



OWENS
COMMUNITY COLLEGE

**OWENS COMMUNITY COLLEGE
BOARD OF TRUSTEES
COMPLETION PLAN ADOPTION (OHIO REVISED CODE 3345.81)**

RESOLUTION 2020-12-01-11

WHEREAS, the Ohio Revised Code 3345.81 requires that the Board of Trustees of each institution of higher education update its strategic completion plan at least once every two years and provide a copy of to the Chancellor, Ohio Department of Higher Education upon adoption; and

WHEREAS, in accordance with the Revised Code, the completion plan is designed to increase the number of awarded degrees and certificates and shall be consistent with the mission and strategic priorities of the institution, including measureable student completion goals and alignment with the state's workforce development priorities; and

NOW, THEREFORE, BE IT HEREBY RESOLVED that the recommendation of the President to adopt the 2020-2022 Strategic Completion Plan for Owens Community College, be approved by the Board of Trustees.

SECRETARY'S CERTIFICATE

I, Patricia M. Jezak, Secretary to the Board of Trustees, Owens Community College, a state-supported institution of higher education, as recognized under Ohio Revised Code Section 3358, do hereby certify that the above was adopted by the Board of Trustees by majority vote of such Trustees at a meeting duly noted and held December 1, 2020. Such resolution(s) were adopted in an open meeting of the Board of Trustees, and that all deliberations of the Board of Trustees and of any of its committees that resulted in such formal action, were in meetings open to the public in compliance with all legal requirements including Section 121.22 of the Ohio Revised Code. Such resolution(s) have not been amended, modified or revoked and are in full force and effect on the date hereof.

IN WITNESS WHEREOF, I have signed this certificate this December 4, 2020.

Patricia M. Jezak
Secretary to the Board of Trustees



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.

A few questions to consider about...

CONNECTION TO THE INSTITUTION

- Who are our students?
- What efforts are underway at the college to help students in need of remediation become better prepared for college?
- How do we build relationships with K-12 schools? How do we engage with parents and community?
- What do we have in place to specifically connect with adult students?
- What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?
- What are pathways for College Credit Plus students?
- How does our institution orient students? How does our institution communicate learning expectations to our students? How does admissions, student support, registration, student life aid in this process?



- What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?
- How does co-requisite learning support the learning outcomes of the institution's gateway courses?
- Do we offer prior learning assessment for adult learners?
- Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?
- Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career?



CONNECTION

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?
Enhance career exploration options with a structured course	Review previous curriculum Develop updated curriculum Develop qualifications for course instruction	CAO	Deans Chairs Director of Admissions IR	Course development Course enrollment Course completion	Course development Increase course enrollments Increase course completion	Course developed and implemented– Fall 2022
Investigate and implement debt forgiveness	Mechanism to recruit back students with debt forgiveness	CFO	CSAO Executive Director, Student Services Director of Student Accounts	Increase enrollment of returning students who had debt	Enrollment of returning students who had debt	Process in place by Fall 2021 Enrollment for Spring 2022
Identify and build deep and holistic relationships with key K-12 partners	Create and deploy organized processes for work with CCP Leverage what we have learned from the DHS market share report	Director, Student Services	Director of Admissions Assistant Director of Admissions	Develop pathways from CCP to two-year degree Increase CCP market share Increase DHS market share	Number of pathways Increase CCP market share Increase DHS market share	Pathways beginning in Jan 2021 Increase market share June 2022



A few questions to consider about ...

FIRST-YEAR ENTRY

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



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



FIRST-YEAR ENTRY

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?
Improve support systems for undecided majors.	Redevelop how students select undecided major and funnel through the student intake process.	CSAO Executive Director, Student Services	Records Admissions Financial Aid Advising	Decrease the number of credit hours to completion	Total credits	Have changes in place by Spring 2022
Develop a comprehensive FYE program	Implement the course redesign Require within the first semester	CAO	Deans Chairs Advising Faculty	Each program/major has an FYE experience Degree plans are done within the course Career Exploration included	Increased enrollment in FYE Increase the number of academic plans in the system	Spring 2022



A few questions to consider about ...

