Complete College Ohio
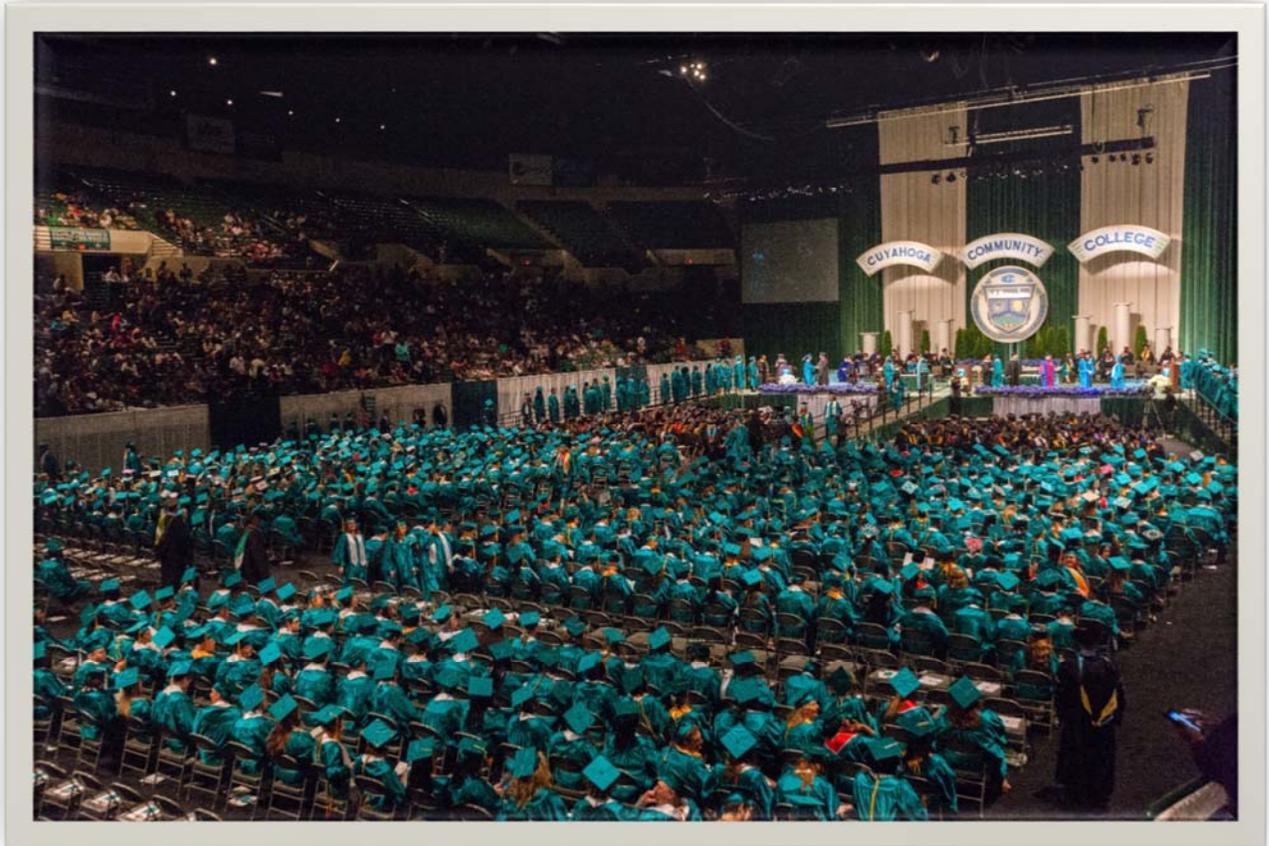

A Sample of Completion Initiatives at Cuyahoga Community College

Cleveland, Ohio

Submitted to the Ohio Department of Education with the

Approval of the Cuyahoga Community College Board of Trustees

Introduction

As the oldest and largest community college in Ohio, Cuyahoga Community College (Tri-C) has been committed to empowering students to achieve success for more than 50 years. Challenges exist that threaten America's competitiveness on the national stage – and, closer to home, the dreams of thousands in Greater Cleveland – are daunting. Yet the talented faculty and staff at Tri-C have risen to meet these challenges. A heightened spirit of collaboration, a comprehensive approach in and out of the classroom and, most importantly, a strengthened emphasis on the needs of our students have begun to bear fruit. For example:

- Our IPEDS graduation rate has improved from 4.4% just two years ago to 9.3% in 2015
- In that same two-year period, graduation rates for Hispanic students increased from 1% to 6.3% and graduation rates for Black students rose from 1.9% to 7%
- More than 4,000 degrees and certificates were awarded in 2015 – a 60% increase over five years and a 140% increase over ten years
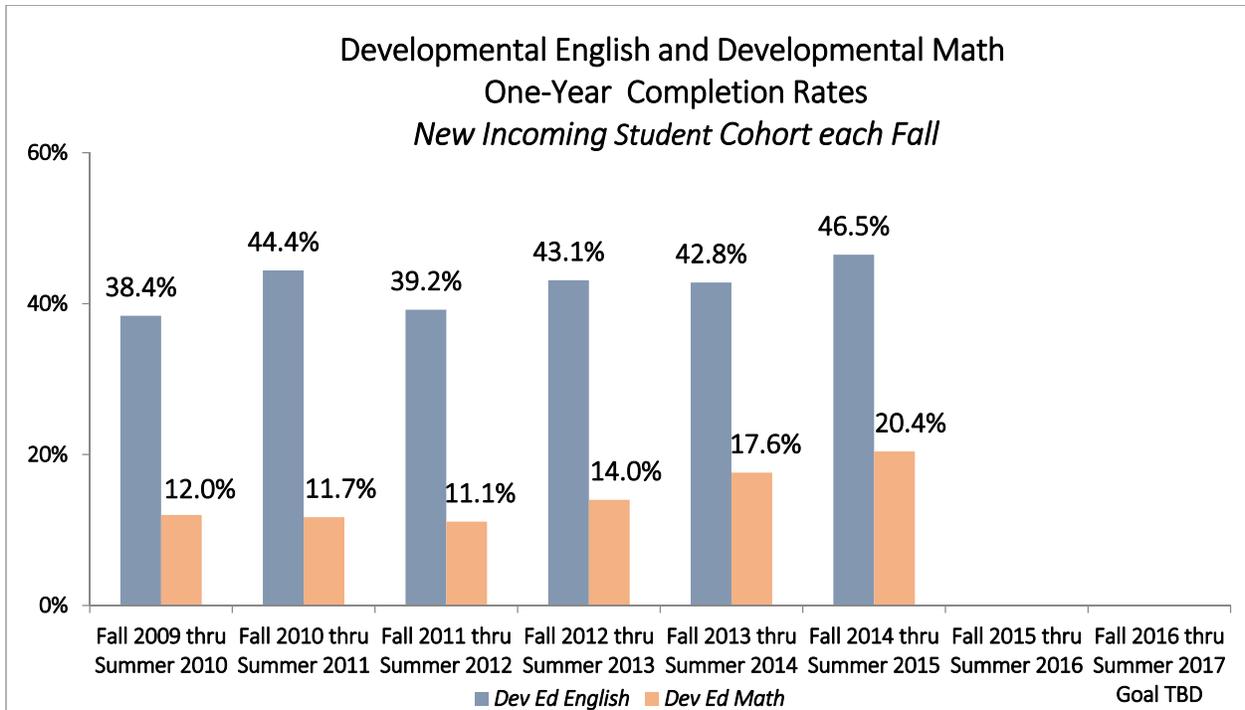
Support for student recruitment, progression, and most importantly, completion is supported by every department and division of the College. Community partners, cross-functional collaborations, and externally-funded projects have contributed to our gains in student success and completion. The following document, *A Sample of Completion Initiatives at Cuyahoga Community College 2016*, first presents the College's eight student success metrics, which include an improved graduation rate target and an increased number of degrees and certificates awarded. The body of the report then provides examples of the many programs, initiatives and interventions currently underway – and in the planning phase – that provide the opportunity for students to access a college education, provide the resources needed to support their progress and our roadmap to help students complete their academic goals. All of these things are a part of fulfilling our promise to the community that Tri-C truly is a place "where futures begin."
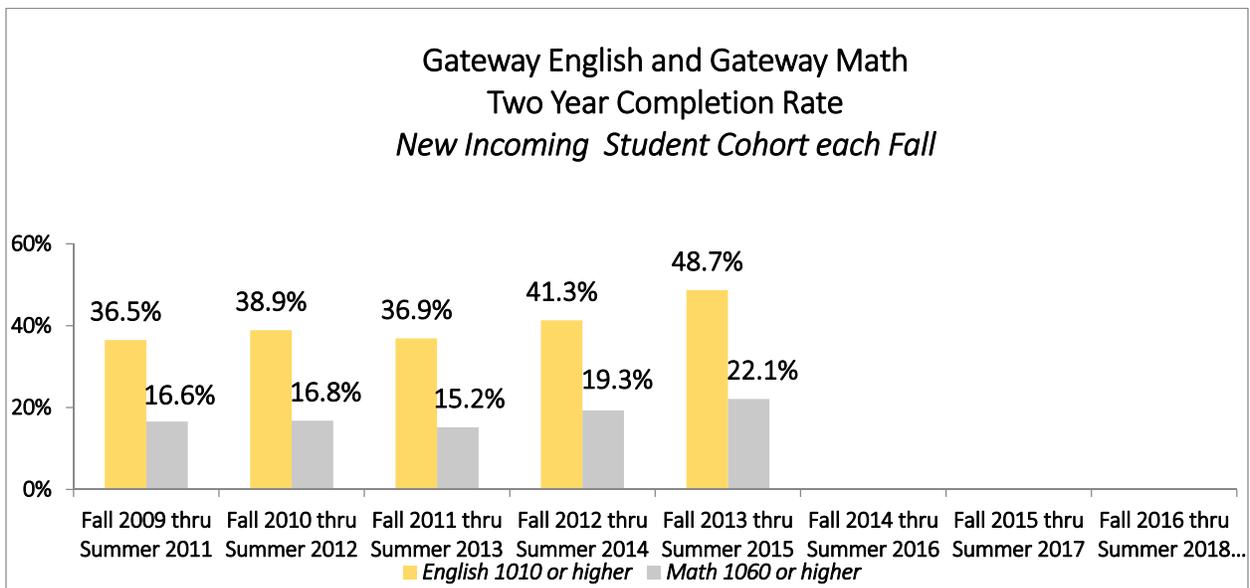

Dr. Alex Johnson, President

Cuyahoga Community College

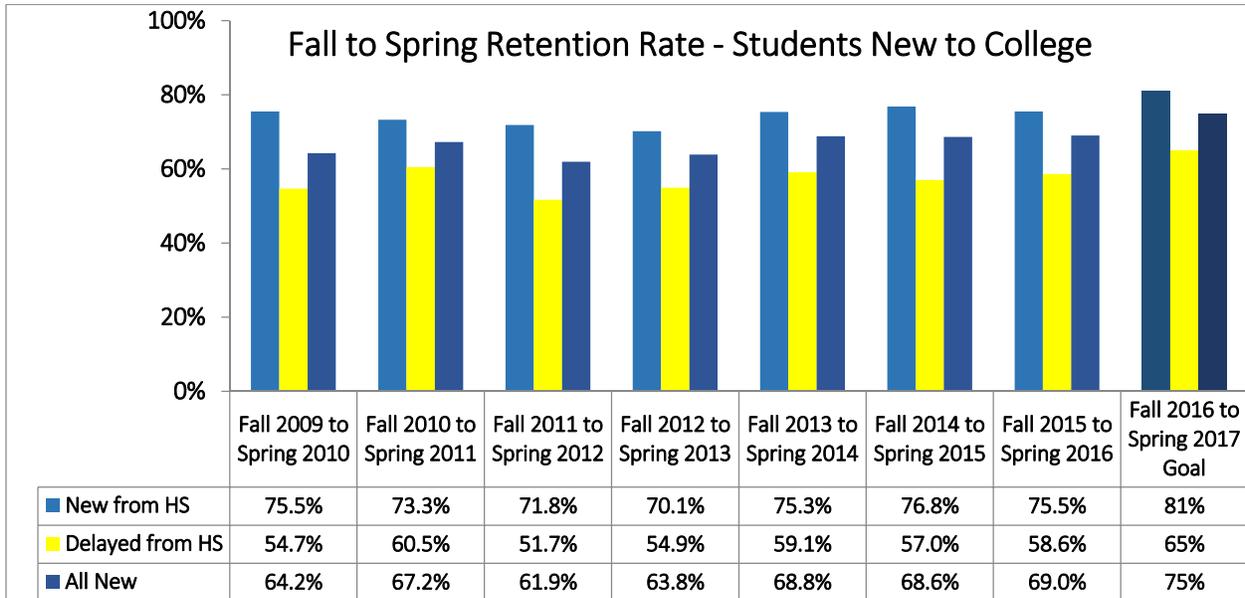# Cuyahoga Community College Eight Student Success Metrics and Goals

