Planning and Effectiveness Manual

2020-2030

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Section I: Overview

PRESIDENT'S INTRODUCTION

Planning is an important function to the operation and future of any organization. For Columbia State it provides stakeholders the time and opportunity to assess the College's strengths and weaknesses, service area communities' education and workforce needs, and the path for fulfilling its mission and vision.

This document outlines the process for developing, implementing, and assessing the Strategic Plan of Columbia State Community College. The process as designed emphasizes cross-campus, community, and leadership involvement; use of data in assessing college strengths and issues; review of mission and vision; and alignment of mission and vision, and strategies with those of the Tennessee Board of Regents and the Tennessee Higher Education Commission.

Important to the Strategic Plan is Annual Planning and reporting of accomplishments. This document outlines the process for integrating the Strategic Plan and annual planning.

MISSION

Mission Statement

Columbia State Community College nurtures success and positively changes lives through teaching, learning, and service.

VISION

Vision Statement

Columbia State will be the "1st Choice" for citizens of South Central Tennessee seeking post-secondary learning and hailed as outstanding by students, community partners, and national benchmarks as a student-ready college.

CORE VALUES

Columbia State Community College Values…

- Access

- Community

- Belonging

- Excellence

- Innovation

- Integrity

- Learning

- Respect

- Success

STUDENT SUCCESS IS OUR FOUNDATION!

Student success at Columbia State is defined as the completion of educational, professional, and personal goals resulting from increased knowledge and skills. Success encourages lifelong learning, promotes responsible citizenship, and enhances the quality of life for self and others.

Our Responsibility

Columbia State Community College intentionally cultivates a climate which values every individual student, employee, and community member and fosters success for all. We recognize and embrace individual differences through a culture of listening and empathy to achieve excellence, including social and economic opportunity.

GUIDING PRINCIPLES

The following principles are integral to and guide the process, development, and direction of the Columbia State Community College Strategic Plan:

- There will be broad-based input from all college stakeholders.

- Innovation and future-oriented mindset are central to planning goals.

- Continuous improvement is integral to all aspects of the plan.

- The plan will celebrate and build on college strengths.

- The strategic plan and institutional decision-making link to the College budgeting process.

- An annual review and adjustment of the plan occurs to meet institutional and instructional effectiveness standards.

- Data analysis is integral to decision-making, continuous improvement, performance evaluation, and plan revisions leading to greater effectiveness.

- Open communication, clarity of purpose and collegial involvement will be hallmarks of the Strategic Planning (planning, implementation, evaluation, and revision) process.

- The Columbia State Community College ten-year plan will align with Tennessee Board of Regents and Tennessee Higher Education Commission five-year plan and initiatives.

PLANNING ASSUMPTIONS

The planning assumptions present, as realistically as possible, the general opportunities, risks, and challenges the College will face in the future, given the framework of its mission and environments within which it expects to operate throughout the planning period of 2020 through 2030. *An overarching assumption is that economic and technologic change will be a major factor during the next ten years and the College must plan for these issues in order to be prepared for and manage the changes.*

A. Mission: Role and Scope

1. Columbia State Community College will continue to serve a nine-county area – Giles, Hickman, Lawrence, Lewis, Marshall, Maury, Perry, Wayne, and Williamson – as a comprehensive community college.

2. The College will continue to provide programs and services that meet the educational needs of its communities and to support community, economic, and social/cultural development.
   a. University parallel programs for students wishing to transfer;
   b. Career programs for students intending to enter the workforce directly; and
   c. Noncredit training opportunities to support workforce development and lifelong learning.

3. In concert with the College's resources, Columbia State will continue to increase the educational level of citizens in southern middle Tennessee.

4. The College will continue to direct efforts toward assisting disadvantaged students gain access to higher education.

5. The College will continue to strengthen the effectiveness of its transfer programs.

6. The College will continue to develop partnerships with institutions, organizations, and businesses to understand and meet the education and training needs of the service area.

7. The College, as a member of the Community College System, will participate in TBR initiatives that support local and statewide education, economic, and workforce development.

B. Service Area Characteristics

1. Over the next ten years the total population in Tennessee is expected to increase by eight percent.

   Statewide, 11.3% of the adult population has an education attainment of less than high school and only 27.6% have attained a baccalaureate degree or higher. The attainment of a baccalaureate degree or higher is listed by county below for each of the nine counties in our service area. Only one county exceeds the state average for attaining a baccalaureate degree or higher – Williamson County.

Giles County (15.8%)
Hickman County (12.2%)
Lawrence County (13.3%)
Lewis County (12.8%)
Marshall County (13.6%)
Maury County (21.9%)
Perry County (12.2%)
Wayne County (10.6%)
Williamson County (61.4%)

Percentages based on information from THEC and TSAC 2019 Higher Education County Profiles.

2. Median household income in Tennessee ($48,708) is more than $10,000 below the national average ($59,039). The median household income for counties in the service area are as follows:

Giles County ($43,925)
Hickman County ($39,333)
Lawrence County ($41,522)
Lewis County ($37,092)
Marshall County ($46,837)
Maury County ($52,080)
Perry County ($31,503)
Wayne County ($34,299)
Williamson County ($103,543)

Amounts based on information from THEC and TSAC 2019 Higher Education County Profiles.

3. Projections show expected decline in goods producing industries and continued growth in health care, educational services, and other services.

C. Students

1. Workforce development initiatives will increase the numbers of adults 25 years and older enrolling for additional education and learning.

2. The College will continue to serve significant numbers of underprepared students, especially older students who are re-entering formal education after an extended absence.

3. The College will continue to enroll first-generation college students which will require student engagement for student retention and success.

4. Enrollment of women will continue to outnumber men.

5. The number of students with disabilities will continue to grow.

6. The size of local public school graduating classes may decline over the next five years especially in the rural counties.

7.   Students will require more flexible, alternative delivery classes and support services.

8.   The number of veterans enrolled in the College will continue to grow.

D. Educational Program and Student Achievement

1.   Emphasis on quantitative and qualitative improvement of academic programs and on the overall improvement of the teaching and learning environments will continue.

2.   Emphasis on assessment of student learning outcomes and providing adequate support for improving student attainment of the outcomes will continue.

3.   Resource constraints will continue to impact program needs and innovation.

4.   Emerging technology will have a significant impact on the teaching, learning, and administrative processes on our campus.

5.   Increased cooperation, collaboration, and articulation among institutions will be necessary to increase the educational attainment of the region.

