

Cuyahoga Community College Completion Plan



CONNECTION
Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Adult Diploma Program - 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.	The goal for 2016-2017 was to graduate a minimum of 150 students with high school diplomas and industry recognized, in-demand certificates.	As of March 21, 2018 99 students have successfully earned a career credential and high school diploma. Forty-four students are currently enrolled in a career training program and will earn a credential and high school diploma upon completion. 230 students have successfully earned the ACT National Career Readiness Certificate.	Completion of a nationally recognized credential.	There are a few challenges that we face in this program: 1) the Ohio Department of Education increased student academic requirements for FY18, requiring students to earn at least a 13 on ACT Workkeys before awarding a diploma; 2) scheduling students for approved training programs as many programs do not run regularly, many have been moved from fast-track to credit based and now take much longer to complete; 3) as with any program that focuses on at-risk students, many students need lengthy remedial support to bring math and reading skills to a level that supports successful completion of an academic program.

<p>Veterans Services Initiative - teams of Tri-C veteran specialists, located on each campus, work together to provide a case management approach to serve our veterans and their families.</p>	<p>Continue to increase veteran and veteran dependent enrollment each year with a projected 800 - 1,000 veterans annually. Continue to increase number of veteran graduates each year with a projected 150 graduates annually. Continue to increase 3-year completion rates for veterans to a projected 7%. Increase fall to spring and fall to fall retention rates for veterans to a rate for fall to spring 63%, fall to fall 46%. Continue to expand and enhance our Veterans Services Initiative community outreach to promote awareness and encourage enrollment through college-wide events 6, major community veteran's events 8, workshops 16, and community presentations 60 annually.</p>	<p>Maintained enrollment rates at 700 veterans per semester. Graduation rate for 2016-17 was 13.2% while graduation for 2017-18 was 9%. Retention rate for fall to spring 2016-17 was 63%, and fall to fall was 49%. Transition rate of veterans to four-year programs was 38%. Rolled out Veteran Education Access Program (VEAC) in fall 2017, which serves family members as well as veterans. Responding to an average of 230 requests for support per month. Hosted/participated in 9 college-wide events, 10 major community events, and conducted 63 community presentations.</p>	<p>Tracking of enrollment rates, graduation rates, number of services provided to student veterans and family members, number of events in which the Veterans Service Initiative participates or hosts, attendance at events. Between 2016-2018, the Veterans Initiative responded to 22,283 requests for services and/or support from student veterans and/or military family members. The Initiative also had contact with 29,193 members of the northeast Ohio community.</p>	<p>The ability to maintain enrollment rates during this period is significant as no major military unit from Ohio has been deployed to the Middle East during the current conflict since Fall 2015. We are now working with the College's marketing and communications division to launch a "geo-fencing" social media outreach to northeast Ohioans still on active duty at 25 major US military bases across the country. The focus of the messaging is to get those leaving the service in the next 6 months to a year to reach out to the College now for assistance in beginning the transition back to Ohio (and their education). An additional challenge is getting the College's workforce division to get more of its offerings approved for payment with the GI Bill.</p>
<p>Recruiter CRM Software - will develop more effective recruiting, ease the enrollment process for students and increase College-wide enrollment in all modalities by using individualized student communications.</p>	<p>Launch the product in June 2016 and train functional users in July-August 2016. Establish baseline data in August 2016-April 2017 and identify trends and factors that influence enrollment. Create enrollment goals for academic year 2017-2018 using established baseline data from previous academic year. As of 2016, Tri-C's conversion rate of prospect to student was 47%. With the software, the College anticipates a 5% increase in the next year.</p>	<p>All functional users have been trained and are currently using certain features of the product, with identified needs for early college selection, increasing efforts around high school and post-secondary recruitment strategies. Imposing enrollment goals for recruiters has been postponed due to the limited data we can pull from the Recruit software. Campus goals are currently in place. Conversion rates have not been impacted. Potential impact points using the software have not been activated.</p>	<p>Conversion rates from opportunity to application. Conversion rates from application to enrolled.</p>	<p>Throughout our roll out of the product, ellucian had 3 different consultants assist the College. Features of the product that were managed by other companies dissolved their contracts with ellucian creating a void of support. Tri-C hired a private consultant on two occasions to get the product operational. Tri-C has elected a governance committee to research use and best practices associated with the product.</p>

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support/bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Eliminate barriers to higher education for students.	Continue to improve student assessment methods for more accurate placement in developmental math and English by exploring new assessment tools and Ohio's remediation-free standards.	English and math placement Committee Faculty Leads; English and math Faculty Counterparts Chairs; Director and Managers of Assessment and Testing	Associate Deans for Liberal Arts and Business, Math and Tech; Academic Deans; Vice President, Learning and Engagement	Through review and documentation of the pros and cons of each assessment method, a set of initial cut scores for Accuplacer NextGen will be developed with choice of alternate assessment method. Students placing into courses for which they are prepared.	Documented review of relevant instrumentation. Success in initial English and math courses to be monitored and compared to baseline. Separate analyses of withdrawal rates and placement exceptions.	Spring 2018 through Spring 2019
	Implement the new prior learning assessment (PLA) policy and continue to carve out opportunities for students to acquire credit for prior learning experiences.	Vice President, Learning and Engagement; Executive Director, Curriculum and Transfer; Director, Transfer, Articulation and Prior Learning	PLA Advisory Board whose members include instructional faculty, counselors, and academic affairs, curriculum and transfer staff	An updated, formal PLA procedure approved and available to all internal and external stakeholders. Updated International Baccalaureate (IB) Credit Awarding process created and available to all internal and external stakeholders.	Procedure will be created and available for stakeholders. Track number of students utilizing the PLA process, including IB, AP and College-Level Examination Program (CLEP).	Procedure created and approved by fall 2018 with PLA Advisory Board members identified. International Baccalaureate Credit Awarding process established and approved by fall 2019.
Increase community connections and outreach to engage current and potential students.	Increase the level of collaboration within the Tri-C/ Cuyahoga County Workforce Alliance Partnerships to increase enrollment in WCED fast-track programs.	Executive Vice President, Workforce, Community and Economic Development	Visiting Executive and Director, Grants Management	Complete mapping project of community-based partners' recruitment and referral capabilities. Increase underserved and minority partnership representation in workforce programs.	Number of community partners engaged. Number of clients served.	July 1, 2018 - June 30, 2019

	<p>Improve student pipelines from early college programs to credit and noncredit programs at Tri-C. This will be done by hosting Tri-C Application Days at partner sites. Strengthen articulation agreements with partner sites.</p>	<p>Associate Vice President, Access and Community Engagement; Director, Access and Community Engagement; Tech Prep program manager</p>	<p>Tech Prep Coordinator</p>	<p>Increase number of College Credit Plus (CCP), High Tech Academy (HTA) and Tech Prep students enrolling at Tri-C to earn a degree or certificate. (e.g. for Tech Prep, increase the number of students completing an application from 90% to 95%).</p>	<p>Increase the conversion rate of Tech Prep, CCP and HTA students within one year. Maintain and increase the number of articulation agreements.</p>	<p>July 1, 2018 - June 30, 2020</p>
<p>Expand opportunities for potential and current students to access Tri-C programs and services.</p>	<p>Maximize use of Tri-C's online student support services. Create a Tri-C virtual campus with all the same support services and augment any additional services necessary to emphasize access and success, including a 411 function. Develop tracking of online and blended student inquiries. Require the Online Learning Student Assessment (OLSA) of all students. Add OLSA to the learning objectives of FYE Gen 1070 coursework. Offer free of charge training on basic computer skills, study skills, and communication and social media skills.</p>	<p>Online Learning and Academic Technology Office; Program Specific Workforce staff; Deans of Student Affairs; Deans and program managers</p>	<p>Enrollment Center; Testing Centers; Student Ambassadors; Tri-C's online chat; Registrar's office; Tier One and Two of Blackboard Learn Support Services</p>	<p>Increase in enrollment and increased student completion. Increased online engagement with an increase in the use of support services. Analytics of online tutoring usage.</p>	<p>Increased online/user seat time in the LMS. Communication to students regarding online support resources. Increased student analytics in social media. Increased student usage of book store and online educational resources. Analytics of online tutoring usage. Analytics of online chat usage relating to online students. Analytics taken directly from Eesyssoft Software directly connected to Blackboard Learn. Analytics taken from Blackboard Learn Support Services.</p>	<p>July 1, 2018 - June 30, 2019</p>

