

Note: This document was developed collaboratively by Community College Presidents, Chief Academic Officers, ODHE and OACC staff, as a recommended general framework for community colleges to use in updating their strategic Campus Completion Plans.

Purpose: The purpose of this Campus Completion Plan is to develop a systemic improvement plan for institution-wide policy and practice change that reaches the departmental- and classroom-levels for direct impact on student persistence and completion by:

- Engaging system-wide expertise in all aspects of the Plan’s development, implementation and assessment;
- Identifying policies and practices that are advancing the institution toward improved student completion rates;
- Discerning strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers in completion efforts that align with workforce needs.

This document is to serve as a vehicle for campuses to articulate the outcome of a strategic process for improvement.

Updating Campus Completion Plans: Completion plans are intended to be continuous improvement documents that are owned by the institution’s faculty, staff and board of trustees. This template has been organized to encourage inclusion of the following items:

- 1) Measures of progress toward student completion goals established in your 2018-2020 completion plan;
- 2) Updated student completion goals, with metrics, for the period between December 1, 2020 and June 30, 2022, including goals related to:
 - a. Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study;
 - b. Reducing the number of students in and sections of stand-alone developmental education courses in math and English
 - c. Placing students on clear pathways to graduation or transfer (if that is their goal) and careers;

- d. Outcomes for students over age 25; and
- e. Alignment to the state’s workforce development priorities.

As in past years, the template is designed based on Completion by Design’s Loss Momentum Framework, allowing colleges to plan efforts along the continuum of student progress—from “Connection” to “Successful First Year Entry” to “Student Progress” to “Completion”. Questions are provided preceding each section to stimulate discussion regarding the plan.

And, as in past years, the use of this template is voluntary.

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Completion Plan Narrative

In 2012, Columbus State joined the Achieving the Dream (ATD) network and launched into a journey toward building a sustained holistic student success infrastructure. As part of the work, the college conducted a deep analysis of its First Time Ever in College (FTEIC) students and identified performance gaps between Black or African American students and their White counterparts, with even wider gaps experienced by Black Males. In addition, the college identified performance gaps for low income students and a growing cohort of Hispanic students. At the same time, the college was developing its strategic plan and goal statements through a series of forums with stakeholders; it was engaging in research; and student, faculty, and staff focus groups brainstormed potential causes of the opportunity gaps and programs and services that could be scaled and sustained to bridge the gaps. The activities converged into several recurring themes for the three strategic goals centered on Student Success, Civic Engagement, and Workforce Development. The 2012 themes included:

- redesigning the “front-door experience” for all students
- initiating and sustaining relevant strategic partnerships (working with community organizations, local employers, K-12, partner agencies, and other institutions of higher education) to advance student success from college to career
- developing awareness and connectedness among the college, student, and community
- “providing holistic and relevant support for all our students”

Since 2012, the college’s commitment to a culture of data, inquiry, and evidence is characterized by the data-informed decision-making infrastructure it has established through the ATD process and, most recently, the internal college agenda dedicated to routinely sharing and discussing data in frequently organized forums. Through an integrated college completion team that is focused on student success and supported by the current Title III Part A: Strengthening Institutions grant, the college has organized a team committed to strategic planning, implementation, and evaluation of student success initiatives that are driving the college toward implementation, integration, scaling, and sustaining the initiatives identified in the five institutional outcomes of:

- Increasing the percent of students earning 15 college credits within their first year of college enrollment

- Increasing the percent of students completing gateway College Mathematics and English courses within their first year of college
- Increasing the percent of students who persist from their first year to their second year
- Increasing the percent of students who earn 24 college credits within their first year
- Increasing the percent of students completing a degree or certificate or transfer within six years

The results of the strategic planning, combined with a college-wide focus on achieving greater rates of student success, led to implementation of a whole-college student success plan that aligned to the strategic plan. In order to align teaching and learning with student success priorities, the college used internal student success grant funding to build a professional development infrastructure for all faculty with equity as its foundation. The college has also engaged in a process to coordinate, integrate, and share broadly its communication to students. The communication strategy is geared toward providing consistent, authentic, and targeted communication to students as it relates to navigating the college, services, resources, and opportunities in general, and specific resources available to students during the pandemic. Since that time, the college assesses, revisits, and refocuses the plan every two years in the form of the College Completion Plan. Since the early days of institutional student success planning, and more specifically in the past four years, the number and percentages of FTEIC Black and Hispanic students have increased (from 22% to 25% for Black Students, and 6% to 8% for Hispanic Students from years 2015 to 2019). By intentionally focusing on the institutional goals Columbus State has made tremendous gains in students' success and equity over the past ten years, including:

- Reducing the equity gap in course success by race/ethnicity by 24%
- Reducing the gap in course success for Pell eligible students by 50%
- Continuous increases in graduation rates with the graduating class of 2018/19 being the largest and most diverse in the college's history
- Increasing credentials awarded to African American students by 11.4%

The improvements resulted in the college being awarded the Leah Meyer Austin award in 2019 and a Leader College of Distinction in 2020. The data show that Columbus State is not the same college it was when joining ATD in 2012. While holding fast to the vision of integrated holistic student supports to close gaps and increased opportunity for all, it has matured from conducting an organization

inventory and building a framework around the inventory into an institution that is always assessing, questioning, innovating, and striving to achieve its institutional goals.

Early Success Agenda

In the early days of developing the infrastructure for implementing our student success work, we identified more than 70 “best practice” interventions implemented at various levels of scale across the college. Since 2012, Columbus State has been able to identify high impact interventions, and collectively scale them to meet student needs throughout their academic journey. As part of the work, the college is now implementing guided pathways and holistic supports. While the college still tracks and evaluates more than 50 interventions based in best practices, the completion plan focuses on identifying the loss points or challenges students face in their paths and implementing interventions that help students gain and sustain momentum at each step in their journey. The highlights of our accomplishments include:

1. Connection
 - a. a more structured on-boarding process beginning with orientation for new students who have earned fewer than 15 college credits
 - b. college readiness programs and activities
 - c. a one-stop center for guidance and assistance
 - d. recruitment strategies focused on student personas of direct from high school, adult, transfer in, revolving, and matriculating students
2. Entry
 - a. co-requisite courses in English (Composition 1 at scale in Fall 2018) and Mathematics (at scale for College Algebra in Fall 2019)
 - b. a self-paced Mathematics course (Bridge to College Math) to accelerate entry into College Math
 - c. career plans for all students
 - d. new student advising
 - e. a scaled student success course

- f. contextualized Mathematics courses
 - g. degree planner implementation
 - h. career and academic pathways implementation
 - i. a cohesive first four-week strategy
 - j. prior learning assessment opportunities
 - k. exploration and implementation of alternative measures of college readiness assessment
3. Progress
- a. college completion advisors embedded in programs
 - b. college-wide early alert
 - c. scaled online tutoring
 - d. expanded co-curricular activities aligned with each student's career goals and institutional learning outcomes
 - e. out-of-class engagement opportunities to increase student connections to each other and the college
4. Completion
- a. strategic partnership development within the region (K-12, employers, community resources, and 4-year partners)
 - b. strengthened transfer partnerships and processes for students articulating to four-year degree programs

Recent Work

In recent years, the college has been working, through community partnerships, to establish deeper nonacademic interventions as well. The interventions include addressing food insecurity with an on-campus fresh market (partnered with the Mid-Ohio Food Collective) serving college students and the community; addressing financial, child care, medical, and food needs through on-campus services offered by Franklin County Jobs and Family Services; increasing employment and internship opportunities by engaging with the Central Ohio Workforce Advisory Council; and offering accelerated pathways to a bachelor degree and beyond through Preferred Pathway partnerships, and triangulated college, business, and 4-year institution program partnerships such as Exact Track. By focusing efforts on these interventions, the college offers a variety of programs and services to support students both academically and non-academically. While current data indicates we are closing some gaps for certain of our student cohorts, the college is working hard to evaluate and ensure inclusivity of services and interventions for all students. While many of the interventions are at scale and

operational, we now need to redefine the interventions we want to focus on for the years to come using the strategies of engaging all stakeholders in a round of discussions during the 2020/2021 academic year.

Impact of the Pandemic

While it is too soon to understand and illustrate the full impact of the pandemic on our goals, a recent study released by Columbus State's Office of Institutional Effectiveness found that for Spring 2020 (when we began emergency remote learning eight weeks into the semester) Columbus State experienced slight increases in both course success and withdrawal rates. Students enrolled part time and between the ages of 18 and 25 were most adversely affected (success and withdrawal rates). During Summer 2020, while the pandemic continued to spike in Ohio and around the country, Columbus State experienced increases in both enrollment and term-to-term (Spring 2020 to Summer 2020) retention over the previous year. The report concluded that CARES Act awards to students and the college-wide framework of compassion and flexibility had a positive impact on term-to-term retention and, for some students, spring course success rates.