6.   Demand for access, convenience, and additional support services will continue.

7.   Changing economy and workforce will increase pressure for rapid responses to training and programming needs.

8.   Increased demands for student success through outcomes based funding and institutional effectiveness standards will continue to increase demand for efficient and effective retention and support services.

9.   Emphasis on program specific certification, industry certifications and national certifications will increase.

E. Physical Resources and Facilities

1.   Continued expansion of the revenue basis will be needed to meet the demands of enrollment growth and needed capital projects.

2.   Increased expectation for funding capital projects through partnerships with local governments and the private sector will continue.

3.   Capital maintenance will remain a high priority as the College attempts to maintain aging facilities appropriately.

4.   Increased monitoring of the physical plant in regard to hazardous waste, chemical materials, air quality, etc., and to assure full compliance with state and federal law will be necessary.

5. Emphasis on accessibility for individuals with disabilities will continue.

6. Application of sustainability standards in all renovations and expansions will continue.

7. Provision of access to students in under-served locations, there may be an increase in leased space, in seeking community partnerships in the development of needed space, and in sharing space by technology centers, Columbia State, and universities for the delivery of instruction.

F. Human Resources

1. Positive workplace culture is recognized as vital to the College's success.

2. Increase emphasis on professional development.

3. Commitment to quality will focus on hiring and retaining qualified employees.

4. Emphasis on maintaining faculty and staff salaries with respect to peer averages will continue.

G. Financial Resources

1. Continued dependence on state level funding will continue to significantly impact and drive college enrollment and retention efforts. (Currently, all TBR and UT schools are funded based on the outcomes based funding formula that places emphasis on students' progression and completion.)

2. Continued emphasis on student persistence and graduation will become a major focus area.

3. Funding for higher education will be tied to performance goals related to an institution's mission.

4. Increased institutional and system accountability requirements (internally and externally) will continue to be important.

5. Funding of technology for instruction and institutional support for that technology will continue to be a priority.

6. Resource allocations to all functional areas identified in the mission review as non-critical will be monitored for college effectiveness.

7. The College will emphasize fiscal responsibility while seeking to increase other sources of revenue for enhancement of programs and operations.

H. Support Services

1. Providing a safe environment and a safe virtual environment will continue to be a high priority at all locations.

2. Providing learning resources to support college programming and student learning at all college locations will be important.

3. Students and employees will continue to expect alternative schedules and delivery methodologies.

4. Marketing and public relations will be important to all institutional functions.

I. Governance

1. It is anticipated that public community colleges will remain under The College System of Tennessee (Tennessee Board of Regents or TBR) coordinated by the Tennessee Higher Education Commission (THEC) throughout the planning period.

2. The governing bodies will place high priorities on student success, retention, and graduation; the assessment of institutional effectiveness; and attainment of strategic planning goals.

3. Public officials will continue to have a strong interest in higher education retention, graduation and accountability.

4. Changes will continue to occur as the TBR continues to evolve in future years.

5. Increased regulatory requirements surrounding cybersecurity and data privacy.

Section II:

Planning and Evaluation

PLANNING HISTORY

Columbia State Community College is a comprehensive, public community college serving nine counties in southern middle Tennessee. It was the first community college established in the state and is one of thirteen two-year colleges in The College System of Tennessee or Tennessee Board of Regents (TBR) system. As part of the TBR system, the College is also subject to policies and procedures established by the Tennessee Higher Education Commission (THEC), the state agency responsible for coordinating all institutions of higher education in Tennessee, including TBR institutions, Locally Governed Institutions (LGI), University of Tennessee System institutions, and, to a lesser extent, private and for-profit institutions.

The College has a long history of planning in concert with statewide initiatives and strategic plans developed by TBR and THEC which were aligned for all Tennessee higher education in 2000. Columbia State's first five year plan was initiated in 1985. Formats and emphasis over the years have changed but the direction is always that of aligning the College's plans with those of the state, its governing body, and the communities and citizens it serves.

Columbia State Policy 07-02 establishes the responsibilities for planning and evaluation of programs as an institutional requirement. The planning procedures have transitioned over the years to a process governed by strategic college goals, Strategic Plan Metrics, department level effectiveness goals and annual assessment and plans, and individual goals.

Beginning with the 2015 planning structure, Columbia State initiated a ten year cycle for Strategic Planning. The structure consists of ten year (2015-2025) college strategic goals; five year action items and metrics to measure attainment of goals; and annual unit and individual goals. The strategic goals and measurements align with THEC and/or TBR strategic goals. The College will modify this model for the 2020-2030 Strategic Planning cycle using four year, three year, and three year cycles.

With the implementation of the new structure, the tie between planning and budgeting was strengthened. The College's initial budget is submitted to the TBR in May and is a continuation budget with changes reflecting limited and specialty need items. During the month of May, departments complete and submit Assessment and Continuing Improvement Plans (ACIP) which outline effectiveness results, goals attained, goals planned for the coming year, and budget requirements to meet those goals. During the months of June and July, the Unit managers present their ACIP to the Cabinet. The Cabinet studies the requests and in September aligns the request with the funds available for submission of the annual budget, October revision, to the TBR for approval. (Note: This process allows the College to align requests with a more concrete projection of funds available for operation. The May budget is generally approved prior to finalization of state appropriations and tuition changes which are essential to funds available for operations.)

With this transition in planning structure, an Office of Strategic Planning, Effectiveness, and Special Projects was established by the President to provide emphasis and oversight to the areas of strategic planning, institutional research, effectiveness, and special projects. The executive director reports to and works with the President for a collaborative and systematic approach to college planning that is integrated into the decision making processes of the College and aligns with community and state needs and directives. The executive director works with College Leadership and unit heads in defining effectiveness measures, alignment of goals, and developing assessment and success factors. The executive director then

advises the College Leadership Council (the Planning and Effectiveness Council) and the Cabinet of goals completed, issues in need of review and possible revision, results of effectiveness indicators with proposed actions from areas involved, and areas of concern.

The College views strategic planning as the method for identifying the strategic direction of the College for a specific time period. In addition, there are operational activities which must be delivered effectively by departments and divisions within the College. The identified department outcomes and standards measure the effectiveness of regular operations. In addition, departments and divisions also have responsibility for implementation of the strategic plan. The progress in both areas will be reported in annual assessment and continuous improvement reports. The Office of Strategic Planning, Effectiveness, and Special Projects will review progress and provide the cabinet and Planning and Effectiveness Council with a comprehensive review of the Strategic Plan and associated metrics. The Annual Institutional Effectiveness Report will be delivered and discussed each December with the College Planning and Effectiveness Council. The council will then develop recommendations of areas needing attention for the upcoming year.

