## 16.58

### Resolution Adopting the *College Completion Plan 2016-18*

**WHEREAS,** Cincinnati State Technical and Community College, in furtherance of its core mission to support students in completing their academic degree goals, has engaged the college community to study progress made under the college's *2014-16 College Completion Plan* and to determine further opportunities for improving students' persistence toward degree completion,

**IT IS HEREBY** deemed that the *College Completion Plan 2016-18* be approved by the Board of Trustees of Cincinnati State as a two-year strategic planning tool which will guide improvements to college policies, processes and the deployment of college resources to support students' timely completion of their academic credential goals and said *Completion Plan* will be communicated to the Chancellor of the Ohio Department of Higher Education as a record of action by the Board.

Approved:  June 28, 2016

Chairperson _____

# Cincinnati State Technical and Community College

# Campus Completion Plan

**June 30, 2016**

**Dr. Monica Posey, President**

## Executive Summary:

The purpose of Cincinnati State's 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 serves as a vehicle for Cincinnati State to articulate the outcome of a strategic process for improvement and to chart a course toward sustaining and growing enrollment, and student success.

The **2016-2018 Campus Completion Plan** is an extension of the college's first 2014-2016 planning process. As a result of implementing many of the initiatives incorporated in the 2014-2016 plan, the college has realized substantial success in progressing toward the goals set by the Board of Trustees. Some of the more significant accomplishments over the past two years include:

**Connection**

- High school dual enrollment was successfully transitioned to College Credit Plus. The number of college credits earned by high school students has since increased by 109%. The number of high school partners delivering college courses has increased 180%.
- Discontinued offering the lowest levels of Academic Foundations coursework (AF 070/075) and implemented Academic Foundations Taskforce recommendations to direct applicants scoring below minimum placement test scores for math, reading, and/or writing to Boot Camps and community partner resources to improve skills. Increased remedial course success in first attempt by 6.4%.

- Enhanced the Admission web site to emphasize the need to "practice first" prior to taking placement tests and included a link to available resources.
- Selected Accuplacer as the new placement testing tool to replace COMPASS.
- Acquired Career Coach and Career Link web resources to enhance the onboarding process of new students and emphasize applicable career connections.
- Strategies directed toward strengthening the intake process have resulted in a 23% reduction in the number of currently enrolled students with Satisfactory Academic Progress Holds on their record.
- PLA Task Force focus on promoting prior learning assessment strategies to incoming students. The number of enrolled students earning some form of PLA credit increased by nearly 19% with the average PLA credit award increasing 15%.

**First Year Entry**

- To decrease the time to degree attainment, all academic programs were redesigned to reduce credit hours and meet state requirements.
- Redesign strategies related to Academic Foundations courses have resulted in increased passing rates by 14.2% in AFL-080 and 14.5% in AFM-090. The percentage of 1st time students earning 12 college credits in the first year increased 11.1% and those earning 24 credits in their first year increased 2.1%.
- Launched a new AQIP Action Project designed to address initial student integration into the college including redesign of New Student Orientation.

**Progress**

- Launched CState Accelerate pilot program to assess interventions and incentives that provide high impact academic support.
- Aligned academic and student support services to ensure proactive high impact interventions. Implemented Academic Hold process as a means to intervene with students needing additional support. Starfish early alert system implemented for gatekeeper courses. Combined, these efforts have resulted in an overall increase of 5.5% in course completion rates.

- Refined administrative services to enable students to drop classes online during the first two weeks of the semester and add mid-mester courses starting the second week of the semester. Together, administrative service refinement strategies have resulted in a reduction in the number of no-shows by 76%.
- To focus college-wide attention on student retention, a Faculty Senate Retention Fair was implemented and conducted in Spring, 2015 and Spring, 2016.
- First Fridays-Professional Development series was implemented in the 2015-2016 academic year as a component of developing the Center for Teaching and Learning.