As a result of the COVID-19 pandemic, during Spring 2020 Columbus State quickly mobilized integrated academic and nonacademic resources to support emergency remote learners, and personnel to maintain and preserve student, faculty, and staff health and safety. The college has continued to focus intensely on its commitment to helping every student overcome personal and academic obstacles, increasing the likelihood of successful completion. By leveraging internal and external partnerships and accelerating foundational strategies that focused on understanding and addressing barriers to student success, Columbus State was able to quickly implement a student-centered response to COVID-19. In Spring 2020, the college deployed a survey asking students to tell us, individually, of their needs. A team of support staff responded with proactive outreach to students. Team members contacted students to provide and align resources based on student survey responses. Resources and referrals offered to students addressed technology and technical support, housing, food, counseling, tutoring, advising, finances, and other unique needs. A coordinated effort resulted in increased use of the early alert system for referrals and outreach by faculty and staff. The college took advantage of well-established student-to-college connections by training staff, including tutors, in strategies to help them understand students' needs and proactively discuss college services and supports with students. Systematizing and integrating referrals to services so all those who work intensively with students could offer clear and consistent support was critical. The college also worked to overcome communication barriers by

establishing multiple methods of communicating with students including a revamped website that detailed the college's response to COVID-19, proactive messaging based on student needs, and a coordinated calling effort to contact students who needed specific services.

Again, while it is too soon to tell how COVID-19 has affected goal outcomes, the pandemic and the political environment have provided both opportunities and challenges. Preliminary outcome data reflect increases in both course success and semester-to-semester retention, while also reflecting increases in course withdrawal rates for Spring 2020. We are still analyzing the impact of course withdrawals on our success outcome measures for the spring term. During this time the college has accelerated its integrated and holistic support initiatives, communication infrastructure, faculty professional development, and leveraging of technology to identify and meet student needs. Also, the college has focused on quickly implementing and enhancing existing college platforms that allow academic, student support, and business processes to flow in a fully remote setting.

The pandemic has also hindered progress. It forced focus away from several initiatives designed to close opportunity gaps including the development of open education resources, exploration of a new enterprise system, and pathway and curricular development designed to increase student success and support. An analysis of CARES Act funds distributed to students (table 1) further highlights opportunity gaps with 33.2% of students awarded identifying as Black/African American while 23.9% of students enrolled during Spring 2020 identified as Black/African American.

Table 1: CARES Act Awardees by Racial / Ethnic Distribution

Racial Category	Awardees*		20SP Enrollees**	
	Number	Percent	Number	Percent
Black / African American	646	33.2%	4,836	23.9%
Hispanic / Latino	150	7.7%	1,303	6.4%
All Other	167	8.6	1,727	8.5%
Unknown	130	6.7%	2,679	13.2%
White	850	43.7%	8,731	43.1%

* n=1,943

** Only Title IV eligible students

Further analysis showed that 90% (1,733) of the awardees were continuing students, and nearly 70% (1,349) were low income. Almost 50% of the students were First Generation.

The college has implemented most of the high impact practices designed to achieve completion and equity, including orientation, success course, career and academic pathways (meta-majors), co-requisites, career exploration, internships, and solid data culture. The college has yet to finish scaling the interventions across all student personas (full time and part time) and with an intentional focus on providing specific interventions and supports for students of color. Most recently, an analysis of the student experience (connection, entry, progress, completion, and workforce/transition) from the perspective of our Black and Hispanic students reflects persistent and significant equity and economic mobility gaps across the entirety of the student experience and academic pathways.

Across the state and the nation, the pandemic has exacerbated equity issues. We are very aware of opportunity gaps in access to resources and services needed by students to be safe, economically stable, and healthy during the pandemic; and to be successful in a remote education environment. The illumination and magnification of the equity issues have strengthened our resolve to address “longer-term items of importance to the college and our community,” via diversity, equity, and inclusion efforts starting with the appointment of a Chief Diversity Officer. The response to the ever-changing environment, both nationally and locally, continues to evolve, and we continue to improve processes, reimagine the college in this new environment, and reignite momentum of our success initiatives while maintaining a culture of compassion and flexibility.

Next Steps

Our goal: From connection to completion, and at each step along the way, we will adopt intentional support structures and align resources to reduce opportunity gaps and structural inequities across the student experience so all students have the opportunity to achieve their goals. The goal reflects our refined and defined strategies for fiscal year 2021 to 2023 plan. The plan is fluid with a focused strategy to launch a collaborative planning process with faculty, staff, students, and shared governance. The process will help us learn, adapt, and adopt intentional support structures and resource allocations that serve all students with an emphasis on historically marginalized populations to reduce opportunity gaps and structural inequities across the student experience. The focus for this work will be:

- Seamless onboarding to cultivate intentional strategies for creating and sustaining belonging for all students focusing on historically marginalized students at connection and entry
- Instruction, curriculum, and professional development to support and align student learning
- Career and Academic pathway alignment to community and student needs
- Progress and completion advising aligned to seamless entry/onboarding using a holistic, case management approach and aligning it to improve institutional outcomes
- Strategies to address the financial stability needs of students from connection through workforce and transition
- Capital plan alignment to our completion plan strategies

For 2020 and beyond we will engage in a journey of institutional reflection, self-discovery, honest acknowledgement of gaps, and planning to improve inclusivity, access and opportunity for all our students. Because we anticipate a year of intensive institutional self-reflection and exploration with the goal of strengthening the foundational support for equity in all of our student success work, we are putting the “other” category at the forefront of our plan. The category embraces and outlines our foundational work for the coming years.

First and foremost, we will focus on grounding the redesign of our student success work by preparing an equity-minded agenda in keeping with our mission “to educate and inspire, providing our students with the opportunity to achieve their goals.” We will engage in a journey together to co-create a more detailed completion plan in partnership with students, faculty, and staff to frame what we need to do that is structurally different.

EQUITY (for the 2018 plan the **Other** category encompassed Professional Development)

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?

Outcomes (Professional Development) from 2018-2020

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?
CP1825: Faculty PD	<p>CCSSE score improvement (esp. active & collaborative learning)</p> <p>Improved course-level success measured by ILG Assessment</p> <p>Culturally competent interactions and experiences with faculty and staff</p> <p>100% new adjunct, annually contracted adjuncts, full time faculty, and veteran adjuncts participate in active/collaborative learning professional development.</p>	<p>CCSSE survey planned for Spring 2021</p> <p>Faculty Professional Development Initiative agreed on the following Four Tracks of training: Critical Thinking; Diversity, Equity and Inclusion: Building Writing and Reading Skills in All Disciplines; and Teaching with Technology</p> <p>Workshops offered (44)</p> <p>Faculty taking multiple training (115)</p> <p>ACF's (11); Adjuncts (61); Full-time Faculty (43)</p>	<p>Increase CCSSE score improvement on active and collaborative learning</p> <p>Improved course success using ILG</p> <p>Persistence goal attained (55%)</p> <p>First year credit goal attained (20%)</p>	Redesign orientation and professional development to include active and collaborative learning professional development programming.

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
CP1826: Academic Admin PD	<p>Increase engagement/knowledge/understanding of priorities, etc.</p> <p>Increased diversity of faculty and staff</p>	<p>Council of Chairs Summit. Discussion of management competencies to support program growth</p> <p>New Chairs Onboarding series – Focus on acclimating new and interim chairs to academic procedures, policies</p> <p>Successful and Inclusive Hiring: Hiring process guidelines for all managers with an emphasis on reducing biased processes.</p> <p>Equity Advocates (targeted at Faculty Hiring): Training future hiring committee members to be equity monitors for hiring processes</p> <p>Implicit Bias Training for Managers/Admins May of 2019</p> <p>Managers Forums – Monthly presentation to managers about mission and</p>	<p>100% participation of Academic Administrators.</p> <p>Increased participation of CCP building and district leadership teams in professional development curriculum</p>	<p>Academic Administrators, and CCP building and district leadership teams will have the opportunity to participate in tailored professional development curriculum</p>

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>operations (may have ceased before 2018)</p> <p>Columbus State Speaks – Training employees to be spokespeople for college; matches strategic; know about mission and vision</p> <p>Library OER Training – (progress & completion) Learn to use and contribute to OER to reduce textbook costs</p> <p>Competency-based education series (workforce) – Several days of workshops for academic areas, financial aid & advising.</p>		
CP1827: Student Services/OPS PD	Increased diversity of faculty and staff	Trainings offered: EMSS Managers Cohort Training Series -- Mission & Strategy, Leadership		100% participation of other Administrators in tailored PD curriculum.

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>EMSS goal alignment training and support</p> <p>Equity & Compliance – Sexual Violence Prevention and Active Bystander; Student care and support</p> <p>Victims Advocacy program training: Student care and support</p> <p>Series for Testing Center Staff: Student care and support</p> <p>Supporting mission & initiatives</p> <p>Series for Registrar’s Office: Student care and support; Supporting mission & initiatives</p> <p>Illume and Achievement Analytics: Help employees make evidence-informed decisions</p>		

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>CARES Advocate Training: Student care and support;</p> <p>Assessment Academy: Help employees make evidence-informed decisions; Supporting mission & initiatives</p> <p>Offerings from support departments (eg. Global Diversity, advising, SEAL, etc.)</p>		
CP1828: College-wide employee PD	<p>Increased accountability</p> <p>Clarity of focus, structure and responsibility</p>	<p>Supervisor Teams Sessions – Academic Admin (2020)</p> <p>Autumn 2020 “Return to Work” Training (2020)</p> <p>Skillssoft Training – Wide range of skills and competencies for employees to self-select or be assigned by managers.</p> <p>Diversity & Inclusion Training with Police</p>		College-wide professional development on culture of care/mission/priorities, etc.

