COLUMBUS STATE COMMUNITY COLLEGE
BOARD ACTION

DATE: May 26, 2016

SUBJECT
Update of College Completion Plan

BACKGROUND INFORMATION
The Complete College Ohio *Task Force Report and Recommendations* required each college, university and adult career technical center in Ohio to complete an institution-specific College Completion Plan by July 2014, and to update the plan every two years thereafter. Columbus State's plan was approved by the Board of Trustees in May 2014. Since then the College's Student Success Council and success project groups have been executing the strategies included in the plan, which was organized into five broad areas using the Completion by Design framework. These areas include Connection, First Year Entry, Progress, Completion, and Workforce and Transition. Over the past several years, the College has seen improvements in course success and persistence for students involved in success interventions.

The current update to the Completion Plan was developed by the Student Success Core Team and has been widely reviewed by groups working on success projects as well as the OACC and AACC pathways teams, members of Academic Council, and faculty, staff and administrators in Academic Affairs and Enrollment Management and Student Services. The updated plan includes data on initiatives underway as of the 2014 plan, and a path forward to integrate Columbus State's student success work into a cohesive pathway for students, offering support and engagement from initial entry to workforce or transfer. This plan integrates the College's work around student success to provide a framework for developing clearer academic and career pathways for all students, and for supporting them to achieve their unique goals.
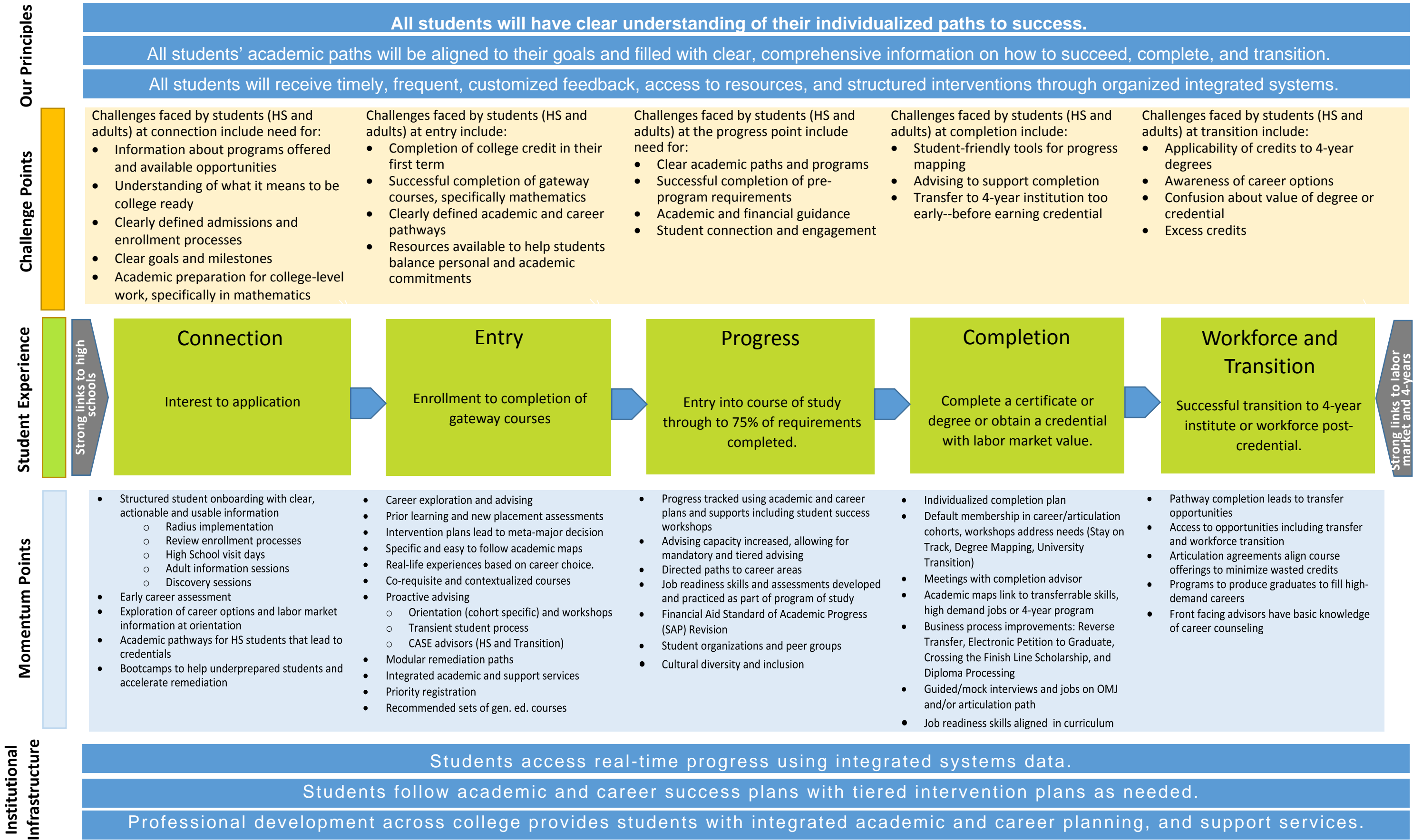
RECOMMENDATION
That the Board adopt the College's updated College Completion Plan.

Approved by the Board of Trustees on Thursday, May 26, 2016

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Columbus State Community College Completion Plan

Goal: From connection to completion, and at each step along the way, we will guide and assist all students in attaining their academic and career goals through integrated academic and support services across the college experience, and clear, concise academic pathways that align to their interests and aspirations.

Our Principles

All students will have clear understanding of their individualized paths to success.

All students' academic paths will be aligned to their goals and filled with clear, comprehensive information on how to succeed, complete, and transition.

All students will receive timely, frequent, customized feedback, access to resources, and structured interventions through organized integrated systems.

Challenge Points

Challenges faced by students (HS and adults) at connection include need for:
- Information about programs offered and available opportunities
- Understanding of what it means to be college ready
- Clearly defined admissions and enrollment processes
- Clear goals and milestones
- Academic preparation for college-level work, specifically in mathematics

Challenges faced by students (HS and adults) at entry include:
- Completion of college credit in their first term
- Successful completion of gateway courses, specifically mathematics
- Clearly defined academic and career pathways
- Resources available to help students balance personal and academic commitments

Challenges faced by students (HS and adults) at the progress point include need for:
- Clear academic paths and programs
- Successful completion of pre-program requirements
- Academic and financial guidance
- Student connection and engagement

Challenges faced by students (HS and adults) at completion include:
- Student-friendly tools for progress mapping
- Advising to support completion
- Transfer to 4-year institution too early--before earning credential

Challenges faced by students (HS and adults) at transition include:
- Applicability of credits to 4-year degrees
- Awareness of career options
- Confusion about value of degree or credential
- Excess credits

Student Experience

Strong links to high schools

Connection

Interest to application

Entry

Enrollment to completion of gateway courses

Progress

Entry into course of study through to 75% of requirements completed.

Completion

Complete a certificate or degree or obtain a credential with labor market value.

Workforce and Transition

Successful transition to 4-year institute or workforce post-credential.

Strong links to labor market and 4-years

Momentum Points

- Structured student onboarding with clear, actionable and usable information
  - Radius implementation
  - Review enrollment processes
  - High School visit days
  - Adult information sessions
  - Discovery sessions
- Early career assessment
- Exploration of career options and labor market information at orientation
- Academic pathways for HS students that lead to credentials
- Bootcamps to help underprepared students and accelerate remediation

- Career exploration and advising
- Prior learning and new placement assessments
- Intervention plans lead to meta-major decision
- Specific and easy to follow academic maps
- Real-life experiences based on career choice.
- Co-requisite and contextualized courses
- Proactive advising
  - Orientation (cohort specific) and workshops
  - Transient student process
  - CASE advisors (HS and Transition)
- Modular remediation paths
- Integrated academic and support services
- Priority registration
- Recommended sets of gen. ed. courses

- Progress tracked using academic and career plans and supports including student success workshops
- Advising capacity increased, allowing for mandatory and tiered advising
- Directed paths to career areas
- Job readiness skills and assessments developed and practiced as part of program of study
- Financial Aid Standard of Academic Progress (SAP) Revision
- Student organizations and peer groups
- Cultural diversity and inclusion

- Individualized completion plan
- Default membership in career/articulation cohorts, workshops address needs (Stay on Track, Degree Mapping, University Transition)
- Meetings with completion advisor
- Academic maps link to transferrable skills, high demand jobs or 4-year program
- Business process improvements: Reverse Transfer, Electronic Petition to Graduate, Crossing the Finish Line Scholarship, and Diploma Processing
- Guided/mock interviews and jobs on OMJ and/or articulation path
- Job readiness skills aligned in curriculum

- Pathway completion leads to transfer opportunities
- Access to opportunities including transfer and workforce transition
- Articulation agreements align course offerings to minimize wasted credits
- Programs to produce graduates to fill high-demand careers
- Front facing advisors have basic knowledge of career counseling

Institutional Infrastructure

Students access real-time progress using integrated systems data.

Students follow academic and career success plans with tiered intervention plans as needed.

Professional development across college provides students with integrated academic and career planning, and support services.