	Refine and promote current online offerings through the Online Learning and Technology (OLAT) committee and improve student success rates in online learning environments.	Deans; Associate Deans; Program Managers; OLAT; Faculty; Center for Learning Excellence	Increase support for mobile technology. Provide simple, seamless, state of the art recording and lecture capture solution. Train more faculty on technology.	Analytics	Analytics of successful completion of online courses.	Complete marketing strategy by spring 2018 with launch campaign in fall 2018
	Complete implementation of WCED online student registration system to increase access to and enrollment in credit and non-credit workforce programs.	President/CEO Corporate College	Executive Director, Campus Services and Retail Operations; Program Manager, Community Education/Encore	Increase customer services for students during the registration process. Easier registration process for non-credit courses. One door for all non-credit students.	Increased enrollment	July 1, 2018 - June 30, 2019
	Create the support and infrastructure needed to launch a fully online Associate of Arts degree pathway.	Interim Eastern Campus President; faculty co-lead	A diverse College-wide committee with at least one faculty member from each campus; an academic dean; Executive Director of Online Learning and Academic Technology; Integrated Communications; Student Affairs	Students successfully complete an online AA degree.	Increased retention and success of students entering online courses in the online AA degree program.	First cohort group on online AA degree students to be admitted for fall 2019
Provide students with physical access to campuses and College locations as well as a safe and clean learning environment.	Continue to remove transportation barriers for easier access to campuses by increasing RTA UPass utilization and expanding the UPass program to include the summer semester.	Executive Director, Campus Services and Retail Operations	Vice President, Finance and Business Services; Manager, Campus Card & Campus Services; Enrollment Center Directors; Executive Director, Strategic Communications	Increase number of students using an RTA UPass each semester.	Increased student awareness and participation in the UPass program through the results of the UPass survey conducted each semester to all students.	Surveys are conducted each semester to all students who are registered and paid.

	Strategically allocate funding for infrastructure maintenance to ensure accessibility to entrances, study areas and student facilities.	Vice President, Capital, Construction and Facilities; Executive Director, Facilities	Finance supports local annual funding for the infrastructure improvements. State of Ohio's 6 year capital plan supports upgrades to existing facilities. The capital bond funds a large one-time catch-up to infrastructure.	Tracking the infrastructure maintenance list as we spend the dollars on the projects. Track the completion by campus by project. Track each annual finance budget to insure the infrastructure maintenance dollars stay in place and do not get cut.	The remaining list of infrastructure projects are small and can be maintained with each year's budget. Monitoring so that the list does not grow and roll into the next year.	The college should be complete with the 85% of the infrastructure list by 2022 and after that should be in state to keep the remaining list current going forward.
Increase opportunities for access to Tri-C among target populations.	Continue to expand College Credit Plus (CCP) partnerships with high schools throughout Cuyahoga County and improve the pipeline for CCP students to earn an associate degree. College-wide Access Meetings have been taking place, culminating in the Access Summit in April 2018. Student panelists and focus groups informed the work. Working teams are strategizing and implementing case-management approaches to onboarding certain student types including CCP.	Vice President, Enrollment Management; District Director, Enrollment Management	Campus recruitment specialists and CCP coordinators will be essential in refining of the CCP recruitment and enrollment processes. Along with the Director of Enrollment Management, the group will work to streamline the process for students, removing obstacles to registrations and matriculation. Enrollment Center Directors and Integrated Communications will all have roles in the development of the CCP communication plan.	Increase number of CCP high school partnerships. Increase number of CCP students who enroll in Tri-C after high school completion.	Comparing year to year high school partnership numbers. Year-to-year CCP enrollments post-high school.	There has been some transition in the director role within the last 6 months, but the results should start to see improvement by fall 2018.

	<p>Educate and partner with local high schools to promote honors program opportunities and increase honors enrollment as a starting point for earning a bachelor's degree. Increase awareness of and communication about honors and scholars programs among academically talented students, including northeast Ohio high school juniors and seniors, Tri-C CCP students, veterans, Tri-C African American and Hispanic students</p>	<p>Assistant Dean, Honors and Scholars Programs</p>	<p>Dean, Mandel Humanities Center; Director, Enrollment Management; college recruiters; faculty and staff involved in each Honors and Scholars program</p>	<p>Increase number of honor students enrolled at Tri-C. Year-to-year increase in number and frequency of communications from Ohio school systems to their students and the students' parents about Tri-C Honors and Scholars Programs opportunities. Number and frequency of communications with Tri-C student target populations.</p>	<p>Year-to-year increase in overall Honors and Scholars Programs admission/membership. Year-to-year increase in overall Honors and Scholars Programs graduates, including Bridges to Success in the Sciences, Choose Ohio First STEMM, Honors and Program Fellowship, Louis Stokes Alliances for Minority Participation, Jack, Joseph and Morton Mandel Scholars Academy, Robert L. Lewis Academy of Scholars, Honors Program, and Phi Theta Kappa.</p>	<p>Benchmark report due June 30, 2018, then annual report due June 30 of each subsequent year.</p>
	<p>Continue to work with local veterans groups to expand opportunities for veteran enrollment in credit and workforce programs.</p>	<p>Executive Vice President, Workforce, Community and Economic Development</p>	<p>WCED Program Managers; Ohio Department of Veterans Affairs; Integrated Marketing and Communications; Executive Director of Veterans Initiatives</p>	<p>Increase number of veterans enrolled at Tri-C in credit and workforce programs. Increase the number of WCED courses able to be paid for with GI Bill funds. Increase WCED scholarships for older veterans who no longer have any educational benefits.</p>	<p>Tracking of intervention contacts of students. Increase in the number of Ohio National Guard and Reservists using benefits. Increase in the number of WCED courses accepted by GI Bill. Increase in WCED scholarships for older veterans. Continue to roll out the Veterans Education Access program and serve more military family members.</p>	<p>July 1, 2018 - June 30, 2020</p>