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>Department; Student care and support</p> <p>Aspiring Leader ERG leadership classes</p> <p>QPR (Suicide Prevention) Training: Student care and support;</p> <p>Delaware/Regional Campus staff training series: Student care and support; Supporting mission & initiatives</p> <p>Performance Management training: Supporting mission & initiatives</p> <p>Columbus State Speaks</p> <p>Hostmanship and Conflict styles: Student care and support</p>		

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>Microaggressions and implicit bias: Student care and support:</p> <p>MOM orientation: Holistic support, financial stability</p>		

2020 Preparing an Equity-based Agenda

2020 Improvement Focus Description: Columbus State is committed to honoring and meeting the diverse expectations and needs of our students by minimizing barriers to college entry; advancing a collectively respectful and bias-free culture; recognizing individuality and empowering all (students, faculty, and staff); and cultivating a caring environment that fosters inclusivity and equity in and out of the classroom. The strategy will be defined in partnership with faculty, staff, students, and shared governance so we can learn, adopt, and adapt together resulting in intentional support structures and resource allocations to address the needs of our underserved students with the express goal of eliminating opportunity gaps and inequity in access, success, completion, and transition.

Improvement Focus Current Status: An analysis of the student experience (connection, entry, progress, completion, and workforce/transition) from the perspective of our Black and Hispanic students reflects persistent and significant equity and economic mobility gaps across the entirety of the student experience and academic pathways. This review of our data along with participation in experiences including the OACC and ATD Holistic student support institutes has illuminated the need for redesigning, reaffirming, and more deeply engaging in our equity work.

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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?
CP2002: Defining our concept of equity Define equity and equity-mindedness at Columbus State	Build cross functional and cross-hierarchical guiding team	Chief Diversity Officer (CDO) Cabinet Academic Council				Jan. 2021
	Hire Chief Diversity Officer	Cross functional team				September – December - 2020
	Deep dive into data	CDO and Office of Institutional Effectiveness (OIE)				Nov. 2020 - Jan. 2021
	Focus group discussion with all stakeholders	CDO and OIE Office of Academic Affairs Integrated Planning Team		All stakeholders will have the opportunity to review data and participate in planning and goal setting	Participation in focus groups will be representative of college demographics and functional roles	Jan. 2021 – Mar. 2021

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
CP2003: Embed equity lens into decision-making process	Define process	CDO/Cabinet/integrated planning team/shared governance		Written process that embeds equity as part of decision-making		Feb. 2021
CP2004: Expand definition of sustainability?	Articulate our vision of a sustainable equity agenda	CDO/Cabinet/integrated planning team/shared governance				Apr. 2021
CP2005: Discovery and design	Review student-centered design process and design principles	CDO/Cabinet/integrated planning team/shared governance		Equity design principles defined		Mar/Apr. 2021
CP2006: Plan for action	Review vision and key take-aways from institutional assessments	CDO/Cabinet/integrated planning team/shared governance	College engagement	Equity vision and goal defined		Apr. 2021
	Identify phases of the plan	CDO/Cabinet/integrated planning team/shared governance			Equity project plan is affirmed	Apr. 2021

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
	Craft communication strategy	CDO/Cabinet/integrated planning team/Vice President Enrollment Management and Marketing and Communication/shared governance		Communication plan regarding equity agenda	Faculty, staff, students have knowledge of vision and goals. Everyone "owns the gap"	May 2021
CP2007: Implementation	Metrics for tracking	CDO/Cabinet/integrated planning team/shared governance		Refined metrics that account for access and opportunity	On demand dashboard to track opportunity gaps	June 2022
	Data collection plan	CDO/Cabinet/integrated planning team/shared governance /OIE			On demand dashboard to track opportunity gaps	June 2022
	Leveraging data	CDO/Cabinet/integrated planning team/shared governance /Institutional Effectiveness			On demand dashboard to track opportunity gaps.	June 2022

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
					Discussion and planning based on data.	
	Training and professional development strategy	CDO/Cabinet/integrated planning team/shared governance /Faculty Professional Development team/Human Resources		Integrated professional development the includes “owning the gap” and how “I” can help close it	Attendance at role-based professional development based in equity agenda increases by year.	June 2021
	Building external partnerships	CDO/Cabinet/Vice President Advising and Student Supports/Vice President Academic Affairs/Program Faculty/Dean Partnerships and Planning		Community-based partnerships that help with academic and nonacademic resources and supports for students	Number of students referred to and using resources increases each year	August 2021

What are our next steps?

1. **Hiring Chief Diversity Officer**
2. **Deep dive into data**
3. **College-wide focus discussions for planning**

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?

Outcomes from 2018-2020

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?
CP1807: Every student has a career, academic and financial plan	Students will feel better connected to the college.	CCSSE survey planned for Spring 2021	Survey data (CCSSE or CCFSSSE) indicate increased student connection to college: Note-- CCSSE implementation was postponed to spring 2021 due to pandemic	<ul style="list-style-type: none"> • Career & Academic Overviews • Faculty access to student information • Non-Cognitive Assessment • Integrated Advising & support
CP1808: Students complete a First Year Experience course that supports development and confirmation of personalized career, academic and financial plans	<p>All students will have completed a college-level English course by the end of 1st year.</p> <p>Close equity gap.</p> <p>Students will realize savings in:</p> <p>Money and Time, and experience smaller class sizes; faculty support will be enhanced; and</p>	The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Non-Pell students from 6	<p>The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019.</p> <p>The percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% in the baseline cohort to 20% in Sept. 2019;</p>	<ul style="list-style-type: none"> • Revised First Year Experience course so learning outcomes are designed to help students meet college completion plan and Title III goals.

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
	<p>students will follow individualized learning paths</p> <p>Operationalize time and money savings</p>	<p>percentage points to 3 percentage points.</p> <p>The percent of students completing gateway College Mathematics and English courses within their first year of college increased from 19.1% on 2017 to 23% as September of 2019. In this metric is important to mention that Black or African American students improved their completion by 5 percentage points as compared to the 2017 cohort.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment</p>	<p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019</p>	

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		increased from 12.4% of the baseline to 14.1% for the latest cohort.		
CP1809: Scaled English co-requisite (at scale Fall 2018)	<p>All students will have completed a college-level English course by the end of 1st year.</p> <p>Close equity gap.</p> <p>Students will realize savings in:</p> <p>Money and</p> <p>Time, and experience smaller class sizes; faculty support will be enhanced; and students will follow individualized learning paths</p> <p>Operationalize time and money savings</p>	<p>The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Non-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percentage of students completing gateway College English courses within their first-year increase in the last three years from 48% of the 2016 cohort, to 53.6% of the 2018 cohort.</p>	<p>The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019;</p> <p>Increase the % of students completing ENGL 1100 in their first year</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019</p>	<p>Because the courses are being implemented at scale in AU18, we will be working on refining processes, improving infrastructure, professional development, and evaluation for continuous improvement.</p>

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.		
CP1810: Implementation of Math co-requisite courses aligned to pathways and contextualized courses by major	<p>All full-time, degree-seeking students will have completed a college-level Mathematics course by the end of 1st year</p> <p>Close equity gap.</p> <p>Students will realize savings in money and time, and experience smaller class sizes.</p> <p>Faculty support will be enhanced; and students will follow individualized learning paths.</p>	The percent of students completing gateway College Mathematics within their first year of college enrollment from 21.7% on 2016 to 25.8% in Sept. 2019. In this metric the College has experienced seven consecutive years of Math completion improvement for low-income students from a low of 8.8% on 2012 to 23.7% for the 2018 cohort.	Increasing the percent of students completing gateway College Mathematics and English courses within their first year of college	Pilot and refine Math 1148 co-requisite model, identify and build co-requisite model for Quantitative reasoning, and stats.
CP1811: New students participate in a	Students are better prepared to start strong and complete	The percent of students earning 15 college credits within their first year of	Increasing the percent of students earning 15 college	Online new student orientation

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<p>new student program as part of a structured on-boarding process designed to prepare students for a successful start.</p>	<p>college level work in their first year</p>	<p>college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Not-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.</p>	<p>credits within their first year of college enrollment</p> <p>Increasing the percent of students who persist from their first year to their second year</p> <p>Increasing the percent of students who earn 24 college credits within their first year</p>	<p>Division academic advising units participate in new student orientation</p> <p>Career coach information included in new student program registration form.</p>

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
CP1812: Maximize credits granted for prior learning	Students begin Columbus State coursework with a shorter, more direct pathway to graduation	During the academic year 2016- 2017 a total of 1,348 students have Prior Learning Credit (PLC). On the academic year 2018-2019, the number of students with PLC was 1,917	The annual number of Columbus State students granted credit through various iterations of PLA	Leverage state initiatives such as the One-Year Option, CTAG, MTAG, etc. to grant as much credit for prior learning as possible to students.
CP1813: Curricular redesign based on readiness models	All students will have the opportunity to achieve success and can accelerate and be supported to complete gateway coursework.	<p>The percent of students completing gateway College Mathematics and English courses within their first year of college increased from 19.1% on 2017 to 23% as September of 2019. In this metric is important to mentioned that Black or African American students improved their completion in 5 percentage points with respect to the 2017 cohort.</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.</p>	<p>Increase the percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% to 20% in Sept. 2019</p> <p>Increase the percent of students earning 24 college credits from within their first year of college from 12.4% to 14% in Sept. 2019.</p>	Redesign curriculum based on expansive readiness models

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<p>CP1814: Student use academic planning tool to plan completion path</p>	<p>All students will have the opportunity to achieve success and can accelerate and be supported to completion</p>	<p>The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Not-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of</p>	<p>Increase the percent of students earning 15 college credits within their first year of college enrollment</p> <p>Increase the percent of students who persist from their first year to their second year</p> <p>Increase the percent of students who earn 24 college credits within their first year</p>	<p>Integrated academic planning tool helps students understand path to completion and track progress</p>

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.		

