



Columbus State Campus Completion Plan

College Completion Plans are an institutional roadmap to student success, guiding campuses toward better student outcomes. In 2014, House Bill 59 called for each public college and university to submit a campus completion plan approved by their board of trustees to the Chancellor every two years. Completion plans provide a continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials.

Columbus State's 2024 Campus Completion Plan in alignment with our 2023 Strategic Plan reaffirmation, provides a comprehensive vision focused on equitable student outcomes, student success, and transformation. The two plans were intentionally designed to work in unison to advance the college's mission. Together, they provide focus and guide the college in aligning efforts and resources to prioritize key strategies, catalysts for student success, and enrollment growth opportunities.

Our Completion Plan and the Strategic Plan set expectations for using rigorous data analysis and collaborative efforts to improve gateway course completion, student momentum and institutional retention, and certificate/degree completion. We have integrated our institutional mission, vision, overarching goals, key performance metrics, and insights from past efforts. By leveraging these insights, we have created a roadmap, using the loss-momentum framework, that addresses the needs of our students from connection to completion, making the transformative power of Columbus State a reality for all.

Mission

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

Vision

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

Guiding Principles for Student Success

We are dedicated to implementing data-informed strategies and high-impact practices that are proven to attract a diverse array of students to Columbus State and deliver on a transformative education that prepares them to thrive and lead in a robust Central Ohio community and economy. To ensure success, we have established the following guiding principles to drive the work:

- Increase degree, certificate, and credential completion
- Close equity gaps in student success outcomes
- Increase the number of graduates in three academic pathways aligned to Central Ohio’s most in-demand careers:
 - Advanced Manufacturing and Engineering Technology
 - Computer science and Information Technology
 - Health Sciences

Student Success Metrics

To demonstrate progress, Columbus State revised our prior key performance metrics to more effectively guide our efforts to achieve our goals.

Multi-Year Metrics (by 2027) <i>(First Time Ever in College Students)</i>	Baseline	AY25	AY26	AY27
Increase overall annual credit completion rate from 70% to 74%	70%	71.33%	72.76%	74%
Increase the percentage of students completing gateway courses within their first 30 credits from:				
54.8% to 58% in English	54.8%	55.87%	56.93%	58%
37.2 to 40% in math	37.2%	38.13%	39.07%	40%
Increase the percentage of students who persist from their first year to their second year from 52.7% to 54%	52.7%	53.13%	53.57%	54%
Increase the percentage of students earning:				
12cr in the first year from 35% to 38%	35%	36%	37.25%	38%
24cr in the first year from 14% to 16%	14%	14.7%	15.33%	16%
36cr in the second year from 20% to 22%	20%	20.67%	21.33%	22%
Maintain the percent of students completing a degree or certificate at any institution within six years at 35%	35%	35%	35%	35%

In AY23-24, we conducted a comprehensive review of work focused on the guiding principles by focusing on the key performance metrics. This work included analyses of resource allocation and student outcome data. As a result, we identified three prioritized catalysts, focused on equitable student success, that are being designed and implemented in the coming months and years and two prioritized opportunities for institutional growth. The catalysts are designed to align with our strategic plan, steering forward through targeted actions and measurable outcomes.

These strategies and the ensuing formative and summative assessments are the focus of our 2024 Completion Plan.

Prioritized Institutional Catalysts for Student Success

- **Improve Gateway Course Success**
 - Focus on courses with the largest student enrollment (English, Mathematics, Biological & Physical Sciences (BPS), Psychology)
 - Enhancing co-requisite courses to improve success
 - Revision developmental education/pre-college courses
 - Strategic pedagogical approaches
 - Embed tutoring/instructional enhancements
- **Course Schedule Optimization**
 - Increasing in-person sections for Gateway Courses (focus on English, Mathematics, Psychology, and BPS)
 - Increasing numbers of flexible courses first in key career majors and appropriate gateway courses
 - Evening sections and support (Adult student focus)
- **Proactive Program Advising**
 - Dedicated advisors for students in Engineering Tech, Health Sciences, and IT
 - Proactive and personalized advising to fit students' needs

Measuring Success

- **Process Measures (assessing progress toward outcomes)**
 - Withdrawal rates declining
 - Flex and late start courses sections increasing (5% threshold increase per semester)
 - AU-SP retention increasing
 - Increase in in-person sections for low success gateway courses
 - Increase in embedded tutors in gateway courses (PSY, ENG, MAT, BPS)
 - Average credit hours enrolled increasing
- **Operational Data**
 - Gateway Course Success
 - Credits Attempted/Completed
 - 12+ college credits completed
 - AU-AU Retention
 - Enrollment Growth

