COLUMBUS STATE

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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.

CONNECTION TO THE INSTITUTION

Columbus State has a large and diverse student body with 63% of students identifying themselves as white and 20% as African-American (data as of Autumn 2013 preliminary census date). The average age is 27 and more than half have attended another college prior to enrolling at Columbus State. The majority are not college ready when they begin classes and must take developmental coursework. Many Columbus State students approach their studies in ways that allow them to balance school, work, and other responsibilities. Distance learning is a popular way to do this - almost 40% of students took a web course in Autumn 2013. Most students attend part time (62% during Autumn 2013).

During the 2012/13 academic year, 53% of Columbus State's undergraduate students received a grant or financial aid averaging $4,166; 47% were Pell grant recipients with an average award of $4,165; and 64% received federal student loans averaging $6,042. For full-time, first-time, degree/certificate-seeking students, 87% received some form of student financial aid; with 73% receiving grants or scholarships averaging $4,401; 65% receiving federal grants averaging $4,573; and 65% receiving Pell grants averaging $4,574. For first-time, full-time degree/certificate-seeking students, 16% received Institutional grants or scholarships averaging $1,428; and 85% received federal student loan aid averaging $5,107.

The college offers Associate of Applied Science degrees in more than 80 areas of study, and also offers students the opportunity to earn the Associate of Arts or Associate of Sciences degrees. As an open access institution, Columbus State offers courses to students who are under or unprepared for college-level courses through its department of Developmental Education. Students entering the college for the first time are assessed using the COMPASS, receive their test results immediately, and consult with advising services to develop a plan of study. Academic advisors make recommendations based on test scores and discuss the importance of developmental coursework designed to prepare students for college-level coursework. During the summer of 2013, for example, 172 students were referred to the Adult Basic Literacy Education (ABLE) program to enhance their readiness for college studies. Students who are undecided may also be directed to career counseling services to continue with career interest and aptitude testing.

Students who place into developmental education courses in reading, math, or writing also have the opportunity to participate in the comprehensive developmental education program that includes academic advising, help with registration and applying for financial aid, tutoring, career counseling, and additional support classes that include Strategies for College Success, and Career Life Planning. As an alternative to the traditional precollege sequence of mathematics courses, students also have the option to complete their developmental mathematics requirements through the college's 1099 (Bridge to College Math) modular mathematics course. The college also offers an additional accelerated path for students on the cusp of testing into college-level composition. The accelerated path enables students to take both a college-level composition course with a supplemental workshop. In addition to its developmental education program, and accelerated paths in pre-college math and composition, the college offers academic enrichment programs through the Transitional Workforce Development Department. The program includes remedial math and Basic English.

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Addressing the needs of the community, Columbus State focuses on building relationships with schools through innovative partnerships with K-12 districts, its PSEO, and Dual Enrollment programs. The college has a new Dual Enrollment Director and many ongoing partnerships with area high schools. Some schools like Reynoldsburg and Hilliard have special areas and buildings set aside for Dual Enrollment. The college also has ongoing PSEO Programs and is building an innovative set of programs around Work Force Development and high school to credential to career pathways.

CONNECTION

Improvement Focus Description: <u>Building academic and career pathways for students prior to entry into higher education.</u>

Improvement Focus Current Status: <u>We are strategically expanding upon the initiative while also enhancing K-12, and business partnerships to increase and strengthen direct pathways offered to students.</u>

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps or 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?
Dual Enrollment	To increase awareness of and participation in Dual Enrollment programs, allowing students to earn both high school and college credit, we will organize more pathway options with partnering schools as well as improve our internal systems to provide opportunity for expansion.	Director of College Transitions & the Dual Enrollment Office	Partnering public school districts and high school staff. College staff and faculty. Local businesses.	Increase participation in accelerated learning and dual enrollment. Increase partnerships with local school districts and high schools. Increase career pathways for high school students.	Increased rates of: • Persistence (term-to-term, and annual) • College completion rates, with shortened time to degree • College credits earned and transferred	AU12 Began implementation

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
AEP Credits Count	Develop full range of services that will support students including advising, middle school experiences, summer experiences, and dual credit.	Director of College Transitions & Project Director	Columbus City School district and Columbus State leadership will coordinate their efforts around communication, advising, and curriculum. Dual Enrollment staff, high school principal, and project director and advisor.	Participation in dual enrollment courses, successful dual enrollment credits, continuing college enrollment, job placement in the field.	Increase number of: • College credits earned; • College-going students; • Successful students, as measured by completion of post-secondary credentials or successful transfer.	SU14 Begin implementation
Placement Boot Camps	This strategy calls for the creation and implementation of mini-courses (a.k.a. boot camps) to help students prepare for placement tests in Mathematics and English to help students avoid one or more levels of remediation.	Director, College Transitions; Developmental Education Instructor	Testing, business services, admissions and enrollment, advising. College and high school instructors.	Ideally, at least 50% of the boot camp participants would place into a higher course as a result.	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Successfully complete remedial or developmental	**Year 1 (2013-14)** - Pilot - Invite some students who "just miss" a few targeted placement levels to take these courses. Boot camp workshops are being established for local area high schools and three programs are running at the Columbus Afro-Centric High School. **Year 2** - Scale up - Open the boot camps to more students and create more camps for various placement levels. Increase

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
					instruction and advance to credit-bearing courses. • Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English	the number of instructors involved and create online content. Train some H.S. instructors to deliver boot camps in their areas. **Year 3** - Integrate - Make boot camps available to all students that place at the developmental level for all placement levels, and possibly require them for all students.

What additional information do we need?