Connection 2020 and Beyond

2020 Improvement Focus Description: Columbus State will be student-ready for all students coming through its front door and establish connection resources and strategies, based in its student personas, so that students will have the resources they need to be successful in college, and students who are not yet college-ready will have access to an accelerated integrated path to becoming college ready.

Additional guiding questions addressing Guided Pathways and equity-mindedness include:

- Are the college website and program page information clear and easy to navigate for first generation students and families?
- How can the college ensure equitable access to and use of program and career information for all prospective students?
- How can costs and benefits of pursuing paths that include certificate and degree options be made more explicit (including regional employment opportunities, projected earnings associated with different credentials, and continuing education options)?

Improvement Focus Current Status: For 2018-2020 we expanded summer bridge program for underprepared students to increase retention and completion rates for Columbus State’s students who are underprepared for the college experience at application. We are expanding our work on the multiple measures.

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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?
CP2008: New student recruiting	Utilize inclusive recruitment strategies to provide early connection to Black, Hispanic, and historically marginalized students.	Vice President Enrollment Management, and Marketing and Communication		Increasingly diverse student body based in demographics and personas	Increase percent of students who move from application to enrollment. Demographics show gaps closing for enrolled students.	July 2021
CP2009: Implement intentional strategies for creating and sustaining belonging for our Black and Hispanic students	Recruitment strategies designed to be inclusive and provide early connection to Black, Hispanic, and historically marginalized students.	Vice President Enrollment Management, and Marketing and Communication		Increasingly diverse student body based in demographics and personas	Increase percent of students who move from application to enrollment. Demographics show gaps closing for enrolled students.	July 2021

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
CP2010: New student readiness	Strengthen and expand upon readiness assessments to offer opportunities for placement into college-level courses. Vehicles by which this will happen is to assess what we learned through CV19 regarding multiple measures and related assessments	Vice President of Student Affairs		Students placed more quickly into pathway. Students placed into college-level courses.	Decrease placement into developmental courses. Increase in students of color and adult students placed into college-level courses in first term.	July 2021
CP2011: Fully scale orientation/onboarding across all student personas	Orientation and onboarding provide connection via similarity groupings and persona-based activities aligned to persona needs	Vice President Enrollment Management and Marketing		Students placed more quickly into pathway. Students are connected to each other and college. Students access academic and	Increase participation in orientation each year. Increase the number of students placed into pathway in first semester Increase the number of new students using college and community resources	July 2022

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
				nonacademic resources early		
CP2012: Develop and encourage early and robust career exploration	<p>Career assessment and knowledge-building activities upon connection to the college.</p> <p>Employer board engaged in recommending career-based recruitment activities at orientation</p>	Vice President Student Affairs/Vice President Enrollment Management and Marketing/Director Career Services		More students placed into pathway in first term with demographic representation indicating gap closure in specific career paths	Reduce the enrollment gaps in specific career fields	August 2021
CP2013: Build upon, scale, and sustain innovative processes implemented in response to the pandemic	Assess Connection and Entry innovations and processes established as a result of CV19 to determine how we scale (i.e. student Navigators)	Vice President Student Affairs/Vice President Enrollment Management and Marketing/Director Career Services				

What additional information do we need?

1. _____
2. _____
3. _____

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?

Outcomes from 2018-2020

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?
CP1807: Every student has a career, academic and financial plan	Students will feel better connected to the college.	CCSSE survey planned for Spring 2021	Survey data (CCSSE or CCFSSSE) indicate increased student connection to college	<ul style="list-style-type: none"> • Career & Academic Overviews • Faculty access to student information • Non-Cognitive Assessment • Integrated Advising & support
CP1808: Students complete a First Year Experience course that supports development and confirmation of personalized career, academic and financial plans	<p>All students will have completed a college-level English course by the end of 1st year.</p> <p>Close equity gap.</p> <p>Students will realize savings in money and time, and experience</p>	<p>The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year.</p> <p>As of Sept. 2019 the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap</p>	<p>The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019;</p> <p>The percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% in</p>	<ul style="list-style-type: none"> • Revised First Year Experience course so learning outcomes are designed to help students meet college completion plan and Title III goals.

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
	<p>smaller class sizes.</p> <p>Faculty support will be enhanced; and students will follow individualized learning paths.</p> <p>Operationalize strategies related to time and money savings</p>	<p>of Pell awarded and Non-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percent of students completing gateway College Mathematics and English courses within their first year of college increased from 19.1% on 2017 to 23% as September of 2019. In this metric is important to mention that Black or African American students improved their completion by 5 percentage points compared to the 2017 cohort.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from</p>	<p>the baseline cohort to 20% in Sept. 2019;</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019</p>	

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
CP1809: Scaled English co-requisite (at scale Fall 2018)	<p>All students will have completed a college-level English course by the end of 1st year.</p> <p>Close equity gap.</p> <p>Students will realize savings in money and time, and experience smaller class sizes.</p> <p>Faculty support will be enhanced; and students will follow individualized learning paths.</p>	<p>12.4% of the baseline to 14.1% for the latest cohort.</p> <p>The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of Sept. 2019 the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Non-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percentage of students completing gateway College English courses within their first-year increase in the last three years from 48% of the 2016 cohort, to 53.6% of the 2018 cohort.</p> <p>The percent of students earning 24 college credits</p>	<p>The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019;</p> <p>Increase the % of students completing ENGL 1100 in their first year</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019</p>	<p>Because the courses are being implemented at scale in AU18, we will be working on refining processes, improving infrastructure, professional development, and evaluation for continuous improvement.</p>

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.		
CP1810: Implementation of Math co-requisite courses aligned to pathways and contextualized courses by major	<p>All full-time, degree-seeking students will have completed a college-level Mathematics course by the end of 1st year</p> <p>Close equity gap.</p> <p>Students will realize savings in money and time, and experience smaller class sizes.</p> <p>Faculty support will be enhanced; and students will follow individualized learning paths</p>	The percent of students completing gateway College Mathematics within their first year of college enrollment from 21.7% on 2016 to 25.8% in Sept. 2019. In this metric the College has experienced seven consecutive years of Math completion improvement for low-income students from a low of 8.8% on 2012 to 23.7% for the 2018 cohort.	Increasing the percent of students completing gateway College Mathematics and English courses within their first year of college	Pilot and refine Math 1148 co-requisite model, identify and build co-requisite model for Quantitative reasoning, and stats.
CP1811: New students	Students are better prepared	The percent of students earning 15 college credits	Increasing the percent of students earning 15	Online new student orientation

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<p>participate in a new student program as part of a structured on-boarding process designed to prepare students for a successful start.</p>	<p>to start strong and complete college level work in their first year</p>	<p>within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Non-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.</p>	<p>college credits within their first year of college enrollment</p> <p>Increasing the percent of students who persist from their first year to their second year</p> <p>Increasing the percent of students who earn 24 college credits within their first year</p>	<p>Division academic advising units participate in new student orientation</p> <p>Career coach information included in new student program registration form.</p>

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
CP1812: Maximize credits granted for prior learning	Students begin Columbus State coursework with a shorter, more direct pathway to graduation	During the academic year 2016- 2017 a total of 1,348 students have Prior Learning Credit (PLC). On the academic year 2018-2019, the number of students with PLC was 1,917	The annual number of Columbus State students granted credit through various iterations of PLA	Leverage state initiatives such as the One-Year Option, CTAG, MTAG, etc. to grant as much credit for prior learning as possible to students.
CP1813: Curricular redesign based on readiness models	All students will have the opportunity to achieve success and can accelerate and be supported to complete gateway coursework.	<p>The percent of students completing gateway College Mathematics and English courses within their first year of college increased from 19.1% on 2017 to 23% as September of 2019. In this metric is important to mentioned that Black or African American students improved their completion in 5 percentage points with respect to the 2017 cohort.</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.</p>	<p>Increase the percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% to 20% in Sept. 2019</p> <p>Increase the percent of students earning 24 college credits from within their first year of college from 12.4% to 14% in Sept. 2019.</p>	Redesign curriculum based on expansive readiness models

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<p>CP1814: Student use academic planning tool to plan completion path</p>	<p>All students will have the opportunity to achieve success and can accelerate and be supported to completion</p>	<p>The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Non-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from</p>	<p>Increase the percent of students earning 15 college credits within their first year of college enrollment</p> <p>Increase the percent of students who persist from their first year to their second year</p> <p>Increase the percent of students who earn 24 college credits within their first year</p>	<p>Integrated academic planning tool helps students understand path to completion and track progress</p>

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		12.4% of the baseline to 14.1% for the latest cohort.		

