Allocation of State Appropriations

Fiscal Year 2017

Columbus State University

- **Health Insurance and Retiree Fringes** – The state has been working to control the growth of the system responsibility for these expenses. All funding will be removed in FY 2018. The system’s contribution to health will be fixed and the increases will be the responsibility of the employee and driven by the selection of the benefit plan. The retirees have been given a fixed contribution toward their plans and they are enrolling in selected plans from the exchange providers.

- **Employees’ Retirement System** – There will be no increase in the employee retirement contribution by the system in FY 2017.

- **Merit Based Pay & Employee Recruitment/Retention Initiative** – The actual cost for the 3% pool across campus was $1,556,251 with $1,086,716 from the state allocation and $469,535 to be covered by tuition growth. This does not include $124,525 for increases to employees paid from other fund sources such as sponsored funds and auxiliary funds.

- **FY 2016 STEM Allocation Reduction** - $220,000 in STEM funding was reduced from the allocation. At present, no reductions have been suggested from the STEM budget. If we continue the current STEM funding, the expense must be covered from tuition growth.

- **New Funding for Institutional Priorities** – CSU received $865,444 for the priorities submitted with our budget request in the fall. The only item not funded was a request from the School of Nursing related to labs and lab assistants. Since the course fees were approved in Nursing, this will have minimal impact. Funding was received to:

  - increase services in the Faculty Center for the Enhancement of Teaching and Learning - $175,000 – The funding will enhance the effort to provide professional development for faculty retention and support both the operating and personnel budgets in the Faculty Center.
  
  - facilitate implementation of Quality Enhancement Programs in adherence with SACSCOC recommendations – $100,000 – The QEP began in August of 2016 and will be in place through the 2021 academic year. While a budget was in place, this funding follows a recommendation by SACSCOC to increase the capability of the program and increased the QEP budget to $500,000 for FY2017.

  - create a new Chair in Cybersecurity - $100,000 – An additional $80,000 per year will come from an endowment established by a gift from a local private company. The new initiative is in collaboration with other USG schools in the Georgia Cyber Education Consortium.

  - support Complete College of Georgia program initiatives - $300,000 – Two English lecturer positions were added, one faculty position in Communications,
six lecturer positions were converted to tenure track assistant professor positions, and Nursing faculty supplements formerly paid by grants were absorbed into the budget.

- **add police officers and a disability coordinator for RiverPark Campus - $140,000** - The new officers and disability coordinator will support the additional students at RiverPark as a result of the re-location of the College of Education and Health Professions into the former Ledger-Enquirer building.

- **increase General Operations Support - $50,440** – The funds will be used for enhanced operations in the Academic Center for Tutoring and the Center of Online Learning.
Strategic Plan for Distance Learning 2014-2019

Prepared by the:
Distance Learning Committee
May 2016
Introduction

The primary purpose of the Distance Learning Committee (DLC) at Columbus State University is to promote the use of distance learning technologies, identify and address issues and concerns related to distance learning, and participate in decision-making and planning pertaining to distance learning matters.

To accomplish its purpose, the DLC performs the following functions:

- Develop guidelines, procedures, staffing, and infrastructure recommendations that are consistent with, and that will advance the purpose stated above.
- Facilitate, promote, and advocate for high quality distance learning (DL) at the CSU.
- Review and recommend information technology needs and related services in support of online learning at the University.
- Provide advisory support for University DL initiatives.
- Exercise liaison with the University Technology Utilization Committee (UTUC) through membership of DLC chair on the UTUC.

Background of Distance Learning Strategic Planning Process

During the 2012-2013 academic year, the Distance Learning Committee (DLC) at Columbus State University began developing a long-term plan for distance learning (DL) to address several key issues. The first phase of the process was the development of the DL Guidelines and Standards that were designed to provide general guidelines for online courses and programs at CSU. The guidelines were approved by the Faculty Senate in 2013 and communicated to all faculty. The guidelines addressed key issues related to the quality of online courses and faculty credentials for online course design, utilization of the learning management system for student grades and access to online course material, ensuring students taking distance learning have access to institutional academic support resources (advising, library, disability services, etc.), and academic integrity through proctoring and authentication of students.