1. **A statewide database that will provide academic history (high school) of Ohio's students and connect high school to college data.**

2. _____

3. _____

SUCCESSFUL FIRST-YEAR ENTRY

Columbus State accepts all students, regardless of preparedness for college-level coursework. Columbus State demonstrates performance results for various learning support processes by building service relationships with students and by collecting data on the number of those service contacts. Advising Services anticipates the needs of the college's diverse student population and supports students in achieving lifelong educational, career and

personal goals. From August of 2012 through May 2013, Columbus State's advising services at the Columbus Campus met with 27,231 students to inspire and promote autonomy with the following services:

- Answering general questions about the student's education
- Helping the student develop a term-by-term plan outlining courses needed to get his or her degree
- Discussing academic progress with the student
- Helping student improve study skills and handle difficulties he or she may have with coursework.

Columbus State also offers advising at the Delaware Campus. From August of 2012 through May 2013, Student Services at the Delaware Campus met with a total of 7,563 students. In addition to the aforementioned services, Delaware Campus Student Services also provides assistance in the following areas:

- Assisting students in applying for and managing the federal student aid process
- Connects students to additional support services, including Veterans Services, Disability Services, and Counseling Services

Columbus State helps students select programs of study that match their needs and abilities through contact with staff resources (admissions counselors, career counselors, academic counselors and faculty advisors), via online resources and through outreach and recruitment events. The college also provides career counseling, English as a Second Language (ESL) programming, and tutoring services. Achieving the Dream (AtD) and the Community College Survey of Student Engagement (CCSSE) are two initiatives that the college has engaged to collect data to understand the differences in the student population. The college addresses the special needs of diverse students through dedicated programs throughout the college.

A primary method by which the college determines the preparation required of students for the specific curricula, programs, courses, and learning they will pursue is through the testing process. The college Testing Center offers the COMPASS and COMPASS ESL placement tests, which are computerized assessments for new students used to identify the appropriate starting level in reading, writing, math, and English as a Second Language courses. A cross functional committee of faculty, staff, and administrators recently completed work on a plan for improving initial placement and remediation for mathematics. Once a student completes placement testing, s/he meets with an academic advisor in Advising Services for an interpretation of test results and assistance in selecting appropriate first semester courses. If a student is placed into developmental courses in both English and mathematics, s/he has the opportunity to participate in Adult Basic and Literacy Education (ABLE) programs to help prepare him or her for college. Placement testing is required for:

- All students who register for a course with established reading, writing, or math prerequisites
- All students who register for 12 or more credit hours during their initial semester
- All part-time students who will register for their 12th credit hour

- All high school students intending to take classes.

Students with transfer credit in college-level composition and algebra from an accredited institution may not need to complete the entire placement test. These students meet with an academic advisor to determine their appropriate placement level. Conversely, students who enroll in health-related programs at the college may have additional requirements for program admission. An evaluation of students' high school or college transcripts and applicable employment experiences may be used to determine placement. The college also provides opportunities for students' life experiences, gained through employment and/or military and community service, to assist in the determination of placement.

The college communicates the required preparation and learning objectives for degrees through multiple methods. The College Catalog and cscc.edu website contain detailed admissions, registration, financial aid, and other student support information. The college's Advising Services Department employs knowledgeable academic advisors who provide individual, group and written communication and support for the preparation, learning and development objectives students must meet to be successful in specific programs. New students who complete placement testing meet with an academic advisor to discuss placement results, required courses for their intended program of study, and to learn to use the Degree Audit Report System, which helps them track their academic progress. The college's Student Handbook, used in the mandatory college success courses, details the commitment students must make to their education and provides study tips and time management tips, as well as a calendar and planner with key deadlines highlighted by semester. Current students receive course syllabi outlining all expectations.

The Admissions Office, in concert with Marketing and Communications, promotes and informs various stakeholders about Columbus State. Information goes to prospective students, new applicants, parents, high school counselors, agency representatives, etc., regarding admissions and enrollment processes, programs of study, course offerings, college resources, student services, campus activities and academic expectations. This information is provided in-person, individually, and in groups, and by phone, e-mail, and regular mail. Methods for disseminating this information include:

- Admissions Advising: Provides admissions and enrollment process advising to prospective students and new applicants in person (individually and in groups), by phone and by e-mail.
- New Student Orientation: Provides Getting Started 101 orientation for new applicants.
- Campus Visit Program: Provides campus tours and a campus visitation program for groups of prospective students, parents and other key stakeholders.
- Program Information Dissemination: Provides print materials (e.g., program of Study sheets, College Catalog) and online information to prospective students and new applicants.
- External Recruiting: Conducts recruiting program for key stakeholders in the community such as K-12 schools, community agencies, business and industry, government entities.
- Degree Audit: Provides degree audit reports to ensure students understand the preparation and learning required for successful program completion.

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Columbus State's Records and Registration department oversees important forms and processes related to student registration, enrollment and records, including Audit Registration Forms, Change of Information Forms, Dean's List letters, evaluation of transcripts from other colleges, evaluation of prior learning assessment credit, residency status evaluations, transcript requests, tuition refund request and appeals, enrollment verification for loan deferment, grade changes, etc.

Through the college's website, cscc.edu, and College Catalog, the institution presents itself clearly and precisely to students and the public with regard to programs, requirements, tuition/fees and accreditation.