First Year Entry: 2020 and Beyond

2020 Improvement Focus Description: Columbus State is committed to honoring and meeting the diverse expectations and needs of our students by minimizing barriers to college entry; advancing a collectively respectful and bias-free culture; recognizing individuality and empowering all (students, faculty, and staff) to attain; and cultivating a caring environment that fosters inclusivity and equity in and out of the classroom. The strategy will be defined in partnership with faculty, staff, students, and shared governance so we can learn, adopt, and adapt together resulting in intentional support structures and resource allocations to serve our students of color with the express goal of eliminating opportunity gaps and structural inequity across the student experience

We will improve student entry into academic programs for both recent high school graduates and adult learners. Our goal is that all students will have completed a college-level math and English course by the end of the first year. Through the strategies we will close the opportunity gaps in enrollment in career and academic pathways and college-level courses in first term, and in college level course completion.

Additional guiding questions addressing Guided Pathways and equity-mindedness include:

- Are underrepresented students disproportionately enrolled in programs leading to lower-paying jobs?
- How can the college help underrepresented students raise their educational/career goals and support them to completion?
- How do the college and programs use disaggregated data on enrollment, and current as well as subsequent course success rates, to improve overall student success and completion?
- What proactive strategies are in place to help CCP and non-CCP students from high schools serving underrepresented students explore academic and career opportunities and develop plans to reach their goals? And for adult students?

Improvement Focus Current Status: We deployed rapid entry interventions to support transition into college level courses. ENGL 1100 co-requisite model is at scale as of AU18 along with implementation of phase 1 of pathways work. Co-requisite model for MATH 1148 is at scale as of AU19. Quantitative reasoning course is at scale with co-requisite model as of AU20. Through the Title III grant, we are addressing challenges in students' first year and beyond. Studying theory and best practices, Columbus State redesigned and expanded the First-Year Student Success Seminar to include multiple formats and content that focuses on career exploration, academic planning, and financial literacy. We have also already begun the work of expanding orientation, using multiple student assessment measures, implementing rapid entry interventions, establishing academic maps, and advising students proactively. We have expanded academic and nonacademic resources available to students on and off campus and are in process of organizing student supports holistically. Current case management pilots connect students to resources proactively and realign supports to best meet student needs based in personas.

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?
CP2015: Assess and enact a process of continuous improvement for career and	Align to student success/institutional outcomes Align to regional needs	Executive VP/Director Office of College Completion/Institutional		More students placed into pathway in first term with demographic representation indicating gap closure	The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the	July 2022

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
academic pathway alignment	<p>Align to enterprise system</p> <p>Align to Capital plan</p> <p>Find first 15 in pathway (when possible)</p> <p>Align progress and completion advising with entry/onboarding, holistic supports, and case management</p> <p>Align organizational and structure to pathways</p>	Effectiveness/Integration Team		<p>in specific career paths</p> <p>Students are connected to each other and college.</p> <p>Students access academic and nonacademic resources early</p>	<p>baseline cohort to 32% in Sept. 2019;</p> <p>The percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% in the baseline cohort to 20% in Sept. 2019;</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019;</p> <p>The percent of students earning 24 college credits within their first</p>	

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019	
CP2017: Align new student programs to student personas, community needs, and career and academic pathways	Orientation College Success Course First 4 weeks	Vice President student Affairs/Vice President Enrollment Management, and Marketing and Communication		More students placed into pathway in first term with demographic representation indicating gap closure in specific career paths Students are connected to each other and college. Students access academic and nonacademic resources early Close gaps for students placed into college level English and Mathematics	The percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% in the baseline cohort to 20% in Sept. 2019;	August 2022
CP2018: Design academic plans that prioritize	Assess for access and opportunity	Interim Vice President Academic		Increased opportunities to participate in	Decrease number of students in developmental	July 2022

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
successful completion of gateway college Mathematics and English for all FTIC students within their first 30 credit hours	Continuous improvement in Mathematics corequisite Continuous improvement in English corequisite	Affairs/Dean Arts and Sciences		interventions designed to accelerate into college level courses. Close gaps for students placed into college level English and Mathematics	English and Mathematics courses Close gaps for students in college level courses (enroll and success)	
CP2019: Connect students with financial stability needs to resource	Intake survey New student entry navigation Pilot case management of student groups	Vice President of Student Affairs/Administrator for Student Financial Stability		Increase partnerships and supports for students' basic needs	Decrease in the number and percent of students needed to withdraw from classes due to non-academic and basic needs. Close gaps in retention and course completion rates	July 2022
CP2020: Institutionalize processes implemented due to to the pandemic to mitigate digital equity concerns	Provide students access to a device and to WiFi	Vice President of Student Affairs/Administrator for Student Financial Stability/Vice President of IT		Provide students access to a device and to WiFi	Decrease in the number and percent of students needed to withdraw from classes due technology needs.	July 2022

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					Close gaps in retention and course completion rates	

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

1. _____
2. _____
3. _____

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?

Outcomes from 2018-2020

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?
CP1815: Every student has a refined career, academic and financial Plan.	Students will feel better connected to the college.	<p>CCSSE survey planned for Spring 2021</p> <p>The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Not-Pell</p>	<p>Survey data (CCSSE or CCFSSSE) indicate increased student connection to college</p> <p>The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019;</p> <p>The percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% in the</p>	<ul style="list-style-type: none"> • Career & Academic Overviews • Faculty access to student information • Non-Cognitive Assessment Integrated Advising & support

COLUMBUS STATE
COMMUNITY COLLEGE

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>students from 6 percentage points to 3 percentage points.</p> <p>The percent of students completing gateway College Mathematics and English courses within their first year of college increased from 19.1% on 2017 to 23% as September of 2019.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.</p>	<p>baseline cohort to 20% in Sept. 2019;</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019</p>	
CP1816: Align success strategies that include integrated advising and	Students will be career &/or transfer-ready with a credential.	The percentage of students completing a degree or certificate at any institution within six years increase from 19.5% on the baseline (2011	Increase to 39% the percentage of students who graduate in their selected pathway within 13 semesters	Integrated Advising & support Re-design of COLS to align w/Pathways

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<p>supports, communication strategies, and orientation to pathways that build upon and reinforce entry strategies included in structured on-boarding processes, including First Year Experience Course, and orientation</p>		<p>cohort) to 22.9% according to the most recent report.</p>		<p>Re-design of Orientation to align w/ Pathways</p> <p>Alignment of Career Coach w/ website and labor market information</p> <p>Integrated Advising & support</p> <p>Re-design of COLS to align w/Pathways</p> <p>Re-design of Orientation to align w/ Pathways</p> <p>Alignment of Career Coach w/ website and labor market information</p>
<p>CP1817: Research, identify and implement strategies to reduce student borrowing and increase student use of scholarships and grants.</p>	<p>Students who leave with less debt are prepared for a better future.</p>	<p>On the academic year 2017-18 the 10,926 Columbus State students used scholarships or grants to help pay for college. This means 26.1% of the total enrollment of that year. On the academic year 2019-20, the number of students of students using scholarships or grants increase to 11,148. This represents the 27.4% of all</p>	<p>Reduce the % of student borrowing money for college.</p> <p>Increase the percentage of students using scholarships and grants to help pay for college.</p>	

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		Columbus State students during the period.		
CP1818: Implement strategies to further engage students in the classroom, on campus, and in experiential learning	Students will have the support they need, when they need it.	The percentage of students completing a degree or certificate at any institution within six years increase from 19.5% on the baseline (2011 cohort) to 22.9% according to the most recent report.	Increase to 39% the percentage of students who graduate in their selected pathway within 13 semesters	
CP1819: Students realign completion path using academic planning tool	All students will have the opportunity to achieve success and can accelerate and be supported to completion	The percent of students earning 15 college credits within their first year of college enrollment increase by 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Not-Pell students from 6 percentage points to 3 percentage points.	<p>Increase the percent of students earning 15 college credits within their first year of college enrollment</p> <p>Increase the percent of students who persist from their first year to their second year</p> <p>Increase the percent of students who earn 24 college credits within their first year</p>	Integrated academic planning tool helps students understand path to completion and track progress

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.</p>		

Progress: 2020 and Beyond

2020 Improvement Focus Description: Columbus State is committed to honoring and meeting the diverse expectations and needs of our students by minimizing barriers to college entry; advancing a collectively respectful and bias-free culture; recognizing individuality and empowering all (students, faculty, and staff) to attain; and cultivating a caring environment that fosters inclusivity and equity in and out of the classroom. The strategy will be defined in partnership with faculty, staff, students, and shared governance so we can learn, adopt, and adapt together resulting in intentional support structures and resource allocations to serve our students of color with the express goal of eliminating opportunity gaps and structural inequity across the student experience continuum.

We will further integrate academic and nonacademic supports available to students and redesign the communication and processes for connecting students to the resources they need utilizing established connections students have to the college, including but not limited to faculty, advisors, peers, tutors, and other support staff. We will intensify our work of providing transformative advising for students as they progress through the student experience by establishing consistency and a unified operational approach across all service units with full integration of advising functions at Columbus State. We will implement a proactive and intentional advising model supported by

continued development of faculty program coordinators for all majors; complete an inventory of enrollment in each pathway to determine physical, budgetary and resource allocation across advising units; and develop a case management advising model aligned with Career and Academic Pathways. Define and develop care teams.

