



University System of Ohio
Board of Regents

Cincinnati State Technical and Community College Campus Completion Plan

June 26, 2014

Dr. O'dell Moreno Owens, President

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.

The Cincinnati State Plan covers the following required categories:

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

This document is supplemental to the institutional strategic planning process and designed to serve as a vehicle for Cincinnati State to articulate the outcome of a strategic process for improvement.

CONNECTION TO THE INSTITUTION

Cincinnati State's student population consists of 11,167 students (4,157 fulltime and 7,010 part-time). Twenty-two percent of the student population consists of first-time students and nearly half report that neither parent attended college. The average age of the student population is 27.8. Eighty percent of the incoming students need remediation in at least one category.

The ACT and/or COMPASS test is used to assess reading, writing, and mathematics skills and provides insight into the need for foundational coursework. To respond to the needs of the incoming student body, Academic Foundations courses (our developmental education courses) are available for students whose placement test scores indicate a need for additional preparation in the areas of reading, writing, and math skills before entering their program of study. Typically, students complete Academic Foundations courses prior to taking core courses in their degree program. However, in some cases, Academic Foundations courses can be taken in conjunction with program-level coursework. Students who need foundations courses are assigned a pre-technical or pre-major advisor. The advisor assists students in selecting appropriate coursework and monitors the progress of each student toward meeting program admission requirements.

A variety of strategies are deployed to build relationships with K-12 schools, parents, adult students and the community. Several ongoing strategies include: Dual Enrollment/Early College programs on/off campus, Adult Learner Workshops, Veteran initiatives, Hispanic initiatives, International initiatives, Middle School Day (on-campus), and ENGAGE student event. A robust high school dual enrollment program is in place for college-ready high school students to earn college credit for highly transferrable coursework that can accelerate the path toward college degree attainment after graduating from high school. However, while this population of identified college ready students is increasingly well served, the college continues to experience barriers to successful transition from high school to college when students graduate with limited preparation for college success.

A variety of orientation and first year experience opportunities are available to incoming students, however many are not considered mandatory or are experienced out of sequence. Co-curricular program offerings are available and experienced by some students as a means of increasing engagement with the college.

In order to measure the extent to which academic and student services meet our students' needs and interests, a comprehensive outcomes assessment program is in place and led by the Office of Institutional Research and Effectiveness. Examples of data collection sources include remedial course success measures, course pass rates, reviews by accrediting bodies, certification exam pass rates, graduation rates, retention rates, Noel-Levitz Student Satisfaction Surveys, and many others. The college recognizes the need to improve services in several areas, but particularly career counseling, and is launching new Career Counseling – Career Coach software in the coming months.

CONNECTION

Improvement Focus Description: Refine and strengthen intervention strategies directed toward non-college ready students, and expand credit earning methods available to adult students through a structured Prior Learning Assessment program. Strategies in this section reflect the college’s goal to better align curriculum with secondary schools to reduce the need for remediation, establish remediation practices that work more efficiently for students when needed, and to offer students comprehensive information and tools that support the selection of optimal curriculum pathways to accomplish their goals.

Improvement Focus Current Status: Number of New Students Admitted (Fall 2013 Cohort): 3,133
Percent of New Students Entering College Ready: 20.1%

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 (to plan, implement, assess)?
High School student connections – Early College/College Credit Plus	Develop recruitment strategies designed to expand dual enrollment and engage students in appropriate programming including Honors, various academic program demonstrations, admission, and financial planning.	Director, Off-Campus Programs Director, Office of Admission	Program Chairs Faculty Admission Registrar	Increased number of high school dual enrollment students Increased conversion to college degree programs	Number of participating students # Credits # Admitted Students	2014-15 Plan and Implement 2015-2016 Assess
Intake Process for non-college ready students	Strengthen the intake process to assign “interventions” (e.g., Compass Bootcamps) for underprepared students including appropriate online resources and referrals to other community partners. All interventions should be structured and monitored to	VP Enrollment & Student Development Dean Humanities & Sciences	Exec. Director Student Success & Retention Academic Foundations Faculty	Increased remedial course success	% Completing remedial courses	2014-15 Plan and Implement 2015-2016 Assess