FIRST-YEAR ENTRY

Improvement Focus Description: <u>First Year Experience and Student Advising</u>

Improvement Focus Current Status: <u>Implementation of several strategies began in AU12 and are undergoing revisions based on formative assessment. Other strategies, such as redesign of advising and mandatory orientation, are in the final planning stages with pilots beginning SU14.</u>

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps or intervention?	Who will be responsible (title)?	Who will need to Support /bolster the change and how (titles)?	What will be our outcome indicator for success?	How will we Measure success?	What is our timetable?
Mandatory Orientation to better prepare students for success in their first semester.	The full day orientation program combines nuts and bolts as well as resource/soft skill/transition information, and provides opportunities for engagement.	Initiative comes out of the Office of Student Affairs and is implemented by cross-functional steering and work teams	Many areas will need to contribute to the development of content as well as assist with communication to students	Participant satisfaction and pre and post-test assessment. Satisfaction level and growth from pre to post assessment.	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-	SU14 Pilot program for a set of AU14 new students 2014-15 academic year – scale up

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	New student orientation is designed to help students transition to college life, become familiar with college expectations, practices, and policies; and to learn about college resources designed to help them become responsible self-directed learners. It offers students the opportunity to engage with peers, faculty, and staff in a meaningful and thoughtful manner. Columbus State will also take the opportunity to use mandated new student orientation to plant the seeds of appreciation and respect for its diverse student population, and to build a sense of pride in becoming a part of Columbus State's diverse community. By relaying expectations, building community, communicating available college support services, and engaging students early, mandatory orientation will close the achievement gaps for students taking			Favorable differences between orientation attendees and control group. Tracking through enrollment funnel (registration, fee payment, attendance through census date, term completion, GPA, registration for next term).	to-term, and annual) • Degree or certificate attainment • Reduced course withdrawal rates	

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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	developmental education courses, students who are receiving federal financial assistance, and African American students. The orientation will also arm students with the tools they need to become responsible, independent learners, and to take ownership of their college experiences.					
Redesign of Advising	Redesign of advising will help students select a program of study to meet their life and career goals. Effective and efficient academic advising supports academic instruction, ensuring that students succeed in navigating the college systems and navigate the curriculum through to completion. Columbus State will develop integrated whole student academic advising from first contact with the college, to entry, progress, and degree or certificate completion. Integration of, and driving students to career advising, will be part of this process. Advisors will utilize caseload	Sr. VP of Academic Affairs; V.P. Student Affairs; Dean, Advising and Student Support Services	Academic Affairs and Student Affairs Deans, Admissions, Student Support Services, Title III, Academic Advisors, Career Counselors	Students who receive academic advising will have a lower frequency of changing majors as compared to those who did not in the baseline year. Students who receive academic advising will have a lower withdrawal rate at census day or their first term, than those who did in the baseline year, and withdraw rates will decrease. The Fall to Spring retention rate of full-time students who	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Successful completion of remedial or developmental path and advancement to	SU14 Pilot AU14 Launch

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	management, early alert, and advisor outreach. The process of academic advising includes: 1) exploration of life goals, 2) exploration of career goals, 3) program choice, 4) course choice, and 5) course scheduling. A redesign of advising, starting at the entry point for students, will assist in closing achievement gaps.			received academic advising will increase over that of full-time students in the baseline year and each year after. The Fall to Fall retention rate of full-time students who receive academic advising will increase over that of full-time students in the baseline year and each year after.	credit-bearing courses • Successful completion of college-level or gateway courses in subjects such as math and English • Reduced course withdrawal rates	
Revision of Student Success course.	Streamline the student success course and use other avenues to address additional elements. Redesign includes a specific focus on: 1) Academic planning 2) Lifestyle behaviors 3) Student Success skills 4) Intro to Columbus State Resources	Faculty leads from three academic divisions in conjunction with Assistant Director of Advising; and Academic and Advising Deans.	Orientation, Advising, Academic Affairs	Educational plan for every student. Increased understanding and use of Columbus State resources.	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Reduced course withdrawal rates	SU14 pilot AU14 launch

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Developmental Education Initiatives	This initiative calls for forming two teams of faculty (one for English and one for Math) to explore and ultimately implement alternative pathways for Mathematics and English (reading/writing). It also may lead to the creation of a "Developmental Academy", where students who place at the developmental level in all three areas (Mathematics, Reading, Writing) enroll in an intensive developmental curriculum their first semester.	Director of College Transitions, Faculty in Developmental Education Math and English, Instructors in Math and English	Office of Academic Affairs Vice Presidents, Deans, Chairs, and faculty; Advising services; OAA Faculty Committee for Curriculum Design and Instructional Success	Students who work in these new pathways are able to successfully transition into college-level Math and English courses, and time spent in remediation is reduced.	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Completion of developmental instruction and advancement to credit-bearing courses • Persistence (term-to-term, and annual) • Degree or certificate attainment • Reduced course withdrawal rates	**2011-12** Piloted Math 1099 **2012-13** Math 1099 brought to scale **2012-13** English 1099 pilot **2013-2014** MATH 1025 pilot; ENG 1101 pilot; Planning year for broader change
Out-of-class academic support services	Out-of-class academic support services include, but are not limited to, including peer-to-peer mentoring, learning communities, first-year experience, tutoring, and supplemental instruction. Using resources such as early alert, the college will develop	Title III Office, College Tutoring Coordinator, Peer Tutoring Coordinator, Tutoring Advisory Committee	Staff and faculty in Academic Affairs, Staff in Student Affairs, Information Technology, Institutional Effectiveness, OAA Faculty Committees for Student Support.	Increase: Courses where tutoring is available. Number of tutors. Participation in intervention services.	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-to-term, and	**2013-2014** Begin Student participation: Year 1: 12% Year 2: 14% Year 3: 16% Year 4: 18%

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	additional cohorts for students who aspire to transfer to four-year partner institutions to keep them informed of progress in their academic path, as well as opportunities to meet with representatives of the targeted institute. Other learning communities include GOT (Generation One Trailblazers) for first-generation students, the M.A.N. initiative, blocks for Arts and Sciences students. Supplemental Instruction will target courses by content area (high enrollment low success) and ATD target population with the purpose of providing full "wrap-around" out-of-class academic support to student, utilizing the college's early alert system (e.g. peer mentoring and/or supplemental instruction, tutoring, and cohort advising). While tutoring is available college-wide in all courses, specific models (peer mentors, peer tutors,			Student satisfaction with service (Peer tutoring, college tutors, and Supplemental Instruction). Assessment of tutoring models to meet the needs of students participating in gateway and developmental education courses.	annual) ● Degree or certificate attainment ● Reduced course withdrawal rates	

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	supplemental instruction) will be assessed and customized to meet the needs of the gateway and developmental education courses identified, along with the target population, offering additional customized support services.					