1. Rate of Completion of Developmental Education English in one year
2. Rate of Completion of Developmental Education Math in one year

Developmental English and Developmental Math
One-Year Completion Rates
New Incoming Student Cohort each Fall

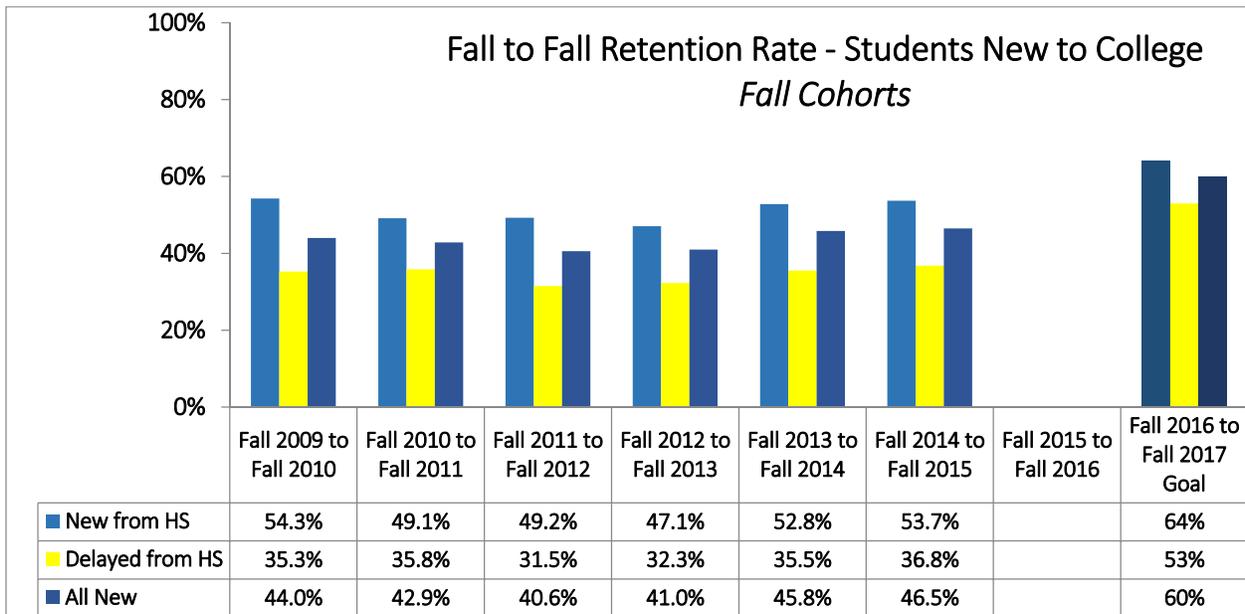| Cohort	Dev Ed English	Dev Ed Math
Fall 2009 thru Summer 2010	38.4%	12.0%
Fall 2010 thru Summer 2011	44.4%	11.7%
Fall 2011 thru Summer 2012	39.2%	11.1%
Fall 2012 thru Summer 2013	43.1%	14.0%
Fall 2013 thru Summer 2014	42.8%	17.6%
Fall 2014 thru Summer 2015	46.5%	20.4%
Fall 2015 thru Summer 2016		
Fall 2016 thru Summer 2017 Goal TBD		

1. Rate of Completion of Gateway English in two years (*English 1010 or higher*)
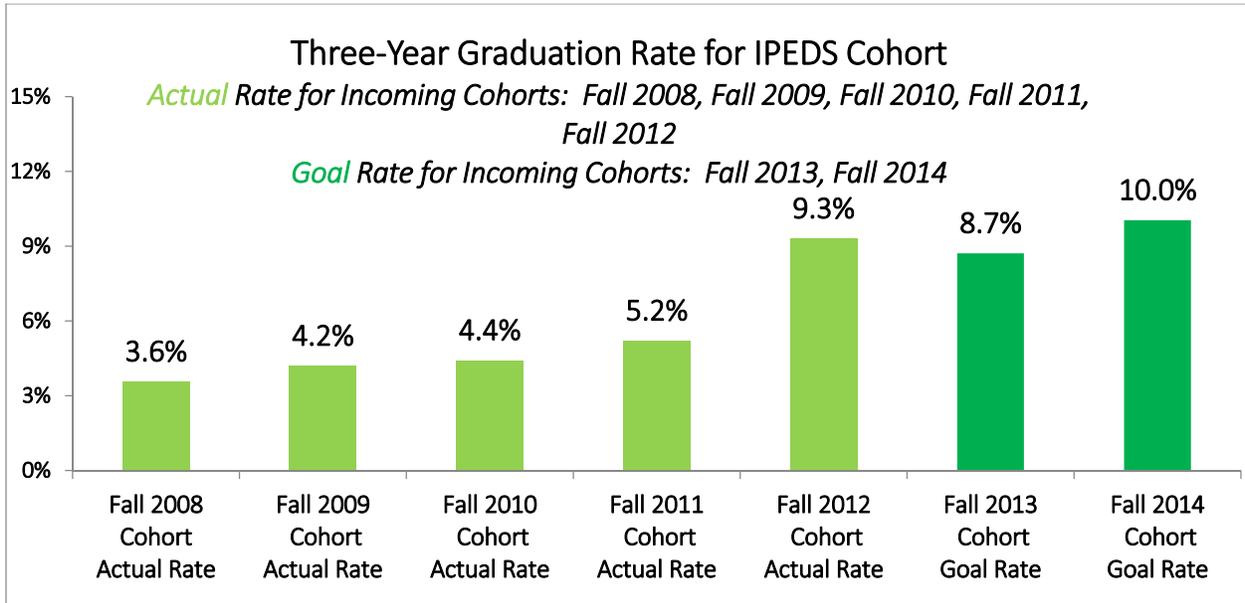2. Rate of Completion of Gateway Math in two years (*Math 1060 or higher*)

Gateway English and Gateway Math
Two Year Completion Rate
New Incoming Student Cohort each Fall

Cohort	English 1010 or higher	Math 1060 or higher
Fall 2009 thru Summer 2011	36.5%	16.6%
Fall 2010 thru Summer 2012	38.9%	16.8%
Fall 2011 thru Summer 2013	36.9%	15.2%
Fall 2012 thru Summer 2014	41.3%	19.3%
Fall 2013 thru Summer 2015	48.7%	22.1%
Fall 2014 thru Summer 2016		
Fall 2015 thru Summer 2017		
Fall 2016 thru Summer 2018…		

1. Fall to Spring Retention Rates
   a. New from High School
   b. Delayed from High School

Fall to Spring Retention Rate - Students New to College

	Fall 2009 to Spring 2010	Fall 2010 to Spring 2011	Fall 2011 to Spring 2012	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017 Goal
New from HS	75.5%	73.3%	71.8%	70.1%	75.3%	76.8%	75.5%	81%
Delayed from HS	54.7%	60.5%	51.7%	54.9%	59.1%	57.0%	58.6%	65%
All New	64.2%	67.2%	61.9%	63.8%	68.8%	68.6%	69.0%	75%

1. Fall to Fall Retention Rates
   a. New from High School
   b. Delayed from High School

Fall to Fall Retention Rate - Students New to College
Fall Cohorts

	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017 Goal
New from HS	54.3%	49.1%	49.2%	47.1%	52.8%	53.7%		64%
Delayed from HS	35.3%	35.8%	31.5%	32.3%	35.5%	36.8%		53%
All New	44.0%	42.9%	40.6%	41.0%	45.8%	46.5%		60%

1. IPEDS 3-year graduation rate

Three-Year Graduation Rate for IPEDS Cohort
Actual Rate for Incoming Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012
Goal Rate for Incoming Cohorts: Fall 2013, Fall 2014

	Fall 2008 Cohort Actual Rate	Fall 2009 Cohort Actual Rate	Fall 2010 Cohort Actual Rate	Fall 2011 Cohort Actual Rate	Fall 2012 Cohort Actual Rate	Fall 2013 Cohort Goal Rate	Fall 2014 Cohort Goal Rate
Rate	3.6%	4.2%	4.4%	5.2%	9.3%	8.7%	10.0%

1. Total degrees and certificates awarded*

Cuyahoga Community College Share of the American Graduation Initiative
Total Degrees/Certificates to Award Each Year 2011 to 2020

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Needed	2,780	2,919	3,103	3,334	3,601	3,882	4,122	4,332	4,429	4,484
Actual	2,730	2,662	3,012	3,496	4,308					

Legend: ■ *Needed*   ■ *Actual*

Metrics #1-#7 include only students new to college; #8 includes all students

CONNECTION

Northeast Ohio has depended on Cuyahoga Community College (Tri-C) for affordable and accessible educational opportunities for more than half a century. The College is committed to maintaining its institutional mission, vision, culture and service in the face of social, economic and political change. Tri-C will always strive to remain accessible and affordable to the students and community who rely upon its services.

Realizing that people come to the College for different purposes, Cuyahoga Community College offers a broad variety initiatives to meet community needs. For example, programs serving youth and early college include High Tech Academy, Gateway to College, and the College Success Program. Recognizing that college readiness begins well before the student's first semester, these programs prepare students to enter and succeed in college.

Additionally, demographic data from December 2014 revealed that 146,000 adults in Cuyahoga County 22 years of age or older do not have a high school diploma or GED. The Adult Diploma Program creates new pathways for adults to earn a high school diploma while preparing for an in-demand job by obtaining an industry credential or certificate.

Cuyahoga County is also home to many veterans, who often have different educational and support needs. The College's Veterans Services Initiatives promotes successful transition from military to civilian life for veterans and their families.

These programs are described in more detail in the following pages:

- *High Tech Academy – updated information from 2014 plan*
- *Gateway to College – updated information from 2014 plan*
- *College Success Program – updated information from 2014 plan*
- *Adult Diploma Program (ADP) – new to 2016 plan*
- *Veterans Initiative – new to 2106 plan*
- *Recruiter CRM software – new to 2016 plan*

CONNECTION INITIATIVE UPDATES
High Tech Academy

Description and Current Status
High Tech Academy (HTA) is a dual-enrollment program in partnership with the Cleveland Metropolitan School District (CMSD). Students attend a half day at their home school and then attend classes on the Tri-C campuses. Established in 2000, the Academy focuses on computer technology, business, healthcare and academic core courses.

Focus/Objective
The objective of this initiative is to connect students to college, introduce them to college-level coursework and provide them an opportunity to earn college credit while enrolled in high school. HTA prepares students with a career focus and a clear pathway.

Leadership
The Associate Vice President for Access and Community Engagement, along with her team, continues to lead this successful program.

Outcome/Measure/Timeline
More than 930 students have earned college credit through High Tech Academy since 2000, and over 50 have earned an associate's degree from Tri-C while simultaneously earning their high school diplomas.

The High Tech Academy graduating class of 2015 included 99 CMSD seniors, an increase over 2014's 94 graduates.

- The 99 graduates earned between 22 and 74 college credit hours as high school students.
- The average college GPA for the 99 graduates is 3.24.
- Four HTA 2014 graduates earned their associate's degree from Tri-C at its Spring Commencement on May 14, 2014.
- While there were no HTA graduates in May 2015 who simultaneously received a high school diploma and an associate's degrees, five HTA students are expected to graduate in May 2016 having earned a high school diploma and an associate's degree from Cuyahoga Community College.

Gateway to College

Description and Current Status
Launched in fall 2013, the Gateway to College program brings students from Promise Academy, a charter school in Cleveland, Ohio, to the Tri-C campus to enroll in college courses while still attending high school.

Focus/Objective
The objective of Gateway to College is to prepare students for college success by reintroducing at-risk youth to education in a college environment.

Strategy
The program builds basic skills, improves academic habits, and provides motivation to students. Gateway to College is designed for young adults ages 16 to 21 who have dropped out of high school or are significantly behind in credits and unlikely to graduate on time. This dual credit program allows students to complete their high school requirements while simultaneously progressing toward a college degree or certificate. During their enrollment in the program, students receive mentoring from resource specialists who keep students on track for high school completion, while at the same time assisting them with the transition to post-secondary education.

Leadership
The Associate Vice President for Access and Community Engagement and her program directors provide leadership and direction to this program, in conjunction with the administration and educators at Promise Academy.

Outcome/Measure/Timeline
An inaugural class of 35 high school students from Promise Academy attended Cuyahoga Community College in fall 2013.