Prioritized Opportunities for Institutional Growth

- **Delaware Campus**
 - Incubator for academic and student success innovation
 - Robust marketing, recruiting and community engagement
- **Adult Students**
 - Evening programs and support
 - Adult-learner focused coaches/advisors

Collegewide Commitments

- **Enterprise Resource Planning (ERP) Implementation**
 - The goal is to streamline and reduce administrative burdens on staff and faculty, allowing them to focus more on supporting students and enhancing their learning experiences.
 - Workday Student will improve our technological resources and enable us to support students more efficiently and effectively from entry to completion.
- **Capital Planning**
 - Enhanced Learning Environments that create modern, flexible learning spaces equipped with advanced technology, which supports diverse teaching methods and improves student engagement and academic performance.
 - Attractive and Functional Campus that helps create a more appealing and engaging campus environment, which can attract and retain students, foster a sense of community, and contribute to overall student satisfaction and success.
- **College-Wide Assessment Planning**
 - Systematically evaluating student progress and institutional practices, a collegewide assessment plan promotes a culture of continuous improvement and accountability, ensuring that policies and practices are aligned with the college's mission to support and improve student achievement.
 - Initial assessment of connection and entry supports for impact and optimization, includes Orientation/New Student Workshop, First Year Experience Seminar, and Tutoring.
- **Community Commitment**
 - Columbus State Community College strives to foster an equitable environment where everyone is welcomed into our learning and working community. We celebrate the humanity of every individual and value inclusive learning and working environments for all. We commit to removing barriers and expanding access for all of our people, while respecting their unique lived experiences.

Ultimately, we center our growing community and our students' success in all of our work.

2024 Campus Completion Plan

The organizing framework for Columbus State's 2024 Campus Completion Plan is the Loss-Momentum Framework (LMF) created by Completion by Design. By using this framework, institutions must become focused on moments and factors that contribute to attrition or momentum loss at the Connection, Entry, Progress, and Completion stages of a student's journey. The result is the ability to adjust or redesign practices and policies at critical times that are creating barriers while investing in scalable approaches that are proven to be effective in equitably advancing progress. Our plan shares what we know about our students at these critical points of time, what we have done, and what we are doing now to improve progress and advance equitable success that operationalize our key strategies to meet our key metrics.

Connection

The Connection stage starts from the moment when a prospective student expresses interest in Columbus State to the time they are enrolled and begin classes. Here is a snapshot of what we know about our enrollment trends and concerns.

While our overall enrollment (post pandemic) began to rebound in Autumn 2023, enrollment trends for the college amplify the population trends we have experienced in the community, especially with our First Time Ever in College (FTEIC) student population.

- Since 2019, the enrollment gap between Black/African American Students and White students for FTEIC has nearly closed while the college has also experienced an almost three percentage point growth in enrollment of Hispanic students.
- The percentage of First Generation FTEIC students who are enrolling at the college has also increased from 30.3% in Fall 2019 to 48.1% in Fall of 2022.
- The College Credit Plus population continues to grow (from 6,219 students in Autumn 2019 to 7,820 students in Autumn 2023).
- The adult student population has experienced a sharp decline (8,183 in Autumn 2019 to 6,121 in Autumn 2023).
- Qualitative data also highlights barriers such as lack of information about financial aid options and the admissions processes.

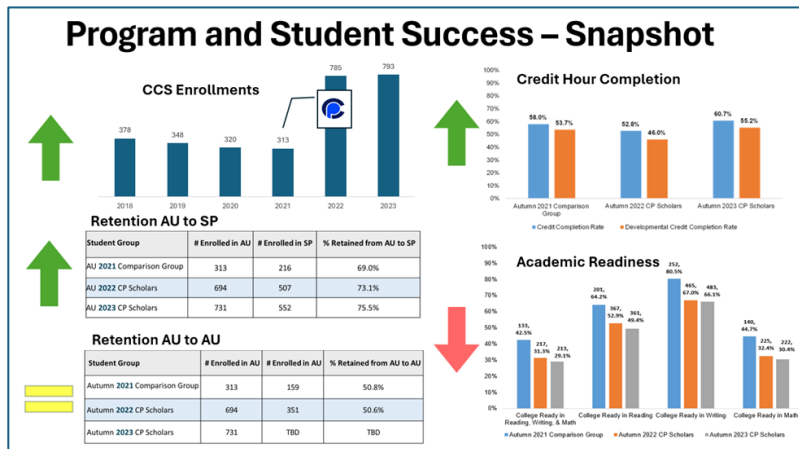
The enrollment trends at Columbus State Community College indicate a shift in its population over the past five years and the development of the 2024 plan reflects strategies to meet the

needs of its changing student population.