Note: This template was developed collaboratively by Community College Presidents, Provosts, ODHE and OACC staff, as a recommended general framework for community colleges to use in updating their strategic Campus Completion Plans. Updates of completion plans are to be approved by boards of trustees and forwarded to the Chancellor by June 30, 2016.

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:

As with the initial completion plans, updates to the completion plans are intended to be a continuous improvement document that is owned by the institution's faculty, staff, and board of trustees. As each completion plan is specific to the mission and priorities of each institution, there is not a mandatory template that has been developed by the Ohio Department of Higher Education. When campuses are updating their plans, please address the following:

1) Progress towards goals established in the initial completion plan
2) Updated student completion goals with metrics for the two-year period between July 1, 2016, and June 30, 2018. Please give consideration to the following:
   a. An indication of how students will be advised on pathways to graduation and careers; (recommended by Ohio Task Force on Affordability and Efficiency in Higher Education)
   b. Attention to outcomes for adult students over age 25; (recommended by the Ohio Board of Regents in the 8th report on the Condition of Higher Education) and
   c. Alignment to the state's workforce development priorities. (required by legislation)

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?
- ➤ How does our institution orient students? How does our institution communicate learning expectations to your students? How do 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 to 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?

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COLUMBUS STATE
COMMUNITY COLLEGE

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Columbus State Student Profile

Columbus State is a large urban college that represents the diversity of Columbus itself. Since 2013, the number of students enrolled in the college increased from 24664 unduplicated to 25144 in Autumn 2015. As of Autumn 2015 census day slightly more than 63% of students identified as White, while nearly 18% of students self-identified as Black or African American. Columbus City itself (2010 census) includes 61.5% of the population identifying as White alone while 28.0% identify as Black or African American alone. The largest percentage of students (33.7) fall in the age band of 20-24 years old with an overall average age of the student body of 25. Columbus City has a mean population age of slightly older than 30 with the 25-34 year band as the largest group. The student population continues to get younger. Since 2013 the average age of a student attending Columbus State has decreased by one each year. Columbus State is also experiencing a decline in the percent of students who have attended a college or university prior to coming to Columbus State from 48.44% in 2013 to 41.52% in 2015, and a decrease in the percentage of students who receive Pell awards from 42% in Autumn 2012 to 35% in Autumn 2014. In Autumn 2014, 53% of students received student loans. The percentage of students who are undecided about their educational goals has grown from 3.06% in 2013 to 8.35% in 2015 with a decrease in the percent of students seeking a degree or certificate (43.31% non-degree certificate seeking, and 53.63% degree/certificate seeking in Autumn 2013 compared to 41.58% non-degree/certificate seeking and 50.07% degree/certificate seeking in Autumn 2015), and a decrease in the percent of full-time students from 37.62% in Autumn 2013 to 31.44% in Autumn 2015. The number of new high school dual enrolled students has nearly tripled in that period from 632 students in Autumn 2013 to 1794 in Autumn 2015. We know that many students enroll in programs and do not complete degrees. In Autumn 2015 more than 13,000 students were enrolled in our top ten programs (the top three being Associate of Arts, Associate of Science, and Pre-Nursing) while the number of degrees awarded in those same programs in 2014/15 totaled less than 2000. We also see the same gaps in completion with White students making up 60% of declared majors, and Black or African American students making up 21% while White students make up 68% of degrees awarded and Black or African American students only 14% of degrees awarded.

Progress

Since our 2014 plan, we have completed significant and successful work in scaled interventions that improve success and transition, and are continually expanding and scaling this work. We've already implemented many of the high-impact practices identified in our Strategic Plan and through our Achieving the Dream (ATD), American Association of Community Colleges (AACC), and Ohio Association of Community Colleges (OACC) work that you'll see included in the 2016 plan. Those practices and our current and ongoing implementation are listed in Table 1.

Table 1: Columbus State Current Interventions

Practice	Columbus State Implementation

Give students a strong start	Orientation, Student Success Course, Student Central, Math boot camps, College Credit Plus, AEP Grant, Straight A
Integrate support with coursework	Early Alert, Co-requisite remediation, modularized math, Digital Pathways/Apple Partnership
High expectations, strong support	Early Alert, Co-requisite remediation, modularized math, tutoring, supplemental instruction, Completion Advisors, USDOE Investing in Innovation
Encourage learning in context	Contextualized math and English, Manufacturing Work-Study
Accelerate progress	Co-requisite remediation, modularized math, College Credit Plus, 65 credit hour or less programs
Integrate into clear, coherent pathways	Preferred Pathway, Pathways to Prosperity, 65 credit hour or less programs, 2+2 and 3+1 baccalaureate pathways, USDOE Investing in Innovation, College Credit Plus, Straight A

We've made significant progress in our success, specifically as it relates to closing the achievement gaps of our ATD cohorts. In 2015, we were honored as an ATD leader college for our progress in this work. We've made progress in the areas of retention, successful course completion, and certificate completion. Overall, our large student success initiatives of early alert, the Student Success course, and redesign of developmental math have positively impacted and helped us to achieve the goals of improved year-to-year retention and course success rates. The Autumn 2014 to Autumn 2015 retention rates improved by 6 percentage points for students participating in the interventions, and 9 percentage points for African American males participating in the interventions. Overall course success rates for incoming students increased from 62.8% during the 2011/12 academic year to 67.6% during the 2014/15 academic year. We reduced the gap in course success by race/ethnicity by 24 percentage points from 2011/12 to 2014/15, and 50 percentage points during the same time period for our Pell eligible students. Our success work is paying off and our college scorecard indicates increases in several key areas as shown in Table 2.

Table 2: College Scorecard

Measure/Index Title	Prior Year Score or Level	Current Score or Level	Increase/Decrease	Last update
Autumn Enrollment	25,360	24,532	Decrease	Autumn 2014 Official Data Reported to HEI
Readiness				
Percent of students prepared for college coursework	29.60%	32.00%	Increase	Autumn 2014
Dual enrollment	962	1,683	Increase	2014-2015
Success rates in developmental courses (AtD)	56.50%	58.20%	Increase	2014-2015
Progress				
Success rates in gateway courses (AtD)	62.00%	63.00%	Increase	2014-2015
Success rates in all courses (AtD)	69.90%	70.90%	Increase	2014-2015
Retention Autumn to Spring	61.00%	63.50%	Increase	Autumn 2014 to Spring 2015
Retention Autumn to Autumn	41.30%	43.80%	Increase	Autumn 2014 to Autumn 2015
Completion				
Certificate	2,729	3,256	Increase	HEI DC File 2015
Degree	2,528	2,335	Decrease	HEI DC File 2015
Transfer	1,312	1,494	Increase	Autumn 2013 cohort, transferred after two years

According to the Institutional Analysis of FY 16 Funding Distribution (OACC) we were above our enrollment share in overall success points, student completion of twelve credit hours, access course completion, certificates, and transfers. While we celebrate the successes and plan to sustain momentum in these specific areas of success, it's time to change our focus. Through implementation of Guided Pathways, we will continue to build out and expand upon existing practices while changing our focus to completion. We will use our resources to integrate

interventions so that all students have access to customized packages of interventions designed to help them at each step along their path to success at Columbus State.

Completion 2016

In order to best serve its diverse and dramatically changing population, Columbus State has made a moral decision to help students succeed. All other work flows from that decision. While the college has made great strides in increasing student success and closing achievement gaps since joining the Achieving the Dream network in 2012, there is still much to do. Through our recent data, we are working to align participation in interventions to student success. Through the Student Success Council and our ATD work, we now know that only 232 students at the college **were not** involved in any intervention. We also know that the more interventions in which a student participated, the higher the course success rate and retention rates, e.g., in Autumn 2015 students treated with one intervention experienced a course success rate of 62% and an Autumn to Spring retention rate of 56%, while students treated with five or more interventions experienced a course success rate of 81% and an Autumn to Spring retention rate of 96%.

However, there is room to grow. Our moral commitment to student success, and to aiding growth in the region is evidenced by the three key components of our strategic plan: Student Success, Civic Engagement, and Workforce Development, and our commitment to increase our students' economic prosperity and provide Central Ohio with well-prepared graduates and employees.   Through our work with Achieving the Dream, we've been able to look at the data and decide upon the data that can guide us as an institution. We've been able to identify our biggest challenges and develop supports to help students achieve their goals.

Currently we are extending that work into guided pathways to expand success for all students, and to more significantly impact student retention, completion, and transition to the workforce. We have begun discussions around pathways as faculty in our academic programs reviewed their curriculum to meet the 65-hour credit requirement, and to create initial draft pathways for students in College Credit Plus (high school dual enrollment) programs. We are pursuing other opportunities in English with co-enrollment, and are identifying other key courses where students aren't doing well. We are also working to put relevant data in front of faculty and administrators so they feel they own success course by course. We intend to increase transparency so that faculty, staff, and administrators have access to and understand the data that are meaningful to them. We need to share information with faculty about the ways in which students move through degree programs in order to inform decisions around curriculum and show how a more structured and predictable pathway can help students.

Student success is our success.

