COLUMBUS STATE COMMUNITY COLLEGE
BOARD ACTION

DATE: May 24, 2018

SUBJECT:
Update of Campus 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 Campus Completion Plan by July 2014, and to update the plan every two years thereafter. Columbus State's plans have been approved by the Board of Trustees in May 2014 and May 2016. Since then the college's success project groups have been executing the strategies included in the plans, which are organized into five broad areas using the Completion by Design framework. These areas include Connection, First Year Entry, Progress, Completion, and Workforce and Transition.

The current update to the Completion Plan was developed by the College Completion Integration Team with input from groups working on success projects, the OACC and AACC pathways teams, the Student Success Council, and faculty, staff, and administrators in Academic Affairs and Enrollment Management and Student Services. It includes reporting on our 2016 goals and outcomes, as well as our planned activities for the next two years and beyond.

The 2018 plan is designed to integrate student success work across the college, to offer all students guidance and support aligned to their unique situations and goals, and to close equity gaps. The plan was developed based on work for the AACC pathways project, the recent Title III: Strengthening Institutions grant, and ongoing college readiness and success work. Columbus State has already implemented many of the high impact practices recommended by Achieving the Dream and other student success organizations, and now works to ensure that all students receive the support they need to meet their academic and career goals.

RECOMMENDATION:
That the Board adopt the college's updated Campus Completion Plan.

Approved by the Board of Trustees on Thursday, May 24, 2018

Columbus State Community College Completion Plan 2018

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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, financial, and career plans 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.
All students will experience a culture of care reflecting our institutional values and designed to eliminate equity gaps.

CHALLENGE POINTS

Challenges faced by all students at connection include:	Challenges faced by all students at entry include:	Challenges faced by all students at the progress point include:	Challenges faced by all students at completion include:	Challenges faced by all students at transition include:
• Understanding what it means to be college, career and workforce ready • Understanding what it means to be financially ready for college • Academic preparation for college-level work, specifically in mathematics • Clearly defined entry and enrollment processes • Clear goals and milestones	• Clearly defined academic and career pathways • Completion of college credit in their first term • Student-friendly tools for progress mapping • Successful completion of college English and Mathematics in their first year • Resources available to help students balance personal, academic, and financial commitments • Understanding the number of credits needed to complete within a reasonable timeframe	• Clear academic paths and majors • Successful completion of pre-program requirements • Academic progress to degree and financial stability guidance • Student-friendly tools for progress mapping • Student connection and engagement • Continuing the momentum of applicable credit hour accumulation • Opportunities for experiential learning	• Student-friendly tools for progress mapping • Advising to support completion • Transfer to 4-year institution too early—before earning credential • Excess credits • Financial barriers • Awareness of completion options	• Access to information that is timely with regard to workforce needs and opportunities • Applicability of credits to 4-year degrees • Awareness of career options • Confusion about value of degree or credential • Understanding industry(workforce) credentials • Post-college financial stability and literacy

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 post-credential transition to workforce or a 4-year institution |

Strong links to labor market and 4-year institutions

MOMENTUM POINTS

• Prospects, applicants and new students use assessment tools to develop career, academic, and financial plans • New first time in college students identify career and academic pathway and major • Assessments to understand student's specific academic, financial, and career needs; opportunities for prior learning credits; and supports to meet those needs • Support the development of cognitive and noncognitive skills required to be successful in a pathway • Differentiate the academic entry process to meet the needs of all students • Scaled interventions to accelerate readiness	• Every student has a career, academic and financial plan • Students complete a First Year Experience course that supports development and confirmation of personalized career, academic and financial plans • Scaled English co-requisite course • Implementation of Math co-requisite courses aligned with pathways and contextualized courses by major • New students participate in a new student program as part of a structured on-boarding process designed to prepare students for a successful start • Maximize credits granted for prior learning • Curricular redesign based on readiness models • Students use academic planning tool to plan completion path	• Every student has a refined career, academic and financial plan • Align success strategies that include integrated advising and supports, communication strategies, and orientation to pathways that build upon and reinforce entry strategies included in structured on-boarding processes, including First Year Experience Course, and orientation • Research, identify and implement strategies to reduce student borrowing and increase student use of scholarships and grants • Implement strategies to further engage students in the classroom, on campus, and in experiential learning • Students realign completion path using academic planning tool	• Reaffirmation of career, financial, and academic plans • Holistic supports and completion activities in place for students >30 credit hours • Assess and address student's individual barriers to completion at this point in their progress • Career support services that align to needs of students near completion • Students affirm readiness to complete using academic planning tool	• Central Ohio Compact members' commitment confirmed • Strategic partnerships to accelerate change • Position the Office of Workforce Innovation to be the bridge between incumbent and emerging workforce needs • Develop additional work-based pathways for students • Strengthen completion agenda collaboration with industry and transfer partners

INSTITUTIONAL INFRASTRUCTURE

Students access real-time progress using integrated systems data.
Students develop and follow academic, financial, and career success plans with aligned student supports.
Students benefit from college-wide employee professional development focused on engagement, active and collaborative learning, critical thinking and reasoning, equity and diversity.

Note: This document 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, 2018.

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:

Updated completion plans are intended to be continuous improvement documents that are owned by the institution's faculty, staff and board of trustees. This updated template has been developed to encourage inclusion of the following items:

1) Measures of progress toward student completion goals established in your 2016-2018 completion plan;

2) Updated student completion goals, with metrics, for the two-year period between July 1, 2018 and June 30, 2020, including goals related to:

   a. Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study;

   b. Placing students on clear pathways to graduation or transfer (if that is their goal) and careers;

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c. Outcomes for students over age 25; and

d. Alignment to the state's workforce development priorities.

A few questions to consider about

CONNECTION TO THE INSTITUTION

➤ Who are our students?

➤ What efforts are underway at the college to help students in need of remediation become better prepared for college?

➤ How do we build relationships with K-12 schools? How do we engage with parents and community?

➤ What do we have in place to specifically connect with adult students?

➤ What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?

➤ What are pathways for College Credit Plus students?

➤ How does our institution orient students? How does our institution communicate learning expectations to your students? How does admissions, student support, registration, student life aid in this process?

➤ What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?

➤ How does co-requisite learning support the learning outcomes of the institution's gateway courses?

➤ Do we offer prior learning assessment for adult learners?

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➢ Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives?

➢ Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career?

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Columbus State Profile

Since the inception of the College Completion Plans in 2014, Columbus State has and continues to undergo transformative change as it organically grows its mission to educate and inspire, providing our students with the opportunity to achieve their goals. This change is reflected in the organizational values of student success, inclusion, quality, innovation, learning, partnership, stewardship, and leadership. It is also prominently reflected in our strategic priorities of student success, workforce development, and civic engagement.   This transformative change is evidenced by progress made in implementing the 2016 completion plan, and extends to the key focus areas that represent phase 2 of our implementation of pathways (2018 completion plan). As reflected by our regional role as convener of the Central Ohio Compact, national role as a leader college for Achieving the Dream and participation in the American Association of Community Colleges (AACC), or global role of providing teaching and learning to a diverse student body representing more than 130 countries; teaching, learning, and student success are at the heart of everything we do.

The Columbus State Student

Columbus State students represent a variety of cultures, experiences, and ages. Its student body is part of a large urban college that illustrates the diversity of Columbus itself with 19% identifying as Black or African American, 5.8% as other races, and 59% as White. The average student age is decreasing with the 18-24 year old population making up 52% and students 17 or under making up 16.6%. In Autumn 2016 students 17 and under made up 13.1% of the student population, and the average age of a student attending Columbus State decreased from 25 years of age (Autumn 2015) to 24 years of age (Autumn 2017). The percent of new high school students increased by 31.36% from Autumn 2016 to Autumn 2017. Columbus State is also experiencing an increase in the percent of new first-time in college students (non-high school) of 15.59% from 2016 to 2017, and new transfer in students (non-high school) of 11.99% from 2016-2017.   The number of new high school dual enrolled students continues to increase from 1794 students in autumn 2015 to 3489 in autumn 2017 (All data from Autumn 2017 Census Day Student Snapshot based on Colleague and ODS queries). What the changing student demographic means to Columbus State and our plans for 2018-2020 is a redirection of focus to include more specific work around preparing students to be ready for college level course work, accelerating students who are on the cusp or are near ready to engage in college-level course work, implementation of Pathways 2.0, and a more intensive focus on advising and interventions geared toward driving academic completion of students who have accumulated more than 30 credit hours.

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Columbus State Opportunity

Columbus State is proud to offer rich opportunity and to be the academic home to approximately 27,000 students while maintaining small class sizes (20 student average) and presenting a variety of academic attainment options that include the opportunity to:

- Utilize a variety of resources and curricular models to accelerate goal attainment, including but not limited to innovative curriculum (bring your own device, digitized courses, open education resources), contextualized and co-requisite courses, prior learning assessment, preferred registration, bootcamps for readiness, job and career fairs, transfer fairs and a university transfer center, high school visit days, flexibly scheduled courses, and work-based learning opportunities.
- Earn a bachelor degree after completing the Associate of Arts and Sciences degrees, or an Associate of Applied Science degree in specific programs.   With more than 200 transfer opportunities to more than 35 colleges and universities (including guaranteed admission opportunities to many) and the Preferred Pathway programs with Ohio State University, along with agreements with eight additional Central Ohio partners that include Franklin University, Ohio University, Otterbein University, Ohio Dominican University, Ohio Wesleyan University, Miami University, Capital University, and Columbus College of Art and Design (CCAD) students who complete an associate's degree at Columbus State are much more likely to complete a Bachelor's degree at their chosen institute than their peers.
- Earn a two-year degree or certificate in more than 55 in-demand fields in areas that include Business and Marketing, Information Technology and Interactive Media, Construction Sciences, Engineering, Manufacturing, Skilled Trades, Health and Medical, and Human and Public Services.
- Earn a degree or accumulate college credit while participating in a robust and dynamically growing College Credit Plus program that serves well over 100 high schools and includes intensive partnerships to provide integrated academic supports and college readiness strategies to more than 20 high school and middle school partners.
- Attend classes in the setting that meets student needs whether it is in an urban setting on the Columbus Campus, on a smaller more suburban campus in Delaware, Ohio, at one of our five regional learning centers, in the student's high school, or completing a degree or certificate or taking courses online, by taking advantage of Columbus State's role as being one of the largest providers of online courses in Ohio.
- Participate in programs designed specifically to meet the needs of our ever-growing cadre of central Ohio and national business and industry partners that include but aren't limited to Apple, Amazon, J.P. Morgan Chase, Nationwide, Heartland Bank, American Electric Power, and modern manufacturing partners

- Engage in college activities whether it's participating in clubs or organizations, sports, wellness activities, volunteer, service learning, and leadership.
- Work and learn through a variety of paid positions that might include tutoring, supplemental instruction leaders, peer advocacy, and academic coaching; and college to career opportunities that include internships, experiential learning, and mentorships.
- Attain a credential efficiently and economically by taking advantage of college-wide strategies implemented as a result of our significant grant portfolio that includes federal Title III: Strengthening Institution, National Science Foundation, and Investing in Innovation grants; private grants through J.P. Morgan Chase New Skills at Work and American Electric Power; and state grants that included a Straight A portfolio.

