

Cuyahoga Community College



Completion Plan 2020

Cuyahoga Community College’s mission is to provide high quality, accessible and affordable education opportunities and services including transfer, workforce training and lifelong learning that improve the overall quality of life in Northeastern Ohio. As a part of fulfilling this mission, Tri-C created its 2018-2022 Strategic Plan delineating the steps it will take to achieve the goals in each of five Strategic Focus Areas: Student Experience, Brand/Image, Community, Workforce and Affordability. Each tactic was created with the principles of Access, Equity and Success at its foundation, and each aligns with key areas identified by Achieving the Dream and The Aspen Institute — two organizations that promote a student-focused culture rooted in academic excellence and improved outcomes in student learning, completion and employment.

Perhaps now more than ever, Tri-C’s mission is critical to helping Northeast Ohio’s residents attain economic opportunity and vitality. Tri-C’s innovative work with community partners to establish Access Centers in areas underserved by outreach and educational opportunities highlights Tri-C’s commitment to creating a diverse and inclusive culture while providing access to education and workforce training to students and the community. The College’s Workforce and Economic Development Division (WEDD) continues to forge relationships with local employers in growing economic sectors to design the affordable and accessible workforce training needed to not only provide a highly skilled workforce to our local economy, but provide residents job training for in-demand careers. During the onset of the COVID pandemic, Tri-C not only provided critical access to technology to ensure students successfully completed spring semester and were able to continue their academic journey through summer and fall, the College worked with area non-profits and local governments to ensure needed support services were provided to our students and our community.

Tri-C will continue its work to support students and Northeast Ohio through the work outlined in this completion plan, ensuring that Tri-C will continue to be the place “Where Futures Begin!”



Connection				
Strategy/Goal	Outcome	Progress	Measure	Comments
What did you plan to improve?	What did you establish as your outcomes?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Decrease the number of students placing into developmental education while increasing the number of students placing into college level coursework, to increase the number of students that complete their college level English and mathematics course within one year.	Updated cut scores and identification of new placement tools for math and English.	English faculty reviewed the current WritePlacer exam and implemented new cut scores in fall 2018. Faculty agreed students who placed lower in WritePlacer could also take the reading test in Accuplacer to create data for future use. In spring 2020, English faculty moved to a multiple measures placement approach that included high school GPA and, if appropriate, a writing sample in place of WritePlacer and the reading test to continue through AY 20-21. Mathematics faculty completed a full review of assessment alternatives and changed from Accuplacer to ALEKS in fall 2018. As ALEKS allows a student to practice and learn within the software, the College used spring 2019 to develop student support processes that encouraged students to use ALEKS. The College formally moved to ALEKS in March 2019. When the pandemic hit in spring 2020, math faculty opted to also adopt a multiple measures approach (using high school math grades) but only if a student was unable to use ALEKS due to technology constraints.	Data for English placements indicates that in AY 18-19, 43% of students completed college level English within 1 year. This number appears to be decreasing in AY 19-20 to 37%; however, data for AY 19-20 will not be complete until the end of summer 2020. In AY 17-18, if you use the measure of completion within two years, 52% of our students completed college level English. The outcomes for math are much stronger. Students using ALEKS for more than 1 exam are moving up at least one level of developmental math.	The College utilizes math coaches to explain and support this testing process for students. Typically students are directed to a non-credit support course where they have access to math tutors as well as success specialists who assist with any other barriers a student may be facing. With the pandemic, this work has necessarily moved to a virtual environment. The change to online assessment and learning affected students' placements. Using high school GPAs for placement, 1,171 students placed into developmental and 4,361 students placed into college level English between 3/15/2020 and 9/7/2020. In comparison, 2,534 students placed into developmental and 2,811 students placed into college level English between 3/18/2019 and 9/9/2019. Using unproctored math assessments, 1,496 students placed into developmental and 2,675 students placed into college level math between 3/15/2020 and 9/7/2020. This compares to 3,346 students placing in developmental and 894 students placing into college level between 3/18/2019 and 9/9/2019 using a proctored assessment.