Additional guiding questions addressing Guided Pathways and equity-mindedness include:

- How will the college encourage proactive, engaging, and culturally relevant advising practices to better support student success?
- How will the college use disaggregated data to ensure equitable access to competitive programs?
- How will the college integrate unavoidable holistic student support measures that address academic and non-academic challenges are addressed (including childcare, transportation, nutrition, emergency assistance, etc)?

Improvement Focus Current Status: Enhanced and increased nonacademic supports, along with community partnerships, provide more resource opportunities for students to meet both their academic and nonacademic needs. Implementation of the degree planner will help students to better understand and plan their pathway to completion. The variety of options available to Columbus State students can also create confusion for students. Reduced guided career pathways will simplify student decision-making. Columbus State currently lacks fully implemented pathways to provide clear and coherent maps to integrate academic and career planning with support services across the student experience. Students often encounter barriers completing pre-program requirements, and academic programs have inconsistent pre-requisite requirements. The college does not offer student-friendly tools for mapping progress from entry to completion. The strategies identified will help us to create individualized student dashboards, develop co-curricular activities, revise processes for master course scheduling and provide professional development opportunities and in the long term improve student retention and completion.

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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?
CP2021: Ensure every student has a refined career, academic and financial Plan	We will build a co-curricular plan for students and use technology available to ensure the plan is actionable and trackable.	Associate Vice President Advising		Students will know their pathway to success financially, and academically. Opportunity gaps will be closed in specific pathways. Students will be aware of and connected to the resources (academic and nonacademic) they need to succeed.	Increase the percent of students who persist from their first year to their second year and close equity gap Increase the percentage of students who graduate in their selected pathway within 13 semesters and close equity gap	July 2021

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<p>CP2022: Align success strategies to integrate advising and supports, communication, and orientation to pathways to reinforce entry strategies</p>	<p>Students are connected to college resources in an integrated and personal approach that meets their needs.</p> <p>All students can identify “a person” at the college who knows their situation and can connect them to the resources they need proactively.</p> <p>10,000 students in an academic year will be career &/or transfer-</p>	<p>Vice President Student Affairs/Interim Vice President Academic Affairs/Associate Vice President Advising</p>		<p>More students are connected to “a person” at the college who can connect them to the resources they need.</p> <p>Student utilization of resources increases by 10% each year.</p> <p>Resources are realigned to meet student needs based in demographics and personas.</p>	<p>Increase to 39% the percentage of students who graduate in their selected pathway within 13 semesters and close opportunity gaps</p>	<p>July 2021</p>

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	ready with a credential.					
CP2023: Identify and implement strategies to reduce student borrowing and increase student use of scholarships and grants.	Communication strategies correspond with student resource needs based in personas and connect students to academic and nonacademic resources to help them be successful.	Vice President Enrollment Management and Marketing and Communication		Reduce the % of student borrowing money for college, and close opportunity gaps of students in specific career pathways as well as among those borrowing money for college. Increase the percentage of students using scholarships and grants to help pay for college while closing opportunity gaps for students receiving scholarships and grants.	The percent of students borrowing money for college will decrease each year and the equity gap for students borrowing will close each year.	July 2021

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
CP2024: Implement strategies to engage students in the classroom, on campus, and in experiential learning	<p>Students are connected to college resources in an integrated and personal approach that meets their needs.</p> <p>All students can identify “a person” at the college who knows their situation and can connect them to the resources they need proactively.</p>	Vice President Student Affairs/Interim Vice President Academic Affairs/Associate Vice President Advising		<p>More students are connected to “a person” at the college who can connect them to the resources they need.</p> <p>Student utilization of resources increases by 10% each year.</p> <p>Resources are realigned to meet student needs based in demographics and personas.</p>	<p>Increase the percentage of students who graduate in their selected pathway within 13 semesters and close opportunity gaps</p>	August 2021
CP2025: Realign completion paths using career, academic, and financial planning tools	We will support and work with all students in the use of planning tools, and connect them to the additional resources and	Vice President Advising and Student Support/Interim Vice President Academic Affairs/Associate Vice President Advising		<p>More students are connected to “a person” at the college who can connect them to the resources they need.</p>	<p>Increase the percent of students earning 15 college credits within their first year of college enrollment, and reduce the</p>	August 2021

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	they need to achieve success			<p>Student utilization of resources increases by 10% each year.</p> <p>Resources are realigned to meet student needs based in demographics and personas.</p>	<p>equity gap by year.</p> <p>Increase the percent of students who persist from their first year to their second year, and reduce the equity gap</p> <p>Increase the percent of students who earn 24 college credits within their first year, and reduce the equity gap each year.</p>	
CP2026: Institutionalize and sustain student emergency funding	Develop a fundraising strategy and an application process for emergency aid	Vice President of Student Affairs/Administrator for Student Financial Stability/Executive Director of Foundation		Increase partnerships and supports for students' basic needs	Decrease in the number and percent of students needed to withdraw from classes due to non-academic	

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					and basic needs. Close gaps in retention and course completion rates	
CP2027: Strengthen existing housing and food security strategies	Develop a fundraising strategy and create additional partnerships to support students	Vice President of Student Affairs/Administrator for Student Financial Stability/ Executive Director of Foundation		Increase partnerships and supports for students' basic needs	Decrease in the number and percent of students needed to withdraw from classes due to non-academic and basic needs. Close gaps in retention and course completion rates	
CP2028: Embed financial stability check ins	Enhance navigator corps training to include financial	Vice President of Student Affairs/Administrator for Student Financial Stability		More students are connected to "a person" at the college who can connect them to the	Decrease in the number and percent of students needed to withdraw from	

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	stability check in.			resources they need.	classes due to non-academic and basic needs. Close gaps in retention and course completion rates	

How can we assist our faculty and staff to feel competent and engaged with the strategies?

1. _____
2. _____
3. _____

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?

Outcomes from 2018-2020

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?
CP1820: Reaffirmation of career, financial, and academic plans	Students will feel better connected to the college.	CCSSE survey planned for Spring 2021 The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of	Survey data (CCSSE or CCFSSE) indicate increased student connection to college The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019; The percent of students completing gateway College Mathematics and	Career & Academic Overviews Faculty access to student information Non-Cognitive Assessment Integrated Advising & support

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>Pell awarded and Not-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percent of students completing gateway College Mathematics and English courses within their first year of college increased from 19.1% on 2017 to 23% as September of 2019.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.</p>	<p>English courses within their first year of college from 18.9% in the baseline cohort to 20% in Sept. 2019;</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019</p>	
CP1821: Holistic supports and completion activities in place	Higher completion rates	The percentage of students completing a degree or certificate at any institution within six years increase from 19.5% on the baseline (2011	Increasing the percent of student completing a degree or certificate or transfer within six years	Completion Activities

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
for students >30 credit hours	Rewards are not hidden Institutional Stability (i.e. predictability around Student Life cycle – impacts to budget, scheduling) More prepared workforce – helps meet Governors 65% residents with degrees/certificates by 2025	cohort) to 22.9% according to the most recent report.		
CP1822: Assess and address students' individual barriers to completion at this point in their progress	Students will be exposed to and comprehend knowledge and skills required in chosen career field.	The percentage of students completing a degree or certificate at any institution within six years increase from 19.5% on the baseline (2011 cohort) to 22.9% according to the most recent report.	Increasing the percent of student completing a degree or certificate or transfer within six years	Align career plans and activities to student aspirations and needs
CP1824: Student use academic planning tool to plan completion path	All students will have the opportunity to achieve success and can accelerate and be supported to completion	The percent of students earning 15 college credits within their first year of college enrollment increase in 1 percentage point with respect to the previous year. As of September 2019, the	Increase the percent of students earning 15 college credits within their first year of college enrollment	Integrated academic planning tool helps students understand path to completion and track progress

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		<p>percentage is 30.2%. This percentage represents an increase from 28.8% that we have in 2017; An important result accomplished is the reduction of the equity gap of Pell awarded and Not-Pell students from 6 percentage points to 3 percentage points.</p> <p>The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 51.8% in 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% of the baseline to 14.1% for the latest cohort.</p>	<p>Increase the percent of students who persist from their first year to their second year</p> <p>Increase the percent of students who earn 24 college credits within their first year</p>	

Completion: 2020 and Beyond

2020 Improvement Focus Description: Columbus State is committed to honoring and meeting the diverse expectations and needs of our students by minimizing barriers to college entry; advancing a collectively respectful and bias-free culture; recognizing individuality and empowering all (students, faculty, and staff) to attain; and cultivating a caring environment that fosters inclusivity and equity in and

out of the classroom. The strategy will be defined in partnership with faculty, staff, students, and shared governance so we can learn, adopt, and adapt together resulting in intentional support structures and resource allocations to serve our students of color with the express goal of eliminating opportunity gaps and structural inequity across the student experience continuum.

