LORAIN COUNTY COMMUNITY COLLEGE

DISTRICT BOARD OF TRUSTEES

RESOLUTION CC - 643

Strategic Completion Plan for Institutions of Higher Education

WHEREAS, the General Assembly in HB 59 required each state institution of higher education to adopt by June 30, 2014, an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, the plan must align with Ohio's workforce development priorities; and

WHEREAS, the Board of Trustees of each state institution of higher education is required to adopt its institution's Campus Completion Plan by June 30, 2016; and

WHEREAS, the Lorain County Community College Board of Trustees has adopted its Institutional Effectiveness Indicators in support of Student completion and Academic Success; and

WHEREAS, the Lorain County Community College Board of Trustees has adopted Vision 2020 Priorities and Initiatives, Priority #1 of which is to drive Student Completion for Academic and Career Success; and
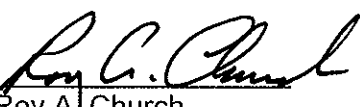
WHEREAS, The Lorain County Board of Trustees has adopted the Completion by Design (CbD) agenda supporting student success by preventing loss, creating momentum and following student progression utilizing a student success data system, student engagement and leadership focused n completion delineated by stages of connection, entry, progress, and completion; and
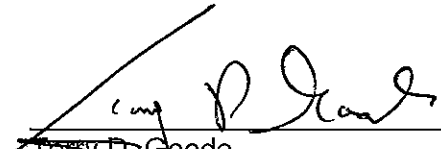
WHEREAS, the Lorain County Community College's College Completion Plan is aligned with the Board of Trustees' Institutional Effectiveness Indicators, Vision 2020 Priority #1, and the LCCC completion agenda and momentum framework, and

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Lorain County Community College adopt the Lorain County Community College Completion Plan.

By Order of the Board of Trustees
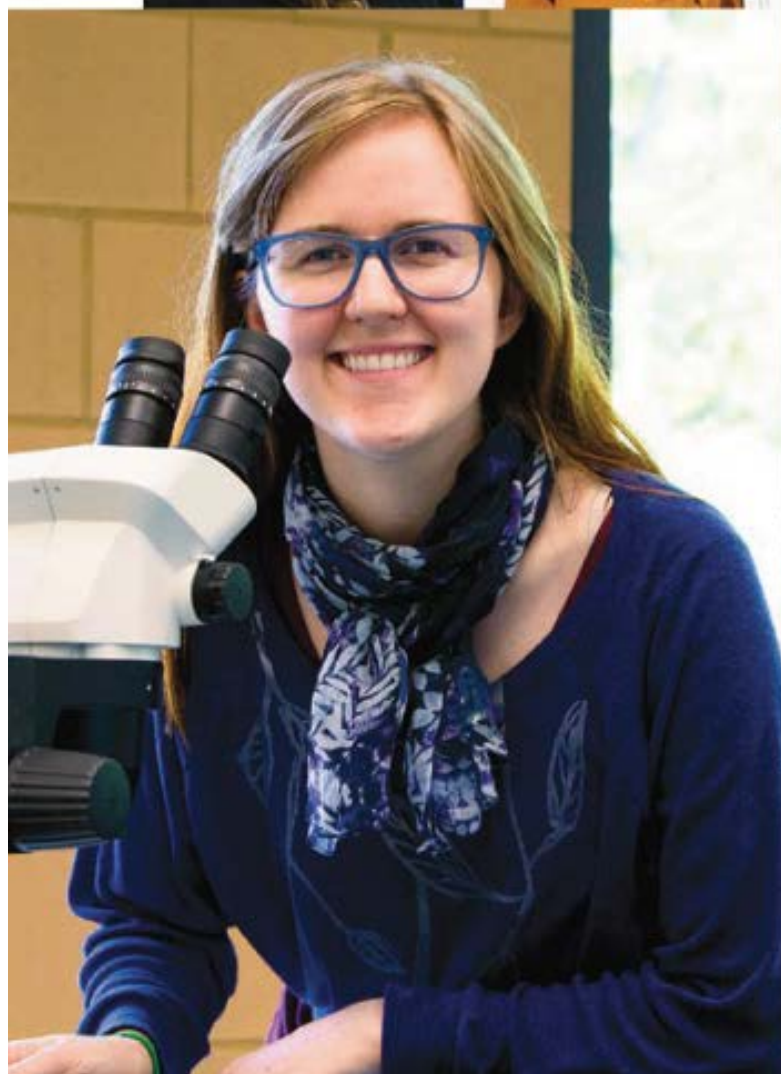Lorain County Community College
District

Attest: _____
Roy A. Church
Secretary

_____
Terry D. Goode
Chairman

Approved: June 23, 2016

COMPLETION PLAN

2016
2018

Real Education for Your Future

Lorain County
Community College

Vision 2020

Our Values

We are the community's college.

We are trusted by the community to educate, lead and inspire.

We create a better, more sustainable future for our community.

Our Vision

To empower a thriving community:

• Where all students achieve academic and career success.

• Where industry talent needs are met and businesses start, locate and grow.

• Where people connect and prosper.

Our Mission

To empower:

• Individuals to succeed through quality education.

• Economies to grow through innovation.

• Communities to thrive through partnerships and rich cultural experiences.

PREFACE

Evidence-Based Approach to Student Success

LCCC data shows that our student success work, supported by our participation in Achieving the Dream and Completion by Design, is not only changing the LCCC culture to one focused on student success but is moving the needle for students in a positive direction. In September 2015, the LCCC Board of Trustees adopted Vision 2020 with our number one priority of "driving student completion for academic and career success." Highlights include an 8.4% increase in course credits completed; a 15% increase in the completion rate for development English and college level English in the same year based on scaling the ALP co-requisite model; and a 5% increase in FTIC completion of developmental math within 2 years along with similar increases in developmental math for our minority and Pell eligible students. These data points contributed to LCCC's Achieving the Dream Leader College distinction –a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. LCCC numbers of graduates continued to grow with a 44% increase since 2011, and most significantly there has been an 87.5% increase in 150% first time, full time student graduation rate since 2008. In addition, our student success work is helping LCCC maximize performance funding through increased course and degree completions which, in turn, is being reinvested in our student success agenda.

Vision 2020

The College's refresh of its strategic vision, Vision 2020, produced the following strategic priorities: Drive Student Completion for Academic and Career Success (P1); Lead Talent Development While Accelerating Business and Job Growth (P2); and Inspire Community Engagement, Connectivity, Diversity and Wellness (P3). These priorities along with the specific initiatives associated with them are identified in the first column of the tables provided for the Connection, Entry, Progress, Completion, Other Aspects of Completion Success, and Workforce sections of the LCCC State Completion Plan. The strategies and interventions listed in this completion plan are designed primarily to meet the following goals associated with Priority 1:

1. Reduce Time and Cost to Completion
2. Coach Every Student for Success
3. Improve College Readiness
4. Enhance Student Learning
5. Develop Structured Pathways to In-Demand Careers and Employers
6. Engage More Adult Learners
7. Close Achievement Gaps of Under-Resourced Learners

Core Principles for Transforming Remediation

"Core Principles for Transforming Remediation with a Comprehensive Student Success Strategy," a joint statement issued by Achieving the Dream, the American Association of Community Colleges, Complete College America, Education Commission of the States, and Jobs for the Future, identified six core principles necessary for ensuring student success:

1. Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.
2. Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.
3. Academic and nonacademic support is provided in conjunction with gateway courses in the student's academic or career area of interest through co-requisite or other models with evidence of success in which supports are embedded in curricula and instructional strategies.
4. Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, are enrolled in rigorous, streamlined remediation options that align with the knowledge and skills required for success in gateway courses in their academic or career area of interest.
5. Every student is engaged with content of required gateway courses that is aligned with his or her academic program of study—especially in math.
6. Every student is supported to stay on track to a college credential, from intake forward, through the institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.

To demonstrate the alignment of LCCC's completion initiatives with these core principles, the last column of the tables provided for Connection, Entry, Progress, Completion, Other Aspects of Completion Success, and Workforce sections identifies the principles related to LCCC's student success strategies.

Board of Trustees' Indicators of Effectiveness

LCCC's Board of Trustees' Indicators of Effectiveness are reflected in the *Other Aspects of Completion Success* section of the plan. The Board of Trustees annually measures and monitors progress on the following Indicators of Effectiveness: County Educational Attainment; Enrollment: Credit, Unduplicated, and Annual; Headcount; One Year DVED Success Rates; Year to Year Persistence; Concentration in Field of Study: 12 Credits Earned Year 1 and 24 Credits Earned Year 2; Student Completion (Credential, Transfer, Persistence); Grads Job Related to Field of Study; Average Earnings of Grads; Experiential Learning, and International Student Enrollment. These indicators have been modified to align 100% with the State Performance Based Funding (PBF) framework.

Process for Updating Completion Plan with New Initiatives

In preparing the 2016-2018 LCCC State Completion Plan, the Student Completion Core Team and the various student success work teams began by reviewing the previous completion plan to identify initiatives that could be removed because they had been fully implemented. Examples include the new student orientation, Math boot-camps, the Accelerated Learning Program in English, and many others. Next, the teams identified strategies that were ongoing or were still being implemented. Those remain in the current plan and include approaches such as using multiple

measures to determine college-readiness, disaggregating data to identify achievement gaps, and the vertical alignment of high school curriculum with college-level math and English curriculum. Finally, the plan includes new initiatives that will be or are currently being implemented. Examples of these include:

- Development of math pathways along with a math co-requisite model, which pairs a developmental course with a college level gatekeeper course.
- A re-design of the lowest level developmental writing course based on the Chabot model, which integrates reading and writing instruction and accelerates students into college level writing.
- An advising re-design that utilizes a team approach that is aligned with LCCC's 9 Career Program Pathway meta-majors.
- A new Summer Bridge Program for scholarship students
- Customer service training for all Enrollment, Financial, and Career Services staff
- Embed a financial literacy and planning workshop throughout the learning continuum in the following ways:
  - Requiring Financial Literacy in all sections of SDEV 101, Student Development, and SDEV 102
  - Contextualizing financial literacy basics in MTHM 158, Quantitative Reasoning
  - Building a Financial Aid and Literacy Module in the CANVAS Learning Management System.

