1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument
College Mission Statement
To educate and inspire, providing our students with the opportunity to achieve their goals.

College Vision Statement
Columbus State Community College is Central Ohio's front door to higher education and a leader in advancing our region's prosperity.

Columbus State Values
 Student Success
 We welcome and engage all students in creating individualized, accessible, and mutually accountable pathways that allow them to pursue their goals.

 Inclusion
 We reflect the demographics of Central Ohio, and we leverage the college's rich diversity for the benefit of our local and global communities.

 Quality
 We expect excellence and accountability in ourselves and our students.

 Innovation
 We embrace bold ideas and an entrepreneurial spirit, and we are responsive to the changing needs of students, employers, and other stakeholders.

 Learning
 We are a community of teachers and learners who believe that fulfilling lives are grounded in self-awareness and continuous learning.

Partnership
We recognize that more can be accomplished collaboratively than individually, and we seek like-minded partners to advance our shared goals.

Stewardship
We are careful and thoughtful stewards of the resources entrusted to us.

Leadership
We lead by action and example to help our community pursue opportunities and address the challenges of the 21st century.

Response to 1.A.1

The mission was developed through a process suited to the context of the institution.

The President initiated a process in October 2011 to update the College's mission, vision, and values. The process began with departmental brainstorming of the academic culture with recommendations to the President and Board of Trustees (BOT), who then provided input through a retreat under the facilitation of a consulting firm brought in to provide research and facilitate collaboration. Data were collected and a cross-functional Steering Committee was formed that reviewed the research results and received input from across the College. Groups from across the College reviewed drafts. The BOT approved the final version of the mission, vision, and values in January 2013. (Mission Page) (1A1, 1D3)

Response to 1.A.2

The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

To ensure that institutional actions reflect a commitment to its values, the College entered a Strategic Planning process in 2014 that evolved from comprehensive planning sessions involving several hundred faculty, staff, and administrators. This process engaged the College's entire community, including a cross-section of alumni and regional leaders. These conversations identified three strategic priorities: Student Success and Attainment, Workforce Development, and Civic Engagement. Dedicated work groups were charged with developing priorities and practical initiatives for each goal. Assembled, these individual priorities became the Strategic Plan, which now drives the College to perform its mission, realize its vision, and demonstrate its commitment to its values. Details of the process for updating the College's mission, vision, and values along with its strategic plan appear in the Strategic Plan 2014. (1D3).

In 2023, the College began a process to update its values and renew its strategic plan. This work, expected to be completed this calendar year, includes broad community engagement. Among other updates, the 2023 strategic plan renewal will add a pillar focused on the College's faculty and staff and incorporate the institution's work on Diversity, Equity, and Inclusion (DEI).

Response to 1.A.3

The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

The BOT established goals and priorities of the College through the Strategic Plan 2023 and the College Completion Plan. The Board annually evaluates the President and establishes his goals for the following year. These goals are aligned with the Strategic Plan and priorities, as well as the College's mission, vision, and values. The President embeds these goals into the goals of his Vice Presidents, who compose the President's Cabinet, and others who directly report to him. The President and Vice Presidents work collaboratively with internal and external stakeholders to advance these goals. In a comprehensive effort to demonstrate leadership to all institutional stakeholders, the President and Vice Presidents actively participate in regular Board meetings every other month, as do the deans and other leaders of the College. (2.C.1, 2.C.2)

Response to 1.A.4

The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Academic Offerings. A new academic program review process began in the 2015-16 academicyear that requires all academic degree and certificate programs to participate. The program review process aims to ensure students are participating in quality, relevant academic programs. The reviews are designed to demonstrate alignment with quality educational standards for higher education, the HLC, the ODHE, and numerous other professional accreditation and approval agencies. Ongoing program reviews focus on program quality and student success and are linked to the College's strategic priorities (Program Review Homepage). (1.A.2)

The latest update to the College Completion Plan, completed in 2018, was developed by the Student Success Core Team and has been widely reviewed by groups working on successful projects as well as the Ohio Association of Community Colleges (OACC) and American Association of Community Colleges (AACC) pathways teams, members of Academic Council, and faculty, staff, and administrators in the Executive Offices of Academic Affairs and Enrollment Management and Student Services. The updated plan includes data on initiatives underway and a path forward to integrate CSCC student success work into a cohesive pathway for students, offering support and engagement from initial entry to workforce or transfer. This plan integrates the College's work on student success to provide a framework for developing clearer academic and career pathways for all students and supporting them in achieving their unique goals. Allocating resources to advance the institution's mission and vision while upholding the institution's values (1.A.2) (1.D.1,1.A.3)

In 2019, ODHE rolled out revisions to the learning outcomes for the Ohio Transfer module. The revisions included reorganizing the curriculum and reducing the number of hours in the degree.

These changes impact the entire Arts and Sciences curriculum. All degree-bearing Arts and Sciences courses that transfer through what was the OTM (now OT36) are currently undergoing the revision process and awaiting approval from the ODHE. The approval of our curriculum will take place over the coming academic years. These approvals ensure that we are meeting the college's goals to educate and inspire, providing our students with the opportunity to achieve their goals with respect to transferring to public four-year institutions. (Ohio Transfer 36 Course Review Schedule.pdf; Arts and Sciences Program Review Timeline.docx)

All Career and Technical Programs (HHS/BET/IST) participate in the program review process requiring all academic degree and certificate programs. The program review process aims to ensure students are participating in quality, relevant academic programs. The reviews are designed to demonstrate alignment with quality educational standards for higher education, the HLC, the ODHE, and numerous other professional accreditation and approval agencies. Ongoing program reviews focus on program quality and student success. They are linked to the College's strategic priorities (HHS/BET/IST Program Review Homepage). (1.A.2).

Student Support Services. The College continues reinventing and offering student services consistent with its mission, vision, and values. Student Central is an integrated student services center where students and prospective students are welcomed and assisted with the business of being a college student (registration, student records, financial aid, Ohio residency, student I.D. cards, and navigation of online tasks like running a degree audit and paying fees). The space design and staffing structure provide students with an opportunity to receive quick one-on-one assistance, in-depth one-on-one guidance, and/or as-needed coaching and encouragement as they navigate the College's self-serve computer resources as well as external online tools such as the Free Application for Federal Student Aid (FAFSA). Though Student Central services are available to all students and prospective students, they are essential to minoritized students who are often less familiar with college lingo and how to navigate higher education systems.

Additional initiatives included online tutoring during COVID; the recent centralization of some tutoring areas; the creation of the Student Wellbeing Office; the restructuring of advising; academic coaches for students on probation.

Response to 1.A.5

The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

The mission, vision, and values are regularly communicated to internal and external stakeholders. A pamphlet outlining the Strategic Plan and its alignment with the mission, vision, and values as well as the overarching priorities, has been shared with all faculty, staff, and administrators at the College's In-Service Day. The materials are displayed on the College's website and through numerous public documents. (1.B.1, 1.B.2, 1.B.3)

The College implements its mission, vision, and values through the organizational structure and cross-functional teams. Day-to-day operational management and communication occur through divisions and departments, and faculty for oversight of academic matters. In addition, teams and

committees have cross-divisional membership horizontally across the College. The teams also help to ensure that there is open communication between and among all divisions and departments.

The President and other College leaders regularly provide reports to the Board of Trustees to share information about strategic initiatives and key operational updates aligned with our mission. For example, the College provides an annual deep dive into student success metrics so that the entire institution is making data-informed decisions. Board meetings are public and regularly attended by students, faculty, and staff.