Students with >30 hours will complete at a higher rate with 10,000 students completing in one academic year by 2027. Completion opportunity gaps will close by 10% each year until they are fully closed. We will develop a completion support model that assists students as they approach graduation. The model will include establishing a Culture of care with scholarships, messaging, mentoring, affiliations, school pride, authenticity, and a human touch.

Additional guiding questions addressing Guided Pathways and equity-mindedness include:

- How similar is the demographic make-up of the college faculty and staff to the student population?
- How are success and completion rates when data is disaggregated and when looking at intersectional data (I.e. Af-Am and Hispanic men; Veteran women; part-time adults; etc.)?
- Which programs graduate the greatest number of marginalized students and how are they able to do so?
- What professional development is available to faculty, who participates, and how does it impact teaching and learning for a diverse student body?

Improvement Focus Current Status: As an Achieving the Dream Leader College, Columbus State has improved the course completion performance gap by 50% for low-income students and by 24% for students of color. As students near graduation or transfer, there is need for more advising to support the completion effort. Many students transfer to four-year partner institutions too early—before earning a credential and often with excess credits that don’t articulate. Often students could take additional prerequisite courses at significantly lower cost than at universities. To remedy these problems, Columbus State needs a new student service paradigm. Through the strategies identified, we will shift the advising focus to completion once a student nears the end of their program of study. Through a completion support model, we will integrate job readiness into curricular and co-curricular activities, implement individualized student completion plans, and use the technology to drive students to meet regularly with completion advisors.

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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?
CP2029: Every student has a refined career, academic and financial plan	We will build a co-curricular plan for students and use technology available to ensure the plan is actionable and trackable.	Associate Vice President Advising		<p>Students will know their pathway to success financially, and academically.</p> <p>Opportunity gaps will be closed in specific pathways.</p> <p>Students will be aware of and connected to the resources (academic and nonacademic) they need to succeed.</p>	<p>Survey data (CCSSE or CCFSSSE) indicate increased student connection to college</p> <p>The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019; The percent of students completing</p>	July 2022

					<p>gateway College Mathematics and English courses within their first year of college from 18.9% in the baseline cohort to 20% in Sept. 2019; The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019;</p> <p>The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019</p>	
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<p>CP2030: Align holistic supports and completion activities in place for students >30 credit hours.</p>	<p>Higher completion rates</p> <p>Rewards are not hidden</p> <p>Institutional Stability (i.e. predictability around Student Life cycle – impacts to budget, scheduling)</p> <p>More prepared workforce – helps meet Governors 65% residents with degrees/certificates by 2025</p>			<p>Students will know their pathway to success financially, and academically.</p> <p>Opportunity gaps will be closed in specific pathways.</p> <p>Students will be aware of and connected to the resources (academic and nonacademic) they need to succeed.</p>	<p>Increasing the percent of student completing a degree or certificate or transfer within six years to 10,000 students.</p> <p>Close completion opportunity gaps.</p> <p>Close opportunity gaps in specific career fields</p>	<p>August 2022</p>
<p>CP2031: Assess and address students' individual barriers to completion at this point in their progress. Allocate resources and supports based on needs and personas</p>	<p>Students will be exposed to and comprehend knowledge and skills required in chosen career field.</p> <p>Students are connected to</p>			<p>Students will know their pathway to success financially, and academically.</p> <p>Opportunity gaps will be closed in specific pathways.</p>	<p>Increasing the percent of students completing a degree or certificate or transfer within six years to 10,000 students.</p>	<p>August 2022</p>

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	<p>college resources in an integrated and personal approach that meets their needs.</p> <p>All students can identify “a person” at the college who knows their situation and can connect them to the resources they need proactively.</p>			<p>Students will be aware of and connected to the resources (academic and nonacademic) they need to complete.</p>	<p>Close completion opportunity gaps each year.</p> <p>Close opportunity gaps in specific career fields each year.</p>	
<p>CP2032: Realign completion paths using career, academic, and financial planning tools</p>	<p>We will support and work with all students in the use of planning tools, and connect them to the additional resources and they need to achieve success</p>	<p>Vice President Student Affairs/Interim Vice President Academic Affairs/Associate Vice President Advising</p>		<p>More students are connected to “a person” at the college who can connect them to the resources they need.</p> <p>Student utilization of resources increases by 10% each year.</p> <p>Resources are realigned to meet student needs based in demographics and personas.</p>	<p>Increase the percent of students earning 15 college credits within their first year of college enrollment and reduce the equity gap</p> <p>Increase the percent of students who persist from their first year to their second year and</p>	<p>August 2021</p>

					<p>reduce the equity gap each year.</p> <p>Increase the percent of students who earn 24 college credits within their first year and reduce the equity gap</p>	
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What are our next steps?

1. _____
2. _____
3. _____

A few questions to consider about

WORKFORCE and TRANSITION

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 nine JobsOhio key industries and/or four business functions (listed at <http://jobs-ohio.com/industries/>).

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/>.

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.

Outcomes from 2018-2020

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?
CP1829: Confirming Central Ohio Compact members' commitment.			Progress toward 60% goal as indicated by dashboard	Members agree to share proven and promising practices and engage in collaborative action, where appropriate.
CP1830: Strategic partnerships to accelerate change	Partnerships will form a solid system to inform our practices and enhance programs to meet community development needs.			Form strategic partnerships that enhance their capacity to build students' learning aspirations, strengthen academic preparation, promote adult learning opportunities, and improve the productivity of educational information about proven promising practices in

				all four compact strategic initiatives.
CP1831: Position the Office of Workforce Innovation to be the bridge between incumbent and emerging workforce needs.	<p>Develop short term IT certificates that create a pathway for incumbent workers with legacy skills to uplift themselves for the jobs of tomorrow.</p> <p>Develop a workforce advisory council comprised of local employer Chief Talent Officers to inform and direct the college of workforce trends and needs.</p>			<p>Partner with employers and our local economic development community to understand and proactively support the development of our regions talent pipeline.</p> <p>Partner with employers to better align our academic offerings to their changing workforce needs.</p>
CP1832: Develop additional work-based pathways for students.	A talent pipeline of highly skilled IT professionals engaged in work with a portfolio of real-world experiences that support advancing the student in their career.		Progress toward 60% goal as indicated by dashboard	Develop an IT Work Study model that provides students employment aligned to their academic pathway while providing hands on experiential learning aligned to the classroom.
CP1833: Strengthen completion agenda collaboration with	Students receive intentional completion and transfer assistance from both Columbus	In Fall 2018, more than 9,000 students were assigned to Blackboard transfer organizations. As members of	Number of students participating in institution-specific transfer cohorts	Jointly develop and deploy completion/transfer programming for students interested in baccalaureate

<p>industry and transfer partners</p>	<p>State and 4-year partner institution throughout last year of attendance at Columbus State</p> <p>Students receive intentional completion and transfer assistance from both Columbus State and 4-year partner institution throughout last year of attendance at Columbus State</p>	<p>these organizations, they receive information about the institution where they intend to transfer. Students also have the possibility to visit the Columbus State Transfer Center where they can talk to advisors from the different partner institutions. In 2018, the Transfer Center received 669 visits.</p> <p>A preliminary report indicates that 43.4% of the Autumn 2015 cohort completed a degree or certificate, or transfer by 2019. This represents an increase of 2 percentage points with respect to the 41.5% of the baseline cohort (Autumn 2013)</p>	<p>The percent of students completing a degree or certificate or transfer from 41.5% in the baseline cohort (Autumn 2013) to 43% in Sept. 2019.</p>	<p>degrees with partner 4-year institutions</p> <p>Enhance and strengthen articulation agreements with 4-year partner institutions through both State Guaranteed Transfer Pathways and institutional articulation agreements</p>
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WORKFORCE and TRANSITION: 2020 and Beyond

Improvement Focus Description: The college has a number of workforce and talent specific strategies that continue the Columbus State commitment to honoring and meeting the diverse expectations and needs of our students whether they seek to enter the college by these workforce streams or through more traditional education interactions and partnerships. This student focus includes minimizing barriers to college entry; advancing a collectively respectful and bias-free culture; recognizing individuality and empowering all (students, faculty, staff and established college community partners) to attain; and cultivate a caring environment that fosters inclusivity and equity in and out of the classroom. The strategy will be defined in partnership with faculty, staff, students, and shared governance internally. Externally the college will work with a number of community agencies, local and state government and business

partnerships all with intent of learning, adopting and adapting together to develop intentional support structures and resource allocations to serve our students of color with the express goal of eliminating opportunity gaps and structural inequity across the student experience continuum which includes workforce and talent interactions.

The State of Ohio education approach encompasses a number of workforce strategies and designs that bridge both workforce and traditional education efforts to create talent pipelines and foster career pathways for individuals. The adoption of a state In-Demand Jobs List; JobsOhio regional economic development hubs; certification and credential attainment through Tech Cred, the Short-term Certificate program and the Ohio Department of Education diploma strategies; a state post-secondary attainment goal that utilizes certifications and credentials; industry sector strategies, earn and learn programs that include apprenticeships, college credit plus; and a state workforce delivery system under ODJFS and OhioMeansJobs Centers to name the most prevalent. The Ohio Association of Community Colleges leads a workforce committee comprised of workforce professionals across the community college systems in Ohio. Additionally, the Central Ohio workforce ecosystem offers a number of non-profit workforce entities that serve specific populations with a number of equity, access, education and career barriers, mostly with the goal of economic sufficiency through shorter term education or training programs that prepare individuals for employment.