	Expand opportunities for students to earn bachelor's degrees through seamless transfer to four-year universities.	Director, Articulation, Transfer; Prior Learning and Transfer Center Supervisors	Vice President, Learning and Engagement; Executive Director, Curriculum and Transfer; Counseling Faculty; Transfer Specialists	Increase number of university partnerships. Increase number of articulation agreements/transfer pathways with four-year universities. Increase number of students transferring to a four-year university upon completion of their associate degree. Increase percentage of students transferring with an associate degree over those transferring without a degree. Increase the number of CCP students completing their associate degree before transfer to a four-year university. Increase the number of students participating in dual admission/enrollment opportunities at four-year institutions. Create College-wide target metrics for campus transfer centers.	Increase number of university partnerships (currently 59 institutions) and articulation agreements/transfer pathways with four-year universities (currently 140). Increase number of students with an associate degree transferring. Increase in CCP students completing an associate degree. Increase dual admission/enrollment opportunities.	December 2018 - develop 25 articulation agreements/transfer pathways and establish/reestablish 4 additional partners. August 2018 - establish college-wide metrics for Transfer Center services.
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FIRST-YEAR ENTRY
Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
First Year Experience (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 Year Seminar, Success Week, Second Semester Gateway Course Career Experience, and Academic Plan Development. FYE will connect and engage students to the College, helping them to plan their academic career and be successful.	Improved fall to spring retention rates of new students, Improved fall to fall retention rates of new students. Increased percentage of students completing 15 credit hours in one year. Increased percentage of students completing at least one college-level or math course in one year. The College also planned to measure FYE 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 year with 24-32 credit hours. Develop a new, more engaging online New Student Orientation.	Beginning in fall 2015, all new students were required to take a non-credit course (FYE seminar). Data analyses from cohorts of students from fall 2014 through spring 2017 suggest that the course is having a positive impact on students who participate. There appears to be a strong impact on fall to spring persistence and a positive impact on fall to fall persistence. FYE students were more likely to have an academic plan, had higher GPAs and had a better understanding of financial responsibility. Students indicated that they knew how to find a tutor but weren't using the tutoring services more. More students indicated using counseling and financial aid services.	Survey analysis was used to measure effectiveness of the FYE seminar. The College is tracking persistence rates, completion rates, number of credits earned, increased percentages of students completing college-level math and English. The College has created a New Student Orientation and is supporting students in identifying career and degree plans.	In response to the success of the FYE seminar, the College recently started offering the Second Semester Pathway. More information regarding that course is found later in the document.

<p>Redesign of Math Curriculum - the curriculum revision will move students more effectively through their math sequence by providing them with math curriculum that more accurately reflects math needs in the real world. The College also restructured 0910 making it more rigorous while increasing the likeness of success.</p>	<p>In fall 2016, the College selected Accuplacer for math placement and implemented 3 new math pathway tracks: Literacy Track (for students needing only essential math skills for non-STEM careers), Statistics Track (geared towards students in the health careers and those wishing to obtain a four-year liberal arts degree), and a STEM Track. Encouraged students testing below Math 0910 to take an independent, self-paced software program (at no charge to the student) to gain mastery of pre-algebra math skills.</p>	<p>Accuplacer placement testing and new math pathways were implemented in fall 2016. A review of data at the end of the first year resulted in the following: eligibility for Math 0910 was expanded and implementation of a required math 0910 co-requisite to further support students' progression through developmental education math.</p>	<p>Success is measured by: a) the number of students who have successfully completed Math 0910 and b) the number of students who have taken and passed Math 1240.</p>	<p>An increase in College Credit Plus students that coincided with the selection of Accuplacer testing and new math pathways tracks may have had an impact on results.</p>
<p>Accelerated Learning Program (ALP) - co-requisites English 1010/1001 to increase the number of students completing college level English in two years. 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.</p>	<p>To increase the number of students completing college-level English in two years. The co-requisite option (as opposed to the two-week Bridge course) assists students for whom the intensive two-week Bridge is not a good fit due to time constraints or the need for more time to master the skills needs for college-level English.</p>	<p>84% of students admitted between fall 2015 and fall 2018 placed into a college-level English course, with 67% placing into a stand-alone ENG 1010 or Honors English; and an additional 17% placing into ENG 1010 via the Bridge or Accelerated Learning Program.</p>	<p>Between fall 2015 and spring 2017 the success rate in ENG 1010 (Grades A-C as % of A-F) are 76.9% for students going into college-level English directly with a WritePlacer score of 5, 81.8% for students going into college-level English with a WritePlacer score of 6, 65.4% for students in the bridge to college-level English, and 72% for the students with the ALP pathway.</p>	<p>The ALP pathway 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.</p>

<p>Common Reading Program (CRP) - the program offers a wide variety of texts and associated programming across all four campuses. Faculty from all disciplines are invited to incorporate the text into their courses. The collaborative nature of CRP, the variety of CRP co-curricular events that take place on all campuses, and the volume of participating faculty and students all reflect the continued success of the program.</p>	<p>To enhance student engagement and contribute to student success, retention and completion by building community among students and faculty. Modeling intellectual discussion both informal and structured. Providing opportunities for students to develop critical thinking.</p>	<p>The texts for the Common Reading Program have been: Drew Magary's <i>The Postmortal</i> (2015-2016), Jon Ronson's <i>So You've Been Publicly Shamed</i> (2016-2017), Bryan Stevenson's <i>Just Mercy</i> (2017-2018), and CRP will be reading Lisa Fenn's <i>Carry On</i> (2018-2019). Each text is unique in its approach and its content, which lends well to a variety of co-curricular events such as student debates, documentary viewings, panel discussions, author visits and (re)imagining contests.</p>	<p>In 2015, 51 faculty members in 17 disciplines participated. In 2016, 66 faculty in 24 disciplines which then increased to 91 faculty in 23 disciplines in 2017. As a result, 2,219 students (30% growth since the program began) across 157 course sections (62% increase) read and discussed the common text during the fall 2017 semester.</p>	<p>The CRP brings faculty, students and administrators together in shared experiences that are felt across the College. When considering 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 is able to provide this experience speaks to the collaborative effort of faculty, administrators and staff.</p>
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Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support/bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Close the success equity gap for students of color, Pell-eligible students, and adult learners.	Commit additional financial and operational support to the Black American Council, Hispanic Council and minority-supporting organizations to improve student success. Commit financial support for students of color.	President, Black American Council; Program Manager, Hispanic Council	Vice President, Access and Completion; Assistant Vice President, College-wide Accreditation Healthcare	Increase the number of scholarships awarded by the Black American Council and Hispanic Council.	Increase number of scholarship recipients who complete degree/certificate. Increase persistence numbers for scholarship recipients. Increase in student engagement for students participating in Hispanic Council and Black American Council.	Ongoing initiative
	Utilize Civitas data for more targeted student interventions and closer monitoring of individual student progress.	Executive Director, Evidence and Inquiry	The Illume Working Group (IWG), a cross functional team established to interpret findings and recommend ways of using the technology to increase student success.	Increase number of academic staff with access to Civitas data. Increase number of targeted interventions. Improve retention and completion metrics.	Number of interventions implemented. In FY18, IWG implemented a series of "nudge campaigns" sent to groups of students targeted by Illume Student. Illume Impact was used to assess effectiveness of the efforts.	In FY19, the focus will be on sophomore students. Illume Impact will determine effectiveness of "nudge campaigns" implemented in FY18. Qualitative research will be conducted. Based on the results of these efforts, IWG will refine and expand efforts in FY20.