Do we know our students' expectations? We are assessing student expectations using:

1. **Focus Groups**_____

2. **Surveys**_____

3. **Observations**_____

STUDENT PROGRESS

The college has determined that outcome assessment, the process for ongoing measurement and continuous improvement of student learning, has specific and interrelated purposes:

- To improve student academic achievement
- To improve teaching strategies
- To document best practices
- To identify opportunities for systemic improvements
- To provide evidence for institutional effectiveness.

The assessment process includes collecting data around the measures of achieving general education goals, critical thinking, effective communication, community and civic responsibility, quantitative literacy, scientific and technological effectiveness, and information literacy. The college's General

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Education Goals, which set the common objectives for learning, are currently under revision.

Faculty are involved in, and responsible for, developing objectives for their individual courses. In the classroom, students are engaged in analyzing, communicating, inquiring or doing creative work and developing skills as identified by course/program outcomes. Assessments measure the learning outcomes of the course/program and are mapped to the General Education Goals. Columbus State discovers how well students are prepared for further education and employment by studying internship success rates, grade point averages, apprenticeship programs, transfer rates and work experience. The college also does graduate surveys, employer follow-up contacts, and program reviews. Student success courses and college plans of study help Columbus State ensure that students have acquired the knowledge and skills to receive a degree or certificate. The college also employs a variety of direct and indirect measures of student achievement and performance that include:

- Course-learning outcomes, including written and performance demonstrations, projects, clinical laboratory experiences and work experiences,
- Employer satisfaction surveys, internship supervisor assessments and faculty observations
- Program outcomes including licensure/certification/credentialing exams, portfolios, capstone projects, written exams, standardized exams, internships, clinical experiences, graduation rates and licensure rates
- Success rates, including persistence and retention rates, grade-point averages and grade distributions. Current resources also allow us to track, in real time, student progress in courses.

The college has focused efforts on collecting data comparable to other institutions of higher learning. To that end, the college collected data through Foundations of Excellence, which has led to student success initiatives including first-year student experiences like the college success courses (COLS 1101 and 1100), and CCSSE, which allowed Columbus State to learn from students about their experiences and engagement at the college. The CCSSE results indicated that Columbus State's levels of student engagement are nearly equivalent to other institutions measured. For example, students' scores in "Student Effort" were 49.4 percent, which was the same rate as other extra-large colleges. Students' scores in "Student-Faculty Interaction" were 50.9 compared to 48.6 for other extra-large colleges. The COLS 1100 course is another method the college has instituted to enhance student success and build relationships among students and between students and faculty/staff. More than 170 individuals from various college units (staff, faculty, and administration) have completed a three-hour training session to become eligible to teach the COLS 1100 course. Training is offered on a semester basis in order to maintain a pool of qualified instructors to teach the course. The departments of Developmental Education and Advising Services coordinate the ongoing training and support for these instructors, facilitate monthly instructor meetings, and monitor/update the COLS 1100 Blackboard communities to encourage dialogue and course improvement.

In Autumn 2012, a professional development seminar, focused on intervention strategies, counseling referrals and approaches to retention, was attended by more than forty COLS 1100 instructors. Also, Columbus State recently implemented the "Starfish" Early Alert System. Starfish allows instructors to contact students who are struggling academically, or not attending class, and also to acknowledge great work/effort in a class. For Spring Semester 2014, Starfish was available to all faculty and cohort tracking is being rolled out along with long-term roll out of a comprehensive retention system.

 Columbus State also recognizes the importance of assessing faculty needs and student engagement. The college administered the Community College Faculty Survey of Student Engagement for the first time during spring 2013. Another way in which relationships are maintained is through ongoing research via focus groups and fishbone sessions coordinated by the leadership teams and data teams working under Achieving the Dream (AtD). From December 2012 through March of 2013 a number of fishbone groups (faculty and staff) and focus groups (students) were conducted to collect information about student success and the overcoming of obstacles. As a result of these contacts, the AtD Data Team is in possession of data concerning students' perceptions about academic success and has made the data available to faculty and staff via Blackboard.

Through the Admissions Office, Degree Audit provides degree audit reports to ensure students understand the preparation and learning required for successful program completion. Advising Services: Monitors academic standing and alerts advisors of students at risk.

PROGRESS

Improvement Focus Description: <u>Student Success: Strengthen strategies and services that support student readiness, access, and enrollment; fortify support for college persistence, completions, and goal attainment; address our diverse students' needs and goals by pursuing equity in success outcomes.</u>

Improvement Focus Current Status: <u>Columbus State has undertaken vast and aggressive initiatives to increase the success of its students. In 2012, the college joined Achieving the Dream (AtD) and began the process of planning student success strategies and initiatives using AtD methodologies and data collection. The college completion plan is a reflection of the work completed college-wide to develop an integrated student success plan with strategies that identify the needs of specific students.</u>

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps or intervention steps?	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?