Completion Centerpiece - Guided Pathways and Meta-Majors at LCCC

LCCC is designing the college experience with the student's academic and career goals in mind. Driven by the college's new strategic plan, Vision 2020, LCCC is coming together to develop a comprehensive approach to guided pathways and student success. Developing meta-majors is a key strategy in this work. In 2014, the Transfer and Applied Team, a subgroup of LCCC's Core Completion Team that includes college faculty and administrators, was charged with investigating the design of guided pathways and meta-majors. Over the course of the academic year the team met to identify meta-major program areas to pursue and develop a process for designing pathways. The Transfer and Applied Team performed a detailed analysis to identify overlapping courses across all programs. The result was a list of major program areas clustered around common courses (e.g. healthcare, business, and education). Transfer and Applied team members worked with additional faculty members and program coordinators across the college to map all programs across the college. Additionally, the team used local labor market information to perform an analysis to identify target programs with local labor market need.

Program and Career Pathways at LCCC
Business and Entrepreneurship
Computer and Information Technologies
Culinary and Hospitality
Education
Engineering and Manufacturing
Health and Wellness
Human/Social Services and Public Safety
Liberal and Creative Arts
Science and Math

The next step in implementation for 2016 was for the Transfer and Applied Team to work with program coordinators and faculty to create default program maps for each of the nine Program and Career Pathways. Program maps illustrate the default course sequence for a student's first year in a Program and Career Pathway, including

recommended electives for each pathway. The figure below illustrates Lorain County Community College's Business and Entrepreneurship Program and Career Pathway.
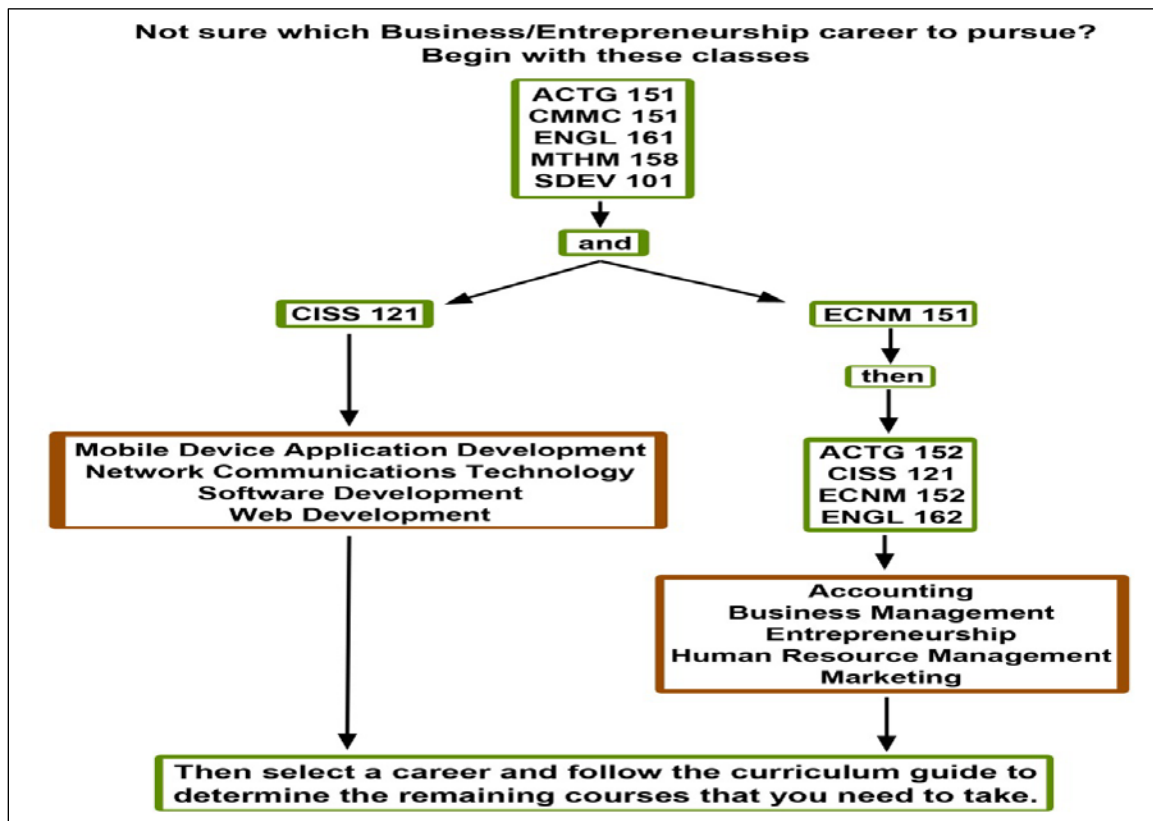
The meta-major map will then link to a narrower program- map once the student chooses a specific program of study.

LCCC is embedding Program and Career Pathways into their online application, reducing student choices from 120 different certificates and degrees to the nine pathways. By presenting students with this information from their first point of contact with the college, LCCC is taking significant steps to make program requirements well defined, visible and unavoidable. This gives students a clear understanding of their default pathway from their first point of contact while also encouraging undecided students to connect to a major area of interest upon their entry into the college.

In addition to default pathway maps, LCCC is implementing changes in advising, career counseling, and student support services to provide a comprehensive support structure for students in each Program and Career Pathway. For example, new students are now required to meet with an advisor upon entry into a Program and Career Pathway. This initial meeting includes the development of the student's default program map, known as MyCAP (Career Advantage Plan) that lists out their course sequence. Students will then be encouraged to meet with their advisor at least once per semester prior to registration for the next semester. Also, LCCC is incorporating a number of existing career services tools into the Program and Career Pathways framework to further assist students in career decision.

LCCC continues to work with its robust team of administrators, program coordinators, and faculty members to continue implementation of Program and Career Pathways in the 2016-2017 academic year. LCCC is moving from a generalist to a specialist approach in advising grouped around LCCC's nine Program and Career Pathways. Advisors will work proactively with their cohorts of students during the registration period and after to continue to reinforce

career decision, selection and to ensure the student remains on the pathway to completion. At the foundation of the work will be an evidence-based and evaluative approach engaging predictive analytics. Faculty members will be actively involved in and support the advising teams clustered around the Program and Career Pathways.

It is with a sense of accomplishment and enthusiasm for the ongoing success of our students that Lorain County Community College submits its State Completion Plan to its Board of Trustees in anticipation of their adoption of the plan in response to HB 59, Ohio Revised Code 3345.81.

CONNECTION

Improvement Focus Description: Strengthen LCCC's connection with high school districts and their students and with older adults whose College Student Inventory (CSI) results indicate they are not college ready.

Improvement Focus Current Status: Spring, 2012, all district Superintendents signed letters of commitment to the student success and completion agenda. Throughout 2013, the following connection interventions were implemented, and their impact is being measured. The CSI is enabling Counselors and Advisors to identify at risk students before they register and intervene on their behalf by placing them in a cohort assigned to a Student Success Coach.

FTIC Completion of Developmental Math within 2 Years

Year	Percentage
2010-2011	13%
2011-2012	14%
2012-2013	16%
2013-2014	18%
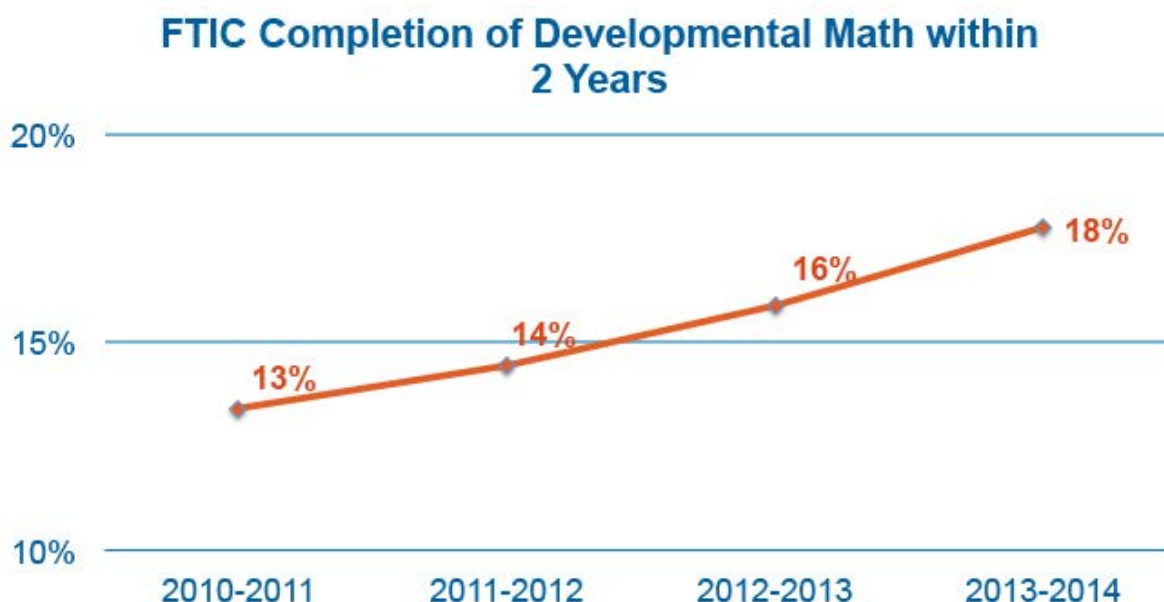
Ohio's remediation free standards as well as LCCC's collaboration with high school districts to improve alignment between high school and college curricula likely contributed to the success LCCC has had in reducing the percentage of students placed into developmental education courses. Between 2010 and 2014 the percentage of all new students referred to one developmental subject fell from 40% to 32%; the percentage referred to two subjects fell from 14% to 11%; and the percentage referred to three subjects declined from 9% to 5%. Overall, since 2010 the percentage of all new students coming straight from high school and placing into developmental courses has fallen from 88% to 74%. Meanwhile, a greater percentage of students are completing their developmental coursework in one year. The percentage of all new students completing all of their DVED in one year rose from 4% in 2010 to 9% in 2014, the most recent year for which we have data. The percentage of students completing their DEVD Math in two years rose from 13% in 2010 to 18% in 2014.

