

CALHOUN COMMUNITY COLLEGE STRATEGIC PLAN 2020 W/MEASURABLE OUTCOMES

TEACHING AND LEARNING			
Focus Area/Leader	Measurable Outcomes	Assessment Tool(s)	Year 1 Update
<p>Distance Learning</p> <p>Implement continuous quality improvement standards to increase student success.</p> <p>Wes Harris</p>	<p>By 2020:</p> <ul style="list-style-type: none"> ▪ Allow DL to secure Tech Fees based on online credit hours. ▪ QM certify all online course offerings prior to being offered. ▪ Increase online proctoring tools by 50%. ▪ Create Master Shell for each online course offering for adjunct use. ▪ Offer in-state tuition for out-of-state students in online classes. (Removed due to System Office policies) ▪ Expand online degree and/or concentration by 5%. 	<ul style="list-style-type: none"> • N/A • The use of the QM rubric and QM review team made up of two Calhoun faculty members and one external faculty member from a QM partnered institution. • At the completion of the Fall semester, student and faculty surveys will be sent out to those individuals that were enrolled in courses that implemented HonorLock to determine the benefits, advantages, and disadvantages of the use of HonorLock. • The DL department works directly with the Deans and Division chairs to determine which courses have a high section count that are being delivered by adjunct instructors. • No assessment tool is in place related to the out-of-state students enrolling in online courses at Calhoun at the same tuition dollar as in-state students. • Working with the division chairs to determine if the courses needed to offer additional degrees online is feasible in terms of content delivery through an online platform. 	<ul style="list-style-type: none"> • The DL department has been unsuccessful when working with the Business Office and the IT department to secure any portion of the college tech fees for the advancement of DL courses and faculty. The current budgeting of tech fees is integrated in the annual budgeting process under the direction of the IT Director and the Business Office. • The DL department records show a total of 23 new online courses that are running during the Fall 2018 semester that are scheduled to be QM reviewed during the Spring 2019 semester. • The area of CIS and Business is currently beta testing a new proctor tool (HonorLock) during the Fall 2018 semester to determine if this would be a proctor tool that would benefit the college. If testing is positive and HonorLock is adopted by the college, the proctor tools/software available for faculty and students will increase 50%. • The DL department continues to move forward with the build of online master course shells. The college currently has at least one Master shell from each division. • The ability to offer out-of-state students in-state tuition amounts currently resides with the system office. The DL department of Calhoun does not currently have the ability to complete this task. • Calhoun has not increased degree and/or certificate offerings via the online platform. A small number of courses is needed for online development in order to have an opportunity to increase the colleges online program offerings.

<p>Honors Program</p> <p>Increase enrollment of students with high academic achievement.</p> <p>Phyllis Brewer Sara Sayle</p>	<ul style="list-style-type: none"> ▪ Recruit 30 students/year. ▪ Develop four articulation agreements with Honors Programs at 4-year universities within 4 years. ▪ Offer at least one domestic trip in 3-5 years (pending budget availability). ▪ Establish 6 enrichment, civic/cultural experiences within 3-5 years. ▪ Identify 6 corporate mentor opportunities within 3-5 years. 	<p>Banner and Program Records</p>	<p>24 stds. 2017/2018</p> <p>29 stds. 2018/2019</p> <p>At the end of year one, the program has been in conversations with the honors programs at UAH and UNA with verbal articulation agreements in place. Verbal agreements are in place with UAH and UNA.</p> <p>One overnight travel opportunity was available to students Spring semester 2018.</p> <p>Students were offered at least six opportunities for civic/cultural experiences during the first year.</p> <p>The first year of the honors program, students were required to take Honors Leadership, Composition, and Speech. We have now limited that requirement to Honors Leadership. Many high achieving students take ENG101 and SPH107 as dual enrollment students, and changing this requirement has encouraged more of those students to apply for the program.</p> <p>Have been in contact with UAB and UA concerning articulation with their honor's programs. In the process of scheduling an official signing event.</p>
<p>Evening College</p> <p>Streamline the evening schedule to accommodate working students.</p> <p>Alan Stephenson</p>	<ul style="list-style-type: none"> ▪ Conduct feasibility study for Childcare on Campus. ▪ Offer general education classes that align with technical programs in Decatur (limit choices). ▪ Keep 8-week format. 	<p>Banner</p>	<p>Holding on alignment until A.S. programs are redone so they can be included.</p> <p>8-week format has been retained</p> <p>Currently obtaining information concerning the earlier child care center on campus. The main difference would be that this one would be specifically for evening students.</p>
<p>Faculty Development</p> <p>Provide faculty training program to support student success.</p> <p>Jennie Walts</p>	<p>Super Teacher# (9 in pilot) Faculty learning communities# (3-4 to be in fall pilot) Faculty persistence Plan project Open Educational Resources # New Tenure faculty track PD plan New Department Chair PD plan Develop Staff Leadership plan</p>	<p>A variety of assessment tools will be used to measure progress: student surveys, student tracking from semester to semester and year to year, faculty surveys, satisfaction surveys, demonstrated use of technology in the classroom, etc. As these initiatives are in the first year, the Teaching & Learning Taskforce is developing objectives and assessment tools. This should be complete by 12/31/18.</p>	<p>Super Teacher participation has increased 25% in year 2. Cohort of 12 faculty.</p> <p>Faculty learning communities should begin this year.</p> <p>Created an application for faculty to apply to pilot a new initiative or course redesign.</p> <p>Working with 12 first year and 8 second year faculty.</p> <p>Working with third year faculty to prepare portfolios.</p>

			<p>Developed faculty professional development committee.</p> <p>Teaching Squares to be offered in the spring.</p> <p>Working with Rob Jenkins to develop a faculty and staff leadership program.</p>
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EDUCATIONAL ATTAINMENT

Focus Area	Measurable Outcomes	Assessment Tool(s)	Year 1 Update																		
<p>Admissions</p> <p>Streamline admissions strategies to help students apply/register more easily.</p> <p>Cedric Arrington</p>	<ul style="list-style-type: none"> ▪ Streamline processes to increase application submissions by 10% Fall to Fall and Spring to Spring ▪ Improve processes to increase student's acceptance percentage to 80% each semester. 	<p>Argos Reports</p> <p>Target X Reports</p> <p>Banner Reports</p>	<ul style="list-style-type: none"> • Communication processes have been modified to provide students with detailed admission requirements. • New application types have been added to distinguish student populations. • Streamlined Transient student process to eliminate applications. • Dual Enrollment process has been leaned and applications are now electronic. • Modified the transfer evaluation process to allow quicker audits. • Streamlined the Admission Appeal process to allow students the ability to enroll sooner. • Created a process to monitor, track and recover incomplete applications. • Website updated to provide clear concise Admissions information. <p>Results:</p> <table border="0"> <tr> <td></td> <td align="right">Application totals</td> <td align="right">Acceptance Percentage</td> </tr> <tr> <td>Fall 2016</td> <td align="right">8874</td> <td align="right">69.3%</td> </tr> <tr> <td>Fall 2017</td> <td align="right">9834</td> <td align="right">74.1%</td> </tr> </table> <p>Goal met</p> <table border="0"> <tr> <td></td> <td align="right">Application totals</td> <td align="right">Acceptance Percentage</td> </tr> <tr> <td>Spring 2017</td> <td align="right">4583</td> <td align="right">69.8%</td> </tr> <tr> <td>Spring 2018</td> <td align="right">5044</td> <td align="right">74.5%</td> </tr> </table> <p>Goal met</p>		Application totals	Acceptance Percentage	Fall 2016	8874	69.3%	Fall 2017	9834	74.1%		Application totals	Acceptance Percentage	Spring 2017	4583	69.8%	Spring 2018	5044	74.5%
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<p>Career Services/Program Selection</p> <p>Assist students with career pathways based</p>	<ul style="list-style-type: none"> ▪ Require students to update major and contact info each term. ▪ Ensure that 90% of students are enrolled in the major that correlates with coursework. 	<p>Banner 9 will have the capability to ensure that students are prompted to update their major and contact information each semester before registration.</p> <p>Argos reports will be available to see if that approach is effective.</p>	<p>CBUG request will be made for Banner 9 functionality for this initiative. We currently have active links in Banner so that records can be updated; however, those need to be advertised during peak seasons to remind students and to update their records.</p>																		

<p>on individual interests and talents.</p> <p>Kelli Morris</p>	<ul style="list-style-type: none"> ▪ Reduce Gen Studies concentration areas from 20 to approximately ± 5. 	<p>DegreeWorks will be beneficial in ensuring that students are registering for the appropriate courses. There may be a report function available with the update in Spring 2019, but we are currently looking into Argos report options as well; Banner graduation application now requires major to match what is listed on the graduation application.</p> <p>Argos report will be available to identify the number of students enrolled in each concentration as well as how many students change their major/concentration</p> <p>Undecided/Undeclared majors will be identified through an Argos report; advisors will be able to identify other students who may be undecided even if they have a declared major for financial aid or other reasons.</p>	<p>We are working to identify the best reporting method to track that students are enrolling in courses correlated with their declared major— may be DW or Argos</p> <p>The committee has been working through several data points and proposals related to reducing the number of AS concentrations and are in the final stages before presenting to the administration for feedback.</p> <p>A 3-credit hour ORI 105 course will be piloted in the Spring 2019 term on both the Decatur and Huntsville campus for undecided students. This course will focus more on career exploration and planning.</p>
<p>Dual Enrollment</p> <p>Increase participation in Dual Enrollment through partnerships with regional high schools.</p> <p>Gwen Baker</p>	<ul style="list-style-type: none"> ▪ Increase DE students by 10% within next 5 years. (Baseline = 1,000) ▪ Increase the number of students that matriculate to Calhoun first-time freshmen by 5% within 5 years. (Baseline TBD) 	<p>Argos reports</p> <p>Student Schedules</p>	<p>During the spring 2018 term, there were 1,083 dual enrolment students registered for Calhoun. That is an 8.3% increase from the baseline of 1,000.</p> <p>The Dual Enrollment Office is working with IT and IR to develop a report that will reflect this data.</p>
<p>Graduation/Transfer Rates</p> <p>Identify and address barriers to graduate and transfer.</p> <p>Jamie McNally</p>	<ul style="list-style-type: none"> ▪ Increase IPEDS 3-year grad rate to 30% by 2020. ▪ Increase IPEDS transfer rate to 30% by 2020. <p><i>Note: New Goals for Student Achievement rates revised.</i></p>	<p>IPEDS & DAX</p>	<ul style="list-style-type: none"> • Official withdrawal process • SSB Grad App. • 15 to Finish • SAGE Early Alert System • Revised advising model <p>SACS Report Data: (Calhoun) Average IPEDS Grad Rate: 23% (25%)</p>

EQUITY

Focus Area	Measurable Outcomes	Assessment Tool(s)	Year 1 Update
<p>Scholarships and Financial Aid</p> <p>Increase completion of FAFSA applications.</p> <p>*Note: scholarships removed from this primary goal.</p> <p>Jannett Spencer</p>	<p>Increase the FAFSA completion rate by 5% each year.</p>	<p>Argos Report and National FAFSA Completion Instrument from FEDS.</p>	<p>Did not meet 5% mark. Completion increase of 1.015% - FAFSA's</p> <p>SACS Avg 3-Year Cohort Default Rate: 19.2% (Calhoun: 17.3%)</p> <p>Calhoun's Goal is to decrease 3-year Cohort Default Rate to 15% by 2020.</p>
<p>Establish a Student Emergency Grant Fund.</p> <p>Valerie Cox</p>	<ul style="list-style-type: none"> ▪ By Fall 2019, establish a Student Emergency Grant fund with an initial balance of \$25,000 ▪ Solicit funds from internal/external sources. ▪ Create an application and establish a procedure for qualifying criteria for distribution of funds. 	<p>Retention and graduation rates</p>	<ul style="list-style-type: none"> • The committee created application and distribution process. • Met with Foundation Director after discovering an emergency grant exists. • Now in the process of establishing updated process for applications and distribution of funds. • Spoke with Foundation Director about future funding needs for the grant.
<p>Equity</p> <p>Establish an Equity Task Force to promote equity across the campus and community.</p> <p>Lisa Fletcher</p>	<ul style="list-style-type: none"> ▪ Establish an Equity Task Force by Fall 2018 ▪ Develop clear and compelling definition of equity. ▪ Work with state and national initiatives ▪ Share achievement gap data and equitable outcome goals. ▪ Create and implement interventions to address identified achievement gaps. 	<p>Meeting Agendas and Minutes</p>	<p>Task Force is comprised of eight members. Still working on the other measurable outcomes</p>
<p>Certified Literate Community Program</p> <p>Improve literacy in the College's service area.</p> <p>Dana Wolfe</p>	<ul style="list-style-type: none"> • Establish literacy partnerships in Calhoun Community College Service area • Determine literacy needs of each community and design literacy classes within those communities to meet those needs • Strengthen community support by promoting class, advertising the community initiative and encouraging volunteerism. • Partner with Workforce to ensure all Workforce participants are TABE tested and have access to Adult Education Services • Strengthen career pathway partnerships 	<p>TABE 11/12</p> <p>Tracking:</p> <p>AAESAP as Student Achievement & Data Matching Tool</p>	<p>22 MOU's have been signed with community partners to provide literacy service in the Calhoun Community College service area. 6 MOU's have been signed for Ready to Work Services. 8 Correctional Facilities now offer GED services. MSSC is now offered as an adult education career pathway in both Decatur and Huntsville. NCCER CORE is now offered as a career pathway in both Decatur and Huntsville. Hospital pathways will be started this fall in partnership with ADRS. Microsoft pathway will be started in February 2019 in partnership with the Cornerstone Initiative in Huntsville. Enrollment has doubled – Over 3,000 students served this past year.</p>

	<ul style="list-style-type: none">Strengthen internal Calhoun Bridge/Fast Track Partnership		<p>Bridge/Fast Track Enrollment has tripled since start up 5 years ago. 1,200 Calhoun students served. GED's doubled this past year from previous year. Academic gains at 46% for overall program.</p> <p>Literate Community Initiative still in formation. Name being changed and it is being repurposed as a community literacy project as opposed to a certifying agency.</p>
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LABOR MARKET

Focus Area	Measurable Outcomes	Assessment Tool(s)	Year 1 Update
<p>Professional Skills (aka Model Alum)</p> <p>Enhance students' ability to gain employment through increased professional traits.</p> <p>Pat Wilson</p>	<p>By 2020, implement 50% of items and by 2022, 100% of items:</p> <ul style="list-style-type: none"> ▪ Work ethics curriculum based program utilized by internal stakeholders. The 10 modules of the curriculum are: Appearance, attendance, aptitude, character, communication, cooperation, organization, productivity, respect, and teamwork. ▪ CCTV-Employers video testimony on professional expectations ▪ Principles of quality for targeted student populations in coordination with certified quality community goals ▪ Employer sponsorship of "pilot" security class from a targeted degree program 	<ul style="list-style-type: none"> • Banner attributes assigned for students who enroll and complete the Work Ethics curriculum. • CCTV Employer videos • Excel spreadsheet of Lean program participants • Excel spreadsheet of security clearance participants/completers 	<ul style="list-style-type: none"> • Secured 5 year MOU with Technical College System of Georgia (TCSG) to use its Work Ethics curriculum/training materials • Deans/VP/Director of Adult Ed/Advising provided copies of the training materials and instructor curriculum • Surveyed employers on 10 professional skills. • Developed stand up Banners created with the 10 modules covered in the curriculum.
<p>Support the college's mission by implementing Lean for Higher Ed (LHE) across all functional areas, including students in targeted student populations such co-op, Men of Color, and Model Alum.</p> <p>Jennifer Geiger</p>	<p>By 2020:</p> <ul style="list-style-type: none"> • Establish Lean Steering Committee for project selection • All full-time faculty and staff will receive training in Lean for Higher Ed • Complete 12 Lean projects and document improvements such as ROI, student satisfaction, cost avoidance, etc. • Compile personal Lean improvements from faculty and staff to further calculate ROI for LHE • Assist Professional Skills (aka Model Alum) with developing and implementing principles of quality for students 	<p>Calculate ROI</p> <p>Cost Avoidance</p> <p>Student Satisfaction Surveys</p>	<p>160+ Calhoun administrators, staff, and faculty have completed Lean Higher Ed training.</p> <p>Projects completed:</p> <ul style="list-style-type: none"> • Dual Enrollment Process • Adjunct Faculty Hiring • Workforce Solutions Non-Credit Trainer Hiring <p>Current projects being facilitated are the Student Reinstatement Process and Fast Track.</p> <p>Online form is used to calculate ROI</p>
<p>Career Services</p> <p>Expand services offered in Huntsville.</p> <p>Kelli Morris</p>	<ul style="list-style-type: none"> ▪ Increase participation in co-op and/or professional skills programs by 50% (within 12 months). <p><i>Note: Complements professional skills.</i></p>	<p>Co-Op enrollment and excel data informing new co-op placements</p>	<p>Career services now has a center in Huntsville; students, faculty, and employers will now have access to all of the services offered on the Decatur campus.</p> <p>CETV is assisting in the production of a co-op testimonial video that will be used on Calhoun's website</p>

			53 new co-op placements since Fall 2017 translates to 112% growth from the year prior. Enrollment in co-op courses is up 16% over last year.
Testing Center Increase credential exams and certifications. Denny Smith	By 2020: <ul style="list-style-type: none"> Classroom instructors take on more testing themselves. Conduct utilization study for computer lab space. Develop computer lab scheduling calendar. Become more “for profit” center. 	Generate additional revenue opportunities Testing Center revenue in FY 18 increased 100% in Decatur. The Huntsville Testing Center increased revenue by 300%	Accuplacer Testing and Manufacturing Skills Standards Council exams are now offered on both campuses. CLEP testing is now available in addition to a Castle exams and Prov Exams now offered on the Huntsville campus. NCCER exams are also available through Prov. testing. Testing Center plans to offer Six Sigma Yellow Belt exams in the near future.
Calhoun Educational Television (CETV) & Multimedia Promote College and Generate revenue through CETV / Digital Media Production Studio. Wes Torain Revised by Wes and Donna to reflect original intent.	<ul style="list-style-type: none"> Develop a business process to produce for-profit training and promotional multimedia content for area business, industry and government Produce promotional content to support recruitment and retention for the college Produce training, promotional and informative multimedia content for ACCS and other colleges within the system Produce short videos for the college website explaining each degree choice in all academic area. 	Contact area business and industry leaders promote services. Work with PR and Marketing to develop promotional plan Work with system office to develop plan for producing content statewide	CETV has secured more than \$40,000 in contract work with area business, industry and government. CETV has produced for-profit digital medical content for the system office and other state community colleges. Highlights of content for the college and contract work with are business, industry, government and the Alabama Community College System: <ol style="list-style-type: none"> Three Success Story Videos Training media for Mercedes, Daikin, Toray WorkKeys Video for ACT TV Commercial for PR/Marketing CDL Promotional ACCA Conference Montgomery MLT Promotional. National Healthcare Ed training Nursing and MLT Promotional Star Institute, ACA, Voiceover for Southern Union Graphics for ACCS Voiceover for Chancellor’s Apple Presentation ACCS All Alabama Awards 17 videos for DL / online classes
Huntsville Nursing Program Expansion Expand the Nursing Program to Huntsville. Bret McGill	<ul style="list-style-type: none"> Enroll first cohort of Huntsville nursing students August 2018. Raise \$11 M for scholarships Implement Program where students spend 20 hours in nursing school/20 hours in hospital. 	Argos Reports	Enrolled first cohort of 48 students August 20 th , 2018. Nursing lab to be completed by October 1 st , 2018. No timeline and no immediate plans to implement program where students spend 20 hours in nursing school and 20 hours in hospital. <i>Note: The goal of raising \$11 M for nursing scholarships is not realistic over a 3-year period. However, the College will explore alternative student funding sources to fund the “gap” between federal student aid and the cost of tuition/fees.</i>