	ensure direct bridging to college pathways.		Admission IT Department			
Early Program Selection	Create more structured and streamlined processes (inclusive of career planning) and revise policies to permit students to effectively select Program of Study by the first semester or as early as possible. Includes: undecided tracks, career exploration, partnership with PTEC and counseling (this strategy is reinforced by First Year Experience enhancements as addressed in First Year Entry category).	Deans VP Enrollment & Student Development	Academic Advisors Counselors Admission Marketing	Reduce number of major changes Decrease number of students ineligible for financial aid due to Satisfactory Academic Progress (SAP) credit hour limit	Number of major changes Number of students with SAP holds	2014-15 Plan 2015-16 Implement 2016-17 Assess
Prior Learning Assessment	Develop PLA plan to maximize student success; outlining policies, procedures, guidelines, and training, in concert with the PLA with a Purpose document developed by the OBR. Assess PLA processes/policies the college has on record. Review regional, statewide and national best practices as needed, develop plan including policies, procedures, guidelines and training needed.	Academic Vice President Deans	Faculty Program Chairs Registrar Marketing IT Department Grants Office	Decreased time to degree	Number of students earning any PLA credit Average credit awarded toward degree via PLA	2014-15 Plan 2015-16 Implement 2016-17 Assess

SUCCESSFUL FIRST-YEAR ENTRY

As indicated under “Connection,” foundational academic preparation of incoming students is evaluated through results of the COMPASS or ACT assessment instruments in the areas of reading, writing, and mathematics skills. Institutional standards determine whether students must complete developmental courses. Coursework transferred from other higher education institutions is applied to the student’s program using standards developed by the Ohio Board of Regents (TAGS) or through evaluation of transfer coursework by appropriate Cincinnati State faculty representatives. Entry academic advising is provided by an academic advisor, faculty member, or Program Chair all of whom can assess academic preparedness through a review of information (e.g., high school/college transcripts, GED performance, work training, etc.). In addition to advising, students entering the College are required to complete an orientation course. Student support needs are determined through surveys, focus groups, data analysis from historical service requests, and enrollment figures. In courses with traditionally low success rates, students are encouraged by advisors, faculty, and other support staff to utilize various support services (e.g., tutoring, writing center, library, and computer labs).

While student needs are regularly assessed, and services are made available to respond to those needs, not all students engage fully with the opportunities made available to them, and miss opportunities to access relevant services by various community partner organizations. Further, many students bypass advising services and thus self-advise resulting in an increased time to completion. Nationally, 46% of students report never accessing academic advising/planning services through the first three weeks of their first semester. At Cincinnati State, Noel-Levitz student satisfaction survey results consistently rank below national comparison groups in Academic Advising/Counseling and Campus Support Services.

Cincinnati State believes that a concerted effort in redesigning course and program curricula, directed toward more flexible delivery options to better accommodate the needs of individual students, as well as strengthening expectations for advising, orientation, and First Year Experience, will produce positive improvements in student preparation and persistence through the program.

FIRST-YEAR ENTRY

Improvement Focus Description: Through course and program redesign, establishing more structure to advising, and new student orientation particularly as emphasized in the First Year Experience, the College anticipates improvements in retention rates, graduation rates, reductions in change of major requests, and overall positive outcomes with regard to OBR milestone measurements. In addition, increased course completion rates and reductions in time to degree are anticipated.

Improvement Focus Current Status: Student Retention Rate (Fall 2012-to-Fall 2013): 46.6% (full-time)
Fall to Spring Persistence Rate (Fall 2013 to Spring 2014): 68.0%

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 (to plan, implement, assess)?
Program/Course Redesign	<p>Redesign academic foundations course offerings to enable accelerated access to and progress through foundations courses using a variety of instructional methods/approaches each with established intensive support. Including: short courses, contextualizing instruction, online options, technology enhanced learning, competency-based instruction, and self-paced learning.</p> <p>Redesign academic programs and courses to tighten and focus degree requirements reducing minimum credit requirements where possible and incorporate Structured Career Pathways wherever possible.</p>	<p>Academic Vice President</p> <p>Deans</p>	<p>Program Chairs/ Area Chairs</p> <p>Faculty</p>	<p>Improved Academic Foundations completion rates</p> <p>Increase % of students earning 12 college credits in one year; and 24 in two years</p>	<p>Academic Foundations completion rates</p> <p>Average Academic Foundations time to completion</p> <p>% of students earning 12 college credits in one year; and 24 in two years</p>	<p>2014-15 Plan</p> <p>2015-16 Implement</p> <p>2016-17 Assess</p>