Information sharing and engagement occur through regular written communications and meetings. For example, the College holds "First Wednesday" gatherings at the beginning of each month, open to all employees in person and through virtual access. The President, cabinet members, and other leaders of the College use First Wednesday as an opportunity to share information and engage faculty and staff in major initiatives focused on student success, workforce development, student success, and other priorities. The President also communicates regularly with all faculty and staff through College-wide emails and in-person engagements with various stakeholders, including students, faculty, staff, and community members.

The Marketing and Communication Department also provides bi-weekly updates to all staff via email about events, news of interest, achievements, and other work of the College. Further updates are shared through leadership meetings, community events, and targeted email communication to community segments.

There are annual Staff and Faculty Convocations where the President dives deeper into the progress being made on the College's strategic priorities while also connecting how new opportunities are being pursued that align with these priorities. These occur once a year.

The Human Resource Department manages a series of College Knowledge Information Sessions" that allow staff to learn about the work of specific divisions. These sessions are provided monthly, with each division leading a session twice a year.

Sources
There are no sources.

1.B - Core Component 1.B
The institution's mission demonstrates commitment to the public good.
1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

Response to 1.B.1

The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Consistent with the College's values of stewardship and partnership and building on the partnerships already in place through the Central Ohio Compact, the region will have the most productive education partnership in the nation, fully able to raise education attainment levels and support the region's economic growth strategies.

For example, the College was positioned and continues to allocate needed resources to build the College Credit Plus (CCP) program with its leadership and support staff. CSCC solicited feedback from its College's high school partners to help ensure the program's success. For example, partners raised a concern with cost. To achieve greater buy-in from the high schools who partnered with CSCC at the outset, the College invested $1 million of its own resources to pay for students' textbooks for the program's first year. The funds have been drawn down, but the College continues to expand the functions of the K-12 Partnerships Office and work to bring down the cost of textbooks while maintaining the integrity of the course. The College continues to stand firm in ensuring that all high school faculty have the proper credentials and receive appropriate training and leadership from CSCC faculty to deliver CSCC's courses at the same high level of quality as all other courses taught in any modality. (1.D.1, 1.A.3)

Columbus State is partnered with 35 colleges and universities to provide opportunities for our students to continue their education for a bachelor's degree. There are the "preferred pathway" partners, which are colleges and universities with which we have the longest and strongest relationships for transfer; the "university" partners, which are colleges and universities that we partner with to provide our students with additional options for transfer that are unique and beneficial, and "state" partners, which are state universities that we have relationships with per the" Ohio Transfer Promise." These partners are both public and private, in-state and out-of-state, and enable our students to have a variety of methods to complete their education in the degrees of the student's choosing.

University Transfer Center. To service these partnerships, the college has the University Transfer Center and a Coordinator for Transfer and Articulation. The University Transfer Center is home to the college/university visitation program that hosts over 65 different colleges and universities (partners and non-partners institutions) for visits to our campuses and centers, visits to special programs (University Transfer Fair, Destination Days, and related events), and visits to classes and organizations to meet with students and educate them on their transfer options. Furthermore, the University Transfer Center assists partners and faculty with the creation of transfer guides or transfer pathways or transfer graduation plans (multiple terms with the same meaning) for students, faculty, and advisors to use to guide students toward the best course work to complete their associate degrees and transfer without loss or with a very minimal overall loss of credit. To date, we have over 535 of these plans available to students. The majority of Columbus State degrees have multiple options for pathways to bachelor's degree completion.

In addition to working with the transfer pathways/guides, the University Transfer Center trains faculty and staff on transfer issues, provides online and in-person training to student groups/organizations on planning for transfer, and attends all new student orientations, admissions open houses, and high school visit days to inform prospective and new students on the process to transfer for a bachelor's degree after community college. The Center maintains a sizeable website to provide information to the college community at large about prospects for transfer in conjunction with the printed materials and resources available in their physical space on the Columbus Campus.

Finally, the University Transfer Center works with our partner institutions to also educate their communities on the needs of community college transfer students through presentations at university events and related professional organizations. The Center also assists our Arts and Sciences Curriculum/College General Education Committee with concerns related to the transferability/applicability of courses the college is developing and with degree curricular changes to ensure that students aren't being harmed in the transfer process. Nearly half of our student population expresses an interest in transferring for their bachelor's degree each year. The University Transfer Center's goal, while overall a small operation, is to provide as much to the college community, the higher education community, and the Columbus community.

Response to 1.B.2

The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

CSCC is meeting its mission, vision, and values with appropriate tools, including the College Educational Facilities and Technology Plan (EFTP), College scorecard and regional dashboard, annual summits through the Central Ohio Compact, Federal i3 grant evaluation, surveys with students, faculty, and employee, parent and brand studies, and Business & Industry Leadership Team process (BILT).

I3 Tool Kit. The College offers the Investing in Innovation (i3) toolkit to further its commitment. The website includes resources for educators and administrators. While not intended as an exhaustive repository, the website features illustrative examples, tools, and resources to share, such as (1) an action plan template, (2) a school climate survey, (3) project-based learning, and (4) instructional scaffolding.

- *Goal & Action Plan Template.* School leaders can use this template to develop and implement a plan of action, from goal setting to execution, fostering achievement. With this plan, team members see how each task fits into the project timeline to accomplish progress milestones collectively. This template can be helpful for school-building leadership and departmental teams.

- *School Climate Survey.* School leaders can deploy this survey to understand the perceptions of the students, staff, and parents in your school or district; monitor

progress; make data-driven decisions; involve stakeholders; and adapt to shifting needs.

- *Project-Based Learning*. School staff can use Project-Based Learning as a valued teaching method. This approach revitalizes student education to support intellectual and emotional development. Students gain valuable knowledge and skills through real-world scenarios, challenges, and problems. The project's proposed question drives students to make decisions, research, and review each other's processes and projects.

- Instructional Scaffolding. School staff can deploy Instructional scaffolding. It is a common instructional framework strategy that promotes supportive learning environments for students.

DO NOT COPY – Use the bullets for guidance!

- The College's Board of Trustees approved in September of 2019 a $441.2 capital plan entitled, "Making Central Ohio Stronger: Educational and Facilities and Technology Plan." A month later, the Board approved the College's proceeding with requesting Franklin County residents to approve a $300 million bond issue towards the funding of this capital plan. In April 2020, after a delayed primarily because of the pandemic, the bond issue was approved by a 60-40 margin. (The plan can be found on the College's website at https://www.cscc.edu/about/capital-plan/)
- While the College quickly moved forward in addressing several of its most critical deferred maintenance issues, it recognized the need to step back and reassess the implementation of its 2019 capital plan. The pandemic called into question how space would be utilized in the future.
- The pandemic and new economic developments in Central Ohio caused certain industry sectors to emerge as priorities for the College. Those sectors include Modern Manufacturing & Engineering Technologies (M & E.T.), Health Sciences (H.S.), Information Systems Technology (IST), Early Childhood Development & Education (ECDE), Skilled Trades (S.T.), Public Safety (P.S.), and Automotive Technology (AUTO). This "Sector Strategy" work brought a deeper understanding of the College's vision and strategies for these academic areas that needed to be integrated into the College's plans for upgrading its facilities.
- Another priority that emerged during the pandemic was Student Support Service (SSS) spaces. For example, students need more mental health support due to the events and isolation they experienced during the pandemic. The College's students have expressed that they like having the flexibility of remote and in-person services.
- The following capital planning work helped to inform the 2019 plan.
  - Comprehensive Master Plan: A Flexible Framework (November 2013)
  - Strategic Plan: Framing the Future Through Student Success, Workforce Development, and Civic Engagement (2014)
  - Facilities Condition Assessment (2017)

        o   Creative Campus Development Advisor Recommendations (Jul. 2019) "CSCP Plan"

BILT. As a product of the National Science Foundation ATE National Convergence Technology Center, the BILT at Collin College has been implemented at Columbus State and meets quarterly to provide insight into employer workforce needs. The BILT consists of executives and technicians from both large corporations and small companies who understand the current state of the I.T. industry nationally and what skills will make graduates employable 12-36 months in the future. The process at Columbus State leverages the best practices of (1) focusing on a single program versus programs within a division, (2) using an efficient, structured, and repeatable voting process, (3) involving faculty that buys into the program, (4) receiving specific faculty feedback on prioritized skills implementation, and (4) meeting 3-4 times per year.