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Improve College Readiness	Facilitate vertical articulation/collaboration on curriculum/ instructional alignment, including the adoption of co-requisite strategies to accelerate student completion of college level math and English	Rosa Rivera-Hainaj, Dean of Science and Mathematics Robert Beckstrom, Dean of Arts and Humanities	College faculty and high school teachers Connection Team/Cindy Kushner, chair Completion Core Team/Stephanie Sutton & Jonathan Dryden co-chairs The Educational Services Center/Greg Ring Dianne Quinn, ECHS Principal Disabilities Services/Mary Murphy	**Decrease** % students coming directly from high school who place below college level. **Increase** % students who start below college level and complete recommended remediation within 1 year. **Increase** % completing recommended remediation and enrolling in college level course work in the same or following year.	Using the 2010 cohort as a baseline, track percentage change over time.	Fall 2009 ongoing	Principles 3 and 4

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	**Student Success Core Principles** What is the Student Success Core Principle? **See Preface**
P1 Improve College Readiness P6 Engage More Adult Learners	Continue to promote through LCCC and the Adult Literacy Office the GED and 22+ Adult Diploma options for adults and others who can benefit from one of these opportunities. The Adult Literacy Office staff is available to assist individuals in selecting the best option for their success. In addition, focus remains on efforts to engage diploma-holding adults in need of basic skill remediation prior to post-secondary enrollment.	Mary Murphy, Manager Adult Success Initiatives	Cynthia Kushner, Kei Graves, Stephanie Sutton	Increase in the number of GED and 22+ Adult Diploma completers. Increase the number of GED and 22+ Adult Diploma completers who enroll in college or training following earning their GED or diploma.	Using 2015 as a baseline, track enrollment over time	Begins Spring 2016 Ongoing	Principles 1 And 4

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Improve college readiness\n\nP1 Reduce Time and Cost of Degree Completion	Update New Student Orientation to include information on suicide prevention/awareness; CARE Center, and Emergency Aid for students.	Stephanie Sutton, Associate Provost for Enrollment Management and Student Success	Krista O'Neill & Marcia Jones	Students better prepared to deal with crises and to succeed in their courses.		Fall 2016	Principle 1
P1 Coach Every Student for Success\n\nP1 Develop Structured Pathways to In-Demand Careers and Employers	Provide opportunities for career exploration and decision to our K-12 students by offering SDEV 102 Student Success Strategies in high school.	Nadia Leary	Jason Gibson, SDEV Coordinator	Increase number of students enrolled	Using 2015 as a baseline, track enrollment over time	AY 2016-17	Principle 1
P1 Coach Every Student for Success	Engage students, parents, and greater community in college and career planning.	Nadia Leary KnowHow2Go P-16/ REACHigher				Fall 2007, On going	Principle 1
P1 Improve College Readiness	Provide on-site testing at high school for CCP and LCCC.	Nadia Leary, Stephanie Sutton, Associate Provost	Rosa Rivera-Hainaj/ Cindy Kushner/ Stephanie Sutton	**Decrease** % students coming directly from	Using a baseline of 2010, track	Fall 2011	Principle 1

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success **Core Principles** What is the Student Success Core Principle? **See Preface**
P1 Reduce Time and Cost to Completion		for Enrollment Management and Student Success	REACHigher	high school who place below college level. **Increase** % students who start below college level and complete recommended remediation within 1 year. **Increase** % completing recommended remediation and enrolling in college level course work in the same or following year	percentages over time.		
P1 Reduce Time and Cost to Completion P1 Improve College Readiness	Use multifaceted indicators for proper placement/High School GPA, ACT/SAT, writing sample, & CSI	Stephanie Sutton, Associate Provost for Enrollment Management and Student Success	DVED Team/Lisa Sheppard, chair	Decrease % students who place below college level.	Increased completion of college level gatekeeper courses	Update 2016	Principle 1

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Reduce Time and Cost to Completion P1 Develop Structured Pathways to In-Demand Careers and Employers	Expand My University pathways to UP bachelor's degree programs	John Crooks, Associate Provost of the University Partnership/My University Cindy Kushner, Director of Marketing and Outreach	Division Deans Kathy Lathwell	**Decrease** % students coming directly from high school who place below college level. **Increase** number of students completing 12, 24, and 36 credit hour milestones.	Using a baseline of 2010, track percentages over time.	Udpate	Principles 1 and 6
P1 Reduce Time and Cost to Completion P1 Engage More Adult Learners	Engage working adults by promoting opportunities for them to earn college credit for prior learning. This will be done in a manner that ensures rigor, transparency and consistency, and aligns with state recommendations.	Carrie Delaney/PLA Coordinator Jonathan Dryden/PLA Network Representative	PLA Advisory Committee	Increase % of new students earning 12 credits in year 1 Increase number of PLA credits awarded to students.	Using a baseline of 2010, track percentages over time.	Spring 2016	Principle 1
P1 Improve College Readiness	Re-design writing sample prompt	Robert Beckstrom and Krista O'Neill	English Committee	**Decrease** % of new students who place below	Using a baseline of 2015, track	Fall 2016	Principle 1

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
				college level Increase number of students completing college level English courses.	percentages over time.		

What additional information do we need?

1. Stay informed about external research, including that done by Columbia University's Community College Research Center (CCRC).
2. Stay informed about the K-12 implementation of the Common Core Curriculum.
3. Stay informed about College Credit Plus and its implementation.
4. Continue our policy and alignment work with Jobs for the Future (JFF).
5. Be aware of how connection with our school districts relates to the State Performance Based Funding framework.
6. Stay informed of Remediation Free Standards and Multiple Measure Committee through Ohio Department of Higher Education.

FIRST-YEAR ENTRY

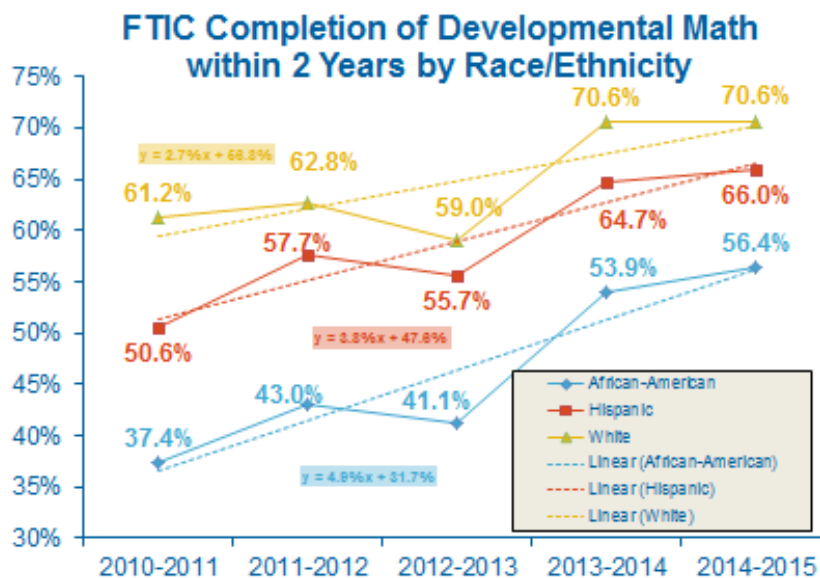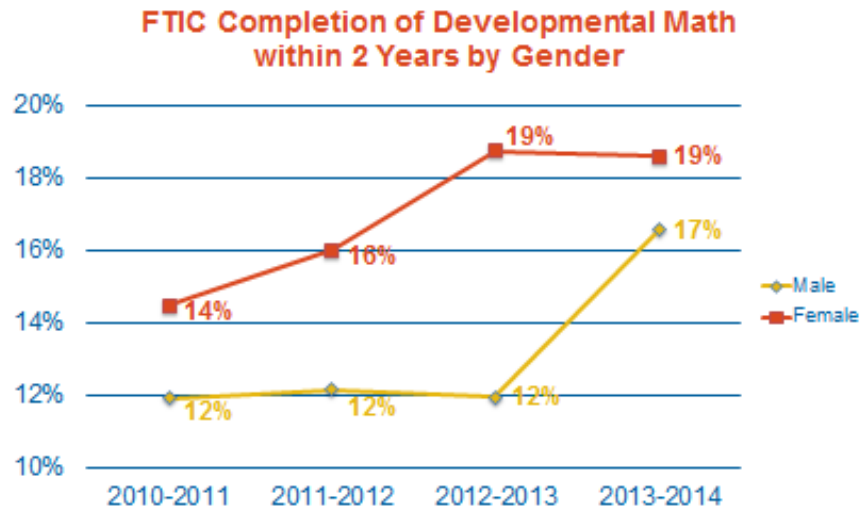**Improvement Focus Description:** Seventy percent of LCCC's students place into DVED; therefore, our first-year entry focus is on a DVED redesign. The redesign is rooted in Ohio's Developmental Education Initiative (DEI) and, as such, is focused on reducing time to degree as well as preventing DVED students from exhausting their financial aid before entering college level courses.