The second phase of the process was to develop strategic priorities and action items to provide a plan for the growth of distance learning, and to ensure CSU offered high quality distance learning courses and programs that serve the needs of all our students. As part of the plan, the DLC recommended the phase-out of the online course incentive pay, and the re-direction of the funds generated from the online course fees. A multi-year phase-out and reallocation plan was developed and approved by the Faculty Senate in May 2014.

Strategic priorities recommended by the Distance Learning Committee focused primarily on ensuring quality of existing courses and new courses being designed for online delivery, and providing faculty support in the design of online courses. The 2015-2016 update extends the plan to include additional priorities and items related to Student Support Services and Quality Assurance.

Distance Learning Committee Strategic Priorities (2015-2017)

1. Faculty Training and Support
2. Online Course Program and Support
3. Quality Assurance
4. Student Support Services
Strategic Priority 1: Faculty Training and Support

Goal: Develop and sustain the competence of faculty to be effective in the design and delivery of online teaching and learning at CSU.

Objectives/Action Items:
1. Continue to offer Online Course Improvement Grants to improve the design of online courses and facilitate QM certification of existing online and blended courses. *(AY 2015-2016 and ongoing)*
2. Provide training programs, services, and additional support staff required to assist faculty in the development, design, delivery, evaluation, and on-going maintenance of new and existing online courses. *(On-going)*
3. Continue focus on increasing the number of faculty QM Peer and Master Reviewers to facilitate the QM subscriber-managed peer review process. *(AY 2015-2016 and ongoing)*
4. Implement faculty forum for showcasing exemplary online courses and sharing best practices and ideas among faculty teaching online courses. *(AY 2016-2017)*
5. Identify QM certified courses in the class listings to recognize high quality online courses. *(AY 2016-2017)*

Strategic Priority 2: Online Course and Program Development

Goal: Provide an infrastructure to support online teaching and learning.

Objectives/Action Items:
1. Develop and communicate a university policy on copyright and intellectual property rights related to the development of online instructional materials. *(IP policy developed and under review – spring 2016)*
2. Continue to provide coordination for online proctoring services, training, and assessment options for faculty. *(Implemented proctoring services in 2015-2016)*
3. Evaluate effectiveness of institutional procedures for authentication of student identity to ensure compliance with federal requirements. *(AY 2016-2017)*
4. Develop comprehensive plan for ADA compliance. *(AY 2016-2017)*

Strategic Priority 3: Quality Assurance

Goal: Ensure online and hybrid courses meet quality standards in effective design and delivery.

Objectives/Action Items:
1. Develop and implement online course delivery standards and review processes to ensure consistent quality of online course delivery. *(AY 2016-2017)*
2. Develop and implement a process to regularly gather student feedback regarding online learning. *(AY 2016-2017)*
3. Develop and implement formative and summative evaluations of online learning to measure effectiveness, faculty engagement, faculty and student satisfaction, enrollment and retention, support needs, and technical reliability. *(Online Course Delivery Evaluations started AY 2015-2016 – ongoing)*

Strategic Priority 4: Student Support Services

Goal: Offer a full range of student support services for online students.

Objectives/Action Items:
1. Evaluate online student readiness orientation, including the use of Smarter Measures. *(AY 2016-2017)*
2. Complete a Needs Analysis and plan to ensure equitable student support services for online students. *(AY 2016-2017)*
3. Continue to evaluate mobile technology enhancements for online students. *(AY 2016-2017)*
Test CougarNet URL
https://cougarnetbeta.columbusstate.edu

What: CougarNet Update

When: Go-live is scheduled for January, 2017
The public beta will begin in Fall of 2016 (users will be able to use the current portal or the new portal). Feedback can be provided directly in the new portal.

Feedback thus far.
So far, feedback about the design and direction of the new CougarNet portal has been very positive. The focus groups have been very productive and we plan to host more over the summer and fall.

Is this going to change Banner?
No. CougarNet is a separate application from Banner. The CougarNet upgrade will not impact Banner or functionality within Banner so entering grades and accessing student information within Banner will not change when we go live.

How will this affect access to Banner?
CougarNet provides access to Banner in the form of “single sign-on” meaning you do not have to log into Banner after logging into CougarNet. The same access to Banner will be provided in the new CougarNet portal as exists in the current CougarNet portal today.