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Honors program	This is a new program. Recruiting, retention, graduation, faculty mentors, pathways. Develop sequence of honors courses. Learning community.	OAA Honors Committee, Honors Faculty Fellow, Division Honors Curriculum Committees	VP of AA, Deans, Registration, advising, tutoring, faculty committees, dual enrollment.	Completion of honors requirements. Clear pathways to partner institutions.	Increased rates of: • Participation in Honors courses and activities • Course success (C or better in all courses, including Honors courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Reduced course withdrawal rates	**2014-2015** Pilot: 100 students
Early Alert	Complete integration of the early alert system with the Student Information System for predictive modeling and to push at-risk students to out-of-class supports that meet their needs. Align learning communities and	Title III, Early Alert Steering Committee	Offices of Student Affairs, Academic Affairs, Enrollment and Admissions, OAA Faculty Committees, Information Technology, Institutional	Increase number and percentage of students who: Contact retention specialist for additional support.	Increased rates of: • Course success (C or better in developmental, gateway, and all	**Spring 2014** Surveys released college wide **Spring 2014** Plan to integrate processes (e.g., financial aid

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	student cohorts with early alert to help targeted at risk students access early intervention, intrusive advising, and increase peer and faculty engagement. Integrate early alert with the degree audit system to notify students of progress toward degrees. Implement advisor scheduling and advising modules so both Academic Affairs, and Student Affairs have access to the same real-time and historical data regarding the student.		Effectiveness, President's Office, Office of College Transitions.	Attend tutoring. Improve grades in courses with early alert. Meet with academic advisor. Meet with career counselor. Attendance. Participation. Faculty engagement. Decrease: Course withdrawals. Missing or late assignments. Low grades (real time). Undecided majors. Unnecessary credits.	courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Articulation • Reduced course withdrawal rates	reporting, midterm grades) **Summer 2014** Integrate advisor scheduling, plan academic pathways for a cohort of students. **Autumn 2014** Pilot academic pathway triggers and kudos with pilot group

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Contextual mathematics courses	Contextual mathematics courses will present mathematics in a more meaningful and useful way to Career and Tech students. Instead of placing all students in the traditional developmental algebra sequence, students will take courses that will focus on mathematical thinking and tools that students will encounter in their plans of study. Collaboration between the existing Math Strategy Team and C&T faculty to create math courses that focus on the mathematical tools and thinking that will prepare students to be able to handle the types of situations and data they will encounter in their plans of study.	The Math Strategy Team is leading the Mathematics Department in this restructuring effort. Each course is or will be under the stewardship of a Math Strategy Team subcommittee along with the faculty from the appropriate C&T programs.	Everyone. There will need to be serious commitment to reassigned hours for faculty to construct the courses. Some of these will be built from scratch, and some will be online. There will also be impact on all programs as new pathways need to be integrated into academic plans.	Students will repeat fewer math courses. Higher rates of success in the math courses. Higher graduation rates. More positive attitude toward math courses. Shorter <u>and</u> better mathematics pathways for C&T students	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Completion of college-level mathematics courses • Persistence (term-to-term, and annual) • Degree or certificate attainment • Reduced course withdrawal rates.	**Spring 2014** Planning **Autumn 2014** Pilot the first new developmental course (MATH 1025) **3-year plan** to get a majority of pathways developed and to redesign the current beginning and intermediate algebra sequence to focus specifically on preparation for college algebra.
Textbook affordability	Textbook affordability will reduce or eliminate textbook costs for students. Expensive textbooks can be a barrier to student success when students cannot afford to purchase the required materials for a course.	Textbook Affordability Advisory Committee	Faculty, administrator, staff, students	Lower textbook costs. Increase: student success, and institutional effectiveness.	Increased rates of: • Course success (C or better in developmental, gateway,	**Ongoing**

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	Shifting to digital content and relying less on traditional textbooks that are expensive is one strategy for reaching our objectives.				and all courses) • Reduced course withdrawal rates.	
Generation One Trailblazers (GOT)	GOT connects first generation students with supportive faculty members and encourages feelings of connectedness to the college. By reaching out to first generation students through the Blackboard community, we can provide faculty mentors for interested first generation students. All first generation students are invited to social gatherings to give them an opportunity to meet and interact with supportive faculty members and to gather information about additional campus resources.	GOT Contacts (faculty) and GOT Partners(partnering non-academic departments)	College funding for planned events	Greater retention of first generation students. Increases in reports of connectedness among first generation students.	Increased rates of: • Course success (C or better in development al, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Reduced course withdrawal rates.	**Ongoing**
Arts and Sciences Learning Communities	Create learning communities pairing students who are enrolled in the same two (paired) courses and can begin to establish community,	Faculty in English and Psychology	OAA Faculty Committees, Faculty involved in learning community, Enrollment,	Increase participation in out-of-class supports for the students.	Increased rates of: • Course success (C or better in	**Autumn 2014** Pair ENGL 1100, PSYCH 1100, or a Math course (75 students)

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	connections and learning groups. In addition to signing up for at least two paired course, student schedules include an additional hour each week for advising, and connection to faculty and other college areas. The additional time will give students increased connections, places to ask questions, and extra information that may help further their educational goals.		Admissions, Advising, Title III (Office of Student Achievement), Orientation, Marketing and Communications	Increase student connection and satisfaction.	developmental, gateway, and all courses) • Persistence (term-to-term, and annual)	
Service Learning	The Service-Learning Committee (SLC) was created to consider ways of improving the quality of the undergraduate experience through engaging students in teaching, research, and/or service activities, with particular attention to the role of service-learning as an effective strategy for engaging faculty, students, and community members in community-based teaching, learning, and inquiry. The Committee developed an academic service-learning program to include faculty development, a common definition and visibility, and development of a service-	College and Division Service-Learning Committees; S-L Faculty Fellows	Office of Academic Affairs , Service Learning Director, Student Affairs, particularly the SEaL office, Office of Civic and Community Engagement; Office of Institutional Effectiveness; Academic Deans and Chairs, Students, faculty, and community partners throughout the College's local, regional, and global communities.	A key indicator in this category is: participation in a community-based project as part of a regular course. Increase the number of service learning courses the College offers each year. Increase student awareness of service-learning opportunities and benefits	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment Each semester students and community	**Autumn 2011** Committee created **Year 1** - research and planning; **Years 2** and **3** – Service Learning course preparation, training, implementation, data collection and assessment; **Year 4** - expanding the academic program beyond Service- The S-Designation