<p>Expand access to educational credits for students who achieve educational outcomes outside of traditional classroom settings.</p>	<p>Review the existing Credit for Prior Learning (CPL) procedure to identify barriers to access. Reduce or eliminate the minimum credit hour requirement for eligibility to apply for CPL. Reduce or eliminate the fee charged to students for credits awarded as a result of the procedure. Make the process a completely online process.</p>	<p>The name of the procedure was changed to Credit for Prior Learning to clarify the process for students. The credit hour eligibility requirement was removed so that students can apply for CPL at any time. The CPL application fee was reduced to \$50 and the process was moved to a fully electronic format. The College uses a workflow process to move applications from faculty evaluators to deans for approval.</p>	<p>Prior to the improvements in the CPL process, the College on average processed 103 CPL applications each year. In early AY 19-20, there was an increase in applications but due to the pandemic the annual number of applications fell to 78.</p>	
<p>Increase outreach for community based programs.</p>	<p>Create and deliver community based programs.</p>	<p>The College's Workforce and Economic Development Division (WEDD) delivers the Workforce Development Alliance Program and recently launched a Fast-Track Training Initiative in collaboration with Ohio Means Jobs.</p>	<p>Enrollment increased in the Workforce Development Alliance Initiative.</p>	<p>Over 80 students enrolled in the Workforce Development Alliance Initiative.</p>
<p>Improve student pipelines from Tri-C early college programs to credit and noncredit programs through activities such as hosting Tri-C Application Days at partner sites and strengthening articulation agreements.</p>	<p>Increase the number of College Credit Plus (CCP), High Tech Academy (HTA) and Tech Prep students enrolling at Tri-C to earn a degree or certificate.</p>	<p>Articulation agreements with partner agencies have increased. In AY 2018 the College had 1,007 agreements, with 756 students awarded credit, and 5,192 Tri-C credits awarded. In AY 2019, 1,261 agreements were signed, with 889 students awarded credit, and 4,484 Tri-C credits awarded. In AY 2020, through July, the College has 860 agreements, with 411 students, and 1,795 Tri-C credits awarded.</p>	<p>AY 2018 had 602 Tech Prep students enrolled at Tri-C, for a 31% conversion rate, and 144 articulation agreements. AY 2019 had 585 Tech Prep students enrolled at Tri-C, for a 34% conversion rate, and 143 articulation agreements. AY 2020 had 439 Tech Prep students at Tri-C, for a 24% conversion rate, and 143 articulation agreements.</p>	

<p>Expand opportunities for potential and current students to access Tri-C programs and services.</p>	<p>Implement Tri-C 24/7. Provide support and tracking for online Associate of Arts (AA) degree inquiries. Increase online use and user seat time in the College's Learning Management System (LMS). Increase communication to potential students via social media. Increase communication to students for success in online coursework. Provide students with advance information about student support services.</p>	<p>Tri-C 24/7 support is functional. Online chat is available to assist students with a wide variety of support services. Average time an online LMS user spends per logon has increased from 6 minutes to 12 minutes. Communication through Tri-C's Facebook page has increased. Sent an e-postcard prior to term informing students what to do to prepare for online courses and information about support services available to them. Implemented the My Online Readiness Experience (MORE) tutorial through Blackboard Learn to prepare students to succeed in an online classroom and over 4,000 students have successfully participated since fall 2018.</p>	<p>Currently there are over 2,900 members in the "Online Learning at Tri-C" Facebook group. The use of the College online tutoring tool (Smarthinking) has increased by a third over the past two years. The College added online tutoring in nursing in 2018. Tri-C upgraded to include Ally in Blackboard which provides alternative formats for accessibility. The College enabled and connected a chat function in the LMS and in social media to connect to the student support desk with over 4,550 help desk chats since January 2019. The MORE tutorial is now a part of the admissions process which new students are required to complete prior to registration. The Online Learning and Academic Technology (OLAT) web site directly links to the online book store and students are able to purchase the content and technology needed to support synchronous and non-synchronous video instruction.</p>	<p>To date OLAT has turned over 719 inquiries to the online AA degree program manager.</p>
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Refine and promote current online offerings through the Online Learning and Technology (OLAT) committee to improve student success rates in online learning environments.	Increase support for mobile technology. Provide simple, seamless, state of the art recording and lecture capture solutions. Train more faculty on the use of academic technology.	Updated Blackboard Learn to Ultra Base Navigation (UBN). Deployment of Mediasite which is technology enabling lecture capture. Additional faculty have trained on Blackboard Learn and related third party technologies to enhance online teaching.	UBN deployment in Blackboard made it more mobile friendly. Since implementing Mediasite in 2019, 300 faculty members have received training. Nearly 1,000 faculty members are using Blackboard Learn since revising training in fall 2018.	Due to COVID, the number of courses in Blackboard nearly doubled. Work on moving the marketing of online learning to a separate community-facing web site continues, but the pages are being used as support tool for students and faculty as its primary function, rather than promoting the online degree.
Implement the Destiny One non-credit enrollment system.	System implementation.	Completed and implemented.	Non-credit enrolment increased.	During the first year of implementation, non-credit enrolment increased 6 percent.
Create the support and infrastructure needed to launch a fully online Associate of Arts (AA) degree pathway.	Students are able to successfully complete an online AA degree.	The support and infrastructure needed to launch the program are in place, and the program officially launched in fall 2020. The only remaining item is Ohio Department of Higher Education approval of an online lab, which is currently pending; the decision will be made later in fall 2020. A marketing campaign for the degree launched in May 2020 with students being actively recruited for participation.	A checklist of services needed and barriers to remove was created to track progress on the infrastructure for the launch. An advisory committee was also put in place to assist in adjusting services and removing barriers for students. The checklist was completed and the program has been officially launched for fall 2020.	As this program launched this fall, data is being collected on students selecting this degree pathway.
Remove transportation barriers for easier access to Tri-C campuses by increasing RTA UPass utilization and expanding the UPass program to include summer semester.	Increase number of students using an RTA UPass each semester.	The number of students using a Upass increased.	More students were informed about the benefits of the UPass program as shown in the results of the UPass survey conducted each semester to all students.	Transportation surveys are conducted each semester to all students who are registered and paid.