Response to 1.B.3

The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

With intentionality and a desire to better serve our community, Columbus State works to build relationships with external constituents. We are successful in our efforts to meet the needs of our community partners at the local, regional, and national levels by responding to their academic and business needs. Our efforts can be recognized through our work with the following organizations: the Ohio Department of Higher Education, Columbus City Schools, the City of Columbus, and the Ohio Association of Community Colleges. (One Columbus, JobsOhio, Central Ohio Compact, Nationwide Children's IMPACT Council, BioOhio, CSCC Workforce Advisory Council, OMA).

College Credit Plus

The State of Ohio enacted College Credit Plus (CCP) as a free program that allows students in grades 7-12 to enroll in college courses that meet high school graduation requirements and begin students on a pathway to earning a college degree or certificate. Serving over 130 schools and over 8,000 students annually, Columbus State is the largest CCP provider in the State. The efforts related to CCP fall into three buckets of strategy: academic readiness interventions, college and career awareness work, and academic support.

Academic Readiness Interventions. While CCP provides access to college-level coursework, statewide data demonstrate inequitable participation rates among districts. One reason is that the statewide eligibility data for CCP requires students to have a 3.0 GPA and/or predetermined test scores (ACT, SAT, Accuplacer, or ALEKS PPL) demonstrating readiness for college-level work. This limits who can access CCP, so CSCC has partnered with several local school districts to collaborate on readiness interventions. These programs aim to help students enhance their existing skills through high school courses created or co-created by CSCC faculty. Upon completing these high school courses, students can better demonstrate college readiness. These programs are described below:

College Prep Math. College Prep Math (CPM) is a self-paced, mastery-based program to prepare students for college-level math courses. It's designed to help students identify the areas they need to strengthen to develop those skills at their own pace. With the support of a high school instructor and modularized software, students can bypass one, two, or even three levels of remedial mathematics. This saves them time and money and builds momentum for earning college credit.

Each year, professional development is provided to the high school instructors who deliver the College Prep Math course. This training includes details about the ALEKS software used for individualized instruction and recommendations for infusing active and collaborative small-group learning opportunities to extend students' engagement with their CPM coursework. Together with Institutional Effectiveness, the K-12 Partnerships Office also reviews data from CPM completers and tracks their progress in subsequent college-level mathematics courses. Early findings indicate that CPM is successful in helping bridge the gap between high school mathematics and college mathematics, supporting a group of students who would not otherwise be eligible to persist through college-level mathematics.

Third Space English. Third Space English (TSE) is a pre-college composition course developed by a collaboration of high school and Columbus State English teachers. The ideas behind TSE are rooted in two broad bases of research: collaborative work between K-12 and higher education faculty and equity pedagogy (sometimes referred to as culturally relevant or culturally responsive pedagogy).

High school and postsecondary teacher collaborations have successfully developed transition courses like Third Space English. TSE arose from an awareness that serious problems regarding students' preparedness for postsecondary education cannot be solved independently by either high school or college educators. We need to innovate through collaboration, not isolation, for issues this entrenched. We think of this collaboration as occurring in a "Third Space" that is *neither and both* high school nor college. Teachers can come together on behalf of today's high school students and tomorrow's higher education students.

Students' preparedness is often viewed through a lens that emphasizes their supposed deficits instead of their possibilities. In short, much blame is cast on everyone involved, particularly the students. For students, we hope that this "Third Space" serves to narrow the distance to their postsecondary options. We want to offer a space where students can gain skills, confidence, and an understanding of how their voices can change the world.

TSE is taught by high school teachers who will continue collaborating with Columbus State English faculty. The CSCC teachers serve as inquiry partners and provide necessary professional development. As with CPM, data are reviewed annually to ensure that this program provides an on-ramp to success for a core group of students that would not otherwise have been considered for College Credit Plus.

College and Career Awareness Work. Another component of promoting early college attainment is providing career awareness opportunities for students and their families or support networks. Together with high school partners, the college has hosted visitation days and special events specifically meant to help young people consider future career opportunities. These include

programs like We Are STEM, where over 150 high school students visit the CSCC Columbus campus every year to work with CSCC faculty on hands-on learning lab sessions that promote awareness of and interest in STEM degree pathways. A new program, FlexFactor, also provides students with an awareness of the many ways modern manufacturing can be leveraged to creatively solve problems. In this new grant-funded initiative, students work collaboratively in groups and present their concepts to industry and faculty panels, thus seamlessly connecting the world of work to early college experiences. Opportunities like FlexFactor and We Are STEM are part of a broad College strategy to engage with students across the spectrum of K-12 and serve as a leader in educating the entire community about academic pathways to in-demand careers.

Academic and Faculty Foundations that Support Academic Rigor. When students enroll in CCP courses, they can take classes online, on campus, or at their high school. CSCC refers to the classes that are on on-site at a high school as "embedded" to reflect that we are infusing the college course into the ecosystem of a high school environment. Teachers who deliver the embedded CCP courses are either high school instructors who meet CSCC's and HLC's credential requirements to serve as an instructor of the course or they are CSCC faculty or adjuncts who travel out to deliver an in-person CCP class on a high school campus.

Professional learning courses are available to both groups of CCP instructors. Before each semester begins, an orientation is offered to any new CCP instructor. For high school employees, this includes a thorough overview of all CSCC tools and expectations. For CSCC employees, the orientation helps to focus the college instructor on what to expect with going out to a high school site. Further training and support are available throughout each semester. The college has dedicated resources to support a CCP Professional Learning Coordinator, who connects with both high school and college faculty and serves as a bridge to academic departments whenever questions arise. Biweekly emails known as "Tuesday Tidbits" connect all CCP instructors to College expectations, deadlines, and events. Plus, in-person or online events are offered to discuss issues unique to dealing with CCP students.

Further, each CCP instructor is supported by a CCP Lead Faculty, designated by each academic department and/or relevant course. The CCP Lead Faculty is responsible for answering content-specific questions and serving as a resource for all departmental guidelines. CCP Lead Faculty meet twice a semester with the K-12 Partnerships Office to discuss ongoing responsibilities and to examine aspects of CCP through the lens of continuous improvement.

In addition, the College has a formal OAA Dual Credit committee through its shared governance process. This committee looks at big picture issues related to the delivery of CCP coursework. Their work is enhanced by the focused efforts of two CCP Faculty Fellows, who are assigned work to support and improve all aspects related to CCP.

Keeping student success at the forefront of our external relationship efforts, we continuously work with nine colleges and universities to offer transfer options to students through our preferred pathways program. The Preferred Pathways program allows students to complete their first two years of education at Columbus State and finish their bachelor's degree at one of the following Ohio schools: Capital University, Columbus College of Art & Design, Franklin

University, Miami University, Ohio Dominican University, Ohio University, Ohio Wesleyan, Otterbein University, and The Ohio State University.