	Increase support and infrastructure for case management of equity students through to completion.	Westshore Campus President; Vice President, Institutional Research and Enrollment Management	Access Core Team	Increase communication with student success teams at each campus. Increase intentional outreach through case management. Improve retention and completion metrics.	Increase number of students in marginalized groups that complete the enrollment process, enroll and persist from semester to semester. Improved student satisfaction	Work began in fall 2017, and teams will begin meeting in June 2018 with improvements anticipated for Fall 2018.
Embed diversity principles throughout the College and in the classroom by increasing opportunities for faculty and staff training on diversity and inclusion concepts.	Expand the role of human resources in designing training, implementing inclusivity models and leading a College-wide discussion for staff around diversity and inclusion.	Metropolitan Campus President	Inclusive Excellence Taskforce	Increase number of employees attending trainings to better define their contribution to diversity and inclusive excellence in their performance goals. Increase awareness of strategies to improve student performance and reduce gaps in student outcomes.	Create an environment of civility, equity and inclusivity in the workplace where employees feel respected, appreciated and welcomed to share their perspectives.	July 1, 2018 - June 30, 2019

	Provide diversity and inclusiveness tools and resources for faculty to impact cultural awareness in the classroom.	Metropolitan Campus President	Inclusive Excellence Taskforce	Increase number of professional development training sessions focusing on or incorporating diversity and inclusivity specifically geared toward the classroom and faculty preparation. Increase number of toolkits and amount of diversity materials available for faculty use. Increase number of faculty engaged in sustained collegial professional development around teaching and inclusive excellence. Increase awareness of strategies to improve student performance and reduce gaps in student outcomes.	Create an environment of civility, equity and inclusivity in the workplace where employees feel respected, appreciated and welcomed to share their perspectives.	July 1, 2018 - June 30, 2019
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STUDENT PROGRESS
Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Learning Outcome Assessment	At least 50% of all programs and courses. Create an assessment plan, collect and assess evidence of student learning to support all levels of outcomes, and examine the assessment data to support improvements in program and course curriculum.	Created assessment plan template for those programs without, now 100% of programs have a plan in place. Collected and assessed essential learning object (ELO) data. Set up assessment schedules for programs and rolled out course assessment in conjunction with the Higher Learning Commission's assessment academy starting with our top 10 disciplines with the highest enrollment. Programs are currently assessing their own results - course assessments will not begin until fall 2018.	All programs now have plans. Implementation starts no later than fall 2018. In fall 2018, a new group of faculty assessors will start assessing course level outcomes. By summer 2019, the College will have a group of course level assessments completed.	ELO mappings are now part of Tech Reviews. HLC's Assessment Academy has allowed us to focus on course level outcomes. Assessment plan templates have allowed for written documentation of the assessments our programs are already doing.

College-wide Yearlong Schedule	The primary objective is to create a yearlong College-wide scheduling process that continually meets student needs across campuses, learning modalities, programs and days/times of offered courses. By doing this, the yearlong schedule will provide support in: a) increasing student retention by term and year, b) increasing student completion by number and rate, c) decreasing student time to a certificate or degree, and d) decreasing the number of terms to a certificate or degree.	Increasing student retention by term and year. Increasing student completion by number and rate, as FY15 and FY16 had a decrease in completion numbers and rates, but by FY17 the College was almost back to FY15 numbers. For FY18, the College is almost two percentage points higher than the FY15 graduation rate. The IPEDS graduation rates have increased and more IPEDS students are graduating within 3 years.	In FY15, Tri-C had 32,937 FTE, awarded 4,308 degrees/certificates, had a graduation rate of 13.1% and an IPEDS rate of 9.1%, In FY16, there were 31,153 FTE, 3,806 degrees /certificates awarded, a graduation rate of 12.2%, an IPEDS rate of 12.6%, In FY17 the totals are 28,569 FTE, 4,262 degrees/certificates awarded, 14.9% graduation rate, and an IPEDS rate of 13.5%.	The College's first yearlong College-wide schedule was for fall 2016 - summer 2017. The College has just completed its second year of the yearlong schedule and is constantly monitoring and analyzing data to build the new schedule.
One Door, Many Options for Success	Initiatives aimed at providing students with supportive systems guiding their academic journey, while decreasing time to completion and costs.	In fall 2016, an updated online application went live, streamlining the application process and providing valuable information such as educational goal and veteran status. At the same time, the College implemented One Record as its single repository of student information. All new students' information is entered into DegreeWorks degree audit system which houses the student's academic plan created during the first semester. Each campus has Care Team representatives. Identified nine academic pathways to assist students in choosing an appropriate educational and career path.	Through One Door, the College is now able to provide personalized communication and support to our students from recruitment to completion.	The College's goal is to increase persistence and retention. Tri-C has invested in predictive analytics tool to further investigate student needs.

Textbook Affordability	The College is working with Barnes & Noble, faculty and students to provide students with lower cost textbook alternatives.	Addressing textbook affordability has been a focus at Tri-C for many years. Savings for our students are the result of extensive work from our College-wide Textbook Affordability Committee, a strong partnership with our bookstore, and encouraging the adoption of Open Education Resource textbooks. This student-centered initiative has reduced the equity gap, ensuring all students have their materials and are set up for student success.	Our Textbook Affordability Committee includes faculty, students, bookstore manager, and staff. The committee works to reduce the cost of textbooks and digital learning materials from a College-wide perspective and increase availability of lower-cost textbook options for students, including rental programs, open-source, and strategic partnerships with publishers.	An innovative solution is our Price Match Guarantee. Tri-C is the first college in the nation to participate. This initiative provides price matching for textbooks and accompanying materials purchased through Amazon.com and BN.com.
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Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support/bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Student Success/Access.	Students that are in jeopardy of dropping out mid-semester and have financial needs are identified by campus staff or faculty. Once identified, the student can be connected to one-time financial support of \$100 or Care Team Cash.	Provost; Vice President, Enrollment Management	Managed by the College Retention and Completion Managers in cooperation with the Student Affairs offices on each campus	Students given financial support will be tracked each semester, measuring persistence.	Success for this program will mean that students awarded the \$100 payment persist fall to spring and fall to fall.	The program began in fall 2017 and will continue into fall 2018. Data is pulled at the end of each semester.
Second Semester Pathway (SSP) - Part of the First Year Experience.	Continuation of case management approach to student success by connecting individual students with individual faculty experts in their pathway. Help connect students to resources and individuals in their chosen academic or career pathway. Expose students to career resources in their chosen field, ensuring each student has a full academic plan. Connect each student with a faculty advocate.	SSP Core Team; Provost; AAUP President	FYE/Gen 1070 committee; FYE faculty; SSP faculty	Improved retention for students. Increased numbers of students in pathways. Increased numbers of students completing degrees/certificates.	In fall 17, 19 SSP sections were offered serving 93 students. By the end of the semester, 97 students were assigned a Faculty Advocate. In spring 18, 108 sections ran serving 872 students. Scaling up this initiative in this way is not realistic. The College is now encouraging faculty counterparts to consider embedding learning objectives and outcomes into existing "intro" courses within pathways and are looking of more faculty advocates.	During summer 18, the Core Team will continue work on SSP. Working to reduce the number of SSP courses for spring 19. By spring 19 have more SSP learning objectives embedded into "intro" courses.

STUDENT COMPLETION
Outcomes from 2016-2018

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Degree in Three's (D3) -- focus is to provide wrap-around services supporting students completing their degree in three years or less.	Participating students were Pell grant-eligible, had two or fewer developmental education courses to complete, were attending full-time and seeking a degree, were a new student or had less than 24 college-level credits, a GPA of 2.0 or above, and were in good academic and financial standing with the College. The program's goal was for at least 30% of program students to graduate in three years.	The program started in fall 2015. At present (through spring 2018 term), the combined three-year or less graduation rate is 29%.	The three year graduation rates.	Tri-C has been expanding care teams on all four campuses. Care teams assist in providing a comprehensive array of supports and services that help students successfully graduate, transfer to a Bachelor degree program or pursue a career. While D3 will not be a stand alone program, students will continue to benefit from these services through the support of care teams.
Transfer Centers - during the last six years Tri-C institutionalized a comprehensive approach to student transfer support. The transfer support model assists students interested in transferring to any four-year institution.	Providing individualized transfer support for associate degree to baccalaureate credential. Creating opportunities for students to connect to four-year schools on campus and at Tri-C. Offering one-to-one meetings, application assistance, college tours, unofficial transcript review, and connections with four-year institution advising.	Each of the four campuses has a Transfer Center and dedicated staff assisting students interested in transfer. The number of partnerships with four-year institutions has increased and more articulation agreements have been created.	Increase in the number of articulations agreements. Currently, the College has 158 fully executed (approved), 127 at various stages (not approved), with 57 unique partners. Increase the number of college tours, bring more four-year counselors to Tri-C campuses. Increase number of students receiving individual transfer specific support.	The College just completed a Transfer Center Inventory and is the process of establishing College-wide performance metrics for the Transfer Centers. Metrics to be considered are number of students who have transferred, number of transfer partner institutions, student satisfaction, student participation in programming and events.