<p>Strategically allocate funding for infrastructure maintenance to ensure accessibility to buildings, facilities and interior learning spaces.</p>	<p>The current \$42 million infrastructure maintenance project is largely funded by the College's 2017 Bond Levy. It is divided into five areas which include both infrastructure maintenance and new construction. Within the 5 groups, 175+ projects across all campuses will be completed. In addition, the State of Ohio is expected to provide \$13 - \$18 million for additional infrastructure maintenance projects.</p>	<p>In FY 19, the College had \$72 million of outstanding infrastructure maintenance to be completed. At the end of FY 20 that outstanding figure was reduced to \$54.5 million. The College is on track to have reduced the value of outstanding infrastructure maintenance to \$25 - \$22 million by the end of FY 21.</p>	<p>Once the College is under \$20 million in outstanding infrastructure maintenance, it will spend \$6 million per year to maintain buildings and keep the total under \$10 million. As projects are completed, the capital and construction team will identify new projects.</p>	<p>Tri-C has a comprehensive and committed plan, supported by the President, Board, and Chief Financial Officer to allow the construction and facilities group to make these important investments in physical assets. Tri-C's plan puts them ahead of many 2 year and 4 year schools; however, the ongoing \$6 million infrastructure spend is only possible if the state continues to contribute to infrastructure maintenance.</p>
<p>Continue to expand College Credit Plus (CCP) partnerships with high schools throughout Cuyahoga County and improve the pipeline for CCP students to earn an associate degree.</p>	<p>Increase the number of CCP high school partnerships. Increase number of CCP students who enroll in Tri-C after high school completion.</p>	<p>In spring 2019, high schools could help potential CCP students with Tri-C's new and completely online enrollment process. The College received Innovative Waivers to the Ohio Department of Education to waive college level placement for certain career-focused CCP programming such as robotics and engineering, IT, and visual communications. Tri-C has nearly 130 agreements with area high schools which include Tri-C courses being taught in high school locations.</p>	<p>Increased number of high school partnership agreements, and increasing rates of conversion for CCP students.</p>	<p>Working teams are strategizing and implementing case-management approaches to onboarding certain student cohorts, including CCP, to increase enrollment and conversion rates among this group.</p>

<p>Increase awareness of and communication about honors and scholars programs among academically talented students, including northeast Ohio high school juniors and seniors, Tri-C CCP students, veterans, African-American and Hispanic students.</p>	<p>Increase number of honors students enrolled at Tri-C. Increase number and frequency of communications from Ohio school systems to their students and students' parents about Tri-C Honors and Scholars Program opportunities. Increase number and frequency of communications with Tri-C student target populations.</p>	<p>Substantial increases in collaboration with Tri-C recruiting teams led to greater awareness among high school counselors and teachers about Tri-C honors and scholarship opportunities. The dean of the Mandel Humanities Center established connections with upper-level administrators at select area high schools specifically focused on the Mandel Scholars Academy. The College launched a major communication effort for the Choose Ohio First STEMM program in spring 2020, focusing on social media penetration and printed collateral for distribution to high schools and throughout Tri-C campuses. Promotional videos for all Honors & Scholars Programs were completed in fall 2019 and were added to program web pages.</p>	<p>The fall 2020 Honors Program Fellowship cohort is the largest (54) cohort to date, and the fall 2019 Mandel Scholars Academy cohort is the largest (102) so far. Personal letters from President Johnson and the Board of Trustees to Phi Theta Kappa-eligible students in spring and fall 2019 led to a 5% increase in PTK membership. Honors Program membership at the conclusion of spring 2020 semester rose to 458 students, approximately 10% above average.</p>	<p>The attitude of academically-talented high school students and their parents toward the value of starting college at a community college appears to be slowly shifting in a positive direction.</p>
<p>Continue work with local veterans groups to expand opportunities for veteran enrollment in credit and workforce programs.</p>	<p>Increase number of veterans enrolled at Tri-C in credit and workforce programs. Increase the number of WEDD courses able to be paid with GI Bill funding. Increase number and amount of WEDD scholarships for older veterans who no longer have any educational benefits.</p>	<p>With collaboration of financial aid and the veterans services program at the College, access to scholarships for veterans in workforce courses has increased.</p>	<p>Veterans services began tracking of increasing student veteran interventions and contacts. Made increases in the number of members of the Ohio National Guard and Reservists using military educational benefits along with an increased number of WEDD courses accepted by GI Bill. Tri-C increased the number of WEDD scholarships for older veterans. The College will continue to roll out the Veterans Education Access program to serve more military family members.</p>	