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	learning infrastructure for Columbus State under the direction of the Office of Academic Affairs. The SLC established a four-year time line to develop this program.				partners involved in service learning courses will take part in a research study to determine the effect of service learning on the student and the community partner.	Course Proposal Materials approved by the Academic Council last June. Eight courses were approved last fall to receive the S-designation beginning Autumn 2014. Another three courses have been approved so far this year.

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

Thinking of new classroom models necessarily means stretching the traditional walls. To do this successfully, we need to enhanced and accelerated communication with the Ohio Board of Regents, especially where Ohio Transfer Module or Transfer Assurance Guide courses are concerned.

Columbus State has a number of methods for communicating and documenting its expectations for effective teaching and learning. For faculty, the expectations are in the Faculty Promotion and Tenure Handbook, the Policy and Procedure Manual, and the Assessment for Student Learning Handbook. Columbus State is committed to ensuring effective teaching through the faculty appraisal system and assessment for student learning. In all of the college's courses, faculty collect data and write annual assessment reports that measure how well students are mastering the General Education Goals. The Faculty Appraisal System at Columbus State documents the value, quality, and effectiveness of faculty. Several cross-functional committees review, evaluate, and refine effective teaching and learning methods through the Faculty Appraisal System. Student evaluations are consistently reviewed by non-credit instructors and course coordinators. Non-credit instructors are regularly observed for teaching effectiveness. In addition, the college supports effective teaching and learning through the following: full-time and adjunct faculty orientations, faculty professional development through conference participation, Center for Teaching and Learning Innovation programming, participation in grants (Title III, Choose Ohio, Stem, Disabilities, TRIO), department and division assessment curriculum committees, academic department and division meetings, and adjunct faculty advanced training. All the above mentioned activities contribute to assisting faculty with feeling competent and engaged with the strategies.

All non-faculty employees at the college identify goals they will work on during the year through a program called PERFORMS. In the Operational Goals planning section of PERFORMS, the employee establishes job, strategic, and project goals for the year. These goals are reviewed with his or her supervisor and agreed upon. Strategic and project goals are to be linked to college-level strategy goals, and all college projects, many of which have cross-functional teams, are managed through a charter that links the work to a college goal. A project management process is followed for all college-level projects so that the work is tracked until culmination of the project. Therefore, an individual's contribution can be documented by the PERFORMS process at the end of the year, and a team's progress is documented by project management reports.

STUDENT COMPLETION

Because the college is focused on student success, it follows many avenues to arrive at confirmation of curricular soundness and graduate preparation. Columbus State first reviews data collected and reported by the Office of Institutional Effectiveness to assist in this confirmation. This data looks at the number of graduates, the programs they graduate from, the institutions they transfer to and their employment after graduation. Additionally, in the case of career and technical programs, the college considers the input received from advisory committees representing the business sector that would employ its graduates, as well as outside accrediting or credentialing bodies. Performance on professional licensure exams is another measure used. These exams offer Columbus State the ability to benchmark with national averages, and its students perform well and compare well.

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

The institution articulates and differentiates learning goals for its degree and certificate programs through its many plans of study found on the college website: cscc.edu. These plans of study provide descriptions of the requirements for each major along with sample two-year plans, which suggest how a student might schedule the required coursework and complete a degree within two years. The college encourages students to work with advisors to incorporate electives, minors and certificates into a personal plan of study for their time at Columbus State. Thanks to consistent program quality and learning goals across all modes of delivery, developing a personal plan helps students make strategic decisions about the courses they select and the best time to take them. Through its articulation infrastructure, the college also works to provide students with clear pathways to 4-year degrees. Improved partnerships, communication through Blackboard transfer organizations; and tools including the transfer center, articulation WIKI, and articulation database, help students assess articulation opportunities provide them with the resources to plan their 4-year degree paths.

An example of an institutional practice that becomes a barrier to successful completion is when a student's only choice is to take a web-based course because they have been closed out of the face-to-face courses. Some of these students are not prepared or skilled enough to be taking a web-based course,

or may learn best in a face-to-face setting. Another institutional practice that may be a barrier to successful completion involves the undeclared student/undecided student. A new first-term student with an undeclared major/program of study is sent email notifications informing them that they will have a "MAJOR" restriction placed in their record. After the restriction is placed on the student's record, the student must meet with a career counselor, take career assessments, and explore major and career options. Yet, after meeting with a career counselor, the "MAJOR" restriction is removed, EVEN if the student remains undeclared which for many leads to non-completion because they are not working toward a specific credential.

Beginning Autumn 2012, late registration is permitted through the 15th day if the semester with instructor permission only, and Dean permission is required for new registration and course changes. Data analysis is currently underway to determine the impact of this practice.

The college employs a variety of direct and indirect measures of student achievement and performance that include course learning outcomes in the form of written and performance demonstrations, projects, clinical laboratory experiences, and work experiences; Employer satisfaction surveys, internship supervisor assessments, faculty observations; Program outcomes such as licensure/certification/credentialing exams, portfolios, capstone projects, written exams, internships, clinical experiences, graduation rates, and licensure rates; and success rates, consisting of persistence and retention rates, grade-point averages, and grade distributions.