In the past few years, we have implemented a variety of strategies to address this decline. Here we are highlighting a few noteworthy efforts.

- Career Educators/Recruiters:** We wanted to bring an understanding of the world of work to the beginning of the post-secondary experience by starting career planning during the connection phase with career education. We have deployed "Career Educators," industry-specific Admissions team members, to share the latest content throughout our service district to educators, students, parents, and community members.
- Columbus Promise:** Columbus Promise is a three-year pilot program launched in the Fall of 2022 with the goal of increasing the number of Columbus City high school graduates attending and succeeding at Columbus State Community College. To date, the program has more than doubled our annual enrollment of Columbus City Schools' recent graduates from 331 (Autumn 2021) to 694 (Autumn 2022) and 731 (Autumn 2023).

Additionally, we saw annual gains in enrollment of First Generation, Pell-eligible, and Black or African American students from pre-Columbus Promise enrollment. This program is a pilot funded through the Autumn 2024 cohort. We are exploring a funding and staffing model that could help us sustain this program into the future.



- Readiness work:** We have explored initiatives that focus on helping students explore careers and develop specific academic and college-going skill sets for students ranging from 8th grade to newly graduated 12th graders. Notably, we are excited about the results of the ThirdSpace English program that engages high school seniors in a semester-long preparatory course before enrolling at Columbus State. While these programs have been well-received and have had strong results for participants, the cost of these efforts and the difficulty in attracting larger numbers of students has prevented us from being able to scale these programs to have broader impact.

The “Connection” part of our 2024 Completion Plan is aligned with the College’s guiding principles and key strategies. Here are the key efforts that we are undertaking to eliminate barriers and stopping points from the point of interest to enrollment in classes.

- **Columbus Promise:** The initial three-year pilot of Columbus Promise is funding through the Autumn 2024 cohort. We will be revisiting the strengths, outcomes, and challenges of the pilot with our partners to determine what Columbus Promise can and should look like in the future. This program has removed financial and support barriers to enrollment for over 1400 students in two years and expanded our impact in the Columbus community.
- **Workday Student:** The design and configuration of Workday Student will streamline the process by which a student expresses interest, is guided through application phase, and is onboarded to the College before the first day of classes and beyond. The student will receive strategic and organized touchpoints that guide a student to complete important steps along the way, eliminating the enormous amount of disconnected and transactional emails they receive now. The design is also student-friendly and works to “decode” the steps, processes, and policies that often hinder momentum at this point. The launch of the recruitment and admission portion will be 2025 with the onboarding and advising portion activating in 2026.
- **Recruitment and Onboarding:** We plan to tailor our recruitment and onboarding for our key enrollment growth areas in advanced manufacturing /engineering technology and health sciences. We are designing outreach strategies, recruitment metrics, data tracking, and intentional collaboration in the way students are brought to and enrolled in programs of studies in these areas. This work is characterized by a collaborative approach to recruitment and onboarding between Admissions, New Student Welcome, Academic/Career Advising, and academic program faculty. Data is collected and shared at multiple points in the process rather than living in single systems with limited visibility. Workday Student will be integral to making this work much more efficiently and effectively for the student.
- **Assessment:** Assessment of Connection includes initiatives such as Orientation and Welcome programs, our First Year Experience course (COLS), and our college-wide tutoring program. In the 2024-2025 academic year, these assessments will be conducted, and plans designed and implemented for adjustments or new directions.

Entry

The entry stage starts the first day of a student's academic journey to advance through completion of a first set of college-level courses (12 credits). Here is a snapshot of what we know about our student success trends during this period.