PLANNING AND EVALUATION PROCESS

The five major components of the planning and evaluation process at Columbia State Community College are:
- Strategic Planning
- Annual Planning
- Assessment and Evaluation
- Use of Results of Evaluation for continuous improvement
- Risk Assessment

Strategic Planning: The strategic planning process enables the College to focus on its institutional-level intentions for the future. Foundational statements such as the institutional mission and goals and department/division purpose and outcomes are the result of strategic planning. The strategic plan includes ten year goals with five-year action items.

Annual Planning: The annual planning process consists of an assessment of effectiveness measures, past year accomplishments and goals and actions for the upcoming year. Annual plans are founded in the strategic plan goals and operational activities of the departments/divisions. Elements of annual plans include the annual strategic activities and operational goals for fulfilling mission and purpose of the area and the college. This segment of institutional planning drives the annual budget process.

Assessment and Evaluation: Supporting both the strategic and annual planning processes is a comprehensive assessment process. To determine if Columbia State Community College's actual performance is in alignment with the mission and goals, Strategic Plan Metrics have been identified as proof of Columbia State's effectiveness. The Institutional Effectiveness Report is published describing the institution's progress toward achieving its strategic metrics.

Use of Data to Improve Effectiveness: The final component of the planning process is use of data to improve effectiveness, and "close the loop" by tying assessment results to future planning. The purpose of the institutional effectiveness process is to improve teaching, learning, and student success.

Documentation of the use of data to improve programs and services is a critical component of the planning process.

Risk Assessment: The College participates in an annual Risk Assessment review based on the timeline set forth by TBR, usually completed in November and December. The Vice President of Finance and Administrative Services and the AVP of Planning, Effectiveness, and Special Projects review the planned action items under the chosen area of emphasis for the year. Based upon this review the report is then reviewed by the cabinet for approval. Upon cabinet approval the VP of Finance and Administrative Services sends the report to the Internal Auditor, who reviews and gives recommendations for any needed changes. The report is then sent to TBR.

PLANNING and EFFECTIVENESS COUNCIL

Membership

The Planning and Effectiveness Council (College Leadership Council) provides leadership and campus input for the strategic plan development, implementation, evaluation, revisions, and recommendation for approval to the Cabinet and President.

Membership on the Council includes the president, vice presidents, associate vice presidents, deans, president's staff, and the constituency council members. Central leadership for the process is provided by the president and vice-presidents. The Council, which reports to the president, is a representative body with membership as follows:

Chairperson, Executive Director of Strategic Planning, Effectiveness, and Special Projects
Chair, Support Staff Council
Chair, Professional Staff Organization
President, Faculty Senate
Director, Library
Director, Internal Audit
Director, Workforce and Continuing Education
Executive Director of Belonging and Resources
Executive Assistant to the President
Executive Director, Human Resources
Executive Director, Communications
Dean, Access, Regional Services, and Retention
Dean, Academic Engagement and Innovation
Dean, Student Engagement
Dean, Health Sciences
Dean, Humanities, Arts, and Social Sciences
Dean, Science and Math
Dean, Business and Technology
Dean, Written, Oral, and Digital Communications
Assistant Vice President, Faculty, Curriculum and Programs

Associate Vice President, Facility Services and Safety Director

Associate Vice President, Business Services

Associate Vice President, Information Technology

Vice President, Advancement

Vice President, Williamson Campus and External Services, Extended Programs

Vice President, Student Affairs

Vice President, Financial and Administrative Services

Vice President, Academic Affairs

President

Council Responsibilities

The College's Planning and Effectiveness Council is responsible for implementation of the planning and effectiveness processes as established by the College and approved by the cabinet and president.

Committee responsibilities include:

1. Reviewing the College mission statement annually and recommending reaffirmation or, as needed, institutional review and revision of the statement.
2. Coordinating the annual planning process in accordance with the procedures outlined in the *Columbia State Community College Planning and Effectiveness Manual*.
3. Reviewing semester and annual data reports/analysis and recommending college initiatives based on that analysis. Reviewing strategic plan accomplishments and making recommendations for areas of focus.
4. Recommending effectiveness measures and reviewing effectiveness analysis and reports for evaluation of and improvement to the College.
5. Coordinate the planning process for development of the College's strategic plan in accordance with the College, TBR, and THEC planning procedures on a ten-year cycle.

STRATEGIC PLAN TERMINOLOGY

Terminology

A. **Strategic Goals (Ten-Year Goals)**: The strategic goals are broad ten-year goals that provide direction for the institution in fulfillment of its mission by establishing a framework for growth, development, and effectiveness.

B. **Strategies (Three-Year Planned Actions)**: The actions are broad statements of intent that lead to specific long-range results. Attributes include:
   - Developed long-range approach to achieve Strategic Goals.
   - Reviewed, refined, and changed as needed in annual planning.
   - Developed through a strategic process involving faculty, staff, administration, students, and community members.
   - Reviewed for priority by the Planning and Effectiveness Council.
   - Approval action by the President's Cabinet.

C. **Strategic Actions (Annual Operating Plan):** Strategic actions are annual activities drafted by areas, units or department/programmatic. The actions are reviewed by the supervisor of the area and approved by the Cabinet. An annual report of accomplishments and new initiatives is prepared by the Executive Director of Planning, Effectiveness, and Special Projects and reviewed by the Planning and Effectiveness Council for recommendation of future areas of focus and revisions ongoing actions to the Cabinet.

D. **Individual Goals:** Individual Goals are goals that are written by the individual employee in concert with their supervisor during the professional review process that supports the accomplishment of the strategic actions. Goals are:

   - Recorded on the professional review document.
   - Established for a year and written during the professional review.
   - Assessed for effectiveness during the next annual professional review and may feed into new goals written for the next year.