Goals

As a result of the work completed by the teams attending institutes held by the American Association of Community Colleges (AACC) and the Ohio Association of Community Colleges (OACC), the team has established one goal for the completion plan and its implementation of guided pathways. That goal: From connection to completion, and at each step along the way, we will guide and assist all students in attaining their academic and career goals through integrated academic and support services across the college experience, and clear, concise academic pathways that align to their interests and aspirations. Implementation of pathways will be led by three guiding principles:

1) All students will have a clear understanding of their individualized paths to success
2) All students' academic paths will be aligned to their goals and filled with clear, comprehensive information on how to succeed, complete, and transition
3) All students will receive timely, frequent, customized feedback, access to resources, and structured interventions through organized integrated systems

We will transition the college (at scale) to an integrated Guided Pathway model that will allow us to continue the momentum we gained in:

- Percent of students prepared for college coursework
- Number of dual enrolled (College Credit Plus) students and outcomes related to completion of college credit, and completion of a degree pathway
- Success rates in developmental courses
- Success rates in gateway courses
- Success rates in all courses
- Retention Autumn to Spring
- Retention Autumn to Autumn
- Certificate Completion
- Transfer

While also addressing gaps in and substantially:

- Increasing the percentage of students who complete a degree
- Decreasing the amount of time it takes to successfully complete the first college-level course
- Decreasing the amount of time it takes to attain a degree or certificate

- Decreasing the number of credits earned at Columbus State upon completion

How to use this plan

The college completion plan was organized using the OACC template developed collaboratively by Community College Presidents, Provosts, ODHE, and the OACC staff. It is based upon the Completion by Design framework. Our plan integrates the work of Columbus State's student success teams, with our strategic plan, Career Counseling plan, Achieving the Dream work, and our Central Ohio Compact work. Because we are still in the planning stages of the Guided Pathways work, we consider this a fluid document which may be revised as we work through the "how" of implementation. Each section of the plan includes the improvement focus for that section developed under the Guided Pathways work, a brief description of the loss points we've identified and the strategies we are employing to gain momentum. Each section also includes an update on actions taken under our previous plan and includes two charts. The first chart will present outcome data based on strategies employed in our previous plan (please note that some strategies have not been in operation long enough to report outcomes yet). The second chart describes the strategies we are using in the guided pathways work, along with who will be involved in leading the strategy, expected outcomes once the strategy is refined or deployed under guided pathways, the measure we will use to reflect the outcome, and the timeline. While we will be gathering baseline data throughout implementation, since we are implementing pathways to scale in Autumn 2018, we will only have one semester of outcome data, after full implementation, available for reporting in our next plan. We will not, at that time, have completion data that correlates directly to pathways as it will be too soon to determine the impact of the pathways work at scale. We will have success and completion data on individual success strategies we have been implementing through our previous work and are being integrated into the pathways work.

Connection

Improvement Focus Description: <u>All students coming to Columbus State (both adult and College Credit Plus) will know what it takes 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.</u>

Through data analysis and our previous work, we've found that when students are first connecting with Columbus State they need information about programs offered and available opportunities, a clear understanding of what it means to be college ready, clearly defined admissions and enrollment processes, and to be academically prepared for college-level work, specifically in Mathematics. For the coming two years, we will use the previous plan, along with our work through Achieving the Dream and the American Association of Community Colleges and Ohio Association of Community Colleges, to focus on evaluating and enhancing the onboarding process to provide students with clear actionable and

usable information to help them succeed. Strategies we plan to use include helping students understand the assessment and placement process, encouraging early career assessment and exploration, providing students with the tools they need to explore the labor market at orientation, continuing our placement bootcamps and math emporium, and continue our expansion of academic pathways (along with wrap-around services) for high school and adult students that lead to credentials.

We plan to use the strategies identified in the plan and incorporated here and in our Career Counseling plan to help students at connection through:

- Structured student onboarding with clear, actionable and usable information
    o Radius implementation
    o Review enrollment processes
    o High School visit days
    o Adult information sessions
    o Discovery sessions
- Early career assessment
- Exploration of career options and labor market information at orientation
- Academic pathways for HS students that lead to credentials
- Bootcamps to help underprepared students and accelerate remediation

The strategies will help us to:

- Increase awareness of and participation in Dual Enrollment programs, allowing students to earn both high school and college credit.
- Organize more pathway options with partnering schools as well as improve our internal systems to provide opportunity for expansion.
- Reassess and revise as needed mandatory orientation to better prepare students for success in their first semester.

Improvement Focus Current Status: In our last plan we focused on strategically building academic and career pathways for students prior to entry into higher education while also enhancing K-12 and business partnerships in order to increase and strengthen direct pathways offered to students. As a result, we used our dual enrollment, Straight A, our AEP Credits Count grant, and placement boot camps to implement four career pathways in the high schools. We have expanded that work, almost tripling the number of dual enrolled students in the past three years

through College Credit Plus and a grant from American Electric Power, and also integrated bootcamps with our dual enrollment work to better prepare students for college-level work. We also implemented mandatory orientation and redesigned advising (crosses into the first-year experience, so outcomes are reported in that section). For adult and under-prepared new students, we implemented initiatives in Math and English to shorten time in precollege remedial coursework. Outcomes of those initiatives are also reported in the next section. We've started, and under pathways will continue, to streamline the application process for students while also using it as the opportunity to gather important success-related information.

Results of our work to date:

Table 3: Connection Initiatives Progress

Focus:	Measure:	Outcomes
Dual Enrollment	Persistence (term-to-term, and annual)	AU15-SP16 = 76.1%
	College credits earned and transferred	AU 15 Credit attempted= 11220 ; Credit Earned=10439
AEP Credits Count	College credits earned	SP15- AU15 Credits earned= 562
Placement Boot Camps	Course success (C or better in developmental, gateway, and all courses)	Compass bootcamps Success rate in all their courses= 67.50% ALEKS bootcamp attendees Success rate in Math courses= 61.3%
	Persistence (term-to-term, and annual)	Compass bootcamps Persistence AU15-SP16 =64.7 % ; ALEKS bootcamp attendees Persistence AU15-SP16 = 80%

Table 4: Connection--2016 Plan

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?
Structured onboarding with clear, actionable and usable information.	Ensure students understand the application, assessment and placement, enrollment, and registration processes-- including the importance of tests--and ways to prepare. • Radius implementation • Review enrollment processes • High School visit days • Adult information sessions • Discovery sessions	Dean: Student Services	Faculty Advisors Career Counselors	We will decrease the percent of first-time, full-time, degree-seeking students who place into remedial courses in their first term and increase the percent of students participating in orientation.	For first-time, full-time, degree seeking students: • increase the # of college credits earned in their first term • Increase the percent who successfully complete (C or better) gateway courses in English, and Math.	Autumn 2017 we will have implemented our new college readiness assessments. Autumn 2018 we will have assessed, and revised our onboarding process to include expanded orientation opportunities, early career assessment, and access to career information at orientation.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.	Provide opportunities, and guidance to help students explore career options and labor market information at orientation.	Dean: Student Services, Director: Career Services, Director: Orientation	Orientation Advisors Career Counselors	Increase percent of students who complete career assessment prior to first term and percent of students who will have declared an area of interest by their first day of class at Columbus State.	For full-time degree seeking students: • Increase # of students who declare "meta-major" before the first day of classes. • Increase # of students with formal academic completion plan when they start classes. • Decrease # of undecided students at registration	Autumn 2016, front-facing advisors will be trained in the first level career advising. Autumn 2017 we will implement a plan to drive more students to career assessment prior to orientation. Autumn 2018, we will implement guided pathways utilizing "meta-majors."

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Help students accelerate developmental education whenever possible.	Bootcamps to help underprepared students and reduce remediation.

Provide a variety of corequisite and contextualized courses, specifically in math and English. | Deans, Academic Affairs | Faculty leads— Bootcamp

Executive Director— Dual Enrollment | Decrease % of students enrolled in remedial courses in their first term.

Increase % of students participating in bootcamps before their first term. | For first time, full-time, degree seeking students:

• increase the # of college credits earned in their first term
• Increase the percent who successfully complete (C or better) gateway courses in English, and Math. | Autumn 2016 implement new Math pathways with contextualized courses.

By Autumn 2017, expand and operationalize bootcamps.

Autumn 2018 implement corequisite courses in Math and English. |
| Non-cognitive, career and other diagnostic assessments to support program of study exploration and choice. | Provide students with opportunities for early career assessment, career exploration at orientation, and career guidance and advising prior to and at orientation. | Dean: Student Services, Director: Career Services | Orientation Advisors

Career Counselors | Increase percent of students who complete career assessment prior to first term and percent of students will | For full-time degree seeking students:

• Increase # of students who declare "meta-major" before first day of classes. | Autumn 2016: Begin to implement Career Counseling plan

Autumn 2017: Integrate career assessment data into other systems, e.g., Civitas, Early alert… |

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
				have declared an area of interest by their first day of class at Columbus State.	• Increase # of students with formal academic completion plan when they start classes.	
Provide multiple pathways that allow students to acquire only the content they need to succeed in their desired academic programs.	Expand, develop, communicate, and implement clearly defined academic pathways for HS students that lead to credentials	Academic Deans, Superintendent of School and Community Partnerships, Exectutive Director of Dual Credit	College Credit + Advisors, Faculty, Dual Credit Office	Increase the number of high school students who have earned college credit prior to high school graduation. Increase the average number of college credits earned by high school students.	For graduating high school students served by Columbus State, increase: • number of college credits earned at graduation, • percent who have completed a post secondary credential at graduation, • percent who place into	Autumn 2016 plan for incorporating wrap-around services into the 7 districts covered by I3. Spring of 2017, implement college level course opportunities offered in all 15 i3 high schools. Autumn 2018, implement two additional pathways to credentials available to the high schools.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					college-level gateway courses in their first term as a full-time degree-seeking college student.	