Columbus State Progress

Since our 2016 plan, we have completed significant and successful 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 we included in the 2016 plan. For the 2018 plan, we are extending the work in a more integrated approach to completion utilizing resources that include our new Title III: Strengthening Institutions grant, AACC, ATD, and OACC along with our continued work in College and Career Readiness Expansion (CCRE) utilizing federal, state, and private grants that include Investing in Innovation, Joyce, New Skills at Work through Chase Bank, and Credits Count through American Electric Power. This new approach has resulted in an even more coordinated planning and implementation process, along with a more formalized structure to the teams responsible for implementation. We are transforming our focus, strategies, and practices in accordance with the changing needs of our students. The practices reflected in our 2016 plan on which we are reporting progress are included in Table 1.

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Table 1: Columbus State 2016-2018 Strategies

Practice	Columbus State Implementation
Give students a strong start	Orientation, Student Success Course, Student Central, Math bootcamps, 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 and AEP Credits Count.
Encourage learning in context	Contextualized math and English, Manufacturing Work-Study
Accelerate progress	Co-requisite remediation, modularized math, College Credit Plus, 65 or fewer credit hour programs
Integrate into clear, coherent pathways	Preferred Pathway, Pathways to Prosperity, 65 or fewer credit hour programs, 2+2 and 3+1 baccalaureate pathways, USDOE Investing in Innovation, College Credit Plus, Straight A, and Credits Count

We've made 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 enrollment, readiness, successful course completion (overall and gateway), and attainment (both degree and certificate completion). Overall, the combination of 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 course success 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	26,098	27,292	**Increase**	Autumn 2016 Official Data Reported to HEI
Readiness				
Percent of students prepared for college coursework	32.5%	34.3%	**Increase**	Autumn 2016
Dual enrollment	3,399	4,833	**Increase**	2016-2017
Success rates in developmental courses (AtD)	58.5%	63.6%	**Increase**	2016-2017
Progress				
Success rates in gateway courses (AtD)	63.0%	64.3%	**Increase**	2016-2017
Success rates in all courses (AtD)	70.8%	72.5%	**Increase**	2016-2017
Retention Autumn to Spring	70.3%	68.0%	Decrease	Autumn 2016 to Spring 2017
Retention Autumn to Autumn	45.2%	44.5%	Decrease	Autumn 2016 to Autumn 2017
Completion				
Certificate	3,478	3,633	**Increase**	HEI DC File 2017
Degree	2,266	2,344	**Increase**	HEI DC File 2017
Transfer	1,528	1,519	Decrease	Autumn 2015 Cohort, transferred after two years
Attainment rates	41.5%	42.7%	**Increase**	Autumn 2014 Cohort 3-year outcomes

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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 retention and 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 career and academic paths at Columbus State.

Completion 2018

In order to best serve its diverse and dramatically changing population, Columbus State is committed to helping *all* students succeed. All other work flows from that commitment. While the college has made great strides in increasing student success since joining the Achieving the Dream network in 2012, there is still much to do. We have data that associates participation in interventions with student success. We know that when student participate in multiple interventions they experience higher the course success 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 much to do to continue to improve student success and retention. Through our work with Pathways, the OACC Student Success and Leadership Institute, and Achieving the Dream, we've been able to look at 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 the next phase of guided pathways implementation to expand success for all students, and to more significantly impact student retention, completion, and transition to the workforce and beyond. Our faculty have worked hard to identify and develop specific pathway resources that are in various stages of publication to our students. We are working with our high school partners to build cohesive pathways for College Credit Plus (high school dual enrollment) programs. We are implementing our English co-requisite model to scale in Autumn 2018, and expanding the co-requisite pilot for Mathematics while also piloting our Quantitative Literacy course. 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. Through our data, we've been able to identify a key institutional challenge that will be addressed in our 2018-2020 plan and integrated with our Title III: Strengthening Institutions grant. **That challenge is one of providing integrated, clear and concise academic pathways that align to students' interests and aspirations along with academic and support services across the college experience that are designed to guide and assist all students in attaining their academic and career goals.** Meeting the challenge is phase 2 of our pathways work and the goal of this completion plan. We are transitioning the work to focus on specific areas for improvement that are identified in the plan. Those areas include:

- Readiness—all students coming to Columbus State will know what it takes to be successful in college

- Near ready—all students will have completed college level English and Mathematics courses by the end of their first year
- Pathways 2.0—every student has an integrated career, financial, and academic plan
- >30 credit hours—helping students to complete at higher rates while also decreasing equity gaps
- Integrated Professional Development—to build a culture of active and collaborative learning and college-wide engagement

In the spirit of continuous improvement, and honoring our commitment to helping *all* students succeed, we will further disaggregate the data by demographic and academic characteristics to identify specific strategies to support students with very specific needs.

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, financial stability, 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 clear understanding of their individualized paths to success.
2) All students' academic, financial, and career plans 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.
4) All students will experience a culture of care reflecting our institutional values and designed to eliminate equity gaps.

The outcome of achieving our goal will be a comprehensive student completion model that will improve efficiencies, scale proven practices, develop new technology tools, and institutionalize processes. The measure of successful implementation as detailed in our Title III: Strengthening Institutions

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grant proposal: By Autumn 2022, the number of Columbus State students earning degrees and certificates will increase 48% from 6077 in 2016 to 9000 by Autumn 2022. Activities we propose to achieve the outcome include:

- Improving student success policy and procedures
- Individualizing student planning with a dashboard that allows tracking progress to completion
- Improving infrastructures to assist students
- Improving co-curricular activities, improving master course scheduling
- Organizing intentional, aligned professional development opportunities

By meeting our goal and outcomes, we will benefit students by:

- Decreasing time to earn a credential
- Decreasing extra credits at completion
- Decreasing costs of higher education
- Increasing success (transfer to 4-year institute or transition to work)
- Increasing earning potential

The transformation of the college to the second phase of pathways has also provided the opportunity for us to transform our metrics to meet our students' changing needs. The new metrics by which we'll measure the strategies identified in this plan include the Key Performance Indicators outlined in our Title III: Strengthening Institutions plan of:

- Increasing the percent of students earning 15 college credits within their first year of college enrollment
- Increasing the percent of students completing gateway College Mathematics and English courses within their first year of college
- Increasing the percent of students who persist from their first year to their second year
- Increasing the percent of students who earn 24 college credits within their first year
- Increasing the percent of student completing a degree or certificate or transfer within six years

The strategies also reflect our work toward achieving the 2021 goal outlined in our Investing in Innovation grant (CCRE work) of increasing the dual enrollment population to 10,000 students with 90% of students in our CCRE partner schools earning some college credit before graduation.   Through the strategies identified in the following sections, by Autumn of 2020 we will have achieved full integration of advising functions at Columbus State with a realignment of services within the Pathways model that will support accurate front-facing information and pro-active just-in-time advising

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interventions. Processes and procedures created for the new student orientation, advising, mentoring and career planning will be adopted by the relevant departments and funded by Columbus State. We are working to operationalize connection and entry processes for our College Credit Plus populations by improving business practices in Enrollment Management and Student Services (EMSS) and College Credit Plus curriculum offices. To continue the new technology systems, Columbus State will include resources in its budget to maintain integrated systems architecture and upgrade hardware, databases, and software, including the new dashboard and course scheduling tools. Columbus State's existing annual professional and faculty development programs will offer ongoing training on equity, completion and holistic student support toward developing a college-wide "Culture of Care" that reflects our institutional values and is designed to eliminate equity gaps.

Institutional infrastructures will be enhanced and developed to support the student experience, including:

- Students access real-time progress using integrated systems data.
- Students develop and follow academic, financial, and career success plans with aligned student supports.
- Students benefit from college-wide employee professional development focused on engagement, active and collaborative learning, critical thinking and reasoning, equity and diversity.

A well-developed case management system will be characterized by proactive, intentional, well-timed information, conversations, interventions and outreach at each step. The integrated model will give students, faculty and advisors a platform for student success that includes support for personalized, individual academic, career, and financial plans. Students will have a seamless experience that is supported by a technology-assisted advising model. A Care Team model will be implemented that will help advisors meet the changing advising needs of our students and will offer seamless integration of campus services. Students will have a more relational and less transactional advising experience at Columbus State, and the experience will support the student from connection to completion by helping them to select a degree and major early, guiding them in an integrated and holistic fashion to successful and timely completion, and helping them to be financially stable while (and after) attaining their aspirations.

CONNECTION

In our 2016 plan, we focused on 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 identifying academic pathways (along with wrap-around services) for all students, with a focus on high school and adult students, that lead to credentials. The strategies identified to help students at connection included:

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- 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

The progress we've made implementing the identified strategies can be found in Table 3.