How else will I be impacted by this upgrade?
With so many people using CougarNet for different reasons (access to multiple information resources, Google Apps, Equest, etc.), it is hard to predict how every individual will be impacted. We are anticipating a smooth transition and will be ready to address any individual technical issues. The biggest impact will be improved access to several popular applications via “single sign-on” technology. This is a major focus of the upgrade. You will also be able to easily customize your portal, with the ability to remove items that are not important to you and add and reorganize the items that are important to you.

What about students?
Because the students will also be impacted by the new portal, you may receive questions from students about how to do certain things or where to go to find certain functionality or information. We have been working closely with the focus groups on this specific concern and will be providing a way in which faculty can view the same “screen” that students see. We encourage all faculty to use the public beta portal when it is released this fall to familiarize themselves with it prior to going live in January 2017.
Proposed Faculty Senate Committee

National Awards Committee
The National Awards Committee is responsible for:
1. Publicizing all national scholarship, fellowships and academic awards competitions to the eligible students.
2. Administering internal competitions to identify student candidates for at-large national competitions
3. Mentoring students as they prepare applications for national recognition

The National Awards Committee should be comprised of the following:
1. Seven faculty members at least one from each college, with staggering four year terms.
2. A representative from the Honors College, Registrar’s Office, Career Center as ex officio members.

Rationale

The following National Scholarships and Fellowships are awards that we are already participating in, or awards we are hoping to have candidates for this next school year. To make us more competitive with the candidates from other schools we need to recruit within the Honors Societies on campus, as well as within the Honors College, and create more competition institutionally. In order to evaluate internal candidates for the limited nominations per school, we will need to create an interdisciplinary committee to evaluate candidates and nominate only those who would be the best representation from Columbus State University. This is a common practice at other schools in the USG.

In the past few years we have had the following participation in these national scholarships. We are hoping to have a faculty representative for all of these scholarships and fellowships and at least one applicant next year for all of them.

- **Goldwater:**
  - 2016: 2 complete applicants – Michael Rohly and Haley Pavlis
- **Phi Kappa Phi Fellowship:**
  - 2015: Katherine Hinzman – Phi Kappa Phi Fellow ($5,000)
  - 2014: Ford Fourqurean – Marcus L. Urann Fellow ($15,000)

**Barry Goldwater Scholarship:**
- Awards up $7,500 per year for 2 years
- Institution can nominate up to 4 students
- Seeks sophomore and junior students interested in Mathematics, Natural Sciences & Engineering.
- **Application Deadline:** January 22, 2016
- **Recommendation Deadline:** January 26, 2016
- **Faculty Nomination Deadline:** January 29, 2016
- **Faculty Representative:** Dr. Cindy Ticknor
- [https://goldwater.scholarapply.org/](https://goldwater.scholarapply.org/)

**Udall Scholarship:**
- Seeks students interested in the Environment or Native American and Alaska Native students committed to careers in tribal public policy or Native American and Alaska Native students committed to careers in Native health care
- Awards 60 recipients up to $7,000 for educational expenses
- Faculty Nominations available: 4 nominations per category
- Deadline for applications: March 2, 2016
- Faculty Representative: Dr. Cindy Ticknor
- https://www.udall.gov/OurPrograms/Scholarship/Scholarship.aspx

**Phi Kappa Phi (PKP) Fellowship:**
- Available to Phi Kappa Phi members entering the first year of graduate or professional study
- Awards 51 Fellowships of $5,000 and 6 Fellowships of $15,000 each year
- Students seeking full-time enrollment in graduate/professional school program beginning between May 1, 2016 and February 1, 2017.
- Faculty Nominations available: 1 nomination per chapter
- National Deadline: April 15, 2016
- Faculty Representative: Dr. Cindy Ticknor
- http://www.phikappaphi.org/grants-awards/fellowship#.VsTTQPkrKUk

**Phi Kappa Phi Undergraduate Study Abroad Grants:**
- Awards fifty $1,000 Study Abroad Grants
- Open to all disciplines for Studying Abroad
- Session A Deadline: February 15, 2016
- Session B Deadline: September 15, 2016
- Faculty Representative: Dr. Cindy Ticknor
- http://www.phikappaphi.org/grants-awards/study-abroad#.VsTS8vkrKUk