Columbus Promise

The Columbus Promise is a joint initiative of the City of Columbus, Columbus City Schools, Columbus State, and I Know I Can- a local college access organization. We believe increasing the educational capital of students and advancing a culture of college access and college-going are critical to Central Ohio's economic development and to improving family economic and social mobility in our region. Our goals are to lower barriers to accessing post-secondary education, improve success and completion, and advance career and educational readiness. We accomplish this by providing Columbus City School graduates scholarships to attend Columbus State Community College that cover tuition and fees and wrap-around support designed to realize our goals.

Columbus Promise Scholars matriculate to Columbus State and receive six semesters of scholarship and wrap-around support as they pursue degrees and certificates. Students must take at least six credit hours and meet with their academic advisor regularly to facilitate progress toward completion. Students are also offered experiential learning and career readiness programs designed to help them explore and secure further education and/or high-wage jobs in the region.

In the first year of the program, matriculation from Columbus City Schools to Columbus State upon graduation more than doubled, as did the number of students who were retained from the fall to spring semester. To further the development of the program and its success, an earn-and-learn component was added.

CP Earn-n-Learn. The Central Ohio Workforce Advisory Council, convened by Columbus State Community College, and in collaboration with the Workforce Development Board of Central Ohio announced a joint commitment to provide part-time earn-and-learn jobs to Columbus State Community College students who are participating in the Columbus Promise.

Select organizations in the region's private, public, and non-profit community will employ Promise students in roles designed to provide both strong wages and meaningful, real-world career preparation while they are in college. Modeled after Columbus State's successful Modern Manufacturing Work-Study and Information Technology Flexible Apprenticeship programs, earn-and-learn roles give students timely access to career-relevant work experience, paid jobs in their major, and real-time career preparation. Students connect classroom learning with real-world training while earning a competitive wage.

The first class of Columbus Promise students will have earn-and-learn opportunities beginning in the fall of 2023, their second college year. These roles will serve as invaluable career preparation and on-the-job training—participants will realize competitive advantages in the job market with earn-and-learn experiences on their resumes.

The work associated with earn-and-learn roles will vary by industry and sector, each designed to provide students with purposeful work experiences and strong introductions to business and non-

profit operations and the professional workplace. The substantial nature of the work experience will be matched by substantial compensation. While wages will vary by company and industry, earn-and-learn participants will earn a highly competitive wage.

C.P. Recapture Strategy. The Columbus Promise Program will also contain a recapture strategy. The Columbus Promise program welcomed its first cohort of Scholars to the Columbus State campus beginning the Autumn semester of 2022. Upon completion of the Autumn semester and the passing of Spring 2023 Census Day, there are a group of Scholars not enrolled for Spring 2023 classes. The Columbus Promise team is engaged in outreach efforts aimed at connecting with these students to re-enroll in credit-bearing classes. The outreach team is planning three attempts. After the 3rd attempt, outreach efforts will discontinue, and current plans call for an email to be sent to the students. The content of that email could serve as a "hand-off" of sorts introducing the Accelerated Training Centers (ATCs) and that a member of the ATC team will be in touch to further discuss potential next steps. The Promise Team will supply the ATCs with a list of students comprising both those that were contacted and expressed interest as well as those that outreach was unsuccessful and who received the "hand-off" email. The prospect of leveraging the ATCs as a mechanism for re-engaging Promise Scholars that have opted to discontinue their current pursuit of for-credit coursework would be a pilot program run out of the college's Office of Talent Strategy. This process could serve as a blueprint for how the College can actively re-engage students that stop out and/or suspend their pursuit of for-credit coursework.

Intel Partnership

In January 2022, Intel announced a $20B investment to build two new semiconductor chip factories in the area. Intel's expansion, directly and indirectly, creates a vast ecosystem of jobs in the first five years: 3,000 initial jobs with Intel alone, 7,000 construction jobs to build out the facilities, and 10,000 jobs within the semiconductor supplier network. Technician roles (manufacturing process technicians and manufacturing equipment technicians) account for 70% of Intel's planned to hire for Ohio, which in other Intel locations have been filled by people who hold associate degrees from engineering technician and mechanical engineering programs.

In the fall of 2022, Intel awarded $2.8 million to Columbus State to lead the Ohio Semiconductor Collaboration Network. In partnership with the Ohio Association of Community Colleges (OACC) and all Ohio community colleges, the Network will develop two-year pathways to semiconductor technician work.[1]

Semiconductor Curriculum. The College recognized the potential for developing a semiconductor curriculum drawing on its experiences with its Modern Manufacturing Work Study program which had been highlighted by NSF and the Department of Labor as an exemplary work-based learning program.

Led by CSCC, 23 community colleges joined forces to form the Ohio Education Response Plan. This broad-based consortium was aligned around a common strategy and two key challenges: developing the supply of course offerings and cultivating demand from future workers. To develop appropriate coursework supply, the team needed to identify the skills needed for

technician roles (e.g., hand tool basics, math and problem-solving, mechanical skills, and electronics, among others), and define the resulting credentials and curriculum for semiconductor manufacturing. The new curriculum also needed to honor the talent needs of incumbent manufacturing employers and serve existing relationships with educational institutions cultivated over time, so established local businesses could continue to prosper in the area.

In response to the talent supply challenge, CSCC had to determine if the semiconductor manufacturing technician jobs would require a new degree, or if existing coursework in advanced manufacturing offered a sufficient foundation for the curriculum design. Researching skills profiles, interviewing existing NSF-funded entities in semiconductor education support, and engaging industry subject matter experts allowed CSCC to determine that it had 80% of the necessary coursework within its current Electronic Engineering Technology (EET) and Electro-Mechanical Engineering Technology (EMET) degree programs. The remaining 20% of the curriculum would focus on adding semiconductor specifics, such as vacuum, clean room, and wafer processes and equipment, to the EET and EMET curricula.

The Network is focused on: (1) integrating semiconductor specifics into established 2-year education pathways across Ohio community colleges in EET and EMET programs and building a one-year certificate for other jobs within the semiconductor manufacturing ecosystem. These course offerings are projected to yield 5,200 degrees and certificates earned (among which 1,200 and 1,700 will be females and underrepresented minority populations, respectively). Through these certificates, the consortium is developing a pipeline of talent for 2,100 Intel jobs at launch, and a projected 10,000 jobs with Intel suppliers.

Biotechnology Manufacturing

Biotechnology manufacturing is expanding in Ohio. Home to world-class research institutions and hospitals, Columbus has attracted new companies and increasing amounts of venture capital focused on healthcare and biomanufacturing. These companies use biological systems to produce life-saving medications and gene therapies. Demand for biomanufacturing technicians is high.

CSCC convened local biotech companies to discuss their sector and to group skill sets into boot camp delivery, certificates, associate degrees, and bachelor programming. Representatives from the following companies/groups attended this discussion:

- Abbott Nutrition (https://www.abbottnutrition.com/)
- American Regent (https://americanregent.com/)
- Amgen (https://www.amgen.com/)
- Andelyn Biosciences (https://andelynbio.com/)
- CAI (https://cagents.com/)
- Forge Biologics (https://www.forgebiologics.com/)
- Hikma Pharmaceuticals (https://www.hikma.com/home/)
- Paladin Audits and Consulting (https://www.paladinauditsandconsulting.com/)
- Sarepta Therapeutics (https://www.sarepta.com/)
- STAQ Pharma, Inc. (https://staqpharma.com/)
- Jobs Ohio (https://www.jobsohio.com/)

- One Columbus (https://columbusregion.com/our-organization/)

The first output of this work was the development of a short-term Biotechnology Bootcamp. In 12 weeks (about 3 months), students will learn:

- How life-saving medicines, vaccines and gene therapies are made.
- FDA regulations that keep drugs safe for patients.
- Cleanroom processes that ensure drug safety.
- How to use laboratory equipment used in drug manufacturing.
- Career readiness skills, including how to write a resume and interview for jobs.
- Opportunities for continuing your education to grow your career and salary prospects.