**Completion**

- Critical assessment of the student experience was conducted and recommendations are currently under review.
- Use of social media has been increased to enhance communication to students regarding campus policies, deadlines, and events.
- Implemented Registrar's proactive contacts to graduation applicants who don't meet requirements to graduate.
- The Scholarship Committee of Faculty Senate increased the number of scholarships awarded to first-time, full-time degree seeking students to further support continuing student needs.
- Strategies directed toward Career Placement have resulted in the alumni employment rate within 3 months increasing by 22.5%.
- Institutional Articulation Agreements have been updated and enhanced with UC, NKU, and Miami University providing tangible benefit and incentive for student completion prior to transfer. Transfer partners are regularly visible on Main Campus to promote articulation pathways.

**Workforce**

- On-campus employer training was provided on how to implement a co-op program (100 employers participated). A Career Fair (75 employers; 250 - 300 students) was conducted. The number of co-op employers increased 5.4%. The number of co-op student placements increased nearly 8%.

- The number of companies served by the Workforce Development Center increased 8.2% over this two year period based upon strategies directed toward employer engagement.
- Strategic development of pathways from non-credit to credit pathways (e.g., Forklift Essentials (non-credit) to Supply Chain certificate to Supply Chain Management degree program).
- Promotion of Associate of Technical Studies degree in relationship with the state's Ohio Technical Center One-year degree option has resulted in a 33% increase in the number of ATS degrees awarded.

The **2016-2018 Campus Completion Plan** highlights key strategic initiatives designed to sustain prior success, strengthen areas of identified weakness, and launch new ventures designed to accomplish institutional goals associated with student access and success through employment or transfer. Student completion goals with corresponding metrics for the two-year period between July 1, 2016 and June 30, 2018 are outlined in the plan. The plan is designed to address the following required categories:

- Connection to the institution
- Successful first-year entry
- Student progress
- Student completion
- Workforce impact

# CONNECTION TO THE INSTITUTION

**Improvement Focus Description:** Strengthen relationships with area secondary schools by converting CCP student to degree-seeking status upon high school graduation. Increase preparedness of incoming students by strengthening the intake/onboarding process. Encourage early program selection through career and transfer exploration. And, recognize and honor existing knowledge/skill through the assessment of prior learning particularly addressing unique needs of adult learners.

**Improvement Focus Current Status:** In progress

| 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? |
| **Increase high school to college matriculation rates.** | ▪ Develop an enrollment strategy, program offerings, and a marketing plan to move students enrolled in CCP classes toward certificate and program pathways. | Assistant Director of Recruitment/Admission<br><br>Chief Development Officer | Off-Campus Programs Director<br>CCP Advisors<br>Recruiters<br>Marketing<br>Program Chair/faculty<br><br>Faculty Senate Scholarship Committee | Increase matriculation of successful CCP within one year of HS graduation.<br><br>Establishment and launch of a CCP scholarship. | Number of seniors admitted and matriculated into subsequent fall semester<br><br>Number of CCP scholarships earned | Fall 2016 and Fall 2017 |

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| | • Establish scholarships for CCP students and ensure that all scholarships for high school and/or CCP students are awarded at the correct time to affect college decision making. | | | | | |
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| **Strengthen the intake and onboarding process.** | • Offer and promote "Boot camp" opportunities for prospective students. | Assistant Director of Recruitment/Admission  Marketing  Department Chairs for AFM, AFL, MAT, ENG, and ESL  Provost  VP E&SD | AFM Coordinator of Acceleration and Self-study Education Opportunity Center VA Pathway to Employment | Increase percentage of college ready entering students. | Percent of students entering college ready | Fall 2016 and Fall 2017 |
| | • Implement and calibrate Accuplacer. Offer and promote test availability at multiple locations (specifically high | Assistant Director of Recruitment/Admission  Oversight Committee | Accuplacer Implementation Team IR ITS | Successful implementation of Accuplacer  Increase Accuplacer administration at multiple locations. | Number of available test locations. | |