Table 3: Connection 2016-2018

Strategy	Outcome:	Progress	Measure	Comments and next steps
CP1701: Structured onboarding with clear, actionable and usable information.	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.	Implemented by more than one academic year as of Spring 2018. Growing the number of sessions and better communication to the attendees. Development and Pilot of online orientation. Growing online orientation as an option. Developing and understanding about	For first-time, full-time, degree seeking students: - 40% of the Fall 2016 cohort earned at least 6 college credits in the first term - 21% of the 2016 cohort completed college math in their first year and 47.5% completed college level English during the same period	Redesigning orientation for pathways Scaling for equity Requesting Faculty Fellows for Orientation Orientation cannot be a standalone operation. New student on-boarding strategies need to be comprehensive, sustainable, and reinforced throughout the student experience. It is not one offices

Strategy	Outcome:	Progress	Measure	Comments and next steps
		scaling in terms of equity, not in terms of volume.		job to on-board students. It takes an institutional commitment.
CP1703: Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.	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.	Career advising plans assigned to all students with interventions in place for students who change majors multiple times, fall below a certain GPA… Advising model being assessed and revised per Pathways implementation.	For full-time degree seeking students **(metrics and strategy aligned to Pathways to be implemented AU18)**: • 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	CDF customized training is complete and CPRW Professional Development training of Career Counselors, Student Employment, and Library staff complete. Pathways work will help us to align programming and interventions to the college pathways. Career Fair-Cougar to Career. Plan for suite of trainings to go on website, review impact of AU17 services, programs, strategic partnerships, and interventions. Format the Career exploration tool for Pathways.
CP1704: Help students accelerate developmental education whenever possible.	Decrease % of students enrolled in remedial courses in their first term. Increase % of students participating in bootcamps before their first term. For Summer 2017 bootcamp pilot:	Implemented by more than one academic year	For first time, full-time, degree seeking students: • 40% of the Fall 2016 cohort earned at least 6 college credits in the first term • 21% of the 2016 cohort completed college math in their first year and 47.5% completed	-Preparing for scaled up summer program -Securing rooms and technological resources for summer sessions -Marketing and recruiting students for summer sessions -Analyzing success and retention data from last year's participants -Integrating this program with orientation

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Strategy	Outcome:	Progress	Measure	Comments and next steps
	• 71% moved up a placement level. • 96% began Fall 2017 in at least one college-level course • 100% passed COLS 1101 • 49 students saved (at a minimum) $26,234.29 in tuition by participating in the two-week program.		college level English during the same period	Expand this program with five unique sessions that work in conjunction with orientation. We cannot scale up without having the space in which to teach the classes.
CP1707: Provide multiple pathways that allow students to acquire only the content they need to succeed in their desired academic programs.	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.	Planning and development Developed a mapping document, using the 8 Career & Academic Pathways identified at the college, to encompass the following: opportunities to earn workforce credentials and first 15 credit hours and next-level courses toward degrees. Aligned these college course options with high school graduation requirements. Four districts have HS-College pathways laid out (and some implemented): Columbus, Whitehall,	For graduating high school students served by Columbus State, increase **(metrics are aligned to Pathways to be implemented AU18)**: • number of college credits earned at graduation, • percent who have completed a post secondary credential at graduation, • percent who place into college-level gateway courses in their first term as a full-time	Updating mapping document to include points associated with certain certificates toward HS graduation. Discussion/planning around HS teacher credential attainment to teach college classes. We are working with schools to help them plan 2018-2019 academic course needs and how those fit within the pathways and within the new course and student eligibility rules. Schools without identified pathways may have more difficulty attracting students.

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Strategy	Outcome:	Progress	Measure	Comments and next steps
		Hamilton, South-Western. Groveport is in planning with strong potential. Reynoldsburg is in planning for academies. Licking Heights has not yet determined their pathway plan.	degree-seeking college student.	Build out course options. Support more teachers to earn credentials so they can offer classes on site.

Improvement Focus Description: Readiness: 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.

Improvement Focus Current Status: As shown above, we have completed the first phase of our focus to help students access an accelerated integrated path to becoming college ready. While the 2016 plan focused on integrated processes (including student onboarding for cohorts) and implementing the Career Plan as presented to the Chancellor in 2015, the focus for 2018-20 will be on helping students to become college ready. An expanded summer bridge program for underprepared students will help to increase retention and completion rates for Columbus State's students who are underprepared for the college experience at application. This will include implementation of multiple measures to assess readiness for placement into a career pathway. Seizing upon the momentum that has resulted in wins including development of the Central Ohio Compact Dashboard and strong initial reverse transfer results in Ohio Department of Higher Education's "Credit When It's Due" initiative, our region must push further to ensure that the compatibility of tracking systems is a benefit rather than a hindrance to student success.

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Table 4: Connection 2018-2020

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
CP1801: Prospects, applicants and new students use assessment tools to develop career, academic, and financial plans.	Provide links to Career Coach on Admission web pages, prospect inquiry forms, communication with applicants and within the college application to encourage early career assessment and goal confirmation. Fold in career services and planning to support the final goal of students holding an academic, career and financial plan allows for a more comprehensive new student strategy.	Director: College Credit	Project Manager, Key Faculty, Department Chair, CCP Staff and Administrator, Testing Administrator Student Conduct, Analyst	All credential-seeking applicants will select a pathway and major. All CCP students will declare a pathway.	Increase the percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% to 20% in Sept. 2019 Increase the percent of students earning 24 college credits from within their first year of college from 12.4% to 14% in Sept. 2019.	2018: Links to Career Coach on Admissions web site. Prospect inquiry forms. Communication plan for communicating with applicants. Outreach plan for early applicants who are undecided.
CP1802: New first time in college students identify career and academic pathway and major	Website directs attention to detailed yet simplified information about academic programs. Require selection of pathway and major on application.					2018: Website design. Revised college application.
CP1803: Support the development of cognitive and non-cognitive skills required to be successful in a pathway	Define Readiness and communicate expansive model	Director: College Credit	Project Manager, Key Faculty, Department Chair, CCP Staff and	Having a common definition of readiness will allow students to see a target and utilize interventions appropriately.	Measures need to operationalize the outcome stated. We need to think about how we can measure students seeing a target and utilizing	2018: draft/involve stakeholders -develop communication plan 2019: Consumable Product (CC+, Traditional, Adult) 2020: Update/Assess

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
CP1804: Assessments to understand students' specific academic, financial, and career needs; opportunities for prior learning credits; and support to meet those needs.	Academic entry process includes assessment and analysis of academic, financial, and career needs; as well as identification of potential prior learning credits. Application and advising support aligned to assessment results.		Administrator, Testing Administrator Student Conduct, Analyst	Onboarding meets student needs.	interventions appropriately. Increase the percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% to 20% in Sept. 2019 Increase the percent of students earning 24 college credits from within their first year of college from 12.4% to 14% in Sept. 2019.	2018: -research options -get data -inventory what currently exist 2019: Prepare for pilot 2020: Pilot adult academic readiness in-take process 2021: Research/Assess/Evaluate 2022: Scale Up
CP1805: Differentiate the academic entry process to meet the needs of all students	Establish appropriate academic entry process: Traditional, CC+, Adult			Students will be better prepared for success		2018: -research options -get data -inventory what currently exist 2019: Prepare for pilot 2020: Pilot adult academic readiness in-take process 2021: Research/Assess/Evaluate 2022: Scale Up
CP1806: Scaled interventions to accelerate readiness	Continue/Expand Readiness Bootcamps/Get ACT data			Flexible readiness interventions will help keep students interested		2018: Continue w/traditional bootcamps -pilot high school bootcamps 2019: Scale up traditional bootcamps

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						Assess/evaluate/change/continue/expand high school bootcamps 2020: Scale up high school bootcamps 2021: Reassess/Evaluate/Change 2022: Institutionalize

What additional information do we need?

1. **How do we establish consistency and a unified operational approach across all service units?**
2. **Do we need to (and if so how) integrate applicant information and contact data with student information and success systems?**
3. **What are the assessments we want students to complete before connection, and what information do we want to get from them to help us develop a students' academic, financial and career plans?**
4. **How will we better inform all partners of the strategies we are implementing?**

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A few questions to consider about

SUCCESSFUL FIRST-YEAR ENTRY

➢ What are your gateway mathematics and English courses? How do students know which best fits their major?

➢ How will you increase the percentage of students completing their gateway Mathematics and English courses in their first twelve months of study?

➢ 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)

Columbus State

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Outcomes from 2016-2018

Through its work with Achieving the Dream, the Ohio Association of Community Colleges, and the American Association of Community Colleges, Columbus State has worked to develop, implement, and refine a First Year experience. This has resulted in several models of its Student Success course delivered for students in the high schools, students attending developmental education classes, and first-time, full-time degree seeking students. We have implemented, refined and expanded our orientation model, and have implemented our state of Ohio Career plan among other strategies. The strategies identified since 2012 when we joined Achieving the Dream to 2018 are outlined in Table 5 along with their progress and outcomes.

Table 5: First Year Entry 2016-2018

Strategy	Outcome:	Progress	Measure	Comments and next steps
CP1708: Non-cognitive, career and other diagnostic assessments to support program of study exploration and choice.	Increase percent of students who complete career assessment prior to first term and percent of students will have declared an area of interest by their first day of class at Columbus State.	Implemented by more than one academic year Career coach assessment. Students work in groups with qualified career and academic advisors at orientation. All student have career success plan in first week. Career planning has been implemented in the COLS 1100 First Year Experience Course through the In-demand careers worksheet, labor market research, career tool kit, career presentation, and Ohio Means Jobs registration and resume.	For full-time degree seeking students **(metrics are aligned to Pathways to be implemented AU18)**: • Increase # of students who declare meta-major before first day of classes. • Increase # of students with formal academic completion plan when they start classes.	Career coach to be added to multiple measures assessment. Pathways implementation in AU2018. Continuing all current accomplishments, which include the in-demand careers worksheet, labor market research, career tool kit, career presentation, and Ohio Means Jobs registration and resume. Forced student registration with Ohio Means Jobs has been controversial. Students don't want to share their personal information with this website. It is also very difficult for them to create a resume when they have no educational or work experience.