Improvement Focus Current Status: Due to strategies implemented fall 2012 and spring 2013 LCCC is beginning to see signs of success. Those strategies included policy changes requiring new students to go through orientation, meet with an academic advisor prior to enrollment, develop a My Career and Academic Plan (MyCAP), and take their developmental coursework right away. Since implementing the new student process, 11,800 students have an electronic individualized Career and Academic Plan (MyCAP) in our Student Success Plan Software. The full impact of these strategies will not be felt for another year, but we have already seen slight improvements in year-to-year persistence rates between 2010 and 2013. Fifty-six percent of the 2013 cohort of First Time Every in College students persisted from the first to second year, which was a 10% increase over the 2010 cohort. More impressive has been the increase in the percentage of new students concentrating in a field of study in the first year. Thirty percent of the 2014 cohort of new students concentrated in their first year compared to 19% of the 2010 cohort.
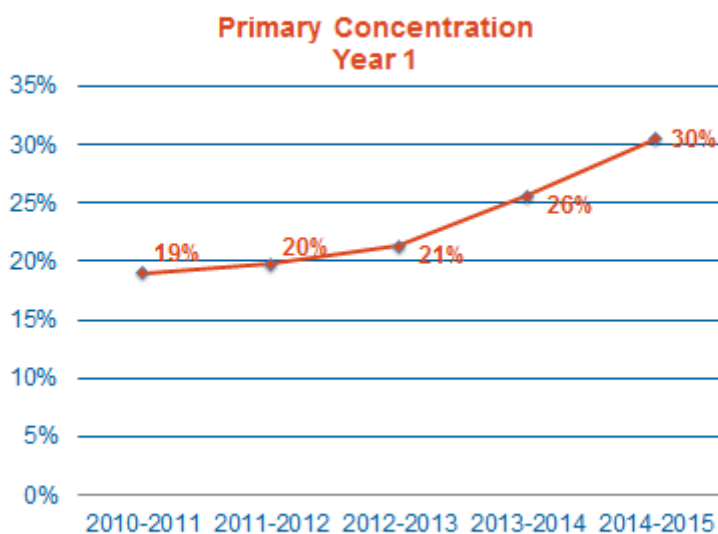
Other strategies that show sign of success include the modularization of the DEVD math course sequence and the adoption of the ALP co-requisite strategy for DEVD English. More students are now completing their developmental coursework in one year. The percentage of all new students completing all of their DVED in one year rose from 4% in 2010 to 9% in 2014, the most recent year for which we have data. Particularly

noteworthy has been the progress LCCC has made in closing achievement gaps in DEVD Math completion. Between 2010 and 2013 the gaps between male and female students have closed as have the gaps between white students and minority students. During this time, we have also seen 5% increase in the 2 year DEVD Math completion rate of our Pell Eligible students.

FTIC Completion of Developmental Math within 2 Years by Gender

FTIC Completion of Developmental Math within 2 Years by Race/Ethnicity

FTIC Completion of Developmental Education Math within 2 years for Pell Eligible Students
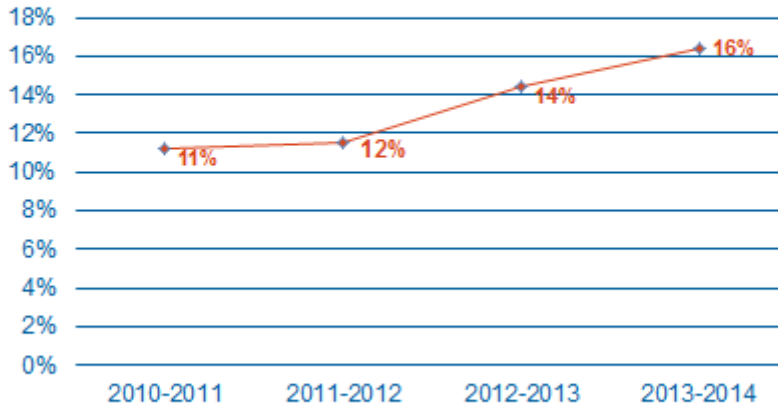
During the same time period, the percentage completing their DVED English within one year rose from 20% to 32%. We've also seen modest improvements in the percentage of students completing their gatekeeper Math and English courses. Between 2010 and 2014 the percentage of First Time Ever in College students completing their gateway Math in their first year rose from 3% to 7% while the percentage of students passing their gateway English rose from 27% to 35%. LCCC's scaling of the ALP co-requisite model in English will improve these numbers significantly in the coming year.
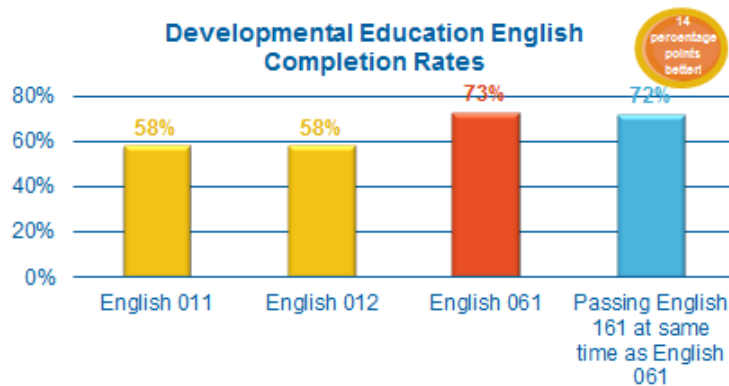
*Data reflects course completion of D or better. Aggregate data Fall 2013, Spring 2014, Fall 2014, Spring 2015 and Fall 2015.

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Currently, 72% of the students co-enrolled in the developmental support course and the college level first year composition course complete both courses in the same term.   The establishment of Math pathways and the development of a new 3 credit hour Fundamentals of Quantitative Reasoning DVED course should also increase the percentage of students completing their DVED math and gatekeeper math in the first year.

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles **See Preface** What is the Student Success Core Principle?
P1 Develop Structured Pathways to In-Demand Careers and Employers	Improve the admissions application process for undecided students by allowing them to choose from 9 Career & Program Pathways (structured choice)	Stephanie Sutton, Associate Provost for Enrollment Management and Student Success Jonathan Dryden, Dean of Social Sciences and Human Services	Claudia Lubaski, Janis Thompson, and Steve Hubbard, Transfer and Applied Team Co-chairs. Completion Core Team, Transfer and Applied Team, MyCAP team	**Reduce** average credits to degree **Increase** percentage of students concentrating in a program of study in the first year **Increase** in percentage of students earning a certificate or Associates Degree	Using a baseline of Fall 2016, track percentages over three years.	Spring 2016, through Spring 2019	Principles 1 and 6
P1 Reduce Time and Cost of Degree Completion	Accelerate students into College Level Math by adopting a co-requisite model and aligning the developmental curriculum with Math pathways.	Rosa Hainaj, Dean, Science and Mathematics The DVED Redesign Team/Lisa Sheppard, chair	Science and Math Division math faculty Academic Support Center Coordinator Curriculum Council Completion Core Team, Stephanie Sutton & Jonathan Dryden,	**Increase** % students who start below college level and complete recommended remediation within 1 yr. **Increase** % completing recommended remediation and	Using the 2016 cohort as baseline, track percentage change over time.	Spring 2016	Principles 3, 4, and 5

Lorain County Community College

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles **See Preface** What is the Student Success Core Principle?
			co-chairs	enrolling in college level course work in the same or following year **Increase** % students who pass required college-level math and English within 1 yr. and 2 yrs. on first attempt. **Decrease** the amount of financial aid (Pell grants) used to pay for DVED courses.			
P1 Coach Every Student to Success	Embed required tutoring into College Algebra	Rosa Hainaj, Dean, Science and Mathematics	Science and Math Division math faculty Academic Support Center Coordinator Completion Core Team, Stephanie	**Increase %** of students completing College Algebra **Increase %** students who pass required	Use Student Success Dashboard to track percentage change over time.	Fall 2016	Principle 3

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College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles **See Preface** What is the Student Success Core Principle?
			Sutton & Jonathan Dryden, co-chairs	college-level math within 1 yr. and 2 yrs. on first attempt.			
P1 Reduce Time and Cost of Degree Completion	Redesign DEVED English curriculum (ENGL 011/012) based upon the Chabot acceleration model, and provide them with robust support services.	Robert Beckstrom, Dean of Arts & Humanities English faculty	Susan Paul, Dean of Learning Resources Mary Murphy, Manager of Disability Services	**Increase** % students who start below college level and complete recommended remediation within 1 year. **Increase** % students who pass required college-level math and English within 1 yr. and 2 yrs. on first attempt.	Using the 2010 cohort as baseline, track percentage change over time.	Fall 2016	Principle 4
P1 Enhance Student Learning	Expand opportunities for experiential learning in programs and courses	Marcia Jones, Employment Career Services Manager Transfer & Advisory Committee for Experiential	All academic faculty Entrepreneur Innovation Institute (EII)	**Increase** % students enrolling in Experiential Learning	Using the 2010 cohort as baseline, track percentage change over time.	Fall 2016	N/A

Lorain County Community College

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	**Student Success Core Principles See Preface** What is the Student Success Core Principle?
		Education					
P1 Coach Every Student to Success	Ensure all students have a My Career Advantage Plan (individualized completion plan) to guide them through their career pathway, and monitor progress to completion.	Stephanie Sutton, Associate Provost, Enrollment Management and Student Success Krista O'Neill, Coordinator Counseling and Advising	The MyCAP Team/ Krista O'Neill & Laurie Grimes co-chairs IPAS Team/Sun Jamerson, Lou Kompare, Stephanie Sutton co-chairs	**Reduce** average credits to degree **Increase** percentage of students concentrating in a program of study in the first year **Increase** in percentage of students earning a certificate or Associates Degree	Using the 2012 cohort as a baseline, track percentage change over time.	Fall 2017	Principle 6
P1 Coach Every Student to Success P1 Develop Structured Pathways to In-Demand Careers and Employers	Develop and implement a case management advising model that will involve shifting from a generalist approach to a specialist approach. Teams composed of	Stephanie Sutton, Associate Provost, Enrollment Management and Student Success Krista O'Neill, Coordinator Counseling and	The Advising Redesign AdHoc Team	Increase term-to term and year-to-year persistence	Using the 2016 cohort of new students as a baseline, track percentage change over time.	AY 2016-17	Principles 1 and 6.