- First Time Ever in College (FTEIC) students at Columbus State have experienced slightly declining rates of earning 12 or more College Credits by the end of their first year from 37.9% for the 2019 cohort to 35.5% for the 2022 cohort.
- While earlier we began to close equity gaps for FTEIC students earning 12 or more credit hours in the first year (from 22.3 percentage points for the 2019 cohort to 16.4 percentage points for 2020), the gap widened for the 2022 cohort (21.4 percentage points).
- We experienced decreases in FTEIC cohort course completions overall from 75.9% in 2019 to 70.0% for 2022.
- There was an increase in gaps for FTEIC cohort credit completions for Black or African American students compared to overall students
 - 2019- 9.4 percentage point difference
 - 2022- 16.3 percentage point difference
- Full Time Equivalency (per 100) from OACC SSI Subsidy indicates students completing 12+ credit hours in their first year (48 per 100 FTE) is also below Ohio's community college sector average of 53 per 100 FTE.
- In the past two years, we have taken a variety of actions to address these low rates and equity gaps. **Centralizing leadership and organization of key student support resources** that includes academic and career advising, retention strategies like early alert and tutoring, as well as high impact programs for special populations like first generation, limited income, and Columbus City School students. This new division, the Holistic Student Experience, is within the Student Affairs portfolio and seeks to better understand the broad array of work, and to coordinate and collaborate with colleagues across the College. A recent organizational change was the development of the Senior Vice President for Student Success position. This role centralizes leadership and coordination of strategies that support students from enrollment through graduation. By overseeing areas of the college that support students, the SVP can more effectively implement and monitor initiatives designed to improve retention, graduation, and student satisfaction. The SVP is in charge with the development of a comprehensive approach to student success, aligning resources and efforts across the college to create supportive environments that maximize student success and well-being.

- **Columbus Promise:** The Columbus Promise (CP) program is focused on more than just enrollment, but also success. With assigned academic advisors, proactive outreach/support, and tailored interventions and programming, the Columbus State team that is dedicated to the CP program has innovated to positively impact student outcomes. Columbus Promise scholars have experienced greater rates of term-to-term retention (Autumn 2022 to Spring 2023 is 73.1% and Autumn 2023 to Spring 2024 is 75.5% as compared to the comparison group of 69.0% for Autumn 2021 to Spring 2022), and similar annual retention rates (CP Autumn 2022 to Autumn 2023 is 50.6%) to the comparison group (Autumn 2022 to Autumn 2023 is 50.8%).
- **Co-requisite strategies in Math and English:** Co-requisite course pilots were brought to scale in English and Math where important barriers exist, most critically encountered in the entry phase of the student's journey. Initially, these strategies were improving outcomes, but the pandemic and ensuing adjustments were not as successful as hoped.

The “Entry” part of our 2024 Completion Plan, is aligned with the College’s guiding principles and key strategies. Here are some of the key efforts that we are undertaking to eliminate barriers and stopping points from the first day of classes to completion of first 12 credits.

- **Implementing the Guided Pathways model** in student welcome/onboarding and advising. In the next two years, we will organize academic and career advising by Pathway rather than by academic division. We will also strengthen the point of connection between orientation and Pathways advising, focusing on relationship building earlier than in the past.
- **Optimizing Course Schedules and Modalities** to attract a wide range of potential students and advance student progress and success, delivering students the education they need in the when and in the way that works best for them.
- **Investing in Teaching and Learning Pedagogy and Support** to advance gateway course success, improving the college’s course completion rates from 70% to 74% in the next two years.
- **Workday Student:** The design and configuration of Workday Student is focused on students having a clear and organized view of their resources and support as well as clear guidance on key processes around registration, progress to completion, and financial aid. Workday Student will also be our new Student Information System that will enable us to deliver a robust onboarding experience that is both comprehensive and understandable. It will also enable Pathway advisors to have assigned caseloads and monitor progress, advise holistically, and view data to guide outreach and interventions for students in this entry phase. The launch of the onboarding and advising portion will

go live in 2026.

- **Assessment of Connection and Entry Initiatives** for impact and optimization, including Orientation/New Student Workshop, First Year Experience Seminar, and Tutoring.

Progress

The progress stage starts when a student completes their first 12 credits and progresses to 75% completion of their program of study. Here is a snapshot of what we know about our student success during this period.

- **Course Completion Disparities:** For 2022, the course completion rates for First Time Ever in College (FTEIC) students varied significantly across different demographic groups and showed notable equity gaps.
 - The overall course completion rate was 70%
 - Pell grant recipients' rate was 64.3%
 - Black or African American students' rate was 60.9%, a drop from 69.2% in 2019
- **Course Completion Benchmarks:** In 2022, the attainment of key course completion success points per 100 FTE benchmarks fell below sector averages.
 - 32 per 100 FTE earned 24+ credit hours in their first year
 - 25 per 100 FTE completed 36 hours in their first year
 - 42 per 100 FTE completed College English within 30 hours
 - 23 per 100 FTE completed College Mathematics within 30 hours
- **Community College Survey of Student Engagement** data revealed areas of strength, such as active and collaborative learning, but also areas for improvement, including career planning assistance and tutoring services. It is noteworthy that students who engaged in three or more support initiatives were more likely to successfully complete their courses.
- **Retention Rates:** Columbus State also experienced an increased gap in retention between Black or African American students and White students from the 2019 cohort to the 2022 FTEIC cohort. The overall retention rate for the 2022 FTEIC Cohort was 52.7%. When disaggregated:
 - The rate was 44.9% for Black or African American students and 58.2% for White students.
 - This gap increased from 11.8% in 2019 (42% retention rate for Black or African American students, and 53.8% of White students) to 13.4% in 2022.