Focus:

Strategy:

Leadership:

Others:

Outcome:

Measure:

Timeline:

Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support/bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Increase graduation and completion rates.	Expand the reach of the College case management approach to support increased rates of success in cohorts such as IPEDS, equity cohorts and Cleveland Municipal School District graduates.	Project Manager, Retention; Completion Project Manager	Supported by Vice President, Enrollment Management; Director, Enrollment Management	Increase percentage of IPEDS cohort graduates. Increase overall number of degrees and certificates awarded.	Data comparison, year-to-year for IPEDS cohorts, students of color within and outside the cohort. Year-to-year for Cleveland Metropolitan School District (CMSD) cohort.	Final reports for IPEDS will be at the conclusion of the Summer 2018 semester. CMSD reporting will be complete after the Fall 2018 semester.
	Implement academic pathways to guide students toward degrees or careers. Pathways have been determined and are supported by the online catalog. Counselors and FYE Instructors will work with students to complete academic plans through graduation ensuring correct courses are taken. Care Teams, FYE Second Semester and Faculty Advocates will support students through their academic career. Early Alert will prompt interventions to facilitate student success.	Vice President, Learning and Engagement; Vice President, Access and Completion	Counselors, Academic Deans, Associate Deans, Faculty, Provost, FYE Instructors, Care Team staff	Fully implement FYE Second Semester Pathway course and Care Teams on each campus. Restructure math and English pathways. Early Alert system expanded to all students.	Number of students with completed Academic Plan. Number of students using online catalog, Improved time to completion. Increased number of certificates/degrees awarded. Number of students with declared major in first semester. Faculty Advocates assigned to students	Implement by end of Fall 2019.

	Create custom dashboards and encourage broader use of data in creating and implementing success initiatives.	Executive Director, Evidence and Inquiry	Evidence and Inquiry Research staff	Increase number of custom dashboards created in My Tri-C SMART. Increase number of unique users accessing custom dashboards in My Tri-C SMART.	Number of dashboards completed in My Tri-C SMART. Utilization of dashboards. Number of outreach efforts designed to increase awareness. Number of hits that occur per month on each dashboard. Number of new reports in production.	Dashboards will be created during FY19 and refined and updated as necessary in FY20
	Increase financial support for students.	Vice President, Access and Completion	Vice President, Finance and Business Services; Executive Director, Student Financial Aid and Scholarships	Increase number of students completing the FAFSA. Increase funding for student scholarships. Increase number of students in tuition incentive programs such as Just Take 30 and 15+ Perks. Increase number of students participating in financial education programs. Increase number of students engaged in Project Go services and resources.	Increase number of students retained and who complete (who have received scholarships). Increase time to completion for students engaged in tuition incentive programs.	All initiatives are ongoing

Improve the student experience to enhance engagement, retention, and completion.	Continue to identify and implement innovative ways to reduce the cost of textbooks and materials.	Interim Campus President, Eastern Campus; Executive Director, Campus Services and Retail Operations	General Manager of Barnes & Noble; Executive Director, Online Learning Academic Technology; Faculty	Increase the amount of textbook savings to students. Increase number of faculty engaged in open education resources coursework.	Savings to our students will be data driven through reported dollar savings to students through Barnes & Noble fiscal year end reporting and the estimated savings by faculty through OER initiatives.	FY19 - measured students savings and increase participation by our faculty in OER initiatives
Promote academic integrity through continual review of academic processes.	Improve and expand the work of CLOA and CADRE to ensure students are receiving a high quality curriculum and meeting learning outcomes to be successful in their degree program or career field.	Vice President of Learning and Engagement; Executive Director, Curriculum Development and Transfer	Associate Director, Curriculum Development; Specialist, Learning Outcomes and Assessment; Faculty (chair of CADRE and CLOA)	Increase number of courses updated and begin a three-year curricular review cycle. Increase number of courses aligned with the College's Essential Learning Outcomes (ELOs). Increase in the number of assessment plans.	Currency of curriculum: as of August 1, 2017, 1036 courses were last updated prior to 2014. As of April 18, 2018, 654 courses were last updated prior to August 2014. Mapping of ELOs - 852 courses were mapped this academic year, up from 259 the prior year. Assessment Plans - All programs currently have assessment plans that are housed on a college-wide Kweb page.	<p>The curriculum office continues updating courses with the intention of having all courses current within two years (Spring 2020). Annually, we will work with CIM software to pull all aligned courses and update our percentages. Courses will continue to be checked for possible mappings during Tech Reviews to further increase mapping.</p> <p>HLC Assessment Academy/Course Level Assessment Project The four-year Assessment Academy will help Tri-C grow our efforts to improve student learning. In order to close the loop</p>

					<p>between our curriculum and our practices and most importantly to ensure student learning, we are undertaking a project to assess course-level outcomes. This will be a faculty-led endeavor to verify the intent and practices of course-level outcomes.</p> <ul style="list-style-type: none">• Identify courses• Reach out to counterpart chair and faculty in disciplines to garner interest• Faculty will be chosen at Convocation during their Counterparts meetings• Summer 2018: Work within a team of 3-4 discipline colleagues to identify the specific course outcome to be assessed, create 3-4 possible assignments aligned with the course outcome and create a rubric for assessing student artifacts.• Fall 2018: Coordinate communication to all counterparts assigned to teach course, gain support to implement 1 assignment, develop process for collection of artifacts (supported by LOA/CLOA), and
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						coordinate assessment process (supported by LOA/CLOA) o Fall implementation of assignment, artifacts collected – Spring assessment o Spring implementation of assignment again – Summer/fall assessment; discussion with counterparts about results and identify changes to curriculum and teaching strategies if appropriate.
	Create a counterparts infrastructure and necessary related academic processes to support academic integrity while promoting quality instructional programs.	Provost and Executive Vice President, Access, Learning and Success; Vice President, Learning and Engagement; Access, Learning and Success Council	President's Council; Faculty Senate leadership; Labor-Management Committee; Union leadership; Curriculum Office; Learning Outcomes Office	Academic process and guidelines for supporting faculty work on curriculum and assessment by each discipline.	Completed counterparts infrastructure including roles and responsibilities and identified members.	July 1, 2018 - June 30, 2019 - develop counterpart infrastructure process and guidelines. July 1, 2019 - June 30, 2020 - identify counterpart members and implement.