What additional information do we need?

1. How do we integrate systems to connect high school student data to college data?
2. What are the resources needed to operationalize, sustain, and scale College Credit Plus?
3. How can we better communicate what it means to be college ready to both our adult learners and our College Credit Plus families?
4. How do we scale early intervention activities, including bootcamps, career assessment, and awareness of entry level requirements, career counseling, mandatory orientation, and early academic advising?

A few questions to consider about

SUCCESSFUL FIRST-YEAR ENTRY

➢ Why do our students fall behind or leave? How do you know?
➢ How do we advise and place students for efficient completion?
➢ Are students advised with default pathways to their chosen degree?
➢ What do we know about how to 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 do we engage students within the college community?
➢ 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? (handicapped, seniors, commuters)

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First-year Entry

Improvement Focus Description: <u>During entry into college and into completion of the first fifteen credit hours we will provide opportunities to help students identify and enter into a "meta-major", provide integrated supports needed to accelerate both entry into the program and successful completion of gateway courses, and provide curriculum and opportunities to help students develop an understanding of content in context.</u> We will continue to expand upon current successful interventions (indicated below) to help students who are not college-ready achieve college-level course credit sooner. We will adhere to our goal to develop a full, regional system of aligned services around the principles of aspiration and access, alignment and academic preparation, alternative pathways for adult learners, and affordability. We will develop an institutional system that wraps the student in the resources, academic experiences, and services needed to achieve her or his academic and career goals.

Through our data analysis, we found students facing significant challenges in the following areas:

- Completion of college credit in their first term
- Successful completion of gateway courses, specifically mathematics
- Clearly defined academic and career pathways
- Resources available to help students balance personal and academic commitments

We will use these strategies to gain momentum with students during first-year entry:

- Career exploration and advising
- Prior learning and new placement assessments
- Intervention plans lead to meta-major decision
- Specific and easy to follow academic maps
- Real-life experiences based on career choice.
- Co-requisite and contextualized courses
- Proactive advising
    - Orientation (cohort specific) and workshops
    - Transient student process
    - CASE advisors (HS and Transition)
- Modular remediation paths
- Integrated academic and support services

- Priority registration
- Recommended sets of gen. ed. courses

The strategies will help us to transition the college (at scale) to an integrated Guided Pathway while continuing to improve upon previous activities of:

- refining our advising model to help students select a program of study to meet their life and career goals
- refining the student success course to include academic planning, lifestyle behaviors, and student success skills
- implementing alternative pathways for Mathematics and English

Improvement Focus Current Status: Previous work and interventions focused on the students' first year experience and student advising. We implemented strategies based on discussions within student focus groups and staff/faculty fishbone sessions. The interventions included orientation which has been successful and which we are continuously evaluating and scaling up, redesign of advising in which we have embedded completion advisors into academic program areas with front facing early advisors that work with students within the first term. We have revised and refined the student success course, developed new pathways specifically in Mathematics to help students accelerate into college level courses, and expanded and integrated out-of-class academic supports through the early alert system. We have expanded tutoring opportunities and peer-led intervention opportunities that include but aren't limited to peer tutoring and supplemental instruction.

The college has shown promising growth for students who enroll in and successfully complete college-level or gateway courses with an overall increase by all students in this area from 62.8% in 2011/12 to 67.6% in 2014/15. The data indicate the college is beginning to succeed in closing the achievement gaps of the Achieving the Dream cohorts of Black or African-American students and Pell recipients, with Black or African-American students showing the biggest gains at 8 percentage points—47.3% in 2011/12 to 55.3% in 2014/15; and Pell recipients making nearly the same gains with 7.4 percentage points with 55.2% successful completion in 2011/12 and 62.6% successful completion in 2014/15. Looking at the student race/ethnicity gap for Black or African-American students in 2011/12 we saw a gap of 22% and in 2014/15, the gap closed a full 5 percentage points to 17%. The college also experienced promising success in closing the achievement gap (gain of 9 percentage points) for the PELL recipient cohort. In 2011/12, the gap was 18% while in 2014/15 that gap had been cut in half to 9%.

As the overall course success rate has trended upward over the last four academic years, student placement into developmental-level coursework has steadily declined over the same timeframe. Although average and median Compass placement test results in reading, writing, and math are virtually unchanged in the last three academic years, enrollment in nearly all developmental courses has declined by 20- 60% in the last two years. A change in cut-scores and resulting placements enacted in early 2013 has led to fewer students starting in pre-college level courses. Our improved overall success rates indicate that fewer students are discouraged by placing into pre-college courses, and students are

now more accurately placing into coursework that is appropriate to their skill level. Furthermore, the increased success rates are indicators that our numerous student-success initiatives and interventions -- particularly those that support new students (COLS success course, New Student Orientation, early alerts) – are helping to make a positive impact on successful course completion.

Progress we've made at entry so far includes:

Table 5: Progress at entry

Focus:	Measure:	Outcomes
Mandatory Orientation to better prepare students for success in their first semester.	Course success (C or better in developmental, gateway, and all courses) Persistence (term-to-term, and annual) Reduced course withdrawal rates	AU15 all the courses Success rate = 74.5% Persistence AU15-SP16= 78.7% AU15 Withdrawal Rate= 5.3%
Redesign of Advising	Too soon to assess impact.	
Revision of Student Success course.	Course success (C or better in developmental, gateway, and all courses) Persistence (term-to-term, and annual) Reduced course withdrawal rates	AU15 Success rate = 74.5% Persistence AU15-SP16= 77.4% AU15 Withdrawal rate= 4.06%
Developmental Education Initiatives	Course success (C or better in developmental, gateway, and all courses) Persistence (term-to-term, and annual) Reduced course withdrawal rates	AU15 ENGL-1101 Success rate= 65.4% ; AU15 MATH-1099 Success rate= 58.9% ; AU15 MATH-1025 Success rate= 76.8% Persistence ENGL-1101 AU15-SP16= 80.1% ; Persistence MATH-1099 AU15-SP16= 78.1% ; Persistence MATH-1025 AU15-SP16= 78.5% AU15 ENGL-1101 Withdrawal rate= 8.6% ; AU15 MATH-1099 Withdrawal rate= 7.3% ; AU15 MATH-1025 Withdrawal rate= 6.6%

Focus:	Measure:	Outcomes
Out-of-class academic support services	Course success (C or better in developmental, gateway, and all courses)	AU15 Success rate = 76.0%
	Persistence (term-to-term, and annual)	Persistence All-Tutored students AU15-SP16= 76.7%
	Reduced course withdrawal rates	AU15 Withdrawal rate= 5.3%

Table 6: Entry--2016

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?
Provide a structured, efficient, and prescriptive student progression experience that is aligned to learning outcomes; field competencies; and requirements for further education.	Exploration, aspiration, assessment, meta-major alignment. We will use opportunities at orientation, through campus activities outside of class, curricular alignment, the	Academic Deans, Director: Career Services, Dean: Student Services	Faculty (specifically COLS) Career Counselors Advisors	Every student completing the COLS course will have an education plan. Students will have a lower frequency of changing majors, lower rates of withdrawal,	Increase rates of: • Course success in COLS • Persistence into subsequent term • Entry into gateway courses in the second term	Autumn 2016: Evaluate and develop a plan for revisions to orientation, Success Course, and out of class career exploration. Spring 2017: Draft plan for implementation in conjunction with

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	first term Student Success Course, prior learning assessment, and new placement assessments to help students explore, and use the appropriate assessment tools to align their aspirations to declared career focus areas.			and higher rates of retention into the subsequent term.	• Entry into courses related to field of study in the second term	the implementation of existing Career counseling plan. Autumn 2017: Begin phase 1 of implementation. Autumn 2018: Full implementation.
Design assessment and placement to match students to customized interventions that provide only what they need and no more.	We will identify student milestones and build Individualized success and intervention plans (based on student assessment results, career assessment or field of study, and other predictive data)	Academic Deans, Director: Student Academic Success	Chairs Faculty Advisors Retention Specialists	All students will have an academic success integrated with a career or articulation plan customized to their needs. Students will know exactly what they (individually) need to do to	Increase rates of: • Successful completion of prerequisites in career focus area • Persistence to next term • Successful completion of gateway courses	Spring 2017: Define milestones for academic and career/articulation plans. Autumn 2017: Build and test plans Spring 2018: Begin implementation in pilot cohort

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	that will lead the student to meta-major and successful completion of first fifteen credit hours.			succeed, and will participate in interventions that will guide them to success.		Autumn 2018: Implement at scale
Eliminate requirements that are not essential to success in a chosen field of study.	We will develop specific and easy to follow academic maps that include contextualized courses, opportunities for early career exploration, and adherence to the 65 credit hour requirements.	Academic Deans	Chairs

Faculty

Advisors | Students will develop a strong understanding of the basic skill requirements of a chosen field of study. Students will understand the application of basic English and math content to specific their specific career field. | Increase rates of:

• Successful completion of prerequisites in career focus area
• Persistence to next term
• Successful completion of gateway courses | Autumn 2016: Implement to scale the 65 credit hour programs. Identify career focus areas (meta-majors)

Autumn 2016: Identify career focus areas, meta-majors, and define what we mean by guided pathway.