	<p>Emphasize both Structured Career Pathways and Transfer Degree pathways through published curriculum matrices published as advance curriculum planning documents. Particular focus on highlighting the pre-planning of courses that are cyclical in nature to serve as communication guides to students and advisors.</p>					
Mandatory Advising	<p>Modify the advising process and approach to support mandatory advising. While this strategy is directed toward all incoming students, a 2-stage phase in process is recommended for various target populations of students</p> <p>Enforce registration holds</p> <p>Implement a longer open registration period thereby enabling earlier semester course scheduling.</p> <p>Improve student communication around registration requirements and associated procedures.</p>	<p>Executive Director Student Success & Retention</p>	<p>Advisors All departmental supervisors IT Department</p>	<p>Increased persistence rates for new students</p>	<p>Persistence rate for new students Percentage of new students advised</p>	<p>Phase I: 2014-15 Plan and Implement</p> <p>Phase 2: 2015-16 Plan and Implement</p> <p>2017-18 Assess</p>
New Student Orientation (NSO)	<p>Enhance new student orientation to improve preparation of new students. Including: multiple orientation options, online, and in advance of each semester. The enhanced orientation process should directly feed into the FYE Course as a part of the comprehensive new student “onboarding” process.</p>	<p>Director of Student Activities</p>	<p>Faculty All student support offices All academic divisions</p>	<p>100% of new students attending orientation</p>	<p>Percent of new students attending orientation</p>	<p>2014-15 Plan</p> <p>2015-16 Implement and Assess</p>



<p>First Year Experience (FYE) Course</p>	<p>Modify and strengthen the FYE course to address college readiness, career exploration, college completion, and special populations.</p> <p>Establish processes to allow more students to complete FYE in first semester.</p> <p>Offer FYE in both 15-week and accelerated formats.</p>	<p>Dean Humanities & Sciences</p> <p>FYE Program Chair</p>	<p>IT Department</p> <p>Admission</p> <p>Financial Aid</p> <p>Marketing</p> <p>Co-op Coordinators</p> <p>Faculty/Program Chairs</p> <p>Registrar</p>	<p>100% of new students complete FYE in first semester</p>	<p>Percent of students taking/completing FYE in first semester</p>	<p>2014-15 Plan</p> <p>2015-16 Implement and Assess</p>
--	---	--	--	--	--	---

STUDENT PROGRESS

Cincinnati State has traditionally offered a variety of comprehensive strategies to support student learning throughout the program. From a specially staffed Writing Center and tutoring services through the Tutoring Center, to several grant funded programs that provide assistance to underprepared students such as TRIO funded Student Support Services, Educational Opportunity Center and Veterans Upward Bound programs, students have a wealth of services from which to draw in support of their learning needs. The College values a dedication to teaching and student-centered philosophy. Class sizes for traditional classes average 16 students with 85% of course sections containing 25 students or less. Small class sizes allow for the accommodation of a diversity of student learning styles. In addition, a variety of course delivery methods are available to enhance student learning including traditional face-to-face instruction, web-based enhanced courses (hybrid), web-based online instruction, accelerated courses, laboratory instruction, cooperative education, clinical experience, internships, and workforce development and training. A highly regarded cooperative education program maintains a thriving network of meaningful workforce connections to corresponding degree programs. Primary metrics used to measure effectiveness of programs and services include: academic foundation course success measures, course pass rates, reviews by accrediting bodies, pass rates on certification exams, employer satisfaction, graduation rates, retention rates, associate degrees/certificates awarded, and graduating student satisfaction. The Office of Institutional Research and Effectiveness provides support and control over these assessment processes.

Institutional standards determine students in need of developmental education as well as monitoring students who demonstrate appropriate progress through the program. Because a vast majority of students are dependent upon federal financial aid programs, corresponding policies and procedures of those programs drive student progress to a great extent. Likewise, those same rigid policies for eligibility and academic progress also produce barriers to student success.