In the past two years, we have taken various actions to address these rates and equity gaps.

- **Piloting Pathways Advising Model:** While our systems do not support case management, we have piloted case management advising by career community/pathway in the Columbus Promise program as well as with students in our Mechanical Engineering- Semiconductor certificate and degree program. We have learned a lot about what we need our systems to do to contribute to growing a strong connection between the academic advisor and student that have been folded into the Workday Student configuration work. We have also tried strategies around proactive and personalized outreach and connection that have had some early gains in retention and course completion.
- **Corequisite Strategies:** While our corequisite strategies initially showed promise, adjustments are being made to rebuild and revise these approaches. The goal is to enhance outcomes and better support student success by refining our corequisite course offerings and delivery methods.

The “Progress” part of our 2024 Completion Plan, is aligned with the College’s guiding principles and key strategies. Here are some of the key efforts that we are undertaking to eliminate barriers and stopping points for students in their journey to completing program requirements for completion.

- **Scaling Pathways to Completion** through Advising, Curriculum Design/Collaboration, and Student Support with an initial focus on Engineering Technologies, Information Technology, and Healthcare industries but with the goal to have all 8 Pathways active by Fall of 2026. We will also train and certify academic and career advisors in a coaching methodology (proven to have significant impact on retention outcomes across all demographics) offered by InsideTrack that will inform how we connect with students, no matter how small the moment.
- **Optimizing course schedule and modalities** to meet students’ needs and lives by analyzing and focusing on improved in-person options, and days/times of course offerings.
- **Optimizing English and Mathematics co-requisite courses** and embed best practices at scale across gateway courses.
- **Re-designing current scaled practices** using a college-wide assessment and evaluation framework. The re-design will include orientation, first-year experience courses, and tutoring.
- **Investing in teaching and learning** practices that advance gateway course completion.

Completion

The completion stage encompasses the final 25% of program completion to earning a credential that has strong labor market value. Here is a snapshot of what we know about our student success during this period.

- Based on 2021 Ohio Community College’s Subsidy Analysis:
 - Completers were 47 per 100 FTE, slightly below the sector average of 54 per 100 FTE.
 - Completion rates for associate degrees were (16 per 100) and certificates were (2 per 100).
 - These rates fall notably below sector averages of 20 and 5.
 - Our transfer rate of 28 per 100 per FTE is higher than the sector average of 19 per FTE.
- The six-year credential attainment rate for first-time students has increased from 34.6% for the 2016 cohort to 36.6% for the 2017 cohort.

To address the completion challenges, Columbus State has implemented several interventions. Highlights include:

- **Expansion and support of diversity of internship opportunities:** We have received external funding to expand our outreach to employers with an eye toward establishing paid internship opportunities across a broad array of Pathways. Notably this includes establishing more “micro-internship” opportunities that can be more relevant and responsive to the needs and circumstances of a broader range of students.
- **Holistic Proactive Pathways Advising** that includes more integrated career and academic advising, working with students from the beginning with the end in mind. We have also combined the academic advising staff and career advising staff into one team. While each has different foci, the common leadership and team approach has resulted in cross training and better holistic support when meeting with students.
- **Earn and Learn** opportunities development and pilots across industry sectors.

The “Completion” part of our 2024 Completion Plan, is aligned with the College’s guiding principles and key strategies. Here are some of the key efforts that we are undertaking to eliminate barriers and stopping points for students in the final phase of their journey to completion and securing a family sustaining wage.

- Guided Pathways Advising and Support
- Examination and expansion of experiential learning opportunities

- Focused workforce collaboration in focused enrollment areas of advanced manufacturing/ engineering technology, computer science, and health care

Conclusion

Columbus State’s 2024 Campus Completion Plan is our transformative vision centered on equity, student success, and community development. The plan leverages strategic planning, rigorous data analysis, and collaborative efforts to address the individual needs of students from connection to completion. Key takeaways include:

1. Guiding Principles

- Increase degree, certificate, and credential completion annually
- Close equity gaps in student success outcomes
- Increase the number of graduates in three academic pathways aligned to Central Ohio’s most in-demand careers:
 - Advanced Manufacturing and Engineering Technology
 - Computer science and Information Technology
 - Health Sciences