Spring 2017: Establish first term requirements in meta-major

Autumn 2017: Define default |

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						pathways and plan for implementation

Autumn 2018: Implement guided pathways |
| Provide opportunities for experiential learning to engage students and deepen their mastery of critical knowledge and skills | We will implement our Career Counseling plan, and enhance (curricular and out-of-class) exposure to real-life experiences based on career choice | Academic Deans, Director: Career Counseling | Chairs

Faculty

Advisors

Career Counselors | Students will be exposed to and comprehend knowledge and skills required in chosen career field early.

Students will know their path to completion of aspirations. | Increase rates of:

- Successful completion of prerequisites in career focus area
- Persistence to next term
- Successful completion of gateway courses
- Participation in experiential learning and/or exposure to real life experience in chosen field. | Autumn 2016: Identify career focus areas, meta-majors.

Spring 2017: Assess experiential learning opportunities, and out-of-class exposure to career areas and develop plan for expansion

Autumn 2017: Define default pathways and plan for implementation integrated with experiential learning opportunities |

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						Autumn 2018: Implement guided pathways integrated with College Career Counseling plans and inclusive of early experiential learning opportunities.
Integrate student supports, such as advising and study skills, directly into instructional programs, to promote progression and learning for all students, not just those who seek out assistance	We will enhance and expand our advising model (and integrate systems) to concentrate on proactive advising through • New student orientation • New student workshops • Transient student process • CASE advisors (HS	Deans: All areas Director: Student Academic Success	Chairs Faculty Advisors Retention Specialists Tutoring Coordinator Tutors Supplemental Instruction Leaders Staff	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of noncompletion will receive intervention proactively from faculty, advisors, tutors (both peer and professional), retention	Increase rates of: • Successful completion of prerequisites in career focus area • Persistence to next term • Successful completion of gateway courses • Participation of at-risk students in interventions	Autumn 2016: Identify career focus areas, meta-majors. Spring 2017: Assess experiential learning opportunities, and out-of-class exposure to career areas and develop plan for expansion Autumn 2017: Define default pathways and plan for implementation integrated with experiential

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	and Transition)			specialists, career counselors, and/or through supplemental instruction leaders, and Columbus State faculty and staff as needed.		learning opportunities Autumn 2018: Implement guided pathways integrated with College Career Counseling plans and inclusive of early experiential learning opportunities.
Base progress on demonstrated competency rather than seat time.	Continue Math 1099 (modularized) to accelerate progress into college-level math, explore opportunities for course modularization in other areas. Expand opportunities for	Academic Deans	Chairs Faculty	Students' paths to college level courses and courses in the program of study are accelerated through modularization and prior learning assessment.	Increase rates of: • Completion of prerequisites in career focus area • Entrance into courses in career focus area during the first term • Persistence to next term • Successful completion of	Autumn 2016: Identify potential additional opportunities for PLA and /or course modularization. Spring 2017: Develop implementation plan Autumn 2017: Begin implementation

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	prior learning assessment (PLA).				gateway courses	
Monitor student progress toward program goals and provide prompt feedback to students and staff.	We will use existing and ID needed additional (e.g., degree planning tool) to further Integrate academic and support services utilizing integrated systems that include but aren't limited to early alert, Civitas, and DARS	All Deans CIO	Chairs Faculty Staff	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of noncompletion will receive intervention proactively from faculty, advisors, tutors (both peer and professional), retention specialists, career counselors, and/or through supplemental instruction leaders, and	Increase rates of: • Successful completion of prerequisites in career focus area • Persistence to next term • Successful completion of gateway courses • Participation of students in tiered and integrated interventions	August 2016: ID degree planning tool and develop implementation plan Plan integrated tiered approach to interventions Spring 2017: Begin implementation of degree planner and integration of systems August 2017: Build out tiered intervention triggers and communication Spring 2018: Professional

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
				Columbus State faculty and staff as needed.		development of faculty and staff Autumn 2018: Implementation with Guided Pathways
Provide a clear sequence of courses with limited electives that lead to credentials	We will develop a recommended set of general education courses and map all pathways to clearly sequence general education, recommend electives, and provide students with a clear set of courses to help them attain their academic goals.	All Deans CIO	Chairs Faculty Staff	All students will have academic plans, along with customized success plans. Students will be informed of their progress toward completion, and interventions will occur should the student fall off the academic plan.	Increase rates of: • Successful completion of courses in program of study • Autumn to Autumn retention Reduce time to completion.	August 2016: ID degree planning tool and develop implementation plan Spring 2017: Begin implementation of degree planner and integration of systems August 2017: Build out tiered intervention triggers and communication Spring 2018: Professional

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						development of faculty and staff Autumn 2018: Implementation with Guided Pathways

Do we know our students' expectations?

1. We have done extensive work to build and integrate our systems and to talk with our students to understand their expectations and needs. For the implementation of our guided pathways work, we will continue to conduct focus groups and integrate and review current survey data to expand upon our knowledge of student expectations.
2. We know from previous discussions that students need proactive and intensive advising. From the students' perspective, we need to understand how we are doing with that and what can we do to build capacity to expand upon it.
3. What are the strategies we can employ to develop endurance and flexibility within the high impact strategies we've implemented and we know are beneficial to students? How do we build upon the momentum of the last two years to ignite enthusiasm for guided pathways?

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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?
- ➤ How transparent and accessible are our programs of study?
- ➤ Do students have options for structured degree pathways and/or meta-majors?
- ➤ 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

Improvement Focus Description: We will inventory current resources and their capabilities, identify resources we may need, and integrate and expand upon the technology to improve learning and program delivery, integrate student support and instruction, continually monitor student progress and provide kudos, along with deep and proactive interventions to motivate and guide students along the path to completion. While making significant progress in closing the achievement gaps of Black or African-American students, and PELL recipients, we still have a lot of work to do. The college will continue to move toward closing the gap through the process of continuous quality improvement for those interventions that have been scaled and demonstrated success (e.g., early alert, the student success course) and will scale, sustain, and refine interventions that demonstrate promise (e.g., mandatory orientation, redesign of advising, and strategic redesign, development, and implementation of well-defined, and agile pathways for students).   With one shared goal, the college can continue to close achievement gaps and also address the challenges it faces of broad stakeholder buy-in, communication, and resource allocation.The next step is to increase rates of year-to-year retention, degree completion, and to reduce time to completion and the number of credit hours accumulated at completion.

Our initial data analysis completed as part of the AACC pathways project suggests that students need clearer academic paths and programs, and that students may struggle with successful completion of pre-program requirements and need guidance during that time.

We plan to implement the following strategies to help students succeed and move to completion during this stage:

- Follow and track progress using default academic success/career plans and supports including student success workshops
- Develop programs of study that guide students along the path
- Increase advising capacity to allow for mandatory and tiered advising
- Offer direct paths to career areas
- Give opportunities to develop and practice job readiness skills as part of program of study
- Financial Aid Standard of Academic Progress (SAP)
- Payment deferral options
- Electronic temporary funding

Improvement Focus Current Status: In our previous plan we focused on strengthening strategies and services that support student readiness, access, and enrollment; fortifying support for college persistence, completion, and goal attainment while addressing our diverse students' needs and goals. We achieved increased levels of course success and articulation to 4-year institutes and made significant progress in closing the achievement gaps for students of color, low-income students, and students in developmental education. We implemented broad-scale interventions that included the early alert system, contextual mathematics courses, textbook affordability, learning communities, and service

learning. The initiatives helped us to increase course success, rates of retention, rates of certificate completion, and articulation to 4-year institutions. They also helped us to close achievement gaps, and increase student awareness of and access to resources to help them succeed.