Strategy	Outcome:	Progress	Measure	Comments and next steps
CP1709: Prior Learning and new placement assessments	Students will have a lower frequency of changing majors, lower rates of withdrawal, and higher rates of retention into the subsequent term.	Major progress has been made on all fronts from the formal adoption and implementation of Pathways, to the initiation of program review for all programs and certificates for the college. New placement model and continued study of multiple measure, this work has been threaded throughout the entire college infrastructure and CQI is the premise with our work now as we refine all aspects of this goal.	Increase rates of: • The success rates COLS-1100 in AU16 = 80.4% and AU17= 79.2 compare to 77.3% of the AU15 cohort • The retention AU15-SP16 was 77% while the AU16-SP17 cohort was 78% • Entry into gateway courses in the second term • Entry into courses related to field of study in the second term	Launch Pathways 2018 and continue evaluating its implementation Complete full three year cycle of Program Review. Begin work on new COLS 1100 course to link with Pathways work Establish Career Services plan
CP1705: Co-requisite and contextualized courses	Decrease % of students enrolled in remedial courses in their first term. Increase % of students participating in bootcamps before their first term.	Our team has created two tech math courses that are now being offered as well as a prerequisite to both of them. MATH1024 The Mathematics of Measurement (Prerequisite to both MATH 1115 and MATH1101) Offered beginning AU17 MATH1101 Technical Mathematics for	For first time, full-time, degree seeking students: • 40% of the Fall 2016 cohort earned at least 6 college credits in the first term • 21% of the 2016 cohort completed college math in their first year and	Collecting data on success rates in 1101 and 1115 of students who take the MATH1024 prerequisite. Making plans to train instructors on teaching techniques Editing content to align better with MATH1024 being included as a prerequisite.

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Strategy	Outcome:	Progress	Measure	Comments and next steps
		Construction Science and Applied Technologies Offered beginning SP17 MATH1115 Mathematics for Engineering Tech Offered beginning AU17 This project has two separate components: Co-requisite Courses and Contextualized Courses. The responses to this survey pertain only to the Co-requisite Courses component. A College Algebra Co-requisite Course is currently in the pilot phase. 2 pilot sections AU 17, 5 pilot sections SP 18 and 10 pilot sections planned for AU 18. There is a Taskforce currently working on having the co-requisite course paperwork submitted to Curriculum by July 1, 2018. The course will run (no longer as a pilot) AU 19. Full scale implementation by AU 20.	47.5% completed college level English during the same period	Fine tuning materials in order to be taught by others in the future. Piloting of the College Algebra Co-requisite Course. Developing the Curriculum paperwork. Researching co-requisite models across the country. Gathering research and data to write an internal grant proposal SU18. Run 10 pilot sections AU 18 and gather success data, student surveys and instructor feedback.
CP1712: Real-life experiences based on career choice	Every student completing the COLS	Planning and development Our academic advisors are working with students on	Increase rates of:	To gauge our progress on this initiative.

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Strategy	Outcome:	Progress	Measure	Comments and next steps
	course will have an education plan. Students will have a lower frequency of changing majors, lower rates of withdrawal, and higher rates of retention into the subsequent term.	communicating with faculty and the Office of Career Services more frequently. Our faculty appear to be taking a more active role in the career counseling component of advising.	• The success rates COLS-1100 in AU16 = 80.4% and AU17= 79.2 compare to 77.3% of the AU15 cohort • The retention AU15-SP16 was 77% while the AU16-SP17 cohort was 78% • Entry into gateway courses in the second term • Entry into courses related to field of study in the second term	
CP1713: Proactive advising	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of non-completion will receive intervention proactively from faculty, advisors, tutors (both peer and professional), retention	Planning and development Committee was formed to look at an Integrated Advising model for implementation as a part of Pathways. Benchmarking and statewide participation in ODHE workshops has assisted to driving the completed framework to be presented to Student Success Council and cabinet in the coming weeks. Work now begins on implementation of the framework for completion by AU 2020.	Increase rates of: • Successful completion of prerequisites in career focus area • The retention AU-SP decreased from 70.3% to 68.0% to the current level (scorecard) • The success rate increase for the 2016/17 academic year from 63% to 64.3% (scorecard) • Participants in multiple Student Success initiatives have a	It has been important to ensure that the finalized Advising Structure take into account how the Pathways launch unfolds. Committee meets weekly to look at trends and beginning to address the student experience as we formulate the new system for Pathways Advising.

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Strategy	Outcome:	Progress	Measure	Comments and next steps
			greater success and retention outcomes than the one who don't engage in this work of the college. Most of the highly engage student are females from minorities Pell awarded.	
CP1714: Modular remediation paths	Students' paths to college level courses and courses in the program of study are accelerated through modularization and prior learning assessment. Through CCRE, implementation of strategies that improve HS student readiness for college level course work, including but not limited to Achieve 3000.	Completed MATH 1099 was fully implemented in Autumn 2012 and since then has grown to approximately 60-70 sections per semester. The success rate of the course is approximately 65-70%, which is about 20% higher than the success rate of MATH 1050 and MATH 1075 traditional and distance offerings. In addition to the higher success rate, MATH 1099 offers students the opportunity to accelerate and complete multiple courses in one semester. Because of the higher success rate and acceleration opportunity, MATH 1050 is no longer offered in a traditional	Increase rates of: • Completion of prerequisites in career focus area • Entrance into courses in career focus area during the first term • The retention AU15-SP16 was 77% while the AU16-SP17 cohort was 78% • The success rate increase for the 2016/17 academic year from 63% to 64.3% (scorecard)	We are currently piloting the use of the ALEKS PPL product in the first week of the course in order to offer students the opportunity to raise their placement within MATH 1099 or place out of MATH 1099 and directly into their college-level course.

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Strategy	Outcome:	Progress	Measure	Comments and next steps
		modality and the offerings of MATH 1075 traditional are steadily decreasing every semester. Through our CCRE work we have improved college-readiness in the HS utilizing programs that include Achieve 3000.		
CP1715: Expand opportunities for prior learning assessment (PLA).		Implemented by more than one academic year A campus wide LA committee was established in 2015. The group has worked diligently to provide a more seamless and far reaching understanding of PLA and to embed options for PLA to include a comprehensive and intentional articulated credit process for our CTPD partners. The work now is at the department level beginning to lift credentialing/PLA/certificates to the front end of degree programs to enhance the first semester experience for those having earned industry credentials.		To continue to work with HHS & BET Division faculty and Advisors to front load PLA to better position students for completion. Work with EMSS and OAA on establishing a PLA officer looking at operationalizing our PLA and articulated credit work.

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Strategy	Outcome:	Progress	Measure	Comments and next steps
		Being the recipient of the Lumina Foundation/AACC Connecting Credentials, Right Signals Grant allowed for a larger piece of work to be completed on PLA/credentialing that was faculty The work now has begun at the department and major level in order to better position our first semester PLA acknowledgement to get the credit posted and applied in order for the Advisors an faculty to see the larger PLA contribution as a part of certificate and degree completion. HHS has lead the way with this work and bow BET has begun the process.		
CP1716: Integrated academic and support services.	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of non-completion will receive intervention proactively from	Implemented by more than one academic year Career Success Plan are integrated into the early alert system with specific student attributes ties to student interventions. Early alert system is college wide with expanded and	Increase rates of: - Successful completion of prerequisites in career focus area - The retention AU15-SP16 was 77% while the AU16-SP17 cohort was 78%	More holistic and integrated approach to early alert usage. Intentional messaging and intervention engagement for students based on indicators. Integrated financial, academic, and career plans. 1) Continue to grow, develop, and expand the peer-led model at CSCC

Strategy	Outcome:	Progress	Measure	Comments and next steps
	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.	improved message and intentional direction to interventions for students based on cohort. Intervention tracking in Office of Student Academic Success has been systematized, and operationalized. 1) Expanded peer tutoring by using the Walk-in tutor model for Modern Languages, Computer Area, and varies course tutored at the Athletic Table Delaware Hall, Room 262, and Delaware Campus. 2) Expanded Supplemental Instruction (SI) for more Biology and Mathematic Courses 3) tutoring visits by students continue to increase 2-5% per semester 4) Spring Semester 2018, trained 9 High School Students to be SI Leaders at their High School for Columbus State Courses taught at the high school.	• The success rate increase for the 2016/17 academic year from 63% to 64.3% (scorecard) • Participation of students in tiered and integrated interventions	help students to become more successful 2) Expand SI for Math 1148 in Fall Semester 2018. 3) Continue to train SI Leaders to become more proficient in applying the collaborative learning technique with their students in the SI Study Sessions 4) Continue to train Peer Tutors to be more effective and efficient in their tutoring sessions.
CP1702: Priority registration		Implemented by more than one academic year. We have priority registration for		

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Strategy	Outcome:	Progress	Measure	Comments and next steps
		Military/Veteran Services and for Students with Disabilities		
CP1717: Recommended sets of gen. ed. Courses	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. | Through our pathways work, we have identified some common courses within each bucket or career and academic path, providing students with a recommended first semester in the plan of study. Faculty have prepared academic planning materials which will be refined and then posted on the website along with career options for the path. | Increase rates of:

• Success rates in all courses of students for the 2016-17 academic year was 72.5%. An increase compared to the 70.8% of the previous academic year (scorecard)
• The AU-AU retention of 68.0% decrease for the current academic year with respect to the previous that was 70.3%. This can be explained by the large number of CCP enrollment to the college.
• Reduce time to completion. | Plans are being refined as we reach toward phase 1 implementation of guided pathways in AU2018. Through our combined Title III, AACC, and Completion Plan work, we will continue to develop the next phases of our pathways work. The work includes, but isn't limited to, pathways mappings created for high schools to identify certificates within Pathways and associated points toward HS graduation as well as recommended general education dual credit options. |

Improvement Focus Description: We will improve student entry into the academic programs for both high school graduates and non-traditional adult learners. With a focus on near ready students: All students will have completed a college-level Math and English course by the end of the first year. Through the strategies we will close the equity gaps in college-level course completion.

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Improvement Focus Current Status: We will expand and deploy rapid entry interventions to support transition into college level courses. ENGL 1100 co-requisite model for near ready students will be operating at scale in AU18 along with implementation of phase 1 of pathways work. Co-requisite model for MATH 1148 is being piloted in AU18 with scale planned for AU19 or 20. Quantitative reasoning course is being piloted in AU18 with co-requisite model to be piloted in AU19 or 20 and scaled in AU20 or 21. STATS 1350 co-requisite will be planned in AU19 with pilot. New students are not yet effectively oriented to the college. In AU16, of the approximately 7000 new students at Columbus State, only 24% attended orientation. Many other new students self-advised. In addition, new students don't have enough information to determine the career opportunities that exist or the pathways they can pursue. Since students often need to speak to multiple individuals to get answers, the college does not yet offer a unified message in advising students or have the tools to help them map their pathways.   Additionally student face challenges completing essential gateway courses and earning college credit in their first term. Through the Title III grant, we will address these challenges in the students first year and beyond. Supported by a strong theory and best practices, Columbus State will redesign and expand the First-Year Student Success Seminar to include multiple formats and content that focuses on career exploration, academic planning, and a financial literacy. Expanded orientation, using multiple student assessment measures, implementing rapid entry interventions, establishing academic maps, and advising student proactively are strategies identified in the plan to improve students' first year experiences and retention outcomes.