2. Strategic Priorities

- Prioritized Institutional Catalysts for Student Success
 - Improve Gateway Course Success
 - Course Schedule Optimization
 - Proactive Program Advising
- Prioritized Opportunities for Institutional Growth
 - Delaware Campus
 - Adult Students

3. Key Metrics (The ‘Big 5’ Outcome Metrics)

- Increase the percent of students earning 12, 24, and 36 college credits
- Increase the percent of students completing gateway College Mathematics and English courses within their first 30 credit hours
- Increase the percent of students who persist from their first year to their second year
- Increase the percent of students completing a degree or certificate at any institution within six years
- Increase overall annual credit completion

By maintaining a data-driven approach and continuously refining strategies, Columbus State aims to create a supportive and equitable educational environment, ensuring student success and community transformation.

Appendix

Columbus Promise Snapshot

Third Space Summary Report

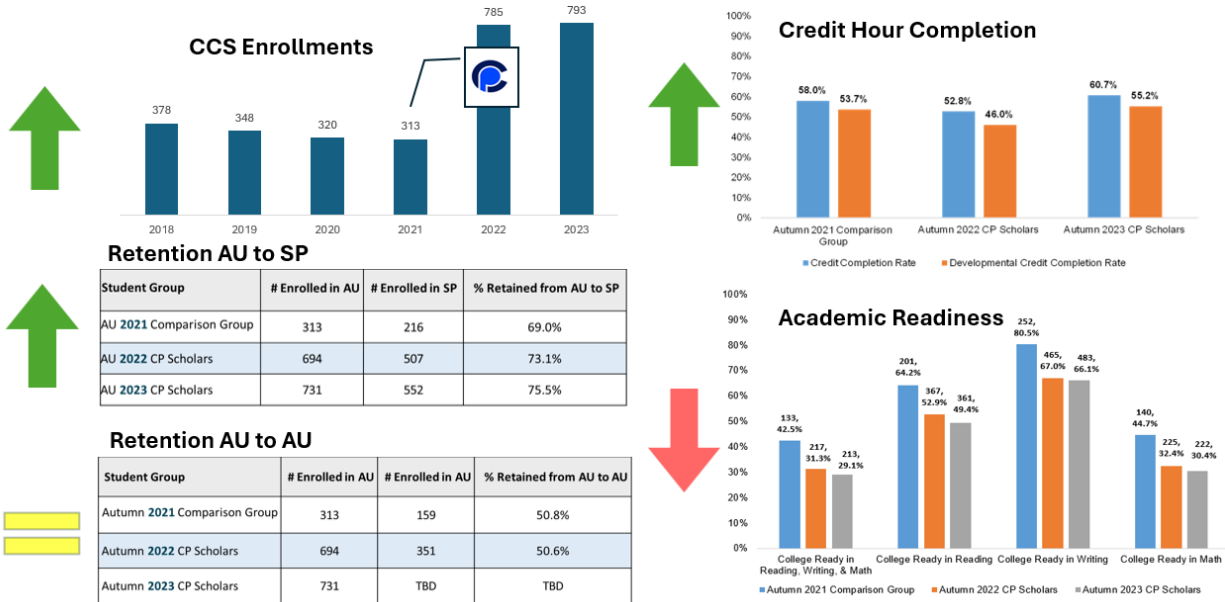
Assisting students in attaining associate degree, certificate, or credential while earning a bachelor's degree or using college credit transferred between institutions

Columbus State Community College Strategic Plan

Columbus Promise Snapshot

The Columbus Promise is a joint initiative of the City of Columbus, Columbus City Schools, I Know I Can, and Columbus State Community College to boost college-going, student success, and social mobility for area students. We believe that without the worry of paying for tuition, and with dedicated advisors to help students access academic advising, career counseling, social and wellness opportunities, and essential support services, students can thrive in college and succeed in a well-paying, in-demand career of choice.

Program and Student Success – Snapshot



Third Space Summary Report

What is Third Space English?

Third Space English (TSE) is a rigorous one-semester high school English class that was developed in collaboration between Columbus State Community College English faculty and Central Ohio English-Language Arts faculty. This course is explicitly a preparatory course for English 1100, Columbus State's first class in the Composition sequence. In fact, the workload for students mirrors the workload of English 1100, though assignments are generally shorter. Students from your district who pass Third Space English with an A, B, or C are automatically qualified to take English 1100 as a College Credit Plus student.

Why Third Space English?

Placement into English 1100 is a gateway for many other college classes at Columbus State. Third Space English can help shore up a student's writing skills before they participate in College Credit Plus. Also, students are introduced to culturally relevant College-level curriculum.