STUDENT PROGRESS

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



PROGRESS

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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?
Redesign of progress reporting for students for real time intervention	Evaluate and redesign early alert Develop a useful assessment plan on early alert Explore the implementation of midterm grades	CAO, CSAO	Faculty Records Advising HR Executive Director, Student services Deans Chairs	An improved early alert Assessment	More usage of early alert Completion of assessment Midterm grade implementation	Deploy and assess Fall2021/Spring 2022 Spring 2022
Expand Open Educational Resources	Expose faculty to OER Incentivize OER Differentiate in Banner	CAO	Faculty Deans Chairs Records	Increase the amount of classes using OER Increase the number of faculty using OER	The number of class sections using OER The number of faculty using OER	Increase each semester beginning Fall 2021
Strengthen partnerships with external support agencies	Identify and track current and new partnerships	Dean of Accreditation and Academic Support	CAO Director Campus and Community Connections	Implementation of tracking system to increase student support	System set up	Spring 2022



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	that support student needs		Executive Director, Student Services WCS			
Expand academic support services	Establish of a learning commons Expand disciplines supported	Dean of Accreditation and Academic Support	CAO Chairs Deans	Increase the courses supported by tutoring. Increase the students who use tutoring	The change in the number of courses supported by tutoring. The change in the number of students using tutoring	Spring 2022
Enhance student course and schedule planning	Investigate implementation of a published historic schedule, a 1-year future schedule, or a 2-year future schedule.	CAO	CAO Chairs Deans Records	Increase the ability for students to see what they can expect in future semesters	Publication of one of the schedules Changes in time to completion	Summer 2021



A few questions to consider about ...

STUDENT COMPLETION

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



COMPLETION

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?
Expand Short-term Certificates	Review current curriculum, area need, and time to completion	CAO	Faculty Chairs Deans	Short-term certificate (16 weeks of less) Webpage Marketing materials Recruitment plan	Completed certificates Completion of webpage, materials, and plan	Spring 2022
Enhancing auto-award	Build the system for auto award using Degree Works Strengthen reverse transfer with Express programs	CSAO	Records IT	Build the system Explore tracking awards	Fully implemented system	Spring 2022
Online degree development	Design degrees to be delivered online.	CAO	Faculty Deans Chairs	Development of online programs Webpage Marketing materials	2 or more currently F2F programs created	Spring 2022



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			Dean Accreditation and Academic Support Director, eLearning	Recruitment plan	Completion of webpage, materials, and plan	
Continue developmental reform	Continue to utilize Strong Start to Finish Expand developmental math reform through co-requisite model	CAO	Math faculty Math Chair STEM Dean	Increase students entering college level math	Increase the percentage of first time degree or certificate seeking students who complete college level math within the first academic year.	Spring 2022



A few questions to consider about

OTHER ASPECTS OF COMPLETION SUCCESS

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



OTHER

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?
Explore attendance drop and waitlist	Review drop for non-payment decisions Explore the self-service attendance reporting Research best practices	CSAO & CAO	Records Financial Aid Faculty Legal counsel IR	To see if an attendance drop would increase completion rates and decrease accounts receivable/student debt	Do we have enough information to move forward	Spring 2022
Increase faculty and staff professional development	Implement a tracking system Increase the opportunity for development Increase participation in development	Vice Presidents	All	Track and increase participation Develop a calendar or repository of development opportunity.	Increase of offerings Development of a tracking system Development of calendar/repository	Spring 2022



WORKFORCE

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

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

<https://topjobs.ohio.gov/wps/portal/gov/indemand/list> and http://omj.ohio.gov/OMJResources/MasterList_Education.stm and the 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/>.

The nine key industries are:

1. Aerospace & Defense
2. Bioscience
3. Healthcare
4. Education
5. Agriculture
6. Energy
7. Research and Development
8. Insurance
9. Financial Services

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

A few questions to consider about WORKFORCE

- Based on our College service area, which of the 6 JobOhio regions do we serve?



- Which of the 9 JobsOhio key industries are addressed in our current curriculum and programing?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list? and other labor market information for each occupation?
- What are the job training needs of our community based on our regional economic development network?
- How do we connect our students needing employment with our employers needing an educated workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list?
- How do we align our credit on non-credit offerings?



WORKFORCE

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?
Investigate Union Scholarships	Explore a last dollar scholarship for current and former union members in the State of Ohio	CSAO and CFO	Financial Aid Finance WCS	Decision on whether to pursue	Scholarship	Spring 2022
Market study	Better understand the educational needs of our region and regional employers	President	WCS IR CSAO	Better understanding of regional education and employment need	Completed market research report(s)	Spring 2021

Owens Community College 2018-2020 Completion Plan

CONNECTION

ENTRY

PROGRESS

COMPLETION

WORKFORCE

Finalize process and communication of Prior Learning Assessment (PLA) Plan.

Review and revise student placement processes.

Develop a continuing student portrait.

Implement career-focused communities (metamajors).

Use recent EMSI gap analysis to identify programs we have, those we need, and those we do not need.

Use market share data to establish key feeder schools in our district and increase enrollment in those schools.

Launch developmental education reform in English and reform developmental math using Strong Start to Finish Grant.

Analyze mindset data and develop strategies to meet student non-cognitive skill gaps.

Audit remaining electives to ensure they the OTM, CTAG, TAG, or other state transfer initiative.

Develop and align a first-term career and college success exploration course in each program or career and transfer and career focused pathways.

Investigate/analyze the data related to the timing and efficacy of developmental education.