2020-2021 Planning Year
2021-2024 First Cycle
2024-2027 Second Cycle
2027-2030 Third Cycle
2030-2031 Planning Year

TEN YEAR STRATEGIC PLAN DEVELOPMENT PROCESS

The strategic plan development process provides a concise and involved methodology that provides for input, review, assessment and development of a plan that is consistent with the mission, vision and growth directions of the College and the state. Strategic Plan Development is a ten-year plan with four and three year cycles for planned actions that align with TBR/THEC planning. The following steps outline the process:

Step 1:   Collect and analyze input from stakeholder groups for review and identification of strategic planning needs and priorities. (Begin in Fall 2019)

Groups may include:
- Administration
- Citizens
- Economic Development Officers
- Educational Groups
- Faculty
- Government Offices
- Public School Officials and Teachers
- Staff
- Students
- Targeted Businesses and Industries

Step 2:   Review college data for strengths and areas needing improvement. (Ongoing)

Data sources:
- Academic Performance Reports and Survey Data
- Assessment and Continuous Improvement Plans
- Application and Enrollment Data
- Data Portal: www.columbiastate.edu/institutional-research
- Institutional Effectiveness Report
- IPEDS Data
- Quality Assurance Funding Report
- Program Review Reports
- Specialized College Studies and Analysis
- Student and Graduate Surveys
- THEC & TBR Reports
- Outcomes Based Funding Data

(The Office of Strategic Planning, Effectiveness, and Special Projects and the Office of Institutional Research will provide assistance in identifying and obtaining needed planning data.)

Step 3:   The College's Planning and Effectiveness Council drafts strategic goals and strategic actions (the draft strategic plan).

Step 4:   The Office of Strategic Planning, Effectiveness, and Special Projects and the Office of Institutional Research circulates the Strategic plan draft to college groups for review and reaction.

Step 5:   The College's Planning and Effectiveness Council assesses input for inclusion and integrates TBR-THEC-State strategic plans, priorities, and initiatives into the College's plan.

Step 6:   The College's Planning and Effectiveness Council finalizes the draft strategic plan for submission to the cabinet and president for final review, action, and/or approval.

Step 7:   The President submits the plan to the Chancellor for review and approval by the Tennessee Board of Regents.

Step 7:   The Office of Strategic Planning, Effectiveness, and Special Projects forwards the approved strategic plan to units/departments for execution and identification of annual actions as per the Annual Strategic Planning and Review Process (outlined below).

ANNUAL STRATEGIC PLANNING AND REVIEW PROCESS

The Process

Departments (supervisors) in concert with department staff will review the Strategic Goals of the College, data, institutional issues and concerns as identified in college evaluation discussions, and unit and department assessments to develop initiatives to be achieved during the upcoming academic year.

The following table provides an overview of departments and units with responsibility for developing initiatives directed towards fulfilling the strategic plan.

College Sectors, Departments, and Units with Strategic and Annual Planning and Reporting Responsibilities		
Administrative Sectors (President & Vice President)	Departments (Deans-AVP-Executives)	Units (Supervisors)
Academic Affairs	Academic Engagement and Innovation	• Teaching and Learning Center • Distance Education • Media Services • University Center
	Business and Technology	Accounting Business Business Information Technology Computer Information Systems Economics Engineering Systems Technology Finance General Technology Hospitality and Tourism Management Information Systems Management Marketing Medical Informatics Office Administration Web Design and Mobile Technologies
	Faculty, Curriculum, and Programs	
	Health Sciences	Anesthesia Tomography Computed Tomography Emergency Medical Services Medical Lab Technology Nursing

		Respiratory Care Radiologic Technology Veterinary Technology
	Humanities, Arts, and Social Sciences	Anthropology Art Criminal Justice Early Childhood Education Education Exercise Science Geography Graphic Design Health History Humanities International Affairs Kinesiology Music Nutrition & Food Science Philosophy Physical Education Political Science Psychology Social Work Sociology Special Education Speech Communication Sports & Leisure Management Theater
	Library	
	Science and Math	Agriculture Astronomy Biology Chemistry Civil Engineering Learning Support Math Mathematics Mechanical Engineering Physical Science Physics Pre-Health Professions
	Written, Oral, and Digital Communications	Communications English Film Crew Foreign Language Learning Support Reading Learning Support Writing Mass Communication Public Relations

Student Affairs	Access, Retention, and Regional Services	• Lawrenceburg Campus Lewisburg Campus • Clifton Campus • College Success Advisors • TRiO • Adult Student Success
	Athletics	
	Enrollment Services	Admissions Records Recruitment
	Financial Aid	
	Registration, Orientation, Advising, and Graduation Events Coordinator	
	Student Engagement and Services	• Student Organization Coordinator • Disability Services • Counselor
	Testing	
President's Office	Belonging and Student Resources	
	Advancement	• Grants • Alumni and Community Fundraising and Governmental Relations • Pryor Art Gallery
	Communications	
	Human Resources	
	Internal Audit	
	Strategic Planning, Effectiveness, Special Projects	• Planning, Institutional Effectiveness • Institutional Research
Financial and Administrative Services	Business Services	• Accounting • Payroll • Purchasing
	Information Technology	
	Facility Services & Safety	• Maintenance, Custodial, Grounds, Mail, and Inventory • Safety and Security
Williamson Campus and External Services	Williamson Campus	
	Workforce Development	

The Annual Planning Process

The following steps outline the annual process for strategic planning, assessment, and reporting:

Step 1:	December	The College Planning and Effectiveness Council will review unit/department reports and make recommendations to the cabinet and president for strategic areas of focus for the upcoming year. Once approved, the focus areas will be communicated to all units/departments for inclusion in the upcoming year's plan. Note: The Office of Strategic Planning, Effectiveness, and Special Projects will present an Institutional Effectiveness Report to assist the College Planning and Effectiveness Council, cabinet and president in decision-making.
Step 2	February	The Office of Strategic Planning, Effectiveness, and Special Projects notifies all units/departments to begin gathering data and information on the previous year's strategic plan action items.
Step 3	April Second Week	The Office of Strategic Planning, Effectiveness, and Special Projects sends out the templates for the Assessment and Continuous Improvement Plans during the second week of April.
Step 4	May Third Week	Department/unit submits Annual Operational Report and Plan to the Office of Strategic Planning, Effectiveness, and Special Projects by the third Friday in May. The Office prepares copies for the Cabinet to use during Departmental Briefings.
Step 5	June	All units/departments present their Annual Operational Plan to the Cabinet. The plan includes report of effectiveness measures and actions, annual report of strategic actions, plans for the upcoming year, and budget request. This meeting provides each department/unit the opportunity to highlight accomplishments, identify challenges and actions related to those challenges, discuss plans for the upcoming year, and review budget needs to accomplish plans and needed actions.
Step 6	July	Collect any additional information needed.
Step 7	September	Cabinet aligns plans and budget requests with funding availability to maximize action toward strategic goals attainment. Cabinet informs departments of budget allocations. Business office prepares and submits October revisions to TBR. Planning actions implemented.