What's in a name? Third Space English

The "Third Space" represents a space that is *neither and both* high school and college – where high school students learn the skills necessary for success in college writing. The curriculum centers on the experiences of all students, respecting their diverse identities.

Who should take Third Space English? Some Suggestions

A Student Who:

- has not quite placed into Composition One based on test scores (i.e. a 3 or 4 on Writeplacer; a 16-17 in English and an 18-21 in Reading on the ACT).
- has a GPA below 3.0 (perhaps between 2.5-2.75), often because of a slow start to high school.
- may not view themselves as college material but whom teachers and administrators believe could succeed.
- shows a willingness to engage thoughtfully, even if they may struggle to reach skilled/mastery levels in reading and writing.
- is willing to work hard in a challenging class that has homework.
- wants to take CCP classes but needs to keep learning how to develop soft skills, such as structuring their time and following through on assignments.
- wants to take a course where their voice and life experiences are validated and valued in the curriculum.

- is in 10th or 11th grade and has time to take English 1100 in high school.

Who can teach Third Space English?

Any licensed English-Language Arts high school instructor may teach TSE. They do not need to meet the credentials to teach for CCP. However, building administration should plan how successful Third Space students will take ENGL 1100 the following semester. This could be with a credentialed CCP Volunteer Adjunct or High School Facilitator in the building, a CSCC instructor who comes to the school, a CSCC instructor on Columbus State’s campus, or an online CSCC instructor.

What is Columbus State’s role?

English faculty from CSCC and the Director of Teaching and Learning for K-12 Partnerships offer a required ten hours of professional learning for high school instructors planning to teach Third Space English. We also support Third Space instructors by coaching throughout the semester.

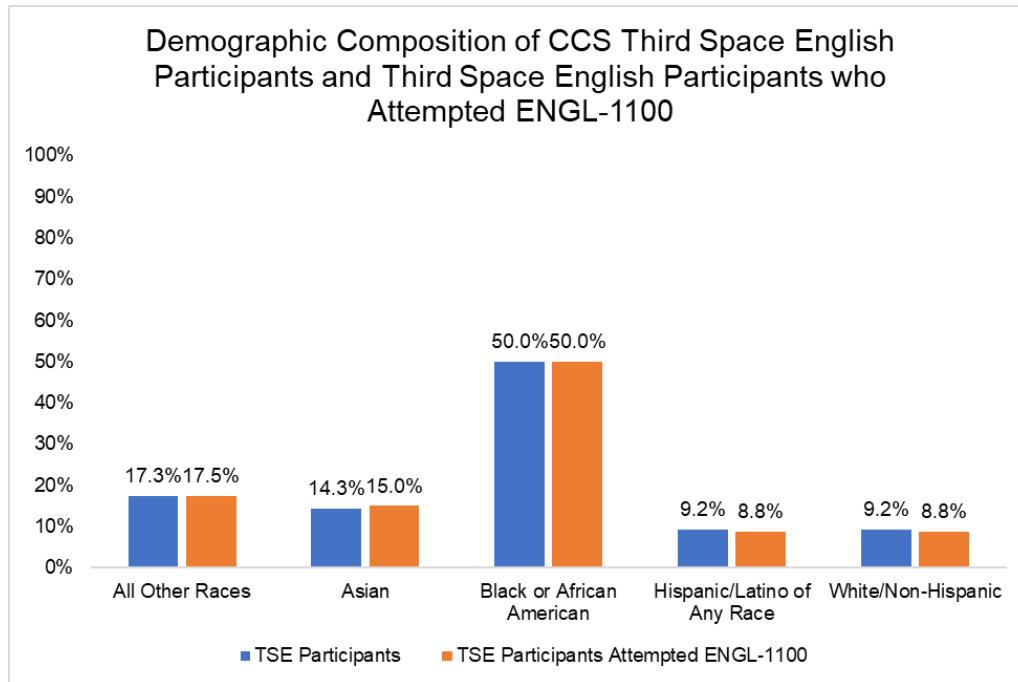
How many CCS students have taken Third Space English and from what schools?

From autumn, 2021 through autumn, 2022, 98 students took Third Space English. Linden McKinley, Northland, and West offered the class. Mifflin offered TSE in spring, 2023; East, Northland, and West are offering TSE for autumn, 2023. All success statistics represent autumn, 2021 and 2022.