Table 6: First Year Entry 2018-2020

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?
CP1807: Every student has a career, academic and financial plan	Career & Academic Overviews Faculty access to student information Non-Cognitive Assessment Integrated Advising & support	Executive Dean: Advising and Student Support	Project Manager, Business Office Administrator, Key Faculty, Dean Partnerships and Programs, Vice President Marketing, Analyst,	Students will feel better connected to the college.	Survey data (CCSSE or CCFSSE) indicate increased student connection to college The percent of students earning 15 college credits	2018: Initial overviews complete majors on rosters review options for collecting information - Accuplacer, supplemental application, Colleague, BB, Starfish

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
			Superintendent of School and Community Partnerships		within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019; The percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% in the baseline cohort to 20% in Sept. 2019; The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019;	Explore options for career planning & placement 2019: Review format of page 2 of overviews -Develop database foundation/CurricuNet for document Accurate information about course reports and first gen. questions 2020: Additional enhancements to roster - non-cognitive assessment 2022: Systemize method for updating overviews & for optimizing content for web usability and view ability Faculty have & use additional info about specific student history, needs and goals
CP1808: Students complete a First Year Experience course that supports development	Revised First Year Experience course so learning outcomes are	Assoc. VP Academic Affairs, Dean Arts and Sciences	Project Manager Lead Faculty Eng. and Math	All students will have completed a college-level English course by		2018: Initiate work with COLS lead faculty

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
and confirmation of personalized career, academic and financial plans	designed to help students meet college completion plan and Title III goals.		Curriculum and Development, Advising, IT Department Chair (Math) Analyst Registrar's office Ad hoc (testing, facilities scheduling, financial aid, transfer and articulation)	the end of 1st year. Close equity gap. Students will realize savings in: Money and Time, and experience smaller class sizes; faculty support will be enhanced; and students will follow individualized learning paths Operationalize time and money savings	The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019	2019: Launch reconfigured COLS 1100/1101
CP1809: Scaled English co-requisite (at scale Fall 2018)	Because the courses are being implemented at scale in AU18, we will be working on refining processes, improving infrastructure, professional development, and evaluation for continuous improvement.	Assoc. VP Academic Affairs, Dean Arts and Sciences	Project Manager Lead Faculty Eng. and Math Curriculum and Development, Advising, IT Department Chair (Math) Analyst Registrar's office Ad hoc (testing, facilities scheduling,	All students will have completed a college-level English course by the end of 1st year. Close equity gap. Students will realize savings in: Money and Time, and experience smaller class sizes;	The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019; Increase the % of students completing ENGL	2018: Pilot in mobile labs (15) in Fall 2018 PD & Faculty trainings (meet bi-weekly with compensation) • Decision on managing Batch registration process • Timeline on batch process • Communication of batch registration

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
			financial aid, transfer and articulation)	faculty support will be enhanced; and students will follow individualized learning paths Operationalize time and money savings	1100 in their first year The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019	process for faculty/advising (June 2018) • Conclude evaluation of pilot and refine plan to reflect metrics • Verify approval of ACT score for co-requisites • Review and define in and out-of-class interventions to increase co-requisite course success rates 2019: Develop plan for tech. infrastructure & Bring Your Own Device (BYOD) • Review impact on staffing (faculty load) • Refine processes for batched registration • Evaluation of scaled ENG co-requisites • Pilot holistic interventions that include in and out

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						of class supports, evaluate interventions 2020: Scale BYOD Review & possibly refine requirements based on evaluation Refine and scale interventions
CP1810: Implementation of Math co-requisite courses aligned to pathways and contextualized courses by major	Pilot and refine Math 1148 co-requisite model, identify and build co-requisite model for Quantitative reasoning, and stats.	Assoc. VP Academic Affairs, Dean Arts and Sciences	Project Manager Lead Faculty Eng. and Math Curriculum and Development, Advising, IT Department Chair (Math) Analyst Registrar's office Ad hoc (testing, facilities scheduling, financial aid, transfer and articulation)	All full-time, degree-seeking students will have completed a college-level Mathematics course by the end of 1st year Close equity gap. Students will realize savings in: Money and Time, and experience smaller class sizes; faculty support will be enhanced; and students will follow individualized learning paths	Increasing the percent of students completing gateway College Mathematics and English courses within their first year of college	2018: Develop project plan that includes strategy for acceleration of near ready student at start Pilot QR Course (evaluation plan) Increase # of sections of Math 1148 co-req. Au18 (meet biweekly with compensation) Analyze resource need for each Math pathway Review and define in and out-of-class interventions to increase co-requisites. Course success rates Analyze classroom space & staffing

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
						Develop clear and coherent student plans to support advising Math & student pathway PD for Math co-requisites (active & collaborative learning training) for pilots 2019: Pilot w/ co-req. (Evaluation plan) Pilot holistic interventions that include in and out of class supports, evaluate interventions Scale PD for Math Co-requisites (Active learning pedagogy based on Math Path) Content level training for PD 2020: Refine and scale interventions
CP1811: New students participate in a new student program as part of a structured on-boarding process designed to prepare	Online new student orientation Division academic advising units	Assoc. VP Academic Affairs, Dean Arts and Sciences	Project Manager Lead Faculty Eng. and Math Curriculum and Development, Advising,	Students are better prepared to start strong and complete college level work in their first year	Increasing the percent of students earning 15 college credits within their first	2018: Launch online new student orientation Technology identified to engage advising with new student

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
students for a successful start.	participate in new student orientation Career coach information included in new student program registration form.		IT Department Chair (Math) Analyst Registrar's office Ad hoc (testing, facilities scheduling, financial aid, transfer and articulation)		year of college enrollment Increasing the percent of students who persist from their first year to their second year Increasing the percent of students who earn 24 college credits within their first year	programs. Integration of career coach in registration form
CP1812: Maximize credits granted for prior learning	Leverage state initiatives such as the One-Year Option, CTAG, MTAG, etc. to grant as much credit for prior learning as possible to students.	Associate VP of Academic Affairs, VP of Enrollment Management and Marketing Communications	Curriculum Management, Office of the Registrar, Department Chairpersons	Students begin Columbus State coursework with a shorter, more direct pathway to graduation	The annual number of Columbus State students granted credit through various iterations of PLA	2018 – Develop stratified, reportable workflows for all categories of PLA credit, 2019 – Assess baseline numbers of students granted credit through each category of PLA, 2020 – Re-evaluate/assess
CP1813: Curricular redesign based on readiness models	Redesign curriculum based on expansive readiness models	Director: College Credit	Project Manager, Key Faculty, Department Chair, CCP Staff and Administrator,	All students will have the opportunity to achieve success and can accelerate and be	Increase the percent of students completing gateway College Mathematics and	2018: -inventory options -research 2019: Involve stakeholders in

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
			Testing Administrator Student Conduct, Analyst	supported to complete gateway coursework.	English courses within their first year of college from 18.9% to 20% in Sept. 2019 Increase the percent of students earning 24 college credits from within their first year of college from 12.4% to 14% in Sept. 2019.	planning creative options (contextualized reading, new math options) 2020: Pilot new options 2021: Evaluate 2022: Scale up options
CP1814: Student use academic planning tool to plan completion path	Integrated academic planning tool helps students understand path to completion and track progress			All students will have the opportunity to achieve success and can accelerate and be supported to completion	Increase the percent of students earning 15 college credits within their first year of college enrollment Increase the percent of students who persist from their first year to their second year Increase the percent of students who earn 24 college credits within their first year	

A few questions to consider about entry:

- **What is the impact of the co-requisite model on Dual Enrolled students? Is it a model we can implement in the high schools?**
- **What are some other co-requisite possibilities, e.g., Sciences?**
- **What is the impact of the co-requisite model on our infrastructures, e.g., facilities, IT, scheduling, enrollment and registration, transcripts…?**

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?

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➤ How do we determine and address learning support needs of the students?

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Outcomes from 2016-2018

Columbus State offers 1500 courses in 55 degree programs of study each year. We've made gains in helping students to complete courses successfully, but those gains have yet to be reflected in our retention rates. Early alert is being used college-wide to track student progress in courses, drive students to interventions, and communicate strategies. The system also triggers more intensive interventions and proactive outreach to students to help them in the time of academic crisis. Diversity and cultural inclusion has been an ongoing and growing initiative at Columbus State and continues to mature and scale. We have implemented strategies to help students progress as defined in our 2016 plan. Table 7 provides the status of those strategies.

Table 7: Progress 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
CP1718: Progress tracked using academic and career plans and supports including student success workshops	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of non-completion 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.	Early alert for monitoring and tracking student progress has been implemented college-wide along with career success plans. Cohorts of students also have academic success plans in the early alert system. Students in courses where early alert, tutoring, academic advisor meetings are tracked have increased rates of success and reduced rates of withdraw.	Increase rates of: • Successful completion of prerequisites in career focus area • The retention AU15-SP16 was 77% while the AU16-SP17 cohort was 78% • . The success rate increase for the 2016/17 academic year from 63% to 64.3% (scorecard) • Participation of students in tiered and integrated interventions	Pathways 2.0 will provide us with the opportunity to bring together academic, career, and financial plans for students and to intervene holistically.