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| | schools, career centers, etc.) | | | |
| | • Assess/redefine the use of pre-admit label and advising structure to ensure that students are effectively connected to their program choices, advisors, and faculty. | ITS<br><br>Advisors<br><br>Program Chairs | Implement revised advising structure | Percent of students answering "I know who my Advisor is" question on Student Satisfaction Survey |
| | • Evaluate the admission process to include risk assessment for incoming students so that we can provide effective support earlier in the process. Redesign the application to include additional information (goals, career counseling, grit, etc). Also, include a checkbox for students to | Success Coaches<br><br>CState Accelerate Coach<br><br>Trio | Increased persistence and retention rates<br><br>Increase number of certificates awarded<br><br>Increase yield of applicant to enrollment | Persistence/Retention rates<br><br>Certificates awarded<br><br>Applicant to Enrollment rate |

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| | permit automatic awarding of certificates.<br><br>• Assign a proactive coach to every incoming student. Coaches will provide customized support based on students' needs. | | | Implement Success Coach structure and student assignment<br><br>Increased persistence and retention rates | Student response to "I know who my coach is".<br><br>Persistence/Retention rates | |
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| **Early Program Selection** | • Create a Career and Transfer Center and offer career coaching at the beginning of the application process.<br>Align with AQIP Action Project titled "Enhance Student Connection and Integration to the College" - currently underway. | Executive Team | | Implementation of Career and Transfer Center<br><br>Reduce number of major changes<br><br>Increase employment/transfer rates upon graduation | Center participation rate<br><br>Number of major changes<br><br>Employment rates upon graduation<br><br>Transfer rates upon graduation | Fall 2016 and Fall 2017 |
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| PLA plan to maximize student success; outlining policies, procedures, guidelines, and training, in concert with the PLA with a Purpose document developed by the OBR.

**Assess PLA processes/policies the college has on record. Review regional, statewide and national best practices as needed, develop plan including policies, procedures, guidelines and training needed.** | • Continue 2014 initiatives.

• Review all Ohio Military Transfer Assurance Guide results and, where appropriate, align college credit recommendations to corresponding courses and degree programs (including ATS degrees) at Cincinnati State. Then, market the results to military and veteran populations to show how their available credits partially fulfill the program requirements, saving both time and money.

• Strengthen partnerships with | Provost

Director Veterans Affairs

Provost
VP WDC | Deans

PLA Task Force/AQIP Action Project

APCC

Deans

Program Chair

Registrar

ITS | Decrease Time to degree

Applicable MTAGS mapped to degrees


Increase students transferring from | Number of students earning PLA credit

Average Credit Awarded by PLA type


Number of students transferring from | Fall 2016 and Fall 2017 |
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| | adult career-technical programs. Align with AQIP Action Project titled "Prior Learning Assessment Implementation" currently underway. | | | Career-Tech programs to CSTATE | career-technical programs.<br><br>Number of transfer credits received. | |
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| **Adult Learner Focus** | Package and market programs for full-time workers that can be completed evenings and weekends and/or on line. | Provost<br><br>Deans<br><br>Program Chairs<br><br>WDC | Director Distance Learning<br><br>Marketing<br><br>Assistant Director of Recruitment/Admission | Identified programs offered in specialized format<br><br>Students enrolled in specialized format | Number of programs<br><br>Number of students | Fall 2016 and Fall 2017 |

# SUCCESSFUL FIRST-YEAR ENTRY

**Improvement Focus Description:** Increase student satisfaction, accelerate student access to first courses in the program, decrease number of major changes, and improve retention and completion rates through re-design of the on-boarding process, continuing attention on program/course redesign, strengthening academic advising especially for special populations, and systematic engagement of new students in New Student Orientation and FYE.

**Improvement Focus Current Status:** A comprehensive on-boarding process is a new initiative. Other strategies are in progress.