Columbus City Schools Third Space English			
	2021-22	2022-23*	Total
Third Space English Outcomes			
Total TSE Students	18	80	98
Total Unduplicated Students with Successful TSE Completion	17	73	90
Percent of Students with Successful TSE Completion	94.4%	91.3%	91.8%
ENGL 1100 Outcomes for Third Space English Participants			
Total students who attempted ENGL 1100	17	63	80
Total Unduplicated Students with Successful ENGL 1100 Completion	13	55	68
Percent of Students with Successful ENGL 1100 Completion	76.5%	87.3%	85.0%

* This data is preliminary as it does not include students who attempted Third Space English in Spring 2023 at Mifflin High School. The data will be updated to include those students after they have had an opportunity to attempt ENGL-1100.

Non-CCP Columbus State students have approximately a 62% success rate in ENGL 1100. CCP students have approximately a 92% success rate. Students from CCS who took Third Space English before ENGL 1100, who were likely not on track for CCP, are approaching regular CCP success rates.



* This data is preliminary as it does not include students who attempted Third Space English in Spring 2023 at Mifflin High School. The data will be updated to include those students after they have had an opportunity to attempt ENGL-1100.

- The majority of participants identify as Black or African American.
- From an equity lens, the demographic composition of the Third Space English participants mirrors that of the students who successfully completed TSE and attempted ENGL-1100. This implies that TSE participants have equal access to ENGL-1100.
- Please reach out to Beth Koruna, K-12 Partnerships' Director of Teaching and Learning, with any questions. bkoruna@csc.edu or 614-287-2011 or 614-738-1352.

Assisting students in attaining associate degree, certificate, or credential while earning a bachelor's degree or using college credit transferred between institutions

We are committed to supporting students in achieving their educational goals. In alignment with this commitment, we have several initiatives to assist students in achieving their academic and career goals efficiently and effectively. By combining programs, support services such as an articulation office and transfer partner agreements, and collaborative partnerships, our goal is to empower students to succeed. Below, we outline our efforts to help students in attaining an associate degree or certificate while earning a bachelor's degree or transfer credits.

1. **Dual Enrollment Programs:** We have a robust College Credit Plus program that allows high school students to enroll in college-level courses. This initiative enables students to earn transferable college credits toward an associate degree or certificate before formally starting their bachelor's degree.
2. **Credit Transfer and Articulation Agreements:** In accordance with Ohio's transfer initiatives, we are engaged in offering a wide variety of transfer opportunities to our students through multiple articulation agreements and the Preferred Pathways program. Through Preferred Pathways regional universities have joined Columbus State to help students get a bachelor's degree with a minimum of college debt. The partnerships have made it easy for Columbus State students to start here, earn an associate degree, then transfer to their campuses to finish a bachelor's degree.

Through transfer agreements our students:

- Save Money
- Transfer Seamlessly
- Have Guaranteed Transfer
- Access to Scholarships

Columbus State has a well- established University Transfer Center that coordinates the articulation agreements and transfer pathways with nearly 40 different colleges and universities; public and private, in state and out. Pathways exist for all Columbus State degrees. The University Transfer Center:

- Provides students the opportunity to talk about transfer opportunities with representatives and advisors from bachelor's degree institutions

- Organizes fairs, programs, and other activities to provide further information on transfer and related student issues.
 - Includes computers and a small, printed resource library so students can complete transfer admissions applications and relevant research.
 - Coordinates Transfer Student Success Workshops by staff and university representatives to give students more information on pathway partner institutions and the transfer experience.
3. **Stackable Certificates:** Through stackable certificates, students can earn interim credentials on their way to earning their associate's degree and then their bachelor's degree. Stackable certificates provide milestones for students on the way to earning degrees.
 4. **Advising and Support Services:** We are committed to providing comprehensive advising and support services to assist students in navigating their educational journey. Our academic advisors help students map out a pathway to attain multiple credentials (as desired), offering guidance on credit transfer processes, course selection, and academic planning
 5. **Course Scheduling to Meet Learner Needs:** We understand the importance of flexibility in course scheduling to meet all students' needs including those pursuing bachelor's degrees. To accommodate their diverse needs, one of the focus areas of our 2024 plan is to assess and evaluate our current scheduling practices and course schedules and to adjust those to better meet the changing needs of our students.
 6. **Credit for Prior Learning:** Columbus State processes include the opportunity for students to earn non-traditional credits through Prior Learning Assessment (PLA). Students seeking PLA: Students requesting a credit through Prior Learning Assessment (PLA) must:
 - Meet with the appropriate department chairperson.
 - Submit this completed form to the faculty advisor.
 - Submit the completed portfolio to the faculty advisor.

By recognizing and leveraging students' existing knowledge and skills, we can expedite their progress toward attaining their degrees and certificates.