LEADERSHIP AND INSTITUTIONAL CULTURE

Focus Area	Measurable Outcomes	Assessment Tool(s)	Year 1 Update
<p>Facilities, Maintenance and Safety</p> <p>Improve facilities alignment with the College's master plan to meet needs of the College.</p>	<p>Physical Plant:</p> <ul style="list-style-type: none"> ▪ Renovate/re-brand facilities to maximize efficiency and space. 	<p>Maintenance and Business Office Records</p> <p>Facilities Improvement Plan</p>	<p>Eliminated Fine Arts Building</p> <p>Renovations completed:</p> <ul style="list-style-type: none"> • Career Services • Adult Education (HSV) • CWS – Health and IT (HSV) • Technology Building <p>New Construction: ACA Phase II</p>
	<p>Public Safety:</p> <ul style="list-style-type: none"> ▪ Develop New Emergency Operations Plan ▪ Conduct active shooter drills and preparations 	<p>Emergency Procedures Manual</p>	<p>Completed</p> <p>Ongoing</p>
	<p>Energy Conservation:</p> <ul style="list-style-type: none"> ▪ Develop an Energy Policy ▪ Reduce kilowatts per hour by 10% by 2022 ▪ Implement energy management strategies. 	<p>Utility bills/usage</p>	<p>Hired Facilities Energy Manager (New Position)</p> <p>Developed and Implemented Energy Policy</p>
<p>Continue assessment of Safety Operations.</p> <p>Increase energy efficiency across the College.</p> <p>Bruce Causey</p>	<p>Public Safety:</p> <ul style="list-style-type: none"> ▪ Develop New Emergency Operations Plan ▪ Conduct active shooter drills and preparations 	<p>Emergency Procedures Manual</p>	<p>Completed</p> <p>Ongoing</p>
<p>Improve campus climate, safety and security.</p> <p>Mark Branon</p>	<ul style="list-style-type: none"> ▪ By 2020, reduce the performance gap to .5 or less in the Noel Levitz Student Satisfaction Survey. ▪ Survey students to determine interest as first task. ▪ Improve interior and exterior signage. ▪ Staff Welcome Centers and Way Finding 	<ol style="list-style-type: none"> 1.) Noel Levitz Student Satisfaction Survey 2.) Student advising surveys. 3.) Large group/club meeting surveys 	<ul style="list-style-type: none"> • Project 1 – Healthy Vending and Vending Credit Card Readers Healthy vending and credit card readers are an option. Currently many area high schools use the 60/40 healthy vending format. Current vendor is capable of meeting these needs. <u>There are currently 4 vending machines on the Decatur Campus and 3 on Huntsville Campus that take credit cards.</u> Per Business Office, this may require modification to the contract to increase this number. The contract is up for rebid and if implemented, credit card readers could be implemented in the new contract as of October 2018. • Project 2 – Water Bottle Fillers College leaders worked with CCC maintenance department to estimate the cost of replacing existing water fountains with water fountains capable of filling water bottles. The estimated cost is \$2000 for each water fountain and labor to install each unit. 5 are planned for implementation across all campuses starting in fall 2018. We the addition of 5 units per year over the next 3 years.

			<ul style="list-style-type: none"> • <u>Project 3 – Marked Walking Trails with Interval Training Stations</u> Plans have been made and funds put into state appropriated budgets to fund 4 internal training stations on both the Huntsville and Decatur campuses during the 2018/2019 budget year focusing on all core body groups. The project should be completed by spring 2019. Signage is being handled by the Student Success Committee. • <u>Project 4 – Outdoor Classrooms</u> The outdoor classroom bid has come back at \$55,000 per out door classroom for a high end out door teaching space with a heavy focus on using natural stones to match the outdoor environment. The committee has worked with the foundation to start fundraising for each campus and identify a donor. Until one is found, there have been multiple projects such as the 4th of July parking event and the parking spot auction which have been started on the HSV campus to raise funds until a donor is identified. • <u>Project 5 – Quiet Study Area (HSV Only)</u> They Cyber Café has been removed from the Sparkman building and the computers have been relocated to the library on the campus. Carpet has been installed in this area from previous years budget. Money for furniture for the area has been allocated out of the 2018/2019 budget year. Project should be complete by December 2018.
<p>Lifetime Warranty</p> <p>Establish a Lifetime Warranty on Student Education.</p> <p>Alan Stephenson</p>	<ul style="list-style-type: none"> ▪ Establish guidelines for Lifetime Warranty Program. ▪ Implement Lifetime Warranty Program. 		<p>Currently on hold pending conversation with ACCS personnel.</p>

Developed 7/26/2018 with original Notes from Strategic Planning Retreat Break-Out Sessions.

Rev. 7/30/18 to include Measurable Outcomes

Rev. 9/4/18 to include Student Services Updates

Rev. 9/13/18 to include Academic Affairs Updates

Rev. 10/3/18 to include expanded Academic Affairs Updates

Rev. 10/4/18 to send to Strategic Project Leads for Review

Rev. 11/8/18 to remove employees' names for posting to webpage.