Progress we've made to date with interventions designed to help students in through to 75% of completion includes:

Table 7: Progress made with initiatives

Focus:	Measure:	Outcomes
Honors program	Course success (C or better in all courses, including Honors courses)	AU15 Success rate = 91.5%
	Persistence (term-to-term, and annual)	Persistence AU15-SP16= 90.7%
	Reduced course withdrawal rates	AU15 Withdrawal rate= 3.2%
Early Alert	Course success (C or better in developmental, gateway, and all courses)	AU15 Success rate = 69.3%
	Persistence (term-to-term, and annual)	Persistence AU15-SP16= 68.6%
	Reduced course withdrawal rates	AU15 Withdrawal rate= 7.9%
Contextual mathematics courses	Course success (C or better in developmental, gateway, and all courses)	AU15 MATH-1025 Success rate= 76.8%
	Persistence (term-to-term, and annual)	Persistence MATH-1025 AU15-SP16= 78.5%
	Reduced course withdrawal rates.	AU15 MATH-1025 Withdrawal rate= 6.6%
Textbook affordability	Course success (C or better in developmental, gateway, and all courses)	Since July 2013, it's estimated that students have saved $2.3 million in textbooks and learning materials.
	Reduced course withdrawal rates.	
Generation One Trailblazers (GOT)	Course success (C or better in developmental, gateway, and all courses)	AU15 All their courses Success rate= 80.73%
	Persistence (term-to-term, and annual)	Persistence AU15-SP16= 79%

Focus:	Measure:	Outcomes
	Degree or certificate attainment	
	Reduced course withdrawal rates.	AU15 All their courses Withdrawal rate= 4.1%
Arts and Sciences Learning Communities	Course success (C or better in developmental, gateway, and all courses)	AU15 Learning Communities courses Success rate= 54.3%
	Persistence (term-to-term, and annual)	Persistence AU15-SP16= 67.7%
Service Learning	Course success (C or better in developmental, gateway, and all courses)	AU15 Service Learning courses Success rate= 83.4%
	Persistence (term-to-term, and annual)	Persistence AU15-SP16= 67.1%

Table 8: Progress--2016

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?**
Academic maps that detail the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree	Students follow academic and career success plans with tiered intervention plans as needed including the	All Deans CIO	Chairs Faculty Staff	All students will have a customized success plan with access to the interventions they need to	Increase rates of: • Successful completion of prerequisites in career focus area	August 2016: ID degree planning tool and develop implementation plan

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
programs or the labor market.	student success workshop series.			be successful. Students who are at risk of noncompletion will receive intervention proactively from faculty, advisors, tutors (both peer and professional), retention specialists, career counselors, and/or through supplemental instruction leaders, and Columbus State faculty and staff as needed.	• Persistence to next term • Successful completion of gateway courses Participation of students in tiered and integrated interventions	Plan integrated tiered approach to interventions Spring 2017: Begin implementation of degree planner and integration of systems August 2017: Build out tiered intervention triggers and communication Spring 2018: Professional development of faculty and staff Autumn 2018: Implementation with Guided Pathways
Provide incentives and opportunities for	Financial Aid Standard of	VP Enrollment Services	EMSS Deans	The number of students with	Increase rates of:	August 2016: Implementation

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
students to maintain momentum	Academic Progress (SAP) Revision Payment deferral options Electronic temporary funding		Director Financial Aid Financial Aid Department IT Business Office	financial need will persist and progress to completion and transition.	• Autumn to Autumn retention for students receiving financial assistance • Reduce time to completion for students receiving financial assistance	of processes in place

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

1. We will begin by developing a communication plan designed to not just inform, but engage and generate feedback from faculty and staff.
2. Conduct fishbone sessions of faculty/staff to analyze data and identify root cause to allow for deeper and more specific planning.
3. Provide frequent opportunities for professional development through campus student success events and symposiums. Compensate part-time staff and adjunct faculty for participating in professional development opportunities.

A few questions to consider about

STUDENT COMPLETION

- ➢ Are students achieving credentials within selected program streams?
- ➢ 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?
- ➢ 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?

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Completion

Improvement Focus Description: Enhance the economic prosperity of our students and the region by wrapping students in supports to make completion inescapable, and producing transfer graduates who can transfer to a four-year partner with minimal loss of credit, and ensuring students transitioning to a career that they are career-ready in a field that will help them to family-supporting earn wages. We will build upon our previous work utilizing resources through the Central Ohio Compact to develop the framework and infrastructure to implement and support Guided Pathways to scale by 2018. We are expanding and enhancing the focus of our completion strategy for the 2016 plan. To help drive students to completion we will focus on providing students, instructors, and staff with timely information about student progress, integrating student supports in instructional programs, monitoring student progress toward completion, communicating proactively with students, and providing students with curricular experiences that align to workforce expectations and prepare them for the next step in their journey. The implementation of digital pathways will increase access, affordability, program alignment, and a number of alternative pathways to degree completion for all students. We will continue to expand the articulation infrastructure through integrated processes and continued partnerships with 4-year institutions.

Through our data analysis we found that students in the completion phase often transferred too early. Our data also suggest that students in the completion phase would benefit from more focused advising and better program mapping tools.

We will focus on the following strategies to gain momentum at completion:

- Individualized career success/intervention and academic completion plan
- Default membership in career-based or intent-to-transfer cohorts with opportunity to participate in workshops to address needs, e.g, Stay on Track, Degree Mapping, University Transition
- Meetings with academic advisor
- Academic maps link to transferrable skills and high demand jobs or to 4-year program
- Business process improvements to help students complete, including Reverse Transfer, Electronic Petition to Graduate, Crossing the Finish Line Scholarship, and Expedited Diploma Processing
- Guided or mock interviews and jobs on OMJ and/or articulation path
- Job readiness skills aligned to the curriculum

Improvement Focus Current Status:_ In our last plan, we used grant funding and resources to build infrastructure and expand student academic pathways, and to build support services to drive students to academic goal completion. Through preferred pathways and partner benefits, students have the opportunity to select specific degree paths and the resources to guide them to completion and transition to 4-year degree programs. The intervention of Intrusive career counseling for undeclared students has reduced the pool of undecided students and helped students who otherwise may not have completed to complete.

Progress we've made to date with our completion strategies includes:

Table 9: Progress made to date with completion strategies

Focus:	Measure:	Outcomes
Preferred Pathways (specific 4-year partnerships)	Course success (C or better in developmental, gateway, and all courses)	Developing ways to measure, but we have increased the number of students transferring to 4-year institutes. Transfer within 1 year: AU 12 Cohort=10.7% AU13 Cohort=8.9% AU14 Cohort=11.4% Within 2 years: AU 12 Cohort =20.5% AU 13 Cohort=22.3%
	Persistence (term-to-term, and annual)	
	Degree or certificate attainment	
	Transfer	
	Reduced course withdrawal rates.	
Articulation and Transfer	Course success (C or better in developmental, gateway, and all courses)	Developing ways to measure, but we have increased the number of students transferring to 4-year institutes. Transfer within 1 year: AU 12 Cohort=10.7% AU13 Cohort=8.9% AU14 Cohort=11.4%
	Persistence (term-to-term, and annual)	
	Degree or certificate attainment	
	Transfer	
	Reduced course withdrawal rates.	

Focus:	Measure:	Outcomes
		Within 2 years: AU 12 Cohort =20.5% AU 13 Cohort=22.3%
Intrusive Career Counseling	Course completion students with major restriction	AU15 Success rate= 75.04%
	Persistence	Persistence AU15-SP16= 62.4%
	GPA	AU15 Average GPA= 2.37

Table 10: Completion--2016

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?**
Integrate students supports, such as advising and study skills, directly into instructional programs, to promote progression and learning for all students, not just those who seek out assistance	Students declaring intent to articulate or in specific programs of study will be given default membership in career-based or intent to transfer cohorts and will receive cohort-related success communications such	Academic Deans, Director: Career Counseling, Director: Student Academic Success	Chairs Faculty Advisors Career Counselors	Students will be exposed to and comprehend knowledge and skills required in chosen career field early.	Increase rates of: • Successful completion of subsequent courses and math sequences	August 2016: ID degree planning tool and develop implementation plan

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	as milestone achievement, next steps…, and provided opportunities to participate in cohort and need-based support services including but not limited to: Stay on Track, Degree Mapping, University Transition		Retention Specialists	Students will know their path to completion of aspirations.	• Autumn to autumn retention • Successful completion of gateway courses	Plan integrated tiered approach to interventions Spring 2017: Begin implementation of degree planner and integration of systems August 2017: Build out tiered intervention triggers and communication Spring 2018: Professional development of faculty and staff Autumn 2018: Implementation with Guided Pathways
Monitor student progress toward program goals and	Students who are ready to complete will have the opportunity	All Deans CIO	Chairs	All students will have a customized	Increase rates of:	August 2016: ID degree planning tool and develop

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
provide prompt feedback to students and staff.	to meet with an academic advisor and/or participate in activities to help them successfully transfer to a 4-year institute, or begin their careers post-completion.		Faculty Staff	degree and success plans with access to the interventions they need to be successful. Students will be informed of milestones and next steps based upon goals and intent. Students who are at risk of noncompletion will receive intervention proactively from faculty, advisors, tutors (both peer and professional), retention specialists, career counselors, and/or	• Successful completion all courses in plan of study Reduced: • time to completion • number of credit hours earned at completion	implementation plan Plan integrated tiered approach to interventions Spring 2017: Begin implementation of degree planner and integration of systems August 2017: Build out tiered intervention triggers and communication Spring 2018: Professional development of faculty and staff Autumn 2018: Implementation with Guided Pathways