The Reporting Process

The reporting process for Columbia State takes place during April, May, June and July of each fiscal year. (The fiscal year begins July 1 and extends through June 30.) All departments and units identified in the chart, *College Units and Departments with Strategic and Annual Planning and Reporting Responsibilities,*

are to complete an annual Assessment and Continuous Improvement Plan **(Appendix 1**). The report includes:

- Department Mission and Vision Statements: Reviewed annually for possible changes.
- Operational Core Functions and Standards: Reviewed annually for possible changes.
- Trend Analysis of Effectiveness Standards Connected to Major Core Functions.
- End of Year Report on Operational Core Functions Goals and Actions.
- End of Year Report on Strategic Actions as Identified on the Annual Unit Plans
- Findings and Analysis
- Departmental Accomplishments.
- Plans for Upcoming Fiscal Year – Actions to Address Operational Core Functions.
- Plans for Upcoming Fiscal Year – Actions to Advance the College Strategically
- Resource Adjustments including Reallocation, Increase or Decrease and Rationale.

These reports are completed by the department leader in collaboration with department/unit employees, and/or associate vice presidents, vice presidents and the president. The report submitted by the department leader is reviewed and approved by their supervisor. Once the reports are deemed complete, they are submitted to the Office of Strategic Planning, Effectiveness, and Special Projects where they are compiled into a comprehensive report on strategic actions planned for the upcoming year, and a comprehensive budget request spreadsheet.

In June of each year, the reporting department leaders present their findings, plans and budget requests to the cabinet. These briefings allow for understanding of assessment data, plans resulting from data, and related to strategic initiatives; budget needs to implement plans, and relationship of request to other College components and initiatives.

Thereafter, the Cabinet will discuss all plans and request presented in light of the mission, statewide initiatives, and funding availability. During late September, the Cabinet will finalize a budget and notify the department leaders and unit managers of action taken. (Note: Final decisions are made in September due to fall enrollment data, tuition and fee income, and the date for October budget revisions submission to TBR.)

Section III:

INSTITUTIONAL EFFECTIVENESS

ASSESSMENT AND EVALUATION

PROCESS

INSTITUTIONAL MISSION AND STRATEGIC GOALS ASSESSMENT

While the planning process provides an operational blueprint for the College, institutional effectiveness relies on outcomes-based assessment of actual achievement comparing outcomes to intended results. Assessment is conducted for strategic, annual department planning, and academic program review.

Institutional Mission and Strategic Goals Assessment

To assess the institution's mission and goals, the College identified three strategic goals. Those goals are:

1. One College
2. Student-Ready College
3. Community-Ready College

The following chart demonstrates the primary relationship between the Strategic Plan Metrics and the mission and strategic goals. (The College 'mission states that Columbia State nurtures success and changes lives through teaching, learning, and service in southern middle Tennessee.) Thus teaching, learning, and service are linked to the Strategic Plan Metrics as are the strategic goals. The following chart shows the alignment between the Strategic Plan Metrics, mission, and strategic goals.

Linkage of Strategic Plan Metrics to Mission and Goals			
Mission and Goals	**Strategic Goals** 1 *One College* 2 *Student-Ready College* 3 *Community-Ready College*		
	1	2	3
Mission			
Teaching	X	X	X
Learning	X	X	X
Service	X	X	X

The 2021-2030 Strategic Plan is given below.

College Goal 1 – One College

Columbia State will function as one college to provide a consistent and successful student experience.

"One College" Planned Strategies

1.1 Provide a high level of customer service and effective communication through the complete student lifecycle from recruitment to graduation.

1.2 Use best practices and procedures for alternative learning to provide consistent learning experiences and promote student success.

1.3 Strengthen instructional methodology to support learning and actively engage students.

1.4 Maintain modern facilities, security, and technologies to support effective college operations in a safe, student-ready environment.

1.5 Nurture a global environment to support understanding and relationships in an inclusive society.

1.6 Maintain, develop, and practice fiscally sound practices and procedures resulting in a Consumer Financial Index that favorably compares to national benchmark standards.

1.7 Build a college community with secure access to data and information that shapes student success and enhances employee relationships.

1.8 Create a collegial environment with a culture of individual accountability advancing economic and social opportunities.

College Goal 2 – Student-Ready College

Columbia State will prioritize students in development and delivery of services so students are welcomed, engaged, and supported inside and outside the classroom.

"Student-Ready College" Planned Strategies

2.1 Revaluate departmental processes and procedures for modifications to improve efficiencies while removing barriers to onboarding and student success.

2.2 Utilize intentional communication strategies connecting student populations to educational opportunities aligning with the student's career and professional goals.

2.3 Improve outreach efforts throughout the nine-county service area to ensure access for all populations.

2.4 Review and modify processes and procedures for effectiveness, efficiency, and conservative stewardship of resources resulting in a dynamic, student-ready college.

2.5 Ensure college programs meet the needs of the student population through multiple delivery methods and convenient time offerings.

2.6 Provide support structures and services including financial assistance that help students succeed.

2.7 Increase student success through early connections with relational advising, college success courses, faculty interactions, and student engagement throughout the student's lifecycle with Columbia State.

2.8 Support student success through engagement of faculty in more pedagogical training for continued implementation and success of existing and innovative high-impact practices.

College Goal 3 – Community-Ready College
Columbia State will actively participate in the development and growth of the service area and the community's first choice for partnerships.

"Community-Ready College" Planned Strategies

3.1 Create/adopt more educational pathways that lead to employment in the community using active industry participation to generate industry-specific programs that include certificates, degrees, and industry certifications.

3.2 Grow financial support of the Columbia State Foundation to support the College's operation and mission.

3.3 Enhance college services and programs through strategic cross-campus involvement for securing grant resources.

3.4 Assess needs and increase partnerships with business/industry to ensure graduates will be valuable members of the community's workforce.

3.5 Develop and offer in-demand, innovative, and responsive technical and educational training (credit and non-credit) programs so that Columbia State is recognized as the go-to place for employees, worker training, and professional development.

3.6 Actively participate in the surrounding communities through collaborative projects and hosting of events.

3.7 Build relationships with students throughout the student lifecycle and continuing as alumni for college engagement and support.

This plan has been reviewed to assure goals and planned actions align with the Tennessee Board of Regents (TBR) Strategic Plan. Below please find an alignment of the 2021-2030 Strategic Plan Goals and Strategic Three-Year Planned Actions for 2021-2024 with TBR's three key pillars and three cross-cutting themes.