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College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	**Student Success Core Principles See Preface** What is the Student Success Core Principle?
	counselors, student success coaches, and advisors will be grouped around Program and Career Pathways. Students will be assigned to a person in PeopleSoft and MyCAP but will also work with the team.	Advising					
P1 Reduce Time and Cost to Completion P1 Close Achievement Gaps of Under-Resourced Learners	Develop and implement a Summer Bridge Program for new LCCC scholarship students to accelerate their start over the summer to completion.	Dorothy Johnson, Executive in Residence for Inclusive Excellence Stephanie Sutton, Associate Provost, Enrollment Management	Kei Graves, Student Success Coach	Increase term-to-term and year-to-year persistence of Diversity Incentive Award, Trustee, and Presidential scholarship recipients.	Using the Summer 2016 cohort as a baseline, track percentage change over time.	Spring 2016	Principles 1 and 6.

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student **Success Core Principles See Preface** What is the Student Success Core Principle?
		and Student Success					
P1 Coach Every Student to Success\n\nP1 Close Achievement Gaps of Under-Resourced Learners	Provide enhanced services and support for Veterans	Stephanie Sutton, Associate Provost for Enrollment Management and Student Success	Bruce Weigl, Arts and Humanities Faculty Carrie Delaney, Projects Coordinator Esperanza Correa, Student Success Coach	**Increase** year-to-year persistence\n\n**Decrease** processing time for VA benefits.	Using the 2015 cohort as a baseline, track percentage change over time.	Ongoing	Principle 6
P3 Increase Community Capacity Building.	Engage students within the college community & in the external community.	Selina Gaddis, Manager of Student Life	Lisa Augustine, Dean Health, Physical Education and Recreation Marcia Jones, Employment & Career Services Manager			On going	N/A
P1 Reduce Time and Cost to Completion\n\nP1 Close Achievement Gap of Under-Resourced Learners.	Continue annually to identify institutional, state, and federal policies & practices that are barriers to	Jonathan Dryden, Dean of Social Sciences & Human Services. Stephanie Sutton,	The MyCAP Team/Krista O'Neill & Laurie Grimes, co-chairs Faculty Senate/Aaron Weiss, President	Revise or eliminate policies & practices that are barriers to student success & completion.	Track impact of new & revised policies and practices on student success to avoid unintended	Fall, 2012 On going	Principle 6

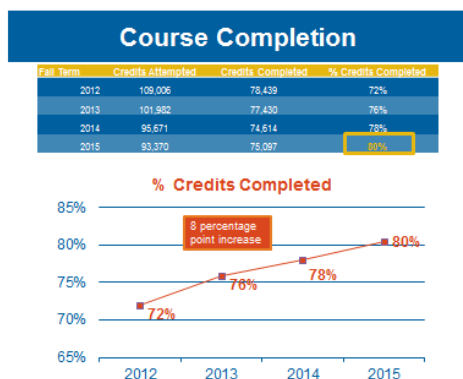| College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles **See Preface** What is the Student Success Core Principle?
	student success.	Associate Provost of Enrollment Management and Student Success	Operations Council (OC)		consequences.		

Do we know our students' expectations?

1. At LCCC, students' expectations were collected fall 2011, the CBD planning year, through student focus groups conducted by the Public Services Institute (PSI) and the Joint Center for Policy Research (JCPR). In this way the student voice guided the selection of our strategies/interventions, especially with regard to our front end redesign. Spring 2014, PSI and JCPR will conduct another round of student focus groups to determine the impact of our strategies on students from their perspective.
2. In addition, the President holds student forums twice every semester. Our students' expectations are an important part of these conversations.
3. Our ability to hire Student Success Coaches with funding from the Career Advantage Fee, which is restricted to improving student success and completion, produced the desired outcome: The Student Success Coaches continually update us on our students' expectations and have become passionate student advocates.

PROGRESS

Improvement Focus Description: LCCC's focus on progress involves strategies/interventions intended to retain students term to term and year to year until they complete their goals, certificates and/or degrees.

Improvement Focus Current Status: A dashboard was launched Spring 2014 to enable faculty, staff and administrators to monitor and analyze data at the institutional, program and course levels. This tool includes disaggregated data, which has made it easier to monitor progress on closing achievement gaps and increasing persistence and completion rates. The data shows that LCCC made progress on closing achievement gaps for students completing DEVD math, for example. In addition to the Student Success Dashboard, all faculty have received section level data on their course completion rates and have been asked to develop short and long term strategies for improving them. This became an AQIP action project and he results were encouraging. LCCC has seen an 8.4% increase in course credits completed.

Course Completion

Fall Term	Credits Attempted	Credits Completed	% Credits Completed
2012	109,006	78,439	72%
2013	101,982	77,430	76%
2014	95,671	74,614	78%
2015	93,370	75,097	80%

% Credits Completed — 8 percentage point increase — 72% (2012), 76% (2013), 78% (2014), 80% (2015)

Overall Course Completion

Academic Division	2010-2013 Course Completion Rates	2013/14 Academic Year Course Completion Rates	2014/15 Academic Year Course Completion Rates	Improvement
Allied Health & Nursing	85%	87%	87%	+2%
Arts & Humanities	71%	77%	79%	+8%
Engineering, Business, & Information Technology	74%	78%	78%	+4%
Science & Math	66%	71%	72%	+6%
Social Science & Human Services	75%	80%	81%	+6%
LCCC Total	73%	78%	79%	+6%

Over the past two years, LCCC has also offered professional development opportunities to part time and full time faculty that are designed to improve student persistence and completion. Trained faculty from Patrick Henry Community College's SCALE Institute came to campus twice to provide 2 day sessions on collaborative learning techniques, which have been shown to improve student persistence rates. LCCC has also invited representatives from the National Society for Experiential Education to come to campus to train faculty in ways to embed experiential learning into programs and courses. Faculty have also been offered training in PLA portfolio assessment, which can improve the number of students earning credit for prior learning. CAEL trainers have come to campus twice over the past two years to conduct these sessions. PLA is also a strategy that has been shown to reduce time and cost to degree. Finally, LCCC has instituted an Adjunct Faculty Student Success Symposium which is offered one evening each semester. These sessions offered over the past two years provide professional development on strategies designed to improve student academic and career success. Approximately 90 part time faculty members attend each time it has been offered.

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention**?**	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Close Achievement Gaps of Under-Resourced Learners	Disaggregate data by race/ethnicity, income/poverty level and gender; identify the gaps, and implement specific strategies to close the gaps, e.g., data demonstrate achievement gaps relative to African American students.	Shara Davis, Dean of Institutional Effectiveness and Planning (IEP) Academic Deans and their faculty, Enrollment, Financial Aid and Career Services faculty and staff	Erika Fenik, Research Analyst The Student Success Data Team/Shara Davis, Chair The Completion Core Team/ Stephanie Sutton & Jonathan Dryden, co-chairs	Close the gap between African American & Caucasian students' completion of developmental math within 1 & 2 years.	Disaggregated Data, Credit Milestones: 12 in year 1 and 24 in year 2	Fall, 2013 On going	Principle 6

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention**?**	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Reduce Time and Cost o Completion P1 Close Achievement Gaps of Under-Resourced Learners	Use insights from Civitas Illume and Inspire predictive analytics modules to identify opportunities for improvement and prioritize strategies	Marcia Ballinger, President, Stephanie Sutton, Associate Provost of Enrollment and Student Success Shara Davis, Dean, Institutional Effectiveness and Planning	Completion Core Team Student Learning Assessment Council			Ongoing	Principle 6
P1 Reduce Time and Cost to Degree	Launch Ad Astra Scheduling Software to build more efficient, student focused course scheduling	Robert Beckstrom, Dean of Arts &Humanities Rosemary Schestag, Manager of Projects	Lisa Guerrero, Computer Resources Specialist Ad Astra Team Lou Kompare, Director ISS	Increase % students who earn a credential within 5 years or transfer to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours.	Using the 2005, 2006 and 2007 cohorts as baseline, track percentage change over time.	Spring 2016	Principle 6

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention**?**	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Enhance Student Learning	Identify an Adjunct Faculty Liaison to better communicate student success and completion priorities to adjunct faculty and to coordinate professional development opportunities for adjunct faculty.	Stephanie Sutton, Associate Provost for Enrollment Management and Student Success Jonathan Dryden, Dean of Social Sciences and Human Services Division		Select an Adjunct Faculty Liaison from among LCCC's part time faculty	Have Adjunct Faculty in place by Fall 2016	Spring, 2016	N/A
P1 Reduce Time and Cost to Completion P1 Enhance Student Learning P1 Close Achievement Gaps of Under-Resourced Learners	Disseminate course completion data to faculty. Faculty to develop short and long term interventions to improve course completion and credit accumulation within year one and year two.	All academic Deans and their faculty	Shara Davis, Dean of IEP. Erika Fenik, Research Analyst Tomasz Malinowski, Research Analyst	**Increase** % student course completions	Spring, 2014 use the new Dashboard to access data to measure progress at the course level. Baseline data from Summer 2010- Spring 2013	Ongoing	Principle 6

Lorain County Community College

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention**?**	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Coach Every Student for Success	Develop Career Fairs & Career Information Sessions	Career Services / Marcia Jones, Manager Jonathan Dryden, Dean, Social Sciences and Human Services	Terri Sandu, EII All academic faculty	**Increase** % of students concentrating in a program of study in their first year	Using the 2008 cohort as baseline, track percentage change over time.	On going	N/A
P1 Coach Every Student for Success	Embed a financial literacy and planning workshop throughout the learning continuum in the following ways: • Requiring Financial Literacy in all sections of SDEV 101 and SDEV 102 • Contextualizing financial literacy basics in MTHM 158, Quantitative Reasoning • Building a Financial Aid and Literacy Module in the CANVAS Learning Management System.	Stephanie Sutton, Associate Provost & Saundra Daniels, Student Success Coach	Ginny Biada Rosa Hainaj Heather Bubnick	Informed loan borrowing, budgeting skills, and repayment basics	Reduce average loan debt per student while increasing on time student completion.	Fall 2016 Ongoing	Principle 1