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
				through supplemental instruction leaders, and Columbus State faculty and staff as needed.		
Communicate clearly (and frequently) the requirements to earn a certificate or degree for each program and make sure this information is readily available to every faculty member, staff, and student	We will use technology and resources to link academic maps to transferrable skills and high demand jobs, or to 4-year program of study	All Deans CIO	Chairs Faculty Staff	All students will have a customized degree and success plans with access to the interventions they need to be successful. Students will be informed of milestones and next steps based upon goals and intent. Students who are at risk of noncompletion will receive intervention	Increase rates of: • Successful completion all courses in plan of study Reduced: • time to completion • number of credit hours earned at completion	August 2016: ID degree planning tool and develop implementation plan Plan integrated tiered approach to interventions Spring 2017: Begin implementation of degree planner and integration of systems August 2017: Build out tiered intervention

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
				proactively from faculty, advisors, tutors (both peer and professional), retention specialists, career counselors, and/or through supplemental instruction leaders, and Columbus State faculty and staff as needed.		triggers and communication Spring 2018: Professional development of faculty and staff Autumn 2018: Implementation with Guided Pathways
Provide a structured, efficient, and prescriptive student progression experience that is aligned to learning outcomes; field competencies; and requirements for further education.	Students who are ready to complete will be guided to mock interviews and jobs on Ohio Means Jobs; and/or articulation path	Academic Deans Executive Director: Workforce Development	Faculty Career Counselors Completion Advisors Retention Specialists	Every student will have a default career counseling or transition to 4-year plan informing them of key milestones and	Increase rates of: • Retention • Completion Reduced: • time to completion	Autumn 2016: Implement first group of career plans and intervention per Career Counseling Plan Spring 2017: Develop customized

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
		Director: Career Counseling CIO Director: Student Academic Success		next steps to completion.	• number of credit hours earned at completion	default completion plans based upon intent. Autumn 2017: Begin phase 1 of implementation. Autumn 2018: Full implementation.
Non-cognitive, career and other diagnostic assessments to support program of study exploration and choice	Curriculum will include integration of job readiness skills	Academic Deans Executive Director: Workforce Development Director: Career Counseling CIO	Faculty Career Counselors Completion Advisors	Students will complete with demonstrated high level of competency in chosen career area, and with the soft skills they need to succeed in the workplace.	Increase rates of: • Retention • Completion Reduced: • time to completion • number of credit hours earned at completion	Autumn 2016: Implement 65 credit hour Spring 2017: Assess and review diagnostic assessments integrated into program of study Autumn 2017: Develop plan for incorporating assessments into curriculum (close gap).

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						Autumn 2018: Incorporate assessments into curriculum where needed.
Simplify processes to complete	Through improved business processes, we will make it easier for students to complete using: Reverse Transfer, Electronic Petition to Graduate, Crossing the Finish Line Scholarship, and Expedited Diploma Processing	Dean: Student Services Dean: Enrollment Services Deans: Academic Affairs	EMSS staff Completion Advisors IT Business Office	Students who have completed degree or certificate completion requirements will be rewarded for their efforts.	Increase: • % of students who earn degree • % of students who transfer with credentials • # of students who earn reverse transfer degree • % students who earn certificates	Autumn 2016: Review processes and plan for revisions Autumn 2017: Implement any revised processes

What are our next steps?
1. Inventory, assess and revise current pathways to 4-year institutes, including expanding 3+1 opportunities.
2. Inventory, assess, and revise current pathways to the workforce, and continue implementation of existing Career Counseling plan.
3. Review, revise and upgrade existing tools

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?

➤ How do we ensure that student costs are transparent and student financial planning continuous? 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

While all strategies provide a framework and scaffold to help students succeed at every step. Some strategies are triggered for the student at connection and continue through to completion and transition at Columbus State. Those strategies have been included in this section to reduce redundancy. Among them are building the college's infrastructure to implement guided pathways. We will need further analysis to clearly define how we are going to integrate existing resources, and what if any new resources are required, but overall, the results will be an infrastructure that includes:

• An online resource that provides students with real-time progress using integrated systems data
• Default academic and career success plans with tiered interventions and customization as needed
• Professional development across the college to provide students with integrated academic and career planning, and support services

Overall, for this completion plan, we will integrate services to students around:

• Student organizations and peer groups
• Activities around diversity and cultural inclusion
• Well-defined pathways using meta-majors
• Intensive and tiered career and academic advising

- Predictive modeling
- Integrated communication from pre enrollment to finish
- Full system of targeted customized interventions that propel the student on her or his pathway--from pre enrollment to completion

Our previous work in ATD helped us to develop a deeper and more structured focus on diversity and cultural inclusion. While we've seen great progress in closing the achievement gaps, we are also building the infrastructure for this work through the Diversity and Cultural Inclusion Council. The Diversity and Cultural Inclusion Council (DCIC) is a team of faculty and staff members from different areas of the college committed to helping Columbus State fully embrace diversity, inclusion and expand our collective cultural competency. The Diversity Council is made up of five action teams focused on improving cultural competency, equity, and inclusion in different areas across the college. The teams include:

- Data
- Cultural and Linguistic Competency
- Talent Management
- Professional Development
- Student Advocacy

The Council is moving toward the 3rd phase of a 3-phase planning process. Phase 1 of that process in which the college's Diversity and Cultural Inclusion Council launched the Diversity and Inclusion Survey in partnership with Performance Consulting Services is complete. The survey of Columbus State employees and students completed in Spring 2015 and provided the Council and executive staff with important data about our campus climate and cultural competence. We are currently completing phase 2 of the project which is analyzing the data collected from the survey and taking a "deeper dive" through focus groups. Final recommendations will be sent to Cabinet for the creation of a Diversity Action Plan, which will complement the college's current strategies and will serve as a guide for maintaining culturally competent values, knowledge, practices, policies, and systems. In phase 3, the Council will remain a standing group, overseeing the implementation and assessment of the action plan as well as providing a continued focus on cultural competency, diversity, equity, and inclusion for the college. The Diversity Council is currently developing recommendations based on data and best practices. Approved recommendations will appear in the college's initial Diversity Action plan in Autumn 2016.

Table 11: Other strategies

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?**
Engaging students and addressing needs outside the classroom	Activities around diversity and cultural inclusion Student organizations and peer groups.	All Deans VP and General Counsel	HR Director: Diversity and Global Inclusion Administrator: Office of the President	Further closing the achievement gaps of our students of color.	Increase in cohort: • Course success • Retention (Autumn to Autumn and term to term) • Completion (certificate and degrees) Decrease in: • success and completion gaps for cohort	Spring/Summer 2016: Develop Action Plan for Board Approval Autumn 2016: Communicate Action plan begin implementation

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					• Rates of withdrawal	
Early Alert systems aligned with interventions and resources to help the student stay on the pathway, persist, and progress.	We will further integrate and use the technology we have, along with new resources as needed, to help us Increase advising capacity allowing for mandatory and tiered advising	All Deans CIO	Chairs Faculty Staff	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of noncompletion will receive intervention proactively from faculty, advisors, tutors (both peer and professional), retention specialists, career counselors, and/or through supplemental	Increase rates of: • Successful completion of prerequisites in career focus area • Persistence to next term • Successful completion of gateway courses Participation of students in tiered and integrated interventions	August 2016: ID degree planning tool and develop implementation plan Plan integrated tiered approach to interventions Spring 2017: Begin implementation of degree planner and integration of systems August 2017: Build out tiered intervention triggers and communication Spring 2018: Professional

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
				instruction leaders, and Columbus State faculty and staff as needed.		development of faculty and staff Autumn 2018: Implementation with Guided Pathways
Provide multiple pathways that allow students to acquire only the content they need to succeed in their desired academic programs.	We will develop pathways that are flexible enough to allow students to explore within the focus area, and then will provide students with directed paths to career areas	Dean: Student Services, Executive Director: Workforce Development	Orientation Advisors Career	Students will successfully complete their academic program requirements in a timely, economical, and efficient manner without accumulating too many credits.	For full-time degree seeking students: • Increase # of students who declare "meta major" before the first day of classes. • Increase # of students with formal academic completion plan when they start classes.	By Autumn 2016, front-facing advisors will be trained in the first level career advising. By Autumn 2017 we will implement a plan to drive more students to career assessment prior to orientation. By Autumn 2018, we will implement guided pathways

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						utilizing "meta majors."
Provide a structured, efficient, and prescriptive student progression experience that is aligned to learning outcomes; field competencies; and requirements for further education.	Students will have the opportunity to develop and practice job readiness skills as part of their programs of study.	Academic Deans, Director: Career Counseling	Chairs Faculty Advisors Career Counselors	Students will be exposed to and comprehend knowledge and skills required in chosen career field early. Students will know the field competencies in their chosen program of study and through their learning will have practiced the competencies.	Increase rates of: • Successful completion of program-level courses • Autumn to autumn retention • Successful completion of course sequences, specifically math. • Participation in experiential learning and exposure to real life experience in chosen field.	By Autumn 2016: Identify career focus areas, meta-majors. Spring 2017: Assess curriculum, work-based learning, and experiential learning opportunities, and out-of-class exposure to career areas and develop plan for expansion Autumn 2017: Define default pathways and plan for implementation integrated with experiential