After completing the program, students would be qualified to work in a biomanufacturing production technician role. Technicians carry out and monitor precise processes, equipment, and environments in the manufacturing of biological materials and products used in lifesaving treatments, medications, and gene therapies. These processes strictly follow current Good Manufacturing Practices, which are standard across many food, drug, beverage, and beauty product manufacturers and can open doors to careers outside of biomanufacturing. Populations served with this coursework would include:

- Military veterans
- Career-changers
- High school and career-technical graduates
- People with a high school diploma

Academic units at the college focused on the science spaces. They worked with the college's workforce unit to conduct the biotechnology focus groups. Taking intelligence from that process, CSCC has developed a degree plan for a Biotechnology Associate of Science. The outlines of four new biotechnology classes were also generated for the degree. CSCC and the Biotechnology Associate of Science degree plan are currently working on getting those classes approved.

Workforce Advisory Council

Established by Columbus State in 2017, the Workforce Advisory Council is a growing body of forward-thinking senior workforce, human resources, and talent professionals from leading regional employers interested in talent development and committed to growing and diversifying Central Ohio's talent pool.

The Workforce Advisory Council has demonstrated a shared commitment to moving this forward, speaking of the recognition among the region's employers that our success is tied to the successes of our students and their families. The Workforce Development Board of Central Ohio works with thousands of people annually, serving Franklin County and surrounding counties in the Central Ohio region.

Workforce Transition. Additionally, we have a successful record of building and maintaining non-credit relationships with business and industry organizations such as Honda, Amazon, Huntington Bank, and the Manufacturing Extension Program (MEP).

Sources

1. Biotechnology source: https://www.cscc.edu/go/accelerated-training-centers/biotechnology-manufacturing/
2. College Credit Plus source: https://www.cscc.edu/academics/college-credit-plus/
3. College Prep source: https://www.cscc.edu/academics/college-prep-math.shtml
4. Columbus Promise source: https://www.cscc.edu/go/columbus-promise/
5. I3 Toolkit source: https://www.cscc.edu/community/grants/recent-awards/i3/index.shtml
6. Intel source: https://www.cscc.edu/for-business/intel/
7. Preferred Pathways source: https://www.cscc.edu/academics/transfer/preferred-pathway/
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9. List of Partnerships source: https://www.cscc.edu/academics/transfer/search-transfer-agreements.shtml
10. University Transfer Center source: https://www.cscc.edu/academics/transfer/
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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument
Response to 1.C.1

The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

All College Programs are proposed and developed using consistent processes and procedures, collaboration with area workforce stakeholders, and approval through Academic Council. Each AAS and Certificate Program has an Advisory Committee with the workforce, community, and educational representatives who share knowledge of skill sets and employer needs. Program faculty and staff meet with Advisory committees annually (and occasionally more frequently) for support and advisement for Program suggestions, development, planning, implementation, and evaluation.

Preparing students for workplace success is rooted in the fabric of Columbus State's academic programs and student, civic, and community engagement programming. The curricular activities at Columbus State provide valuable experience for students across all disciplines.

Community engagement initiatives include the Student Changemaker Program, a co-curricular pathway on Cougar Connect for students to earn rewards for their commitment to service and justice. Students in the program can find a list of volunteer opportunities that fit their interests and passions, record their hours and impact on the community, engage in thoughtful reflections and mini-projects, and learn about servant leadership. Rewards for this program include recognition at the Service and Leadership Awards, LinkedIn endorsements, and receiving college mentorship.

Along with this program, service-related events for all students include the yearly Day of Service in September, Volunteer Village during the college's Week of Welcome activities, Make A Difference Day in October, Poverty & Homelessness Awareness Week in November, and Martin Luther King Jr. Day of Service in January, and various small group service projects throughout the year. Students, staff, and faculty can integrate community engagement and service into their programs, departments, cohorts, clubs, or courses by partnering with Student Engagement and Inclusion and the Community Engagement Program Coordinator. Together, they can create a volunteer experience aligning with the group's mission and values. Students who deeply enjoy service can join the student organization, Cougars for the Community with their mission of

supporting local agencies and community members in Central Ohio. Service and volunteering in the community are terrific ways for students to engage in opportunities outside their comfort zone while networking with local leaders and developing lifelong skills.

For students who are committed to community-based learning, Service-Learning (SL-designated) courses are available every semester. These courses bring academic experience out of the classroom and into the world through various opportunities. For example, second-year dental hygiene students provide primary dental hygiene care to underserved communities, nursing students organize and run a community health fair and participate in community vaccine campaigns. English students tutor elementary students and promote literacy at a local settlement house.

Alternative Break and Service Abroad programs have also provided students the immersive opportunity to learn about a new community, connect with community members, and give back through service. Students who experience Alternative Break or Service Abroad programs have made deep connections with their peers and leaders and have developed a deeper appreciation for the community. Volunteer opportunities have helped students secure internships and job opportunities at agencies that fit their career interests and personal passions.

Career Services and Student Employment offers Community Work Study, a program funded by Federal Work Study. This program allows students to receive their allotted work-study earnings by working part-time at a local organization that communicates with the college.

Community engagement can also enhance students' understanding of cultural and local issues. Through the Civic Organizing Workshops, students heard from three local leaders actively working to improve the community. These workshops bring local leaders to Columbus State's campus and introduce students to careers where they can make a difference in the world. These workshops, volunteer experiences, and community engagement initiatives are all possible through internships with local, statewide, and national organizations that connect higher education to community engagement. Partnerships with ServeOhio and Campus Compact aid in Columbus State's interactions with the Central Ohio area through funding projects, contacting local nonprofit organizations, and providing professional development opportunities.

Civic engagement and voter education are integral parts of the campus. Columbus State has taken intentional steps to institutionalize this work through the Voter Education Coordinator and the Student Democratic Engagement Committee (SDEC), a non-partisan, cross-functional group of students, faculty, staff, and community partners dedicated to activating student participation in the democratic process. Columbus State hosts two-three Democracy Fellows through Campus Vote Project to support this work. Democracy Fellows work with the Voter Education Coordinator and SDEC to increase student voter engagement. Under the Columbus State Votes initiative, SDEC employs a broad range of strategies and programming to encourage students to become active participants in our democracy. Columbus State Votes hosts events on campus every semester to help educate and register student voters. In addition, Columbus State implemented a Voter Education Module in the curriculum of COLS 1100, the first-year seminar class for all incoming students at Columbus State.

Columbus State participates in the National Study of Learning, Voting, and Engagement (NSLVE), collecting and analyzing institution-level data on student voter registration and voting rates to report and inform our democratic engagement strategy. These reports can be found here: Columbus State and Voting - VOTE - Library at Columbus State Community College (cscc.edu). Columbus State also utilized TurboVote, a platform that aims to assist students in registering to vote and getting accurate election information. TurboVote will also help students request absentee ballots and send important election reminders. As a TurboVote partner, Columbus State has its own TurboVote site.