The *Gateway to College* goals for 2016-2017 are:
- 100 students will enroll
- 20 students will graduate from high school
- At least 75% of Gateway fall students will return in the spring
- At least 50% of Gateway students will persist from fall 2016 to fall 2017
- 80% of Gateway students will complete a Core Skill Mastery Certificate
- 60% of Gateway students will complete an ACT Work Keys Certificate
- 20% attendance at co-curricular events

College Success Program

Description and Current Status
The College Success program at Tri-C, which began in 2012 with funding from the Cleveland Foundation, is a partnership between Tri-C and the Cleveland Metropolitan School District (CMSD). *College Success* is a free program for CMSD students who participate.

Focus/Objective
This program is designed to prepare high school students for college readiness and ease the transition for a successful college career.

Strategy
Tri-C employees staff the College Success Outreach Centers in selected CMSD high schools, working with students on math and English competency skills, college planning, and college awareness workshops. At the same time, CMSD and Tri-C faculty work together to align curriculum so that more students graduate from high school and enroll immediately in college-level coursework.

Outcome/Measure/Timeline
Since 2012, nearly 2,000 students from six CMSD high schools have participated in college readiness activities through the College Success Program.

College Success students fare much better than students who do not participate in the program. For example, College success students complete developmental English at a higher rate than non-program participants (68% v. 41%) as well as developmental math (87% v. 54%).

Curriculum Alignment activities ended in year 3 (2014-2015).

New Connection Initiatives

Adult Diploma Program (ADP)

Description and Current Status
Cuyahoga Community College serves as one of five pilot sites for Ohio's Adult Diploma Program (ADP). Established in spring 2015, Tri-C's Adult Diploma Program works to improve the literacy, numeracy, and the computer proficiency skills of every Adult Diploma Program candidate. The Ohio Department of Education approved nine In-Demand Training Programs for ADP candidates. Programs offered include Medical Records and Billing, Computer Controlled Machine Operator, Welding, State Tested Nursing Assistant and Truck Driving.

Comprised of three competency-based certifications, ADP students begin by completing the Core Skills Mastery (CSM) curriculum leading to the CSM certificate, the ACT KeyTrain curriculum to prepare for the ACT WorkKeys assessment and National Career Readiness Certificate (NCRC), before beginning their in-demand career training and receiving an industry certification credential from Tri-C. At the completion of these three certificates, program participants are awarded their Ohio High School Diploma from the Ohio Department of Education and the Ohio Board of Education.

Focus/Objective
The objective of the Adult Diploma Program is to open new pathways for adults to earn a high school diploma and prepare for an in-demand job by obtaining an industry credential or certificate. ADP connects adults without high school diplomas to the already successful Ohio career technical education infrastructure. The program targets adults who are 22 years or older and who have not finished their education in a traditional high school setting.

Strategy
Demographic data in Cuyahoga County showed 146,000 eligible candidates who met the criteria as of December 2014. More than 2,000 eligible applicants were screened between July through September of 2015.

Re-engaged adult learners have both online and on site support to complete the Core Skills Mastery Program and the ACT Key Train curriculum. The Ohio Department of Education and Ohio Board of Education award an Ohio High School Diploma to all participants after they obtain the industry credential or certificate from Cuyahoga Community College.

One unique aspect of this program is in its delivery of instruction. Unlike the traditional high school setting where instruction is measured by academic achievement through clocked hours, seat time, and credits earned, this approach is self-paced by the learner. Having mastered the learning materials, participants then demonstrate their competence.

Planning and implementation partners include: Northeast Ohio Council for Higher Education, Educational Service Center Cuyahoga County, Promise Academy (Cleveland Metropolitan School District), Polaris Career Center, University Hospitals, and Ohio Means Jobs Cleveland – Cuyahoga County.

Leadership

The Associate Vice President for Access and Community Engagement provides leadership to the program. The Project Manager for Adult Diploma Program and Gateway to College provides daily oversight.

Outcomes/Measures/Timeline

When the application period began in July 2015, Tri-C's initial goal was to serve 150 candidates; however, the number was expanded to 300 potential participants when more than 2,000 qualified people applied.

Two hundred seventy three students enrolled in the fall 2015 cohort. An additional 1,700 eligible candidates were referred to local ABLE/GED programs, the Adult 22 Plus High School program at CASTLE High School, Ohio Means Jobs, Legal Aid Society, Cleveland Housing Network, LD Edge Network, United Way of Greater Cleveland, Educational Opportunity Center and other academic and workforce programs offered at the College.

To date:

- Thirty eight ADP candidates have obtained the ACT National Career Readiness Certificate at the Bronze level
- Eighty nine ADP candidates have obtained the Core Skills Mastery Certificate
- Twenty two ADP candidates have enrolled in in-demand career training courses at the college and plan to complete training by summer 2016 in order to receive their high school diploma by the Ohio Board of Education and the Ohio Department of Education (
- One hundred seventy three ADP candidates have secured approximately $620,000 in-demand career training scholarships from ODE to complete their in-demand industry credential training and high school diploma from our college through the Adult Diploma Program.

The goal in 2016-2017 is to graduate a minimum of 150 students with high school diplomas and industry recognized, in-demand certificates.

Veterans Services Initiative

Description and Current Status
The population of veterans in Northeast Ohio who attend college continues to grow, and now includes veteran's families. Veterans Services at Tri-C works to ensure a successful transition from military to civilian life for Cuyahoga County's veterans and their families.

2015-2016 marks the seventh consecutive year that Cuyahoga Community College earned national recognition as a Military Friendly College, placing it in the top 15% nationally of all schools in providing outstanding service to veterans.

Focus/Objective
Cuyahoga Community College provides members of the Northeast Ohio military community, including veterans, active duty members, reservists, and their families, access to the tools and support needed to promote a successful transition from military to civilian life, including affordable education, workforce training, career and professional development guidance, linkage to employment opportunities, and connectivity to community services for military families.

Strategy
Teams of Tri-C veterans specialists, located on each campus, work together to provide a case management approach to serve our veterans and their families. Veterans Services uses a service model that provides hoteling space to outside military family support agencies creating a one-stop location in assisting the Northeast Ohio military community with both on-campus and off campus support issues. Agencies participating in the program include The U. S. Veterans Administration (both Medical and Benefits divisions), the Ohio Department of Jobs & Family Services, the Ohio Department of Veteran Services, the Ohio National Guard Inter-Family Assistance Committee, the Greater Cleveland Red Cross, Hospice of the Western Reserve, Cuyahoga County Veterans Service Commission, Baldwin Wallace University, John Carroll University, Cleveland State University, the Office of Congresswoman Marcia Fudge and the Office of Congressman James Renacci.

In addition to the Veterans Services Centers, Tri- C supports the Veterans Education Connection Center at the Louis Stokes VA Medical Center in Cleveland. The Center is only the second college center in the nation to be located in a VA hospital. While at the VA Medical Center, veterans can take online classes from Tri-C, receive college counseling, learn about education and training options, register for classes, apply for GI Bill benefits and use a wide array of educational and career resources.

Leadership
The Veterans Initiative Team is led by an Executive Director who reports directly to the College's Vice President of Institutional Research and Enrollment Management. Reporting to the Executive Director are four Veteran Program Administrators who oversee each of the College's Veterans Services Centers.

Outcomes/Measures/Timelines

Since 2007, Tri-C's Veterans Services Initiative has served 60,000 veterans and their family members in areas ranging from benefits acquisition to employment assistance.

- Student veteran/dependents enrollment for 2015-2016 fall/spring semester: 780
- Total student veterans and community members served in 2015-2016: 7,000
- College-Wide Community Resource events held in 2015-2016: 3
- Participation in major community veteran events in 2015-2016: 3
- Campus-Specific Resource Events/Workshops in 2015-2016: 12
- Community speeches/presentations in 2015-2016: 35

Additionally, in April of 2015, Tri-C opened the Alfred Lerner Veterans Services Center at the Eastern Campus. The Lerner Center, funded by a generous grant and endowment from the Lerner Foundation in memory Alfred Lerner, a Marine Corps officer and pilot from 1955 to 1957. The Center offers a full array of support services to help veterans reach their educational goals as they transition from soldiers to civilians and become contributors to the economic vitality of Northeast Ohio. The Lerner center features dedicated areas for private advising, computer labs to enable veterans to participate in online courses, meeting rooms and educational resource areas.

Future goals include:

- Continue to increase veteran and veteran dependent enrollment each year; Projection 2016-2018: 800-1,000 annually
- Continue to increase the number of veteran graduates each year; Projection 2016-2018: 150 annually
- Continue to increase 3-year completion rates for veterans; Projection 2016-2018: 7%
- Increase fall to spring and fall to fall retention rates for veterans; Projection for fall to spring 2016-2018: 63%, Projection for fall to fall 2016-2018: 46%
- Continue to expand and enhance our Veterans Services Initiative community outreach to promote awareness and encourage enrollment; Projection 2016-2018: college-wide events 6, major community veteran's events 8, workshops 16, and community presentations 60 annually

Recruiter CRM Software

Description and Current Status
Nationally, enrollments at two-year public colleges have been declining. At the same time, funding for two-year public institutions is becoming more tuition-driven and otherwise tied to student retention and completion. These and other trends have put pressure on community, junior, and technical colleges, requiring them to become more proactive and strategic in their recruitment and retention practices. Cuyahoga Community College has felt the effects of these enrollment and funding trends.

Recruiting students to Tri-C is about building relationships. From the first contact to enrollment, personal, targeted and informative communication creates one-on-one relationships between recruiters and prospective students. Tailored messaging allows recruiters to establish a connection with prospective students to help future students understand degree pathways, career options, and assist in the enrollment process. In fall 2015, Tri-C purchased a software product called Recruiter to assist in this goal.

Recruiter will allow the College to shift to a case management approach of recruiting, providing prospective students a single point of contact and support with the College from first contact to enrollment. For the applicants, the system will provide an easier format for inquiry submissions and applications, registering for events, updating key information, and submitting supplemental items

Focus/Objective
The objective of deploying enrollment recruiting software is to develop more effective recruiting, ease the enrollment process for students and to increase College-wide enrollment in all modalities.

Strategy

Personal communications will be built to meet the specific needs of the applicant. Communications will be individualized – communications to high school students would include phone calls, text messages, and emails to guide them through enrollment steps while unique messaging for adults might include information regarding course flexibility, degree to job promotions, support services, career advising and affordability. Students will be able to view the steps that they need to take to complete the enrollment process. Automated checklists will alert prospective students to steps that they have completed, and additional information needed for enrollment.
1. Testing of the software (May and June 2016)
2. Software launch date is July 1, 2016
3. Training functional users on CRM system (June and July 2016)
4. Recruiters create territory goals, dashboard reports, and communications (July 2016-June 2017)

5. Evaluate territory goals, dashboard reports, and communications to establish baseline date to assist in enrollment goals for future recruitment terms. (Ongoing)

Leadership
The Vice President of Institutional Research and Enrollment Management and the Director of Enrollment Management

Outcome
CRM system will allow the college to do the following:
- Faster response time to prospective students
- Accurate and timely reports on the number of individuals in the enrollment funnel
- Capability to customize communications and tasks to prospective students

Future goals include:

- Launch the product in June 1 2016
- Train functional users (July-August 2016)
- Establish baseline data August 2016-April 2017
- Identify trends and factors that influence enrollment (Ongoing)
- Create enrollment goals for academic year 2017-2018 using established baseline data from previous academic year

Currently, the product is being tested and is expected to go live on July 1, 2016. Tri-C's current conversation rate of prospect to student is approximately 47%. With the software, the College anticipates a 5% increase in the next year.

FIRST-YEAR ENTRY

At Cuyahoga Community College, Tri-C's focus on student success and completion is transforming the way students experience college. Using a "One Door, Many Options for Success" approach, the College is taking bold steps to provide required services that enable students to succeed in college. One major aspect of this success and completion work is engaging students earlier in their college experience. Several initiatives developed specifically for first-time students – mandatory orientation, peer mentors, and preparation for placement exams – contribute to improving students' first year experience.

Realizing students need access to support services from the first day of college, Tri-C created the position of Student Success Specialist. Student Success Specialists serve as the primary liaison and source of information for new students to help with engagement, retention, and success. Student Success Specialists connect students with services such as advising, tutoring, transfer advising, career services, and co-curricular activities. The role utilizes a case management approach, with targeted outreach to new students. Communication begins at the first point of contact at New Student Orientation and continues during the first year to encourage students' engagement.