Analyze data on student satisfaction, establish a baseline, and develop strategies to improve

Establish an understanding of student financial stability needs, coordinate existing services, and establish new service related to student financial stability.

Track student career activities.

Strategy & Leadership*	Progress	Results	Next Steps
<p>Finalize process and communication of Prior Learning Assessment (PLA) Plan</p> <p><i>*(VP of Student Services & VP of Academic Affairs)</i></p>	<ul style="list-style-type: none"> Hired a person dedicated to PLA Developing processes and marketing materials 	<ul style="list-style-type: none"> Permanent position dedicated to PLA PLA Policy and procedure created 	<ul style="list-style-type: none"> Continue to identify areas where there are opportunities for PLA as well as assessments for them.
<p>Use market share data to establish key feeder schools in our district and increase enrollment in those schools</p> <p><i>*(Assistant Dean of Admissions, VP of Student Services & VP of Academic Affairs)</i></p>	<ul style="list-style-type: none"> Data requested from ODHE and Direct from High School (DHS) market share report produced Data analyzed and six key feeder high schools identified 	<ul style="list-style-type: none"> Overall DHS enrollment and market share has declined since Fall 2018; however, enrollment for the six key feeder high schools remained fairly steady between Fall 2019 and Fall 2020 	<ul style="list-style-type: none"> Continuing to strengthen relationships with key feeder high schools Continue to measure DHS market share each spring to monitor progress and to identify additional opportunities
<p>Review and revise student placement processes</p> <p><i>*(VP of Academic Affairs, Dean of SLA, Dean of STEM, & VP of Student Affairs)</i></p>	<ul style="list-style-type: none"> A multiple measures placement policy for math and English course enrollment and pre-requisites was implemented in Spring 2020 	<ul style="list-style-type: none"> A total of 404 placement overrides have been made to date for Spring 2020 (n=24), Summer 2020 (n=37) and Fall 2020 (n=343) Sufficient course outcome data on students placed via multiple measures are not yet available 	<ul style="list-style-type: none"> Analysis of first-year college-level math and English completion rates and course outcomes for students placed via multiple measures will occur after all grades are in from Academic Year 2021
<p>Launch developmental education reform in English and reform developmental math using Strong Start to Finish Grant</p> <p><i>*(VP of Academic Affairs)</i></p>	<ul style="list-style-type: none"> A college-level co-requisite English composition class (ENG 111P) was implemented Fall 2018 A college-level quantitative reasoning math class (MTH 133) was implemented Fall 2019 	<ul style="list-style-type: none"> % of first-time students completing college-level English in their first year was 42.9% for the Fall 2017 cohort (prior to ENG 111P), 48.6% for the Fall 2018 cohort (1st year of course) and 50.7% for Fall 2019 (2nd year) % of first-time students completing college-level math in their first year was 35.0% for the Fall 2018 cohort (prior to MTH 133) and 38.2% for the Fall 2019 cohort (1st year of course) 	<ul style="list-style-type: none"> Assess English placement criteria to determine if more students from Owens' only remaining developmental English course can be moved into ENG 111P Continued developmental math reform through co-requisite model
<p>Investigate/analyze the data related to the timing and efficacy of developmental education</p> <p><i>*(VP of Academic Affairs & VP of Student Services)</i></p>	<ul style="list-style-type: none"> Teams formed to review and improve ENG 097 & ESL courses Course completion data for CHM 095 analyzed by math placement 	<ul style="list-style-type: none"> Math pre-requisite for CHM 095 was reduced from MTH 096 (intermediate algebra) to MTH 091 (elementary algebra); enrollment in CHM 095 was 96 in AY 2018 and 84 in AY 2019 (prior to the change) and 127 in AY 2020 (after the change) despite overall declines in college enrollment 	<ul style="list-style-type: none"> Create team for Math Emporium and other developmental Math courses Review Board of Trustees policies and procedures around timing of developmental course sequence