Columbia State College Goals and Planned Actions	OPEN ACCESS	COMPLETION	COMMUNITY & WORKFORCE	Strengthening Collaboration	Harnessing Innovation	Enhancing Institutional and Operational Capacity
1. One College	x	x		x	x	x
1.1	x	x		x	x	x
1.2	x	x		x	x	x
1.3	x	x		x	x	x
1.4	x	x		x	x	x
1.5	x	x	x	x	x	x
1.6		x	x			
1.7	x	x		x	x	
1.8						
2. Student-Ready College	x	x	x	x	x	x
2.1	x	x		x	x	x
2.2		x				x
2.3	x		x		x	x
2.4	x		x			
2.5	x		x	x	x	x
2.6	x	x	x	x		
2.7	x	x	x	x		x
2.8	x			x		x
3. Community-Ready College	x		x	x	x	
3.1	x	x	x			
3.2	x	x	x			x
3.3	x		x	x	x	x
3.4	x		x	x	x	
3.5	x	x		x		x
3.6			x	x		x
3.7	x		x			

Each goal consists of several assessment methodologies and identified values of acceptability (signal values). The department leaders, deans, associate vice presidents, vice presidents, president, and the College Leadership Council participated in the development and identification of these methodologies and signal values. (See Appendix 2 for Institutional Effectiveness Report and Signal Values)

Each year in December, the Office of Strategic Planning, Effectiveness, and Special Projects completes an Institutional Effectiveness Report. The report is reviewed and analyzed by the College Leadership Council and thereafter distributed to the College via divisions, units, and departments. The report will include detail on strengths, opportunities and suggested actions

related to the Strategic Plan Metrics. This report will also be reviewed and analyzed by the Leadership Council prior to circulation across campus.

See **Appendix 2** for the Institutional Effectiveness Report outline.

Departmental Assessment and Continuous Improvement Plan

The administrative and educational support services departments are assessed based on their ability to meet effectiveness standards related to core functions and contributions to the strategic plan of the College. The annual department assessment provides evidence of strategic actions taken during the reporting year, evidence of achievement of goals related to core functions, and analysis of trend data. Once the year's activities and accomplishments have been assessed, the department uses findings to set strategic actions and core function goals for the upcoming year. The departments make budget requests based on the upcoming year's planned activities.

Once the department assessment and continuous improvement plan is completed and approved by the supervisor, department leaders meet with the cabinet to review their report and budget request supporting upcoming plans. During the briefing, leaders present to the cabinet and invited guests their accomplishments from the previous year, plans for the upcoming year and budget requests. Cabinet members are at liberty to ask questions for clarification and additional information. Once all of the departments have presented, the Cabinet will review the reports received and align budget requests with funds available, The Cabinet will then meet with the Associate Vice President for Business to finalize October Budget revisions. Thereafter, department leaders and unit managers will be notified of budget decisions.

Academic Program Review

Academic program review at Columbia State is conducted for the purposes of quality assurance, program improvement, and program and resource alignment. The process is a bi-level process, which provides for both annual review (Level1) and five-year program analysis as necessary upon review of enrollment, retention, and program completion (Level II) or to complete a programmatic accreditation, academic audit, or peer review.

Level I Review: Review at this level identifies trends within the program, provides information for local and state level review, and identifies significant program course problems requiring program adjustments or further review. The review is conducted annually for all programs as part of the strategic planning and budget process. It examines enrollment trends, student performance, levels of program support, and past evaluations and attempts to answer the question, "Does the program meet acceptable levels of performance?" The review is intended to provide early warning signals, which allow program faculty to deal with concerns before they become problems. Departures from a baseline rather than absolute numbers are important at this level. When the concerns appear to be of sufficient magnitude, the assistant vice president for faculty, curriculum and programs or the executive vice president and vice president for academic affairs may require a more extensive, in-depth review, Level II, as a prelude to decision-making about the future of the program.

Academic Audits and Peer Reviews: The emphasis at this level is on program improvement. This process should result in recommendations for program improvement from program faculty and, an outside peer review team. The review is scheduled at least once every five years as part of a regularly scheduled program review cycle. The review is intended to address issues central to program quality and the teaching/learning process, answering the question, "What can we do to make this a better program?" Analysis at this level requires program faculty to evaluate program performance and make judgments, which will provide the basis of planning for program improvement. It examines the program's relation to the College's purpose, the College's mission, the College's core values, enrollment trends, and student performance and satisfaction with the program. The curriculum, instruction, faculty development, student advisement, external relationships, adequacy of program resources/support, and the program's progress in responding to the previous evaluations are analyzed. Recognizing that all programs have unique aspects, the analysis provides for flexibility in examining the evidence and methods used in analyzing each program. While the review emphasizes institutional concerns, it also addresses the external concerns of agencies such as TBR, THEC, and SACSCOC.

Assessment at the Individual Level

Individual Student Evaluation. Columbia State's modified open door policy ensures that all students who have demonstrated some promise of academic success by attaining either a high school diploma or a GED have an opportunity to further their education at the postsecondary

level. In order to ensure that these students have the basic skills needed to successfully complete college courses, assessment begins prior to enrollment. Three measures are used to determine initial placement in mathematics, English, and reading courses:

1) Scores on ACCUPLACER math, reading, and advanced language tests,
2) Grades in math or English courses taken at another college, or
3) Scores on the appropriate sections of the ACT or SAT
4) High School GPA

Assessments of student achievement of course and program objectives are primarily through course evaluations. Faculty members identify appropriate measures and levels of achievement for their courses. These are in keeping with the course content and objectives, and thus, vary from course to course. They include those assessments traditionally found in college courses such as paper and pencil exams, writing assignments, lab tests, skills demonstrations, oral presentations, etc. Individual instructors are responsible for identifying and implementing the assessment methods used to assign grades in their courses and for establishing the level of course achievement necessary to continue in their programs.

End of the program assessment in the form of national licensure/certification examinations are available for the Nursing, Radiologic Technology, Respiratory Care Technology, Veterinary Technology, and Emergency Medical Technology-Paramedic programs. Locally developed end of the program major field exams are also used in some programs without national exams.

Other Student Outcomes Measures. Numerous other student performance indicators are used to measure institution and academic department effectiveness. Measures that are routinely used include student, alumni, and employer satisfaction surveys; attainment of general education outcomes; retention and attrition rates; job placement; and persistence to graduation. In addition, other research on student outcomes is conducted as needed.