**Benjamin A. Gilman International Scholarship**
- Scholarships of up to $5,000 to study or intern abroad. Award amounts will vary depending on the length of study and student need.
- U.S. citizen undergraduate students receiving Federal Pell Grant funding
- Must be applying to or accepted into a study abroad program
- Study or Intern abroad must be for at least four weeks (28 days) in one country and no more than one academic year.
- Application deadline: March 1, 2016
  - Summer 2016 and Fall 2016/Academic Year 2016-2017
- http://www.iie.org/programs/gilman-scholarship-program

**Fulbright US Student Program**
- Provides grants for individually designed study/research projects or for English Teaching Assistant Programs. They will meet, work, live with and learn from people of the host country, sharing daily experiences.
- Competitive applicants to the Fulbright U.S. Student Program will not have recent extensive experience abroad (excluding recent undergraduate study abroad), especially in the country of application.
- Grant lengths and dates vary by country
- US Citizen and Senior Status
- Faculty Representative: Dr. Neil McCrillis
- Application Deadline: October 11, 2016
- http://us.fulbrightonline.org/

**Marshall Scholarship**
- One or Two Year Scholarships to the University of Oxford
- University fees, cost of living expenses, annual book grant, thesis grant, research and daily travel grants, fares to and from the United States.
- US Citizen and Senior Status
- **No Faculty Representative** – Emailed information to get added to website
- **Application Deadline**: October 1st
- [http://www.marshallscholarship.org/](http://www.marshallscholarship.org/)

**George E. Mitchell Scholarship**
- One academic year of postgraduate study in any discipline offered by institutions of higher learning in Ireland and Northern Ireland
- US Citizen and Senior Status
- **No Faculty Representative** – Created on Website - Dr. Cindy Ticknor (password: honors)
- **Application Deadline**: September 30, 2016 at 5pm

**The Rhodes Scholarship**
- Students pursuing a graduate degree in Oxford
- **Disciplines**: Arts and Humanities, Engineering, Science, and Social Science
- US Citizen and Senior Status
- All educational costs are covered plus a living stipend.
- **Faculty Representative**: Dr. Neil McCrillis
- **Application Deadline**: October 1st
- [http://www.rhodesscholar.org/](http://www.rhodesscholar.org/)

**Harry S. Truman Scholarship:**
- Up to $30,000 toward a public service-related graduate degree.
- Seeks students wanting to get a master's degree, a doctorate, or a professional degree such as a law degree or a Master of Public Administration, Master of Public Health, Master of Social Work, Master of Education, Master of Public Policy, or Master of International Affairs.
- Involvement in student government, community service activities, government internships, political activities/campaigns
- US Citizen of Junior Standing
- Institution can nominate up to 4 students
- **No Faculty Representative** – Emailed information to get added to website
- **Application Deadline**: February 2, 2016

**Possible Membership - National Association of Fellowships Advisors (NAFA)**
The mission of the National Association of Fellowships Advisors (NAFA) is to 1) guide advisors who assist college-level students with applications for nationally competitive, merit-based scholarships in promoting the full potential of candidates through the application process, and 2) foster the continued growth and professionalization of fellowship advising in higher education. For more information, visit the NAFA website or email info@nafadvisors.org.
- Institutional Membership - $200 Annually
- Individual Membership - $150 Annually
Chancellor Huckabee and Vice Chancellor Davis were both present at the start of the meeting.