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
CP1719: Financial Aid Standard of Academic Progress (SAP) Revision	The number of students with financial need will persist and progress to completion and transition.	Implemented during current academic year Project is in final testing stage in a live environment. Will be utilized for SAP activities related to the end of spring semester 2018	Increase rates of **(metrics are aligned to Pathways to be implemented AU18)**: • Autumn to Autumn retention for students receiving financial assistance Reduce time to completion for students receiving financial assistance	
CP1720: Financial: Payment deferral options		Completed		
CP1721: Financial: Electronic temporary funding		Completed Project is completed and has been in use throughout this academic year.		
CP1728: Diversity and cultural inclusion for engagement. CP1729: Student organizations and peer groups for engagement.	Engaging students through activities around diversity and cultural inclusion.	Planning and development Currently we have worked on several changes to elevate the student experience regarding the structure of Clubs and Organization by the following actions: Changed the language of Clubs and Organizations to Clubs, Organization and Affiliations (COA) to reflect student feedback regarding their interest levels and the needs of the various group types (i.e. club vs chapter) to operate most effectively based on group purpose; Reformatted the structure to starting and maintaining a COA to increase	Increase in cohort: • .Students who participate in the MAN initiative during AU17 have a success rate of 77% in all their courses, while participants in Women's connection on the same term have a 83.9% success. Both are higher than the rest of the students college with a 74.7% success rate • Retention rate term to term of students who participate in this initiatives has been consistently in the	Confirm communication/engagement platform that best meet the needs of students (user friendly and accessible) and administrators (user-friendly and data maintenance sufficient) Retrieve survey results regarding campus engagement initiatives for the various student experience levels to determine campus engagement opportunities/potential priority areas via student response Organizing/aligning current and new COAs to fit the eight academic pathways for both

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		accessibility per student feedback; Restructured the funding structure for COAs to be more fiscally intentional with spending needs and campus engagement for participants. Awaiting focus group feedback regarding tiered funding and campus engagement opportunities/interest; Researching communication/engagement platform that best meet the needs of students (user friendly and accessible) and administrators (user-friendly and data maintenance sufficient); Awaiting survey results regarding campus engagement initiatives for the various student experience levels; Utilizing Columbus State Hub to collect poll data regarding departmental initiatives; Analyzed data through Columbus State Hub and IE resources to determine who and when students get connected to campus engagement initiatives and their academic success; Initiated the first members With the continued growth, popularity, and need for GOT, we decided to reorganize the	90% compare to the 68% of the college. • Completion (certificate and degrees) Decrease in: • Course success by race/ethnicity gap was reduced by 24% from the 2011/12 academic year until now. Meanwhile the success by PELL eligibility was reduced by 50% (Board data presentation 2016). • The disparity in degree completion unchanged from 2013-14 until 2015/16 (Board student success 2017)	students at entry/progress and completion/workforce and transition stages of the completion plan To collect data via the GOT Assessment Committee, analyze the data, and use it to inform our organization of how to best advocate for our first generation students.

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COLUMBUS STATE

COMMUNITY COLLEGE

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		working structure by creating subcommittees of members who would dedicate their efforts to particular initiatives within GOT. The newly created subcommittees are: 1. GOT Web Committee - This committee will oversee all platforms of web presence for GOT. Among the duties would be to update and add content to the GOT website, the GOT Blackboard org, and all social media accounts (e.g., GOT Facebook page). The goal of this committee is to create as many access points to GOT resources as well as promote GOT in ways that best reach our students. 2. GOT Events Committee - This com		
CP1730: Advising capacity increased allowing for mandatory and tiered advising	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of non-completion will receive intervention proactively from faculty, advisors, tutors (both peer and professional), retention specialists, career counselors, and/or through	Planning and development The larger college work in establishing goals pertaining to the ERP have laid the foundation for this future work. The final decision over the next year or so will drive to opportunity to look at technology assisted advising.	Increase rates of: • Successful completion of prerequisites in career focus area • The retention AU15-SP16 was 77% while the AU16-SP17 cohort was 78% • . The success rate increase for the 2016/17 academic year from 63% to 64.3% (scorecard)	ERP Committee finalizing their work. IPASS/Integrated Advising Committee members being briefed on progress. Integrated Advising team members keeping abreast as to the emerging technologies in their field and will align those recommendations to the final college decision on the ERP.

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
	supplemental instruction leaders, and Columbus State faculty and staff as needed.		• Participation of students in tiered and integrated interventions	
CP1731: Directed paths to career areas	Students will successfully complete their academic program requirements in a timely, economical, and efficient manner without accumulating too many credits.	Implemented during current academic year Faculty are attending state sponsored Pathways discussions and working with our Pathways Faculty fellow on alignment activities.	For full-time degree seeking students **(metrics are aligned to Pathways to be implemented AU18)**: • 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.	Finalizing Pathways models for sponsored A.A. degrees.
CP1732: Job readiness skills and assessments developed and practiced as part of program of study.	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.	Installation of Completion Advisors that allow students to be advised within the pathway as to the most effective course of action to implement. Continuing review of course work to align to introducing more alignment with necessary job skills.	Increase rates of **(metrics are aligned to Pathways to be implemented AU18)**: • 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.	This needs to be a mandatory visit by every student to ensure the best possible success.

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Pathways Phase 2

Improvement Focus Description: Pathways 2.0: We will shift from transactional to transformative advising for students as they progress through the student lifecycle by establishing consistency and a unified operational approach across all service units with full integration of advising functions at Columbus State. We will implement a proactive and intentional advising model supported by continued development of faculty program coordinators for all majors; complete an inventory of enrollment in each pathway to determine physical, budgetary and resource allocation across advising units; and develop a case management advising model aligned with Career and Academic Pathways. Define and develop care teams.

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

Table 8: Progress 2018-2020

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
CP1815: Every student has a refined career, academic and financial Plan.	Career & Academic Overviews Faculty access to student information Non-Cognitive Assessment Integrated Advising & support	Executive Dean: Advising and Student Support	Project Manager, Business Office Administrator, Key Faculty, Dean Partnerships and Programs, Vice President Marketing, Analyst, Superintendent of School and Community Partnerships	Students will feel better connected to the college.	Survey data (CCSSE or CCFSSE) indicate increased student connection to college The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the	2018: Initial overviews complete majors on rosters review options for collecting information - Accuplacer, supplemental application, Colleague, BB, Starfish Explore options for career planning & placement

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					baseline cohort to 32% in Sept. 2019;	2019: Review format of page 2 of overviews -Develop database foundation/CurricuNet for document Accurate information about course reports and first gen. questions
					The percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% in the baseline cohort to 20% in Sept. 2019;	2020: Additional enhancements to roster - non-cognitive assessment
					The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019;	2022: Systemize method for updating overviews & for optimizing content for web usability and view ability Faculty have & use additional info about specific student history, needs and goals
					The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the	

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					baseline cohort to 14% in Sept. 2019	
CP1816: Align success strategies that include integrated advising and supports, communication strategies, and orientation to pathways that build upon and reinforce entry strategies included in structured on-boarding processes, including First Year Experience Course, and orientation	Integrated Advising & support Re-design of COLS to align w/Pathways Re-design of Orientation to align w/ Pathways Alignment of Career Coach w/ website and labor market information Integrated Advising & support Re-design of COLS to align w/Pathways	Executive Dean: Advising and Student Support	Project Manager, Business Office Administrator, Key Faculty, Dean Partnerships and Programs, Vice President Marketing, Analyst, Superintendent of School and Community Partnerships	Students will be career &/or transfer-ready with a credential.	Increase to 39% the percentage of students who graduate in their selected pathway within 13 semesters	2018: Explore options for career planning & placement

2019: Alignment on website - one click away from majors & career information

2020: Merge 1100 + 1101

2022: 1 college success course offered by Pathway |
| CP1817: Research, identify and implement strategies to reduce student borrowing and increase student use of scholarships and grants. | Re-design of Orientation to align w/ Pathways Alignment of Career Coach w/ website and labor market information | Executive Dean: Advising and Student Support | Project Manager, Business Office Administrator, Key Faculty, Dean Partnerships and Programs, Vice President Marketing, Analyst, Superintendent of School and Community Partnerships | Students who leave with less debt are prepared for a better future. | Reduce the % of student borrowing money for college.

Increase the percentage of students using scholarships and grants to help pay for college. | |
| CP1818: Implement strategies to further engage students in the classroom, on | | | | Students will have the support they need, when they need it. | Increase to 39% the percentage of students who graduate in their selected pathway | |

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
campus, and in experiential learning					within 13 semesters	
CP1819: Students realign completion path using academic planning tool	Integrated academic planning tool helps students understand path to completion and track progress			All students will have the opportunity to achieve success and can accelerate and be supported to completion	Increase the percent of students earning 15 college credits within their first year of college enrollment Increase the percent of students who persist from their first year to their second year Increase the percent of students who earn 24 college credits within their first year	

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?

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➢ 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?

➢

Outcomes from 2016-2018

At the Spring 2016 graduation, Columbus State awarded 1,221 associate degrees (the most ever) and increased the number of African-American students earning associate degrees by 20% over the previous Spring. Columbus State also offers extensive pathways for articulation with university partners and in 2015 more than 3600 students transferred to universities. In addition, Columbus State leads the state of Ohio in reverse transfers (annually there are approximately 500 reverse transfers, 250 of which are Columbus State students). Some of the strategies identified in our 2016 plan to help us strengthen completion rates of our students included membership in career/articulation cohorts, business process improvements, implementation of strategies in our Career plan, and completion plans for students. The status of implementation of those strategies can be found in Table 9.

Table9: Completion 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
CP1722: Default membership in career/articulation cohorts	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.	Implemented by more than one academic year Ongoing work For Articulation/Transfer Cohort communities on Blackboard, we have 12 separate cohorts- one for each of the nine preferred pathway partners, plus	Increase rates of: • Successful completion of subsequent courses and math sequences • The AU-AU retention of 68.0% decrease for the current academic year with	The question on the admissions application that generates this information has been somewhat confusing, because we end up with students who shouldn't be included in these groups (i.e. faculty who

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		communities for University of Cincinnati, Bowling Green State University, and a general transfer community. We build these communities each autumn semester with students currently enrolled who stated on their admission application that they were interested in transferring to any of these 11 institutions or if they were interested in transferring elsewhere (those students go to the general transfer community). Included in the cohorts are current students and brand new students who applied for Autumn 2017.