Initiatives designed for first-year students are discussed in detail in the following pages:

- *Test Prep – updated information from 2014 plan*
- *Bridges – updated information from 2014 plan*
- *Redesign of the Math Curriculum – new to 2016 plan*
- *Accelerated Learning Program – new to 2016 plan*
- *First Year Experience – updated from 2014 plan*
- *Common Reading Program – new to 2016 plan*

First-Year Entry Initiative Updates
Test Prep

Description and Current Status
The Test Prep initiative, a two-hour preparation and practice session required of all new, incoming students before they take their placement test, is an effort to eliminate the practice of "cold-testing" by students. If students can place out of developmental education, or place at least one course higher than they might have without the preparation, the path to college level courses is shorter.

Focus/Objective
The objective of Test Prep is to place students at the appropriate educational level in math and English, in order to help students reach college level coursework as soon as possible.

Leadership
Test Prep sessions are coordinated by the Campus Success Teams and the Learning Center Directors at each campus.

Strategy
When students arrive at the testing centers they learn about the reason for and importance of course placement. In the Test Prep session they get test taking tips, general computer skills information, specific test taking details and a math and English content review. While the Test Prep materials were originally geared toward assisting students in preparing for the COMPASS tests, as of summer of 2015, the materials have been modified to cover specifics of the ACCUPLACER test, the College's new placement testing system.

Outcome/Measure/Timeline
After implementing Test Prep, there were considerable decreases in the percentage of students placing into developmental math and English.

- Prior to the Test Prep intervention, in fall 2011, nearly two-thirds (65%) of students placed into developmental English. By fall 2013 and fall 2015, the test placed only 41% and 31% of students into developmental English respectively.
- Prior to the Test Prep intervention, in fall 2011, the majority of students placed into developmental math (92%). By fall 2013 and fall 2015, the test placed 89% and 79% of students into developmental math courses respectively.
- While there was a slight increase in college-level math placements over the years, the most notable outcome continued to be for the lowest developmental math course, Math 0910. Between fall 2011 and fall 2015, the Math 0910 placement rate decreased from 52% (fall 2011) to only 23% (fall 2015). This amounted to a significant reduction in student placements into that course, thereby saving students a significant amount of time toward completing their math requirements.

While the results of both English and math Test Prep data are promising, it is important to note that this data cannot be viewed in a vacuum. Test Prep was one of several initiatives that have been undertaken which are designed to reduce developmental course placement rates. Some of those additional initiatives include, but are not limited to, the summer bridge programs, the high school outreach centers and the practice tests being offered in local area high schools. Even when taking into account these other endeavors, the Test Prep initiative can be viewed as a major component and contributor to decreased developmental placement rates.

Moving forward, the College will continue to track the outcomes of Test Prep with a goal of maintaining the success experienced to date, and to continue to increase the number of students who place in college-level math and English. The Assessment Centers, in conjunction with math and English faculty and tutorial services staff will continue to review and revise the preparation materials on a regular basis.

Bridges

Description and Current Status

Upon enrollment, many community college students need to complete at least one developmental education course in mathematics or English. In 2011, Cuyahoga Community College created the Bridges program in math and English, a two-week intensive course developed by the faculty to enhance and sharpen math and English skills.

Focus/Objective

Bridges is designed to accelerate students through developmental education courses in math and English, and enroll in college-level courses as soon as practicable.

Strategy

Students scoring in a particular range on the placement test, typically near the cut off of the next higher level placement, are eligible for a Bridges course. Students enroll in Bridges for two weeks at the beginning of the term, re-learn the course content that needs to be refreshed, and "bridge" to the next course in the sequence in the same semester.

Leadership

Bridges requires cooperation from many departments and levels, including Campus Success Teams, faculty, Administration, Assessment, Counseling and Registration.

Outcome/Measure/Timeline

The math Bridge course success appears to have stagnated over the past three years, with 61% of students successfully completing the class in fall 2013 but only 55% of students successfully completing the class in fall 2014 and 2015. Due in part to this modest success trend along with the math curriculum redesign (discussed later in this document), faculty have decided to no longer mandate the Bridges course beginning fall 2014. This has resulted in a decline in the percentage of math bridge eligible students that actually enrolled in the course. That figure declined from 36% in fall 2013 to only 20% in fall 2015.

The percentage of eligible students enrolling in the English Bridge course declined from 44% in fall 2013 to 22% in fall 2015, but the success rates for students in English Bridge courses increased from 79% in fall 2013 to 86% in fall 2015. As was the case with math, the decline in the percentage of eligible students enrolling in the English bridges appears to have been due, in part, to a faculty decision to no longer make the bridge course mandatory. Beginning in fall 2014, students placing into the English bridge range were given the option to enroll in an alternate accelerated learning option in which students enrolled in a college composition course while simultaneously taking a supplemental course designed to assist them in that course (discussed later in this document).

The goals for Bridges in 2016-17 are to continue the evaluation of the short and long term impact of the English 0900 Transition to College English bridge course as well as the Accelerated Learning Option consisting of English 1000 paired with English 1010.

First Year Experience

Overview and Current Status

In August of 2013, Cuyahoga Community College launched the development of a first year experience program for new students. In fall 2014, the new First Year Experience (FYE) program was instituted for all new students. FYE is the umbrella title given to several interrelated components and experiences required for all new students that includes New Student Convocation, New Student Orientation, Mentoring, First Semester Seminar, Success Week, Second Semester Gateway Course Career Experience and Academic Plan Development. The program is now in its second year of existence at the College.

Focus/Objective

First Year Experience has four major goals:
- Connect—Students will connect with College personnel, resources, and peers to build a campus community and support system.
- Engage—Students will be active in the College community and be responsible for their own learning and development.
- Plan—Students will explore their personal and career interests and plot out a course sequence for degree completion. Additionally, they will reflect on what it means to be a student and develop a success plan that will help them balance school and personal demands.
- Succeed—Students will acquire the necessary skills, habits and resources to help them achieve their goals.

Leadership

Academic administration and campus based leaders, along with the Joint Faculty Senate, implement and monitor the FYE program.

Outcome/Measure/Timeline

The following data are based on 3,182 students who were eligible to take FYE during its inaugural launch. The measures are based on the key outcome measures stated in Cuyahoga Community College's Completion Plan. Relevant comparison groups were established for 2015 to benchmark the College's progress with increasing student retention and success following the implementation of the program.
- Original Goal: Schedule approximately 175 sections taught by counseling and instructional faculty
  - Two hundred and nineteen sections of the first year seminar were offered in 2015. During this year, 61% (133) were taught by instructional faculty, 14% (31) by counseling faculty and 25% (55) by staff. This year we have seen a 2% - 3% decrease in the number of instructional faculty and staff who taught FYE and a 3% increase in the number of counselors who taught.
- Fall 2014 to spring 2015 retention of new students

- o During the first year of the program, students who took the FYE course were retained at a rate of 75.9% from fall to spring, versus 48.9% retention for those who did not take FYE.

- Fall 2014 to fall 2015 retention of new students
  - o The fall to fall retention rate for FYE students was 54.9%, versus 48.9% for those who did not take FYE.

- Percentage of students completing 15 credit hours in one year
  - o 50.1% of students who took FYE completed 15 credit hours in one year, while only 31.4% of students who did not take FYE did the same.

- Percentage of students completing at least one college-level English or math course in one year
  - o The completion rate for students taking English 1010 or higher or Math 1060 or higher remained substantially the same from 2014 to 2015

Tri-C is also finalizing the FYE Second Semester experience, providing students with a greater sense of ownerships over their academic journey to completion. The Second Semester component would embed an assignment, designed to continue the support from the current FYE program in a number of Gateway (introductory) course from a number of disciplines. Currently, the College is considering using introductory business, English, history, IT, psychology, speech and sociology classes as a part of the Second Semester.

Additional future goals:

- Measure First Year Seminar student behavior changes and learning outcomes from the beginning of the course to the end
- Create opportunities for students to evaluate and solidify career and degree plans in the context of the gateway courses
- Increase the percentage of first-year students who begin their sophomore (second) year with 24 – 32 credit hours
- Develop a new, more engaging and updated online New Student Orientation experience for students not able to participate in in-person Incorporate feedback from instructors who taught in the initial year of the FYE classes

New First-Year Entry Initiative

Redesign of Math Curriculum

Description and Current State

Many community college students arrive on campus facing significant challenges in terms of college level math. Any apprehension a student may have is reinforced when he or she tests into developmental math. Semesters can go by without a student taking the required developmental math course, let alone successfully completing developmental coursework, then completing any college-level math requirement. Cuyahoga Community College's focus on student success and completion means that Tri-C is dedicated to helping students not only succeed in math but make it applicable to their course of study.

Additionally, the State of Ohio mas mandated changes in how institutions of higher education deal with developmental math coursework. Therefore, Beginning with fall 2016, Cuyahoga Community College is phasing in new mathematics courses.

Focus/Objective

The objective of the curriculum revision is to move students more effectively through their math sequence by providing them with math curriculum that more accurately reflects math needs in the real world. As an additional part of redesign, the College also restructured 0910 to make it more rigorous while increasing the likeness of success.

Strategy

In an effort to better tailor the math curriculum to the needs and abilities of students, the College has created three new math pathways, each oriented toward the needs of a different overall educational program. Beginning in fall 2016, students will choose among three different pathways: a literacy track, a statistics track or a STEM track. Concurrent with these changes, the College has also made changes to the curriculum offered to students placing into the lowest levels in mathematics.

Beginning in fall 2016, Accuplacer will be used for math placement. An Accuplacer score ranging from 30-45 indicates the need for 0910, pre-algebra. Mastery of this material is a requirement before placement in one of the college's three math pathway tracks. If a placement score is below 30, the student will be encouraged to take an independent, self-paced software program (at no charge to the student) to gain mastery of pre-algebra math skills. To assist students, Tri-C tutoring services and computers will be available. Once the material is mastered, the student will retake the Accuplacer test. If the student places into Math 0910, it must be taken the first semester that the student is eligible.

All new courses will be phased in by fall 2016 and all old courses will be phased out by summer 2017.

Leadership
Tri-C math faculty have lead the redesign of math 0910 and the creation of the three math pathways.

Outcome/Measure/Timeline
Beginning in fall 2016, Tri-C students will be placed into one of three math pathway tracks.
- Literacy Track: Recommended for students who need essential math skills for their careers.
- Statistics Track: An alternative to the traditional calculus route. This pathway is geared toward students in the health career sciences, those on a non-calculus track (including some business majors) and those wishing to obtain a four-year liberal arts degree.
- STEM Track: Encompasses the science, technology, engineering, and mathematics routes. It also includes Business Calculus and Business Statistics along with Math for Elementary Teachers.

The Math 0910 Task Force is charged with creating a two-year evaluation/analysis plan of the redesigned 0910 course. The task force will review results from the software used and the math pathway tracks.

Accelerated Learning Program
(Co-requisites English 1010/1001)

Description and Current Status
Tri-C's Accelerated Learning Program (ALP) is based on the model developed by Peter Adams at the Community College of Baltimore County, and is one of Tri-C's accelerated English pathways. Students participating in the ALP take college level English (ENG 1010) concurrently with (ENG 1001), a *co-requisite* course offering intensive study and practice in academic writing and reading. Tri-C's ALP enables students to develop their writing skills quickly and to complete their college-level English course faster than they would with the sequential developmental education course model.

Focus/Objective
One of the First-Year Entry goals noted in our *2014 Campus Completion Plan* was to increase the number of students completing college level English in two years. By offering a co-requisite option (ENG 1001) in addition to the two-week Bridge option, Tri-C is acknowledging that the intensive nature of a two-week course does not fit all of our students' personal schedules or educational needs. In addition, some students require more than a two-week Bridge to master the skills needed to succeed in a college-level English course.

Strategy
A Tri-C student who scores a 4 on the English Placement Exam (WritePlacer) has two different accelerated options, each geared toward a successful completion of college-level English.

Under the first option, students may take a two-week English Bridge course. The student's WritePlacer re-test at the end of that Bridge (along with a writing portfolio developed *during* the Bridge course) will determine the next pathway:
- a stand-alone 14-week college-level English course, or
- a 14-week college-level English course <u>with an ALP co-requisite course (ENG 1001).</u>

Under the second option, students may choose to enroll directly in a 16-week or 14-week ALP (ENG 1010 + ENG 1001), without first taking the two-week Bridge.

Currently, faculty are working to design a student communication piece that will better assist students in determining whether the Bridge or the ALP pathway will best suit their particular needs. Such a communication piece will guide students through a series of self-assessment questions and will be used in conjunction with academic counseling.

Leadership
Acceleration strategies require cooperation at all levels: Campus Success Teams, faculty, Administration, Assessment, Counseling, Evidence & Inquiry, and Registration/Enrollment. All these department are represented on the college-wide English Placement Task Force.