<p>Expand opportunities for students to earn bachelor's degrees through seamless transfer to four-year colleges and universities.</p>	<p>Expanded transfer opportunities with student-preferred partner institutions. Expanded transfer pathways based on student interest and strategic value. Increased number of articulation agreements/transfer pathways with four-year universities. Develop appropriate Ohio Guaranteed Transfer Pathways (OGTP).</p>	<p>The College expanded transfer opportunities by increasing the number of program/major transfer pathways and the number of partners, which increased the number of Tri-C graduates transferring to a four-year institution. Tri-C increased the number of Dual Agreements from 7 to 10 and resolved issues with data collection so that future data in this area is accurate. The curriculum department completed the appropriate Ohio Guaranteed Transfer Pathways (OGTP). The College-wide Transfer Centers have established consistent methods for student service, data collection, and record keeping, including the development of a Best Practices Guide. Using SARS Anywhere (Student Appointment Reservation System), each Transfer Center records all student traffic (walk-ins and appointments) and then creates a template for consistent reporting of student traffic each semester.</p>	<p>The College expanded the number of transfer pathways to 252, which is an increase from 140 in 2018. Students transferring to a four-year institution upon graduation increased from 30% in AY 18, to 31% in AY 19, to 33% in AY 20. 21 out of 22 OGTP have been approved with final approval anticipated to be approved for the remaining application. There was a 22% increase in student traffic in the Transfer Centers College-wide in the fall 2019 and spring 2020 semesters as compared to fall 2018 and spring 2019. Using data from SARS, the Transfer Centers developed a template for consistent reporting of student traffic each semester and are coding students in Banner using attribute codes that correlate with level of engagement/interest.</p>	<p>Compared to other two year institutions, Tri-C is a leader across the state in both bilateral transfer pathways and OGTPs, increasing equity and access opportunities for our students. The percentage of students transferring with a degree in the last 10 years has gone from 15% to 33%.</p>
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First-Year Entry				
Strategy/Goal	Outcome	Progress	Measure	Comments
What did you plan to improve?	What did you establish as your outcomes?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Close the success equity gap for students of color, Pell-eligible students, and adult learners through committing additional financial and operational support to students of color through the Black American Council, the Hispanic Council and additional minority-supporting organizations.	Increase the number of scholarships awarded by the Black American Council and the Hispanic Council.	More scholarship money was awarded to students affiliated with Black American Council and Hispanic Council.	The number of recipients of these scholarships who completed a degree or certificate increased, which included an increase in persistence rates among this group. The number of students participating in the Hispanic Council and the Black American Council also increased.	In AY 18-19, the Hispanic Council awarded 74 scholarships, with recipients at an 83.8% retention rate compared to 64.7% for Hispanic students without a scholarship. In AY 19-20, the Hispanic Council awarded 122 scholarships, with recipients at an 85.2% retention rate compared to 63.3% for Hispanic students without a scholarship. In AY 18-19, the Black American Council awarded 75 scholarships while in AY 19-20 that number increased to 118 scholarships. Black American Council mentees have an 84% fall-to-spring retention rate and a 91% graduation rate when compared to Black students not affiliated with this group.
Increase persistence and graduation rates through the use of predictive analytics.	Increase utilization of predictive analytics tools for increased term-to-term student persistence rates.	As of July 2020, 123 faculty, staff, and administrators have access to Illume predictive analytics software. The College has piloted nudge campaigns focused on second year students.	Of the 123 individuals who have access to this software, only 25 actually used it in FY 20. Of these, only 8 used it on 5 or more occasions. Impact statistics on nudge campaigns have revealed only marginal success.	The College is in the process of rethinking our approach to this software. Although the concept of predictive analytics seems very appealing, it can be difficult to know exactly how to use these metrics effectively. As an aid to help interpret these findings in a way that facilitates action, Tri-C built a conceptual model of student success in FY 20 and modified the "Illume Working Group" to include members from Integrated Communications.

<p>Increase support and infrastructure for case management of equity students through to completion.</p>	<p>Increase communication with student success teams at each campus. Increase intentional outreach to students through case management. Improve retention and completion metrics.</p>	<p>Communication increased with the student success teams. The case management approach was extended to the campuses and frequency of contact with students increased.</p>	<p>Increased number of students in identified equity groups completed the enrollment process, enrolled and persisted from semester to semester. Surveys indicate improved student satisfaction levels.</p>	
<p>Embed diversity principles throughout the College and in the classroom by increasing opportunities for faculty and staff training on diversity and inclusion concepts.</p>	<p>Expand the role of human resources in designing training, implementing inclusivity models and leading a College-wide discussion for staff around diversity and inclusion.</p>	<p>The number of employees attending trainings by including diversity and inclusive excellence in their performance goals rose by 48%. 1,140 total (non-faculty) staff participated in trainings during AY 18-19 compared to 770 during AY 17-18. An increased number of faculty joined the Inclusive Excellence Faculty Learning Communities (FLCs) to increase awareness of strategies to improve student performance and reduce gaps in student outcomes.</p>	<p>The College strives to create an environment of civility, equity and inclusivity in the workplace where employees feel respected, appreciated and welcomed to share their perspectives.</p>	<p>The Executive Director of Evidence, Inquiry and Retention is now a FLC member and provides course and student data to this group for use.</p>