Strengthen and expand meaningful opportunities for internships/co-ops for students.	Establish and implement an employer development campaign using all methods of interaction. Create new employer development pathway-based marketing collateral. Develop "Industry Connect" roundtable networking events and targeted internship/co-op fairs tailored to various pathways. Create a student toolkit. Continue collaboration with campus leadership and faculty to broaden reach to employers and students.	Associate Vice President, Learning and Success; Director, Employer Outreach; Career Center	Provost and Executive Vice President, Access, Learning and Success; Campus Presidents; Academic Deans; Faculty	Growth in number of businesses and employers in pipeline. Year-to-year employer return/repeat rate. Number of internships and co-op placements. Meaningful experiential learning opportunity.	Increase in new and repeat employer/business partners. Increase in the number of internships and co-op placements. Level of student satisfaction/engagement.	Two year plan covering FY2018-19 and FY2019-20
Increase awareness and use of Project Go! to increase retention, completion and satisfaction of students eligible for public benefits.	Track and monitor students who are referred to Project Go! Services. Case manage students who have received Project Go! Services for persistence and completion.	Executive Director, Student Financial Aid and Scholarships; Campus Directors Student Financial Aid; Project Managers Student Financial Aid & Scholarships; Student Financial Aid Advisors	Project Managers Student Financial Aid & Scholarships; Student Financial Aid Advisors; Faculty; Counselors	Increase number of student referrals who get connected to services. Increase number of students engaged in the services that are retained. Increase number of students who complete degree/certificate, and received services.	Number of student referrals who get connected to services. Number of students engaged in the services that are retained. Number of students who complete degree/certificate, and received services.	Ongoing initiative since 2012

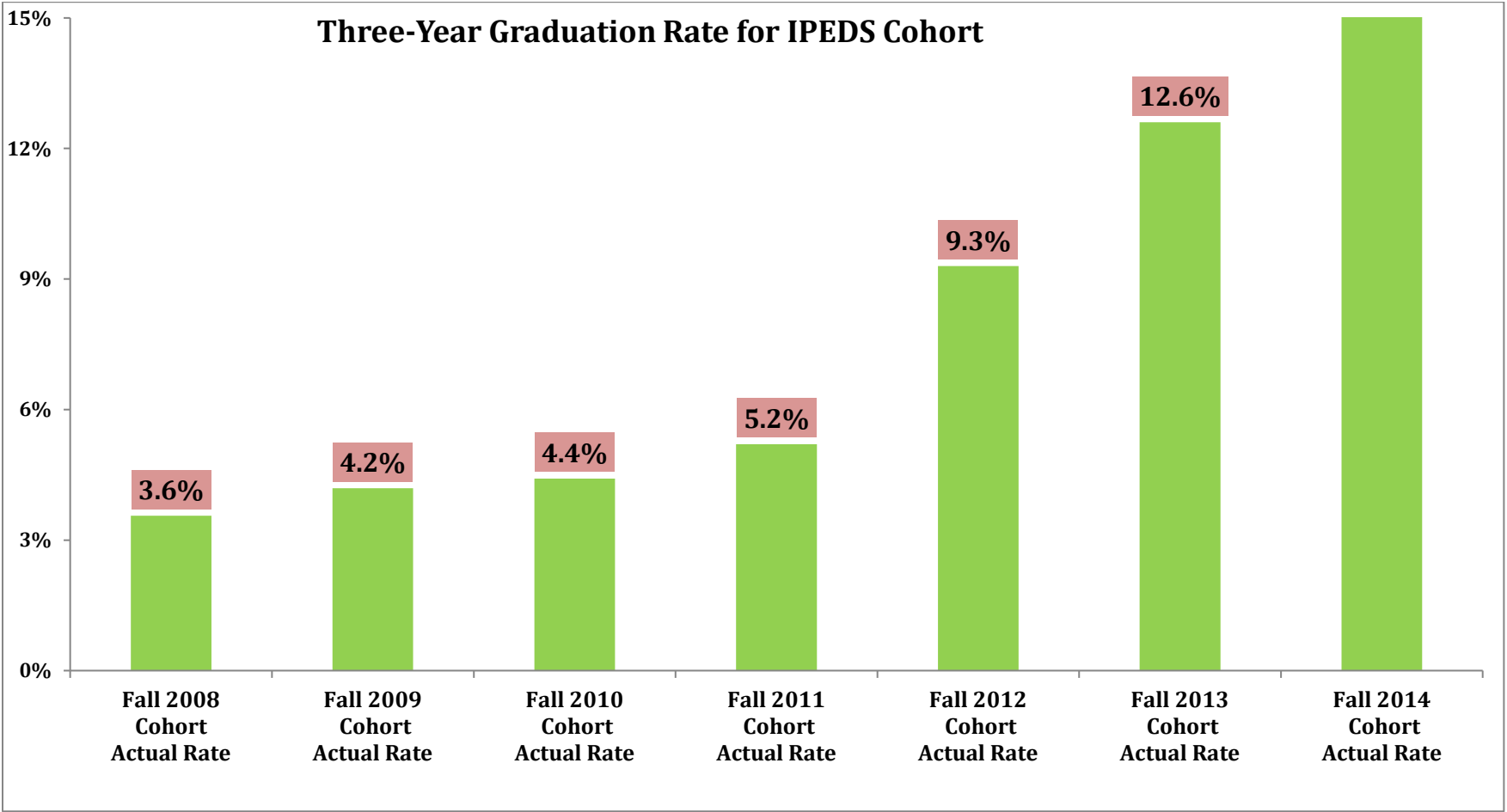
Implement a fully online scholarship tool to increase scholarship awarding automation and matching	Eliminate all paper scholarship applications. Enhance the online scholarship tool and applications process. Increase scholarship marketing for all scholarship programs.	Vice President, Access and Completion	Executive Director, Student Financial Aid and Scholarships; District Director, Financial Aid Processing and Awarding	Increase in scholarship applicants. Increase in scholarship award efficiency. Increase in student satisfaction in scholarship communication and process.	Increase in the number of students matched with scholarships. Reduced percentage of unspent scholarship dollars. Increase in number of scholarship applications.	Ongoing initiative
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WORKFORCE
Outcomes from 2016-2018