Many of the interventions available to students historically have been engaged at the time students began to experience challenges in some phase of the program. Current enhancements are focused on systems to enable a more aggressive and proactive process to direct students toward services they need in order to avoid undue risk of completion. Through the addition of technology supported interventions, modified policies and procedures (academic, administrative, and financial), alternative and supplemental instructional strategies, the college anticipates a more proactive approach to supporting students in need resulting in reduction of barriers and increased completion rates. A Center for Teaching Excellence is proposed to engage the faculty as instructional leaders to develop even more responsive learning environments for all learners.

PROGRESS

Improvement Focus Description: Cincinnati State is dedicated to ensure that processes and procedures are in place to ensure students receive the services they need to stay on track to finish their degree/credential. Through an aggressive focus on enhancements to academic and student services support, students will be proactively facilitated and supported through the program. In addition, establishing a Center for Teaching Excellence will focus on professional development for faculty and promote new learner centered instructional and student support models grounded in best practice directed toward student success.

Improvement Focus Current Status: Course Completion Rate: 69.8% A, B, C, S (Fall 2013) 72.2% A, B, C, D, S

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 (to plan, implement, assess)?
Academic Support	Align academic and student support services to ensure proactive high impact interventions are maximized and integrated resulting in greater student engagement and transparency (e.g., Starfish, Academic Holds, Tutoring, and Student Support Services). Establish support for the implementation of a Supplemental Instruction program directed toward courses with high attrition.	Academic Vice President VP Enrollment and Student Development Exec. Dir. of Student Success & Retention	Deans Writing Center Success Center Library Supplemental Instruction "High Impact Instruction" Team IT Department	Increased course completion rates Reduce number gatekeeper courses with low success rates	Course completion rate Number of gatekeeper courses with low success	2014-15 Implement 2015-16 Assess
Student Support Services	Refine administrative services, processes, policies and procedures to be more responsive to student needs. Access recently implemented	Registrar Bursar	IT Department Finance	Reduced number of no shows Minimize financial	No Show report data Bad debt ratio	2014-15 Implement 2015-16



	<p>enhancement to allow students to drop courses online within the first two weeks of class without coming to campus.</p> <p>Develop a payment plan system and payment deferment system for students with an outstanding balance, allowing continuing registration.</p>			barriers to student progress		Assess
Center for Teaching Excellence	<p>Develop a Center for Teaching Excellence to promote alternative/innovative instructional methods for student success and learner-centered instructional approaches (including advanced learning techniques)</p>	<p>Executive VP</p> <p>Academic VP</p>	<p>Faculty Senate</p> <p>Professional Development Committee</p> <p>Distance Education</p>	<p>Improve student evaluation of instruction</p>	<p>Percent of students rating courses as overall excellent or good</p>	<p>2014-15 Plan</p> <p>2015-16 Implement</p> <p>2017-18 Assess</p>

STUDENT COMPLETION

Cincinnati State carefully monitors the extent to which students are achieving their degree credentials and meeting their goals through a variety of assessment methods. Alumni surveys, employer surveys, graduation rates, and degrees awarded are all examples of tools used to monitor student success. Targeted strategies are being deployed to increase credit attainment and accelerate student pathways toward degree/certificate program completion. After analyzing barriers to student completion, several strategies were identified in this category targeted toward: student communication, the overall student experience, incentives to achieve progress milestones, and support directed toward career planning and transfer to four year institutions.

Official communication from the college goes unseen by many students who do not routinely check their Cincinnati State email account, or do not open email messages they do not think are important. Student satisfaction assessment reveals opportunities for improvement in the overall student experience with a goal toward establishing a comprehensive student experience management model designed to enhance student success from entry to career or transfer success. To direct students' attention toward the milestones that are critical for both student and institutional success, a set of financial and non-financial incentives are being explored to formally recognize key progress points through the program. And finally, while the college has strong career ties to employers throughout the region through the co-op education component of many degree programs, career services directed toward graduates of the college remain limited. Therefore, a Career Placement Center is under exploration to respond to this need.