<p>Embed diversity principles throughout the College and in the classroom by increasing opportunities for faculty and staff training on diversity and inclusion concepts.</p>	<p>Provide diversity and inclusiveness tools and resources for faculty to provide increasing cultural awareness in the classroom.</p>	<p>Additional professional development training sessions focusing on or incorporating diversity and inclusivity specifically geared toward the classroom and faculty preparation were offered. Topics included mitigating micro-aggressions, unconscious bias, Title IX and sexual harassment. The College also increased access to diversity toolkits and materials for faculty. Faculty attending diversity trainings increased by 17% with 288 participants in trainings AY 18-19, in comparison to 247 during AY 17-18.</p>	<p>The College strives to create an environment of civility, equity and inclusivity in the workplace where employees feel respected, appreciated and welcomed to share their perspectives.</p>	
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Student Progress				
Strategy/Goal	Outcome	Progress	Measure	Comments
What did you plan to improve?	What did you establish as your outcomes?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Identification of students in jeopardy of dropping out mid-semester that have financial needs to connect them to a one-time financial support of \$100 through the Care Team Cash program.	Increased persistence for students awarded the \$100 support from fall-to-spring and fall-to-fall semesters.	Financial aid increased awareness of the Care Team Cash program among staff and faculty. While it is early in the program, initial indications seem to be positive and students awarded the money are finishing the semester and continuing their studies.	The College is tracking each award made and the status of recipient students.	In addition to receiving financial emergency support, some students reported they felt more connected to the College and were supported by the College and individual faculty or staff members.
Integration of the Second Semester Pathway (SSP) course as a component of the First Year Experience (FYE) to continue the case management approach to student success by connecting individual students with individual faculty and resources in their chosen academic or career pathway to expose students to career resources while ensuring each student has a full academic plan.	Improved retention rates. Increased numbers of students in pathways. Increased numbers of students completing degrees/certificates.	The FYE and SSP teams have been working together to incorporate the goals and objectives of SSP into the FYE.	SSP is very valuable but there were logistical challenges for both students and faculty with the requirement of a second course. The decision was made to enhance FYE with SSP activities and projects, offering one course instead of two.	The goal is to offer the enhanced FYE course in spring of 2021.

Student Completion				
Strategy/Goal	Outcome	Progress	Measure	Comments
What did you plan to improve?	What did you establish as your outcomes?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Increase graduation and completion rates.	Increase IPEDS cohort graduation rates. Increase overall number of degrees and certificates awarded.	To date, 4,155 certificates and degrees have been awarded for 2020, but completions from spring 20 semester are not yet finalized. In AY 18-19, 4,287 degrees and certificates were awarded. The IPEDS graduation rate for the 2016 cohort was 20.9% for all students and 10% for students of color. Tri-C is currently just over 22% for all students now and just over 10% for students of color.	The College looked to increase graduation rates and number of degrees and certificates awarded for both the overall student population and equity student cohorts.	
Increase graduation and completion rates.	Fully implement FYE Second Semester Pathway course and Care Teams on each campus. Restructure math and English pathways. Expand early alert system to all students.	The online catalog navigation includes a page with 9 established academic and career pathways that organize degree and credentials into academic plans. Some programs are cross-listed into multiple pathways based on how a student might search for those particular programs.	In 2018, 1,239 certificates (494 short-term and 745 certificates of proficiency) and 3,210 associate degrees were awarded. In 2019, 1,223 certificates and 3,064 degrees were awarded. So far, in 2020 (spring only), 1,149 certificates have been awarded, and 2,966 degrees have been awarded to date.	Several disciplines incorporated the learning objectives from the Second Semester Pathway stand-alone course into an existing introductory course.

<p>Increase the number of data tools that are available to Tri-C staff and the familiarize staff with the range of data tools that are available to them.</p>	<p>Increase number of dashboards available to Tri-C staff and the number of times these data tools are utilized.</p>	<p>Over the past several years, the College's office of Evidence and Inquiry has created a number of data tools. Most of these focus on operational needs of specific College functions such as enrollment management, registration, etc. Several of them also pertain to direct student outcomes.</p>	<p>Evidence and Inquiry created and deployed 179 dashboards with 35 dashboards created since FY 19-FY 20. A number of these dashboards allow users to generate lists of students for targeted communications. Lists are also created for specific student populations.</p>	<p>The College created data tools that track student outcomes. For example, a dashboard being tested in FY 20 provides users with data on 12 different outcomes metrics, with each metric broken out by race/ethnicity, age, financial aid-eligibility, and developmental education status. A transfer dashboard uses National Student Clearinghouse information to track transfer activity of Tri-C students to colleges and universities throughout the country.</p>
<p>Increase financial support for students.</p>	<p>Increase number of students completing the FAFSA. Increase the amount of funding for student scholarships. Increase number of students in tuition incentive programs such as Just Take 30 and 15+ Perks. Increase number of students participating in financial education programs. Increase number of students engaged in Project Go! services and resources.</p>	<p>The number of students receiving scholarship support increased from fall 2018. That semester, 1,553 students received scholarships. Of those awarded scholarships, the persistence rate was 52.9% (822). In fall 2019, 2,091 students received scholarships with a persistence rate of 53.2% (1,113) for those receiving scholarships.</p>	<p>Increased number of scholarship recipient students were retained and completed a degree or credential. Decreased time to completion for students engaged in tuition incentive programs.</p>	