- The Chancellor felt that this was a very challenging legislative session this year. He had anticipated the campus carry bill and worked to prevent its’ passage.
- He feels that we got a good budget and a good Capitol projects budget this year for the system, with the budget authority to carry the capitol projects forward.
- The budget allows us to fully fund the formula. There are 16 schools experiencing enrollment growth, and 14 with decreases. We may need to examine that formula so that growing schools aren’t subsidizing other schools. Most of the challenged schools are in southern Georgia, where the number of high school grads is declining and there are people leaving Georgia. This led to granting some of those schools the flexibility to waive out of state fees at those schools.
- Most of the legislative work this year was colored by gun bills and the religious freedom bills.
- A bill to limit the ability of the BOR to set tuition was also floated.
- Budget allocations to individual BOR schools were made this week (week of April 11-15). Cuts were given to schools that are not growing.
- The administration of financial aid was a challenge this year – 9 schools are having challenges, with a balance of $17-18M
- BOR has adopted standard processes for how we deal with behavior, sexual assault/harassment cases.
- Across the USG, $59M funded for merit based pay raises, to range between 0-5%. We may find that added funds to recruit/retain/deal with salary compression is needed. Increased funding did not include increase in health insurance premiums we pay. BOR priority is to increase funding and salaries.
- BOR kept $60M budget for Major Repairs/Renovations fund.
- By establishing standard student conduct policies as cited above, the timing means that Faculty Senate deliberative roles are removed or diminished. The Chancellor replied that we have no choice but to follow the laws of the state.
- The Chancellor commented that he is always amazed that some feel we would be safer with more guns on campus. He also questions where the funds to train police to deal with the new law will come from.
- The taser bill that passed is also awaiting the Governor’s decision. The chancellor was very concerned about this bill as well, citing that it is a recipe for more “mischief”.
- There is a May 2 or 3 signing deadline for these bills.
- Future university mergers, if any, will be driven by economics and enrollment.
- Comment: “We appreciate the stand you took on guns, and on salaries. How can we help you continue this work?”
  - Chancellor replied that he would appreciate advice on how to get ahead on issues like free speech, diversity, safe spaces.
- Concern was expressed about faculty leaving and not being replaced, and about some schools being asked to make contingency plans for 5%, 7% and 11% cuts.
- ADP contract will lapse at some point, but it is unclear when that will occur.
The Ad Hoc Committee on Communications reported.
- Request was made to allow those former representatives to stay on the list after their terms lapse, but to remove administrators.
- Request to approve those list members on a case by case basis.
- Discussion regarding whether this should be managed by the webmaster or a secretary.
- Discussion whether former members should have “read only” status on the list.
- Changes will be presented for approval at the next meeting.

AAUP
- Will run summer institutes, in July.
- Shared Governance conference to occur at the end of September.

Staff Council representative encouraged more collaboration between groups, and asked whether collaboration should also include student government reps.

Report from Retiree Council
- Discussion focused on health care, as retirees moved to a health care exchange. This was approved in November 2013, but they heard about it in October 2014. Communication about the changes was problematic.

Old Business
- Resolution was strong. Satisfied that tuition is not increasing.
- Need to review bylaws, look at the voting processes. Particularly need to examine the Tier system – to be examined by a subcommittee.
- Need clarification on modifications for bylaws – asking for input. Clarification needed on membership length. Suggested that AAUP, Retirees, and Staff Council be included as non-voting representatives.

New Business
Election of officers
President Elect: Dr Elizabeth Desneyers-Colas
Secretary: Dr Peggy Moch
Webmaster: Dr Tim Brown

Was decided to adopt the VSU Campus Carry resolution, to be sent to the Governor.

Meeting schedule:
The Friday meeting was to accommodate the Chancellor’s schedule. Some spoke in support of working around that in future. Do we want other meetings with him?
Decided that Spring meetings should be in Atlanta area, to facilitate Chancellor’s schedule around the legislative session, and Fall meetings on campuses more broadly spread around the state.
Timing will be dictated by Chancellor’s schedule.
Focus Groups Results

Community Perspectives on Columbus State University Graduates

The Leadership Institute at Columbus State University
2/5/2015
Focus Groups Results

Scope of Work

- 9 total Focus Group sessions held
  - 5 Community-Wide Sessions; 4 On-Site Sessions at TSYS (1), Aflac (2), and Synovus (1)
- 17 local organizations represented
  - Various sectors: Fortune 500 companies, business services, utilities, non-profit, education, legal, recreation, etc.
    - Aflac
    - Alexander Electric
    - Carmike Cinemas
    - Char-Broil
    - Columbus Regional Hospitals
    - Columbus Technical College
    - Columbus Water Works
    - Community Foundation of the Chattahoochee Valley
    - Goodwill Industries of the Southern Rivers
    - Greater Columbus, GA Chamber of Commerce
    - Muscogee County School District
    - Starrett-Bytewise Measurement Systems
    - SunTrust Bank
    - Synovus
    - TSYS
    - United Way
    - WC Bradley
    - Wright Legal Group