COMPLETION

Improvement Focus Description: Strategies directed toward student completion are intended to assess student progress throughout all phases of the program, clearly communicate opportunities and expectations that are responsive to student need for engagement and community building, and establishing practices that are designed to recognize and reward student achievement of primary progress goals throughout the program to encourage timely completion.

Improvement Focus Current Status: Graduation: 19.2% (Fall 2010 cohort)
 Student Satisfaction Indicator: 89% very satisfied/satisfied*
 Transfer Rate: 16% within one year*
 *Source: 2012-2013 Alumni Survey

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 (to plan, implement, assess)?
Student Experience	<p>Conduct a critical assessment of the student experience in order to establish a comprehensive student experience management model designed to enhance student success from entry to college completion and career or transfer success as appropriate to the student goal (inclusive of co-op, career services, and workforce).</p> <p>Establish a standardized data collection inventory associated with all phases of the student life cycle.</p>	VP Enrollment Management	<p>Deans</p> <p>Student Services Departments</p> <p>Institutional Research</p> <p>Marketing Department</p>	<p>Increased Student Engagement</p> <p>Increased student satisfaction</p>	<p>Community College Survey of Student Engagement Indicators</p> <p>Satisfaction with CS overall (Alumni Survey)</p>	<p>Phase I: 2014-15 Plan Implement Assess</p> <p>Phase II: 2015-16 Implement 2016-17 Assess</p>
Student Communication	Improve communication to students regarding campus policies, deadlines, and events. Utilize new forms of communication with students, in addition to	VP Marketing & Communication	All Departments and Divisions	Better informed students/ decreased	High read rate Score on Noel	2014-15 Implement

	traditional email methods. Options include Twitter posts, Facebook to reach social media users, and text messages.			student complaints	Levitz “student run-around” questions Number of SpeakOut complaints.	2015-16 Assess
Student Incentives & Scholarships	Provide incentives to student success at formally recognized key points through the program (including both financial and non-financial incentives). Examples may include: free parking, Metro card, students who register at least 6 credits in summer semester. Increase the number of scholarships awarded to first-time, full-time degree seeking students and support continuing students.	Exec. Director Student Success & Retention Chief Development Officer	Marketing and Communication Finance Department Grants Office Financial Aid Faculty Senate Scholarship Committee	Increased student progress metrics (at 12 credits, 24 credits)	Number of students completing 12 or 24 credits	2014-15 Plan and Implement 2015-16 Assess
Career Placement	Establish a Career Placement Center that provides career exploration and assessment, job readiness analysis, placement, and business development.	VP Enrollment and Student Development Academic VP	Deans Co-op Coordinators Student Services Directors Pathway to Employment Center (PTEC)	Increased graduate job placement rates	Employment Rate Satisfaction with career services	2014-15 Plan 2015-16 Implement 2016-17 Assess
Student Transfer	Expand development of strong articulation agreements with local university partners, articulated degree pathways, and robust transfer support and advising for students.	Academic VP Deans	All Division Advisors/ Program Chairs	Increased number of bachelor bound students completing	Number of AA and AS graduates	2014-15 Plan 2015-16

	<p>Offer clear articulation degree guides, creation of pathways programs with UC and NKU which connect students to university campuses prior to associate degree completion, transfer workshops for bachelor bound students, and enhanced web information and support for bachelor bound students.</p>		<p>Admission Marketing</p>	<p>associate degree (AA, AS graduates) Increased transfer rate Increased number of articulated pathways Increased number of reverse transfers (Credit When It's Due)</p>	<p>Completion rate for AA and AS students National Student Clearinghouse transfer rate Credit When It's Due recipients</p>	<p>Implement 2016-17 Assess</p>
--	--	--	-------------------------------------	---	--	--

WORKFORCE IMPACT

Cincinnati State's main service areas fall in the Southwest region through our Clifton campus and with the expansion into Butler County, also falls in the Western Region supported by the Cincinnati State Middletown campus focusing on the lower counties of this region. Cincinnati State offers degree programs/certificates and majors that fall within all nine JobsOhio key industries.