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention**?**	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Enhance Student Learning P2 Engage more adult learners P3 Close achievement gaps of under-resourced learners	Provide Customer Service training for all Enrollment Services staff	Stephanie Sutton, Associate Provost	Krista O'Neill Marcia Jones Kionna McIntosh	Enrollment, Financial, and Career Services staff trained and certified in customer service.	Greater student satisfaction	Spring 2016	Principle 1
P3 Close achievement gaps of under-resourced learners	Offer Bridges Out of Poverty Training for staff and faculty	Stephanie Sutton, Associate Provost	Krista O'Neill and Marcia Jones	Greater empathy and understanding of students	Greater student satisfaction	Spring 2016	Principle 6
P1 Enhance student learning	Provide professional development to faculty to enhance teaching	Karin Hooks and Jewon Woo, CTE co-chairs		Increase the number of faculty development workshops on teaching	Beginning with 2015, track number of workshops offered each academic year	Fall 2016	Principle 6

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention**?**	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P3 Close achievement gaps of under-resourced learners	Provide Emergency Aid to economically disadvantaged students	Stephanie Sutton, Associate Provost of Enrolment and Student Success	Marcia Jones Krista O'Neill Tracy Maxwell Virginia Biada	Provide emergency funds to students in need	Increased student retention

Increased number of students receiving funds | Spring 2016 | Principle 6 |
| P1 Reduce Time and Cost to Completion | Change Withdrawal Policy to require faculty notification of a student's intent to withdraw | Stephanie Sutton, Associate Provost | Sun Jamerson, Associate Registrar, Distance Learning | **Increase %** student course completions | Beginning with 2015, track percentage of students completing credit hours attempted | Fall 2016 | Principle 6 |

| College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention**?**	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student **Success Core Principles** What is the Student Success Core Principle? **See Preface**
P1 Engage More Adult Learners P1 Develop Structured Pathways to In-Demand Careers and Employers	Develop competency-based courses and certificate programs linked directly to labor market needs that allow students to earn credit for what they already know while working at their own pace.	Kelly Zelesnik, Dean of Engineering, Business and Information Technologies Division	The Academic Deans, Faculty	**Increase** number of competency-based courses and certificate programs **Increase** number of students enrolling in competency-based courses and programs	Beginning in 2016, track the number of competency-based courses and programs Beginning in 2016, track the number of students enrolling in CBE courses and programs.	Fall 2016	Principle 6

How can we assist our faculty and staff to feel competent and engaged with the strategies?

1. Continue Brown Bag meetings with the President and Provost/3 sessions a semester.
2. Continue President's staff forums/2 forums a semester.
3. Continue mandatory professional development sessions during development days/5 days a year.
4. Ensure communication is consistent and timely and that everyone is on the same page.

COMPLETION

Improvement Focus Description: LCCC's focus on Completion includes strategies/interventions with a focus on retaining Pell eligible students term to term and year to year until they complete their goals, certificates and/or degrees.
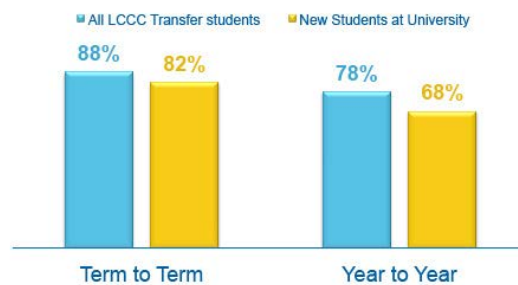
Improvement Focus Current Status: LCCC has implemented completion strategies intended to reflect that students don't do optional and that they need more direction as well as opportunities for continuous engagement. Overall, LCCC has seen progress in completion rates and in the time it takes students to earn 12, 23, and 36 credits. The percentage of students earning 6 or more credits in their first term rose from 31% in 2010 to 34% in 2014. We have also seen a steady decline in the time it takes students to earn 12, 24, and 36 credits within a 5 year time frame. For example, the 2009 cohort averaged 2.7 years to earn 36 credit hours while the 2005 cohort averaged 3.2 years to earn 36. Also, between 2007 and 2009, the five year associate degree completion rate for all new students rose from 35% to 41%, and over the past 5 years, the 3 year graduation rate for First Time, Full Time students increased 87.5%.

Graduation Rate within 150% for First Time, Full Time

LCCC Graduates by Year
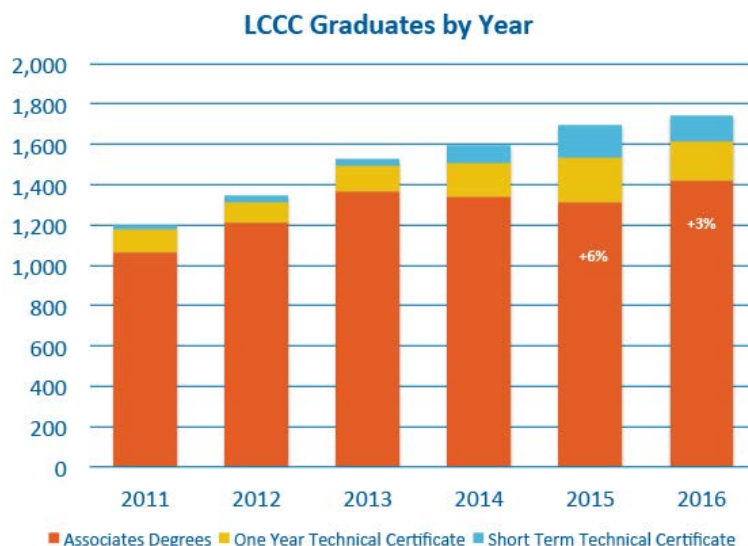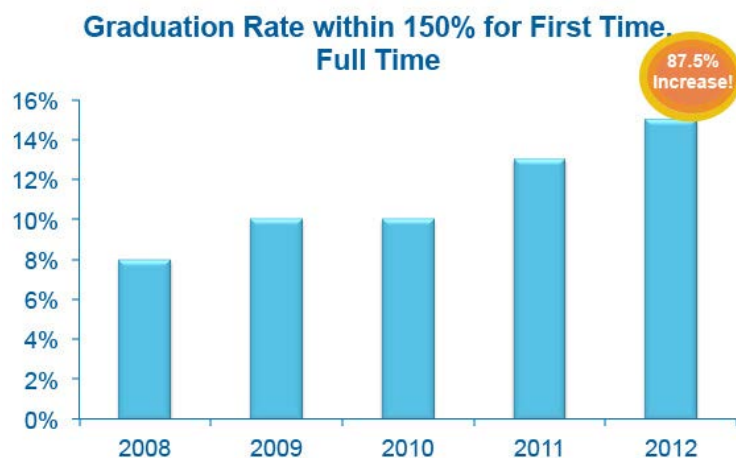
Once LCCC students transfer they continue to perform well. LCCC students who transfer to a 4 year institution persist term –to-term at a rate 6% higher than students new to the transfer college/university and 10% higher when looking at year-to-year persistence. LCCC students are also more likely to earn a credential than new students at the transfer college or university (68% vs. 50%). In fact, LCCC has the highest transfer-out graduation rate, 62.8%, of all community colleges in the state.

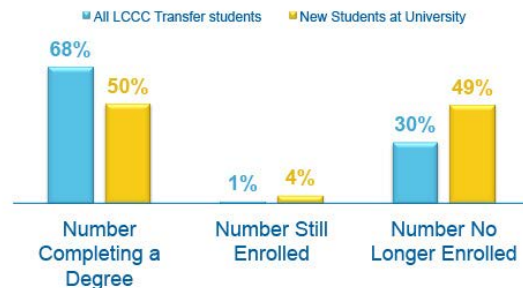## LCCC Students more likely to persist than their peers

Lorain County Community College students persist **Term to Term** at a rate 6% higher than students new to the University and 10% higher when looking at **Year to Year** persistence.

■ All LCCC Transfer students   ■ New Students at University

	Term to Term	Year to Year
All LCCC Transfer students	88%	78%
New Students at University	82%	68%

Source: LCCC University Feedback survey results.

LCCC Students' completions outpace their counterparts

Lorain County Community College students are more likely to earn a credential than new students at the University.

■ All LCCC Transfer students   ■ New Students at University

	Number Completing a Degree	Number Still Enrolled	Number No Longer Enrolled
All LCCC Transfer students	68%	1%	30%
New Students at University	50%	4%	49%

Source: LCCC University Feedback survey results.

Note: Some students earned a credential and continued enrollment at the undergraduate level. Figures will not equal 100 and are rounded to the nearest whole number.