Outcomes/Measure/Timeline

The English Placement Task Force, along with the Accelerated Options team and Campus Success Teams have begun monitoring student success rates along the following four pathways, each geared toward successful completion of college-level English:

- Students who enroll directly into college-level English
- Students who take the two-week ENG Bridge and then a 14-week section of college-level English
- Students who take ENG 1001 concurrently with their college-level English course (the ALP option)
- Students who take the two-week ENG Bridge and then the 14-week ALP option.

On July 20, 2015, Tri-C adopted WritePlace*r* as its new English placement instrument. As a result, 82% of our incoming students placed into a college-level English course between July 20, 2015 and November 13, 2015 (50% placing into a stand-alone ENG 1010 or Honors English; and an additional 32% placing into ENG 1010 via the Bridge or ALP).

Such an increase (from 72% to 82%) was driven by our new placement instrument, and the ALP course continues to provide an important co-requisite option for those students whose WritePlacer score suggests they can succeed in college-level English with additional assistance.

Over the past two years, Tri-C has seen a steady increase in the number of incoming students who enroll directly into a college-level English course – from 41.6% in fall 2012 to 69.1% in fall 2105.

Common Reading Program

Description and Current Status

In the fall of 2015, Cuyahoga Community College introduced its first Common Reading Program (CRP). This program was the culmination of a year's worth of intensive planning and preparation on the part of a dedicated body of faculty, staff, and administration. While the idea of a common reading program is not new at the college level, oftentimes these programs are closely tied with a first-year experience class. Rarely does the text move out of that particular course and into other disciplines. For Tri-C's CRP, faculty from all disciplines were invited to incorporate the text into their courses. The collaborative nature of the CRP, the variety of CRP co-curricular events that took place on all campuses (including a multi-campus author visit), and the volume of participating faculty and students all reflect the success of the program.

Focus/Objective

The CRP was designed to enhance student engagement and contribute to student success, retention and completion by:

- building community among our students and faculty across disciplines and campuses;
- modeling intellectual discussion that is both informal and structured, setting a tone for academic engagement among our students; and
- providing opportunities for our students to develop critical thinking by exposing them to multiple perspectives on a common text.

One of the program's primary objectives is to strengthen connections between students and faculty. The co-curricular activities in a common reading program bring students into contact with additional faculty throughout the semester – faculty outside their typical classrooms.

Strategy

As numerous faculty from a variety of disciplines participated in this program, many Tri-C students had the unique experience of switching lenses when analyzing *The Postmortal* (the text chosen for the first year of the program). For example, a Tri-C student might have discussed the text from a literary standpoint in an English course and then, in a Psychology course, explored relationship issues experienced by characters in the novel.

The co-curricular events also had a strong interdisciplinary focus. Events included activities such as a student debate, numerous showings of a documentary film related to the CRP text, a panel discussion featuring community members, an essay contest, the (re)imaginings contest that invited students to artistically re-imagine scenes from the CRP text, and an author visit in which the author of the CRP text shared personal reflections on his life, as related to the novel, and signed books at each of the College's four campuses.

Additionally, there was a rich body of resources that were used by CRP teachers and students and the team worked closely with staff specialists to create a Common Reading Program website. This website was regularly updated with information concerning the various CRP activities and will continue to be used for future CRPs.

Leadership

The unique structure of Tri-C's Common Reading Program strongly contributed to its success. At the center of the CRP is a committee composed of faculty from across the college. This committee worked closely with a number of staff and administrators in organizing the CRP at the College-wide level.

Outcomes/Measure/Timeline

In total, 60 faculty members participated in the CRP by assigning the common text as a required reading in at least one course. Those faculty members represented 17 disciplines and areas across four campuses. As a result, 1,691 students across 97 course sections read and discussed the common text during the fall 2015 semester.

Perhaps the most impressive achievement of the CRP was how it brought faculty, students, and administrators together in a shared experience that was felt across the College. When one considers the diversity of students and multiplicity of interests across Tri-C's four campuses, achieving such a unifying experience can be a significant challenge. That Tri-C was able to provide this experience speaks to the collaborative effort of faculty, administrators, and marketing.

Disciplines and Represented:

- Business Administration; Caption and Court Reporting; Chemistry; Culinary Arts; Earth Science; English; ESL; FYE; History; Human Services; JMC; Library; Math; Philosophy; Political Science; Sociology; Spanish

Based on the success of this program, Tri-C plans to continue the Common Reading Program in 2016.

STUDENT PROGRESS

Community college students' risk factors are well-documented, and many of them affect student progress. From internal initiatives to new policies and practices, the projects in this section highlight activities at Cuyahoga Community College that focus on supporting students as they progress through their college experience.

In fall 2012, a new policy required students to be registered for courses on the first day the class meets. The "no late registration" policy sets students up to succeed in their courses rather than already being behind when they enroll late. One anticipated outcome of the policy was that students would enroll in 14-week courses if they could not register for full-term 16-week courses after the first day of classes. The College added additional sections to the 14-week part of term to meet the student demand for a part-time or full-time schedule in a number of program paths. Other initiatives involve focused outreach to students who have made significant academic progress, as well as others who have not progressed.

The goal of these initiatives is to engage or reengage students, encourage them to continue their education, connect them with support and advising assistance, and provide them with a path to graduation

These initiatives are described in detail on the following pages:

- *Tuition Guarantee – updated information from 2014 plan*
- *Make a Major Decision – updated information from 2014 plan*
- *Walmart PRESS for Completion – updated information from 2014 plan*
- *DegreeWorks – new to 2016 plan*
- *Learning Outcomes Assessment – new to 2016 plan*
- *College-side Yearlong Schedule – new to 2016 plan*
- *Scholars Programs – new to 2016 plan*
- *One Door – new to 2016 plan*
- *Textbook Affordability – new to 2016 plan*

Student Progress Initiative Updates
Tuition Guarantee Program

Description and Current Status
In the 2014 Completion Plan, Cuyahoga Community College outlined its Tuition Guarantee Program which encouraged students to stay at Tri-C and complete their degree or certificate. The program was designed as an incentive for new students to enroll full time and pay the same tuition rate for three years. The Tuition Guarantee Program freezes tuition at the hourly tuition rates for the first term a student qualifies for this program. The tuition rate is guaranteed not to increase for the three consecutive years for students who continue to meet the program requirements. Participating students will not be required to attend class during the summer semester, but if they choose to do so, their tuition will be at the guaranteed rate regardless of whether they attend full-time or part-time.

Focus/Objective
The goal of this program is to increase the number of first-time, full-time students who enroll at the College and to serve as an incentive for students remain enrolled full-time.

Leadership
The Vice President for Institutional Research and Enrollment Management oversees this program.

Outcome/Measure/Timeline
Although the College began this initiative in the fall of 2014, shortly thereafter tuition at Ohio public institutions was frozen. Tri-C continues to have this program in place and ready for reinstatement as appropriate.

Make a Major Decision

Description and Current Status
Make a Major Decision is a campaign to encourage students to update their majors. Students often change program paths without notifying the Student Information System, which makes it difficult for students and the College to accurately align their coursework to the appropriate degree program. Make a Major Decision guides students to correctly list their major and suggests that, with a degree audit, they may actually be making faster progress in their program than they knew. This initiative was a part of a College-wide initiative to update programs and curriculum in the degree audit system. Using technology to assist in the major update, as well as the degree audit process, is a more efficient and effective way to keep students on track towards completion. The initiative has been in place for approximately two years and is ongoing.

Focus/Objective
This project is intended to align students' academic path with the degree program listed in their student record so they can receive correct information and updates on their academic progress.

Strategy
Make a Major Decision was implemented by requiring students accessing their account at the College to update their major before being able to access personal information. Additional marketing efforts have also been made during peak registration periods.

Leadership
Make a Major Decision is led by the Vice President of Institutional Research and Enrollment Management, with support from Enrollment Operations, Student Financial Assistance and Scholarships.

Outcome/Measure/Timeline
The Major Decision campaign, combined with campus efforts and events, has contributed to an increase in the college's IPEDS completion rate and number of degrees and certificates awarded in the past three years. Additional evidence of success of the campaign is found in the reduction of students out of compliance for federal aid, which requires students to have selected a major. The College will continue to encourage students to update their majors through the integrated and coordinated marketing campaign supporting the full implementation of our DegreeWorks software which began in summer 2015.

Walmart PRESS for Completion:
(Persistence and Retention for Student Success)

Description and Current Status
The *Walmart PRESS for Completion* grant program, sponsored by the Walmart Foundation and administered by Achieving the Dream, has enabled Cuyahoga Community College to better engage full and part time faculty and staff in important campus-based reform efforts, ensuring that more students have a better chance of staying in school and obtaining a market-valued credential. The program provides faculty with a creative venue in which they can shape an educational practice that they believe will assist their students in being more successful, and allows initiatives that were done in isolated classrooms to be brought to scale.

Strategy
This 27-month grant started in June 2012 and concluded in August 2014.

Outcomes/Measure/Timeline
Biology - The BIO 1100 recitation periods have been offered every semester at the Western campus since the conclusion of the grant with continued success. The success of these recitation periods has also promoted the expansion of recitation periods to other gateway biology courses for health career's majors. In the fall of 2016, BIO 2500 (Microbiology) will begin offering recitation periods as well as our BIO 2331 (Anatomy and Physiology I) and BIO 2341 (Anatomy and Physiology I) courses in the near future.

English - The principal objective of the Walmart PRESS for Completion English project was to promote reading fluency and assessment. The College continues to develop reading resources for faculty and students. At the Metropolitan campus, faculty use the new collaborative learning space, Studio 101, to promote active and engaged reading. In large part because of our focus on reading, in 2015 English counterparts incorporated a reading component into the college placement test. Historically, only those students placing into the basic developmental English courses were required to take the reading placement test. In the new process, *all* students take the test. This is now providing a deeper and richer data set on the reading skills students bring with them to the college. English counterparts is currently analyzing this data, including pass-rate data, to determine the precise correlation between reading fluency and course completion. Once the College gathers sufficient longitudinal data, these analyses will inform future efforts to promote reading fluency and student success.

New Student Progress Initiatives

DegreeWorks

Description and Current Status

DegreeWorks is Tri-C's new comprehensive degree audit system which will help students and their counselors monitor progress towards graduation. DegreeWorks will provide students and staff with a robust tool that presents degree pathways, monitors student progress, maximizes the use of accumulated credits by facilitating program exploration, and supports academic planning through to graduation. In addition, full implementation of DegreeWorks will streamline graduation processes and provide critical information to inform the development of a yearlong schedule and guaranteed course sections.

Focus/ Objective

Cuyahoga Community College seeks to fully implement DegreeWorks as a planning tool for student progress and completion. Maximized utilization of DegreeWorks can increase the College's ability to keep students on an academic plan, proactively audit student records, and award credentials.

Strategy

Maximized utilization of DegreeWorks relies upon the creation of academic plans for all certificate and degree seeking students attending the College. In order to achieve this goal, various work teams and advisory committees are developing communication plans for student and campus stakeholder audiences, identifying training needs, and integrating use of the system into processes associated with graduation auditing, transfer credit evaluation, cohort tracking, and counseling practices.

DegreeWorks implementation also provides an opportunity to strategically link various related initiatives, such as the Make a Major Decision campaign, GradFest, and 15+ Perks. Through combined messaging and the implementation of a new academic planning system, the College will guide students to accurately align their coursework to the appropriate degree program, update program choice in the Student Information System, maximize credits accumulated each semester, and establish a graduation goal within the first semester.

DegreeWorks will be introduced to students during their New Student Orientation Counseling appointment, during which an academic plan will be established. Use of the system's planning tools will be reinforced throughout the student's first semester as students continue academic planning, solidify program choice, and set graduation goals throughout the GEN 1803 First Year Experience course.

Pilot use of key DegreeWorks features began in 2015, with full implementation to follow on June 1, 2016.

Leadership

The Vice President of Institutional Research and Enrollment Management and the Westshore Campus President provide joint leadership to the implementation of DegreeWorks. Various subgroups have been convened in order to provide oversight or serve in an advisory capacity. Subcommittees focused on communication and training have also been formed from the larger Advisory Committee team and provide direction in collaboration with key stakeholders at the College, such as Integrated Communications and Counseling Services.

Outcomes/Measure/Timeline

The following list includes outcome metrics associated with this project, which will drive future reporting associated with the DegreeWorks implementation:

- Increase the number of students reaching upperclassman status in two years
- Increase the number of students with an active academic plan in DegreeWorks
- Increase the number of students registered for 15 or more credit hours
- Increase the number of academic templates developed/active in DegreeWorks
- Increase the number of students attaining upper class status within two years
- Increase in degrees and certificates awarded

New Student Progress Initiatives
Learning Outcomes Assessment

Description and Current Status
Assessment of learning outcomes takes place at the institutional, program, and course levels at Cuyahoga Community College. In fall 2014, the Office of Learning Outcomes Assessment partnered with faculty to create the new faculty driven Committee on Learning Outcomes Assessment (CLOA). The committee revised and implemented processes for the assessment of institutional level outcomes, currently known as Essential Learning Outcomes. The committee proposed that CLOA become a shared governance committee, and CLOA began its tenure as a governance committee in the fall 2015. Immediately, CLOA began the process of revising the current Essential Learning Outcomes, based on the collected assessment data and current assessment standards and language suggested by the American Association of Colleges and Universities. Additionally, the Essential Learning Outcomes were revised along with the rubrics and other supporting materials.