Columbus State has been recognized for its democratic engagement work by multiple different organizations. Columbus State is a Designated Voter Friendly Campus by Campus Vote Project. ALL IN Voting Challenge recognized Columbus State with both a Bronze Seal and as a Most Engaged Campus for Student Voting. Washington Monthly also listed the college on the 2022 Best Colleges for Student Voting Honor Roll.

Each year, Columbus State creates Voter Friendly Campus Action Plans and Reports which can be found on the library's voting webpage. The 2022 report has not been published but will be attached to the supporting evidence document for reference.

Career Services offers collaborative programming and services to further prepare students for workplace success. In addition to providing career-related conversations at all stages (Connection, Entry, Progress, and Completion) and offering individualized and accessible career counseling, incorporating career preparation into curricular and cocurricular activities is key to reaching a large student population. Strategic activities include:

- Career READY plans
- Exploration and mentorship
- Work-based learning opportunities

Career READY plans. Career READY plans are comprehensive career and leadership development plans created and customized for specific student populations to meet their unique needs. Plan activities are designed based on the NACE (National Association of Colleges and Employers) Career Readiness Competencies.

- Career & Self-Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

All Columbus State students are automatically assigned a Career READY plan in CougarConnect to give them access to self-tracking completion and participation in plan items.

The plan outlines activities with recommended completion timeframes and describes how the activity supports career development and preparation for workplace success.
Career Services also works cross-functionally to develop and update Career READY plans within specific in-demand program areas. Career READY plans also provide personalized career development for other targeted populations, including scholarship recipients, student employee leaders, and earn-and-learn participants.

Exploration and mentorship. Career exploration and decision-making are essential components of future workplace success and satisfaction. Career Services offers co-curricular opportunities to connect with and be mentored by industry professionals. Virtual exploration events bring together students and professionals from their fields of interest, allowing students to ask questions, learn more about their careers, and seek advice about entering the field.

The Career Mentorship Program matches students with career professionals in a related field of interest for an academic year. Students will gain a close-up view of their chosen career's daily tasks, rewards, and challenges, as well as establish an ongoing relationship with a professional in their field of interest. Student participants will gain career/professional insight, explore ways to develop leadership skills, expand professional experiences, and short-term and long-term goals with the guidance of their mentor.

Work-based learning opportunities. Various work-based learning opportunities are available for students, including student employment, earn-and-learn (e.g., I.T. Flexible Apprenticeship and Modern Manufacturing Work-Study), and internships. These opportunities allow students to continue to gain career readiness skills and prepare for workplace success.

Community Work Study is an example of a cocurricular activity that prepares students for informed citizenship and workplace success. Funded by Federal Work Study, Community Work-Study offers students the chance to pursue employment with any of Columbus State's nonprofit and government program partners. These partnerships provide students the unique opportunity to earn their Federal Work Study award in service to the local community.

The college has several earn-and-learn models enabling students to take classes and work within their careers. Students have technical courses front-loaded into their program of study along with job prep coursework that prepares them for an earn and learns employer-sponsored opportunity while still in college. Students earn a degree, learn technical skills and professionalism and make a competitive wage on the job that assists with paying for college.

Response to 1.C.2

The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

On June 26, 2020, Columbus State Community College's Board of Trustees approved a historic board action that deepened the College's commitment to equity and Inclusion by establishing the creation of the Office of Diversity, Equity, and Inclusion. This new department was envisioned to provide the College with additional capacity to support its model of continuous improvement

and its goal of student success with a focus on equity. The approved board action requested multi-year start-up funding for the office, ultimately enabling the college to appoint its first Vice President of Diversity, Equity, and Inclusion & Chief Diversity Officer. The funding has also been used to staff the office with essential personnel responsible for helping it foster an inclusive and welcoming campus environment that respects and acknowledges diversity in all forms.

Employee Resource Groups. For several years, Columbus State has created inclusive space and encouraged employees to participate and/or create Employee Resource Groups (ERGs) – employee-led groups that aim to offer affinity spaces, advocacy, service opportunities, and professional development for minoritized employees. The employee-led groups are well-established and highly participated groups that allow employees to build bonds through professional development, shared cultural and lived experiences and common goals for segmented populations of employees.

ERGs meet monthly for discussion, networking, social gatherings, professional development, and College work. Additionally, ERGs work individually and collectively to host periodic campus-wide forums on critical and timely topics. In 2022, the College doubled down on its commitment to ERGs by incorporating ERGs into the Office of Diversity, Equity, and Inclusion; establishing a full-time ERG Strategy and Operations manager to help grow the participation in and impact of the ERGs; developing a process for the creation of new ERGs; and offering each ERG access to $2,000/year to increase their capacity and enhance their activities.

Current ERGs at Columbus State include African/African American ERG, Caring for those who Care ERG, Prism ERG, and Women's ERG.

Recent ERG activities include:
- Campus-wide forum on the implications of the Supreme Court's decision to overturn Roe V Wade
- Campus-wide participation in Columbus Pride events
- Interview skills practice for African/African American ERG members
- National Coming Out Day movie night for Prism ERG members
- Campus-wide forum on Ohio House bills that sought to ban discussion of "divisive concepts" in state-funded education
- Campus-wide vigil for Club Q victims
- Authors' discussion with Women's ERG members
- Winter supply drive for students who are parents or former foster youth
- Celebration of African-American employee achievements in 2022

For our students, we have cultivated a welcoming environment where voices can be heard, expressions are free, and bonds are created through a shared experience. We have been purposeful in our attempt to provide support for student groups, town halls, etc.

Student Organizations. Through the support and encouragement of student organizations, students at Columbus State can develop a sense of community and get engaged on campus. Columbus State offers a variety of student organizations that are entirely student-led and are

formed based on the wants and needs of the current student body, including recreational, academic, special interest, and cultural identities. Present student organizations at Columbus State offer over 35 different clubs and organizations led by students so they may discuss issues most concerning to them and their student experience.

- "United Abilities Club"
- American Sign Language Club
- Anime Club
- Black Student Union
- Campus Election Engagement Project
- Classic Literature Club
- Columbus State Catholic Community
- Columbus State Landscape Association
- Columbus State Pride
- Columbus State Programming Board
- Columbus State Veterans Organization
- Columbus State Video Game Student Organization
- Delaware Campus Humanities Club
- Delaware Campus Tabletop Gaming Club
- Girls Who Code
- Honors Student Advisory Council
- Hospitality Club of Columbus State Community College
- International Student Association
- Intervarsity Christian Fellowship
- Kappa Beta Delta – Alpha Beta Chapter
- Latin American Student Association
- LifePoint Collegiate
- Medical Laboratory Technology Club
- Mu Alpha Theta Math Honor Society
- Phi Theta Kappa Honor Society – Alpha Rho Epsilon
- Real-Life "Cru"
- Social Work Club
- STEM Club
- Student Ambassador Leadership Program
- Student American Student Dentist Association
- Student Clubs and Organizations
- Student Nurses Association
- Student Paralegal Association
- Sustainability Group

Another example of Inclusion for all CSCC constituents appears through the physical space redesign. In 2021, we remodeled the Union Cafeteria to create a user-friendly experience where students, faculty, and staff could gather, feel welcomed, socialize, study, or work. This public space has now become a place that all CSCC constituents visit regularly, and it contains

televisions, booth and tabletop seating, a full-service cafeteria, and a Starbucks.   Additional eatery gathering spaces include BLEND Café + Bakery, SIPS @ Davidson, Delaware Market C, and Degrees Restaurant.