Transfer-out graduation rates: By institution of origin

Institution	N	Rate	Institution	N	Rate	Institution	N	Rate
Columbus State	629	57.1%	Hocking College	62	56.5%	North Central Technical	22	36.4%
Cuyahoga Community	497	44.9%	Clark State	44	38.6%	Eastern Gateway	17	23.5%
Sinclair	324	49.4%	Northwest State	40	60.0%	James A. Rhodes	17	47.1%
Owens State	238	50.4%	Southern State	40	30.0%	Washington State	16	31.3%
Lorain	207	62.8%	Rio Grande	39	46.2%	Belmont Technical	10	10.0%
Lakeland	199	53.8%	Zane State	27	37.0%	Central Ohio Technical	10	-
Cincinnati State	109	44.0%	Edison State	26	53.8%	Marion Technical	5	-
Stark State	100	35.0%	Terra State	23	43.5%	Total		2,701

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Reduce Time and Cost of Completion P1 Close Achievement Gap of Under-Resourced Students	Continue monetary student incentives/strategies including scholarships, multiple financial aid payments, Student Success Pass and emergency loans	Stephanie Sutton, Dean Enrollment, Financial and Career Services, Virginia Biada, Financial Services Manager	The Completion Core Team, Stephanie Sutton and Jonathan Dryden co-chairs LCCC Foundation Women's Link	**Increase** % students who earn a credential within 5 years or transfer to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours. **Decrease %** students earning excess college credits beyond 2-year degree requirements. **Decrease #** of excess credits.	Using the 2005, 2006 and 2007 cohorts as a baseline, track percentage change over time.	On going	Principle 6

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? See Preface	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? See Preface
P1 Reduce Time and Cost to Completion	Ensure students who have completed a declared major automatically graduate.	Nora Burkholder, Articulation and Transfer Specialist	Sun Jamerson, Associate Registrar John Crooks, Associate Provost of University Partnership	**Increase** % students who earn a credential within 5 years or transfer to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours.	Using the 2005, 2006 and 2007 cohorts as baseline, track percentage change over time.	Ongoing	Principle 6
P1 Reduce Time and Cost to Completion	Continue to implement reverse transfer policy.	Sun Jamerson, Associate Registrar	Nora Burkholder	Increase number of graduates		Ongoing	Principle 6
P1 Coach Every Student to Success P1 Develop Structured Pathways to In-Demand Careers and Employers	Periodically reaffirm career/major selection and My Career Advantage Plan (MyCAP). Require students in career program pathways to declare a specific program once they have earned 24 credit hours	Stephanie Sutton, Dean Enrollment, Financial and Career Services	Krista O'Neill, Coordinator of Counseling and Advising	Students have meaningful career decision. Students graduate with major recorded in People Soft system.		Fall 2016	N/A

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? See Preface	Strategy: What will we do differently? What are the action steps for intervention?	Leadership: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable	Student Success Core Principles What is the Student Success Core Principle? See Preface
P1 Coach Every Student to Success	Provide training for faculty on revised Early Alert system in the CANVAS LMS.	Sun Jamerson, Associate Provost & Stephanie Sutton, Associate Provost for Enrollment Management and Student Success	Mark Hicks, Functional Analyst	Increase number of alerts issued.	Increase % student course completions	Spring 2016, ongoing	Principle 6
P1 (all objectives)	Ensure optimum alignment of LCCC's completion strategies/interventions with Ohio's performance based funding framework.	Marcia Ballinger, President	All Administrative Leadership Team (ALT) members			Fall 2014	Principles 1-6
P1 Reduce Time and Cost to Completion.	Expand University Partnership paired majors and better align Associate Degree programs with UP Bachelor's Degree programs. And build 3+1 programs where possible to help students achieve credentials at a lower cost.	John Crooks, Associate Provost of University Partnership All academic Deans	University Partners My University Team, John Crooks chair Connection Team/Cindy Kushner, chairs K-12 Partners	**Increase** rate of students transferring to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours.		1995 on going	Principle 6

What are our next steps?

1. Scale promising strategies/interventions, and share lessons learned across the Ohio 2-year college system.
2. Use disaggregated data to address performance gaps by race/ethnicity, income/poverty level, and gender, e.g., with regard to African Americans, we know they are behind in credit accumulation.
3. Continuously improve strategies/interventions based on impact data.
4. Conduct another round of student focus group sessions focused on their perceptions of the changes that have been implemented.
5. Continue the launch of IPAS including the early alert system and the development of an electronic MyCAP.
6. Make adjustments to ensure optimum alignment of LCCC's completion strategies/interventions with performance based funding

OTHER ASPECTS OF COMPLETION SUCCESS

Improvement Focus Description: The improvement focus of Other Aspects of Completion Success is to make sure all aspects of LCCC's completion work is reflected in the State Completion Plan including but not limited to aligning strategies and outcomes with our Board of Trustees, the State Performance Based Funding (PBF) framework, and the Higher Learning Commission (HLC) and to ensure additionally funded opportunities, e.g., C2C, IPAS, etc., are aligned with each other and with recently implemented strategies.

Improvement Focus Current Status: LCCC is committed to continue partnering with external stakeholders in order to benefit from their perspective and expertise and to celebrate their significant contributions.

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Personnel: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1-P3	Measure and monitor the Board of Trustees' Indicators of Effectiveness & continuously improve the results and the indicators alignment with student success & completion and PBF	Marcia Ballinger, President	Vice-Presidents Tracy Green & David Cummins All ALT members Shara Davis, Dean of Institutional Effectiveness & Planning (IEP)			On going	P5 Model Sustainability Leadership P6 Expand College's Resource Capacity

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Personnel: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles What is the Student Success Core Principle? **See Preface**
P1 Develop Structured Pathways to In-Demand Careers and Employers P1 Enhance Student Learning	Align LCCC's student success and completion work with our regional accrediting entity, The Higher Learning Commission (HLC) New AQIP action projects include: Implementation of Guided Pathways Review and revision of general education outcomes	Marcia Ballinger, President Shara Davis, Dean of Institutional Effectiveness and Planning	Student Learning Assessment Council (SLAC)			Spring 2016	Principle 6
P1 Reduce Time and Cost to Completion P1 Close Achievement Gaps of Under-Resourced Learners	Ensure college policies and practices are advancing LCCC toward improved student completion rates.	Marcia Ballinger, President	All members of the ALT Cindy Kushner, Director of Marketing and Outreach			Ongoing	Principle 6

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P1 Reduce Time and Cost o Completion	Implement Leepfrog Technologies Course Leaf Catalog and Curriculum Management Software so curriculum and catalog are tied to website for improved efficiency and consistency.	Robert Beckstrom, Dean, Arts and Humanities and Rosemary Schestag, Project Manager	Leapfrog Implementation Team	Create online catalog within the Course Leaf platform and manage curriculum changes.	Online Catalog is fully accessible to students and can be easily managed through Course Leaf system	Spring 2016-Spring 2017	N/A

What are our next steps?

1. Continue due diligence with regard to aligning completion strategies with internal and external stakeholders at the State, National and Federal levels.
2. As evolving best practices surface, evaluate them and establish strategies to ensure continuous improvement and currency of the work.
3. Enthusiastically disseminate and communicate strategies and lessons learned with colleagues across the State.

WORKFORCE

Improvement Focus Description: Link workforce development strategies to student academic programs and services in order to equip students with required 21st century skills and meet employers' talent development needs.

Improvement Focus Current Status: LCCC has been proactive in the area of workforce development for over two decades. Through local, regional and state collaboration, LCCC is a leader in talent innovation with a particular lens on accelerating success for the adult learner by aligning education and training to the needs of business. LCCC has led adoption of national models for innovative talent development that involve multiple employers collaborating as design and delivery partners, such as fast track training for machinists (Right Skills Now), and development of a fall 2017 pilot that will utilize existing curriculum delivered through an earn-and-learn strategy with collaborating employer sponsors. To assist more local companies with strategic talent planning, which facilitates ongoing partnership in workforce and talent development, the Board of Directors formally adopted the MyEmployer Guarantee to offer ten free hours of talent planning assistance to companies that partner with LCCC. Collaboration with colleagues across the ODHE, both career technical centers and community colleges, seeks to increase the system's ability to rapidly scale models that support both student success through their alignment to the needs of, and direct involvement of, industry.

LCCC purchased EMSI Career Coach in 2014. This tool provides access for student, prospective students, and the boarder community, to robust and current Labor Market Information linked directly to LCCC/UP Certificate and Degree Programs. Since launching this tool 38 Advisor, Counselor and Career Services Staff received the "Advance User Career Coach Training and Certification." Added resources through the OhioMeansJobs website expand student access to "in-demand" jobs throughout the State of Ohio. These tools and others have been incorporated into the college's FYE courses and the New Student Orientation and our frontend Advising.

Lorain County Community College

College wide Program % Experiential Learning
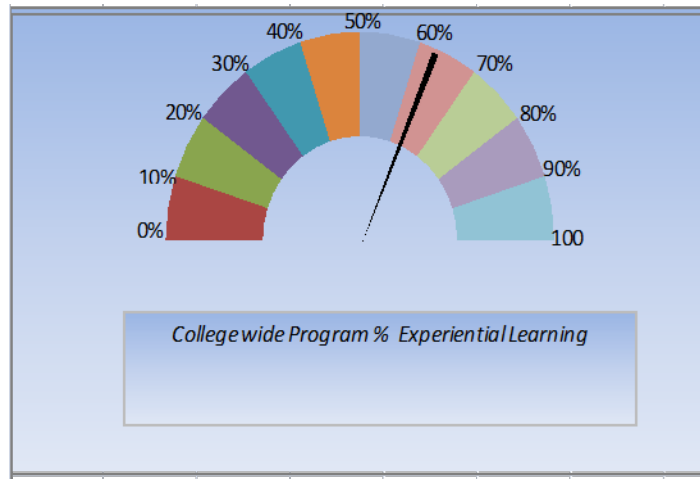
Additionally, LCCC has used resources provided through Ohio Means Internships and Co-ops to expand our Experiential Education programs. In addition to internships, co-op, practicum, and clinicals, LCCC now recognizes classroom-based employer sponsored projects, student based research, and Service Learning as valuable Experiential Learning opportunities. Students and faculty engaged in EL are recognized at the end of each term during LCCC Experiential Learning Celebration. In all, 62% of LCCC's programs now embed some form of experiential learning, and between 2013 and 2015 there was a 29% increase in the number of students participating in co-ops and internships.