The College's internal process for new program development is led by the Academic Vice President, is aligned with OBR Guidelines, and initially focuses on the following broad areas: industry need/demand of the new program/certificate with supporting data required; estimated enrollments for the following three years; and estimated number of credit hours in the curriculum and time to degree/certificate completion. Once approved, all curricula undergo regular program reviews with special emphasis on those with low enrollment. All academic departments rely on professional advisory boards to ensure input from external stakeholder groups and to advise on the currency and relevance of curriculum offerings to the field of study and job market demands.

Cincinnati State students needing employment are connected to prospective employers in several ways. Many academic programs involve co-op work placements as a component of the degree offering. Through a vast network of co-op employers, students are connected to jobs in their field in the southwestern Ohio region. PTEC expansion and establishment of a Career Placement Center are additional strategies to be adopted to strengthen the connection between students, graduates, and workforce needs. Cincinnati State's mission is to provide student-focused, accessible, quality technical and general education, academic transfer, experiential and cooperative education, and workforce development. By engaging external stakeholders in collaboration with our academic departments, the College is able to monitor fulfillment of its mission. Through integrated community involvement, the College meets industry needs while placing graduates in high-growth, high-quality jobs while at the same time providing seamless transfer opportunities for others whose intent is a bachelor's degree.

Cincinnati State Workforce Development Center's (WDC) non-credit programming focuses on adult continuing education and targeted professional career skill building including "career pathway" and "soft skills" development for both employees in organizations and individuals seeking employment, advancement in their respective workplaces, or a career change. College leadership, Academic Faculty and Administrators plus the WDC Business Managers are continuously working together exploring, planning, developing and implementing the alignment of non-credit and credit offerings through multiple approaches.

Prior learning assessment, establishment of Career Placement Center, and expanding co-op and other experiential learning opportunities are all strategies designed to strengthen Cincinnati State's connection between its education and training offerings and the workforce.

WORKFORCE IMPACT

Improvement Focus Description: To ensure degree programming is responsive to employer needs, this category is directed toward engagement of workforce partners in all aspects of the curriculum, enhancing Cincinnati State’s already strong experiential learning (co-op, internships, practicum, etc.) opportunities, and strengthening where possible the connection between non-credit learning opportunities with the college’s credit-bearing courses/programs to provide a variety of structured career pathways that are widely communicated.

Improvement Focus Current Status: Graduate Employment Rate: 92% first 6 months*
Co-op placements: 1,311 (2012-2013)
*Source: 2012-2013 Alumni Survey

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 (to plan, implement, assess)?
Employer Engagement	<p>Enhance employer engagement to ensure curricular offerings college-wide are producing students with credentials that are valued by the labor market.</p> <p>Conduct a “Dynamic Skills Audit” to measure the connection between program offerings and industry needs/expectations.</p>	<p>Academic Vice President</p> <p>Deans</p> <p>VP Workforce Development Center</p>	<p>Program Chairs</p> <p>External Partners</p> <p>WDC Business Managers</p> <p>Grants Office</p> <p>Co-Op Coordinators</p> <p>Pathway to Employment Center (PTEC)</p>	<p>Increased connection between program and training offerings and industry needs/expectations and required certifications</p>	<p>Results from the Dynamic Skills Audit</p> <p>Employer feedback</p>	<p>2014-15 Plan and Implement</p> <p>2015-16 Assess</p>

Experiential Learning	Enhance and expand opportunity for co-op, internships, practicum, etc. to ensure work-ready students and differentiate Cincinnati State from other providers.	Director, Co-op	Program Chairs Co-op Coordinators WDC Business Managers	Improved quality of placements Increased number of placements	Employer and student survey indicators Number of job placements	2014-15 Plan & Implement 2015-16 Implement and Assess
Non-credit to Credit Pathways	Expand and track the alignment of non-credit continuing education course/program offerings to academic credit pathways through web-based publications promoting both: <ul style="list-style-type: none"> • Articulated Credit Pathways • Structured Career Pathways 	Academic Deans VP WDC	All Divisions Program Chairs IT Department Marketing WDC Business Managers	Increased inventory of articulated pathways Increased number of students benefiting from articulated pathways Increased number of students who receive a credential each year	Number of pathways Number of students earning articulated credit Number of students who receive a credential each year	2014-15 Plan 2015-16 Implement and Assess