| Focus: | Strategy: | Leadership: | Others: | Outcome: | Measure: | Timeline: |
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| Improvement Objective (College Strategy/Intervention Objectives) | What will we do differently? What are the action steps for intervention? | Who will be responsible (title)? | Who will need to support /bolster the change and how (titles)? | What will be our outcome indicator of success? | How will we measure success? | What is our timetable? |
| **On-boarding Process** | Develop a comprehensive on-boarding process to ensure students receive relevant information and key support services at the appropriate time. This will necessitate looking at all steps of the process based on new initiatives including: mandatory new student orientation, advising, and FYE; assigned success coaches; and career counseling. | VP E&SD Provost Director, IR ITS | Program Chairs Director Student Activities Advisors Assistant Director Recruitment/Admission NSO Advisory Committee FYE Advisory Committee Counselors | Phase 1: Redesigned comprehensive onboarding process. Phase 2: All students proceed through | Phase 1: Onboarding process encompasses all elements outlined in the strategy. 1st Semester student satisfaction survey focused on onboarding developed. Phase 2: Student rating of onboarding process as | Phase 1: Fall 2017 Phase 2: Fall 2018 |

| | | | | redesigned onboarding process and rate the process as satisfactory or better. | satisfactory or better | |
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| **Program/Course Redesign** | • Develop and pilot co-requisite pathways to college level composition and math courses as part of the Bridge to Success program. | Provost | Dept. Chairs of AFL, AFM, ENG, and MAT<br><br>Deans<br><br>Registrar<br><br>ITS | Decrease time to eligibility to first enrollment in College English.<br><br>Decrease time to eligibility to first enrollment in College Math | Time to enrollment in first career-technical program course<br><br>Time to eligibility to first enrollment in College English.<br><br>Time to eligibility to first enrollment in College Math | Fall 2016 and Fall 2017 |
| | • Create and implement "meta" majors with customized advising/career counseling for students who want a particular area, e.g. business, but are unsure about a specific program (accounting or finance, for example). | Provost<br>VP E&SD | Deans<br>Program Chairs<br>Registrar<br>ITS<br>Advisors<br>Counselors | Reduction in student change of major<br>Increase retention rate<br>Decrease default rate | Number of major changes<br><br>Retention rate<br><br>Default rate | |
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| Advising | • Establish mandatory advising for students in the following categories<br><br>-First time college students<br><br>-Students with remaining AF courses<br><br>-Undecided students and "meta" majors<br><br>-Students who fail a Gatekeeper or FYE course<br><br>-Students who want to change majors | ITS<br><br>VP E&SD<br><br>Provost | Advisors | Increase persistence rates for new students<br><br>Decrease number of major changes | Persistence rate<br><br>Number of students advised<br><br>Number of major changes | |
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| **New Student Orientation** | • Mandate Orientation for first time college students Connect to AQIP Action Project titled "Enhance Student Connection and Integration to the College" currently in progress. | VP E&SD<br><br>ITS | Advisors<br><br>Director Student Activities<br><br>Faculty<br><br>Student Support<br><br>All Academic Divisions<br><br>NSO Team | 80% of first time college student attend NSO | Percentage of new students successfully completing NSO | Fall 2016, Fall 2017, Fall 2018 |

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| First Year Experience | • Design and implement a process to mandate that all incoming students take FYE in their first enrolled semester. This will involve programming the College registration system, training advisors and coaches, ensuring that there are sufficient sections available in all locations and formats, and developing a quick response system for students who are denied registration because of this mandate. | Provost<br><br>VP E&SD<br><br>FYE Chair | Assistant Director of Recruitment/Admission<br><br>Program Chairs/Advisors<br><br>ITS<br><br>Registrar<br><br>Success Coaches | Increase by 20% (from baseline of 75%) the number of new students taking FYE in first semester | Percentage of new students taking FYE in first semester. | Fall 2016 and Fall 2017 |
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# STUDENT PROGRESS

**Improvement Focus Description:** Regularly monitor student progress in programs and accelerate the pace of student completion through effective deployment of academic and student support services. In addition, implement a dedicated Center for Teaching and Learning to engage faculty in professional development designed to be more responsive to student needs and serve as an investment in professional practice continuous improvement.