Strategy	Progress	Results	Next Steps
Develop a continuing student portrait <i>*(Institutional Research)</i>	<ul style="list-style-type: none"> Continuing student portrait created 	<ul style="list-style-type: none"> Continuing student portrait created 	<ul style="list-style-type: none"> Identify strategies to meet the needs and characteristics of continuing students
Analyze mindset data and develop strategies to meet student non-cognitive skill gaps <i>*(VP of Academic Affairs & VP of Student Services)</i>	<ul style="list-style-type: none"> Participated in PERTS growth mindset program in Fall 2018 Continued assessment of a BlackBoard growth mindset messaging campaign 	<ul style="list-style-type: none"> Student participation in the PERTS program was extremely low and outcome data did not demonstrate effectiveness so the program was discontinued Statistically higher credit completion and retention rates for higher need students participating in the BlackBoard mindset messaging campaign suggest that the content may be beneficial for those seeking extra support 	<ul style="list-style-type: none"> The Office of Campus and Community Connections is utilizing the BlackBoard shell with referred students and an experimental assessment of outcomes is underway
Analyze data on student satisfaction, establish a baseline, and develop strategies to improve <i>*(VP of Academic Affairs & VP of Student Services)</i>	<ul style="list-style-type: none"> Student satisfaction data collected and analyzed in Fall 2017 	<ul style="list-style-type: none"> Baseline data established and targets set for selected survey items Academic and service units identified strategies to positively impact satisfaction on items related to their areas 	<ul style="list-style-type: none"> A miniature student feedback survey is underway in Fall 2020 to assess progress and a full student satisfaction survey is planned for Fall 2021
Implement career-focused communities (metamajors) <i>*(VP of Academic Affairs & School Deans)</i>	<ul style="list-style-type: none"> Curriculum of pre-health majors aligned with each other and with selective admission requirements Fall 2018 	Health majors have multiple program options as the selective requirements are the same (first, second, third choices).	<ul style="list-style-type: none"> Review how metamajors may work in other schools and with the state transfer pathways.
Audit remaining electives to ensure they are aligned with OTM, CTAG, TAG, or other state transfer initiatives <i>*(VP of Academic Affairs & School Deans)</i>	<ul style="list-style-type: none"> Review in progress 	<ul style="list-style-type: none"> Development of transferable QR course Programs aligned with OTM Courses added to OTM, CTAG, TAG – increased compliance Completion of released Ohio Transfer Pathways 	<ul style="list-style-type: none"> Continued increased compliance with OTM, CTAG, and TAG Deletion of non-compliant classes in general education. Development of an OTM technical math and math for education

Strategy	Progress	Results	Next Steps
<p>Establish an understanding of student financial stability needs, coordinate existing services, and establish new service related to student financial stability</p> <p><i>*(VP of Academic Affairs & School Deans)</i></p>	<ul style="list-style-type: none"> Conducted Student Financial Wellness Survey Fall 2019 Established Center of Campus and Community Connections (CCCC) / SSLI team related to financial stability Established student and academic support services team 	<ul style="list-style-type: none"> 51% of students show signs of housing insecurity and 28% have very low food security 60% of students state that they would have trouble getting \$500 for an unexpected emergency Developed marketing materials for CCCC Departmental discussions and presentations regarding office resources 	<ul style="list-style-type: none"> Fully coordinate the effort across campus Transportation study/committee Under-resourced student trainings for faculty and staff
<p>Work with industry partners to develop a new Advanced Manufacturing Center</p> <p><i>*(Dean of STEM & Director of Workforce and Community Services)</i></p>	<ul style="list-style-type: none"> Capital funding for phase 1 is secured and funding of phase 2 is underway Building plans completed Broke ground in May 2019 	<ul style="list-style-type: none"> \$1.7M out of \$2M raised Grand opening January 2021 	<ul style="list-style-type: none"> Begin offering classes in new Advanced Manufacturing Center Enhance marketing and recruitment plans Strengthen industry partnerships
<p>Use recent EMSI gap analysis to identify programs we have, those we need, and those we do not need</p> <p><i>*(VP of Academic Affairs, VP of Student Services, School Deans)</i></p>	<ul style="list-style-type: none"> Robotics program is being developed Dental Office Coordinator program being developed Avionics program developed and approved 	<ul style="list-style-type: none"> Avionics program approved and registration is now open Dental Office coordinator submitted to the state 	<ul style="list-style-type: none"> Build a lab and purchase robots Market avionics
<p>Develop and align a first-term career and college success exploration course in each program or career and transfer and career focused pathways</p> <p><i>*(VP of Academic Affairs, VP of Student Services, and School Deans)</i></p>	<ul style="list-style-type: none"> Preparation for Education & Professions (PEPP) course has been developed All school faculty team to review and document what each FYE class should have 	<ul style="list-style-type: none"> Preparation class developed – IDS 103 Common learning outcomes developed for all FYE courses 	<ul style="list-style-type: none"> Prepare course training and materials Implement the FYE components into the other career/FYE courses Identify programs without a sufficient FYE course
<p>Track student career activities</p>	<ul style="list-style-type: none"> A re-designed Career Services Office opened in AY 2018 Internship managers for each school were hired 	<ul style="list-style-type: none"> 3.8% of degree/certificate-seeking students utilized Career Services in AY 2018 (prior to new office), 2.9% in AY 2019 (1st year of new office) and 15.5% in AY 2020 (2nd year) Owens has maintained relationships with between 39 and 58 co-op/internship organizations between AY 2018 and AY 2020 2.4% of degree/certificate-seeking students 	<ul style="list-style-type: none"> Continue to promote co-ops, internships and use of Career Services to degree/certificate-seeking students