Focus/Objective
The focus for CLOA is to further develop learning outcomes assessment at all levels. CLOA will engage faculty to complete and implement the curriculum and assessment review plans. Additionally, the committee will engage program faculty and program managers to complete and implement the program assessment plans.

Strategy
CLOA will move forward by working to define the current state of program assessment at Tri-C. Based on those results, the group will also revise the current program assessment framework and process, and it will develop assessment plans for each academic program. Additionally, CLOA will create a central repository for program assessment plans and improvement reports.

Leadership
The Committee on Learning Outcomes Assessment, in partnership with the Office of Learning Outcomes Assessment, will continue to provide the leadership and direction for assessment at the College. CLOA membership includes representation from the faculty and academic deans from each campus, a program manager, and the Director of Learning Outcomes Assessment.

Outcome/Measure/Timeline
In its first 18 months, CLOA has collected over 2,300 artifacts for institutional-level assessment. Of those, over 500 have been assessed with additional assessments underway

By spring 2018, CLOA will have at least 50% of all programs and courses:
1. Create an assessment plan.
2. Collect and assess evidence of student learning to support all levels of outcomes.
3. Examine the assessment data to support improvements in program and course curriculum.

College-wide Year-long Schedule

Description and Current Status

One of the long-standing issues identified by our students as a problem with timely completion of a degree or certificate class scheduling. Students have been frustrated that courses are not available in the semester or time frame needed, that courses are initially offered but then cancelled, and that course schedules are available only one term in advance. The Tri-C Chapter of the American Association of University Professors (AAUP) and the College administration teamed together in summer 2015 to create a College wide year-long schedule.

The new College-wide, year-long schedule provides clear, mapped-out pathways to completion. The new schedule incorporates various learning modalities, greater availability of day/evening/weekend sections, course times and days that correspond with student demand, and academic paths for both full and part time students. The schedule also helps the College create more accurate and balanced schedules, with fewer needed adjustments and cancellations.   Additionally, this project provides students with a number of guaranteed sections of the schedule, which provides even more stability for students planning their academic schedule.

Focus/Objective

The objective of this project was to create a College-wide year long course scheduled, based on student and enrollment data, that would help students better plan and complete a course of academic study, while allowing faculty to better plan their work schedule. This schedule would encompass day, evening and weekend classes as well as all locations and all modalities offered at the College.

Strategy

The College-wide Yearlong Schedule Committee began this project by identifying clear objectives for the new schedule building process, listed above, as well as the following guiding principles:
   a. The process needs to encourage and support flexibility and innovation to better meet student needs.
   b. The process needs to be widely understood by faculty, faculty coordinators and deans.
   c. The process needs to provide flexibility in deploying resources across the institution to meet student needs.
   d. The process needs to be assessed and re-tooled if necessary.

Using the defined objectives and principles as a guide, the team began by building the fall 2016 schedule. The first step was to build campus level, discipline based schedules using prior schedules as a starting point. These initial "base schedules" were reviewed through the lens of our students, using a set of guidelines based on student profiles (e.g. full-time, day, liberal arts students; part-time, evening, business student), allowing us to optimize the campus-based

schedules to better serve students. The resulting schedules then went through a similar College-wide review to create a single schedule to serve the needs of all of our students.

The committee will continue to meet over the course of the next year to monitor the new scheduling process and ensure that the goals of the project have been met. Additionally, the committee will work to formalize College-wide protocols and guidelines for adjustments to the schedule and the scheduling process as needed.

Leadership

The College-wide Scheduling Committee is co-led by the Eastern Campus President and the AAUP Vice President. The team is comprised of the Deans of Academic Affairs, faculty coordinators, and other key administrative staff from each campus; the College's Registrar; and other College-wide staff members that are essential to the scheduling process.

Outcome/Measure/Timeline

Currently the College's first year-long college-wide schedule (fall 2016 – summer 2017) is available for students to view, and registration is currently open for summer 2016 and fall 2016. The next step for the team will be to monitor and analyze data from the fall 2016 registration process, as well as spring and summer 2017 when registration opens, and use that information when building the next year-long schedule (fall 2017 – summer 2018).

Future project outcome measurements will include:

- Increasing student retention by term and year
- Increasing student completion by number and rate
- Decreasing student time to a certificate or degree
- Decreasing the number of terms to a certificate or degree

Scholars Programs

Description and Current Status
The first formal Honors initiative at Tri-C, the Honors Program, was established ten years ago to recognize and support academically-talented students at the College. Today, Honors at Tri-C has expanded into a Scholars "umbrella" that includes a variety of programs developed both as internal initiatives and as grant- or gift-based opportunities. They include:

- Bridges to Success in the Sciences
- Community College STEM Training & Retention of Students (CC STARS)
- Choose Ohio First
- Honors Program Fellowship
- Jack, Joseph & Morton Mandel Scholars
- Louis Stokes Alliance for Minority Participation (LSAMP)
- Robert L. Lewis Academy of Scholars

Aside from these defined programs, the Honors Program and Phi Theta Kappa (the international honors society for two-year colleges) provide broad-based opportunity and support to students who have attained a 3.50 or better cumulative GPA.

Focus/Objective
The Scholars programs engage students as active learners utilizing an enriched curriculum, faculty and staff mentoring and co-curricular activities. The primary goal of the Scholars programs is to accelerate time to completion while preparing the participants for academic transfer or a career as active members of their community.

Strategy
A Scholars Programs Steering Committee was established in early 2016 to better utilize available resources and market the Scholars programs to potential and existing Tri-C students.

Leadership
The Scholars Programs Steering Committee was convened in early 2016 by the Vice President of Learning & Engagement and the Eastern Campus President.   The committee is chaired by a faculty member. Each Scholars program is represented by at least one faculty member or administrator who is a leader of the program. The Steering Committee is intended as a vehicle for the leadership of the various programs to collaborate and align opportunities for improved student outcomes including completion.

Outcome/Measure/Timeline
Key outcome measures for the Scholars programs at Tri-C include:

- Increased student participation in the programs, with a goal of at least 2,000 total student participants by 2020 (Scholars Programs, Honors Program and Phi Theta Kappa).
- Accelerated completion of degrees and certificates.

- Increased equity in completion of degrees and certificates. Bridges to Success in the Sciences, LSAMP and CC Stars are focused on underrepresented populations.

Additionally, through a generous donation from the Mandel Foundation, Tri-C has established the The Jack, Joseph, and Morton Mandel Scholars Academy. Participants will take a core set of courses that will develop the ability to apply the knowledge and skills of the liberal arts to help meet the community's challenges and opportunities, while also taking a broader range of courses in the humanities disciplines that will introduce them to the basic concepts across many fields: English, Humanities, Philosophy, Religious Studies, Women's Studies and courses in the Creative Arts that offer historical and cultural surveys of their art forms.

In addition to coursework, Mandel Scholars will have access to a range of leadership development opportunities through workshops, visits with leaders from the region, and special presentations. Each Scholar will be assigned a mentor who has completed Tri-C's Jack, Joseph and Morton Mandel Leadership Development Program.

Future goals include:

- Achieve total student participation level of 1,500 students or more by 2018.
- Continue to develop and strengthen the Scholars Programs Steering Committee as a means to better utilize available resources.

One Door, Many Options for Success

Description and Current Status

One Door, Many Options for Success is the name of a group of initiatives which seek to transform the student experience by providing structured educational pathways and support to reduce the time to college completion and increase the number of students obtaining degrees, certificates or other job-related credentials. Since summer 2014, cross-functional teams composed of faculty, staff and students have drawn upon successful internal models as well as national research, focusing on college completion by addressing the needs of students in various stages of their college experience.

Focus/Objective

The objective of this group of initiatives is support our students on their college completion path while increasing the number of students earning degrees, certificates and other job-related credentials.

Strategy

The College will utilize a targeted and intentional approach to student support through the creation of campus-based Care Teams. This model combines traditional student support services such as advising, tutoring and financial counseling with the guidance of academic faculty to address each student's specific needs in an individualized manner.

The College will support the One Door Student Experience by implementing a new infrastructure with includes a revised student taxonomy, a comprehensive student record and data analytics. The new student taxonomy separates students into three categories: first-year (first or second semester), sophomore (less than 30 college-level credits) and upperclassman (30 or more college-level credits: completed college-level math and English). Student information and progress will be tracked through One Record, an online tool which aggregates student information from the College's enterprise resource system and other existing systems to support advising and retention initiatives. Ilume software will allow for the use of predictive analytics to identify those students most likely to successfully reach certain benchmarks and milestones, and targeted messaging and notifications will be sent to those students at specific points during their academic journey.

The College has identified nine main pathways, or meta-majors, to assist students in choosing an appropriate educational and career path to meet their individual interests, goals and needs. These pathways are: Manufacturing and Construction; Creative Arts; Public Safely; Hospitality; Business; Health Careers and Nursing; and IT. Additionally there are two transfer pathways: Humanities, Liberal Arts and Social Science (AA); and Science, Engineering, Technology and Math (AS). The grouping of academic and workforce programs into career pathways helps first-time college students choose an intended course of study and plot their career goals by simplifying the course selection process. Students will also save time and money by avoiding unnecessary coursework, resulting in more timely degree completion.

A new online catalog is being created to help students easily identify potential courses and majors. The existing catalog model encompasses A-Z listings, workforce and Corporate College offerings, which requires students to search through nearly 300 items to identify courses without the value of real-time linkage to other learning opportunities or majors. The new catalog, based on the pathway concept, will allow for new search options with stackable functionality for students to explore degree paths and course options in a more user-friendly way.

Prior Learning Assessment (PLA), also known as experiential learning or credit for prior learning, uses rigorous evaluation process to award college credit for knowledge, skills and competencies obtained by students prior to their enrollment at Tri-C. Studies have shown that students who receive credit through PLA show increased persistence, are more highly motivated to graduate within a reasonable timeframe, and are able to save money on tuition.

Leadership
The Westshore Campus President and a faculty member serve as the leaders on this initiative. They are supported by a committee of dedicated faculty and administrators.

Future goals:

- Care Teams established at each campus by fall 2016, fall to spring retention rates increased by spring 2017
- Increase in number of sophomores progressing to upperclassman status, implementation of One Record by fall 2016
- Fully implement the academic pathway model into the new online catalog, at least one template for each pathway posted to Degree Works by spring 2017.
- Launch online catalog College-wide by fall 2016
- Implementation of procedure allowing PLA prior to completion of 20 credit hours and increase the number of students receiving PLA credit

Textbook Affordability

Description and Current Status
Cuyahoga Community College is committed to providing accessible and affordable educational opportunities, which includes the cost of textbooks and academic materials. The College is addressing the increasing cost of these items by utilizing the latest programs and technology available through our campus bookstores.

Focus/Objective
The College is working with Barnes & Noble, faculty and students to provide students with lower cost textbook alternatives.

Strategy
The Textbook Affordability committee has engaged in a number of activities and projects to reduce the cost of educational materials. Some of these have included: hosting town hall meetings on the campuses to understand the resources that Barnes & Noble bookstores provide; exploring single-textbook options vs. bundled course packages; introduceing textbook rental and digital options; introducing the Barnes & Noble mobile app; developing registration integration which allows registered students looking at their schedules to see the page which is automatically populated with textbook ISBN and cost; allowing the "book buyback program" to take place throughout the semester, not only at the end; and participating in and hosting State Textbook Affordability Summits.

Leadership
The College re-established the Textbook Affordability Committee in 2015 as a college-wide initiative to bring together all the various stakeholders that have direct connection to the affordability of textbooks at the College. The committee is a diverse group of individuals representing students, faculty, administrators and Barnes & Noble.

Outcome/Measure/Timeline
In collaboration with the Joint Faculty Senate, the College will facilitate discussions with counterpart groups about investigating additional opportunities for common textbooks, digital versions and common lab materials.

Future goals include:

- Work with faculty and staff to explore different ways to reduce the cost of textbooks and digital learning materials from a college-wide perspective.
- Develop institutional recommendations and best practices for making textbooks more affordable to students. Identify benefits to students, faculty, and College to using digital learning materials.
- Increase availability of lower-cost textbook options for students, including rental program, open-source, and strategic partnerships with publishers.