- 77 total participants

Questions for Consideration

- Who or what influences your decision to hire a CSU graduate?
- Tell me about positive hiring experiences you've had with CSU graduates?
- Tell me about disappointments you've had with CSU graduates?
- What do you consider a barrier to hiring a CSU graduate?
- If you had to pick only one thing CSU could do to improve programs for students that made you want to hire them, what would it be?
- What skillsets/competencies are you looking for in a CSU graduate?
- What is the top skill you wish more CSU graduates had?
- What is the top skill you expect to see in a CSU graduate?
- Which field of study (degree programs) do you hire CSU graduates from?
- Does the type of degree matter for non-specialized jobs?
- Do you know who to contact when you have questions about hiring a CSU graduate for a specific position?
- Which of the following skillsets and competencies are mission-critical for you? Rank them in order of importance: Communication, Critical Thinking, Quantitative Reasoning, Collaboration
- On a scale of 1-5 (1 being the lowest, 5 being the highest), how do CSU graduates rank on the following skillsets and competencies? Communication, Critical Thinking, Quantitative Reasoning, Collaboration
Emergent Themes

- **Who or what influences your decision to hire a CSU graduate?**
  - Professionalism – some have it, some don’t.
  - Relevant outside-the-classroom experience, whether work, internships, or extra-curricular activities.
  - Local talent desirable – greater likelihood of retention instead of being a stepping-stone position, no relocation expenses, better understanding of local market
  - Partnerships with certain departments are mutually beneficial “try before you buy” opportunities for student and employer

- **Tell me about positive hiring experiences you’ve had with CSU graduates?**
  - Majors frequently mentioned in positive experiences: Accounting, Finance, Communication, Computer Science, Nursing, Education, Marketing
  - Most eager to do well, motivated
  - Internships/work-study programs key

- **Tell me about disappointments you’ve had with CSU graduates?**
  - Professionalism – inappropriate dress, poor resume & interviewing skills, sense of entitlement, “helicopter” parents
  - Soft skills need improvement - oral & written communication, conflict resolution, critical thinking, initiative
  - Organizational culture and fit – graduates don’t take time to learn about and understand the organization they are applying to and whether or not it is a match of skill and values versus “landing any job”

- **What do you consider a barrier to hiring a CSU graduate?**
  - “Millennial mindset” – expectations do not match realities of entry-level positions. Graduates often come with the “What’s In It For Me/How Will The Employer Adapt For ME” attitude, instead of “What Value Can I ADD For The Employer” attitude.
  - Poor resume skills – lack of attention to detail, no practical experience outside the classroom, irrelevant information
  - Poor interviewing skills – inappropriate dress, inability to demonstrate “what happens next” critical thinking, bragadocio rather than competent confidence (or alternatively, flat with no personality or ideas on how to contribute to organization)
  - Lack of business acumen – understanding of global economy, how specific position relates in context of organization at large,
  - Career Center not always responsive to placement/posting/hiring requests
  - No streamlined way to access qualified graduates - some know to contact Career Center, some have better luck utilizing network and reaching out to personal contacts within specific departments
  - Local economy – hard to keep attractive talent in key fields (i.e. Computer Science, advanced Accountancy/Finance) due to uncompetitive wages
  - Social media presence – unprofessional content
Focus Groups Results

• If you had to pick only one thing CSU could do to improve programs for students that made you want to hire them, what would it be?
  o Expand internship and project-based learning partnership opportunities between CSU and the business community, across disciplines
  o Focused outreach to local businesses to place students in appropriate positions
  o Business etiquette and professionalism basics for all students
  o One Point of Contact for local businesses for placement/posting/hiring needs that truly understands the individual business mission, organizational culture, and needs
  o Improve people/soft skills, especially for more technical disciplines
  o Career path advising, early in collegiate career (Fr/So year, instead of Jr/Sr year)
  o Greater visibility of Business School – CSU well-regarded for Arts/Liberal Arts