COMPLETION

Improvement Focus Description: Develop processes and pathways to drive students to academic goal completion.

Improvement Focus Current Status: Through grant-funding, the resources, and infrastructure are being developed, expanded upon and sustained to allow for building specific student academic pathways and to track students to drive them to academic goal completion.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action or intervention steps?	Who will be responsible (title)?	Who will need to Support /bolster the change and how (titles)?	What will be our outcome indicator for success?	How will we Measure success?	What is our timetable?
Preferred Pathways (specific 4-year partnerships)	Through preferred pathways and partner benefits, students have the opportunity to select specific	Advising Services, Title III, Early Alert Steering	Office of Student Affairs, Office of Academic Affairs, Enrollment Management, Dual	Increase number of students who: Achieve specific	Increased rates of: • Course success (C or better in	**Spring 2014** Plan to integrate processes

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
	degree paths and resources to guide those students who intend to transfer to a 4-year degree program, especially those who intend to transfer to a partner institute. Through integrated processes, we will help plan, communicate, track, and facilitate student progress based on their academic intent to transfer and degree pathway.	Committee	Enrollment, K-12, Information Technology, Institutional effectiveness.	OBR credit milestones. Achieve academic goal within 150% time. Transfer to a partner institute.	developmental, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Transfer • Reduced course withdrawal rates.	**Summer 2014** Integrate advisor scheduling, **Autumn 2014** Pilot academic pathway triggers and kudos with pilot group
Articulation and Transfer	Through integrated processes, we will continue and expand the articulation infrastructure developed under the Title III Strengthening Institutions Grant.	Academic Affairs, Title III (Office of Student Achievement), Advising Services	Office of Student Affairs, Office of Academic Affairs and Faculty, Enrollment Management, Dual Enrollment, K-12, Information Technology, Institutional effectiveness.	Increase the number of: Students transferring to 4-year institutions. Confirmed pathways to a Bachelor Degree. Confirmed pathways for honors students. Confirmed pathways to a master's degree. Benefits for	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Transfer • Reduced course withdrawal rates.	**Spring 2014** Gap analysis **Summer 2014** Refine processes **Autumn 2014** Implement any new processes

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
				partner institutes. Develop pathways from PSEO and Dual Enrollment to a Bachelor Degree.		
Intrusive Career Counseling	Intrusive career counseling intervention (restriction capability) for undeclared students will increase the number and percentage of new and continuing students who declare a major.	Career Services	Data Center, Institutional Effectiveness, Telephone Information Center	Reduce the overall pool of approximately 2500-3000 undecided students.	Increased rates of: • Course completion • Persistence (annual) • GPA • Gather relevant data and identify the characteristics of the undecided population.	**Autumn 2013** Collect data of new undecided students compared to new decided students. **Autumn 2014** Plan to assess

What are our next steps?

1. **Implement and integrate resources to allow for academic pathway development.**

2. **Build academic paths in the system and plan processes around tracking and intervention.**

3. **Finalize sustainability plans of grant-funded resources.**

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OTHER

As previously mentioned, Columbus State is an Achieving the Dream institution, and has truly made student success a top priority. Two large teams comprised of faculty, staff, and administrators collectively spent thousands of hours working through the Achieving the Dream (AtD) process over the past two years. The AtD process commenced with data analysis in order to identify gaps in student success (success was defined as receiving a letter grade of A, B, C or S in a course). A few of the key findings were:

- **Race/Ethnicity:** The success rate in college level courses is 59% for African-American students and 74% for white students.
- **Socio-economic status:** The success rate in college level courses is 64% for Pell recipients and 76% for students that do not receive Pell.
- **Developmental Education:** The success rate for developmental courses is 51% for all students, compared to 70% for college level courses.

There were only minimal gaps in success when the data was disaggregated by gender, and it is important to note that controlling for Pell status narrows the race/ethnicity gap significantly. The AtD process continued with best practice research, further data gathering, student focus groups, policy review, and campus-wide conversations. Aligning with the strategic goals, the AtD teams, with the support of Columbus State's leadership, identified four priorities for the AtD implementation plan:

- First-year experience and student advising
- Creating an informed and empowered culture to include cultural competence and diversity training through faculty and staff development.
- Meaningful connections for students from entrance to completion
- Successful progress through completion of pre-college coursework

All of these priorities are currently being addressed in various ways, many of which are discussed elsewhere in this report. The second bullet is addressed further in the table below.

In order to provide oversight and coordination of all of the college's success initiatives (including, but not limited to, those that arose from the AtD process), the college has created a Student Success Council (SSC) comprised of representatives from faculty, staff, and administration. The SSC is also charged with distribution of funds from the college's Student Success Innovation Fund, which is an open internal grant opportunity for exploratory student success projects. $200,000 per year has been allocated to this fund for a five year period, beginning with this year.

Improvement Focus Description: <u>Creating an Informed, Empowered Culture through culturally responsive teaching, and</u>

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faculty and staff development.