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						learning opportunities Autumn 2018: Implement guided pathways integrated with College Career Counseling plans and inclusive of early experiential learning opportunities.
Provide students, instructors, and staff with timely information about student progress.	Through integrated systems, students will receive and follow individualized career success/intervention and academic completion plans that are aligned in early alert to their academic intent, goals, performance, and programs of study. Instructors and staff in the student's customized support network will have access to, and receive,	All Deans CIO, Director: Career Counseling, Director: Student Academic Success	Chairs Faculty Staff	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of noncompletion will receive intervention proactively from faculty, advisors,	Increase rates of: • Successful completion of prerequisites in career focus area • Persistence to next term • Successful completion of gateway courses Participation of students in tiered	August 2016: ID degree planning tool and develop implementation plan Plan integrated tiered approach to interventions Spring 2017: Begin implementation of degree planner

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	timely information regarding students real-time progression through the curriculum aligned with milestone recognitions, kudos, flags and participation in interventions			tutors (both peer and professional), retention specialists, career counselors, and/or through supplemental instruction leaders, and Columbus State faculty and staff as needed.	and integrated interventions	and integration of systems August 2017: Build out tiered intervention triggers and communication Spring 2018: Professional development of faculty and staff Autumn 2018: Implementation with Guided Pathways

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A few questions to consider about

WORKFORCE

- Based on our College service area which of the 6 JobOhio regions do we serve? http://jobs-ohio.com/network
- Which of the 9 JobsOhio key industries are addressed in our current curriculum and programing?   http://jobs-ohio.com/industries
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list?
  http://omj.ohio.gov/OMJResources/MasterList_Education.stm Other labor market information for each occupation?
  http://ohiolmi.com/proj/jobsOhioInd.htm
- 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 a trainer workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- How do we analyze the changing needs of our stakeholders and select courses of action regarding these needs?
- How do we determine if we should target stakeholder groups with our educational offerings and services?
- How do we align our credit on non-credit offerings?

Workforce and Transition (post-credential)

Improvement Focus Description: To expand transition opportunities (both workforce and articulation) for our students, we will collaborate with employers to develop sector strategies that address workforce needs, build 9-14 and beyond career pathway system integrating high school and postsecondary curriculum to align with labor market needs, integrate Career Placement Services to support student job placement with programs of study, and continue development of efficient and effective articulation pathways with 4-year partners. We will expand upon our Central Ohio Compact work and work with regional economic development agencies to identify industry clusters and regional workforce needs. We will also establish scheduled, facilitated industry forums to identify, discuss and address workforce specific needs and develop career pathways for students that lead to careers in the region. We will expand upon the articulation infrastructure developed in past years to provide students with economic and efficient pathways to 4-year degree institutions. We will continue our work in aligning transfer and career pathways and expand upon the opportunity to provide easily accessible resources to students to help them understand the opportunities that await them aligned to the paths they've chosen.

Through our data analysis we found challenges students (HS and adults) face at transition include applicability of credits to 4-year degrees, awareness of career options, confusion about the value of their degree or credential, and excess credits upon completion.

We will focus on the following strategies to help students gain momentum through workforce and transition:

- Align pathways to transfer opportunities
- Provide access to opportunities including transfer and workforce transition
- Align articulation agreement course offerings to minimize wasted credits
- Align programs to produce graduates to fill high-demand careers
- Train front facing advisors so they have basic knowledge of career counseling

Improvement Focus Current Status: Columbus State is the convener of the Central Ohio Compact and has made great strides in integrating K-12, higher education, and the workforce to identify sector strategies that address central Ohio's education and workforce needs. The Central Ohio Compact website is live, and the compact dashboard will be released in 2016. The dashboard is the next step toward using the data to bring together education, community resources, and employers to further align regional workforce and education strategies. Columbus State is also the recipient of several private and public (local, state, and federal) grants that provide the resources to continue development of this regional strategy. Currently, four industry sector pathways have been implemented in the high schools with more to come. We have identified more than 150 companies who have engaged with Columbus State Community College students and plan to expand upon the partnership in the region. Columbus State is also a leader in developing pathways and preparing Community College students to continue their education at four-year institutes. Through its articulation infrastructure, the college also works to provide students with clear pathways to 4-year degrees. Improved partnerships, communication through Blackboard transfer organizations and tools including the transfer center, articulation WIKI, and articulation database, help students assess articulation opportunities and provides them with the resources to plan their 4-year degree paths.

The Columbus State Center for Workforce Development (CWD) focuses on community engagement through partnering with various non-profit/governmental agencies engaged in workforce development and through working with various groups of individuals. Courses are provided for individuals who want to gain the skills needed to enter, re-enter, or advance in the workforce. Many of these programs are grant-funded and are developed in response to requests from the nonprofit/governmental agencies. Other ways the college assists students with college to career transition are through program-facilitated work experiences, clinical experiences, and internships.

Progress we've made so far in workforce develop includes:

Table 12: Workforce and Transitions Progress

Focus:	Measure:	Outcomes
Civic Engagement (SERVICE LEARNING COURSES)	Increase successful course completion (developmental, gateway, and all courses). Increase Autumn to Spring and Autumn to Autumn retention.	AU15 Service Learning courses Success rate= 83.4% Persistence AU15-SP16= 67.1%
Connecting Columbus State students needing employment with employers needing a trained workforce.	Number of partner businesses participating with Columbus State Community College	Different levels of partnership. The highest level of involvement in curriculum development and internships (Honda, Nationwide insurance). Lower level includes participation in Job fairs (Amazon). TOTAL Businesses participating during 2016 = 31
	Number of Columbus State Community College students placed with partner businesses	Participants in the different events during 2016 = 1028 ; Placed in jobs =162
Workforce Development Advisory Forums	Number of partner businesses participating in the forums	Businesses participating in upcoming Job fair and events = 50

Table 13: Workforce and Transition

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?

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Academic maps that detail the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market.	Develop additional academic pathways that align to transfer opportunities. Expand, revise and align existing communication resources to help 4-year degree-seeking students to see the full path to the labor market.	Academic Deans IT Director: Student Academic Success	Advisors Faculty Articulation Specialist Web developer	Students who intend to transfer will be aware of the requirements for successful completion, and to successful transfer to their intended 4-year degree program. Students will also be aware of the benefits of completing at Columbus State prior to transfer.	Increase rates of: • Completion prior to transfer • Time to completion • Transfer to 4-year institutions Reduced: • Credit hours earned prior to transfer.	Autumn 2016: Assess articulation infrastructure, resources, and tools Spring 2016: Develop plan to improve upon existing resources and structure and to expand opportunities for students. Autumn 2017: Implement plan and new strategies and tools.
Monitor student progress toward program goals and provide prompt	Articulation agreements align to course offerings to	Academic Deans	Advisors Faculty	Students who intend to transfer will be aware of the	Increase rates of: • Completion prior to transfer	Autumn 2016: Assess articulation

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
feedback to students and staff.	minimize wasted credits	IT Director: Student Academic Success	Articulation Specialist Web developer	requirements to successful transfer to their intended 4-year degree program. Students will also be aware of opportunities available to them to meet with representatives of partner institutes and develop an academic plan for post completion.	• Time to completion • Transfer to 4-year institutions Reduced: • Credit hours earned prior to transfer.	infrastructure, resources, and tools Spring 2016: Develop plan to improve upon existing resources and structure and to expand opportunities for students. Autumn 2017: Implement plan and new strategies and tools.
Use program-specific content to make basic skills relevant and engaging.	Students programs to produce graduates to fill high-demand jobs	Academic Deans, Executive Director: Workforce Development	Chairs Faculty Advisors	Students will have access to resources and informed of opportunities to engage with employers to create timely	Increase rates of: • Completion • Employment • Participation in job fairs, mentoring opportunities and	By Autumn 2016: Identify career focus areas, meta-majors. Spring 2017: Assess

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
		Director: Career Counseling	Career Counselors	and smooth transitions to the workforce post-graduation.	other career opportunities	mentoring, and job placement and develop plan for expansion

Autumn 2017: Define default pathways and revise Career Counseling plan as needed and based on evaluation and assessment.

Autumn 2018: Implement revised career counseling, workforce transition plan. |
| Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage. | Using a train-the-trainer model, Columbus State's front facing and completion advisors will have basic knowledge of | Academic Deans

Dean: Student Support | Advisors

Career Counselors | Students will have access to support services, resources and information regarding opportunities | Increase rates of:

- Completion
- Employment
- Participation in job fairs, mentoring opportunities and | Autumn 2016:

Begin implementation of the first |

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
	career counseling	Director: Career Counseling		to engage with employers to create timely and smooth transitions to the workforce post-graduation.	other career opportunities	phase of career counseling plan Autumn 2017: Assess and evaluate the plan. Make adjustments as needed. Autumn 2018: Implement Career Counseling plan at scale to compliment Guided Pathways.

What are our next steps?

1.   Discuss how Guided Pathways can help our students complete, the college, and the region.
2.   Share Guided Pathways data across the college.
3.   Determine initial student-entry framework (meta-majors, schools, center of excellence, etc.)
4.   Establish advising plan and approach (connection, entry, progress, completion, career or transfer).
5.   Align systems and communications planning.