- Explore web-sites that would allow students to view alternative text book purchase options through My Tri-C Space.
- Conduct a college-wide Text Book Affordability Summit each academic year for students, faculty and staff.

STUDENT COMPLETION

As the College has been able to create and implement completion initiatives, we have been focused on student success, and have modified and tailored our efforts to see the most impact from our work. In evaluating our original work, we have revised programs to better define our student populations with the greatest ability to complete a certificate or degree. We have also created a system to better support and triage students closest to completion. We now have a cross-functional, college wide team operating within a system to support students to completion. We are closer to a scalable, electronic solution for enabling all students, not just certain populations, to create a degree plan with a clear focus on completion. The intent is still that wherever a student is on the path to completion, or whomever the student is interacting with at the College, the student's information is available to review in order to appropriately support the student's completion.

Initiatives related to completion are described in detail on the following pages:

- *30+ Campaigns/IPEDS Case Management – updated information from 2014 plan*
- *Certificate & Degree Completion – updated information from 2014 plan*
- *College Completion Scholarship Fund – updated information form 2014 plan*
- *Degree in Three (D3) – new to 2016 plan*

Student Completion Initiatives Updated
30+ Campaigns

Description and Current Status
With a clearly defined purpose to support student completion, Cuyahoga Community College developed a number of campaigns targeted to students who have earned 45 or more college-level credit hours.   After review and analysis, the College has changed its target to students with 30 or more college-level credits. Components of this system are listed below.

- *GradFest* – *Previously Academic Advising Game Plan* – guides the 30+ credit students to create an academic plan for completion. Prior to registration for an upcoming term, the College connects the 30+ credit students to faculty/counseling teams, arranged by academic program/degree. The teams help students understand what they still need to do to graduate and guide them in creating a progress and completion plan. Participation at this event allows students to register for classes prior to priority registration.

- *Priority Registration* – provides the 30+ credit student an opportunity to register for classes before most other students. Registering early gives students the option for the most convenient available days and times for classes, as well as direct enrollment in the classes they need to complete their degrees. Since its inception, we now also include student veterans in our priority registration population.

- *15+Perks* – provides a financial incentive for students to enroll in 15 or more credit hours in the fall and spring semesters, and seven credit hours in the summer. This program provides financial perks in the form of tuition refunds for credits completed over 12 hours, as long as they continue to remain full-time.

- *IPEDS Case Management* – is an intentional case management approach to supporting identified IPEDS cohort students from the time they enter to the time they complete. This system includes a nine-semester, three-year communication and outreach plan, coordinated transcript audits after each term, proactive outreach about degree majors, and financial support through completion scholarships.

Focus/Objective
The objective of the 30+ Campaigns is to encourage those students closest to graduation to take the most direct path to degree or certificate completion.

Strategy
In reviewing the population of students at the College, there was concern among the leadership about the high number of students with 30 or more credit hours who remained enrolled without progressing to degree completion. The 30+ Campaigns strategy is to have students review their completed courses, examine those courses in line with degree programs, and get on a direct

path to completion. Unique campaigns for each initiative have been created and communicated to students in various ways – phone calls, emails to college and personal accounts, Facebook, and Twitter.   Counselors and faculty also discuss with students the need to have an academic plan and re-enroll each term. Additionally, an incentive was added to the campaign in fall 2013, where students who met with a counselor/faculty team and developed a completion plan were eligible to apply for a scholarship up to $750 for the spring 2014 term.

Leadership
This effort is led by the Vice President of Institutional Research and Enrollment Management, in collaboration with Campus Presidents and the Access, Learning, and Success leadership team. Implementation is coordinated through Completion Project Manager at the District level, and includes the Registrar's Office, the Campus Success Teams, the Dean of Student Affairs and their staff, counselors, and faculty at the campuses.

Outcome/Measure/Timeline
Results for the past three terms are below.

- Targeted 5,865 students in Spring 2013; 1,258 students registered for Fall 2013
- Targeted 10,831 students in Fall 2013; 1,770 students registered for Spring 2014
  Targeted 8,154 students in Spring 2014; 1,016 registered for Fall 2014
- The number of graduates at Tri-C has increased by 60% in the past four years
- IPEDS rate improved from 4.4% to 9.3% in two years

At the end of each term, the campaigns are evaluated and modified where necessary and additional faculty are prepared to participate.

Certificates

Description and Current Status

Cuyahoga Community College continues to advocate issuing earned certificates to ensure student success, with many certificates issued through the Workforce Community & Economic Development Division (WCED) of the College. Many students need to quickly obtain job training and education in order to pursue a job in their respective industry. Other certificate recipients are employed workers looking to re-tool their existing skill sets to ensure they are marketable in today's challenging economy. Certificate programs often lead students to immediate employment upon completion of the requirements, with some programs embedding third party certifications (e.g., Truck Driving Academy CDL and Health Care's STNA) into the courses. Current discussions among the academic credit programs and WCED credit and non-credit programs are leading to collaborative efforts that provide students a smooth transition between programs, as appropriate for their needs.

Focus/Objective

The College's objective for awarding certificates and expanding the number of its certificate programs is to provide short-term education and training options that lead people to jobs, while encouraging certificate recipients to continue their education in order to receive additional credentials, up to and including an associate's degree.

Strategy/Action Steps

The issuance of certificates on the way to an associate's degree is highly valued by students and enhances the likelihood of their success. In addition to the sense of accomplishment and completion that students experience, they now possess an immediately marketable credential to obtain a job or advance in their current employment. As of fall 2014, the College no longer required students to petition in order to receive their certificates. All certificates are now automatically awarded when the certificate requirements are completed.

Leadership

Vice Presidents in Access, Learning and Success and WCED provide leadership for current certificate programs, while Program Managers and Coordinators in both credit and non-credit programs, with input from Advisory Committees, lead the development of new certificate programs.

Outcome/Measure/Timeline

The College currently offers more than 100 certificates. The following new certificates were approved in 2014-2015:

- Certificate of Proficiency in Bookkeeping
- Short-Term Certificate in CISCO
- Certificate of Proficiency in Legal Administrative Specialist
- Certificate of Proficiency in Medical Administrative Specialist
- Short-Term Certificate in Microsoft Office Specialist

- Certificate of Proficiency in Personal Chef
- Certificate of Proficiency in Tax Preparation

The following certificates were approved in 2015-2016:

- Certificate of Proficiency in Industrial Welding
- Short-term Certificate in Introductory Welding
- Short-term Certificate in Welding Technology

The following certificates are pending approval (expected by end of Spring 16 semester):

- Post-Degree Certificate in Cancer Registrar
- Certificate of Proficiency in Captioning and Court Reporting Certified Steno Writing
- Certificate of Proficiency in Captioning and Court Reporting Certified Voice Writing
- Short-Term Certificate in Voice Writing

Since implementation of the auto-awarding process, the College has seen a 117% increase in the number certificates awarded from 2013 to 2015. In 2013-2014, the College awarded 601 certificates for which students petitioned. In 2014-2015, the college auto-awarded certificates 1,306 certificates.

The College continues to work on developing stackable certificates within our 2-year degree programs that align with industry certifications and entry-level jobs.

College Completion Scholarship Fund

Description and Current Status
Cuyahoga Community College recognizes the need to increase the number of students who complete their studies and graduate from the institution within a reasonable amount of time. By closely monitoring the progress of our students, Cuyahoga Community College recognizes that even a small temporary decrease in financial resources can delay, or in some cases, abruptly end a student's pursuit of a college degree. In order to significantly increase the number of talented students who graduate from Tri-C, the Cuyahoga Community College Foundation established the College Completion Scholarship Initiative to serve as a model program for high achieving students who are focused on obtaining a college degree, understand the rigors of college-level coursework, and maintain a high grade point average.

Focus/Objective
When federal regulatory changes to financial aid took effect in fall of 2102, specifically the reduction of Pell Grant eligibility from 18 semesters to 12 semesters, more than 300 Cuyahoga Community College students were impacted. Many students were close to graduation, but had unexpectedly reached their Pell Grant limit. A completion scholarship initiative was created through the Cuyahoga Community College Foundation's Gap Scholarship Fund to support students through to completion if they were on schedule to graduate within one to two semesters.

Strategy
With a focus on college completion, Cuyahoga Community College is taking steps to provide financial support to students who are near the end of their degree program. Partnering with the Cuyahoga Community College Foundation has been a key component to the success of this strategy.

Completion scholarships are based on established criteria around progress and completion including some of the following:
- Completed 30 credit hours or more and enrolled in each of the previous two semesters
- Enrolled in at least nine credit hours per semester
- Maintains at least a 2.5 grade point average

To receive the scholarship, students fill out an application, write an essay, and complete and sign an Academic Plan for Completion.

Leadership
The Vice President of Development and the Cuyahoga Community College Foundation and the Vice President for Institutional Research and Enrollment Management provide leadership for the College Completion Scholarship Initiative, coordinated by the Executive Director of Enrollment Operations with support from a college-wide scholarship selection committee, comprised of faculty and staff.

Outcome/Measure/Timeline

Since the inception of the Completion Scholarships in fall 2013, the College has awarded Completion Scholarships to 294 students in the amount of approximately $718,000, including $445,000 in FY16. Ninety-two recipients of College Completion Scholarships have completed their degree or certificate programs to date. Seventy-four additional students have petitioned for graduation in May or August 2016, and the remainder are continuing their programs of study.

Degree in Three (D3)

Description and Current Status
Degree in Three (D^3) is part of a research study, conducted by Cuyahoga Community College and MDRC, a non-profit, non-partisan education and social policy research organization. The study is a replication of the City University of New York's (CUNY's) Accelerated Study in Associate Programs (ASAP). The purpose of this study is to test whether the D^3 program helps students stay in school and graduate.

Tri-C's D^3 program originated with a pilot study cohort of 42 students in the spring 2015 and officially launched in the fall of 2015 with 527 students randomly assigned to either a program or control group. The pilot phase afforded Tri-C time to adapt current organizational practices to replicate the CUNY ASAP model.

To be eligible for D^3, students had to meet certain eligibility criteria prior to random assignment, including being Pell grant-eligible with a completed FAFSA, having two or fewer developmental education courses to complete, seeking a degree, not a certificate, attending college full-time, enrolling as a new student *or* having accumulated 24 or fewer college-level credits, and having a 2.0 GPA and be in good academic and financial standing with the College. Services will last for three full years provided funding is available.

Focus/Objective
The Degree in Three program's foremost mission is to provide wrap-around services supporting students completing their degree in no more than three years, thereby directly focusing on

Strategy
To participate in the program, students must meet with an advisor regularly, take developmental courses early, and attend tutoring when required by advisors or professors. Students participating in the D^3 program receive:
- Free tuition in the form of a gap scholarship
- Textbook vouchers
- Monthly stipend
- Personalized academic advising and career planning advice
- Free summer classes

The D^3 Planning Team members envision conducting focus groups and forums on D^3 outcomes and objectives throughout the replication study. D^3 services, requirements and messaging will be shared among internal constituencies in an effort to reassess current student support practices and transition intrusive support services (similar to D^3) to all College campuses.

Leadership
Cuyahoga Community College's D^3 pilot project is led by an eight member Planning Committee consisting of Academic and Student Affairs leaders from both the Eastern and Western

campuses, the Project Directors from each campus, and key district administrators. Each campus also has a Campus Implementation team consisting of key personnel in Academic Affairs, Student Affairs, Financial Aid, Counseling, Enrollment Center, Bookstore and Tutoring center.

Outcome/Measure/Timeline

Tri-C learned in the program pilot phase that advisement begins with the initial student contact, at which point the program's purpose, goals, eligibility criteria and basic components are explained. Once students have shown both interest and initial commitment, they can be considered for participation in the program.

The CUNY ASAP model substantially improved students' academic outcomes over three years, almost doubling graduation rates. Tri-C's replication of the CUNY ASAP model in the form of D^3, has the potential to generate the same success by utilizing the same services already offered at each campus and applying them in more meaningful ways (intrusive advising). The pilot study commenced in spring 2015. D^3 had a positive impact on students participating in the spring 2015 cohort by showing slightly higher GPA's, and an increase in average hours attempted and earned in comparison to the control group. The preliminary indicators of GPAs and credit hours attempted and earned indicate that D^3 is a system that will support students in accomplishing their educational, career and job goals and, therefore, a recommended course of action for completion and success agendas.

D^3 will may be expanded to all Tri-C's campuses in the form of care teams. Compared to usual college services, D^3 is more of a structured program that provides a comprehensive array of supports and services that help students successfully graduate, and transfer into a Bachelor degree program or pursue a career. Conversations regarding scalability are emerging at Tri-C across all campuses.

WORKFORCE

Cuyahoga Community College Centers of Excellence were created to fill the educational, cultural and economic needs of the local community by providing the most innovative and inclusive programming in these educational areas. The six Centers of Excellence cover a wide range of disciplines and potential career paths from health care to public safety to the arts and beyond. Each Center represents a sector of the workforce in which job opportunities continue to expand, creating a positive economic impact on the communities of Northeast Ohio.

Workforce development in key areas of future job growth is important to the communities of Northeast Ohio, especially as more than 85% of Tri-C students continue to live and work in the region following graduation. Our Centers of Excellence offer high-quality, industry-relevant courses that use state of the art facilities to provide a comprehensive edge in today's job market. For example, Tri-C produces well-prepared nursing graduates from the Division of Nursing Education, many of whom embark on careers at the Cleveland Clinic or University Hospitals.

Three initiatives related to Workforce are described in more detail on the following pages:

- *Academic Experiential Learning – updated information from 2014 plan*
- *Advisory Committees – updated information from 2014 plan*
- *Workforce, Community and Economic Development Division (WCED) – updated information from 2014 plan*

Workforce Initiative Updates
Academic Experiential Learning

Description and Current Status
Experiential learning engages students in critical thinking, problem solving and decision making in on-the-job assignments that are relevant to their field of study. It also provides students the opportunity to put into practice the concepts and knowledge obtained in the classroom.   At Cuyahoga Community College, experiential learning is offered in many formats. Students can participate in cooperative education (Co-Op), directed practices, field experiences, internships, practicums, service-learning, study abroad programs, and clinical laboratory options. The particular format is typically determined by their academic program.

Focus/Objective
Real world experience provides insight to career paths and job opportunities, and helps students bring more value to their classroom studies. Experiential learning helps students to successfully pursue the career of their choice and keeps them focused on completion for a smooth transition.

Strategy
The strategy at Tri-C is to develop hundreds of experiential learning opportunities and to build them in to program requirements where appropriate.   Action steps to achieve this include presenting students with the opportunity to explore career paths through participation in one or more of several modes of experiential learning. It is also key to articulate to students the alignment of experiential learning with their educational program to provide an exploratory workforce experience.

With the development of the College's First Year Experience (FYE), the team leading Experiential Learning is now collaborating with the FYE implementation team to embed career services-related resources in FYE, and is also developing job shadowing, internship and co-op experiences that support career exploration and job readiness. The College is also completing work on its 21st Century Workplace Skills project, funded through the State's Ohio Means Internships and Co-ops 2.0 grant, which will provide enhanced tools for faculty and Career Center staff to further assist students with developing their job readiness skills.

Leadership

The Executive Director of Access, Learning, and Success has oversight for Experiential Learning and serves as its champion. The Director of Employer Relations partners with employers to build strategic alliances to broaden the reach and source of experiential learning and employment opportunities for students. The Assistant Dean of Honors and Experiential Learning Programs collaborates with faculty to promote student awareness of career development and ensure learning objectives at the jobsite align with classroom learning objectives.

Outcomes/Measures/Timelines

Cuyahoga Community College students benefitted from over 6,000 academic experiential learning placements/opportunities during 2014-2015. Although the majority of these experiences were associated with the College's health careers programs, the number of opportunities in other programs continues to grow, reaching nearly 1,000 in 2014-15. Included in this number are co-ops as well as formal internships managed through the Career Center.

Students participated in 239 of these on-site learning placements in 2014-15 in Business Administration, Culinary Arts and Hospitality, Engineering, IT, Creative Arts and other programs. Future success will be measured by the number of programs that have integrated experiential learning into the curriculum, the total number of opportunities available, and the number of students who complete experiential learning options within the key FYE gatekeeper courses.

Advisory Committees

Description and Current Status

By College policy, each technical and career program at Cuyahoga Community College is required to have a Program Advisory Committee. Advisory Committee members' involvement with Cuyahoga Community College students, faculty and staff is vital to the success of its programs. By having close ties with business, industry and labor, Tri-C ensures that the curriculum remains industry-driven, community-informed, and mutually beneficial, resulting in career success for the students. Currently there are 61 Advisory Committees at Tri-C.

Focus/Objective

The objective of Advisory Committees is to provide the College with sound advice on industry expectations and first-hand knowledge of changing market and employer concerns. Input from Advisory Committee members helps assure that each student who enters Cuyahoga Community College receives a quality education, with the expertise and essential job readiness skills to be successful.

Strategy/Action Steps

Cuyahoga Community College appoints Advisory Committee members to a three-year term, with provisions made for staggering replacements. The strategy is to maintain members on the Advisory Committees who have firsthand experience and/or appropriate credentials in the career area being served.

Leadership

The Vice President for Learning and Engagement works closely with Program Managers and Associate Deans to facilitate the function and structure of the College's Advisory Committees. The Vice President provides college-wide oversight of the Advisory Committees as well as informing the strategic direction for each group. Each Advisory Committee has an Advisory Committee Administrator, typically one of the industry representatives.

Outcome/Measure/Timeline

Each year, programs develop goals and objectives for the Advisory Committees. An annual report is developed and provided to the Vice President for Learning and Engagement which outlines the achievements and outcomes as they relates to the goals of the program. The reports are compiled each year with follow-up discussion with Program Managers and Associate Deans. The achievements and outcomes of Advisory Committees are also included in the annual program review and planning process.

Future plans include:

- Increased opportunities for internships, co-op or other experiential learning options provided through the engagement of Advisory Committees members.
- Continued involvement in the program review and planning process by conducting thirteen program reviews

- Continued input regarding curriculum requirements including the state-mandated credit hour reduction to 65 credit hours or less

New Workforce Initiative
Cuyahoga Community College's Centers of Excellence

Description and Current Status

Tri-C's Workforce, Community and Economic Development Division (WCED) provides both non-credit and credit training for individuals and businesses. WCED plays a significant role in helping businesses grow in Ohio. The Workforce, Community and Economic Development Division offers training and preparation for individuals to work in the industries identified by the State as Critical for Ohio growth. To prepare people for career paths in high-skill, high-wage jobs Cuyahoga Community College has created the Manufacturing Center of Excellence, the Information Technology Center of Excellence, Hospitality Management Center of Excellence, the Center for Creative Arts and the Public Safety Center of Excellence, one focus of which will work directly with companies to recruit new workers and provide "skills-upgrades" for incumbent workers. These Centers of Excellence are a direct result of collaboration between Cuyahoga Community College and Business and Industry within our region.

Manufacturing Center of Excellence

The Manufacturing Center of Excellence builds upon the long history and strength of manufacturing in Northeast Ohio, ensuring the continued growth of the region's traditional manufacturing operations and supporting the emerging technology within the industry. The goal is to be the national leader in training for new and emerging manufacturing technology and to address the talent needed for middle skilled jobs. This Center will not simply provide training but serve as the catalyst for connective solutions between industry, the College, and the community through the establishment of a Fab Lab.

The Manufacturing Center of Excellence will support students along their academic pathways and provide industry with a highly trained, highly skilled workforce. This will be accomplished by:
- Responding to industry needs with new demand-driven degree programs;
- Constructing new Meta-major student pathways;
- Establishing workforce integrated noncredit to certificate to degree programs;
- Seamlessly integrating with other Centers of Excellence and Tri-C's strategic plan; and
- Providing relevant, high-impact connections to jobs in NE Ohio.

Information Technology Center of Excellence

The overarching goal of the Information Technology Center of Excellence is to be a national leader in educating information technology professionals and to provide students with cutting-edge, hands-on training opportunities that allow them to attain national industry certifications.

The IT Center of Excellence will unite and leverage the strengths of existing academic offerings and workforce development training to optimize career and educational opportunities for Tri-C students. By converting unemployed and underemployed individuals into skilled professionals,

the center will provide qualified workers to close the skills gap and fill the high demand for new talent in area.

Based on a combination of industry experience, current higher education research, industry predictions, trends of IT certifications, and market research, the following areas have been identified as IT areas with high growth that will need associated training:
- Cyber Security;
- Cloud Computing/Virtualization;
- Analytics/Big Data;
- Mobile Development/User Experience Focus;
- Agile Development/Project Management;
- Cleveland Codes Software Developer Academy.

Hospitality Management Center of Excellence

This Center of Excellence offers associate degrees in Culinary Arts, Lodging and Tourism, and Restaurant and Food Service Management in addition to a variety of short-term certificates.

The Hospitality Management Center of Excellence strategic plan includes the following:
- Enhance industry-validated curriculum to support student degree and certificate completion while addressing local and regional industry needs;
- Build student enrollment and completion through expanded resources and support services;
- Leverage industry relationships to guide program development and maximize opportunities for students;
- Strengthen national reputation as a center of excellence in hospitality management;
- Recruit and retain teaching talent necessary to safeguard Tri-C's reputation as a center of educational excellence.

Public Safety Center of Excellence

The Public Safety Center of Excellence will prepare students for academic and career success by providing access to state of the art training facilities, world class instruction, real world opportunities and supports that promote success. This will be accomplished by:
- Responding to industry needs with relevant, new degree programs;
- Establishing new student pathways along the K-12, workforce, & 2/4-yr. academic continuum;
- Expanding industry partnerships across NE Ohio and nationally;
- Providing relevant, high-impact connections to jobs in the region.

In addition, the Public Safety Center of Excellence will connect students to additional educational opportunities. Specifically the Center will expand partnership with K-12/Career Technical Centers, offer summer academy for youth as an exploratory way to experience public safety, and demonstrate a new model for career and technical education so that high school students are prepared academically and ready for real career opportunities.

Focus/Objective

WCED provides customized workforce development solutions to the manufacturing, health care, information technology, and public safety sectors of the local economy. WCED delivers customized services and training to meet the needs of organizations striving to enhance quality, leadership effectiveness, increase efficiency and upgrade skill levels within business operations. Many of the programs offered take between 10 and 18 weeks to complete, providing employers with a constant feeder system of job-ready candidates.

Strategy

WCED creates partnerships with employers to further workforce training throughout the region. Examples include the following:

- *Ford Motor Company – Brookpark* - Currently, Cuyahoga Community College is working with Ford Motor Company on its multimillion dollar investment in its Brook Park plant for its I-4 engine launch. This project has resulted in an increased need for more than 750 workers over a three year period beginning in 2015. Approximately half of the increase will be transfers from existing Ford plants, although several hundred others will be new hires.

- *Swagelok – Right Skills Now Program* - A premier manufacturing facility in Northeast Ohio with over 3,800 employees at 10 locations has worked closely with the college over the past 16 years. The Right Skills Now CNC Operations program evolved from a collaboration among MAGNET, Tri-C and Swagelok to meet the demand for skilled CNC operators. Right Skills Now is an acceleration of the NAM- Endorsed Manufacturing Skills Certification Systems. To date, 78 individuals have completed the program with 47 being hired as CNC operators and 7 others hired in other positions by Swagelok.

- *ArcelorMittal* - Cuyahoga Community College has partnered with ArcelorMittal, the world's leading steel company, to develop the next generation of the steel industry's workforce. Training is targeted toward high-tech, well-paying job specialties in electrical and mechanical technology. Program participants can earn an Associate of Technical Study degree with an Electrical Technology or Mechanical Technology Option. The program includes 16-weeks of on-site paid training at ArcelorMittal and eligible graduates may be hired based on hiring needs and requirements at the time of graduation.   Currently, over 30 individuals are enrolled in the two-year program.

- *FirstEnergy* - Cuyahoga Community College is partnering with FirstEnergy to recruit and train individuals for the Power System Institute Program. Program completers will receive the Electric Utility Technology Associate of Technical Studies Degree. The program consists of 60 credit hours and will take 21 months to complete and includes a 10-week paid internship during the summer. Currently, Cuyahoga Community College has 22 individuals enrolled in the program and is doing recruitment for an additional 24 individual to start the program in Fall 2017.

- *Joint Apprenticeship Training Council* - The College partners with more than 20 Joint Apprenticeship Training Councils (JATC) in 11 trades and 19 specific disciplines. Over the past year, JATC program has provided training for over 3,800 individuals.

- *Contract Training* - Over the past year Cuyahoga Community College has partner with over 20 companies and provided training to over 250 individuals. Training has been for mechatronics, industrial maintenance, CNC, welding, and construction industry incumbent workers.

Leadership

The Executive Vice President Workforce, Community and Economic Development Division provides leadership for all workforce training programs at the College. The Vice President of Learning and Engagement, executive leadership, college deans, faculty and staff provide leadership for the Centers of Excellence.

Outcomes/Measure/Timelines

While each Center of Excellence has their own measurable goals and outcome, they general involve increased enrollment in each center, increased number of students successfully completing a certificate or degree offered by the Center, increased number of internship and co-op students, and number of graduates placed in the Center's workforce.