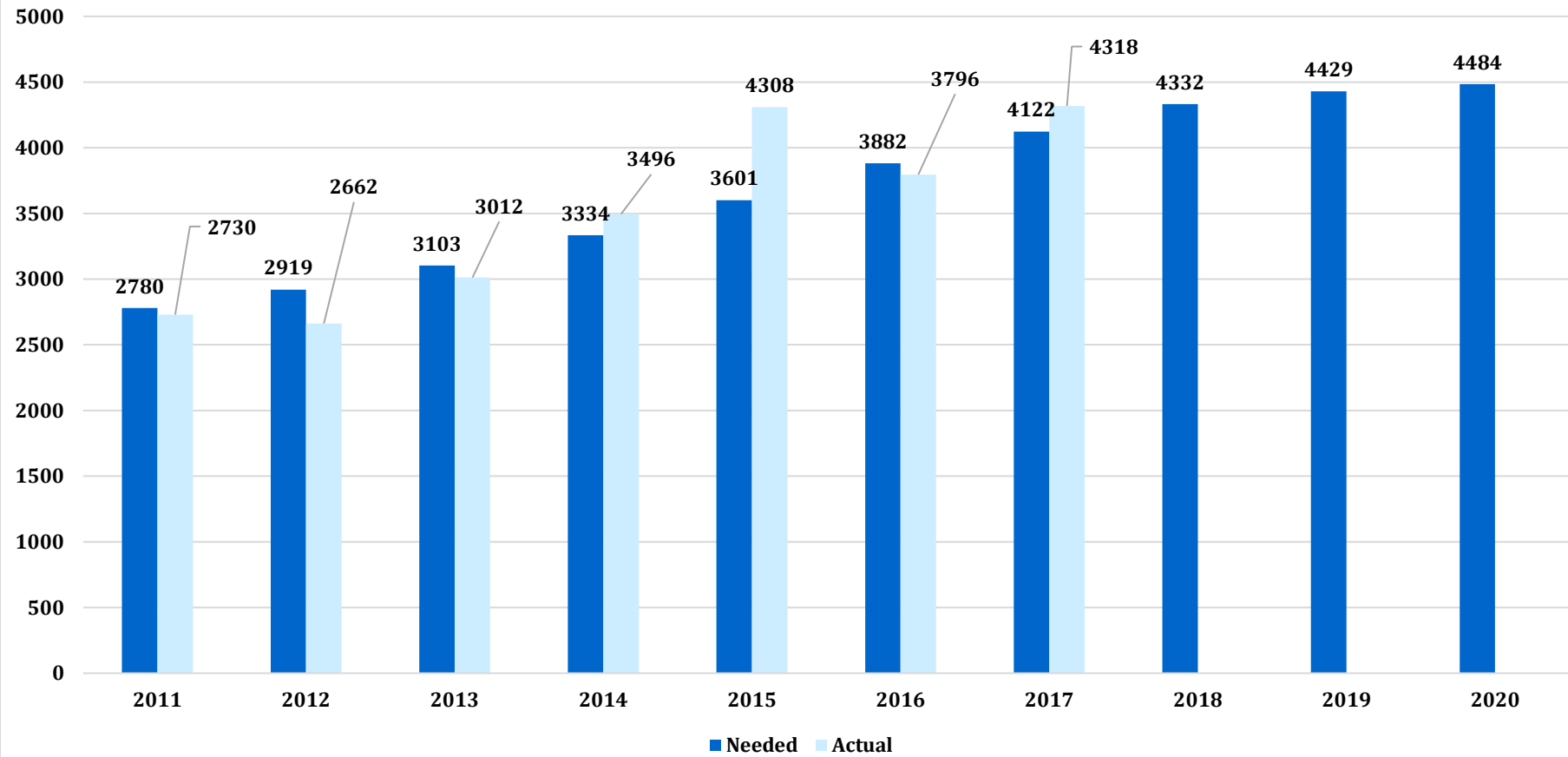
Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
What did you plan to improve?	What did you establish as your outcome?	What progress did you make towards strategy/goal?	What were measures of progress/success?	What contextual points are worth noting?
Centers of Excellence -- To prepare people for career paths in high-skill, high-wage jobs, Tri-C 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 these centers will be to work directly with companies to recruit new workers and provide "skill-upgrades" for incumbent workers. These Centers of Excellence are a direct result of collaboration between the College and business and industry within our region.	The College identified nine academic pathways to assist students in choosing an appropriate educational and career path to meet their interests, goals and needs. The grouping of academic and workforce programs into career pathways helps students choose an intended course of study and plot their career goals. Students will avoid unnecessary coursework, resulting in more timely degree completion.	More than 70 faculty and staff have attended curriculum meetings to design refined curriculum pathways for students. These pathways are incorporated into the new online course catalog and are a required field in the new online application.	Increased enrollment in each center. Increased numbers of students successfully completing a degree/certificate. Increased number of internships/co-ops. Number of graduates entering the workforce in their field.	Leadership of the Centers of Excellence have reporting lines to both the Workforce, Community and Economic Development and Access, Learning and Success Divisions. The College is working to seamlessly provide support for students with credit and noncredit needs.

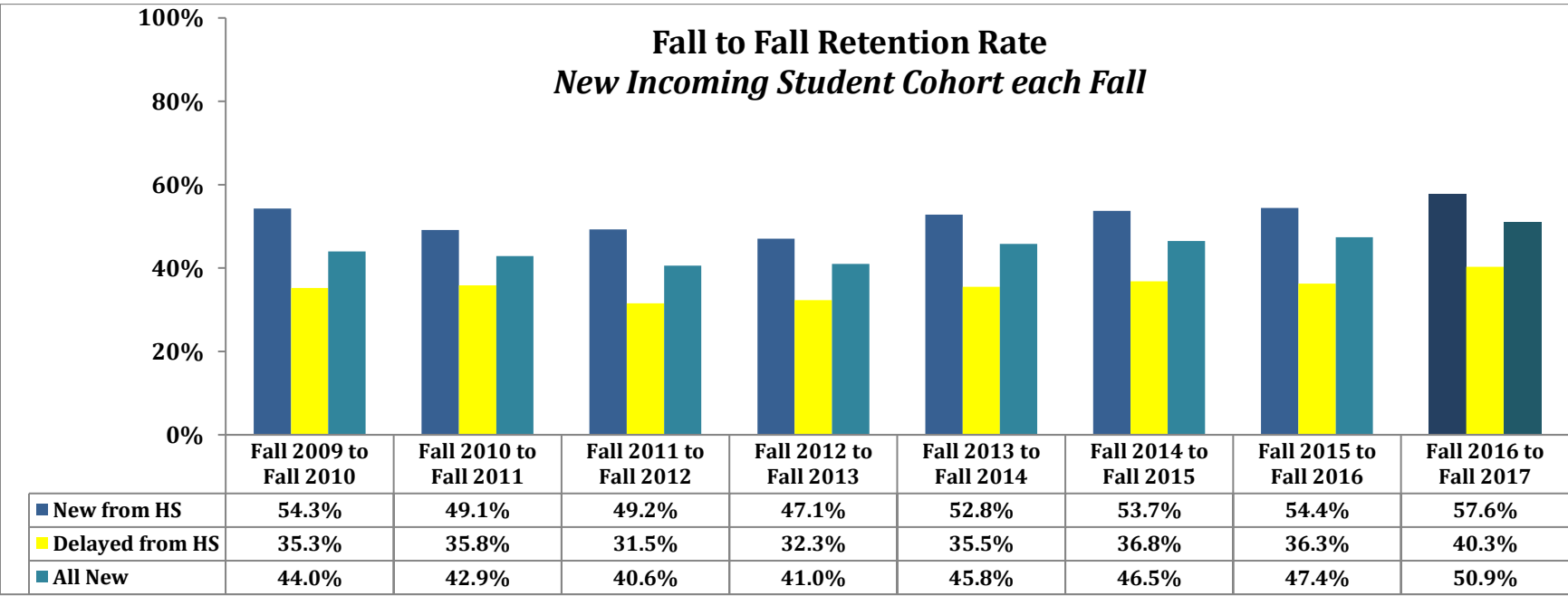
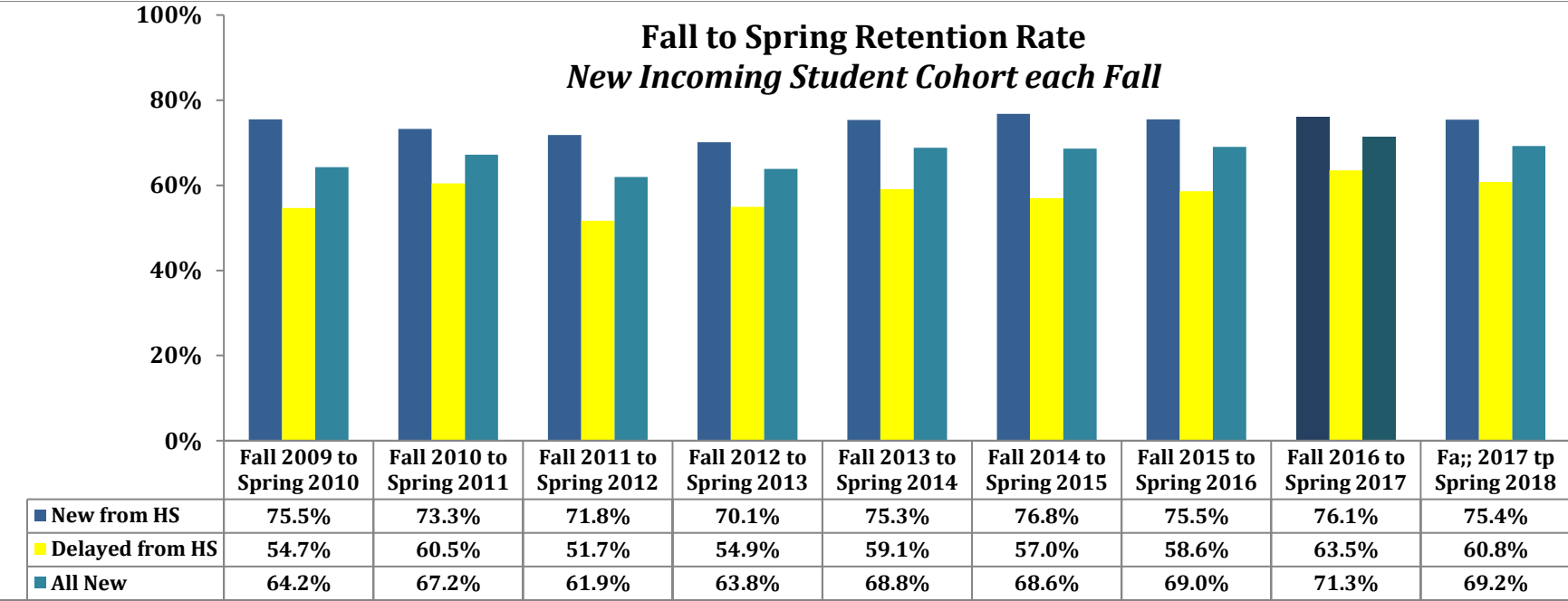
Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline:
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support/bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Expand innovative pathways designed to integrate credit and non-credit programs through the college's Centers of Excellence.	Facilitate collaborative program design to move students along the academic pathway from non-credit to credit programs with articulated credit being awarded for non-credit program components.	Executive Vice President, Workforce, Community and Economic Development	Vice President, Manufacturing; Vice President, Information Technology; Vice President, Public Safety; Vice President, Hospitality	Program offerings link credit and non-credit pathways. Students are prepared to enter into the skilled workforce for in-demand industries in Northeast Ohio.	Number of integrated pathways (degree and certificate) created by each Center of Excellence. Number of degrees and certificates awarded in each integrated pathway	July 1, 2018 - June 30, 2020
Expand access to Workforce Development programs.	Connect students to additional financial resources that reduce the cost of accessing higher education by reducing debt, lowering the cost of enrollment, and removing other financial barriers.	Executive Vice President, Workforce, Community and Economic Development	Director, Grants Management; Director, Community Based Services; Director, Budget Finance	Increase enrollment. Reduce cost of enrollment	Enrollment in certificate and degree programs. Amount of scholarships, loans and third party funding secured by students.	July 1, 2018 - June 30, 2020
Expand apprenticeships and Learn and Earn programs.	Increase employer partnerships to address workforce skill gaps through apprenticeship and learn and earn programs.	Executive Vice President, Workforce, Community and Economic Development	Vice President, Manufacturing; Vice President, Information Technology; Vice President, Public Safety; Vice President, Hospitality	Increase the number of apprenticeship and learn and earn opportunities. Expand partnerships with regional employers	Enrollment in apprenticeship and learn and earn programs. Number of company engagements with the Board of Visitors. Number of program industry partners in apprenticeship and learn and earn programs.	July 1, 2018 - June 30, 2020