All students have career success plan that integrates with articulation checkpoints. Students on career path participate in career events both specific to their major, and in general; career workshops; and are directed to see a Career Counselor as needed. Career services has begun tracking visits by reason and program in AU17. | respect to the previous that was 70.3%. This can be explained by the large number of CCP enrollment to the college
• The success rate increase for the 2016/17 academic year from 63% to 64.3% (scorecard) | teach at these institutions but are also students at Columbus State, transient/guest students, and students who have transferred FROM or have graduated from these institutions).   Also, there is no good way to update this information in real time once we receive it from the application. Therefore, if a student changes their mind or wishes to be considered for multiple communities, we have no way of knowing that automatically. Reestablishing the communities with the autumn 18 applicants and cleaning out the 17/18 graduates/transfers. |
| CP1723: Meetings with completion advisor | All students will have a customized degree and success plans with access to the interventions they need | Implemented by more than one academic year Completion Advisors meet with students after first term and | Increase rates of: | Emails sent out to students who are nearing completion of degree outlining what is remaining for completion and |

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
	to be successful. Students will be informed of milestones and next steps based upon goals and intent. Students who are at risk of non-completion 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.	continuing through completion. We make an academic plan for students and help them modify it as needed. We discuss options after graduation including career opportunities and continuing education opportunities. An office of Academic Advisor is dedicated to serving our Associate of Arts and Associate of Science students. Currently, we have 5 full-time and 2 part-time advisors. We've seen increases in the number of students completing the AA and AS degree since the inception of the office in September 2014.	• Successful completion all courses in plan of study Reduced: • time to completion • number of credit hours earned at completion	encouraging them to meet and develop a plan for graduation. Advising office focused on helping students complete their AA or AS degrees and assisting students with making academic plans that match their bachelor's degree goals.
CP1724: Academic maps link to transferrable skills, high demand jobs, or 4-year program	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 non-completion will receive intervention proactively from faculty, advisors, tutors (both peer and professional), retention specialists, career	Planning and development Academic Overview series writing is in progress--for each major, we'll have a short description of career possibilities and/or transfer outcomes.	Increase rates of: • Successful completion all courses in plan of study Reduced: • time to completion • number of credit hours earned at completion	The Overview series touches on skills and career and transfer outcomes, but only very briefly. Development of full-blown maps is the next step.

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
	counselors, and/or through supplemental instruction leaders, and Columbus State faculty and staff as needed.			
CP1725: Guided/mock interviews and jobs on OMJ and/or articulation path	Students who are ready to complete will be guided to mock interviews and jobs on Ohio Means Jobs; and/or articulation path			
CP1726: Job readiness skills aligned in curriculum		Implemented during current academic year Academic programs appear to be more engaged in aligning curriculum with work/career needs. Programs are attempting to be relevant. Programs are meeting with their advisory boards regularly.		Update on curricular integration with work needs reports.
CP1727: Business process improvements	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, Textbook affordability, and Expedited Diploma Processing. Students who have completed degree or certificate completion requirements will be rewarded for their efforts	Implemented by more than one academic year (Textbook affordability) Electronic petition to graduate and expedited diploma processing in process. The Textbook Affordability group is more of an information sharing and planning group. We don't affect policy, but we meet twice a semester to discuss new ways to save students money by trying alternative methods of instruction. To date this group	Increase: • % of students who earn degree • % of students who transfer with credentials • # of students who earn reverse transfer degree % students who earn certificates	

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		has saved students millions of dollars just by communicating the importance of getting book lists in early, as well as using OER or custom created content.		
CP1733: Individualized completion plan	All students will have a customized success plan with access to the interventions they need to be successful. Students who are at risk of non-completion 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.	Planning and development Career plans are implemented and integrated with some articulation points, but we have not implemented completion plans as of yet. This will be in the next phase of delivery for Pathways.	Increase rates of: • Successful completion of prerequisites in career focus area • The retention AU-SP decreased from 70.3% to 68.0% to the current level (scorecard) • The success rate increase for the 2016/17 academic year from 63% to 64.3% (scorecard) • Participation of students in tiered and integrated interventions	Currently on hold based on decision for enterprise system and degree planner.

Improvement Focus Description: >30 hours: Higher completion rates while shrinking the equity gap. We will develop a completion support model that assists students as they approach graduation. The model will include establishing a Culture of care with scholarships, messaging, mentoring, affiliations, school pride, authenticity, and a human touch.

Improvement Focus Current Status: As an Achieving the Dream Leader College, Columbus State has improved the completion performance gap by 50% for low-income students and by 24% for student of color. As students near graduation or transfer, there is little advising to support the completion effort. Many students transfer to four-year partner institutions too early—before earning a credential and often with excess credits that don't articulate. Often student could take additional prerequisite courses at significantly lower cost than universities. To remedy these problems, Columbus

State needs a new student service paradigm. Through the strategies identified, we will shift the advising focus to completion once a student nears the end of their program of study. Through a completion support model, we will integrate job readiness into curricular and co-curricular activities, implement individualized student completion plans, and use the technology to drive students to meet regularly with completion advisors.

Table 10: Completion 2018-2020

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
CP1820: Reaffirmation of career, financial, and academic plans	Career & Academic Overviews Faculty access to student information Non-Cognitive Assessment Integrated Advising & support	Executive Dean: Advising and Student Support	Project Manager, Business Office Administrator, Key Faculty, Dean Partnerships and Programs, Vice President Marketing, Analyst, Superintendent of School and Community Partnerships	Students will feel better connected to the college.	Survey data (CCSSE or CCFSSE) indicate increased student connection to college The percent of students earning 15 college credits within their first year of college enrollment from 30.7% in the baseline cohort to 32% in Sept. 2019; The percent of students completing gateway College Mathematics and English courses within their first year of college from 18.9% in the baseline cohort to 20% in Sept. 2019;	2018: Initial overviews complete majors on rosters review options for collecting information - Accuplacer, supplemental application, Colleague, BB, Starfish Explore options for career planning & placement 2019: Review format of page 2 of overviews -Develop database foundation/CurricuNet for document Accurate information about course reports and first gen. questions 2020: Additional enhancements to roster - non-cognitive assessment 2022: Systemize method for updating overviews & for optimizing content for web usability and view ability

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					The percent of students who persist from their first year to their second year from 45.2% in the baseline cohort (Autumn 2015 to Autumn 2016) to 47% in Sept. 2019; The percent of students earning 24 college credits within their first year of college enrollment from 12.4% in the baseline cohort to 14% in Sept. 2019	Faculty have & use additional info about specific student history, needs and goals
CP1821: Holistic supports and completion activities in place for students >30 credit hours	Completion Activities	Executive Dean: Advising and Student Support	Project Manager, Business Office Administrator, Key Faculty, Dean Partnerships and Programs, Vice President Marketing, Analyst, Superintendent of School and	Higher completion rates Rewards are not hidden Institutional Stability (i.e. predictability around Student Life cycle – impacts to budget, scheduling) More prepared workforce – helps meet Governors 65% residents with	Increasing the percent of student completing a degree or certificate or transfer within six years	2019: Identify best practices (including by Division, by Pathway) 2020: Share-out college-wide Implement in other areas of the college 2021: assess/monitor

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
			Community Partnerships	degrees/certificates by 2025		
CP1822: Assess and address students' individual barriers to completion at this point in their progress	Use tools to assess barriers to completion and align interventions and intervention timeline to address barriers	Executive Dean: Advising and Student Support	Project Manager, Business Office Administrator, Key Faculty, Dean Partnerships and Programs, Vice President Marketing, Analyst, Superintendent of School and Community Partnerships	Higher completion rates Rewards are not hidden Institutional Stability (i.e. predictability around Student Life cycle – impacts to budget, scheduling) More prepared workforce – helps meet Governors 65% residents with degrees/certificates by 2025	Increasing the percent of student completing a degree or certificate or transfer within six years	2019: Identify best practices (including by Division, by Pathway) 2020: Share-out college-wide Implement in other areas of the college 2021: assess/monitor
CP1823: Career support services that align to the needs of students near completion	Align career plans and activities to student aspirations and needs	Academic Deans, Director: Career Counseling, Director: Student Academic Success	Chairs Faculty Advisors Career Counselors Retention Specialists	Students will be exposed to and comprehend knowledge and skills required in chosen career field.	Increasing the percent of student completing a degree or certificate or transfer within six years	
CP1824: Student use academic	Integrated academic planning tool helps students understand			All students will have the opportunity to achieve success and	Increase the percent of students earning	

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
planning tool to plan completion path	path to completion and track progress			can accelerate and be supported to completion	15 college credits within their first year of college enrollment Increase the percent of students who persist from their first year to their second year Increase the percent of students who earn 24 college credits within their first year	

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OTHER ASPECTS OF COMPLETION SUCCESS: Integrated Professional Development

➢ 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?

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Recognizing that student success and completion is everyone's responsibility, Columbus State will initiate a strategic focus on integrated professional development across the college. The professional development plan will integrate the current faculty professional development plan with plans for administrators, student services, business offices, and staff across the college. Columbus State's professional and faculty development programs will offer ongoing training on cultural competence, equity, completion, and advising competencies.

Improvement Focus Description: Integrated Professional Development

Improvement Focus Current Status: Faculty professional development plan, along with infrastructure are in the beginning stages of implementation. Through next phase of Pathways and Student Success Implementation, professional development team will work to integrate professional development college-wide.

Table 12: Integrated Professional Development 2018-2020

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?
CP1825: Faculty PD	Redesign orientation and professional development to include active and collaborative learning professional development programming.	Sr. Vice President Administration, Academic Council Co-Chair, Human Resources Retention and Professional Development	Project Manager, Dean Distance Education, Key Faculty, ENGL Department Chair, Delaware Campus Administrator, Diversity Staff,	CCSSE score improvement (esp. active & collaborative learning) Improved course-level success measured by ILG Assessment Culturally competent interactions and experiences with faculty and staff 100% new adjunct, annually contracted adjuncts, full time faculty, and veteran adjuncts participate in active/collaborative learning professional development.	Increase CCSSE score improvement on active and collaborative learning Improved course success using ILG Persistence goal attained (55%)	2018: -Identify faculty fellows -Enhance faculty professional development (PD) website & communication plan Areas of focus include: -Active & Collaborative Learning (critical thinking,

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
			Student Central Administrator, Equity Staff, HR Recruitment, HR Professional Development and Retention Staff, IT Training Lead Analyst		First year credit goal attained (20%)	contextual writing across curriculum., diversity, teaching w/ technology) -Identify stakeholders -Identify all current faculty PD offerings & orientations -Integration of common language for all PD 2019: -Engage stakeholders for PD development & implementation -Implement new adjunct orientation -Develop faculty work groups for all areas of focus -implement plan -evaluate -complete website enhancements