Improvement Focus Current Status: <u>This is a planning year with implementation slated for the 2014-15 academic year.</u>

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps or 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?
Cultural Competency and culturally responsive teaching.	A cross functional team will convene in year one, in order to define cultural competency and culturally responsive teaching at Columbus State, create a global strategy, and to ensure shared accountability. The strategy will enhance the communication flow, and open access and opportunity; enrich the educational experience and promote personal growth; foster mutual respect and an appreciation of differences and promote cross-cultural understanding; and prepare students for leadership for a competitive global community. The global strategy will be interwoven into all college processes, and especially focused on, and within the classroom (focusing on learning experiences and outcomes). The intervention will consist of leadership development, student	Dean, Student Life; and Supervisor, Global Diversity and Inclusion	Human Resources, Office of Academic Affairs, Office of Students Affairs, OAA Faculty Committees	Columbus State will be a respectful, inclusive and accessible working and learning environment. Increase communication and effectiveness within different cultural contexts. Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races,	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Transfer • Reduced course withdrawal rates.	**2013-14** Planning **2014-15** Implement

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
	programming, strategies for diversifying Columbus State faculty and staff, professional development for all staff, and faculty, including adjuncts, culturally competent curriculum development, student and organizational communication strategies, student and employee retention strategies, and community involvement; with an emphasis on, but not limited to cultural competency, as defined by Columbus State as part of planning for cultural competency and culturally responsive teaching.			genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities. Develop awareness of specific barriers facing many of the AtD target groups, faculty and staff will be better prepared to address issues when they arise.		
Faculty and Staff-Led Faculty Development	Faculty-led faculty development with increased focus on adjunct professional development is seen as an opportunity to scale student success--starting with gateway courses. It is recommended that faculty development, including adjuncts, be further fostered by • Learning more about what faculty members (adjunct and full time) need to help them engage with students • Providing a working space for adjuncts to engage with students	Human Resources, Office of Academic Affairs, Office of Students Affairs, OAA Faculty Committees	All Faculty and staff	Increase faculty/staff satisfaction. Increase faculty/staff communication. Increase faculty/student engagement.	Increased rates of: • Course success (C or better in developmental, gateway, and all courses) • Persistence (term-to-term, and annual) • Degree or certificate attainment • Transfer • Reduced course withdrawal	**2013-14** Planning **2014-15** Implementation

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
	• Involving part-time faculty in faculty led cross-disciplinary groups to explore common interests and concerns, and share ideas and best practices. • Integrating AtD, and OAA committees with Adjunct Program Committee/Adjunct Resource Group • Communicating and sharing best practices from conferences. • Encouraging faculty leadership opportunities. • Providing department full-time faculty mentors to guide new adjunct faculty. • Visiting AtD leader colleges in Ohio to learn how their colleges engage part-time faculty. • Pursuing alternative ways to obtain funding for implementing innovative approaches to teaching and learning--e.g. research of potential grants available.				rates. • Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English	
Civic Engagement	Secure community resources that support student stability and persistence.			Increase number and percentage of student prepared for college	Increase successful course completion (developmental, gateway, and all	**Ongoing**

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
	Expand and elevate service-learning and community service opportunities for students that meet community-identified needs. Pursue and cultivate reciprocal partnerships that support student success and address community needs.			coursework. Increase number of students participating in dual enrollment programs.	courses). Increase Autumn to Spring and Autumn to Autumn retention. Increase: • Certificates • Degrees • Attainment • Job Placement • Job placement in field of study.	

What are our next steps?

1. **<u>Focus Groups</u>**

2. **<u>Student and faculty-led workshops for professional development.</u>**

3. **<u>Surveys aimed at students, faculty, and staff concerning expectations around cultural competency.</u>**

WORKFORCE

Columbus state serves a 4-county area that falls within the Central Ohio region (JobsOhio). The college is working to align curriculum, certificate, and degree programs and opportunities to meet the key industries throughout the service area through Workforce Development, Transitional Workforce, and pathways being developed in conjunction with K-12 institutions and local business and industry. As part of its strategic plan, Columbus State will further develop career pathways that are relevant and responsive to employer needs, while also pursuing intentional partnerships to enrich student experiences and strengthen the community.

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Improvement Focus Description: <u>Collaborate with employers to develop sector strategies that address workforce needs; build a 9-14 career pathways system integrating high school and postsecondary curriculum to align with labor market needs; and establish Career Placement Services office to support student job placement with technical programs.</u>

Improvement Focus Current Status: <u>Career exploration offerings are available through Career Services. Center for Workforce Development Placement activities are being offered on a small beta scale to develop the process.</u>

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps or 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?
Connecting Columbus State students needing employment with employers needing a trained workforce.	Development of a College Placement Office. - Work with Employers to identify hiring needs - Identify students taking classes that fit the employer needs. - Connect Students with job search skills through Career Services and the Center for Workforce Development - Match the students to the employer needs - Communicate opportunities to students through college communication and class	Director of the Center for Workforce Development will direct the Placement activities.	Academic Deans; Academic Chairs; academic faculty are key to reaching the students in order to match them to the opportunities.	Increase the number of job openings that are filled with trained Columbus State students.	- Number of partner businesses participating with Columbus State Community College - Number of Columbus State Community College students placed with	**Autumn 2014** Placement Office will come on-line

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline
	specific communication devices. • Connect Students to employers though on campus hiring events.				partner businesses	
Workforce Development Advisory Forums	Development of planned industry focused employer forums • Work with regional economic development agencies and the Columbus State academic programs to identify critical industry clusters • Identify companies within the identified clusters that should be consulted about regional workforce needs • Establish scheduled, facilitated industry forums to identify, discuss and address workforce specific needs • Include academic departments in the forums • Work with academic departments to address the needs identified in the forums.	Director of the Center for Workforce Development will direct the industry forums.	Regional economic development agencies; Industry participation; Academic Deans; Academic Chairs; academic faculty are key to reaching the students in order to match them to the opportunities.		• Number of partner businesses participating in the forums • Issues identified and move forward for action	**Autumn 2014** Forums begin

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What are our next steps?

1. **Build integrated system in conjunction with Career Services to provide career development training and feed the placement function**
2. **Build communication channels to faculty and students to make them aware of career development and placement services.**
3. **Build systems to support/integrate with faculty to connect with students for available opportunities**
4. **Coordinate with Career and Tech departments to leverage faculty relationships with business in their area of expertise.**
5. **Work with faculty to need areas to build dialog around**
6. **Establish 2015 session timelines.**