Personnel Evaluations. Personnel at Columbia State are divided into three categories for evaluation purposes: administrative/professional staff, support staff, and faculty. Probationary employees are evaluated at three and six months. At the end of the probationary period, the employees are either made permanent employees or released according to terms of contract. All non-probationary professional and support staff except the president are evaluated annually by their supervisors, using college developed instruments. Procedures for this evaluation are found in the College policies and procedures manual. The president is evaluated annually by the TBR chancellor using an evaluation tool developed at the system level.

Temporary, term, and non-tenured tenure-track faculty are evaluated annually by the deans. Tenured faculty members are evaluated every two years by the deans. Procedures for these evaluations are found in the College policies and procedures manual.

The College will document the plans in the personnel evaluations to improve. This will be the responsibility of the supervisor. It will be increasingly important to show what the College will contribute to help employees improve their performance.

ANNUAL COLLEGE EVALUATION OF EFFECTIVENESS REPORT

Responsibility for Institutional Effectiveness

Ultimately, the effectiveness of an institution is indicated by progress towards set goal achievement. To determine effectiveness, it is necessary to state clearly and concisely what the institution considers itself accountable for and at what level it expects to perform. For this reason, the stated purposes of an institution are central to any attempt to evaluate its effectiveness. College mission statements are, however, because of their scope, necessarily broad and general. More explicit statements of mission or purpose are difficult, if not impossible, to create because institutions do not function at an institutional level. Activities are carried out at lower operational levels - in an office or department or by individual employees. Consequently, it is only at these levels that the general statements of the mission can be translated into plans and actions and assessed.

In order to achieve the purposes set forth in its mission statement, Columbia State must ensure a clear understanding and support of these purposes at the operational levels of the College. This understanding and support is reflected in the department purpose statements through which the departments of the College have linked their expectations and operations to the College purpose. With these statements, each area has indicated its understanding of its role in relation to the College mission and accepted responsibility for contributing to the achievement of the mission.

Since, in the final analysis, the effectiveness of an institution rests on the effectiveness of the departments responsible for carrying out its mission, Columbia State has chosen to define and assess its expected institutional outcomes within the departments responsible for achieving those outcomes. Each department has summarized its role in a purpose statement and identified goals in the form of expected outcomes for each of its purposes. Performance Standards for achievement have been established for each outcome and performance indicators or effectiveness indicators of that achievement have been identified. Effectiveness is assessed each year by comparing the actual outcomes achieved on the performance indicators with those expected. Purpose statements and goals/expected outcomes for each department are included in the next section, Department Purpose and Goals/Expected Outcomes Statements.

The first three elements of the Columbia State Community College planning process –strategic planning, operational planning, and assessment – would provide no grounds for institutional effectiveness unless the data collected is used to improve the institution. That is the essential purpose of the institutional effectiveness process – to improve teaching and learning. It is important that the College document and provide evidence that the data gathered is the basis for administrative decisions.

The College will document its use of evaluation results in the following ways:

1. Publish a Institutional Effectiveness Report to document progress and identify areas of improvement.

2. Document the use of data in decision-making on the Department Reviews.

3. Document the use of data in decision-making on the Academic Program/Department Review.

4. Institute a process of follow-up on annual reporting.

To document the College's use of data to improve teaching and learning, the Institutional Effectiveness Report will include information from the following:

- Institutional Effectiveness Report
- Department Assessment and Continuous Improvement Plans, and
- Program Review Recommendations.

The annual Institutional Effectiveness Report is completed by the Office of Strategic Planning, Effectiveness, and Special Projects. The report is organized in categories correlating to the Strategic Plan Metrics. In addition to assessment, the report will contain recommended actions for improvement.

Columbia State Community College
Assessment and Continuous Improvement Plan

Department Name   _____

Reporting Year   _____

Planning Year   _____

Department Mission:

Department Vision:

Signatures Indicating Review and Approval of Plan

Signature and Date

Department   _____

Vice President   _____

President   _____

I.   **Operational Core Functions**

Major Core Functions	Outcomes	Method of Assessment

II.   **Trend Analysis**

Data Elements for Operational Assessment	Bench mark	2015.2 016	2016.2 017	2017.2 018	2018.2 019	2019.2 020

III. **End of Year Report – Operational Core Function - List Core Function Goals and Actions for Reporting Year.**

IV. **Findings and Analysis as Related to Strategic Plan Metrics**

V. **End of Year Report - Strategic Actions as Identified on the Annual Unit Plan of the College Strategic Plan – List Actions and outcomes.**

VI. **Department al Accomplishments in this Reporting Period Excluding those Mentioned Above (Bullet Format):**

VII. **Plans for Upcoming Fiscal Year – Actions to Address Operational Core Functions**

VIII. **Three Year Strategies for the Department Aligning with the Three College Goals to be Completed in the 2021-2024 Cycle**

One College	
Student-Ready	
Community-Ready	

IX. **Tactics for 2022-2023 Advancing the Strategies for the Department**

One College	
Student-Ready	
Community-Ready	

X. **Resource Adjustments: Reallocation, Increase, or Decrease – In the rationale provide evidence for the adjustment and indicate the relationship of the request to a Core Function or Strategic Initiative. If requesting a position, include amount, job description, and rationale.**

Budget Name	Number	Amount	Proposed Change	Final Proposed Budget
Operating		$	$	$

Travel

Equipment

Rationale for Request:

XI.   Questions

Institutional Effectiveness Report

College Goal 1 – One College

Columbia State will function as one college to provide a consistent and successful student experience.

"One College" Planned Strategies

1.1 Provide a high level of customer service and effective communication through the complete student lifecycle from recruitment to graduation.

1.2 Use best practices and procedures for alternative learning to provide consistent learning experiences and promote student success.

1.3 Strengthen instructional methodology to support learning and actively engage students.

1.4 Maintain modern facilities, security, and technologies to support effective college operations in a safe, student-ready environment.

1.5 Nurture a global and equitable environment to support understanding and relationships in an inclusive society.

1.6 Maintain, develop, and practice fiscally sound practices and procedures resulting in a Consumer Financial Index that favorably compares to national benchmark standards.

1.7 Build a diverse college community with secure access to data and information that shapes student success and enhances employee relationships.

1.8 Create a collegial environment with a culture of individual accountability advancing economic and social opportunities.

	Baseline	2020-21	2021-22	2022-23	2023-24	2025	2030
Success in top ten enrollment courses determined by the percentage of students achieving an A, B, or C grade in a particular course.	**70%**	73%	**68%**	**75%**		**70%**	**70%**
Columbia State will increase the percentage of students completing gateway English courses in the first-year of enrollment.	**65%**	66%	**62%**	**69%**		**70%**	**70%**
Columbia State will increase the percentage of students completing gateway math courses in the first-year of enrollment.	**50%**	66%	**61%**	**70%**		**65%**	**70%**
Columbia State will increase the percentage of first-time freshmen earning 12 SCH or more in their first semester of enrollment.	**55%**	50%	**53%**	**67%**		**57%**	**60%**

	Baseline	2020-21	2021-22	2022-23	2023-24	2025	2030
Columbia State will increase the percentage of first-time freshmen earning 30 SCH or more in their first year of enrollment.	15%	26%	29%	27%		25%	30%
Accreditation will be maintained or acquired by all accreditable programs.	100%	100%	100%	100%		100%	100%
Columbia State will achieve a 2.5 average score on peer reviews and academic audits.	2.1	2.4	2.75	2.72		2.5	2.7
90% or more of Columbia State students will indicate an overall level of satisfaction with their educational experience at the two highest survey levels (good or excellent) in student satisfaction surveys.	90%	92%	91%	92%		95%	98%
Columbia State will increase the amount of funds raised through giving.	$325,000	$242,599	$1,031,739	$476,224		$400,000	$750,000
Maintain grant resources within a five-year variability of 25%. *TBR Resourcefulness and Efficiency Metric*	$550,000	$1,014,414	$2,263,150	$1,052,178		$620,000 to $1M	$620,000 to $1M
Columbia State's proportion of outcomes model dollars received by TBR will increase.	5.8%	6.1%	6.2%	6.1%		6.0%	6.5%
The Quality Assurance funding score will be at or above 90.	80	96	93	95		90	95
The Composite financial index score will be maintained or improved.	3	9.77	9.35	10		3	3
Maintain Return on Net Assets at or above 2%.	2%	10%	14%	22%		2%	2%
Full-Time Support Staff turnover rates, excluding retirements and temporary assignments, will be maintained at or below 15%.	14.7%	4.8%	17%			15%	15%
Full-Time Faculty turnover rates, excluding retirements and temporary assignments, will be maintained at or below 10%.	8.3%	6.7%	24%			10%	10%
Full-Time Professional staff turnover rates, excluding retirements and temporary assignments, will be maintained at or below 12%.	11.0%	9.2%	23%			12%	12%

College Goal 2 – Student-Ready College

Columbia State will prioritize students in development and delivery of services so students are welcomed, engaged, and supported inside and outside the classroom.

"Student-Ready College" Planned Strategies

2.1 Revaluate departmental processes and procedures for modifications to improve efficiencies while removing barriers to onboarding and student success.

2.2 Utilize intentional communication strategies connecting student populations to educational opportunities aligning with the student's career and professional goals.

2.3 Improve outreach efforts throughout the nine-county service area to ensure access for all populations.

2.4 Review and modify processes and procedures for equity, effectiveness, efficiency, and conservative stewardship of resources resulting in a dynamic, student-ready college.

2.5 Ensure college programs meet the needs of a diverse student population through multiple delivery methods and convenient time offerings.

2.6 Provide support structures and services including financial assistance that help students succeed.

2.7 Increase student success through early connections with relational advising, college success courses, faculty interactions, and student engagement throughout the student's lifecycle with Columbia State.

2.8 Support student success through engagement of faculty in more pedagogical training for continued implementation and success of existing and innovative high-impact practices.

	Baseline	2020-21	2021-22	2022-23	2023-24	2025	2030
Application to acceptance rate will be at or above 88%.	83%	79%	80%	80%	83%	85%	88%
Application to Registration rate will be at or above 65%.	57%	50%	52%	51%	56%	60%	65%
Acceptance to Registration rate will be at or above 80%.	68%	64%	64%	64%	67%	75%	80%
Enrollment will show a steady increase and reach 6,500 Fall enrollment by 2030	6,000	5,964	5,411	4,981	5,135	6,300	6,500
Head count of first-time freshmen will continue to be a large percentage of Fall enrollments.	1,400	1,507	1,273	1,306	1,274	1,600	1,800
Enrollment of Pell eligible students in Fall will increase annually	1,850	1,709	1,484	1,594	1,625	1,900	2,000
Enrollment of adults in Fall will increase annually	1,250	1,190	1,074	951	883	1,500	1,750
Columbia State will increase retention rates. (Fall-to-Fall)	55%	53%	50%	61%		70%	75%
Columbia State will increase persistence rates (Fall –to-Spring)	74%	74%	72%	78%		80%	85%
Columbia State will increase Fall to Spring Progression (Continuous enrollment from Fall to Spring with a pace of 2/3 or better)	60%	57%	58%	59%		65%	70%

College Goal 3 – Serve the Community

Columbia State will actively participate in the development and growth of the service area and the community's first choice for partnerships.

"Serve the Community" Planned Strategies

3.1 Create/adopt more educational pathways that lead to employment in the community using active industry participation to generate industry-specific programs that include certificates, degrees, and industry certifications.

3.2 Grow financial support of the Columbia State Foundation to support the College's operation and mission.

3.3 Enhance college services and programs through strategic cross-campus involvement for securing grant resources.

3.4 Assess needs and increase partnerships with business/industry to ensure graduates will be valuable members of the community's workforce.

3.5 Develop and offer in-demand, innovative, and responsive technical and educational training (credit and non-credit) programs so that Columbia State is recognized as the go-to place for employees, worker training, and professional development.

3.6 Actively participate in the surrounding communities through collaborative projects and hosting of events.

3.7 Build relationships with students throughout the student lifecycle and continuing as alumni for college engagement and support.

	Baseline	2020-21	2021-22	2022-23	2023-24	2025	2030
Professional Licensure exam performance will exceed the national average for 100% of the appropriate programs. (This is calculated by taking the average Institutional Score/National Comparison Score out of 100%)	95%	98.4%	94.3%	99.5%		98%	100%
Columbia State will score above the national norm on Exit Exams.	3.00	0.35	0.88	2.8		5.00	10.00
Columbia State will increase three-year graduation rates.	25%	25%	28%			35%	40%
Columbia State will increase six-year graduation	30%	41%	35%			40%	45%
Awards per 100 FTE students will increase.	14.0	21.53	27.8	27.6		22.5	25.0
Columbia State will maintain a job placement rate for graduates at an acceptable level.	75%	71%	74%	71%		90%	95%
The number of Technical Certificates awarded will increase.	147	130	165			200	225
Columbia State will increase the number of degrees awarded.	875	916	937			815	900
The number of alumni giving will increase annually.	55	58	50			67	80