To ensure the college is responding to these established and evolving workforce and talent strategies, and in an attempt to support the goals of our local JobsOhio economic development partner One Columbus, the college launched the Office of Talent Strategy with four overarching goals:

- Lead economic and business partners in the development and execution of a regional talent strategy
- Begin the process of identifying, developing and enhancing a regional ecosystem to support that strategy with Columbus State functioning as a workforce provider as well as a workforce intermediary facilitator
- Reimagine the customized, non-credit unit at the college into an integrated non-credit and credit career pathway model with entry and exit ramps that most align with how individuals navigate a pattern of continuous learning that leads to improved employment and career opportunities. With a heightened focus on those using the workforce system and presenting to the college campus with equity, access and other barriers to education and career attainment.

- Fold the work of the regional Central Ohio COMPACT into supporting the regional talent plan design. (The COMPACT is a major partnership among employers, educational institutions, and state agencies and is a catalyst for regional education and workforce improvement. Successful pilots have demonstrated the capacity for K-12, higher education, and industry partners to build programs that move students seamlessly from high school to college to the workplace, jumpstarting promising careers and filling critical workforce roles).

The Office of Talent Strategy has six focus areas in creating the regional talent plan: K-12, program incubation, scaling successful strategies, data, policy and economic development. This office is lead by a partnership between the college and a Workforce Advisory Council (WAC) comprised of 20 mostly large businesses in the JobsOhio region of Central Ohio which is led by OneColumbus. This region contains eleven counties: Logan, Marion, Franklin, Union, Licking, Pickaway, Morrow, Delaware, Knox, Madison, Fairfield and Union.

OneColumbus describes their industry focus as an economy comprised of Logistics, Headquarters + Business Services, Technology and Manufacturing. Key Industries in that space are: Advanced Computing Services, Automotive + Mobility, Bio-Medical + Health Services, E-Commerce, Finance + Insurance and Retail Brands. The Office of Talent strategy is charged with assisting the overall campus in determining the depth and timing of college program alignment within these industry focus areas. Intel sources for that are based on One Columbus attraction strategies and successes, Workforce Advisory Council feedback, State of Ohio Manufacturing Extension Partnership service alignment, individual degree program business advisory committees, the Columbus Partnership (a nonprofit organization of CEOs from Columbus' leading businesses and institutions) investors in the Office of Talent Strategy (Bloomberg, JP Morgan Chase New Skills at Work, AEP Credit Counts), the Columbus Chamber of Commerce workforce unit, the Ohio Workforce Coalition, the Governor's Office of Workforce Transformation, The Workforce Development Board of Franklin County, various county OhioMeansJob Centers, the state In-Demand Jobs List and businesses who approach the college for workforce assistance in a more silo manner.

The Office of Talent Strategy is in the process of developing a five-year strategic plan for the six focus areas identified by the college using the above cited intel. The five-industry cluster focus for 2020-2022 are: Manufacturing/Engineering, Healthcare/BioScience,

Construction, Automotive and Information Technology occupations across industry sectors. The creation of regional talent plans for each of those identified industry sectors will be facilitated by this office.

Labor market information for each sector is being finalized through a local economist, Regionomics, and prepared for the college utilizing the Ohio In-Demand list as a basis. There will be an intentional focus on mid-level technician roles and up in order to promote wage equity in student selected career pathways in these sectors.

To support our state strategy on post-secondary attainment and the integration of certifications and credentials into student education plans, the college is using New Growth a NE Ohio consulting group to design a map of college coursework against the Ohio In-Demand jobs list. New Growth will identify gaps in education programming offered by the college against that list at the mid-technician level. New Growth will also conduct state and national research to present a number of certifications and credentials for college consideration in building the entry and exit ramps within the various career pathways in the five industry clusters selected as a focus. This work will also encompass sector crossroads such as those in Industry 4.0 between information technologies and manufacturing.

In launching a non-credit to credit integration strategy to provide students with multiple entry and access points within education offerings, the Office of Talent Strategy is leading a cross-institution team in BioScience. This work focus on skill sets in gene therapies as this is a new economic development focus for the region (as led by OneColumbus). This cross-institution team will develop a template for non-credit/credit career pathway integration by piloting this work in BioScience gene therapy. Creating an approach that enables the drafting of a future template for this work.

In defining a workforce ecosystem that supports regional talent development, the college will inventory resources and supports within the five selected industry focus areas. That inventory will be part of the development of regional talent plans for each of those sectors.

The workforce ecosystem and regional talent planning will encompass k-12 through workforce population needs.

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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?
CP2033: Increase Industry Engagement in College Workforce Planning	Identify HR business representatives, company CEOs and relevant industry SMEs that can provide intel and inform outcomes for the Office of Talent Strategy (OTS) across the five identified sectors	OTS Executive Director	College President, Vice President, Director of the MEP, Dean Partnerships and Programs, Chairpersons in Engineering, Automotive, Construction, Healthcare, IST, Director of College Credit Plus Curriculum, Superintendent of School & Community Partnerships, OneColumbus, Columbus Chamber, OMA, COMP, COMPACT, WAC, Workforce	Targeted expansion of industry partner involvement Investment in OTS strategies that further the workforce work of the college Increased alignment between business needs and student skill sets Addition of Business Partnership Staff and Product Owners across the five sectors	Align new WAC members to the five industry focuses New adds to academic advisory committees Funds invested in OTS work Increase industry partners engaged in college career pathway work Increase in Earn and Learn programs,	

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
			Development Board of Central Ohio	Addition of staff in College Credit Plus	participants and WBL exposures Student employment in the five industry sectors at sustaining wages New curriculum developed to meet evolving In-Demand job needs Increase in K-12 CCP enrollment across the five sectors	
CP2034: Disband traditional business and industry customized delivery in favor of targeted program incubation strategies	Pursue program incubation	Executive Director OTS and Dean of Partnerships and Programs	College Vice President, Workforce Advisory Council, Academic Unit Deans and Chairpersons in the five sector focus areas, Director of College Credit Plus	Disengage from customized delivery strategies that are revenue only based	Decrease in execution of programming not in an integrated non-credit to credit career pathway	

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
			Curriculum Superintendent of School & Community Partnerships,		Expansion of earn and learn programs Development of career pathway ladders with integrated non-credit to credit entry and exit points from K-12 to post-secondary and in lifelong learning capacities Number of program incubation strategies launched	
CP2035: Conduct scaling of successful strategies	Create intent in our sharing of successful talent strategies	Dean of Partnerships and Programs, Executive Director of OTS, Director	Academic Unit Deans and Chairpersons in the five sector focus areas, Director of College Credit Plus Curriculum,	Other Ohio education audiences viewing our templates for successful execution	Number of exposures for successful program sharing Number of adoptees	

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
		Grants Office, Director of Partners & Program		Replication of CSCC models with other education partners	replicating successful strategies or engaging in consortium of same Products developed to share success templates, etc.	
CP2036: Develop an integrated workforce and education policy agenda	Define a policy list and begin a strategy of awareness	Executive Director of OTS, College President and Vice President	Vice President Advising and Student Support, Academic Unit Deans and Chairpersons, Superintendent of School & Community Partnerships, Director of CCP Curriculum, Workforce Advisory Council, OneColumbus, Columbus Chamber, OACC and other	Positive movement towards items on a policy agenda	Number of partners involved in advocacy Number and type of exposures for getting the messages communicated Successes in advancement	

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
			industry associations, Ohio Workforce Coalition, Workforce Development Board of Central Ohio			
CP2037: Develop use of data in defining career pathway work and reporting outcomes	Develop use of data in defining career pathway work and reporting outcomes	Associate Vice President of Institutional Effectiveness, Executive Director of OTS, College President and Vice President	Superintendent of School & Community Partnerships, Vice President Advising and Student Support, COMPACT, WAC, OneColumbus, Workforce Development Board of Central Ohio	<p>Securing data sharing agreements</p> <p>Collective community planning across college stakeholders using data</p> <p>Refinement of community COMPACT dashboard</p> <p>Refinement of strategies based on data</p>	<p>Number of data sharing agreements</p> <p>Increase in students gaining employment and sustainable wages from implemented career pathways</p> <p>Positive increase in student barrier indicators</p> <p>Abandonment of strategies not producing results</p>	

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
					Enhancement of strategies producing results	
CP2038: Economic development planning cumulating in a regional talent plan	Disengage from silo customized business programming and engage with stakeholders in the development and execution of a regional talent plan across the five sectors	Executive Director of OTS, Dean of Partnerships & Programs	College President, Vice President, Academic Deans and Chairpersons across the five sectors, Director of CCP Curriculum, Superintendent of School & Community Partnerships, COMPACT, WAC, OneColumbus, Columbus Chamber and various other industry specific organizations, Workforce Development Board of Central Ohio	A defined regional talent plan across the five sectors	Clarity among partners of the plan with interwoven goals across varying stakeholder organizations represented Definition of the ecosystem and its gaps across the five sectors Increased emphasis on integrated non-credit to credit career pathways across the five sectors represented by varying programs in earn and learn, CCP, etc.	

What are our next steps?

1. _____
2. _____
3. _____