<p>Develop specific measurable outcomes with specific goals.</p>	<p>During spring 2018, the College worked with student leadership to improve textbook affordability at the bookstores through exploring new initiatives.</p>	<p>Significant progress was made for each outcome.</p>	<p>The College held town halls on all campuses to help students understand the resources that Barnes & Noble provides. Tri-C explored single-textbook options in relation to bundled courses. Created custom textbooks and introduced textbook rental. Introduced Barnes & Noble mobile app. Faculty expanded OER (Open Educational Resources) options. Created registration integration. Allowed the Book Buy Back Program to take place. Hosted and participated in State Textbook Affordability Summits. Increased student savings over new retail prices though price.</p>	<p>Created a web landing page for faculty to share, catalog and exchange OER materials. Reduced barriers that existed with the adoption of OER materials, including helping faculty understand the benefits for students. Reviewed and evaluated OER materials based on content and whether it suits teaching styles and student needs. Increased use of OERs.</p>
<p>Improve the cycle of curriculum review to ensure that all courses are being updated regularly, focusing on reducing the number of courses that have not been updated since prior to August 2014.</p>	<p>Increase the number of courses aligned with the College's Essential Learning Outcomes (ELOs). Increase the number of assessment plans. Reduction in number of outdated courses in three categories: those that had last been updated prior to 2014, those that were last updated prior to 2010, and those that were last updated in 1998.</p>	<p>Faculty participation increased in aligning assignments for ELO assessment by 20% which included unmapping incorrectly mapped courses. The Higher Learning Council's course-level assessment project increased number of courses with assessment plans. Established a regular 3-year review cycle for courses in all disciplines. All disciplines will receive their review plans each year during their August, January and May counterparts meetings to review and designate faculty to work on curriculum scheduled for update.</p>	<p>852 courses were mapped in AY 19, up from 259 the prior year. All programs currently have assessment plans that are housed on a College-wide Kweb page. As of July 2020, 404 courses were last updated prior to 2014 with 271 courses were last updated prior to August 2010. Only 65 courses were last updated in 1998.</p>	<p>Various levels of trainings on curriculum review have been implemented College-wide. Trainings range from one day to yearlong and have been offered to faculty, deans and program managers. Several of the apprenticeship programs have updated curriculum which had a number of outdated courses. Several disciplines had a large volume of curriculum to update and were slated to meet with the curriculum office in spring of 2020, but this was postponed due to the shift to remote work.</p>

<p>Improve structure and communication around the roles and responsibilities of discipline counterpart chairs to further support discipline work on curriculum and assessment.</p>	<p>Completion of a Counterpart Chair Guide and a remuneration system that recognizes the importance of our counterpart chairs.</p>	<p>The Guide and remuneration system were both completed and fully implemented in AY 19-20.</p>	<p>Counterpart chairs appreciated the guidance and are more cognizant of accepting this role and its responsibilities. With the role definitions explicitly stated, chairs can more effectively engage their counterparts in implementing curricula and assessment plans.</p>	<p>The College worked with a small committee of counterpart chairs and designees from the AAUP chapter to develop the guide and remuneration system. This process reinforced the College's collaborative culture and ultimately created buy-in from the chairs themselves.</p>
<p>Strengthen and expand meaningful opportunities for internships and co-ops for students.</p>	<p>Increase number of participating businesses and employers. Increase year-to-year employer return rate. Increase number of internship and co-op placements. Create meaningful experiential learning opportunities.</p>	<p>Tri-C expanded opportunities for summer internships for students by increasing the number of internal and external employer partners and by offering internships across all academic pathways. Additionally, career services began to collaborate with faculty and campus leaders (deans and program managers) to co-host program and industry specific internship and career fairs.</p>	<p>The College increased the number of summer internship placements by 10% from 2018 to 2019, from 193 to 212. Of the students surveyed last year, 97% agreed/strongly agreed they learned new workplace skills, 98% said they contributed to the department's goals by applying knowledge and experience, and 98% would recommend the program to their peers. Other measures of progress included the return and repeat rate of external internship hosts, as 63% were new employers and 37% were repeat participants. The College co-hosted 7 new industry/program specific on-campus recruiting events, such as Plant Science and Massage Therapy.</p>	

<p>Increase awareness and use of Project Go! to increase retention, completion and satisfaction of students eligible for public benefits.</p>	<p>Increase number of student referrals to Project Go! services. Increase number of students engaged in these services that are retained. Increase number of students who received services and completed a degree or certificate.</p>	<p>The process was streamlined to assist more students to access available public benefits. More faculty and staff were informed about the details of the program to increase student referrals.</p>	<p>Progress was measured by the number of student referrals who were connected to services, the number of students engaged in the services that are retained and the number of students who complete a degree or certificate, and received services.</p>	<p>This is an ongoing program that has been successful in helping students.</p>
<p>Implement a fully online scholarship tool to increase scholarship awarding automation and matching capabilities for the College.</p>	<p>Increase in scholarship applicants. Increase in efficiency in scholarship awarding process. Increase in student satisfaction in scholarship communication and processes.</p>	<p>In fall 2018, 1,553 students received scholarships. In fall 2019, 2,091 students received scholarships.</p>	<p>The number of students matched with scholarships increased, which reduced the percentage of unspent scholarship dollars. This process also increased number of scholarship applications.</p>	<p>With the online scholarship tool, more students have been able to apply for and be awarded scholarships.</p>