**Improvement Focus Current Status:** Flat tuition rates, Student Degree Mapping, and a data management reporting system are all new initiatives. The rest of these strategies are in progress.

| 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 Support** | • Encourage students to take additional coursework each semester because research shows that accelerating course completion increases student progress and degree completion | Provost<br><br>VP E&SD<br><br>Registrar | Academic Advisors<br><br>Program Chairs | Increase Average Registered credits/student/term | Avg. credit/student/term | Fall 2016 and Fall 2017 |
| | • Require students to receive instructor permission to withdraw from a course. | | Instructors<br><br>Deans<br><br>Program Chairs | Reduce percentage of enrolled students withdrawing from classes and increase completion rate percentage. | Percentage of students withdrawing.<br><br>Completion rate percentage. | |

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| | • Establish an academic "testing center". | Interim VP Operations<br><br>Provost | Distance Learning Advisory Committee | Increased student and faculty satisfaction ratings. Increased course completion rates. | Student and faculty satisfaction ratings.<br><br>Course completion rate. | |
| | • Establish a recognition process for students who complete one half of a degree or certificate and provide intrusive advising for program completion. Automatically award certificates embedded within degree programs. (This is also a Student Incentive) | Provost<br><br>Registrar<br><br>ITS | Program Chairs<br><br>Faculty<br>VP E&SD | Increase awarding of earned certificates. | Number of certificates awarded annually. | June 2017 |
| | • Reformat the "How to Take an Online Course" toward an automated, student focused, self-paced, process. | Provost<br><br>Director, Distance Learning<br>ITS | | Increase successful course completion rates in online class sections. | Online course completion rates. | |
| | • Develop ongoing, consistent, and agreed upon management reporting of student data designed for: Dept. /Program Chairs; Advisors; Others.  Enhance | Director, IR<br><br>Provost<br><br>Deans | | Data-based decision making based on implementation of a reporting framework. | Data reporting framework implemented. | |

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| | common Academic Program Report as an assessment improvement tool to assess an agreed upon set of data points. Provide utilization training to improve use of data to analyze progress and meet agreed upon goals. | ITS | | | | |
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| **Student Support Services** | ▪ Establish a flat tuition rate for students who enroll in 12-15 credits. | CFO<br><br>Provost | Director, Financial Aid<br><br>Bursar | Increase average credit/student/term rate.<br><br>Accelerate program completion. | Average credit/student/term.<br><br>Time to degree measurement. | Now - June 2017 |
| | • Develop guided/structured pathways for each program and provide every student with a personal "degree map." | VP E&SD<br><br>Registrar<br><br>ITS | Advisors<br><br>Program Chairs | Selection and implementation of Degree Map model for each student.<br><br>Increase student satisfaction<br><br>Reduce time to degree. | Degree Map acquired and implemented.<br><br>Student satisfaction<br><br>Time to degree | 2016-2017 |
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| **Center for Teaching and Learning** | • Implement the CTL as developed by the Faculty Senate Professional Development Committee and its subcommittee on the CTL. | Provost | Faculty Senate Professional Development Committee | Enhanced teaching/learning | Faculty satisfaction feedback. | Fall 2016 and Fall 2017 |

# COMPLETION

**Improvement Focus Description:** Increase opportunities for students to achieve personal and academic goals through improved communication, increased fitness opportunities, easier completion processes, scholarships, and career/transfer assistance.

**Improvement Focus Current Status:** Establishing a Career/Transfer Center is a new initiative that impacts student from Connection to the College through to completion. Current strategies in progress are to enhance the student experience.

| 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? |
| **Student Experience** | • Create the process and procedures needed to allow the automatic awarding of degrees and certificates (i.e., no petition to graduate) and a process to follow-up with students within 10 credit hours of completion. | Provost<br><br>ITS<br><br>Registrar | Deans<br><br>Program Chairs | Increased awarding of degrees and certificates | Number of degrees and certificates awarded | 2016, 2017 Annual Data |
| | • Investigate and consider elimination of Athletics in favor of intramural sports and reallocate the financial resources to be directed toward completion activities. | President<br><br>Board of Trustees | Director, IR<br><br>ITS<br><br>Director, Student Activities | Redirect financial resources toward completion plan strategies | Resource allocation to completion plan strategies | 2017-2018 |

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| | • Provide financial resources for on-going data collection and analysis on student satisfaction (SSSE, Noel Levitz, other). Establish annual institutional priorities stemming from student satisfaction assessment research. | CFO

President | | Regular and recurring availability of key institutional data | Data and analytic reports available for decision making | |
| | • Expand the Student Activities Center offerings and explore ways to involve more students in planning and participating in our offerings. | VP E&SD
Director, Student Activities | All college employees | Increase percentage of students involved in planning and executing activities | Percentage of students involved | |
| | • Establish "Student/Customer Service" training for the college community. | President
Board of Trustees | | Increase student satisfaction.