Ohio Means Internships and Co-ops

Placements
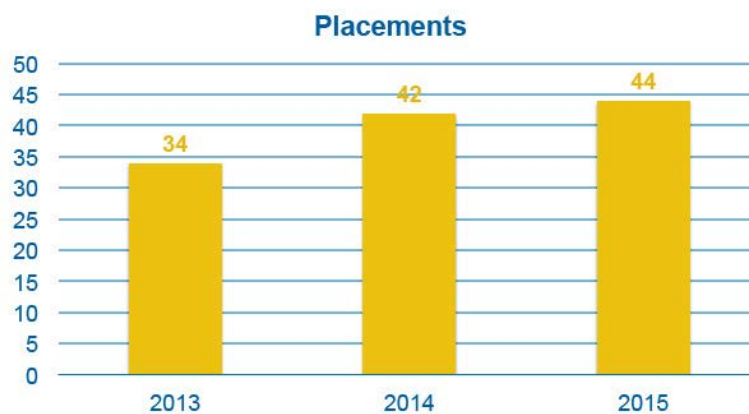
The following workforce strategies continue to align the College's efforts with regional, state and national workforce objectives.

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Personnel: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles What are the Vision 2.0 priorities (P1-P6)? **See Preface**
P1 Develop Structured Pathways to In-Demand Careers and Employers	Use Labor Market Tools to support current programs and inform development of new programs including EMSI, Burning Glass and state data available via OMJ	Marcia Jones: Manager of Career Services, Terri Burgess Sandu: Director of Workforce Development	Anthony Schweppe: Manager of Business Engagement JCPR, Career Services, Deans,	**Increase** % Program completers, credential attainment, numbers of employers engaged, and placement	Using 2012 as the baseline, track percentage change over time.	Spring 2016, ongoing	Principle 6

Lorain County Community College

College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Personnel: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success Core Principles What are the Vision 2.0 priorities (P1-P6)? **See Preface**
P2 Lead Talent Development While Accelerating Business and Job Growth	Partner with economic development leaders & employers to foster industry-led sector strategies for workforce and talent development. Work in tandem with entrepreneurial support systems (SBDC, Innovation Fund, GLIDE, etc) to provide talent planning and workforce development support to start-up emerging and small to medium companies with high growth potential.	Terri Burgess Sandu,: Director of Workforce Development Courtney DeOreo: Sustainability Manager	Marcia Jones: Manager of Career Services, Annette McIver: Interim Program Director USO Talent Development Network Resource Center Tony Schweppe: Manager of Business Engagement	**Increase** % of employers engaged as design and delivery partners; **Increase** % enrollment and completion numbers for high demand fields	Track percentage change over time.	Fall 2013, ongoing	Principle 6

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P1 Develop Structured Pathways to In-Demand Careers and Employers

P1 Engage Adult Learners

P2 Lead Talent Development While Accelerating Business and Job Growth | Develop a broad spectrum of coordinated programs and services (Work-Based Learning, fast-track programs, Job Shadowing, Networking, On-Site Recruitment, Professional Development) with high levels of employers engagement

Expand the availability of internships, co-ops and other experiential learning opportunities to meet the needs of all students, including adult learners who are working and attending school part-time.

Expand use of student-based research networks in partnership with employers and University Partners | Marcia Jones: Manager of Career Services

Deans | Terri Burgess Sandu: Director of Workforce Development Cynthia McCabe: Job Placement Coordinator, Career Connection and Transfer and Applied Committees, Antony Schweppe: Manager of Business Engagement | **Increase** % of students and employers taking part in meaningful experiential, career and employment programs

Increase % of certificate and degree programs that embed experiential learning. | Track percentage change over time. | Spring 2016 Ongoing | Principle 6 |

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College Strategic Vision What are the Vision 2020 Priorities, Strategies, and Objectives? **See Preface**	Strategy: What will we do differently? What are the action steps for intervention?	Personnel: Who will be responsible (title)?	Others: Who will need to support /bolster the change and how (titles)?	Outcome: What will be our outcome indicator of success?	Measure: How will we measure success?	Timeline What is our timetable?	Student Success **Core Principles** What are the Vision 2.0 priorities (P1-P6)? **See Preface**
P1 Develop Structured Pathways to In-Demand Careers and Employers P1 Engage Adult Learners P2 Lead Talent Development While Accelerating Business and Job Growth	Link our curriculum and programing to labor market information http://ohiolmi.com/proj/jobsOhioInd.htm Share national best practices that are demonstrating success (ex: via TAACCCT investments) Align credit and non-credit offerings Assist small and medium sized employers with strategic talent planning that facilitates ongoing partnership and talent engagement.	Marcia Jones: Manager of Career Services, Terri Burgess Sandu: Director of Workforce Development Deans	Faculty, training managers, program managers	**Increase** % of credentials earned that have been endorsed by industry; number of program completers; satisfaction of employer partners as well as participants;	Track percentage change over time.	Spring 2016 Ongoing	Principle 6

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P1 Develop Structured Pathways to In-Demand Careers and Employers P1 Engage Adult Learners P2 Lead Talent Development While Accelerating Business and Job Growth	Embed industry-recognized credentials in all certificate and degree programs based on those that have direct value to employers Partner with Lorain County JVS to align and collaborate all customized, employer workforce training to achieve efficiencies and ensure strong alignment with the economic development priorities and company needs identified by partners in the Lorain County Growth Partnership as well as regional JobsOhio partners.	Peggy Michener: Executive In Residence UPRC Coordinator Terri Burgess Sandu: Director of Workforce Development	Training managers, program managers	**Increase** Revenue & reduce expenses; **Increase** employer/customer satisfaction	Track ROI over time.	Spring 2016 Ongoing	Principle 6

What are our next steps?

1. In partnership with industry and deans/faculty, expand use of work-based learning, fast-track training, and industry-recognized credentials as incentives for enrollment and completion of high demand fields.
2. Expand use of Labor Market data and employment results to inform program enhancements and student career connections.
3. Hone our niche services for high growth / gazelle/ startup companies for talent planning and workforce development.
4. Build out the operations and business plan for WIN and other business facing services that enable educational partnerships to ensure long-term sustainability for the student completion and success agenda.

WHY COMPLETION MATTERS

David Ramos is a Project Manager for H.P. Technologies, Inc. He helps businesses save money on their utility bills. But he didn't always have a career he loved.

"I was a Dad when I was 15 years old. I didn't go to college until I was 28. I worked as a butcher from the time I was 16 years old," Ramos said.

While it was a good job, Ramos often felt there was something more he wanted to do. So he enrolled in the web development program at LCCC and also participated in an internship through LCCC's Career Services. "It's the greatest thing I ever did," Ramos said.

Ramos said LCCC gave him not only a new career but helped change his life.

"I've a career now, not a job. I've always had jobs," he said. "I've always just worked but now I actually have something I can look forward to the rest of my life and I wouldn't have been able to do it if it wasn't for LCCC. My quality of life is better. I am so happy with my job. I feel like the sky is the limit for me."

Ann Paxton sees the big picture – especially when it comes to the microscopic components she deals with as an intern at the Richard Desich SMART Commercialization Center for Microsystems, located on the LCCC campus. Paxton is also working toward an associate degree in Micro-Electromechanical Systems (MEMS).

Paxton graduated from Lake Ridge Academy in 2005 and earned a bachelor's degree in arts with concentrations in sculpture and metal smithing from Skidmore College in New York in 2009. In 2015, she decided to apply her arts background to the high-tech world of MEMS at LCCC.

"Having an arts background has helped me tremendously in my program at LCCC. Conceptually, I already understand procedures like casting, soldering and design. The difference is that I'm now doing them on a microscopic level," Paxton explained.

Paxton was drawn to MEMS as an emerging scientific field and the possibilities of boundless applications in the future.

Frank Whitfield has been a student, social entrepreneur, community volunteer and is now the president and CEO of the Lorain County Urban League (LCUL) – the youngest at any Urban League organization in the United States.

As a youth Whitfield could have easily taken the wrong path when he lost his foundation after being cut from his high school basketball team in the tenth grade. "My GPA slowly went down and when I came to LCCC I wasn't ready for college," Whitfield said. He lost his identity as an athlete, and thus his focus as a student.

But the strength of his mother helped him rebound and return to college where he found a mentor who challenged him to get involved with the Katrina Leadership Project, an effort to help rebuild New Orleans after Hurricane Katrina.

"It brought the classroom content to life. It showed me that education can be relevant," Whitfield said.

It also showed him the importance of education. "The opportunities and partnerships available to the community at LCCC make the college an invaluable resource which can help our residents – and especially our youth – find the right path to take," he said.

LORAIN COUNTY COMMUNITY COLLEGE

DISTRICT BOARD OF TRUSTEES

RESOLUTION

Strategic Completion Plan for Institutions of Higher Education

WHEREAS, the General Assembly in HB 59 required each state institution of higher education to adopt by June 30, 2014, an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, the plan must align with Ohio's workforce development priorities; and

WHEREAS, the Board of Trustees of each state institution of higher education is required to adopt its institution's Campus Completion Plan by June 30, 2016; and

WHEREAS, the Lorain County Community College Board of Trustees has adopted its Institutional Effectiveness Indicators in support of Student completion and Academic Success; and

WHEREAS, the Lorain County Community College Board of Trustees has adopted Vision 2020 Priorities and Initiatives, Priority #1 of which is to drive Student Completion for Academic and Career Success; and

WHEREAS, The Lorain County Board of Trustees has adopted the Completion by Design (CbD) agenda supporting student success by preventing loss, creating momentum and following student progression utilizing a student success data system, student engagement and leadership focused n completion delineated by stages of connection, entry, progress, and completion; and

WHEREAS, the Lorain County Community College's College Completion Plan is aligned with the Board of Trustees' Institutional Effectiveness Indicators, Vision 2020 Priority #1, and the LCCC completion agenda and momentum framework, and

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Lorain County Community College adopt the Lorain County Community College Completion Plan.

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Terry Goode, Chairman   Roy A. Church, Secretary

Approved: