentation, supplies, and equipment for surgical site exposure and procedure. Identify the general instrumentation in a major and minor surgical instrument tray. (GLO 1, 3, 4, 6)
22. Discuss the indications, basic considerations, and supplies required to perform urinary catheterization. Perform the correct technique of the urinary catheterization (male and female) and discuss principles of urinary output. Compare and contrast the types and characteristics of various catheters and drainage devices. (GLO 1, 2, 4, 6).
23. Discuss the indications, basic considerations and different chemical agents used for the surgical skin preparation. Perform the correct technique(s) of the surgical skin preparation. (GLO 1, 3, 4)
24. Discuss the principles of microbiology as it relates to the surgical environment. (GLO 1,3,4)
25. Perform the surgical scrub procedure; timed method, stroke method and waterless methods. (GLO 3, 4, 6)

26. Perform the duty of gowning and gloving one's self for a surgical case. (GLO 1, 3, 4)
27. Perform preoperative case management skills. (GLO 1, 3, 4)

PROPOSED COURSE OBJECTIVES:

1. **Apply preoperative patient care principles**, including patient identification, chart/lab review, checklist verification, physical preparation, and overall case management. (GLO 1,3,4,5,6)
2. **Demonstrate safe patient handling and positioning**, including transport, transfer techniques, body mechanics, and positioning based on surgical procedures. (GLO 1,3,4,6)
3. **Explain and support patient-centered care needs**, including physical, emotional, spiritual, cultural considerations, and basic life-sustaining requirements. (GLO 1,5,6)
4. **Exhibit professional behaviors and ethical practice**, including surgical conscience, confidentiality, legal principles, chain of command, and characteristics of a surgical technologist. (GLO 1,4,5,6)
5. **Analyze healthcare systems and professional development**, including professional organizations, credentialing, and use of technology in patient care and education. (GLO 2,3,4,6)
6. **Prepare and manage the operating room environment**, including room setup, floor design, equipment function, electricity and electrical flow, hazard identification, and emergency/disaster awareness. (GLO 1,3,4,5,6)
7. **Apply principles of asepsis and infection control**, including sterile technique, standard precautions, microbiology concepts, and monitoring the sterile field. (GLO 1,3,4,6)
8. **Perform sterilization and supply management procedures**, including decontamination, disinfection methods, sterilization processes, event related sterility, sterile storage, handling, and distribution systems. (GLO 1,2,3,4,6)
9. **Select and utilize surgical instruments, equipment, and supplies**, including instrumentation identification and preparation for surgical exposure and procedures. (GLO 1,3,4,6)
10. **Demonstrate essential perioperative technical skills**, including surgical scrub, gowning and gloving, skin preparation, urinary catheterization, and related clinical techniques. (GLO 1,2,3,4,6)

Course objective changes effective Summer 2027.

COURSE TITLE: Principles of Surgery I Lab

COURSE NUMBER: SUR102L

CURRENT COURSE OBJECTIVES:

1. Demonstrate and state the proper identification process for a surgical patient and evaluate items on the preoperative checklist. Perform the physical preparation and care that the surgical patient may receive prior to the surgical procedure. (GLO1, 3, 5, 6)
2. Analyze laboratory reports and review the patient chart in relationship to patient diagnosis and intervention. (GLO1, 3, 4)
3. Discuss methods of patient transportation and patient transfer and equipment utilized for safe transfer of the surgical patient. Demonstrate the principles of body mechanics when transporting and transferring the surgical patient. (GLO1, 3, 4, 6)
4. Discuss the basic physical and biological needs required to sustain life. (GLO1)
5. Identify the potential sources of emotional, spiritual, and cultural needs of the surgical patient. (GLO 5, 6)
6. Describe the characteristics of the professional surgical technologist. (GLO1, 6)
7. Compare and contrast professional organizations and credentialing options related to the profession. (GLO3, 6)
8. Demonstrate the key elements related to developing a surgical conscience. (GLO6)
9. Discuss principles of patient confidentiality including verbal and written. (GLO5, 6)
10. Discuss the concepts of law. (GLO4, 6)
11. Acknowledge the proper chain of command in the operating room. (GLO6)

12. Explain and demonstrate the positioning of the patient in relationship to the surgical procedure. (GLO1, 4, 6)
13. Describe the function of the physical components of the operating room. Prepare the room for a surgical case. (GLO1, 3, 4)
14. Apply the principles of asepsis to the practice of sterile technique and explain methods of monitoring the sterile field. Apply standard precautions to the performance of perioperative case management activities. (GLO 1, 4, 6)
15. Apply computer knowledge to the educational process and safe patient care practices in the operating room. (GLO 2, 4)
16. Describe floor plan designs for surgical services and the operating room and discuss potential hazards in the operating room. (GLO 1)
17. Describe disasters or public health emergencies that impact public health including the different types, impact on resources, and general health, safety, and security risks. (GLO 1, 3, 5)
18. Describe the principles of electricity and electrical flow and how it relates to patient safety. (GLO 1, 4, 6)
19. Identify the methods of processing items during the terminal disinfection/sterilization process, and decontamination of the operating room environment. Analyze the factors and variables of different disinfecting agents. (GLO 1, 2, 3, 6)
20. Identify systems used for sterile storage and apply principles to handling sterile supplies. Discuss shelf life and event related sterility and assess distribution systems in sterile processing. (GLO 1, 3, 4)
21. Describe the principles and selection of instrumentation, supplies, and equipment for surgical site exposure and procedure. Identify the general instrumentation in a major and minor surgical instrument tray. (GLO 1, 3, 4, 6)
22. Discuss the indications, basic considerations, and supplies required to perform urinary catheterization. Perform the correct technique of the urinary catheterization (male and female) and discuss principles of urinary output. Compare and contrast the types and characteristics of various catheters and drainage devices. (GLO 1, 2, 4, 6).
23. Discuss the indications, basic considerations and different chemical agents used for the surgical skin preparation. Perform the correct technique(s) of the surgical skin preparation. (GLO 1, 3, 4)
24. Discuss the principles of microbiology as it relates to the surgical environment. (GLO 1,3,4)
25. Perform the surgical scrub procedure; timed method, stroke method and waterless methods. (GLO 3, 4, 6)
26. Perform the duty of gowning and gloving one's self for a surgical case. (GLO 1, 3, 4)
27. Perform preoperative case management skills. (GLO 1, 3, 4)

PROPOSED COURSE OBJECTIVES:

1. **Apply preoperative patient care principles**, including patient identification, chart/lab review, checklist verification, physical preparation, and overall case management. (GLO 1,3,4,5,6)
2. **Demonstrate safe patient handling and positioning**, including transport, transfer techniques, body mechanics, and positioning based on surgical procedures. (GLO 1,3,4,6)
3. **Explain and support patient-centered care needs**, including physical, emotional, spiritual, cultural considerations, and basic life-sustaining requirements. (GLO 1,5,6)
4. **Exhibit professional behaviors and ethical practice**, including surgical conscience, confidentiality, legal principles, chain of command, and characteristics of a surgical technologist. (GLO 1,4,5,6)
5. **Analyze healthcare systems and professional development**, including professional organizations, credentialing, and use of technology in patient care and education. (GLO 2,3,4,6)
6. **Prepare and manage the operating room environment**, including room setup, floor design, equipment function, electricity and electrical flow, hazard identification, and emergency/disaster awareness. (GLO 1,3,4,5,6)
7. **Apply principles of asepsis and infection control**, including sterile technique, standard precautions, microbiology concepts, and monitoring the sterile field. (GLO 1,3,4,6)

8. **Perform sterilization and supply management procedures**, including decontamination, disinfection methods, sterilization processes, event related sterility, sterile storage, handling, and distribution systems. (GLO 1,2,3,4,6)
9. **Select and utilize surgical instruments, equipment, and supplies**, including instrumentation identification and preparation for surgical exposure and procedures. (GLO 1,3,4,6)
10. **Demonstrate essential perioperative technical skills**, including surgical scrub, gowning and gloving, skin preparation, urinary catheterization, and related clinical techniques. (GLO 1,2,3,4,6)

Course objective changes effective Summer 2027.

COURSE TITLE: Principles of Surgery II
COURSE NUMBER: SUR106
CURRENT COURSE OBJECTIVES: 1. Apply the principles of asepsis to the practice of sterile technique and explain methods of monitoring the sterile field. (GLO1, 4) 2. Perform the duties of gowning/gloving one's self and gowning/gloving another surgical team member. (GLO1, 3, 4) 3. Perform a basic back table set up, intraoperative case management, and end of case duties after the case is completed. (GLO3, 4) 4. Discuss basic draping skills for surgical cases. (GLO3, 4) 5. Perform a surgical count: preoperative, intraoperative and end of procedure. (GLO1, 2, 4, 6) 6. Demonstrate the ability to anticipate the needs of the surgical team. (GLO4, 5, 6) 7. Demonstrate the perioperative duties of the assistant circulator. (GLO1) 8. Identify the different abdominal incisions that are covered under general surgery and analyze the factors that influence the closure of each wound layer. (GLO1, 3, 4) 9. Compare and contrast suture materials, suture sizing and suture coatings and analyze their significance. (GLO1, 2, 3, 4) 10. Demonstrate the proper placement, handling, loading, and disposal of surgical needles. (GLO1, 4) 11. Compare and contrast reusable and disposable surgical stapling devices. (GLO1) 12. Discuss the applications of synthetic mesh. (GLO1, 4) 13. Identify the purposes and importance of the most commonly used types of surgical and specialty dressings and demonstrate the application using proper sterile technique in postoperative wound care. (GLO1, 4, 5, 6) 14. Identify the general instrumentation in a major and minor trays, laparoscopic tray and basic surgical instrument trays. (GLO1, 3, 4, 6) 15. Describe the principles of hemostasis and differentiate among various methods of hemostasis (GLO1, 4) 16. List equipment used in the Post Anesthesia Care Unit. (GLO1) 17. Analyze the immediate postoperative care of the surgical patient and describe discomfort and complications. (GLO1, 4, 5) 18. Perform duties related to emergencies in the operating room setting. Describe the steps to perform CPR in adults, children, and infants. (GLO1, 2, 4, 5, 6) 19. Compare and contrast techniques used to establish the diagnosis and determine which diagnostic procedure that will require surgical intervention. (GLO1,3,4) 20. Compare and contrast minimally invasive applications including endoscopic, robotics, and hybrid surgery (GLO1,3,4)
PROPOSED COURSE OBJECTIVES:

1. **Analyze perioperative patient care**, including preoperative, intraoperative, and postoperative management, discomfort, complications, and the role of dressings in wound healing. (GLO 1, 4, 5)
2. **Apply principles of asepsis and sterile technique**, including monitoring the sterile field, gowning and gloving, draping, and maintaining sterile integrity. (GLO 1, 4, 3)
3. **Demonstrate knowledge and use of surgical equipment and instrumentation**, including Post Anesthesia Care Unit (PACU) equipment, general and specialty trays, and laparoscopic, and robotic instruments. (GLO 1, 3, 4, 5, 6)
4. **Perform essential surgical technology skills**, including surgical scrub, gowning and gloving, accepting medication/fluids, back table setup, surgical counts, draping for procedures, gowning and gloving another team member, assistant circulator duties, and anticipating the needs of the surgical team, preoperative and intraoperative case management and end of the case duties. (GLO 1, 2, 3, 4, 5, 6)
5. **Evaluate wound closure techniques**, including factors affecting wound layer healing, suture materials, sizing, coatings, the use of stapling devices, and synthetic mesh. (GLO 1, 2, 3, 4)
6. **Demonstrate safe handling of surgical instruments and materials**, including proper use, placement, loading, and disposal of needles and other sharps. (GLO 1, 4)
7. **Identify and perform proper application of surgical dressings**, including selection and sterile application of common and specialty dressings, including post-operative wound care. (GLO 1, 4, 5, 6)
8. **Explain surgical procedures and techniques**, including abdominal incisions, diagnostic methods leading to surgery, minimally invasive applications such as endoscopy, robotics, and hybrid surgery, and perioperative decision making. (GLO 1, 3, 4)
9. **Describe and apply principles of hemostasis**, including various methods used to control bleeding during surgery. (GLO 1, 4)
10. **Demonstrate emergency response skills in the surgical setting**, including operating room emergencies and performing CPR for adults, children, and infants. (GLO 1, 2, 4, 5, 6)

Course objective changes effective Summer 2027.

COURSE TITLE: Principles of Surgery II Lab

COURSE NUMBER: SUR106L

CURRENT COURSE OBJECTIVES:

1. Apply the principles of asepsis to the practice of sterile technique and explain methods of monitoring the sterile field. (GLO1, 4)
2. Perform the duties of gowning/gloving one's self and gowning/gloving another surgical team member. (GLO1, 3, 4)
3. Perform a basic back table set up, intraoperative case management, and end of case duties after the case is completed. (GLO3, 4)
4. Discuss basic draping skills for surgical cases. (GLO3, 4)
5. Perform a surgical count: preoperative, intraoperative and end of procedure. (GLO1, 2, 4, 6)
6. Demonstrate the ability to anticipate the needs of the surgical team. (GLO4, 5, 6)
7. Demonstrate the perioperative duties of the assistant circulator. (GLO1)
8. Identify the different abdominal incisions that are covered under general surgery and analyze the factors that influence the closure of each wound layer. (GLO1, 3, 4)
9. Compare and contrast suture materials, suture sizing and suture coatings and analyze their significance. (GLO1, 2, 3, 4)
10. Demonstrate the proper placement, handling, loading, and disposal of surgical needles. (GLO1, 4)
11. Compare and contrast reusable and disposable surgical stapling devices. (GLO1)
12. Discuss the applications of synthetic mesh. (GLO1, 4)

13. Identify the purposes and importance of the most commonly used types of surgical and specialty dressings and demonstrate the application using proper sterile technique in postoperative wound care. (GLO1, 4, 5, 6)
14. Identify the general instrumentation in a major and minor trays, laparoscopic tray and basic surgical instrument trays. (GLO1, 3, 4, 6)
15. Describe the principles of hemostasis and differentiate among various methods of hemostasis (GLO1, 4)
16. List equipment used in the Post Anesthesia Care Unit. (GLO1)
17. Analyze the immediate postoperative care of the surgical patient and describe discomfort and complications. (GLO1, 4, 5)
18. Perform duties related to emergencies in the operating room setting. Describe the steps to perform CPR in adults, children, and infants. (GLO1, 2, 4, 5, 6)
19. Compare and contrast techniques used to establish the diagnosis and determine which diagnostic procedure that will require surgical intervention. (GLO1,3,4)
20. Compare and contrast minimally invasive applications including endoscopic, robotics, and hybrid surgery (GLO1,3,4)

PROPOSED COURSE OBJECTIVES:

1. **Analyze perioperative patient care**, including preoperative, intraoperative, and postoperative management, discomfort, complications, and the role of dressings in wound healing. (GLO 1, 4, 5)
2. **Apply principles of asepsis and sterile technique**, including monitoring the sterile field, gowning and gloving, draping, and maintaining sterile integrity. (GLO 1, 4, 3)
3. **Demonstrate knowledge and use of surgical equipment and instrumentation**, including Post Anesthesia Care Unit (PACU) equipment, general and specialty trays, and laparoscopic, and robotic instruments. (GLO 1, 3, 4, 5, 6)
4. **Perform essential surgical technology skills**, including surgical scrub, gowning and gloving, accepting medication/fluids, back table setup, surgical counts, draping for procedures, gowning and gloving another team member, assistant circulator duties, and anticipating the needs of the surgical team, preoperative and intraoperative case management and end of the case duties. (GLO 1, 2, 3, 4, 5, 6)
5. **Evaluate wound closure techniques**, including factors affecting wound layer healing, suture materials, sizing, coatings, the use of stapling devices, and synthetic mesh. (GLO 1, 2, 3, 4)
6. **Demonstrate safe handling of surgical instruments and materials**, including proper use, placement, loading, and disposal of needles and other sharps. (GLO 1, 4)
7. **Identify and perform proper application of surgical dressings**, including selection and sterile application of common and specialty dressings, including post-operative wound care. (GLO 1, 4, 5, 6)
8. **Explain surgical procedures and techniques**, including abdominal incisions, diagnostic methods leading to surgery, minimally invasive applications such as endoscopy, robotics, and hybrid surgery, and perioperative decision making. (GLO 1, 3, 4)
9. **Describe and apply principles of hemostasis**, including various methods used to control bleeding during surgery. (GLO 1, 4)
10. **Demonstrate emergency response skills in the surgical setting**, including operating room emergencies and performing CPR for adults, children, and infants. (GLO 1, 2, 4, 5, 6)

Course objective changes effective Summer 2027.

COURSE TITLE: Surgical Clinical Practicum I

COURSE NUMBER: SUR201C

CURRENT COURSE OBJECTIVES:

1. Perform the responsibilities required of the first scrub position. (GLO 1, 2, 4, 5, 6)
2. Perform the responsibilities required of the second scrub position. (GLO 1, 2, 4, 5, 6)
3. Maintain sterile technique. (GLO 6)

4. Explain sterile parameters in the operating room. (GLO 1, 4, 6)
5. Demonstrate competency in table set ups prior to a surgical case. (GLO 1, 2, 4)
6. Demonstrate the ability to assist the team in opening sterile supplies prior to the surgical case. (GLO 5, 6)
7. Demonstrate the ability to gather appropriate items needed for the surgical case. (GLO 4)
8. Explain and demonstrate the concept of team work in the operating room. (GLO 5, 6)
9. Maintain professionalism at all times. (GLO 6)
10. Maintain patient confidentiality at all times. (GLO 5, 6)
11. Demonstrate the ability to anticipate the needs of the surgeon during the operative procedure. (GLO 4, 5, 6)

PROPOSED COURSE OBJECTIVES:

1. **Perform the responsibilities of the scrub role**, including both first scrub duties and second scrub duties during surgical procedures. (GLO 1,2,4,5,6)
2. **Maintain and apply sterile technique**, including understanding and adhering to sterile parameters in the operating room. (GLO 1,4,6)
3. **Demonstrate effective surgical case preparation**, including gathering required instruments and supplies, opening sterile items, table setup, and working toward assisting with post-operative case duties. (GLO 1,2,4,5,6)
4. **Exhibit teamwork and collaboration skills** within the surgical team to support safe and efficient procedures. (GLO 5,6)
5. **Maintain professionalism and ethical conduct**, including accountability and appropriate behavior in the operating room. (GLO 6)
6. **Uphold patient confidentiality** in all aspects of perioperative care. (GLO 5,6)
7. **Demonstrate anticipation and critical thinking skills**, including predicting, anticipating, and responding to the needs of the surgeon during procedures. (GLO 4,5,6)
8. **Demonstrate consistent attendance and punctuality in the clinical practicum**, adhering to program policies and schedules to ensure continuity of learning, professional accountability, and safe patient care. (GLO 5, 6)

Course objective changes effective Summer 2027.

COURSE TITLE: Surgical Clinical Practicum II

COURSE NUMBER: SUR203C

CURRENT COURSE OBJECTIVES:

1. Perform the responsibilities required of the first scrub position. (GLO 1, 2, 4, 5, 6)
2. Perform the responsibilities required of the second scrub position. (GLO 1, 2, 4, 5, 6)
3. Maintain sterile technique. (GLO 6)
4. Explain sterile parameters in the operating room. (GLO 1, 4, 6)
5. Demonstrate competency in table set ups prior to a surgical case. (GLO 1, 2, 4)
6. Demonstrate the ability to assist the team in opening sterile supplies prior to the surgical case. (GLO 5, 6)
7. Demonstrate the ability to gather appropriate items needed for the surgical case. (GLO 4)
8. Explain and demonstrate the concept of team work in the operating room. (GLO 5, 6)
9. Maintain professionalism at all times. (GLO 6)
10. Maintain patient confidentiality at all times. (GLO 5, 6)
11. Demonstrate the ability to anticipate the needs of the surgeon during the operative procedure. (GLO 4, 5, 6)

PROPOSED COURSE OBJECTIVES:

1. **Perform the responsibilities of the scrub role**, including primarily all first scrub duties and advancing into more complicated cases in the second scrub duties working to the first scrub role over all procedures. (GLO 1,2,4,5,6)
2. **Maintain and apply sterile technique**, including pre-operative, intraoperative, and post-operative and adhering to sterile parameters in the operating room. (GLO 1,4,6)
3. **Demonstrate effective surgical case preparation**, including gathering required instruments and supplies, opening sterile items, table setup, and assisting with post-operative case duties. (GLO 1,2,4,5,6)
4. **Exhibit teamwork and collaboration skills** within the surgical team to support safe and efficient procedures. (GLO 5,6)
5. **Maintain professionalism and ethical conduct**, including accountability and appropriate behavior in the operating room. (GLO 6)
6. **Uphold patient confidentiality** in all aspects of perioperative care. (GLO 5,6)
7. **Demonstrate anticipation and critical thinking skills**, including predicting, anticipating, and responding to the needs of the surgeon during procedures. (GLO 4,5,6)
8. **Demonstrate consistent attendance and punctuality in the clinical practicum**, adhering to program policies and schedules to ensure continuity of learning, professional accountability, and safe patient care. (GLO 5,6)

Course objective changes effective Summer 2027.

NAME OF DIVISION: Business, Engineering, and Information Technologies	NAME OF DEPARTMENT: Engineering Technologies
NAME OF PROGRAM: Fundamentals of Engineering	

New Associate of Applied Science, effective Fall 2026, pending Board of Trustees approval, pending ODHE approval for program, and pending HLC approval.

NAME OF DIVISION: Business, Engineering and Information Technologies	NAME OF DEPARTMENT: Engineering Technologies
NAME OF PROGRAM: Fundamentals of Engineering	
NAME OF CERTIFICATE: Engineering Technology Fundamentals	

New certificate, effective Fall 2026, pending Board of Trustees approval, pending ODHE approval for certificate, and pending HLC approval.

NAME OF DIVISION: Health and Public Services	NAME OF DEPARTMENT: Allied Dental Health Professions
NAME OF PROGRAM: Dental Assisting	
NAME OF CERTIFICATE: Dental X-Ray Machine Operator	

New certificate, effective Fall 2026, pending Board of Trustees approval, pending ODHE approval for certificate, and pending HLC approval.

NAME OF DIVISION: Health and Public Services	NAME OF DEPARTMENT: Allied Dental Health Professions
NAME OF PROGRAM: Dental Assisting	
NAME OF CERTIFICATE: Dental X-Ray Machine Operator	

Request for industry-recognized credential recognition, effective Fall 2026, pending Board of Trustees approval and pending ODHE approval.

HLC New Certificate Screening Form – CC1800d:

Effective Fall 2026.

COURSE TITLE: Introduction to Anatomy and Physiology
COURSE NUMBER: BIO101
CURRENT COURSE OBJECTIVES: 1. Describe the overall functioning of each body system and its integrative role in the body. (GLO 1, 3) 2. Associate inorganic and organic molecules common in the human body with the cellular processes in which they play important roles. (GLO 3) 3. When introduced to each body system, relate basic chemical and cellular principles to the fundamental functioning of that system. (GLO 3) 4. Locate and identify basic anatomical landmarks on models or diagrams and explain the function of each. (GLO 1) 5. Utilize basic physiological principles associated with the appropriate body system to analyze introductory clinical scenarios. (GLO 3) 6. Identify mechanisms used to regulate the body and identify homeostatic dysfunction. (GLO 3) 7. Describe how scientific principles relate to basic physiological mechanisms and predict the effects of variables on those mechanisms. (GLO 1) 8. Apply the scientific method to the investigation and evaluation of human anatomy and physiology. (GLO 1, 3)
PROPOSED COURSE OBJECTIVES: 1. Describe the overall functioning of each body system and its integrative role in the body. (GLO 1, 3) 2. Associate inorganic and organic molecules common in the human body with the cellular processes in which they play important roles. (GLO 3) 3. When introduced to each body system, relate basic chemical and cellular principles to the fundamental functioning of that system. (GLO 3) 4. Locate, identify and correctly spell basic anatomical landmarks on models or diagrams and explain the function of each. (GLO 1) 5. Utilize basic physiological principles associated with the appropriate body system to analyze introductory clinical scenarios. (GLO 3) 6. Identify mechanisms used to regulate the body and identify homeostatic dysfunction. (GLO 3) 7. Describe how scientific principles relate to basic physiological mechanisms and predict the effects of variables on those mechanisms. (GLO 1) 8. Apply the scientific method to the investigation and evaluation of human anatomy and physiology. (GLO 1, 3) 9. Utilize professional language and correctly spell terminology to effectively communicate information presented in the course. (GLO 1, 6)

Course objective changes effective Summer 2026.

COURSE TITLE: Anatomy and Physiology I
COURSE NUMBER: BIO121
CURRENT COURSE OBJECTIVES: 1. Define advanced medical terminology associated with individual body systems as well as describe the overall functioning of each system with regard to its integrative role in the body (GLO 1, 3) 2. Describe the inorganic and organic molecules and ions common to the human body as well as identify the roles they play in maintaining proper functioning at the chemical, cellular, and systems level. (GLO 3) 3. Identify and define the contents of a generalized cell, as well as describe the fundamental cellular processes which play an important role in maintaining homeostasis in the body systems discussed. (GLO 3) 4. When presented with models, diagrams, and/or dissected specimens, identify anatomical landmarks associated with the body organs and systems and explain the function of those landmarks. (GLO 1) 5. When presented with clinical examples or case studies, apply the physiological principles with the appropriate body system and distinguish between a homeostatic or dysfunctional process. (GLO 3, 4) 6. Use scientific principles to effectively gather, analyze, evaluate, and interpret data related to physiological mechanisms and predict the effects of variables on those mechanisms. (GLO 2, 4) 7. Use the scientific method to discover and validate concepts that apply to modern anatomy & physiology. (GLO 1, 3, 4)
PROPOSED COURSE OBJECTIVES: 1. Define advanced medical terminology associated with individual body systems as well as describe the overall functioning of each system with regard to its integrative role in the body (GLO 1, 3) 2. Describe the inorganic and organic molecules and ions common to the human body as well as identify the roles they play in maintaining proper functioning at the chemical, cellular, and systems level. (GLO 3) 3. Identify and define the contents of a generalized cell, as well as describe the fundamental cellular processes which play an important role in maintaining homeostasis in the body systems discussed. (GLO 3) 4. Locate, identify, and correctly spell structures in laboratory models, specimens or diagrams and describe the functions of the structures. (GLO 1, 3) 5. When presented with clinical examples or case studies, apply the physiological principles with the appropriate body system and distinguish between a homeostatic or dysfunctional process. (GLO 3, 4) 6. Use scientific principles to effectively gather, analyze, evaluate, and interpret data related to physiological mechanisms and predict the effects of variables on those mechanisms. (GLO 2, 4) 7. Use the scientific method to discover and validate concepts that apply to modern anatomy & physiology. (GLO 1, 3, 4) 8. Utilize professional language and correctly spell terminology to effectively communicate information presented in the course. (GLO 1, 6)

Course objective changes effective Summer 2026.

COURSE TITLE: Anatomy and Physiology II
COURSE NUMBER: BIO122
CURRENT COURSE OBJECTIVES: 1. Define advanced medical terminology associated with individual body systems and describe the overall functioning of each system with regard to its integrative role in the body. (GLO 1, 3) 2. Describe the inorganic and organic molecules and ions common to the human body as well as identify the roles they play in maintaining proper functioning at the chemical, cellular and systems level. (GLO 3) 3. When presented with models, diagrams, and/or dissected specimens, identify anatomical landmarks associated with the body organs and systems and explain the function of those landmarks. (GLO 1)

4. When presented with clinical examples or case studies, apply the physiological principles associated with the appropriate body system and distinguish between a homeostatic or dysfunctional process. (GLO 3, 4)
5. Use scientific principles to effectively gather, analyze, evaluate, and interpret data related to physiological mechanisms and predict the effects of variables on those mechanisms. (GLO 2, 4)
6. Use the scientific method to discover and validate concepts that apply to modern anatomy & physiology. (GLO 1, 3, 4)

PROPOSED COURSE OBJECTIVES:

1. Define advanced medical terminology associated with individual body systems and describe the overall functioning of each system with regard to its integrative role in the body. (GLO 1, 3)
2. Describe the inorganic and organic molecules and ions common to the human body as well as identify the roles they play in maintaining proper functioning at the chemical, cellular and systems level. (GLO 3)
3. Locate, identify, and correctly spell structures in laboratory models, specimens or diagrams and describe the functions of the structures. (GLO 1, 3)
4. When presented with clinical examples or case studies, apply the physiological principles associated with the appropriate body system and distinguish between a homeostatic or dysfunctional process. (GLO 3, 4)
5. Use scientific principles to effectively gather, analyze, evaluate, and interpret data related to physiological mechanisms and predict the effects of variables on those mechanisms. (GLO 2, 4)
6. Use the scientific method to discover and validate concepts that apply to modern anatomy & physiology. (GLO 1, 3, 4)
7. Utilize professional language and correctly spell terminology to effectively communicate information presented in the course. (GLO 1, 6)

Course objective changes effective Summer 2026.

COURSE TITLE: Principles of Human Structure and Function

COURSE NUMBER: BIO123

CURRENT COURSE OBJECTIVES:

1. Use correct anatomical terminology to describe the body sections, regions, planes and positions. (GLO 1, 3)
2. Describe essential inorganic and organic chemicals and ions and relate their roles in the structure and function of human cells, tissues, organs, and systems. (GLO 3)
3. Explain the meaning and significance of homeostasis and describe normal homeostatic control mechanisms for each human body system. (GLO 3, 4)
4. Describe the structures and discuss the normal functions of the following eleven major body systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary, digestive, and reproductive. (GLO 1, 2, 3, 4)
5. Explain the integrating control effects of the nervous and endocrine systems and predict their roles in regulating homeostatic mechanisms in other body systems. (GLO 1, 3)
6. Identify structures in laboratory models, specimens or diagrams and describe the functions of the structures. (GLO 1, 3)

PROPOSED COURSE OBJECTIVES:

1. Use correct anatomical terminology to describe the body sections, regions, planes and positions. (GLO 1, 3)
2. Describe essential inorganic and organic chemicals and ions and relate their roles in the structure and function of human cells, tissues, organs, and systems. (GLO 3)
3. Explain the meaning and significance of homeostasis and describe normal homeostatic control mechanisms for each human body system. (GLO 3, 4)

4. Describe the structures and discuss the normal functions of the following eleven major body systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary, digestive, and reproductive. (GLO 1, 2, 3, 4)
5. Explain the integrating control effects of the nervous and endocrine systems and predict their roles in regulating homeostatic mechanisms in other body systems. (GLO 1, 3)
6. Locate, identify, and correctly spell structures in laboratory models, specimens or diagrams and describe the functions of the structures. (GLO 1, 3)
7. Utilize professional language and correctly spell terminology to effectively communicate information presented in the course. (GLO 1, 6)

Course objective changes effective Summer 2026.

COURSE TITLE: Technical Communications Internship
COURSE NUMBER: ENG250
CURRENT COURSE DESCRIPTION: Students will work with the student newspaper advisors and staff during a specified period of time with a member of the English Department at Stark State College serving in an advisory capacity. This is a non-paid internship. Successful completion of the internship will require confirmation by the representative of the student organization and the student's advisor that obligations and objectives have been met. Can only be completed in the student's final semester at Stark State College.
PROPOSED COURSE DESCRIPTION: Students will work with <i>Stark Voices</i> advisors and staff to complete a project serving the needs of the publication while demonstrating skill in technical communication. An instructor in the English Department at Stark State College will oversee and evaluate the student's work. This is a non-paid internship. Successful completion of the internship will require confirmation by <i>Stark Voices</i> advisors and staff, as well as the student's instructor, that obligations and objectives have been met. The internship can only be completed in the student's final semester at Stark State College.

Course description changes effective Summer 2027.

COURSE TITLE: Technical Communications Internship
COURSE NUMBER: ENG250
CURRENT COURSE OBJECTIVES: 1. Present a portfolio of the work accomplished/composed during the time of the internship, (GLO 1, 4, 5, and 6) 2. Gain "real world" experience working in the industry, (GLO 3, 4, 5, 6) and 3. Practice written and oral communication within a workplace environment (GLO 1, 4, 5, 6).
PROPOSED COURSE OBJECTIVES: 1. Assess and understand the needs of a publication and opportunities for its growth (GLO 3, 4, 6) 2. Create a plan and schedule for completing the internship project (GLO (1, 4, 6) 3. Execute proposed project as planned, including working with others, meeting deadlines, and navigating obstacles (1, 3, 4, 5, 6) 4. Present a portfolio of the work accomplished/composed during the time of the internship (GLO 1, 4, 5, and 6) 5. Demonstrate proficiency in written and oral communication within a workplace environment (GLO 1, 4, 5, 6)

Course objective changes effective Summer 2027.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-13-22 Fresh Start/Academic Forgiveness

Approved by President's Cabinet on: 4/1/2026

New/Revised: Revised

History of the issue: This policy was revised to add language to reflect the policy title name change. Section 1 was revised to include that all attempted coursework will still be included in the College's Standards of Academic Progress policy.

CURRENT/PROPOSED WORDING

POLICY:

Students who change their program of study or reapply for admission to the College and wish to improve their cumulative GPA may apply for **Fresh Start/Academic Forgiveness**. All courses and grades will remain on the student's official transcript and be designated with a special code for **Fresh Start/Academic Forgiveness**.

1. General Information
 - a. **Fresh Start/Academic Forgiveness** applies only to courses formerly taken at Stark State College.
 - b. A student may only receive **Fresh Start/Academic Forgiveness** once and it is not reversible.
 - c. This policy will not apply to "F" grades received as a result of academic dishonesty. The Academic Records/Registrar's Office will check student files on all grades of "F."
 - d. Academic standing is updated in the semester in which the student applies.
 - e. **Fresh Start/Academic Forgiveness** will apply to courses that are inactive and cannot be retaken or do not apply to the current major.
 - f. If a student's request is approved, grades of "D" or "F" in courses that are not required in the current program of study will be removed from the student's overall GPA.
 - g. For students enrolled in secondary application programs, exceptions to the policy must be approved by the Provost in consultation with the Registrar.
 - h. **All credits attempted, including withdrawals, repeats, transfer, and courses for which grades are excluded from the GPA calculation as a result of Fresh Start/Academic Forgiveness approval, since the first semester of enrollment, will still be included in the College's Standards of Academic Progress policy.**
2. Criteria
 - a. The student must be seeking a degree/certificate from Stark State College. A student who has already graduated may not request **Fresh Start/Academic Forgiveness**.
 - b. The student must be enrolled in classes at Stark State College during the semester in which the **Fresh Start/Academic Forgiveness** form is filed.
 - c. The student must complete a minimum of 12 credit hours (not necessarily completed in any one semester) from Stark State College with a minimum GPA of 2.0 or better following the return to the College or a change of major.
 - d. Students must submit a "Change of Major" form if changing their major.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-17-02 Use of College Facilities

Approved by President's Cabinet on: 4/1/2026

New/Revised: Revised

History of the issue: This policy was revised to language clarity. Section (A5) was removed based on current College activities or facility uses. Section 4 was removed because the College no longer provides multimedia equipment rentals.

CURRENT/PROPOSED WORDING

POLICY:

Internal stakeholders, external groups, and individuals may request the use of facilities based on established priorities. ~~Reservations will be processed on a first-come, first-served basis, subject to the need of the facility for a higher-priority college use.~~ **Reservations will be processed on a first-come, first-served basis and are subject to the facility's need to accommodate higher-priority College uses.** Individuals using College facilities or grounds are required to comply with College policies and procedures and all applicable local, state, and federal laws.

PROCEDURE:

(A) Priorities. Facility use requests will be reviewed in the following order of priorities.

Priority I - Campus Activities

- (1) College instructional programs
- (2) Official College events
- (3) College-sponsored educational activities
- (4) Student clubs and organizations activities
- ~~(5) College intramural activities~~

Priority II - External Groups Activities

- (1) Instructional programs conducted by Stark State College partners
- (2) Special courses, workshops, seminars, and meetings organized and conducted by business and non-profit organizations and not facilitated by Stark State College
- (3) Expressive groups

(B) Space Request Process

- (1) All external groups requesting use of facilities must apply to the Gateway Student Services Office and complete the building usage form that includes the following:
 - a) Date(s) requested
 - b) Time(s)
 - c) Name of organization
 - d) Purpose of meeting
 - e) Equipment requested
 - f) Multimedia requirements
 - g) Estimated number attending

- h) Room configuration
- i) Signature
- (2) Requests for space for events requiring services - such as parking, catering, campus security, moving services, housekeeping, or audio visual - must be made no later than five business days prior to the date of the event to the Gateway Student Services Office. The Office will notify all other units that need to be involved.
- (3) ~~Events~~ Requests for events that do not require services must be made no later than two business days in advance for College, College-sponsored, or non-College events. Facilities may not be reserved more than six months in advance of the event.
- (4) No keys are given to external organizations.
- (5) The Registrar's Office formulates the schedule for all College courses and labs during the fall, spring, and summer semesters. The Office reserves the right to make changes to academic space assignments at any time.

(C) Charges

- (1) Current facility fee rates are included in the Building Usage Schedule of Charges form, which is available through the Gateway Student Services Office. The Vice President for Business and Finance has the discretion to adjust charges in specific situations.
- (2) External groups and individuals using facilities during normal College operating hours will be charged on the following basis:
 - a. Class I. Members of this group are SSC partners, SSC supporters, and non-profit organizations that request space and collect no fees. Space shall be granted to these organizations without a facility fee during normal College operating hours.
 - b. Class II. Companies, individuals, and non-profit organizations (collecting fees) utilizing space not sponsored or facilitated by Stark State College shall be charged in accordance with the Building Usage Schedule of Charges for the use of the facility.
 - c. Class III. Expressive Groups utilizing space not sponsored or facilitated by Stark State College shall be charged in accordance with the Building Usage Schedule of Charges for the use of the facility.
- (3) Requests for use of facilities outside of the normal College operating hours will be charged an additional fee to defray the cost of maintenance and security. A minimum of four hours is required on Sunday or holidays.
- ~~(4) Multimedia equipment may be rented from Stark State College based on the Building Usage Schedule of Charges.~~

(D) Safety and Compliance

- (1) It is the responsibility of the facility users (or sponsoring groups) to ensure that an event is held in a safe environment. All external group users of the facilities are responsible for any damages resulting from their use of the facilities and assume all responsibility for personal accident or injury to participants.
- (2) All College spaces have maximum occupancy limits, which cannot be exceeded. Should the occupancy limit be exceeded, Security is authorized to hold the start of an event or stop an event in progress until this limitation is met.
- (3) Campus Security must be consulted regarding parking and security issues prior to the approval of any group. Facility use may be denied based on parking or security issues.
- (4) All groups must agree to preserve the image of the College and its buildings and agree not to use the College photos, logos, or marks in publications or online without prior written consent of the SSC Marketing Department.

- (5) Alcoholic beverages are generally not permitted on campus; please refer to policy number 3357:15-16-13 for the alcohol policy. Smoking is not permitted in any campus buildings; please refer to policy number 3357:15-17-09.
- (6) Food must be confined to areas designated for that purpose. Failure to clean up after an event will result in a charge for custodial services.
- (7) Authorizations to bring equipment and supplies into the College and arrangements for decorations requiring attachment to the building or its fixtures must be approved in advance by the Director of Physical Plant and Construction.

**RESOLUTION
TO APPROVE THE BOARD OF TRUSTEE'S
ADOPTION OF STARK STATE COLLEGE'S
COMPLETION PLAN
EFFECTIVE FALL 2026**

WHEREAS, the Board of Trustees of Stark State College shall adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students per ORC 3345.81; and

WHEREAS, Stark State College's College Completion Plan is consistent with the mission and strategic priorities of the College, including measurable student completion goals, using college credit transferred between institutions of higher education, alignment with the state's workforce development priorities, and assisting students who have some college experience but no degree in earning an associate degree, certificate, or credential; and

WHEREAS, the Board of Trustees must update and approve Stark State College's Completion Plan at least once every two years and provide a copy of the updated plan to the Chancellor upon adoption;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Stark State College approves the College Completion Plan with strategies designed to increase retention, the number of degrees and certificates awarded to students, collaboration with educational partners, and alignment with the state's workforce development priorities per ORC 3345.81.

This resolution is enacted on this 13th day of May, 2026.

Elaine M. Russell Reolfi
Chair, Board of Trustees

Para M. Jones, Ph.D.
President

STARK STATE COLLEGE – CRIME STATISTICS REPORT

January 1, 2025-April 27, 2026

REPORTED CRIME STATS FOR CLERY ACT			
<i>Required to report these statistics to Department of Education once a year.</i>			
CATEGORY	VENUE	2025 Statistics	2026 Statistics
MURDER	On Campus	0	0
	Satellite Location	0	0
MANSLAUGHTER	On Campus	0	0
	Satellite Location	0	0
SEX OFFENSES: <i>Forcible</i>	On Campus	0	0
	Satellite Location	0	0
<i>Non-forcible</i>	On Campus	0	0
	Satellite Location	0	0
ROBBERY	On Campus	0	0
	Satellite Location	0	0
AGGRAVATED ASSAULT	On Campus	0	0
	Satellite Location	0	0
BURGLARY	On Campus	0	0
	Satellite Location	0	0
ARSON	On Campus	0	0
	Satellite Location	0	0
MOTOR VEHICLE THEFT	On Campus	0	0
	Satellite Location	0	0
DOMESTIC VIOLENCE*	On Campus	0	0
	Satellite Location	0	0
DATING VIOLENCE*	On Campus	0	0
	Satellite Location	0	0
STALKING*	On Campus	0	0
	Satellite Location	0	0
LIQUOR LAW VIOLATIONS	On Campus	0	0
	Satellite Location	0	0
DRUG-RELATED VIOLATIONS	On Campus	0	0
	Satellite Location	1	0
WEAPONS POSSESSION	On Campus	0	0
	Satellite Location	0	0
TOTALS		1	0
*The following statistics have been added to maintain compliance with the Campus SAVE Act.			
REPORTED CRIME STATS FOR STARK STATE COLLEGE			

STARK STATE COLLEGE – CRIME STATISTICS REPORT

January 1, 2025-April 27, 2026

These statistics are reported to the College Community for their awareness.			
CATEGORY	VENUE	2025 Statistics	2026 Statistics
CRIMINAL DAMAGING	On Campus	1	0
	Satellite Location	0	0
THEFT	On Campus	3	0
	Satellite Location	0	0
IDENTITY THEFT	On Campus	0	0
	Satellite Location	0	0
ASSAULT	On Campus	3	0
	Satellite Location	0	0
INDUCING PANIC	On Campus	0	0
	Satellite Location	0	0
MENACING/VERBAL THREATS	On Campus	1	1
	Satellite Location	0	0
HARASSMENT	On Campus	0	0
	Satellite Location	0	0
DISRUPTIVE BEHAVIOR	On Campus	5	2
	Satellite Location	5	0
INDECENT EXPOSURE	On Campus	0	0
	Satellite Location	0	0
TOTALS		18	3

NOTE 2025

25-0002-Disruptive Behavior (Perkins)
 25-0003- Disruptive Behavior (Main)
 25-0019- Disruptive Behavior (Perkins)
 25-0028- Disruptive Behavior (Perkins)
 25-0029- Disruptive Behavior (Main)
 25-0030- Drug-Related Violation (Perkins)
 25-0031-Theft (Main)
 25-0032-Criminal Damaging (Main)
 25-0037-Menacing (Main)
 25-0048- Disruptive Behavior (Main)
 25-0050- Theft (Perkins)
 25-0052- Theft (Perkins)
 25-0060 - Theft (Main)
 25-0061 - Assault (Main)
 25-0062 - Disruptive Behavior (Main)
 25-0076 - Disruptive Behavior (Cornerstone)
 25-0089 - Theft (Main)
 25-0097 -Disruptive Behavior (Cornerstone)
 25-0100 -Disruptive Behavior (Cornerstone)
 25-0106 -Disruptive Behavior (Cornerstone)
 25-0111 -Disruptive Behavior (Main)
 25-0116 - Disruptive Behavior (Main)

NOTE 2026

26-0002 – Verbal Threat (Main)
 26-0012 – Disruptive Behavior (Cornerstone)
 26-0037 – Disorderly Conduct (Main)

2026 Calendar of Board Meetings and Events

DATES		MEETING/EVENT	TIME	LOCATION
(2026 Board Meeting dates are tentative until board approved)				
MAY, 2026				
13	Wednesday	BOARD MEETING	8 a.m.	S304
13	Wednesday	One-Year Certificate Ceremony	6 p.m.	MAPS Air Museum
17	Sunday	Commencement Ceremony	2 p.m.	Canton Civic Center
JUNE, 2026				
10	Wednesday	BOARD MEETING	8 a.m.	S304
JULY, 2026				
8	Wednesday	BOARD MEETING	8 a.m.	S304
AUGUST, 2026				
12	Wednesday	BOARD MEETING	8 a.m.	S304
SEPTEMBER, 2026				
9	Wednesday	BOARD MEETING	8 a.m.	S304
OCTOBER, 2026				
14	Wednesday	BOARD MEETING	8 a.m.	TBD
14	Wednesday	Board Retreat	TBD	TBD
23	Friday	Foundation Annual Dinner	5:30 p.m.	TBD
NOVEMBER, 2026				
11	Wednesday	BOARD MEETING	8 a.m.	S304
DECEMBER, 2026				
9	Wednesday	BOARD MEETING	8 a.m.	S304
15	Tuesday	One-Year Certificate Ceremony	6 p.m.	TBD

APPENDIX A



Stark State College Strategic Completion Plan 2026-2028

Institutional Overview

1. **Community College Name:** Stark State College
2. **Email of person completing this form:** Ishreve@starkstate.edu
3. **Institutional Mission Statement:** Stark State College positively influences the life of each student and our communities by providing access to high-quality, affordable, and in-demand education.
4. **Institutional Vision Statement:** Stark State College aspires to be Ohio's leading community college in fostering student success and community prosperity through innovation, responsiveness, and partnerships.

Brief overview of institution (*e.g.: number of programs, number of faculty, annual budgets, recognitions, etc. -- 500 words maximum*): Stark State College is a student-centered comprehensive community college with transferable higher education and career development programs. The College offers more than 220 associate degrees and certificates in business, education, engineering technologies, health and human services, information technologies, liberal arts, mathematics and sciences. Stark State is the largest among the five colleges and universities located in Stark County. Stark State's low tuition of \$209.60 per credit hour makes the College one of the most affordable in the region. More than 70% of our students work while attending Stark State. Accessibility and flexible scheduling make it convenient for working people to pursue an education at Stark State. Nearly 100% of our graduates live and work in Northeast Ohio, contributing to the economic development of Stark, Summit and surrounding counties. The College employs 163 full-time faculty members and 376 adjunct faculty members. Our annual budget is \$71,801,730.

Nearly 14,000 credit-seeking students attend SSC annually. The College is accredited by the Higher Learning Commission. In addition, many of Stark State's programs maintain individual accreditations from their national accrediting associations. Ohio Transfer 36 guarantees the transfer of 36-40 semester hours of Stark State coursework to any Ohio public college or university, and our College Credit Plus program offers free college credits to area high school students. The College has transfer maps with more than 30 college and universities – including The Ohio State University, The University of Akron, Kent State University and more – to help students smoothly transition to a four-year degree program after earning a Stark State associate degree. Stark State maintains satellite centers and off-campus sites in Akron, Downtown Canton and other locations to better serve our students. Each site offers students the same convenience, affordability, quality faculty and individualized attention as our main campus. The College also offers hundreds of online courses as well as 24 fully online degrees and 23 fully online certificates. The College works closely with business and industry to ensure that the programs we offer meet the needs of a developing workforce. Not only do our programs rely on the business acumen and advice of advisory committees made up of local business leaders, but our workforce training also helps employers find skilled workers and train current workers on- and off-site. Employees also can take continuing education or professional development or work toward certificates and degrees.

5. **Institutional Priorities** (500 words maximum): In our Strategic Plan 2026 – 2028, Stark State defines four strategic priorities with goals for each. The strategic priorities are student access, student success, career success and workforce, and our people. For SSC's strategic priority on student access, Stark State defines it as providing open access to quality, affordable higher education. Goal 1 is to increase the number of students seeking post-secondary education and training for careers and/or university transfer. Goal 2 is to increase the number of K-12 districts and students participating in College Credit Plus and enrollment after high school. Goal 3 is to help students choose and stay on the right path by providing career exploration and confirmation in onboarding and advising processes. Goal 4 is to align course scheduling, programs, and services to student needs.

For SSC's strategic priority on student success, Stark State defines it as supporting and engaging students in academic success and provides a high-quality learning environment leading to completion, university transfer, and/or career. Goal 1 is to increase graduation/completion of training, credential, certificate or degree, and university transfer, and career success for students. Goal 2 is to increase course completion rates through effective teaching and learning, student engagement, and comprehensive student support services. Goal 3 is to grow federal and state grants, private giving, and endowments to support students. Goal 4 is to ensure high-quality education through Higher Learning Commission accreditation, division- and program-level accreditation, and academic program assessments.

For SSC's strategic priority on career success and workforce, we define it as serving student, employer and community workforce needs through innovative partnerships that provide viable pathways to in-demand careers, transfer, and career success. Goal 1 is to increase the number of employer-led partnerships that fuel the talent pipeline, drive workforce development, and enhance student success. Goal 2 is to help students accelerate degree/certificate completion through prior learning, military experience, and other innovative pathways. Goal 3 is to increase apprenticeships, industrial training programs, co-ops, internships, clinicals, directed practice, practicums, service learning, and volunteer opportunities for students. Goal 4 is to engage and advocate with employers, public policy experts, and legislators to meet current and future workforce needs.

For Stark State's strategic priority on our people, we define it as attracting and retaining a qualified and engaged workforce by providing opportunities for professional development. Goal 1 is to promote a transparent, consistent culture of shared governance, collaboration, collegiality, and respect through our leadership principles of direction, alignment, and commitment. Goal 2 is to provide strategic professional development to employees that ensures a continued focus on academic excellence and student success and opportunities for employees to enhance knowledge and skills. Goal 3 is to attract, hire, and retain highly qualified employees with relevant, real-world experience to ensure excellence, using market-based compensation strategies. Goal 4 is to integrate new technologies into the classroom and in business processes.

Barriers to Student Success:

Describe 3-5 campus contextual factors that impede student persistence and completion.

1. Barrier 1: Basic needs insecurity and financial pressure

- a. **Barrier 1 Description** (200 words maximum): Stark State students report high levels of basic needs insecurity that can interrupt enrollment, reduce course load, and limit persistence. The financial wellness studies conducted show meaningful rates of food insecurity and housing insecurity, including a subset of students experiencing homelessness. These conditions directly affect attendance, focus, and the ability to purchase required course materials, maintain transportation, and sustain consistent study time.

2. Barrier 2: Mental health challenges and stress load

- a. **Barrier 2 Description** (200 words maximum): The financial wellness studies also show high indicators of anxiety and depressive symptoms. Mental health concerns combine work and family obligations to create an overall stress load that reduces academic momentum, increases stop out behavior, and limits engagement with tutoring, advising, and faculty outside of class.

3. Barrier 3: Competing work and family obligations, including health and caregiving

- a. **Barrier 3 Description** (200 words maximum): The stop out survey indicates that financial reasons, health related problems for the student or family, and changing career interests are leading drivers in leaving before completion. Even when students intend to return, work schedules, caregiving, and unpredictable life events make continuous enrollment difficult, particularly for part time students.

4. Barrier 4 (optional): Academic momentum barriers in gateway courses and early term performance

- a. **Barrier 4 Description** (optional – 200 words maximum): DFW patterns in key gateway courses remain a persistence barrier because they slow progress, increase repeated attempts, and raise total cost. Student satisfaction data also indicate a need for consistent early feedback and early notification when students are doing poorly. When early performance issues are not addressed quickly, students disengage before they connect to support.

Progress Towards Goals Established in the Previous Completion Plan:

For each goal in the 2024 strategic plan, provide an analysis of progress toward achieving the goal, and its impact on student persistence and completion.

1. 2024 Completion Goal 1: Pathways and program alignment

- a. **2024 Completion Goal 1 Description** (200 words maximum): The previous completion plan prioritized clearer academic pathways, improved transfer alignment, and expanded access to workforce relevant credentials. During the planning cycle, the college expanded certificates and online offerings, strengthened course design through Quality Matters and internal processes, and advanced Ohio

Guaranteed Transfer Pathways, OT36, TAG, CTAG, and ITAG submissions and updates across disciplines.

- b. **2024 Completion Goal 1 Impact** (200 words maximum): These efforts reduced excess credit accumulation risk, improved transfer clarity, and strengthened students' ability to move efficiently between institutions without loss of credit. Expanded certificate pathways increased opportunities for embedded credential attainment, allowing students to earn stackable awards on the way to degree completion, as well as direct entry into the workforce. Improved online course quality supported access and persistence for working adult and non-local students, reducing barriers related to modality and scheduling. Stark State College is participating in Frontier 1 for additional advancement of pathways, including transfer pathways.

2. 2024 Completion Goal 2: Learning Support, Co-requisite Remediation Reform, and General Education Course Success

- a. **2024 Completion Goal 2 Description** (200 words maximum): The prior plan emphasized general education course success and acceleration through co-requisite remediation and expanded learning center services. The college maintained and strengthened science, math, and writing learning center support and continued focused DFW analysis in high enrollment courses. Co-requisite English and math structures supported direct enrollment into college-level coursework with concurrent support.
- b. **2024 Completion Goal 2 Impact** (200 words maximum): Co-requisite remediation implementation improved the percentage of students completing college level English and math in their first year, reducing time to program entry and improving academic momentum. Learning center integration supported course completion in high DFW sections and reduced the number of repeated attempts, which was also supported by the Title III grant. These changes contributed to stronger early term persistence and improved progression into program specific coursework.

3. 2024 Completion Goal 3: Advising, Early Alert, and Student Engagement Initiatives

- a. **2024 Completion Goal 3 Description** (200 words maximum): The previous plan included expansion of advising coordination, early alert use through Starfish and increased first term engagement programming such as Jump Start and orientation activities. The college strengthened advisor training and expanded proactive outreach to students who were academically at risk or nearing completion. The college added advisor coordinators to each division, linked support services to Starfish referrals, and expanded student engagement opportunities under the Title III grant.
- b. **2024 Completion Goal 3 Impact** (200 words maximum): Improved early alert utilization increased faculty reporting of academic concerns and created earlier intervention opportunities. It also provided faculty members with the opportunity to send "kudos" to students encouraging them to continue their efforts in the classroom. Targeted outreach to near completers increased certificate and degree conferral through improved award recognition processes. Early engagement programming strengthened first term connection to institutional expectations and support resources, contributing to improved term to term persistence among new students. The advising coordinators used Starfish for faculty to refer

students for services, trained faculty members on effective advising and assisted with improving retention.

4. 2024 Completion Goal 4: Certificate and Degree Completion Improvements

- a. **2024 Completion Goal 4 Description (200 words maximum):** The college improved internal processes tied to certificate and degree completion. Students are not completing applications for certificate completion, which is impacting our completion rates. Faculty members used paper copies in classrooms to assist with completion. The Executive Director of IR worked with department chairs to identify students who had earned certificates and degrees but didn't submit the application. The result of these efforts were an increase in completion rates for both certificates and degree programs. Workforce aligned programs maintained strong licensure and employment outcomes, and employer partnerships expanded clinical, practicum, directed experience, service-learning experiential and apprenticeship opportunities.
- b. **2024 Completion Goal 4 Impact (200 words maximum):** Improved certificate completion processes increased the number of students receiving credentials they had already earned, positively affecting overall completion rates. Strong licensure, certification, and apprenticeship outcomes reinforced program value, strengthened student success, and supported continued enrollment in high demand workforce pathways.

Quantitative Completion Goals for 2026-2028:

Identify two completion/student success metrics to improve during the next two years.

1. 2026 Completion Goal 1: Increase fall-to-fall retention for first-time degree seeking students

- a. **2026 Goal 1 Plan for Improvement (200 words maximum):** Strengthen early term academic momentum by standardizing early alerts and outreach workflows, expanding required advising for off-track students, and increasing student connection to tutoring and other student services. Use Starfish driven outreach and coordinated case management between advising and learning centers to intervene earlier in the term. Prioritize persistence gains for part-time students through class scheduling and predictable course sequencing. Participate in Frontier 2 on active and experiential learning and implement strategies accordingly. Identify additional strategies throughout the college completion plan process and implement. Our current term-to-term persistence rate is 85.5% and our goal is 86.8%. Our current overall retention rate is 52% and our goal is to increase to 54%.
- b. **2026 Goal 1 Current State (200 words maximum):** Persistence outcomes are constrained by basic needs insecurity, mental health load, competing work and family obligations, and other factors. Student feedback also indicates opportunity to improve early notification and timely feedback in courses. Research shows that active and experiential learning tends to support retention and persistence.
- c. **2026 Goal 1 Objectives (200 words maximum):** Increase overall fall to fall persistence by establishing consistent early alert timelines, increasing advising touchpoints for off-track students, increasing

learning center utilization, and implementing Frontier 2 strategies. Monitor outcomes by attendance status and student subgroup to ensure improvements for part-time students, which is approximately 70% of our students, and students with higher risk indicators.

2. **2026 Goal 2:** Increase credential completion, including certificates and degrees
 - a. **2026 Goal 2 Plan for Improvement** (200 words maximum): Continue outreach to students who are near completion and students who have earned embedded credentials and award accordingly. Ensure students are enrolled in certificates that are stacked into their respective degrees. Our graduation rate is currently 31% and our goal is 33%.
 - b. **2026 Goal 2 Current State** (200 words maximum): The college has already improved certificate completion and identified additional process changes that can increase awards. Gateway course completion remains a primary driver of time to credential and stop-out reasons show that financial and personal-related factors can interrupt progression before completion.
 - c. **2026 Goal 2 Objectives** (200 words maximum): Increase the number of certificates and degrees awarded over the 2026 to 2028 cycle, with year over year increases in embedded certificate awards and timely degree completion. Track awards by program area. Use Starfish to link students to services in support of financial and personal-related factors.

Qualitative Completion Goals/Projects for 2026-2028:

Describe two projects intended to increase completion/student success that will be initiated, expanded, or improved during the next two years.

1. **2026 Project 1:** Scale evidence-based course strategies through Strong Start to Science and Frontier 2 on active and experiential learning.
 - a. **2026 Project 1 Plan for Improvement** (200 words maximum): Expand faculty adoption of active and contextualized learning strategies, using Frontier 2 for strategies, with structured professional development and practical course redesign support. In addition, use Strong Start to Science implementation strategies to address course completion and retention in identified science courses, paired with learning center integration and common support messaging.
 - b. **2026 Project 1 Current State** (200 words maximum): The college is participating in Strong Start to Science work and has established learning center infrastructure with demonstrated student usage. The college is also participating in Frontier 2 on active and experiential learning through OACC. Faculty professional development structures are in place through college committees and institutional workshops, and course redesign work has an existing foundation through quality standards and course review processes.
 - c. **2026 Project 1 Objectives** (200 words maximum): Increase the number of sections using agreed upon evidence-based practices, document implementation through course materials and common

assessments, and track course completion and subsequent term enrollment for students in redesigned sections. Use course level data to adjust supports each semester.

2. **2026 Project 2:** Improve student connection to services through coordinated early term outreach, basic needs awareness, and clearer first term planning
 - a. **2026 Project 2 Plan for Improvement** (200 words maximum): Implement a coordinated outreach model in the first part of the term that connects students to advising, tutoring, and student resources using referrals in Starfish, Persistence Plus, and other methods. Strengthen academic planning with guided course selection, schedule mapping, and proactive support for students with outside commitments. Continue use of division advisors to advance the advising process. Develop a list of free resources for instructors to use to assist them with pedagogy and student engagement.
 - b. **2026 Project 2 Current State** (200 words maximum): Student feedback shows a need for earlier notification when performance is slipping and ongoing scheduling and registration challenges. Financial wellness findings indicate that a portion of students are unaware of available supports such as cupboards and community referral services. Advising training and Starfish infrastructure provide a platform for coordinated outreach and tracking.
 - c. **2026 Project 2 Objectives** (200 words maximum): Increase student awareness and utilization of key supports, improve advising processes, and reduce preventable stop out triggers through earlier connection and resource navigation. Measure progress through service utilization trends, early alert resolution rates, “kudos” provided to students, Starfish flags raised, feedback from Persistence Plus, and persistence outcomes for students.

Student Transfer:

Do the most recent OATN compliance reports (OT36 and TAG Compliance Report, CTAG Compliance Report, and MTAG Compliance Report) indicate areas of noncompliance for your institution? **Yes** / **No** (Circle one)

1. **If yes, provide a plan to improve compliance** (500 words maximum): Stark State College performs above state averages across all ODHE transfer initiatives—including OT36 (82.65%), TAG (88.33%), CTAG (81.08%), and ITAG (63.41%)—but continued progress is necessary to maintain leadership and achieve full compliance. To improve compliance, we will review courses and/or programs that are not in compliance and identify steps to submit them to ODHE for approval. We’ll continue to support faculty members serving on ODHE committees and participate in OATN statewide feedback sessions to ensure we are aligned with upcoming changes. We’ll ensure that courses that are updated internally do not result in changes that would make the course no longer compliant with OT36, TAG, CTAG, and ITAG requirements. For ITAG, we’ll review additional industry credentials to see what relates to existing coursework.
2. **Describe a strategy to be employed to increase transfer student success** (500 words maximum): Improving transfer student success requires aligning Stark State’s academic structures, advising, and partnerships with universities. In support of transfer student success. We’ll use the OGTP framework to create clear, term-by-term academic maps for all high-transfer majors. We’ll ensure that all maps integrate OT36 and TAG-approved courses, maximize transfer applicability, and minimize excess credits. We’ll ensure that transfer maps remain

current on the website in support of effective transfer advising. We'll implement a process to include post-completion data with transfer degrees to assist CCP students and core SSC students. Finally, we'll explore hosting a college-wide transfer fair.

Near Completion (ORC 3345.351) (This section is optional for community colleges):

*Provide the number of students disenrolled from the community college within the past five years who meet **all of** the criteria below:*

- *Have been disenrolled for four or more semesters, including summer sessions;*
 - *Did not complete a certificate, credential, or degree;*
 - *Have a grade point average of 2.0 or higher on a 4.0 scale; and*
 - *Have completed at least 45 credit hours.*
1. **Provide the number of students who meet the above criteria: 2015**
 2. **Provide a plan and timeline to contact students meeting the preceding criteria who are eligible or close to being eligible to receive an associate degree (500 words maximum):** The Marketing department contacts stop-outs from April-August for the summer and fall terms. Spring registration opens in mid-October annually and outreach to stop-outs runs from November to early January. Eligible Near Completers can be segmented from the broader list and sent customized email and text messages encouraging re-enrollment and completion. Marketing uses both SSC and private emails for outreach. The stop-outs list will also be refined with a National Student Clearinghouse match to filter out transfers and students who have completed credentials at other institutions.
 3. **Provide the number of students meeting the preceding criteria contacted in previous 2 years:** All non-dismissed, non-completer stop-outs are contacted on a regular basis by the College. Post-pandemic the focus has been on stop-outs within one year, but we have contacted stop-outs up to five years from their last enrollment. While there is overlap in the populations, the total number of students meeting the criteria was 2,288 for the Spring 2020-Fall 2023 and 2,483 for the Spring 2019-Fall 2022 cohorts who met the eligibility criteria.
 4. **Provide the number of students meeting the preceding criteria who received a degree or reenrolled in previous 2 years:** For the Spring 2020-Fall 2023 cohort, 191/2,228 (8%) re-enrolled or completed and for the Spring 2019-Fall 2022 cohort, 247/2,483 (10%) re-enrolled or completed.

Some College, No Credential (SCNC):

1. **Describe the institution's initiative(s), other than the process outlined in ORC 3345.351 above, to assist students with some college but no credential to earn a certificate, credential, or degree. Provide results if available (500 words maximum).** The College maintains eligibility lists for use by Marketing, Enrollment Management advisors and Financial Aid staff to award institutionally funded Return to Learn Scholarships for students within one course of reaching a 12, 24, or 36 credit thresholds, averaging about 100 scholarships per year, with an 80%+ plus course completion rate. The College has also been

a state-wide leader in securing ODHE Second Chance Grant funds for stopped out students, with over \$1 million awarded over the last four years. These awards are typically split over fall and spring terms to encourage student term-to-term persistence. The College also participated in the College Comeback grant to remove debt barriers to student re-enrollment. Finally, the College updated policies to allow for auto-awarding of earned but unapplied for credentials and undertook multi-year reviews of student records. Two years ago, the College awarded the largest number of credentials in the history of the College and last academic year saw an 8% increase in its IPEDS 3-year graduation rate to 31%, the highest on record. These efforts moved hundreds of additional students from "some college, no degree" to certificate and degree completers.

Workforce:

Legislative language (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.”

As resources, please refer to the Governor’s Office of Workforce Transformation’s [In-Demand Jobs List](#) and the JobsOhio key industries (listed at [JobsOhio](#)). The key industries are:

- *Advanced Manufacturing*
- *Advanced Aerospace & Aviation*
- *Automotive*
- *Energy & Chemicals*
- *Financial Services*
- *Food & Agribusiness*
- *Healthcare*
- *Logistics & Distribution*
- *Technology*

Describe 2 to 4 programs, projects, or curricula to be initiated or expanded over the next two years to address critical workforce needs in these key industries.

1. **2026 Workforce Project 1** (200 words maximum): The college will expand programming in Advanced Manufacturing and Engineering Technologies to align with regional employer demand in advanced manufacturing, automotive, and energy and chemicals sectors. Expansion will include increased certificate pathways in industrial maintenance, robotics, programmable logic controllers, and quality systems, embedded within associate degree programs. The college will strengthen employer advisory input to ensure curriculum reflects current automation, Industry 4.0, and smart manufacturing competencies. Flexible scheduling options, including evening and hybrid sections, will be expanded to support incumbent workers. Apprenticeship and work-based learning placements will be increased in partnership with regional manufacturers. Equipment upgrades and lab modernization will align with employer identified technologies.

This project directly supports in demand occupations identified by the state and increases stackable credential attainment, work-based learning participation, and job placement in high wage manufacturing fields.

2. **2026 Workforce Project 2** (*200 words maximum*): The college will expand capacity in healthcare programs aligned to state identified shortages, including nursing, medical assisting, surgical technology, and allied health fields. Expansion strategies include cohort growth where clinical capacity allows, improved prerequisite sequencing, and embedded short-term certificates that allow earlier workforce entry. The college will strengthen licensure exam preparation, simulation integration, and employer partnerships to maintain strong pass rates and employment outcomes. Outreach to near completers will ensure eligible students receive all workforce relevant credentials.

Evening and hybrid course options will be evaluated to increase access for working adults. This project supports the healthcare key industry, addresses documented workforce shortages, and increases credential attainment in high demand, high wage healthcare occupations.

3. **2026 Workforce Project 3** (*optional - 200 words maximum*): The college will expand Information Technology and Cybersecurity certificate and associate degree pathways aligned to the technology and financial services industries. Curriculum will incorporate industry recognized certifications and employer validated competencies in network administration, cybersecurity fundamentals, cloud technologies, and data systems. Short term certificates will be embedded within degree pathways to support rapid workforce entry and upskilling for incumbent workers. Employer advisory committees will guide curriculum updates to reflect evolving security and infrastructure needs.

Online and hybrid delivery will be expanded to increase accessibility. This project increases credential production in technology related in demand occupations and strengthens regional competitiveness in cybersecurity and digital infrastructure.

4. **2026 Workforce Project 4** (*optional - 200 words maximum*): To support the logistics and distribution key industry, the college will expand coursework and credentials in supply chain management, warehousing operations, and transportation systems within business and technical programs. Curriculum will integrate data analytics, inventory systems, and regulatory compliance competencies aligned to employer demand. Employer partnerships will support internships and applied learning projects. Stackable certificates will be clearly mapped to associate degree pathways, allowing students to earn credentials incrementally while employed. Flexible scheduling and accelerated formats will support working adults in the logistics sector. This project increases workforce aligned credential attainment and supports regional economic growth tied to distribution and supply chain operations.

STARK STATE COLLEGE COMPLETION PLAN 2026-2028
Supplementary Completion by Design Loss Momentum Framework

A few questions to consider about...

CONNECTION TO THE INSTITUTION

- Who are our students?
- What efforts are underway at the college to help students in need of remediation become better prepared for college?
- How do we build relationships with K-12 schools? How do we engage with parents and community?
- What do we have in place to specifically connect with adult students?
- What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?
- What are pathways for College Credit Plus students?
- How does our institution orient students? How does our institution communicate learning expectations to our students? How does admissions, student support, registration, student life aid in this process?
- What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?
- How does co-requisite learning support the learning outcomes of the institution's gateway courses?
- Do we offer prior learning assessment for adult learners?
- Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?
- Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career?

CONNECTION

Outcomes from 2024-2026

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Expand online courses, certificates, and program offerings that meet changing needs of	Revised curriculum that meets the needs of students and businesses	Stark State added certificates and online courses, updated our W4 definitions, advanced courses	Increased number of new modalities, courses, and programs to meet stakeholder needs	

students and businesses		using Quality Matters and those that are Quality Matters Certified, and developed courses that met Excellence in Design standards or Enhanced Course Design. An example of our courses /programs included massage therapy. We currently have 14 online courses approved for Quality Matters; 7 courses that met the requirements for Excellence in Course Design (119 overall); and 5 courses that met the requirements for Enhanced Course Design (22 overall).	including quality of online offerings	
Create signature/ vanguard certificates and programs in new and emerging technologies	Revised curriculum that meets the needs of students and businesses	We added certificates in Battery Electric and Hybrid Vehicle Technology; we also added a Teacher Assistant certificate		
Develop and promote accelerated pathways	Increased percentage of students receiving accelerated credit	Received approval for OT36, TAG, CTAG, MTAG, and ITAG courses; we lead the state in percentage of courses/programs approved for OT36, TAG, CTAG, MTAG, and ITAG	Developed and promoted annually. review number of students annually	

Develop additional Honors Program courses	Increased the number of honors courses and students enrolled	Added 3 honors courses.	Number of courses and students enrolled in the Honors Program	
Partnerships with apprenticeship programs	Advanced the plan to work with apprenticeship programs	Increased apprenticeships by 7%	Increased apprenticeship partnerships by 3%	
Co-requisite remediation in writing and math	Increased the percentage of students who successfully complete college level course	For English, between SUM23-FA25, 60% of corequisite students (those who required developmental) passed college-level English and 66% of non-corequisite students passed college-level English (those who were college-ready and did not require developmental). For math, SUM23-FA25 was 64% of corequisite students (those who required developmental) passed college-level math and 72% of non-corequisite students passed college-level math and decrease in time to complete credential.	Success in college-level course and decrease in time to complete credential	
Increase CCP offerings	Increased number of CCP students and course offerings	Increased CCP offerings from 4313 students in Fall 2024 to 5000 students in Fall 2026.	Success in CCP courses and transfer to SSC	As of 2/9/2026 spring 2026 enrollment was 4,367 students. Spring 2025 enrollment was

				4,246. Increase of over 100 students from Spring 2025 to Spring 2026.
WIET Approved Programs	Kept current WIET programs approved and add new programs as opportunities become available	Kept current programs updated and added CDL – non-credit, Computer Network Administration and Security Technology, and Cybersecurity and Computer Forensics	Number of WIET approved programs	
Digital 21 st Century Classrooms	Increased sections offered in Akron by combining a low enrolled section with one on main campus	Added 3 sets of classrooms, which permitted us to save over 100 students in sections that they needed	Number of sections offered that would normally be cancelled	
Health Partnerships	Developed partnerships in CNA, Medical Assisting, PN, Nursing, Respiratory, Medical Lab, Surgical Tech	Employer-led partnerships are increasing enrollment and students tend to be retained and complete	Number of students enrolled in the respective programs with the respective partner	
Increase number of inquiries and applicant prospects	Redesigned website to lead capture at every opportunity.	Increased number of leads to cultivate prospects into applications	Increased number of applicants	Implemented New CRM, Slate, in February 2025. Our redesigned recruitment landing page was built to encompass lead capture technology and integrate with the new CRM. We were able to increase inquiries and thus applications from

				2,654 in 2024 – to 2,942 in 2026
Connect with more students on the website and increase prospects	Implement live chat function that implements artificial intelligence and captures prospective contact information	The live chat function permitted us to increase the number of students we connected with on the website	Improvement in connections with students via the website	We launched a chat bot on our website on June 1, 2024, which has led to an increase of capturing prospective contact information from multiple channels.
Increase CCP to SSC	Leveraged Enrollment Representatives and CCP representatives to have a strategic approach working within the high schools and CCP classrooms. More awareness of scholarship support or eligible students	More CCP students start at SSC	Number of CCP to SSC per term	Our increased efforts to engage CCP students to continue at the college did not produce outcomes for fall 2024 and 2025 but we did see significant increases for Spring 2024 and 2025 terms.
Increased number of new students attending SSC	Enhanced and leveraged scholarship opportunities for new students	Scholarship support available for new students (traditional and adult 25+), Tech Cred students, and Grad 22+ students.	Increased number of students enrolled and on scholarships at SSC	In Fall 2024 we launched the 25+ scholarship, 22+ scholarship, and expanded to all Dual Enrollment partnerships. The impact on enrollment for Fall 2025 was an increase of .7%.
Increased penetration, awareness, and enrollment in Summit County	Increased grass roots efforts with community partners; increased marketing presence; increased on campus events	Increased prospects, applicants, and enrollment in Summit County	Increased enrollment of Summit County residents	With our additional focus on awareness in Summit County, we were able to increase enrollment of Summit County residents by 2% for Fall 2025.

Leverage Career Services and Career Coach for Undecided Students	Increased awareness of use of Career Services and Career Coach with a goal of increasing student appts by 10%.	New students select a major in alignment with their strengths and interests; students move quickly from exploratory Career Community to major	Number of student appointments in Career Services; more referrals to career services; greater persistence and retention of new students	Held 542 Career Exploration Appointments in Calendar Years 2024 and 2025. Note, Career Services data has not historically identified exploratory students in Career Communities, so comprehensive data on this metric is not available.
Enhanced communications to new students	Varied platforms of communicating with students leveraging texting, email, phone, and video messaging. Review of content with student focus.	Greater student connection, response and completion	Reduced student melt, non-attendance drop, and non-pay drop for new students	Number of NA and NP drops decreased annually from 2022 to 2024. New processes were implemented in the timing for Fall 2025 so a new benchmark will be established.
Amazon Career Choice designated partner	Increased enrollment	Increased enrollment	Successful completion of coursework by Amazon CC students and timely/accurate processing of vouchers and reporting requirements	Enrollment increased from 110 in FY24 to 125 in FY25.
Partner with Lebron James Family Foundation and I-Promise School	Increased enrollment of students from the I-Promise School	Enrollment & Success of I Promise students and parents/guardians	Number enrolled each term; persistence and retention of enrolled	We have increased enrollment of students and parents in the foundation from 9 in 2024 to 23 in 2026. This includes 6 graduates.

2026 Improvement Focus Description: Stark State developed goals to increase enrollment in Summit Co. and in CCP.

Improvement Focus Current Status: There is opportunity for increased enrollment in Summit Co. and with current CCP partners.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
CCP Enrollment and credentials	Enrollment and retain more CCP students based on the new ODHE CCP credentialing requirements	CCP office, department chairs	Academic Affairs' Council and Enrollment Management	Increase number of credentialed CCP faculty and increased enrollment of students	Number of credential CCP faculty and number of increased enrolled students	Evaluate each semester
General Syllabi	Showcase general syllabi on the external website for students to preview and prepare for new enrollment or continuing enrollment	Department Chairs, Deans, Provost, and Marketing & Communications Coordinator	Faculty and administrative assistants	All syllabi posted in compliance with SB1	100% of syllabi posted in compliance with SB1	Fall 2026 and ongoing revisions

Expand online courses, certificates, and program offerings that meet changing needs of students and businesses	Evaluate changing needs of students and businesses, and develop courses and programs accordingly, including programs to support Workforce Pell	Provost and CAO; Academic Deans; Department Chairs; Advisory Committees/ Boards	eStarkState for modalities; business, industry, education, and community partners to help identify changing needs; Director of Career Services and Workforce Development	Revised curriculum that meets the needs of students and businesses	Increase number of new modalities, courses, and programs to meet stakeholder needs; increase Excellence in Design and Quality Matters approved courses; pursue capital requests for expansion of health programs, welding, AI, and electric vehicles; pursue Workforce Pell for applicable programs	Annual evaluation of course, certificate, and degree offerings
Create signature/ vanguard certificates and programs in new and emerging technologies	Evaluate changing needs of students and businesses, develop courses and programs accordingly, including certificates to support Workforce Pell	Provost and CAO; Academic Deans; Department Chairs; Advisory Committees/ Boards	eStark State for modalities; business, industry, education, and community partners to help identify changing needs; Director of Career Services and Workforce Development	Revised curriculum that meets the needs of students and businesses	Increase number of new modalities, courses, and programs to meet stakeholder needs, pursue capital; pursue grants to support programs; develop certificates in Workforce Competencies, Professional Competencies, and Judicial Court Reporting	Annual evaluation of course, certificate, and degree offerings

Develop and promote accelerated pathways	Expand courses offered as ITAG, MTAG, advance PLA, promote credit by exam, promote credit by licensure/certification, and non-credit to credit	Provost and CAO; Academic Deans; Department Chairs; Counselors	Enrollment Management; Marketing Department	Increase percentage of students receiving accelerated credit	Number of students receiving credit	Develop and promote annually; review number of students annually
Develop additional Honors Program courses	Increase number of students taking courses for Honors credit	Dean of Learning and Engagement; Honors Program Committee; Academic Deans; Chairs; Faculty	Provost and CAO; Recruiters; Learning and Engagement; Marketing	Increase in the number of honors courses and students enrolled	Increase number of students taking courses for Honors credit	Promote and review enrollment and processes annually
Partnerships with apprenticeship programs	Increase apprenticeship partnerships	Provost and CAO; Academic Deans; Chairs; Faculty; Director of Career Services and Workforce Development	Enrollment Management; Ohio Department of Higher Education	Advance the plan to work with apprenticeship programs	Increase apprenticeship partnerships by 7%	Expand partnerships both years
Co-requisite remediation in writing, math, and biology	Continue to develop co-requisite remediation in support of enrollment strategies in writing, math, and biology and evaluate student success	Department Chairs; Faculty; Dean of Arts and Sciences; Provost and CAO	Enrollment Management staff	Percentage of students who successfully complete college level course	Success in college-level course and decrease in time to compete credential	Measure success in courses each academic year, 2026-2028 by counting the number of students who pass the college level course due to the co-req placement
Increase CCP offerings	Increase CCP offerings in support of ODHE initiatives and needs of local school districts	CCP office	Faculty; Department Chairs; Academic Deans	Increase number of CCP students and course offerings	Success in CCP courses and transfer to SSC	Each semester

WIET Approved Programs	Ensure programs remain current in the WIET program for recruitment	Faculty; Department Chairs; Academic Deans; Provost		Keep current WIET programs approved and add new programs as opportunities become available	Number of WIET approved programs	Renewal occurs through a monthly process
Digital 21 st Century Classrooms	Increase enrollment in Akron sections by using technology to link a course section in Akron to a course section on main campus	Department Chairs of courses; IT; Director of Akron location	Provost; VP of Business, Finance, and IT	Increase in sections offered in Akron by combining a low enrolled section with one on main campus, including expanded use of rooms with new universal desks	Number of sections offered that would normally be cancelled	Each semester
Health Partnerships	Develop agreements with new affiliations including Aultman Hospital, Western Reserve Hospital, fire departments, dental offices, and other healthcare agencies	Dean of HPS, department chairs and coordinators of HPS programs	Provost; Director of Marketing	Develop partnerships to support various HPS programs	Number of students enrolled in the respective programs with the respective partner	Each semester
Foundation and I-Promise Institute	Increase enrollment of students from the I-Promise Institute	Director of Admissions and SSC Akron	Akron Gateway Specialists	Increase parent enrollment for eligible foundation members	Number enrolled each term; persistence and retention of enrolled	Each semester
Enhanced communications to new students	Varied platforms of communicating with students leveraging texting, email, phone, and video messaging. Review of content with student focus.	Admissions and Gateway Staff	N/A	Greater student connection, response and completion	Reduced student melt, non-attendance drop, and non-pay drop for new students	Each entry term

Increased penetration, awareness, and enrollment in Summit County	Increased grass roots efforts with community partners; increased marketing presence; increased on campus events	VP of Enrollment Management and Director of Admissions and SSC Akron	Marketing and Admissions	Increased prospects, applicants, and enrollment in Summit County	Increased enrollment of Summit County residents	Evaluate each month
Increased number of new students attending SSC	Enhanced and leveraged scholarship opportunities for new students	VP of Enrollment Management and Director of Financial Aid	Admissions	Scholarship support available for new students (traditional and adult 25+), Dual Enrollment Students, and Grad 22+ students.	Increased number of students enrolled and on scholarships at SSC	Each semester
Increase CCP to SSC	Leveraged Enrollment Representatives and CCP representatives to have a strategic approach working within the high schools and CCP classrooms. More awareness of scholarship support or eligible students	Director of Secondary Partnerships and Director of Admissions and SSC Akron	Admissions, CCP, and Marketing	More CCP students start at SSC	Number of CCP to SSC per term	Evaluate each semester
Increase number of inquiries and applicant prospects	Redesign of college website	Director of Admissions and SSC Akron and Director of Marketing	N/A	Increased number of leads to cultivate prospects into applications	Increased number of applicants	Evaluate monthly
Increase Career Exploration Appointments for Prospective Students and those in their first 15 credit hours	Increase career exploration appointments by embedding career exploration into recruitment, onboarding, and	Coordinator of Career Services, Admissions, Advising, Financial Aid	VP of EM	20% increase in career exploration appointments	Career Exploration appointments with prospective students and students within their first 15 credit hours	2025-26 Academic Year

	early-term outreach. Ensure consistent referral pathways and messaging that support early career clarity and program alignment.					
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What additional information do we need?

1. Intended major/career field of study for current high school students
2. Analysis of high school graduate student data on college attendance, military, and workforce for recruitment, CCP percentage and assessment of CCP to SSC
3. Expansion of workforce partnerships, which supports non-traditional aged students

A few questions to consider about ...

FIRST-YEAR ENTRY

- What are our gateway mathematics and English courses? How do students know which best fits their major?
- How will we increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?
- What are we doing to reduce the number of stand-alone developmental courses that we offer?
- How do we advise and place students for efficient completion?
- Do students have options for structured degree pathways and/or meta-majors?
- Are students advised with default pathways to their chosen degree?
- How can we maximize credit accumulation?
- How do we help undecided students choose a career and educational path?
- How do we help students understand industry needs and high-demand areas?
- How are we advising students who intend to transfer for a bachelor's degree?
- How do we engage students within the college community?
- How do we ensure that student costs are transparent and student financial planning continuous?
- What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?
- How do we help students who are underprepared for their course of study?

- How do we address the differences in learning styles? How do we address students with special needs? (students with disabilities, seniors, commuters, parents)
- How do we connect students with social services to address food and housing insecurity, transportation or childcare needs?

FIRST-YEAR ENTRY

Outcomes from 2024-2026

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Advising Model	Improved retention and completion	The number of people being trained has increased; we continue to offer training for updates on Starfish; several Starfish features were added kiosks for Science Learning Center, Math Learning Center, and Game Room; created a flag for chairs to raise to remind students to attend; created a referral process for faculty in high DFW courses to refer students to Student Engagement and Outreach for supplemental support services; identified students who have not registered for classes; developed communication for veterans; added BEIT tutoring kiosk and Career Services	Number of students seeing their advisor; number of faculty accessing the advising course	

		kiosk; created a to-do to assist students with withdrawing from a class; updated Starfish SharePoint; we added more information from to our advising LMS course to train faculty and to serve as resources; we increased the number of Starfish interactions with students and the number of advising checkpoint interactions; Starfish to process early alerts and flags for non-attendance, created a Starfish Calendar		
Advising of Undecided Students	Successfully transitioned undecided students to a major	The process to transition undecided students to faculty advisors, upon selection of a major, is being managed through Starfish; improved steps to hand off advising from Gateway staff to faculty advisors	Increase in retention and completion rates	
First-Year Experience	Improved onboarding process; increase retention and completion	We hosted a Welcome Back Picnic for students and employees in Fall 2024 and Fall 2025 with approximately 900 students served on both campuses each year. We provided Greeters during the first week of each semester: 123 volunteers and	Measure impact of each strategy	

		1900 student interactions (FA24); 100 volunteers and 1100 student interactions (SP25); and 110 volunteers and 2180 student interactions (FA25).		
Reports of courses with high grades of D and F and high withdrawal rates	Identified strategies to improve DFW rates	Implemented the Title III grant to assist with courses that have high DFW rates; revised curriculum in courses that had high DFW rates; offered professional development events to support faculty members and students; Title III was defunded effective Fall 2025.	Decrease the number of students withdrawing and receiving Ds and Fs	
Science, math, writing learning centers, and English Learner Lab	Improved usage in science, math, and writing learning centers	Participating in ODHE's possible grant on Strong Start in Science; usage increased to 3140 visits in the Science Learning Center, 10,519 in the Writing Center, and 11,063 in the Math Learning Center	Increase usage based on level enrollment	
Jump Start	Provided students with knowledge for an effective start	Held Jump Start in-person FA24 with 212 in attendance; via video for SP25 with 44 views; and in-person FA25 with 292 in attendance. Resource links were emailed to all new students each semester.	Number of students attending Jump Start; retention and completion rates of those who attended JumpStart	
Online, Web2 and Web4 Offerings	Increased course offerings to support students in	Web definitions were updated post-pandemic; number	Number of courses offered and number of students enrolled	

	a hybrid and online environment	of courses offered as hybrid and online increased		
Math Course Advising	Increased student registrations in the correct math course	We continued the process of advising students into the correct math course sequence; achieved 100% correct advising into math courses	Number of students registered in math	
Open Education Resources and Instant Access Courses	Increased in the number of courses using OERs and instant access textbooks	Increased the number of courses using OERs; the number of courses using instance access books was also increased; our OER offerings saved students \$5,022,784 since inception.	Number of courses using OERs and instant access; reduced student cost and provide access to textbooks prior to receiving financial aid approval	
Co-requisite Remediation	Number of FTIC students who successfully complete college--level course increased	For English, between SUM23-FA25, 60% of corequisite students (those who required developmental) passed college-level English and 66% of non-corequisite students passed college-level English (those who were college-ready and did not require developmental). For math, SUM23-FA25 was 64% of corequisite students (those who required developmental) passed college-level math and 72% of non-corequisite students passed college-level math.	Success in college-level course and decrease in time to compete credential	
Faculty Classroom Technology Training	Increased promotion of trainings in	Increased number of faculty members trained on Zoom and	Number of faculty who attend Brightspace training	

	Brightspace as new LMS	Brightspace with monthly reports to payroll for payment	sessions	
Promotion of student support services	Increased the number of students who use our services; updated student support services resource guide	Promoted services using Starfish and included on additional marketing materials, including adding Career Services	Improvement in course completion, retention, good standing, and completion	
Evening and Weekend Students	Increased the number of evening and weekend students who use our services	Evening and weekend student enrollment has declined but students are using evening services at higher rates, including hours with eStarkState and the Digital Library	Improvement in course completion, retention, good standing, and completion	
Faculty for Student-Centered Learning	Advanced teaching and learning professional development with strategies that can be applied in the classroom	Teaching and Learning Council, with cross-divisional representation, offered best practice workshops	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses; create a faculty for student learning environment outside of the classroom	
"College Shadow Day"	Provided high school students with a more realistic view of attending college and what the expectations are	Worked to increase the number of different groups through fall of 2025 from our K-12 partners in our service areas.	High school students attending college for the "right" reasons and more committed to completing	In total we were able to increase the number of k-12 partners coming to our campuses to experience college life.
Growth in Career Services appointments	Grew appointments in Career Services by 10%	2024-2026 = 1939 Student Appointments (Calendar Years 2024 and 2025)	In 2020-2022 we served 2,211 students, our goal for 2022-2024 will be to serve a 10% increase	Spring 2024- 534 appointments Summer 2024- 247 appointments Fall 2024- 433 appointments

				Spring 2025-370 appointments Summer/Fall 2025-355 Students
Process Improvement Teams	Enrollment Management Administrative Division participated in continuous improvement and change	Recommendations from all process improvement teams have either been implemented or are in process	Implementation of recommendations	Numerous processes & procedures were implemented based on the outcomes of the improvement teams. Including changes to our add/drop procedures which improve the student experience.
Federal Work Study Awareness Campaign	Increased FWS employees on and off campus	Increased FWS expenditures by 51% year-over-year from 2024-25 to 2025-26	Greater expenditure of FWS funds	Will continue to expand opportunities during Spring 2024
Financial Aid Communications	Clear communications driving action for students	Conducted a review of existing FA communications and made changes to the language to be more welcoming and actionable.	Increase in percentage of students completing the FAFSA and increase in percent of students packaged on the first day of each semester	Will continue to expand outreach during Spring 2024
Keep students on a path	More students are aware of and leveraged the benefits of MAP to know their guided pathway to completion.	Students are informed about My Academic Plan (MAP) during New Student Orientation, advising appointments, and required to complete an assignment using MAP in the Student Success Seminar.	Increase persistence, retention and completion	
At-risk student retention and persistence	Increased in the retention of at-risk students	We met our goal for retention of PT students and FT students	Retention rates of at-risk students	

Exploratory student major declaration	Reduced the number of students reaching the end of their exploratory curriculum without declaring a major.	Specialized exploratory major materials and communications are being used to move these students toward major selection	The number of students with over 15 credits hours still in an exploratory major	Focusing on engaging students has significantly reduced the number of students with exploratory majors when the transition to faculty advising occurs. The number decreased down to 12 for fall 2025.
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2026 Improvement Focus Description: Improvement in retention

Improvement Focus Current Status: Improvement in retention through never attend, early alert, advising and other outreach processes.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Implement Active and Contextualized Learning	Promote strategies to implement active and contextualized learning to faculty members	Provost and CAO, Academic Deans, Teaching and Learning Council, Department Chairs	BRIDGE; Faculty Association Professional Development Committee; OACC Frontier Group	Increased knowledge and implementation of teaching strategies related to active and contextualized learning in the classrooms	Attendance at workshops and implementation of changes in courses	Each semester

Implement strategies in Strong Start in Science grant	Promote strategies to improve course completion and retention in CHM101, CHM1234, CHM141, CHM142, BIO101, BIO141, BIO142 and increase the percentage of those who complete BIO121	Department Chairs; Dean of Arts and Sciences	Provost and CAO	Increase in course completion and retention	Increase in the percentage of students that complete the course	Each semester
Develop a list of free educational resources	Develop a list of free educational resources to assist faculty members as part of the Lib Guide and distribute each fall semester	Dean of Learning & Engagement, Teaching & Learning Council	BRIDGE members	Increased usage of resources; implement new strategies in classrooms	Website usage tracking; feedback from faculty	Each semester
AI usage	Provide sessions on use of AI to assist with course evaluation and development	Provost and CAO, Dean of Learning and Engagement, Teaching and Learning Council, AI Taskforce, faculty members	Deans, Department Chairs, eStarkState	Increased usage of AI by faculty members and in courses	Implementation of AI in classes	Each semester
Revise GLOs	Revise GLOs to include skill sets identified in HB96	Provost and CAO; faculty members	Deans	Revised GLOs to meet the requirements of HB96	Updated GLOs	GLOs finalized Fall 2025; GLOs submitted to the Board of Trustees in Fall 2026
Revise SLOs	Update SLOs by mapping the revised GLOs to each course offered in a degree program	Provost and CAO; department chairs	Faculty members; Deans	Revision of SLOs to match GLOs, in support of	Updated SLOs	SLOs updated in Spring 2026; SLOs submitted to the Board of Trustees in Fall 2026

American Civic Literacy course	Develop and offer the American Civic Literacy course in AA and AS-General programs as well as the Applied BSN	Department Chairs; Deans; Provost and CAO	ODHE	Successful submission of the course for OT36 approval	OT36 approval	Spring 2026 for resubmission of course; begin offering in Fall 2026
Intellectual Diversity	Redesign course content to improve student outcomes while supporting faculty members through implementation of intellectual diversity	Department chairs; Deans; Provost and CAO		Successful redesign of courses	Redesign to support intellectual diversity	Each semester
Community and/or emergency resources	Assist students with identifying community and/or emergency resources	Mental Health & Community Outreach Director, Student Support Counselors	Faculty & Staff; Foundation staff; Financial Aid staff	Student referrals and assistance provided	Applications for emergency funding; counseling and referral data	Each semester
Perkins funds	Implement Perkins funding strategies to support career-technical education	Dean of Learning & Engagement	Provost and CAO, Deans, Faculty, Staff	Increased usage of tutoring, professional development attendance, and resources; annual Perkins/ODHE performance metrics	Annual Perkins application and reporting frameworks	Review and report annually
Library Learning Lounge	Promote the Library Learning Lounge in support of retention and completion	Library Services staff; Dean of Learning & Engagement	Deans, Department Chairs, Faculty	Increased use of physical space by students (G200b)	Student engagement surveys	Review annually

Automatically enroll students in certificates	Design and implement an automated enrollment process that enrolls students into stackable certificates associated with their degree program	Provost and CAO; Director of IR; IT	Department chairs; Deans	Students automatically assigned to certificates as additional majors that are related to their degree program	Development of process	Fall 2026
PSEO and APR Reports	Compile longitudinal employment data using US Census PSEO and/or Ohio Unemployment Insurance wage records to integrate into APR program reports in support of post-completion outcomes	Provost and CAO; Deans; Department chairs; Director of IR; SSC Frontier Team	OACC Frontier Team	Inclusion of PSEO data in APR reports	Compilation of data and revision of APR reports	Compilation of data in 2026; Inclusion in APR reports in 2027
Student Evaluation of Instruction Instrument	Review the current student evaluation of instruction instrument with SB1 questions added to ensure instrument is capturing feedback needed for F2F, hybrid, and online courses; update the instrument, if needed, or create separate instruments for F2F and online instruction	Provost and CAO; department chairs; Deans; faculty members; IR Office		Evaluation of current instrument for face-to-face and online courses	Revision, if needed, of current instrument	Review in Fall 2026; Implement revisions, if needed, in 2027

Advising Model	Implement raised flags for DFW courses; evaluate automated checkpoint advising; implement a mid-semester survey to identify students in need; continue advancement of the Advising course in Brightspace; continue communication to students regarding the importance of seeing your academic advisor	Advising Guided Pathways Team	Provost and CAO; Deans; Director of Marketing; Faculty; Department Chairs	Improvement in retention and completion	Number of students seeing their advisor; number of faculty accessing the advising course	Continue updates throughout 2026-2028 and evaluate improvements in advising via appointments and faculty using the advising course
Advising of Undecided Students	Advisors highlight some of the courses under each major and give students the opportunity to see some of the assignments, projects, etc., of a particular program as well as those of elective courses.	Faculty advisors, Gateway advisors	Deans, Provost, Enrollment Management	Successful transition of undecided students to a major	Increase in retention and completion rates	
First-Year Experience	Advance the components of the first-year experience program for all new incoming students	Dean of Learning and Engagement; FYE Committee	Provost and CAO	Improve onboarding process; increase retention and completion	Measure impact of each strategy	Evaluate each semester to determine impact of strategies

Reports of courses with high grades of D and F and high withdrawal rates	Analyze DFW reports identify courses with consistently low results, addressing causes for negative outliers, analyze classes and make recommendations to improve results	Provost and CAO; Director of Institutional Research and Planning; Deans; Department Chairs/Coordinators	Faculty; Enrollment Management	Identify strategies to improve DFW rates	Decrease the number of students withdrawing and receiving Ds and Fs	Analyze each semester
Science, math, writing learning centers, and English Learner Lab	Continue work with learning center coordinators and department chairs to develop a communication calendar that reaches out to students regularly to make them aware of the learning centers and their offerings.	Dean of Arts and Sciences; Lab Coordinators; Faculty; Success Advisors; Director of Marketing	Provost and CAO; Deans; Enrollment Management Committee	Improve usage in science, math, and writing learning centers	Increase usage based on level enrollment	Analyze each semester for improvement in students using the centers
JumpStart	Hold the required Jump Start Program for new incoming students each semester (in-person and video resources) to build upon learning outcomes of orientation	Dean of Learning and Engagement and staff	Provost and CAO; Deans, Department Chairs; Faculty	Provide students with knowledge for an effective start	Number of students attending Jump Start; retention and completion rates of those who attended JumpStart	Evaluate each semester
Online, Web2 and Web4 Offerings	Review current online, Web2 and Web 4 offerings and possible offerings in divisions	Department Chairs; Faculty; Satellite Coordinators	Provost and CAO; Deans; Director of Admissions	Increase course offerings to support students in a hybrid and online environment	Number of courses offered and number of students enrolled	Assess each semester
Math Course Advising	Continue to advise students into correct math courses	Dean of Arts and Sciences; Coordinator of Math Lab; Coordinator of Returning Advising Center	Student success coaches	Increase student registrations in the correct math course	Number of students registered in math	Assess each semester

Open Education Resources and Instant Access Courses	Decrease cost of textbooks for students	Faculty; Department Chairs	Provost and CAO; Deans	Increase in the number of courses using OERs and instant access textbooks	Number of courses using OERs and instant access; reduced student cost and provide access to textbooks prior to receiving financial aid approval	Assess annually and according to grant requirements
Co-requisite Remediation	Continue to improve co-requisite remediation and evaluate success in writing and math courses	Department Chairs; Faculty; Dean of Arts and Sciences; Provost and CAO	Enrollment Management staff	Number of FTIC students who successfully complete college-level course	Success in college-level course and decrease in time to compete credential	Measure success in courses each academic year, 2026-2028 by counting the number of students who pass the college level course due to the co-req placement
Faculty Classroom Technology Training	Increase training of faculty in Brightspace to support the online and hybrid course offerings	Academic Affairs		Increase promotion of trainings in Brightspace	Number of faculty who attend Brightspace training sessions	Assess each semester
Promotion of student support services	Identify additional strategies to promote student support services including placing them on bills to students, sending them to students who receive low grades at mid-term, who withdraw, and who receive a final grade of F.	Academic Affairs; Registrar; Marketing; Business Office	Enrollment Management	Increase the number of students who use our services	Improvement in course completion, retention, good standing, and completion	Assess annually
Evening and Weekend Students	Promote virtual student services to evening and weekend students	Academic Affairs; Enrollment Management		Increase the number of evening and weekend students who use our services	Improvement in course completion, retention, good standing, and completion	Assess annually

Teaching and Learning Council	Develop workshops and training to support the teaching and learning environment	Faculty members; department chairs; Dean of Learning and Engagement	Deans; Provost	Advance teaching and learning professional development with strategies that can be applied in the classroom	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses; create a faculty for student learning environment outside of the classroom	Assess each semester
Starfish	Continue the early alert process taking place via Starfish so students can respond directly to faculty and faculty can extend kudos to students who are doing well; implement system raised flags for DFW courses; review automating checkpoint advising; implement a mid-semester survey to identify students in need of assistance	Academic Affairs Enrollment Mgt.		Improvement in course completion, retention, and graduation due to the revised process, in part.	Successful implementation of the revised process.	Next year
21 st Century Classrooms	Explore adding a 3 rd classroom to link courses on main campus in Akron in support of course offerings and student retention and completion	Academic Affairs; Enrollment Management; IT		Improvement in student credit hours completed as well as retention and completion of students	Decrease in course cancellations due to the additional classroom technology	Next year
8-week offerings	Explore additional 8-week course and program offerings in support of student success	Academic Affairs	Enrollment Management	Increased enrollment and retention by offering 8-week courses	Increased number of 8-week course offerings	Next year

Implement a differentiated care advising model for first year students	Identify a focused cohort of first-term students for specialized messaging and support from Gateway Advisors	Manager of Advising and Gateway Student Services	VP of EM	Increased interactions with students in the cohort	Tracking of interactions	
Non-attendance message from Department Chairs	Department chairs will remind students of attendance requirements using Starfish	Department chairs	Deans and Provost	Decrease in drops for non-attendance	Number of students dropped for non-attendance	Each semester
Non-attendance flag from faculty members	Faculty members will remind students of attendance requirements by raising a flag in Starfish	Faculty members	Deans and Provost	Decrease in drops for non-attendance	Number of students dropped for non-attendance	Each semester
Create a 25+ student onboarding process	Redesign current New Student Orientation to better meet the needs of the 25+ student	First Year Task Force; Assistant Director of Admissions; Manager, Advising & Gateway Student Services	VP of EM Provost & CAO	Increased completion of orientation	Increased persistence and retention of Adult 25+ students	
Implement an intake questionnaire process to better support first year students	Create and implement an intake questionnaire that assesses students need for support and referral	Manager of Advising and Gateway Student Services	VP of EM	Increase referral to college and community wrap-around services	Tracking of referrals	
Communications	Enhanced communication plan for new students	Director of Admissions; Manager of Advising & Gateway Student Services; Director of Financial Aid; Director of Marketing	VP of EM; VP of Advancement & Marketing	A lower of percentage of new students drop classes or are dropped for non-attendance	Increase in new student enrollment on 14 th day	Each term

Exploratory student major declaration	Reduced the number of students reaching the end of their exploratory curriculum without declaring a major.	Enrollment Advisors	Director of Admissions and SSC Akron	Specialized exploratory major materials and communications are being used to move these students toward major selection	Improvement in the number of students declaring a major early in the enrollment process	Each Semester
Increase Career Services Student Engagement	Increase by 10%: Career Services appointments with current and prospective students SSC student participation in open Career Services workshops and classroom presentations SSC student utilization of Handshake for career exploration, job postings, and employer connections	Director of Career Services & Workforce Development, Coordinator of Career Services	Career Specialists, Advising, Faculty	Student Career Readiness	Increased Engagement by 10 %	Annually

How can we assist our student services staff members to feel competent and engaged with the strategies?

1. Offer internal and external professional development.
2. Continue to support/encourage participation in BRIDGE professional development events and other cross-collaborative initiatives.
3. Review strategies periodically, gather feedback for areas of improvement, and discuss at meetings.

A few questions to consider about ...

STUDENT PROGRESS

- What measures do we collect and track to ensure that students are staying on track?
- How and when do we intervene with students to keep them on track?
- How do we engage students with meaningful workforce connections and experiences?
- How transparent and accessible are our programs of study?
- Why do our students fall behind or leave? How do we know?
- What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?
- How do we ensure alignment between instructional and student support services and among institutional interventions and programs?
- How do we determine the preparation of students for specific programs?
- How does our institution support student learning?
- How do we determine and address learning support needs of the students?

PROGRESS

Outcomes from 2024-2026

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Require advising for students who are "offtrack" or "at-risk" of not succeeding	Decreased excess credits; students staying on "MAP"	Expanded the advising process to more faculty members; implemented Program of Study; credit accumulation improved from 6.55% to 6.91%.	Increase in retention rates and graduation rates using OACC benchmarks; increase in 12, 24, and 36-hour credit completion; increased usage of Starfish	
Health students	Redirected students that are not successful in one health care program to another	Cross-advised in Arts and Sciences and HPS divisions; worked directly with Gateway	Increased retention and completion of students; increased direct entry of CCP students into health	

	program that may fit their needs better by more effective use of Starfish	Specialists on students and success in health programs; sent letters and text messages, and used Starfish to assist with advising	programs	
Increase in academic and support services offered online, tutoring, student success	Increased student retention and completion	Increased offering of online and phone services; purchased Zoom to support online appointments with students; Student Success workshops were held virtually, which increased attendance	Increased use of services; improvement in retention, progression, and completion	
Increased outreach to students	Increased retention; assisted stop-outs with re-enrolling	Sent letters, called, and sent text messages to students who had stopped out to encourage re-enrollment	Increase in progression and retention	
Review course modalities available to students	Reviewed online, hybrid, W4 course offerings, including definitions, to support student progression	Increase retention due to additional course modality options; review of new W4 definitions in courses and adjust accordingly	Retention and progression of students	
Student Success Workshops	Increased student engagement and attendance at student success workshops by including them in our freshman year seminar and offering virtually	Added workshops as a SSC101 requirement; hosted virtually to increase attendance	Increase in student engagement measures; increased student attendance at workshops	
Faculty Workshops on ways to assist students with retention	Increased student retention; increased faculty attendance at workshops	Teaching and Learning hosted workshops; faculty attended professional development workshops; student success workshops were provided with a focus on faculty;	Improvement in student retention; increase in faculty attendance at workshops	

		Faculty Association offered professional development; faculty attended ACUE course training		
Increased support for online courses	Increased testing online and course completion	Purchased additional Respondus licenses; purchased Zoom; faculty offered three virtual office hours to students	Improvement in course completion and student progression	
Student Clubs and Organizations	Increased student engagement; ongoing success of clubs and organizations	Clubs are balancing meeting virtually and face-to-face; increase in student leadership academy participation due to virtual offerings	Improvement in student engagement measure	
Faculty Training to support Online Course Offerings	Increased faculty success in classroom, course completions, and retention	Trainings were provided on Brightspace, Zoom, Quality Matters, and Starfish; programs developed a schedule to revise online courses using the Excellence in Design model	Course completions, student progression, and retention	
Online Simulations	Increased retention and student success in courses with clinical rotations	Continued online simulations in health (programs	Retention and success of students in courses	
Lecture and Lab Video Recordings	Increased course retention, course success, and student progression	Increased number of faculty utilizing video recordings in their classrooms and in different modalities	Course retention, course success, and student progression	
Conduct mock interviews and soft skills training	Maintained the level of participation from 2020-22 in 2022-2024.	Career Services facilitated 16 classroom presentations focused on mock interviews/interview coaching/soft skills. 25 student appointments completed for 1:1	Level of student participation in mock interviews and soft skills training	2024 4 workshops 27 students attended 16 Class presentations 218 students participated in class presentations on interview

		Mock Interviews/Interview Coaching		159 Interview coaching/mock interview appointments 2025 4 workshops 41 students attended 4 Class Presentations 57 students attended 25 Interview coaching/mock interview appointments
Faculty Advising	Increased the number of students who are advised remotely using Brightspace and Zoom	Increased advising by using Brightspace, phone & Zoom; faculty offering three virtual office hours	Number of students advised by faculty members	
ACUE Course Training	Increased faculty members professional development for online course instruction and student success in their courses	Additional full-time faculty members completed the ACUE training	Feedback from faculty; improvement in student success	
ACUE Belonging Training	Increased faculty members professional development and student success in their courses	Additional full-time faculty members completed the ACUE training	Feedback from faculty; improvement in student success	
Faculty for Student-Centered Learning	Advanced teaching and learning professional development with strategies that can be applied in the classroom	Created a Teaching and Learning Council with cross-divisional representation and plans to offer best practice workshops	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses; create a faculty for student learning environment outside of the classroom	
Virtual and phone academic and student support services to evening students	Increased usage of virtual services by evening students	Offered virtual and phone services for evening students, including advising in RAC	Improvement in retention and completion	

Class Schedules	Increased course offerings that match student availability	Evaluated courses to ensure they meet student needs; department chairs met with Enrollment Management to develop a process to identify F2F and online course additions	Improvement in retention	
Stackable Credentials	Increased in the number of stackable credentials that students earn	Ensure every new certificate is stacked into an existing degree program	Improvement in certificate and program completion	
Promotion of student support services	Increased the number of students who use our services	Identified additional strategies to promote student support services including placing them on bills to students, sending them to students who receive early alerts, and promoting them using Starfish.	Improvement in course completion, retention, good standing, and completion	
Career Fairs and Events	We hosted 24 career related events in varying industry sectors	1009 Students participated in the events in calendar years 2024 and 2025	Successfully conducting 24 career events	2024 - 418 Students attended 2025 - 591 Students Attended
Revised GLOs	Updated GLOs to reflect competencies students should have for employment post-COVID	Students achieving general learning competencies upon graduation	Updating and implementing the revised GLOs	
Revised SLOs	Updated SLOs to reflect competencies students should have for employment post-COVID	Students achieving student learning competencies upon graduation	Updating and implementing the revised SLOs	
Revised General Education Purpose Statement	Updated the purpose statement to reflect general education expectations post-COVID	Development of a purpose statement that reflects SSC post-COVID	Publication of the updated statement across campus	
Starfish	Continued the early alert process taking place via Starfish so	Improvement in course completion, retention, and	Successful implementation of the	

	students can respond directly to faculty and faculty can extend kudos to students who are doing well; implemented system raised flags for DFW courses; reviewed automating checkpoint advising; implemented a mid-semester survey to identify students in need of assistance	graduation due to the revised process, in part.	revised process.	
21 st Century Classrooms	Explored adding a 3 rd classroom to link courses on main campus in Akron in support of course offerings and student retention and completion	Improvement in student credit hours completed as well as retention and completion of students	Decrease in course cancellations due to the additional classroom technology	
8-week offerings	Explored additional 8-week course and program offerings in support of student success	Increased enrollment and retention by offering 8-week courses	Increased number of 8-week course offerings	
Title III	Implemented Title III strategies to improve retention and completion, including implementation of Persistence Plus for students and faculty	Increased retention and completion of students using Persistence Plus software	Retention and completion rates	
Non-attendance message from Department Chairs	Department chairs reminded students of attendance requirements using Starfish	Decrease in drops for non-attendance	Number of students dropped for non-attendance	
Non-attendance flag from faculty members	Faculty members reminded students of attendance requirements by raising a flag in Starfish	Decrease in drops for non-attendance	Number of students dropped for non-attendance	

2026 Improvement Focus Description: Improvement in retention and completion

Improvement Focus Current Status: Advancing student success for at-risk students

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Implement Active and Contextualized Learning	Promote strategies to implement active and contextualized learning to faculty members	Provost and CAO, Deans, Teaching and Learning Council, Department Chairs	BRIDGE; Faculty Association Professional Development Committee; OACC Frontier Group	Increased knowledge and implementation of teaching strategies related to active and contextualized learning in the classrooms	Attendance at workshops and implementation of changes in courses	Each semester
Implement strategies in Strong Start in Science grant	Promote strategies to improve course completion and retention in CHM101, CHM123, CHM141, CHM142, BIO101, BIO141, BIO142 and increase the percentage of those who complete BIO121	Department Chairs; Dean of Arts and Sciences	Provost and CAO	Increase in course completion and retention	Increase in the percentage of students that complete the course	Each semester
Develop a list of free educational resources	Develop a list of free educational resources to assist faculty members as part of the Lib Guide and distribute each fall	Dean of Learning and Engagement, Teaching and Learning Council	BRIDGE members	Increased usage of resources; implement new strategies in classrooms	Website usage tracking; feedback from faculty	Each semester

	semester					
AI usage	Provide sessions on use of AI to assist with course evaluation and development	Provost and CAO, Dean of Learning and Engagement, Teaching and Learning Council, AI Taskforce, faculty members	Deans, Department Chairs, eStarkState	Increased usage of AI by faculty members and in courses	Implementati on of AI in classes	Each semester
Revise GLOs	Revise GLOs to include skill sets identified in HB96	Provost and CAO; faculty members	Deans	Revised GLOs to meet the requirements of HB96	Updated GLOs	GLOs finalized Fall 2025; GLOs submitted to the Board of Trustees in Fall 2026
Revise SLOs	Update SLOs by mapping the revised GLOs to each course offered in a degree program	Provost and CAO; department chairs	Faculty members; Deans	Revision of SLOs to match GLOs, in support of	Updated SLOs	SLOs updated in Spring 2026; SLOs submitted to the Board of Trustees in Fall 2026
American Civic Literacy course	Develop and offer the American Civic Literacy course in AA and AS-General programs as well as the Applied BSN	Department Chairs; Deans; Provost and CAO	ODHE	Successful submission of the course for OT36 approval	OT36 approval	Spring 2026 for resubmissio n of course; begin offering in Summer 2026
Intellectual Diversity	Redesign course content to improve student outcomes while supporting faculty members through implementation of intellectual	Department chairs; Deans; Provost and CAO		Successful redesign of courses	Redesign to support intellectual diversity	Each semester

	diversity					
Community and/or emergency resources	Assist students with identifying community and/or emergency resources	Mental Health & Community Outreach Director, Student Support Counselors	Faculty & Staff; Foundation staff; Financial Aid staff	Student referrals and assistance provided	Applications for emergency funding; counseling and referral data	Each semester
Perkins funds	Implement Perkins funding strategies to support career-technical education	Dean of Learning & Engagement	Provost and CAO, Deans, Faculty, Staff	Increased usage of tutoring, professional development attendance, and resources; annual Perkins/ODHE performance metrics	Annual Perkins application and reporting frameworks	Review and report annually
Library Learning Lounge	Promote the Library Learning Lounge in support of retention and completion	Library Services staff; Dean of Learning & Engagement	Deans, Department Chairs, Faculty	Increased use of physical space by students (G200b)	Student engagement surveys	Review annually
Automatically enroll students in certificates	Design and implement an automated enrollment process that enrolls students into stackable certificates associated with their degree program	Provost and CAO; Director of IR; IT	Department Chairs; Deans	Students automatically assigned to certificates as additional majors that are related to their degree program	Development of process	Fall 2026
PSEO and APR Reports	Compile longitudinal employment data using US Census PSEO and/or Ohio Unemployment Insurance wage records to integrate into	Provost and CAO; Deans; Department Chairs; Director of IR; SSC Frontier Team	OACC Frontier Team	Inclusion of PSEO data in APR reports	Compilation of data and revision of APR reports	Compilation of data in 2026; Inclusion in APR reports in 2027

	APR program reports in support of post-completion outcomes					
Student Evaluation of Instruction Instrument	Review the current student evaluation of instruction instrument with SB1 questions added to ensure instrument is capturing feedback needed for F2F, hybrid, and online courses; update the instrument, if needed, or create separate instruments for F2F and online instruction	Provost and CAO; department chairs; Deans; faculty members; IR Office		Evaluation of current instrument for face-to-face and online courses	Revision, if needed, of current instrument	Review in Fall 2026; Implement revisions, if needed, in 2027
Advising Model	Implement raised flags for DFW courses; evaluate automated checkpoint advising; implement a mid-semester survey to identify students in need; continue advancement of the Advising course in Brightspace; continue communication to students regarding the importance of seeing your academic advisor	Advising Guided Pathways Team	Provost and CAO; Deans; Director of Marketing; Faculty; Department Chairs	Improvement in retention and completion	Number of students seeing their advisor; number of faculty accessing the advising course	Continue updates throughout 2026-2028 and evaluate improvements in advising via appointments and faculty using the advising course

Require advising for students who are “offtrack” or “at-risk” of not succeeding	Identify steps in the revised advising process to reach students who are off-track and/or at-risk of not completing	Faculty; Department Chairs; Learning and Engagement	Provost and CAO; Deans	Decrease in excess credits; students staying on “MAP”	Increase in retention rates and graduation rates using OACC benchmarks; increase in 12, 24, and 36 hour credit completion; increased usage of Starfish	Monitor impact each semester upon implementation
Health students	Redirect students that are not successful in one health care program to another program that may fit their needs better; encourage students to complete health certificates while on a waitlist; have CCP students complete the health program application in high school; revised one-page informational program sheets provided to Enrollment Management	Dean of Health and Public Services; Health and Public Services Department Chairs/Coordinators	Provost and CAO; Gateway Advisors	Redirect students that are not successful in one health care program to another program that may fit their needs better by more effective use of Starfish; advising in Gateway Services	Increase retention and completion of students; increase direct entry of CCP students in health programs	Monitor each semester
Increase in academic and support services offered online, tutoring, student success	Increase academic and support services being offered to students online to assist with their success	Deans, directors and coordinators of services; department chairs	Provost and CAO	Increase in student retention and completion	Increased use of services; improvement in retention, progression, and completion	Evaluate each semester
Increased outreach to students	Increase our contact with	Faculty and staff;	Deans; Provost and	Increase retention;	Increase in progression	Evaluate each

	students throughout the semester using Starfish, phone calls, and virtual contacts as well as students who stopped out	administrative assistants	CAO	assisting stop-outs with re-enrolling	and retention	semester
Review course modalities available to students	Review online, hybrid, W4 course offerings, including definitions, to support student progression	Department chairs, coordinators, faculty members, eStarkState staff	Deans; Provost and CAO	Increase retention due to additional course modality options; review of new W4 definitions in courses and adjust accordingly	Retention and progression of students	Evaluate enrollment in different modalities each semester
Student Success Workshops	Continue student success workshops added to SSC101	Division of Learning and Engagement	Deans; Provost and CAO; FYE Task Force; faculty members	Increase student engagement and attendance at student success workshops by including them in our freshman year seminar and offering virtually	Increase in student engagement measures; increased student attendance at workshops	Evaluate attendance with each workshop
Faculty Workshops on ways to assist students with retention	Increase workshops available to faculty members on ways to improve retention through the Teaching and Learning Center and Faculty Association professional development offerings; ACUE	Faculty members; FYE Task Force; Faculty Association	Deans; Provost and CAO	Increase student retention; increase faculty attendance at workshops	Improvement in student retention; increase in faculty attendance at workshops	Evaluate attendance with each workshop; evaluate improvement in retention

	course offerings					
Increased support for online courses	Increase testing online using Respondus to assist with retention of students	Faculty members; eStarkState staff	Deans; Provost and CAO	Increase testing online and course completion post-COVID	Improvement in course completion and student progression	Evaluate online course completion each semester
Student Clubs and Organizations	Increase student clubs and organizations online and face-to-face offerings to assist with student engagement and attendance	Director of Student Leadership and Engagement; student club and organization advisors; students	Deans; Provost and CAO	Increase in student engagement; ongoing success of clubs and organizations	Improvement in student engagement measure	Evaluate attendance at meetings and improvement in student engagement measure
Faculty Training to support Online Course Offerings	Increase training in Brightspace to support faculty success post-COVID	eStarkState staff; developer of Zoom training	Deans; Provost and CAO	Increase faculty success in classroom, course completions, and retention	Course completions, student progression, and retention	Evaluate course completions and retention each semester
Online Simulations	Increase online simulations for health programs; explore online simulations for electrical engineering	Department chairs, coordinators, faculty members	Deans; Provost and CAO	Increase in retention and student success in courses with clinical rotations and electrical engineering courses	Retention and success of students in courses	Evaluate each semester
Lecture and Lab Video Recordings	Continued video recordings of lecture and labs to assist with student course completion and success	Department chairs, coordinators, faculty members; Marketing Department	Deans; Provost and CAO	Increase in course retention, course success, and student progression	Course retention, course success, and student progression	Evaluate each semester
ACUE Course Training	Increase the number of faculty members who attend the ACUE course	Faculty members; Department Chairs; Deans; Provost		Increase faculty members professional development	Feedback from faculty; improvement in student success	Faculty feedback upon completion of the

	training			for online course instruction and student success in their courses		training and student success using SSI data
Teaching and Learning Council	Develop and present workshops and training to support the teaching and learning environment	Faculty members; department chairs	Deans; Provost	Advance teaching and learning professional development with strategies that can be applied in the classroom	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses	Assess each semester
Virtual and phone academic and student support services to evening students	Promote academic and student support services to evening students	Academic Affairs; Enrollment Management; Marketing		Increase usage of virtual services by evening students	Improvement in retention and completion	Assess usage each semester
Class Schedules	Evaluate class schedules for more efficient offerings due to declining enrollment	Department Chairs	Deans; Provost	Increased course offerings that match student availability	Improvement in retention	Each semester schedule is updated
Stackable Credentials	Implement ODHE stackable credentials process	Department Chairs; Deans; Provost	Registrar	Increase in the number of stackable credentials that students earn	Improvement in certificate and program completion	Annually with SSI data
Promotion of student support services	Identify additional strategies to promote student support services including use of Starfish	Academic Affairs; Registrar; Marketing; Business Office	Enrollment Management	Increase the number of students who use our services	Improvement in course completion, retention, good standing, and completion	Assess annually
Career Fairs and Events	Connect students to ongoing, meaningful career fairs and career preparedness	Director of Career Services and Workforce Development, Coordinator of	VP of Enrollment Management; Provost CAO	Host a minimum of six (6) career related events in varying industry	Number of events and students attending	Annually

	events throughout the semester, strengthening the link between employers and students on campus.	Career Services Faculty, Chairs		sectors		
Starfish	Continue the early alert process taking place via Starfish so students can respond directly to faculty and faculty can extend kudos to students who are doing well; implement system raised flags for DFW courses; review automating checkpoint advising; implement a mid-semester survey to identify students in need of assistance	Academic Affairs Enrollment Mgt.		Improvement in course completion, retention, and graduation due to the revised process, in part.	Successful implementation of the revised process.	Next year
Non-attendance message from Department Chairs	Department chairs will remind students of attendance requirements using Starfish	Department chairs	Deans and Provost	Decrease in drops for non-attendance	Number of students dropped for non-attendance	Each semester
Non-attendance flag from faculty members	Faculty members will remind students of attendance requirements by raising a flag in Starfish	Faculty members	Deans and Provost	Decrease in drops for non-attendance	Number of students dropped for non-attendance	Each semester
Nonpayment Drop	Moved the nonpayment drop date to be unison with the	Enrollment Management and Bursar	N/A	Decrease in drops for nonpayment.	Number of students dropped for nonpayment	Each semester

	nonattendance drop. Enhanced targeted communication to proactively to get students on payment plan earlier.					
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How can we assist our faculty and staff to feel competent and engaged with the strategies?

1. Continue the dedicated advising coordinator for each division.
2. Support AI grant implementation in the classroom and college-supported operational implementation.
3. Communication of strategies, including implementation of Frontiers project work, with faculty and staff.

A few questions to consider about ...

STUDENT COMPLETION

- Do students have the opportunity to earn meaningful embedded certificates along the way to an associate degree?
- How can we increase credit attainment and help more students complete their credentials more quickly?
- Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?
- How do we assist students with college to career transition?
- How do we assist students who will be transferring to universities to complete bachelor's programs? Do we understand their success once they've transferred?
- What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?
- Do our registration and withdrawal policies support completion?
- How do we know that students who complete our certificates and degrees have met our learning expectations?

COMPLETION

Outcomes from 2024-2026

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Certificate completion using auto-populate	Encouraged students in degree programs to pursue certificates	Percentage increase in number of certificates completed	Number of certificates completed; Performance Based Funding outcomes	While we improved in certificate completion, we also noted additional areas where we could increase our numbers with a change in process.
Maintain licensure, certification, and in-field job placement	Maintained passage rates and in-field placement rates	Maintained passage rates for health programs; in-field job placement rate maintained; we achieved 100% with a goal of 100%	SSC for in-field placement; accreditation standards for licensure and certifications	
Ohio Guaranteed Transfer Pathways	Updated curriculum pathways to match those defined by ODHE	Submitted all available programs for OGTP and updated curriculum accordingly; SSC OGTP pathways are business management, biology, chemistry, communication, English, mathematics, physics, psychology, respiratory therapy, and sociology.	Completed pathways according to ODHE's timeline	

Articulation agreements	Increased number of courses transferring and articulation agreements for students	Updated existing agreements and added new agreements including KSU, Univ. of Akron, University of Cincinnati, Tiffin University, Ohio University, The Ohio State University, Western Governor's University, and University of Mount Union	Updated existing agreements; added new agreements	
Students Nearing Completion	Students who have completed 60+ credits were reviewed for possible graduation	Reviewed students with 60+ credits to determine possible graduation	Number of students eligible for a degree	
ODHE Transfer Course Standards	Courses were reviewed for submission to ODHE faculty peer committees	Met our compliance of 90-100% for OT36, TAG, CTAG, MTAG, and ITAG; faculty members continued to volunteer for committees	Maintain 90% - 100% compliance	
Academic Program Review SWOT	SWOT analysis was developed for each program and a 3-year process to achieve goals developed	Conducted the SWOT analysis for each program completing our APR process; Deans reviewed SWOT strategies annually to ensure they were being implemented as	Annual review of program goals; APR view of goals achieved every 3 years	

		stated in Appendix I		
Course Assessment Process	Courses were assessed annually to ensure students are meeting the learning outcomes, revisions were made if they were not, and the course was reassessed.	Course assessment continued for all locations and modalities and courses that needed re-assessed were re-assessed	Maintained the course assessment process; maintained improvement of courses that didn't demonstrate that students have met the learning outcomes	
Health Interprofessional Education Event (IPE)	Increased understanding of working collaboratively with other health and public service fields using a case study model	IPE project continued	Feedback from students regarding the success of the project	
Faculty Advising	Increased the number of students who are advised at the defined checkpoints	The advising model has been advanced with improvements in the advising course, checkpoints, and process.	Number of students advised by faculty members, which lead to retention and completion	
Starfish	Increased the number of Starfish interactions with students; including Early Alert	Increased numbers of faculty members are using Starfish based on office hours, early alerts, kudos, and other strategies.	Number of Starfish interactions between faculty/chairs and students	
ACUE Course Training	Increased faculty members professional development	Additional full-time faculty members completed the ACUE training	Feedback from faculty; improvement in student success	

	for online course instruction and student success in their courses			
Teaching and Learning Council	Developed workshops and training to support the teaching and learning environment	Advance teaching and learning professional development with strategies that can be applied in the classroom	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses	
Virtual and phone academic and student support services to evening students	Increased usage of virtual services by evening students	Offered virtual and phone services for evening students, including advising in RAC	Improvement in retention and completion	
Class Schedules	Increased course offerings that match student availability	Evaluated courses to ensure they meet student needs; department chairs met with Enrollment Management to develop a process to identify F2F and online course additions, including 8-week offerings	Improvement in retention	
Stackable Credentials	Increased the number of stackable credentials that students earn	Ensure every new certificate is stacked into an existing degree program	Improvement in certificate and program completion	
RAND Ohio grant	Promoted ITAG offerings following ODHE's proposals in the	Increase the number of students receiving ITAG credit	Improvement in ITAG articulated credit	

	RAND Ohio grant.			
Title III	Implemented Title III strategies to improve retention and completion, including implementation of Persistence Plus for students and faculty	Increased retention and completion of students using Persistence Plus software	Retention and completion rates	
21 st century Classrooms	Explored adding a 3 rd classroom to link courses on main campus in Akron in support of course offerings and student retention and completion	Improvement in student credit hours completed as well as retention and completion of students	Decrease in course cancellations due to the additional classroom technology	

2026 Improvement Focus Description: Implementing auto-populate EduNav Summit software for certificates and degree programs.

Improvement Focus Current Status: Manually reviewing students with 60+ credit hours for additional degrees and/or certificates.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Implement Active and Contextualized Learning	Promote strategies to implement active and contextualized learning to faculty	Provost and CAO, Deans, Teaching and Learning Council, Department Chairs	BRIDGE; Faculty Association Professional Development Committee; OACC Frontier	Increased knowledge and implementation of teaching strategies related to active and	Attendance at workshops and implementation of changes in courses	Each semester

	members		Group	contextualized learning in the classrooms		
Implement strategies in Strong Start in Science grant	Promote strategies to improve course completion and retention in CHM101, CHM123, CHM141, CHM142, BIO101, BIO141, BIO142 and increase the percentage of those who complete BIO121	Department Chairs; Dean of Arts and Sciences	Provost and CAO	Increase in course completion and retention	Increase in the percentage of students that complete the course	Each semester
Develop a list of free educational resources	Develop a list of free educational resources to assist faculty members as part of the Lib Guide and distribute each fall semester	Dean of Learning and Engagement, Teaching and Learning Council	BRIDGE members	Increased usage of resources; implement new strategies in classrooms	Website usage tracking; feedback from faculty	Each semester
AI usage	Provide sessions on use of AI to assist with course evaluation and development	Provost and CAO, Dean of Learning and Engagement, Teaching and Learning Council, AI Taskforce, faculty members	Deans, Department Chairs, eStarkState	Increased usage of AI by faculty members and in courses	Implementation of AI in classes	Each semester
Revise GLOs	Revise GLOs to include skill sets identified in HB96	Provost and CAO; faculty members	Deans	Revised GLOs to meet the requirements of HB96	Updated GLOs	GLOs finalized Fall 2025; GLOs submitted to the Board of Trustees in Fall 2026

Revise SLOs	Update SLOs by mapping the revised GLOs to each course offered in a degree program	Provost and CAO; department chairs	Faculty members; Deans	Revision of SLOs to match GLOs, in support of	Updated SLOs	SLOs updated in Spring 2026; SLOs submitted to the Board of Trustees in Fall 2026
American Civic Literacy course	Develop and offer the American Civic Literacy course in AA and AS-General programs as well as the Applied BSN	Department Chairs; Deans; Provost and CAO	ODHE	Successful submission of the course for OT36 approval	OT36 approval	Spring 2026 for resubmission of course; begin offering in Summer 2026
Intellectual Diversity	Redesign course content to improve student outcomes while supporting faculty members through implementation of intellectual diversity	Department chairs; Deans; Provost and CAO		Successful redesign of courses	Redesign to support intellectual diversity	Each semester
Community and/or emergency resources	Assist students with identifying community and/or emergency resources	Mental Health & Community Outreach Director, Student Support Counselors	Faculty & Staff; Foundation staff; Financial Aid staff	Student referrals and assistance provided	Applications for emergency funding; counseling and referral data	Each semester
Perkins funds	Implement Perkins funding strategies to support career-technical education	Dean of Learning & Engagement	Provost and CAO, Deans, Faculty, Staff	Increased usage of tutoring, professional development attendance, and resources; annual Perkins/ODHE	Annual Perkins application and reporting frameworks	Review and report annually

				performance metrics		
Library Learning Lounge	Promote the Library Learning Lounge in support of retention and completion	Library Services staff; Dean of Learning & Engagement	Deans, Department Chairs, Faculty	Increased use of physical space by students (G200b)	Student engagement surveys	Review annually
Automatically enroll students in certificates	Design and implement an automated enrollment process that enrolls students into stackable certificates associated with their degree program	Provost and CAO; Director of IR; IT	Department chairs; Deans	Students automatically assigned to certificates as additional majors that are related to their degree program	Development of process	Fall 2026
PSEO and APR Reports	Compile longitudinal employment data using US Census PSEO and/or Ohio Unemployment Insurance wage records to integrate into APR program reports in support of post-completion outcomes	Provost and CAO; Deans; Department chairs; Director of IR; SSC Frontier Team	OACC Frontier Team	Inclusion of PSEO data in APR reports	Compilation of data and revision of APR reports	Compilation of data in 2026; Inclusion in APR reports in 2027
Student Evaluation of Instruction Instrument	Review the current student evaluation of instruction instrument with SB1 questions added to	Provost and CAO; department chairs; Deans; faculty members; IR Office		Evaluation of current instrument for face-to face and online courses	Revision, if needed, of current instrument	Review in Fall 2026; Implement revisions, if needed, in 2027

	ensure instrument is capturing feedback needed for F2F, hybrid, and online courses; update the instrument, if needed, or create separate instruments for F2F and online instruction					
Advising Model	Implement raised flags for DFW courses; evaluate automated checkpoint advising; implement a mid-semester survey to identify students in need; continue advancement of the Advising course in Brightspace; continue communication to students regarding the importance of seeing your academic advisor	Advising Guided Pathways Team	Provost and CAO; Deans; Director of Marketing; Faculty; Department Chairs	Improvement in retention and completion	Number of students seeing their advisor; number of faculty accessing the advising course	Continue updates throughout 2026-2028 and evaluate improvements in advising via appointments and faculty using the advising course
Certificate completion using auto-populate	Encourage students in degree programs to pursue certificates	Faculty; Department Chairs; Student Success Coaches; Vice President of Enrollment	Provost and CAO; Deans	Percentage increase in number of certificates completed	Number of certificates completed; Performance Based Funding outcomes	Review each semester

		Management				
Maintain licensure, certification, and infield job placement	Maintain dashboard goal for licensure and certification passage rates; increase	Faculty; Chairs; Career Development	Provost and CAO; Deans; Enrollment Management staff	Passage rates and in-field placement rates	SSC for in-field placement; accreditation standards for licensure and certifications	Continue to monitor annually
Ohio Guaranteed Transfer Pathways	Ensure current programs fit within the appropriate OGTP pathway as part of curriculum revisions	Provost and Chief Academic Officer serves on the statewide committee; Deans; Chairs; Faculty	Curriculum Committee	Updated curriculum pathways to match those defined by ODHE	Completed pathways according to ODHE's timeline	ODHE determines timelines by due date
Articulation agreements	Advance existing and develop new articulation agreements	Provost and CAO; Deans; Chairs; Faculty	Marketing; High Schools; Universities	Increase number of courses transferring and articulation agreements for students	Update existing agreements; add new agreements	Evaluate each semester
Students Nearing Completion using auto-populate	Evaluate students with 60+ credit hours for completion eligibility	Director of Instructional Research; Faculty; Department Chairs/ Coordinators	Provost and CAO; Deans	Students who have completed 60+ credits are reviewed for possible graduation	Number of students eligible for a degree	Each semester
ODHE Transfer Course Standards	Review courses to ensure courses meet OT36/TAG/CTAG/MTAG/ITAG standards	Provost and CAO; Deans; Department Chairs/ Coordinators	Enrollment Management	Courses are reviewed for submission to ODHE faculty peer committees	Maintain 90% - 100% compliance	Assess each semester
Academic Program Review SWOT	Implement SWOT strategies from academic assessment and academic program review defined in Appendix I	Department Chairs/ Coordinators	Provost and CAO; Deans	A SWOT analysis is developed for each program a 3-year plan to achieve goals is developed using Appendix I	Annual review of program goals; APR view of goals achieved every 3 years using Appendix I	Assess each year

Course Assessment Process	Courses are formally assessed to ensure students are achieving the learning outcomes.	Department Chairs/ Coordinators	Provost and CAO; Deans	Courses are assessed annually to ensure students are meeting the learning outcomes, revisions are made if they are not, and the course is reassessed.	Maintain the course assessment process; maintain improvement of courses that don't demonstrate that students have met the learning outcomes	Annually as part of course assessment
Health Interprofessional Education Event (IPE)	Provide students in health programs a project where they can work collaboratively with their peers from other health professions to learn the concept and intervention of patient centered care	Department Chairs and Coordinators	Deans of Health and Public Services	Increased understanding of working collaboratively with other health and public service fields using a case study model; CCP students are being added	Feedback from students regarding the success of the project	Evaluation after the project is completed
Faculty Advising	Continue advising with advancements in the advising model	Faculty advisors	Deans, Provost	Improve the retention and completion rate with improvements in the advising model being one strategy	Number of students advised by faculty members, which lead to retention and completion	Assessed each semester
Starfish	Continue the early alert process taking place via Starfish so students can respond directly to faculty and faculty can	Faculty and chairs; Starfish division coordinators	Deans, Provost	Increase the number of Starfish interactions with students, including Early Alerts	Number of Starfish interactions between faculty/chairs and students	Assessed each semester

	extend kudos to students who are doing well; implement system raised flags for DFW courses; review automating checkpoint advising; implement a mid-semester survey to identify students in need of assistance					
Teaching and Learning Council	Develop workshops and training to support the teaching and learning environment	Faculty members; department chairs; Dean of Learning and Engagement	Deans; Provost	Advance teaching and learning professional development with strategies that can be applied in the classroom	Implementation of new strategies in courses; improvement in learning outcomes and student success in courses	Assess each semester
Virtual academic and student support services to evening students	Promote academic and student support services to evening students	Academic Affairs; Enrollment Management; Marketing		Increase usage of virtual services by evening students and students that need services in the evening	Improvement in retention and completion	Assess usage each semester
Class Schedules	Evaluate class schedules for more efficient offerings due to declining enrollment	Department Chairs; Coordinators	Deans; Provost	Increase course offerings that match student availability	Improvement in retention	Each semester schedule is updated
Stackable Credentials	Implement ODHE stackable credentials process	Department Chairs; Deans; Provost	Registrar	Increase in the # of stackable credentials that students earn	Improvement in certificate and program completion	Annually with SSI data

What are our next steps?

1. Implementation of AI grant.
2. Implementation of Frontier Project strategies.
3. Add post-graduation employment outcomes to our academic program review process.

A few questions to consider about**OTHER ASPECTS OF COMPLETION SUCCESS**

- What does the disaggregated data tell us about completion rates for different populations?
- How do we reshape our institution to build sustainable models of successful programs?
- How do we select and cultivate external linkages?
- Are our courses and program streams offered in student-friendly ways? What is our institution doing to create a culture to support success and completion? How do we engage people across employee categories and provide professional development to support change? How does our college manage process improvement?
- What else can we do?

OTHER**Outcomes from 2024-2026**

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Professional Development	Increased knowledge in course content, student success strategies, and efficiencies	Offered in-house professional development training; numerous faculty members attended virtual SSC training sessions; faculty completed ACUE course training; Faculty for Student Centered Learning training occurred with the IEBC consultant; faculty and staff attended	Implementation of student success strategies, curriculum changes, and efficiencies based on professional development	

		SSLI; faculty attended professional conferences		
Start-Up Week	Held successful presentations	Welcome back picnic for students and employees was successful on main campus and in Akron; hosted professional development sessions for employees	Attendance at meetings	

2026 Improvement Focus Description: Successful submission of HLC Quality Initiative.

Improvement Focus Current Status: Title III grant was used for the HLC Quality Initiative with support from faculty, staff, and administration.

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Professional Development	Continue to support professional development for faculty and staff at internal, including department and division trainings, and external events and professional conferences	Provost and CAO; Deans; Department Chairs; BRIDGE Committee; Director of Human Resources; Faculty Association; Teaching and Learning Council	Executive Council; Budget Director	Increased knowledge in course content, student success strategies, and efficiencies	Implementation of student success strategies, curriculum changes, and efficiencies based on professional development	Evaluate annually

HLC Open Pathway	Submit Quality Initiative Report in Fall 2026 based on Title III grant initiatives	Provost; Accreditation Coordinators	College employees	Successful completion of HLC Quality Initiative Report.	HLC acceptance of the report	Evaluate each semester.
Start-Up Week	Continue to offer professional development training during start-up week to support employees' success and knowledge	Provost and CAO; Administrative Assistant in the Provost Office; faculty and staff who present; Marketing Department	College employees	Successful presentations	Attendance at meetings	Evaluate each semester.

What are our next steps?

1. Professional development training on AI.
2. Maintaining compliance with accreditation requirements.
3. Support faculty through professional development in support of increase retention and completion.

WORKFORCE

Legislative language (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.”

As resources, please refer to the Governor’s Office of Workforce Transformation’s In-Demand Jobs List:

<https://topjobs.ohio.gov/wps/portal/gov/indemand/list> and http://omj.ohio.gov/OMJResources/MasterList_Education.stm and the eleven JobsOhio key industries (listed at <http://jobs-ohio.com>).

JobsOhio industry clusters and labor market information for each occupation:

<http://omj.ohio.gov/OmjResources/OccupationsByIndustry.stm>. Six JobsOhio regions: <http://jobs-ohio.com/network/>.

The eleven key industries are:

1. Advanced Manufacturing
2. Aerospace and Aviation
3. Automotive
4. Autonomous Mobility
5. Energy and Chemicals
6. Financial Services
7. Food and Agribusiness

8. Healthcare
9. Logistics and Distribution
10. Military and Federal
11. Technology

These information links as well as the Workforce Tools located on <https://workforcedatatools.chrr.ohio-state.edu/> assist higher education institutions with the identification of the emerging and growing occupations in an effort to coordinate degree and certificate offerings in their region.

A few questions to consider about WORKFORCE

- Based on our College service area, which of the 6 JobOhio regions do we serve?
- Which of the 11 JobsOhio key industries are addressed in our current curriculum and programing?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list? and other labor market information for each occupation?
- What are the job training needs of our community based on our regional economic development network?
- How do we connect our students needing employment with our employers needing an educated workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list?
- How do we align our credit on non-credit offerings?

WORKFORCE

Outcomes from 2024-2026

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Workforce Partnerships for In-demand Programs	Expanded apprenticeships; expanded welding offerings; explored creating diesel and electric vehicle degree programs; implement partnership with Summa	Increased apprenticeship offerings 7%, investigated; added a welding location on main campus; created an EV program and investigated diesel; implemented partnership with Summa	Expansion of apprenticeships, expansion of welding offerings, implementation of diesel and electric vehicle programs, implementation of Summa MOU	

Business and Industry	Continued to market in demand, affordable training opportunities to the community and employer partners	We had a 17% increase in employer-led partnerships with a total headcount for academic year 24-25 in for-credit and non-credit courses of 1064.	Growth of training participants by 17%	
Health Partnerships	Continued partnerships with Akron Children's Hospital, Aultman Hospital, Cleveland Clinic and Summa Health for select health programs	Continued partnerships in CNA, Medical Assisting, PN, Nursing, Respiratory, Medical Lab, Surgical Tech	Number of students enrolled in the respective programs with the respective partner	
Proactive Employer Outreach to Business and Industry	Increased the number of employer contacts and training offered	Increased number of Employer Led Partnerships and workforce training	Number of formalized employer-led partnerships increased to 10, with many more employers sponsoring employees in apprenticeship training and tuition benefits; number of students enrolled in non-credit workforce training – Total for 24-25 now 1217.	

2026 Improvement Focus Description: Expand employer-led partnerships to support credit and non-credit offerings.

Improvement Focus Current Status: Our non-credit offerings continue to grow, and we continue to pursue additional employer-led partnerships.

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?

Workforce Partnerships for In-demand Programs	Advance workforce partnerships in support of credit programs	Academic Affairs; Workforce Development	Enrollment Management	Expand apprenticeship, HVAC, health and other credit programs	Expansion of apprenticeships, HVAC, health and other credit programs; Increasing Fall 2026 employer-sponsored enrollment by 5%	Each semester
Business and Industry	Provide structured non-credit training offerings that meet the needs of business and industry and show growth of training participants by 5%	Academic Affairs; Workforce Development	Enrollment Management	Continue to market in-demand, affordable training opportunities to the community and employer partners. Increase enrollment in non-credit open enrollment and contract training courses by 5%. Increase by 15% enrollment in Ed2Go non-credit courses	Growth in the number of training participants by 5%	Spring and Fall semesters
Health Partnerships	Develop agreements with new affiliations including Aultman Hospital, Western Reserve Hospital, fire department, dental offices, and other	Dean of HPS, department chairs and coordinators of HPS programs	Provost; Director of Marketing; Director of Career Services & Workforce Dev.	Continue partnerships in CNA, Medical Assisting, PN, Nursing, Respiratory, Medical Lab, Surgical Tech	Number of students enrolled in the respective programs with the respective partner	

	healthcare agencies					
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What are our next steps?

- 1. Expand our current non-credit and credit employer-led partnership offerings
- 2. Identify and recruit new employers for employer-led partnerships.
- 3. Expand apprenticeship programs and partnerships.