Workforce				
Strategy/Goal	Outcome	Progress	Measure	Comments
What did you plan to improve?	What did you establish as your outcomes?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Increase program offerings and innovative pathways through the College's Centers of Excellence.	Increase in new program offerings.	New program offerings have been created in each of the Centers of Excellence including the Siemens Mechatronics Program, a Hospitality Bootcamp Program, the Community Health Worker Program, and the Google IT Certificate Program.	Enrollment increased by over 4%.	COVID-19 has likely negatively impacted spring and summer 2020 enrollment in the Centers of Excellence.
Increase access to Workforce Development Programs.	Increase in enrollment metrics and certificate and degree award metrics.	Increased enrollment from FY18 to FY20.	Enrollment increased by over 4%.	COVID-19 has likely negatively impacted spring and summer 2020 enrollment in the Centers of Excellence.
Expand the number of apprenticeship programs offered in workforce areas.	Creation of new apprenticeship programs and expansion of existing programs.	We have expanded our offerings, developed new programs, and engaged new employer partners.	The division has secured multiple grants to expand apprenticeship programs, the creation of a pre-apprenticeship program, and employer apprenticeship programs.	

Connection – 2020 Plan						
Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Improvement Objective (College Strategy and Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support/bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timeline?
Cuyahoga Community College will build and strengthen existing external partnerships within the community, including with alumni, employers, educational institutions, organizations and governments, to meet student needs and improve the quality of life throughout the region.	Increase community connections through expanded outreach strategies.	Vice President, College-wide Access and Community Connections; Vice President, Access and Completion	Executive Director, Access and Community Engagement	Expanded outreach, recruitment and retention efforts for students from identified access categories including the creation and implementation of Tri-C Access Centers.	Increased enrollment, retention and completion rates of students in underrepresented populations.	July 1, 2020 - June 20, 2022
	Build upon existing and prospective partnerships to improve access to the College.	Vice President, Enrollment Management	Director, Enrollment Management	Continue to scale the training of Access Champions to become community ambassadors for the College to further engage and support potential students.	Increased number of applicants; conversion rates.	July 1, 2020 - June 20, 2022
	Build upon existing and prospective partnerships to improve access to the College.	Vice President, Enrollment Management	Director, Enrollment Management	Continue to expand College Credit Plus partnerships with regional high schools.	Increased number of applicants; conversion rates.	July 1, 2020 - June 20, 2022

First-Year Entry 2020

Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Improvement Objective (College Strategy and Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support/bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timeline?
Create a College-wide infrastructure with strategies to promote the Six Pillars of Access.	Fortify the College's information technology and instructional design infrastructure to strengthen instructional delivery, improve remote delivery of services and programs, enhance the student experience, and reduce barriers to learning.	Executive Vice President, Administration and Finance; Executive Vice President and Provost, Access, Learning and Success	President's Cabinet; Access, Learning and Success Council	Increased rates of retention, course completion and technology metrics including utilization, satisfaction, and IT response measures.	Retention rates; course completion rates; technology metrics.	July 1, 2020 - June 30, 2022
	Create strategies and initiatives that define the College's efforts around connection, conversion, retention and completion around the pathway infrastructure.	Executive Vice President and Provost, Access, Learning and Success	Campus Presidents; Vice President, Learning and Engagement	Each campus will create its own access plan to increase enrollment and conversion rates.	Enrollment; conversion rates; retention rates; number of credentials granted; IPEDS graduation rate.	July 1, 2020 - June 30, 2022
	Work closely with math and English faculty to improve student access to college level math and English.	Vice President, Learning and Engagement	Math and English faculty counterparts	Reduce the number of students taking developmental sequences and increase the number of students completing college-level math and English within 30 credits.	Success rates; completion rate.	July 1, 2020- June 30, 2022

Student Progress 2020						
Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Improvement Objective (College Strategy and Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support/bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timeline?
Advance the student experience to improve access and success for economically disadvantaged students and students of color.	Identify opportunities to enhance the student experience and improve student success through review of academic and non-academic programs such as the registration and payment processes, student transportation options, and My Online Readiness Experience (MORE).	Executive Vice President and Provost, Access, Learning and Success	Vice President, Learning and Engagement; Vice President, Access and Completion	Increased retention and completion rates and increased number of scholarship dollars awarded.	Percentage of scholarship dollars awarded; student survey results; retention and completion rates.	July 1, 2020 - June 30, 2022
	Continue to scale the case management approach to increase persistence and completion rates for specific student populations.	Executive Vice President and Provost, Access, Learning and Success	Vice President, Learning and Engagement; Vice President, Access and Completion	Increased retention and completion rates.	FTE and headcount numbers; retention and graduation rates for identified access categories; IPEDS graduation rate.	July 1, 2020 - June 30, 2022
	Create cross-functional teams throughout the College and expand target messaging for underserved populations.	Executive Vice President and Provost, Access, Learning and Success	Vice President, Internal Communications; Vice President, Access and Completion	Increased retention and completion rates.	Implement a new yearlong student communications plan; open rates and interactions with internal yearlong communication plan messaging; participation at student events; completion metrics.	July 1, 2020 - June 30, 2022