• What skillsets/competencies are you looking for in a CSU graduate?
  o Basic computer, accounting and software skills (MS Office – to include functional spreadsheets in Excel)
  o Strong communication skills – verbal, non-verbal, and written
  o “Soft skills/Professional Mindset” – ability to build relationships, confidence without arrogance, enthusiasm and can-do attitude, flexibility and adaptability, business acumen and etiquette, strong work ethic, professional dress
  o Proactive instead of reactive
  o Analytical, critical thinkers
  o Coachability
  o Team players/can work well in teams

• What is the top skill you wish more CSU graduates had?
  o Professionalism – appropriate business attire, fully prepared for interviews/work, “grip & grin” skills, appropriate business communications (verbal & written)
  o Strong communication skills – verbal, non-verbal, and written
  o Work-ready attitude – “What value can I ADD to my employer” vs. “What will the employer do for me”
  o Outside the classroom experience – relevant work experience, internships, projects, etc. that allow students to practice key skills before being hired
  o Commitment/loyalty to the organization – taking time to understand organizational values, culture & fit for the individual, reducing turnover and hiring/training expenses
  o Understanding of diversity in the workplace – generational, racial, cultural, socio-economic, etc., and how that impacts a global workplace environment
  o Passion for the work, not just the paycheck
  o Lifelong learner
  o GRADUATE SCHOOL: Work experience of 1-2 years before applying for advanced certificates/degrees – makes coursework more meaningful and contributes to shared learning in the classroom

• What is the top skill you expect to see in a CSU graduate?
  o Technical skills/competencies
Focus Groups Results

- Effective interpersonal/communication skills
- Critical thinking
- Problem solving
- Personal initiative/responsibility
- Professional attire and demeanor
- Teachable/coachable

- Which field of study (degree programs) do you hire CSU graduates from?
  - Business: General Business, Accounting, Finance, Marketing, Economics
  - Computer Science: MIS, CyberSecurity, "back end" coding, networking & systems (there is a strong need by employers for “front-end” developers)
  - Arts: Communication, Music (creative minds)
  - Letters & Sciences: Math, Statistics, Criminal Justice (under-explored opportunity here in fraud analysis)
  - Education & Health Professions: Education, Nursing

- Does the type of degree matter for non-specialized jobs?
  - Entry level positions – generally, not as important
  - Work history/internships/volunteer experience can help fill gaps
  - Some positions – degree/major IS critical
  - Some financial/accounting coursework helpful across industries

- Do you know who to contact when you have questions about hiring a CSU graduate for a specific position?
  - Mixed responses – can be highly dependent on hiring individual’s personal network
  - Some know to contact Career Center, with mixed satisfaction
  - Some know about participating in Career Fairs
  - Many reach out to personal contacts in departments – get better quality candidates this way
  - No formalized process perceived by business community for finding quality CSU graduates for hire
  - Job Placement Rates would be desirable information for recruiters
  - Being able to post available jobs directly to CSU website would be desirable

- Which of the following skillsets and competencies are mission-critical for you? Rank them in order of importance: Communication, Critical Thinking, Quantitative Reasoning, Collaboration
  - Depends on the organization and the position – all are important and interrelated
  - Communication and Critical Thinking/Problem Solving most frequently mentioned
  - Quantitative Reasoning critical for accounting and finance-related positions
  - Collaboration especially critical for Nursing
  - Suggested additional competency: GRIT – the ability to keep working on a situation until it is resolved
Focus Groups Results

- On a scale of 1-5 (1 being the lowest, 5 being the highest), how do CSU graduates rank on the following skillsets and competencies? Communication, Critical Thinking, Quantitative Reasoning, Collaboration
  - Hit or miss – depends on individual applicant
  - Quantitative Reasoning weakest link
  - Collaboration skills ok if they have prior work or project experience
  - Critical Thinking skills have room for improvement
  - Communication skills vary widely