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
						-develop online PD modules on areas of focus 2020: -CQI -Develop connections with program accreditation & Faculty P&T -work with HR, IT, EMSS to expand use of Cornerstone, Skills Databases & Electronic Portfolios, etc.
CP1826: Academic Admin PD	Academic Administrators, and CCP building and district leadership teams will have the opportunity to participate in tailored professional development curriculum	Sr. Vice President Administration, Academic Council Co-Chair, Human Resources Retention and Professional Development	Project Manager, Dean Distance Education, Key Faculty, ENGL Department Chair, Delaware Campus Administrator, Diversity Staff, Student Central Administrator,	Increase engagement/knowledge/understanding of priorities, etc. Increased diversity of faculty and staff	100% participation of Academic Administrators. Increased participation of CCP building and district leadership teams in professional development curriculum	2018: Action Project Identified (HLC) -Benchmarking -Stakeholder engagement to identify key curriculum elements -Communication Plan -Integration of a common language for all PD

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
			Equity Staff, HR Recruitment, HR Professional Development and Retention Staff, IT Training Lead Analyst			2019: Pilot, Evaluate, and scale 2020: CQI
CP1827: Student Services/OPS PD	100% participation of other Administrators in tailored PD curriculum.			Increased diversity of faculty and staff		2018: Action Project Identified (HLC) -Benchmarking -Stakeholder engagement to identify key curriculum elements -Communication Plan -Integration of a common language for all PD 2019: Pilot, Evaluate, and scale 2020: CQI
CP1828: College-wide employee PD	College-wide professional development on culture of care/mission/priorities, etc.			Increased accountability Clarity of focus, structure and responsibility		2018: Action Project Identified (HLC) -Benchmarking -Stakeholder engagement to identify key

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
						curriculum elements - Communication Plan -Integration of a common language for all PD 2019: Pilot, Evaluate, and scale 2020: CQI

What are our next steps?
1. **Develop action plan in Summer 2018**
2. **Develop common tenets around professional development for college personnel**
3. **Format, examine, and use data in a collaborative way to guide change**
4. **Include data-based discussions with regard to equity and additional planning**

WORKFORCE: The Central Ohio Compact and a Regional Approach

➢ 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

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- 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?

Outcomes from 2016-2018

Columbus State Community College is the convener of the Central Ohio Compact. The Compact is a collaborative regional effort including 60 industry, education, and state partners to serve as a catalyst for education attainment improvement. To reach the goal, Central Ohio must increase college success among a growing proportion of the state's population, including working adults, low-income and first-generation students, and students of color. College completion must substantially increase to reach to the goal of 65 percent attainment by 2025. Currently, this gap in Central Ohio is an additional 402,000 completers given that only 40.1 percent of the Columbus Metro Area currently hold a post-secondary degree (Statistical Atlas, 2016) (diversity data.org, 2012). Columbus State received state dollars to launch the 22+ Adult High School Diploma program fall 2015. The Adult Diploma program is tailored toward certain high-demand jobs. The program is competency-based where adults have to demonstrate mastery of their high school work. In addition, they are taking career training to earn certificates for jobs such as a state-tested nursing assistant, pharmacy technician or IT support. Addressing the workforce needs of high school students, Honda was interested in a partnership with Columbus State Community College that would produce the next generation of skilled technicians. The work-study program allows students to work at Honda three days each week while completing their degrees at Columbus State. Students can earn their degrees while applying their newly mastered technical skills.

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Table 13: Workforce 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
CP1734: Access to opportunities including transfer and workforce transition	Students will have access to resources and informed of opportunities to engage with employers to create timely and smooth transitions to the workforce post-graduation.	Beginning stages with some aspects implemented during current academic year	Increase rates of **(metrics are aligned to Pathways to be implemented AU18)**: • Completion • Employment • Participation in job fairs, mentoring opportunities and other career opportunities	Faculty have been selected and are attending state sponsored Pathways discussions. A.A.S. articulations are already in place in a number of areas.
CP1735: Pathway completion leads to transfer opportunities	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.	Implemented by more than one academic year We have 9 preferred pathway partners, 26 institutional partners, and 386 transfer plans/articulation agreements established with more coming each semester. We work with our partners regularly to update these agreements, pathways, plans as changes arise in our curriculum or theirs. As mentioned above, we are updating constantly. We also provide visitation opportunities to our partners to speak to our students on campus and other special programming for transfer students.	Increase rates of **(metrics are aligned to Pathways to be implemented AU18)**: • Completion prior to transfer • Time to completion • Transfer to 4-year institutions Reduced: • Credit hours earned prior to transfer.	Updating AAS articulations/transfer plans to update Columbus State curriculum. Renewing expired master articulation/preferred pathway agreements

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
CP1736: Articulation agreements align course offerings to minimize wasted credits	Students who intend to transfer will be aware of the 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.	Implemented by more than one academic year See the CP35 survey answers. We are also working to connect the Ohio Transfer Module (OTM) certificate as a secondary program to the AAS major articulations. This allows for students to pursue course work in general education that isn't otherwise covered in the AAS plan of study and to allow for it to be paid for through Financial Aid and for students to keep attending Columbus State even in to a potential third year.	Increase rates of **(metrics are aligned to Pathways to be implemented AU18)**: • Completion prior to transfer • Time to completion • Transfer to 4-year institutions Reduced: • Credit hours earned prior to transfer.	See above. As we renew AAS articulations, we will include course work in the OTM certificate to the updated articulation plans.
CP1737: Programs to produce graduates to fill high-demand careers	Students will have access to resources and informed of opportunities to engage with employers to create timely and smooth transitions to the workforce post-graduation.	Planning and development HHS has made certificate programs available to Amazon employees, Nationwide Children's Hospital employees, and to Metro High School through the PAST grant. These certificates provide entry level employment into a student's chosen field. Certain programs like IT, Insurance, Banking, Real Estate, Manufacturing, Logistics, Apprenticeships,	Increase rates of **(metrics are aligned to Pathways to be implemented AU18)**: • Completion • Employment • Participation in job fairs, mentoring opportunities and other career opportunities	The Risk here is to ensure that technology does not move faster than the development of academic programs. Add an additional certificate program at both Amazon and Nationwide Children's Hospital.

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Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
		Media Creation and Mobile Technology are working with Industry partners thru Compression Planning sessions so as to align academic programs to industry tasks and standards.		
CP1738: Front facing advisors have basic knowledge of career counseling	Students will have access to support services, resources and information regarding opportunities to engage with employers to create timely and smooth transitions to the workforce post-graduation.	Planning and development An advisor went through the comprehensive Career Development Facilitator Training (CDF). She then created a training modules including presentations and interactive modules to train the rest of the HHS staff. This training was completed at several staff meetings and concluding with a retreat. Division advisors were trained by one individual who attended the CDF training. Career conversations frequently occur in daily advising session with students.	Increase rates of **(metrics are aligned to Pathways to be implemented AU18)**: • Completion • Employment • Participation in job fairs, mentoring opportunities and other career opportunities	Project has stalled due to some changes in Career Services The basic knowledge of career counseling is complete. As a larger advising group, we are making a professional development plan for all CSCC Academic Advisors and career-related professional development is included in that plan for 2018-2019. With the goal to integrate career, financial, and academic conversations, having more depth to our career knowledge will become important. We are planning to continue integrating this career information into our day to day advising session. We update labor market materials and have discussed having some refresher training for this year.

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Improvement Focus Description: Engage employers to develop a regional workforce strategy

Improvement Focus Current Status: The Central Ohio Compact, led by the College, is a major partnership between employers, education, and state partners and is a catalyst for regional education and workforce improvement. Successful pilots have demonstrated the capacity for K-12, higher education, and industry partners to build programs that move students seamlessly from high school to college to the workplace, jumpstarting promising careers and filing critical workforce roles. Now is the time to bring strategic efforts to scale based on the region's anticipated needs for 2020 and beyond.

Table 14: Workforce 2018-2020

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

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
	compact strategic initiatives. All compact members will have access to information on a continuing basis. Members will track progress toward 60% goal and share best practices, creating a culture of collaborative innovation Utilizing grant funding, to build strong partnership with seven school districts, civic partners, and the Workforce Advisory Council.					
CP1831: Position the Office of Workforce Innovation to be the bridge between incumbent and emerging workforce needs.	Partner with employers and our local economic development community to understand and proactively support the development of our regions talent pipeline. Partner with employers to better align our academic offerings to their changing workforce needs.	Executive in Residence Workforce Innovation	Office of the President, EMSS, Computer Science Department, Information Technology	Develop short term IT certificates that create a pathway for incumbent workers with legacy skills to uplift themselves for the jobs of tomorrow. Develop a workforce advisory council comprised of	Progress toward 60% goal as indicated by dashboard	2018: Develop Certificates and run onsite at employers 2019 Scale the offerings of certificates to multiple employers 2020: Integrate any new curricula identified in the certificates into

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
				local employer Chief Talent Officers to inform and direct the college of workforce trends and needs.		the colleges academic offerings
CP1832: Develop additional work based pathways for students.	Develop an IT Work Study model that provides students employment aligned to their academic pathway while providing hands on experiential learning aligned to the classroom.	Computer Science Department, Executive in Residence Workforce Innovation		A talent pipeline of highly skilled IT professionals engaged in work with a portfolio of real world experiences that support advancing the student in their career.	Progress toward 60% goal as indicated by dashboard	2018: Co develop a work study with local employers 2019 Begin initial cohort of students 2020: Students begin their work study employment
CP1833: Strengthen completion agenda collaboration with industry and transfer partners	Jointly develop and deploy completion/transfer programming for students interested in baccalaureate degrees with partner 4-year institutions Enhance and strengthen articulation agreements with 4-year partner institutions through both State Guaranteed Transfer Pathways and institutional articulation agreements	Associate VP of Academic Affairs, Executive Dean EMSS	Completion Advising Directors, Transfer Center, Delaware Campus Student Services	Students receive intentional completion and transfer assistance from both Columbus State and 4-year partner institution throughout last year of attendance at Columbus State Students receive intentional	Number of students participating in institution-specific transfer cohorts The percent of students completing a degree or certificate or transfer from 41.5% in the baseline cohort (Autumn 2013)	2018 - Identify potential cohorts of students by intended transfer institution, 2019 – Develop and deploy institution-specific programming and practices, 2020 – Re-evaluate/assess

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Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
				completion and transfer assistance from both Columbus State and 4-year partner institution throughout last year of attendance at Columbus State	to 43% in Sept. 2019.	

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