Student Completion 2020						
Improvement Objective (College Strategy and Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support/bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timeline?
Create a College-wide infrastructure with strategies to promote the Six Pillars of Access.	Align and expand College-wide services such as Career Services, Job Links and Transfer Centers to enhance the student journey by providing additional opportunities for experiential learning, co-ops and internships, off-site student visits and seamless transfer to four-year institutions.	Associate Vice President, Access, Learning and Success	Career Center staff; Transfer Center staff; Job Links staff	Increased completion rates; increased number of students attending transfer or career events; increased transfer rates.	Completion rates; number of students attending transfer or career events; transfer rates; number of students transferring after completing; number of students employed after graduation; number of students engaged in experiential learning; number of employers engaged in programs; number of students participating in career exploration activities.	July 1, 2020 - June 30, 2022
	Continue to enhance the College-wide schedule through the collaborative efforts of faculty and administration to improve course offerings, options for modalities and flexibility for students while improving internal efficiencies.	Vice President, Learning and Engagement	College-wide schedule committee; curriculum development	Increased support for fully online students; increased percentage of online course offerings.	Enrollment; student-faculty ratio; percentage of online course offerings; support for fully online students.	July 1, 2020 - June 30, 2022
Reduce financial barriers for students.	Expand efforts to make educational and workforce opportunities more affordable by increasing student awareness of and participation in tuition incentive programs, tuition waivers, scholarship opportunities and other programs that reduce financial barriers to education.	Vice President, Access and Success	Executive Director, Financial Aid	Increased participation in and retention of students in incentive programs.	Average student savings through participation in tuition waivers and incentive programs; average annual student debt amount; participation and retention of students in incentive programs.	July 1, 2020 - June 30, 2022

Workforce -- 2020						
Focus	Strategy	Leadership	Others	Outcome	Measure	Timeline
Improvement Objective (College Strategy and Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible?	Who will need to support/bolster the change and how?	What will be our outcome indicator of success?	How will we measure success?	What is our timeline?
Improve workforce opportunities and job placement for all individuals.	Expand experiential learning opportunities for students, including internships, externships and cooperative education opportunities.	Executive Vice President, WEDD	Associate Vice President, Access, Learning and Success	Increased number of students laced in internships, externships and co-ops.	Number of students placed in internships, externships, and co-ops; number of participants in Career Services programs and job fairs.	July 1, 2020 - June 30, 2022
	Create and implement a job placement program to begin connecting students with employers and career opportunities.	Executive Vice President, WEDD	Associate Vice President, Access, Learning and Success	Increased number of students connected to employers and career opportunities.	Number of on-campus recruiting events; number of employer partnerships; creation of new benchmarks for student placement.	July 1, 2020 - June 30, 2022
	Expand the pipeline between academics and workforce by strengthening and streamlining processes, assessing prior learning, creating new certificate programs, and expanding the offerings and reach of the College's Centers of Excellence.	Executive Vice President, WEDD; Executive Vice President and Provost, Access, Learning and Success	President's Cabinet; Access, Learning and Success Council	Increased number of students earning a certificate or degree from a Tri-C Center of Excellence.	Number of certificates offered; number of certificates granted; number of students moving from workforce to credit opportunities.	July 1, 2020 - June 30, 2022

CUYAHOGA COMMUNITY COLLEGE
MATERIAL FOR REVIEW
BY THE BOARD OF TRUSTEES

- Access, Learning and Success Committee
- Community Affairs Committee
- Management Committee
- Investment Committee

SUBJECT: Completion Plan

COMMITTEE ACTION:

- Review for formal recommendation to the full Board of Trustees at the next regular scheduled Board Meeting.
- Background material for future Board of Trustees action item.
- Update information/status report. For informational purposes only.

SYNOPSIS:

In 2018, Cuyahoga Community College submitted its Board of Trustees approved Completion Plan to the State of Ohio. The College is now presenting its updated plan for approval of the Board prior to its submission to the Ohio Department of Education.

Prepared by:	Dr. Lindsay English	Submitted by:		Approved by:	
	_____		_____		_____
	Vice President,				
	Learning &				
Office:	Engagement			Date:	
	_____		_____		_____

Completion Plan

I. SUMMARY BACKGROUND

In 2014, the state of Ohio required all Ohio colleges to develop and submit campus completion plans that build on current and future student success initiatives. Two years later, in 2016, the state required each institution of higher education to submit an updated completion plan and again required each institution to submit an updated completion plan in 2018.

This year, the state is requiring all Ohio public institutions of higher education to submit continuing updates of their plans. These plans must be approved by each institutions' Board of Trustees and submitted to the Chancellor no later than December 31, 2020.

The attached document is the updated Completion Plan for Cuyahoga Community College to be approved by the Board of Trustees then submitted to the Ohio Department of Higher Education.

II. BOARD RESOLUTION

Now, therefore, it is resolved by the board of trustees of Cuyahoga Community College District that the attached Completion Plan has been reviewed and approved by the Board of Trustees.

- (A) The Executive Vice President for Access, Learning and Success or her designee, is authorized to take all steps necessary and appropriate to implement this resolution.