The Campus Planning Principles provide a holistic campus and facility planning framework that applies to all renovation and new build projects at all Columbus State locations. Values, guiding principles, and goals have been established and enumerated through these Campus Planning Principles to ensure that the measurable impacts of the College are reflected in all campus development projects.

Columbus State's Campus Planning Principles are organized into five aspects of design: Sense of Place; A Supportive Environment; Active, Collaborative, Learning Environment; Connection, and Sustainable Campus.

- Sense of Place refers to the unique identity of Columbus State. Developing a strong sense of place that fosters community and a sense of belonging for the authentic self of each community member is a top priority of the College.
- A Supportive Environment highlights the commitment of the college to provide the services and support needed for students, faculty, and staff to achieve their full potential. Support should be woven into program areas where possible in addition to those located in centralized areas.
- Active, Collaborative Learning Environments are needed to engage students and the public in learning. These environments provide flexible spaces adaptable for use across the College and supportive of interdisciplinary engagement.
- The connection includes the establishment of a sense of connection within the campus environment and between Columbus State and the
- A sustainable Campus encompasses both technical and environmental goals and community sustainability. Columbus State is committed to supporting the ecological, human, and economic health and vitality of individuals and the community now and in the future.

The College's Campus Planning Principles have been developed to be broadly applicable across projects that may be unique and individual. It is encouraged that campus architecture reflects the diversity of the College and provides a unique architectural tapestry. To achieve cohesion within this campus environment, it is recommended that these Campus Planning Principles be used to create adaptable design guidelines for overall landscape design, environmental branding, and exterior and interior wayfinding.

The content behind creating these Campus Planning Principles derives from various engagements between the project team and College stakeholders, including Focus Groups, General Planning Meetings, and other engagements.

Embedded in the earn-and-learn models is a review of students who complete their earn-and-learn opportunity and are interviewed for and offered full-time employment. The college reviews with the hiring employees the overall DEI impacts of the hiring process on those graduates who do not secure a full-time offer. While a consortium of employers supports the program models,

their hiring is done individually, and they fail then to see the data related to overall hiring impacts across the program. The college calls the hiring employers together and conducts a review of students' demographics related to those hires with a call for employers to address internally and share with the college the factors that affected the most diverse candidates in the hiring process.

The college also works with the CSCC Workforce Advisory Council (made up of 25 businesses in the region representing around 7,000 to 100,000 local jobs) on hiring requirements and employer processes that negatively impact diverse populations. For example, the college has brought to the attention of employers the unintended impacts of tuition reimbursement programs. Such programs continue to enable the wealthier employees within their organizations to take coursework that can lead to company promotions. Turning from a reimbursement strategy to a tuition assistance strategy has positively affected the diversity of individuals within the promotion pipeline. The college also works with this group of employers to discuss hiring requirements related to hiring for roles that have previously only been held by bachelor-prepared individuals. These employers have been field testing hiring at the associate level and looking at credentialing below the associate degree.

Response to 1.C.3

The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Columbus State's 28,000 student body is the most diverse in Central Ohio. More than half are the first in their families to attend college and many are unprepared for college culture and the complexity of the college transfer process.

As a continued commitment to fostering a climate of respect, the College embarked on several strategic priorities relative to its Core values, ODEI, Human resources, Legislative voice, and Student advocacy.

The Office of Diversity, Equity, and Inclusion (ODEI) is committed to fostering belongingness, exploring diversity, practicing inclusivity, and creating equitable outcomes for everyone in our learning community. Here are some of the key outcomes of our efforts to foster a climate of respect across the many dimensions of diversity represented in our community:
Columbus State Community College has been named as one of 10 leading community colleges nationwide to further its racial equity work through participation in a practitioner-guided Racial Equity Leadership Academy designed to break down institutional barriers to racially minoritized student success. The Academy will provide the College with critical opportunities to enhance and promote its commitment to racial equity at every institutional level. The Achieving the Dream and USC Race and Equity Center Racial Equity Leadership Academy will engage selected Achieving the Dream Network community college leadership teams in a year-long facilitated exploration of tools and tactics to scrutinize and dismantle structures and policies that hamper racially equitable student outcomes, through a deep focus on designing effective strategies and projects to articulate principles of racial equity into an actionable framework.

"College teams from the inaugural RELA cohort were tasked with identifying a racial equity change effort (RECE), participated in coaching engagements, developed a new vision for their campus' racial equity work, and launched the rollout of their racial equity change effort with a comprehensive, prioritized action plan. The overall expected outcomes were to increase student persistence and completion through an intentional design to eliminate structural barriers to equity." – Achieving the Dream

Our racial equity change effort was broad and intentionally intersected with key strategic areas. CSCC's RECE:

"*Columbus State Community College will administer a Racial Equity Climate Assessment. This assessment will enable us to receive data that will inform our efforts to create an institutional diversity statement and the creation of DEI actions/goals that will serve as a groundwork for our college-wide strategic DEI Plans."*

In November of 2021, Columbus State partnered with the Higher Education Data Sharing Consortium (HEDS) to administer the Diversity and Equity Campus Climate Survey to students, faculty, staff, and administrators. The survey asked questions centered on perceptions of our institution's climate, perceptions of how our institution supports diversity and equity, and experiences with discrimination and harassment at our institution. Columbus State is using the survey data to understand better the extent to which our campus climate supports diversity and equity and to inform practices related to diversity and equity. We learned that our survey respondents indicated a relative level of consistency in their overall satisfaction of the Campus Climate. Once we disaggregated the data, we also learned that underrepresented groups indicated lower satisfaction levels. The feedback was also used to help frame the institution's first diversity statement.

Draft Diversity Statement –

Columbus State Community College strives to foster an equitable environment where everyone is welcomed into our learning and working community. We commit to attracting, nurturing, and retaining a diverse college community as a part of our work to change institutional power structures, policies, and practices that create systematic advantages for some and disadvantages for others. As an institution, we will strive to ground ourselves in anti-racist and anti-oppression practices as we confront the legacies of discrimination that continue to oppress and exclude individuals based on diverse and intersectional identities.

Weiler Scholar Program

The Weiler Family Scholars Program enables the educational success of financially disadvantaged Central Ohio students with the potential, desire, and commitment needed to earn a bachelor's degree. Over ten (10) years and with the Weiler family's support, we will prepare students academically, financially, and personally for a successful college transfer pathway.

Acclimating promising students to the community college culture while preparing them for the challenging transition to a four-year institution requires early and consistent advising, tutoring, mentoring, financial guidance, and building trusting relationships with fellow students, faculty, and staff. Incentivizing students to complete the program will be the promise of receiving a $5,000 transfer scholarship to attend the four-year institution of their choice. The Weiler Scholars Program provides a unique combination of scholarship, mentorship, and support services to remove barriers to education and help our students succeed. With the support of the program, and other aid resources such as the federal Pell Grant, Weiler Scholars can earn their associate degree at Columbus State debt free!