Increase student success | Student satisfaction results
Student success rating | |
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| **Student Communication** | • Establish a publication for students and involve the students in design of this publication. | Marketing

Director, Student Activities | College community | Student awareness of important information | Student satisfaction survey | Ongoing |
| | • Analyze current email and other communications being sent to students to improve the effectiveness. | Student Government

Marketing and Communication | College community | Improved student awareness and connection to the college | Student satisfaction survey | |
| | • Utilize additional forms of communication with students, in | | | | | |

| | addition to traditional email methods (Twitter, Facebook, other social media) | | | | | |
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| **Student Incentives** | • Increase the pool of scholarships for both incoming and continuing students and evaluate whether our scholarships are awarded at the most effective time.  (See Connection, Focus Area #1)<br><br>• Establish Gap scholarships for students<br><br>• Promote the Honors Program as an incentive for well-prepared students. | Chief Development Officer<br><br>Director, Financial Aid<br><br>Chair, Honors Program | Faculty Senate Scholarship committee | Increase enrollment<br><br>Decrease withdrawals due to financial issue.<br><br>Increase completion rate | Enrollment<br><br>Financial withdrawals<br><br>Completion rate | Fall 2016 and Fall 2017 |
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| **Career Placement** | • Establish a Career/Transfer Center to be a visible service to all students, possibly as part of the One Stop Center being developed. | President<br><br>Board of Trustees<br><br>Executive Team | College community as applicable | Increase percentage of students employed within 6 months of graduation | Gainful employment rates | Fall 2016 and Fall 2017 |
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| **Student Transfer** | • See above Career/Transfer center | President<br><br>Board of Trustees<br><br>Executive Team | College community as applicable | Increase percentage of students transferring to baccalaureate degrees | Transfer rates | Fall 2016 and Fall 2017 |

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| | • Update and promote articulation agreements and transfer opportunities for students in all degrees | Provost | Deans<br><br>Program Chairs | | | |

# WORKFORCE

**Improvement Focus Description:** Expand outreach to local employers through co-op, the Career/Transfer Center, and specific job training programs.

**Improvement Focus Current Status:** Establishing a Career/Transfer Center is a new initiative; the other strategies are currently in progress.

| 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? |
| **Employer Engagement** | Increase employer involvement in both co-op/experiential learning, Program Advisory Committees, and career opportunities. <br><br> Involve employers in the Cincinnati State Career/Transfer Center. <br><br> Continue deployment of WDC Technical Advisory Committee process which links academics and employers. | VP, WDC <br><br> Provost <br><br> Director Co-op | Program Chairs <br><br> Program Advisory Committees <br><br> Co-op Coordinators | Increased connection between program offerings and industry needs/expectations and required certifications | Employer feedback | Fall 2016 and Fall 2017 |

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| **Experiential Learning** | Expand use of CState Career Link<br><br>Align the co-op/experiential learning mission of college with the state Career Pathways initiative. | Provost<br><br>Director Co-op | Program Chairs<br><br>Program Advisory Committees<br><br>Co-op Coordinators | Increased satisfaction of co-op employers and students on evaluations of co-op/experiential learning | Co-op employer and student evaluations of co-op/experiential learning | Fall 2016 and Fall 2017 |
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| **Non-credit to Credit Pathways** | Create a formalized process of evaluating corporate customer needs in the creation of appropriate curricula.<br><br>Create and promote opportunities for students who need a job to obtain shorter term credentials. | VP WDC<br><br>Provost | APCC | Increased corporate customer satisfaction rating<br><br>Increased number of students receiving a credential each year<br><br>Increase inventory of credentials available | Corporate customer satisfaction rating<br><br>Number of credentials earned each year<br><br>Number of credentials available in inventory | Fall 2016 and Fall 2017 |