Suggestions and Opportunities to Explore

- Greatly expand opportunities for students to get exposure to “real life” before graduation
  - Create more direct partnerships between departments and employers to streamline workforce development, akin to Computer Science/TSYS, Education/MCSD, Nursing/Local Hospitals
  - Project-based partnerships with employers, short-term (i.e. weeks, not months as with an Internship) – can be win-win
  - Encourage students to engage with campus life and extracurricular activities outside the classroom
  - “Polishing” (i.e. resumes, interviewing, professionalism, etc.) seems to be a HUGE gap in the quality of CSU graduates vs. graduates from other institutions. This is especially critical in highly technical fields, like Accounting and Computer Science.
  - Formalize program to expose students to professional behavior, attire, and etiquette – perhaps a Sophomore/Junior level seminar class, maybe non-credit; Senior year is far too late for this type of exposure
  - Integrate personality AND career aptitude assessments to help align academic goals with career goals before it’s “too late” in a student’s academic progression (i.e. Fr/So year)
  - Educate graduates on generational differences in the workplace, and equip them with strategies for success
  - Business community would welcome more opportunities to mentor and advise students for lifelong success
  - Consider “Meet and Greet” receptions for top students in different disciplines, all class levels, to build relationships with employers before applying for open positions

- Improve tracking of key metrics related to employability of CSU Graduates
  - Clarify Career Center’s role in employability of graduates after the students leave campus – Do they post jobs only? What about match candidates with positions? Are services only available to current students? What about alumni? What is the standard for communicating with employers (response time, services provided, etc.)?
  - Employment rates in a field related to degree within X years of graduation – Do we track such information? What is a reasonable goal for this data point?
Focus Groups Results

- Placement rates from candidate inquiry to finalized hire – Do we track such information? What is a reasonable goal for this data point?
- Local retention – Are CSU Graduates finding employment in the Columbus area? Do we track such information? What is a reasonable goal for this data point?
- Create single points-of-contact (maybe at departmental levels, versus Career Center) that are very familiar with organizational culture and hiring needs of key employers, so they can better match qualified candidates with open positions
- Can Alumni Association be helpful in matching job opportunities with job candidates?

- Integrate core competencies into curricula across disciplines
  - Highlight project-based group work in courses
  - Students must practice professional communication across a variety of channels
  - Find ways to assess levels of critical thinking, even in 1000 level courses
  - Quantitative reasoning critical in making sound business decisions
  - "Soft skills" lead the way – job-specific or technical skills can be taught fairly straightforward; attitude and motivation are not so easy

- Honors College to test pilot program integrating leadership and career development skills as an optional Endorsement starting Fall 2016 – could be a model for campus-wide program

- Increase availability of add-on certificate programs – non-credit is fine, as long as they meet industry standards

Key Areas of Need by Local Employers

- Mainframe Technology
- Cyber Security
- MIS – Risk Management
- Physical/Occupational Therapists (and Assistants)
- Structured internships
- Masters in Accountancy/CPA Exam Preparation
- Internal Auditing
- Special Needs educators
- Strong quantitative/data analysis skills
- Mental agility/flexibility for rapidly changing business environments
- Strong, effective communicators
Tentative Graduation Ceremony

<table>
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<tr>
<th>Potential Dates</th>
<th>Tentative Dates</th>
<th>Full Seminar</th>
<th>Sp6 Midterm</th>
<th>Sp5 Midterm</th>
<th>Sp4 Midterm</th>
<th>Sp3 Midterm</th>
<th>Sp2 Midterm</th>
<th>Sp1 Midterm</th>
<th>Sp0 Midterm</th>
<th>Sp-1 Midterm</th>
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**Spring Break**

- 10.02.2017
- 24.02.2017
- 06.03.2017
- 20.03.2017

**Summer:**

- 19.05.2017
- 26.05.2017
- 02.06.2017
- 09.06.2017

**Fall:**

- 17.09.2017
- 24.09.2017
- 01.10.2017
- 08.10.2017

**Winter:**

- 16.11.2017
- 23.11.2017
- 30.11.2017
- 07.12.2017

**Spring Semester 2017**
### Proposed Summer Semester 2017

**Schedule:**

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<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
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**Notes:**

- **Final Exams (F):** Full Semester (F5)
- **Mid-Term:** Fall Semester (H1 or H2)
- **3 Week Mid-Term:** Mid-Term (J3)
- **Holidays/Breaks:** Winter Break (W1), Spring Break (S1)
- **Sunday (Su):** Sunday (S0)
- **Faculty (F):** Grades Due (G5)
- **Full Semester (S1):** Full Semester (F5)

*Draft Revised 4/27/2016*