This program is for recent high school graduates who desire to earn an associate degree from Columbus State, then transfer on to earn a bachelor's degree. Priority admission is given to underrepresented minorities and first-generation students

Financial Stability
- Promoting and assisting students with FAFSA completion
- Up to $500 per year provided for expenses such as campus parking, emergency funds, COTA bus passes, grocery gift cards
- Access to new campus food pantry, wellness and food-preparation workshops presented by culinary faculty and students in Mitchell Hall
- Financial literacy coaching including household budgeting, saving, and paying for college

Academic Success•
- Tutoring
- Peer-mentoring
- Student Support Services aimed at low-income and first-generation students

Creating a sense of community
- Organized engagement activities would start senior year in high school and continue through Columbus State, the four-year institution and annual reunions
- An annual "launch" event will be held during the senior year in high school for students selected for the program at which they would be welcomed by current and former students who've blazed the trail ahead of them
- Service-learning activities – on-campus group project each year plus going back to their high schools to encourage other students to follow in their footsteps
- Opportunities to participate in Columbus State's Campus Life activities such as the Male Access Network (MAN) Initiative, Diversity Learning Community, Student Leadership & Engagement, Diversity Peer Educators, Women's Initiative, as well as clubs and organizations

Transfer Success
- Career Development services
- Completion Award of $5,000 per student upon earning their associate degree

This program is for recent high school graduates who desire to earn an associate degree from Columbus State, then transfer on to earn a bachelor's degree. Priority admission is given to underrepresented minorities and first-generation students

Sources

Campus Life source: https://www.cscc.edu/campus-life/seal/care-include-speak-up.shtml
CSCC ERG source: https://www.cscc.edu/employee/our-college/employee-resource-groups/
Weiler Scholars source https://www.cscc.edu/services/weiler-scholars/

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The College's mission, vision, and values are reflected in the success initiatives initiated through the Strategic Plan and show promising results. Initial data indicate achievement gaps for Pell students having closed by 50% and for students of color by 24%. For example, 37% of new degree-seeking, non-high school students, who participated in only one success initiative in AU14, were still enrolled in AU15, while 71% were still enrolled in AU15 if they were involved in five or more success initiatives. In Table 4.2, success initiatives launched and showed increased results in their specific areas.

Internal target results have been established in Developmental Math Redesign, Year-to-Year Retention, Early Alert, and COLS 1100/1101 (a required class for all first-year students). Internal measures also include data from community and parent surveys conducted as needed. A December 2016 survey of 259 Central Ohio residents who have children likely to enroll in a postsecondary school in the next few years, recently enrolled in a postsecondary school, or are likely to enroll in a postsecondary school in the next few years revealed the following:

- 79% (n=195) have a very or somewhat favorable impression of CSCC.

Of those, 30% indicated this impression is because of the positive experience of others, 24% indicated it was because it is affordable and a good value, 18% indicated that they had a positive personal experience, 16% indicated it was because the College has good faculty and staff, and 13% indicated that it was because it was close to home.

- 86% (n=192) are very or somewhat familiar with the College

51% (n=191) had been enrolled or had an immediate family enrolled at the College Table 4.3 is a table that shows parent opinions of CSCC through the survey

The importance to students of feeling welcome is high at CSCC. External benchmark measurements as a result of the Noel-Levitz surveys reveal that CSCC students rated it as 6.34 out of 7 in importance. On the other hand, CSCC rated their satisfaction as 5.96 compared to 5.77 nationally. This level of satisfaction was significantly higher than the national response. CSCC has also improved on this measure since the last administration of this survey (Table 4.4).

Comparison of results with internal targets and external benchmarks. Two critical internal targets that enable outcomes and measures to be tracked are the College Scorecard and the Central Ohio Compact Regional dashboard. Also, internally, in the 2016-17 school year, CSCC established over 400 affordable pathway agreements with College's Preferred Pathway institutions and other four-year institutions, representing an increase of almost 60%.

The availability of affordable options has increased the number of students who attend CSCC and then transfer to a four-year degree. This has contributed to an almost 50% increase in

Bachelor's degrees and almost 40% increase in all degrees obtained by students within two years of first attending CSCC between the 2012-13 school year and the 2015-16 school year, despite CSCC's overall student population decreasing by almost 3% during that time. Table 4.5 shows the number of students who attended another four-year institution after a specified number of years after first attending CSCC.

CSCC reported certain internal measures in several important student success areas:

- Success rates in all students' courses for the 2016-17 academic year were 72.5%. An increase compared to the 70.8% of the previous academic year.
- Retention rate semester to semester of students who participate in Student organizations and peer groups for engagement and Diversity and Cultural Inclusion for Engagement has been consistently in the 90% range compared to the 68% of the college.
- The success rates COLS-1100 in AU16 = 80.4% and AU17= 79.2 compared to 77.3% of the AU15 cohort.

Evidence that students are coming to college more prepared for the rigor of postsecondary education is shown by the decrease in the number of students needing remedial education both at the regional level and at CSCC. Regional results for students enrolled in a developmental course can be found here (COC Developmental Education In-School Progression). Click "In-School Progression" on the left side of the webpage. CSCC has seen similar decreases in total students enrolled in developmental education courses from the 2011-12 school year to the 2015-16 school year. Even though progress has been made in this area, it is clear that there is much work to do.

While 85% of students test ready in English at CSCC only 35% test ready in Math as of Autumn 2016 as evidenced in Figure 4.1.

Another external benchmark used by the College to measure the importance the faculty's role at the College measured against College Administrator and staff respondents, could be found in a direct comparison with a community college of similar size and scope as Lakeland Community College in Table 4.6.

Interpretation of results and insights gained. According to the result of a survey of students conducted with 30 or more hours during Autumn 2017 semester, 81% of respondents indicated that they intended to finish a credential. The most commonly cited issues countering that finding were financial or related issues, class scheduling and availability, academic challenges, advising, or transfer issues. Therefore, based on this data, it was clear that the College needed to address challenges regarding the increasing of persistence and retention. While the initial interventions implemented significantly closed achievement gaps and continue to have a positive effect, College's data show that results have plateaued as those of more mature AtD schools and that students lose momentum over time (Figure 4.2).

As of Spring 2018, 29% of CSCC's entering students have previously engaged with the College in high school through the CCP program. Recognizing that advising and supports necessary for these students will be different than others, the College determined that it was of critical

importance to establish a new CCP Services Office has been established that worked in collaboration with the Admissions Office. Once a CCP student reaches 15 credit hours, a transition advisor will help them transition from the general courses they have taken to the specific academic and career path they want to pursue.

CSCC students are increasingly part-time and must balance school, family and work. Students often indicate that issues related to financial challenges are the reason for not completing a credential. Therefore, the College is determined to develop strategies to assist students with these and other challenges, including a financial stability model under development. This includes addressing food insecurity, better use of scholarships that will help students who have completed 30 hours and are in need of financial assistance and improved scheduling will make the courses students need available to them when they need them.

Improvements. Analytical tools will be introduced, first to faculty and then to students through Blackboard Analytics to provide easy access to essential data regarding the college's mission, vision and values as implemented through this enhanced online communication practice.

The next step in the College Completion Plan framework will be to implement a comprehensive completion model that restructures and aligns people, processes and technology to eliminate roadblocks that hinder or stop students from progressing onto completion of their goal.

Also, continuing Guided pathways to four-year institutions and deeper partnerships with employers will help students seamlessly transition to their next step after completing their credential. The improvements that have been implemented or will be implemented in one to three years can best be conveyed by use of the College Completion Plan framework.

Through the Central Ohio Compact, the college-readiness of students in the region - with emphasis on low-income, first-generation college-going, and under-represented populations – will continue to be addressed in such programs as Credits Count (a grant from AEP) and the College and Career Readiness Expansion program (an Investing in Innovation (i3) grant from the U.S. Department of Education).

Resources focus on students most at risk of not completing the first semester. Orientation, one of the initial success initiatives implemented, is now being scaled with a focus on equity and an integrated approach is being taken to admissions, orientation, the "first four weeks," program and advising.

Sources
There are no sources.