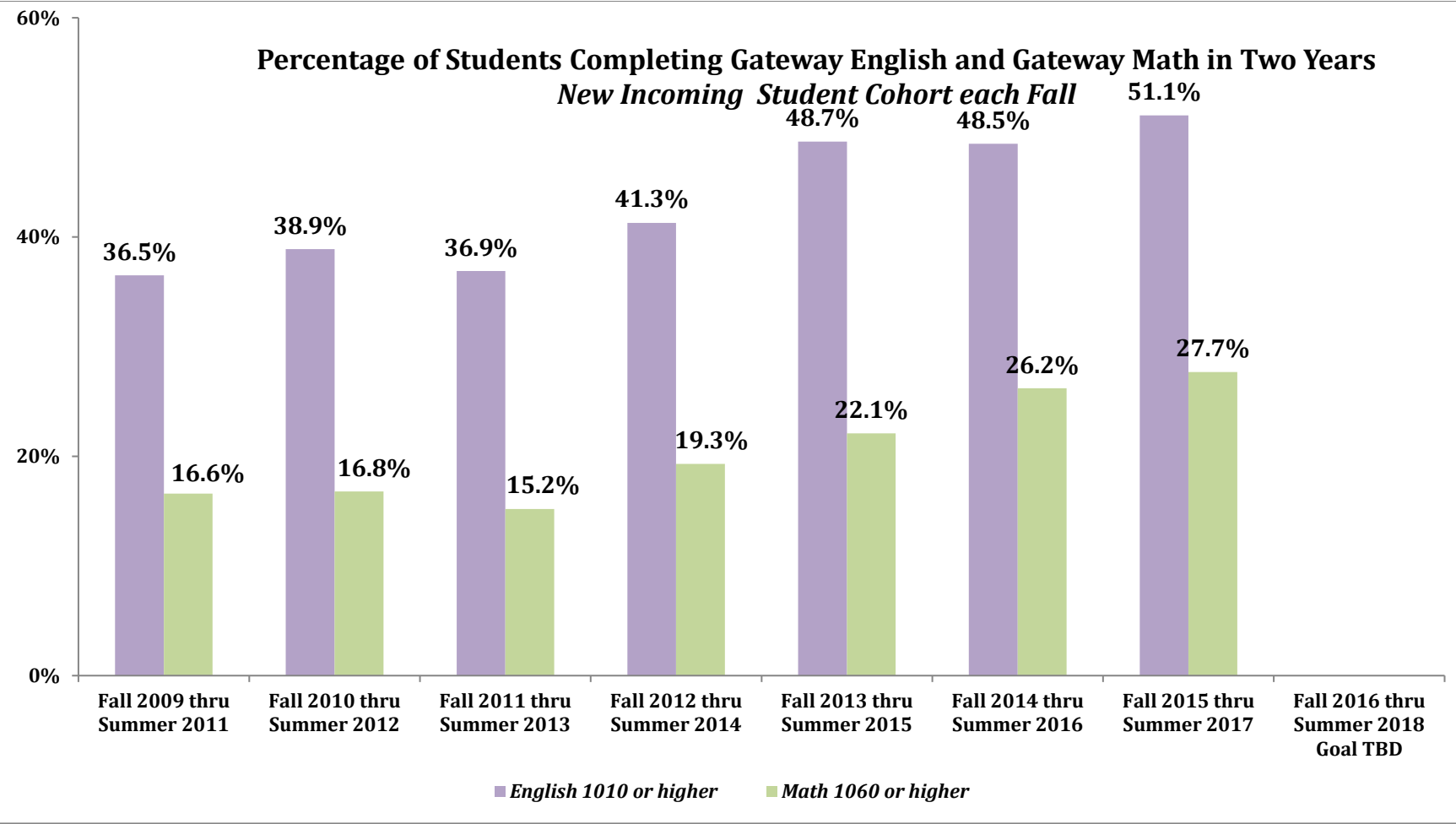
Additional Information

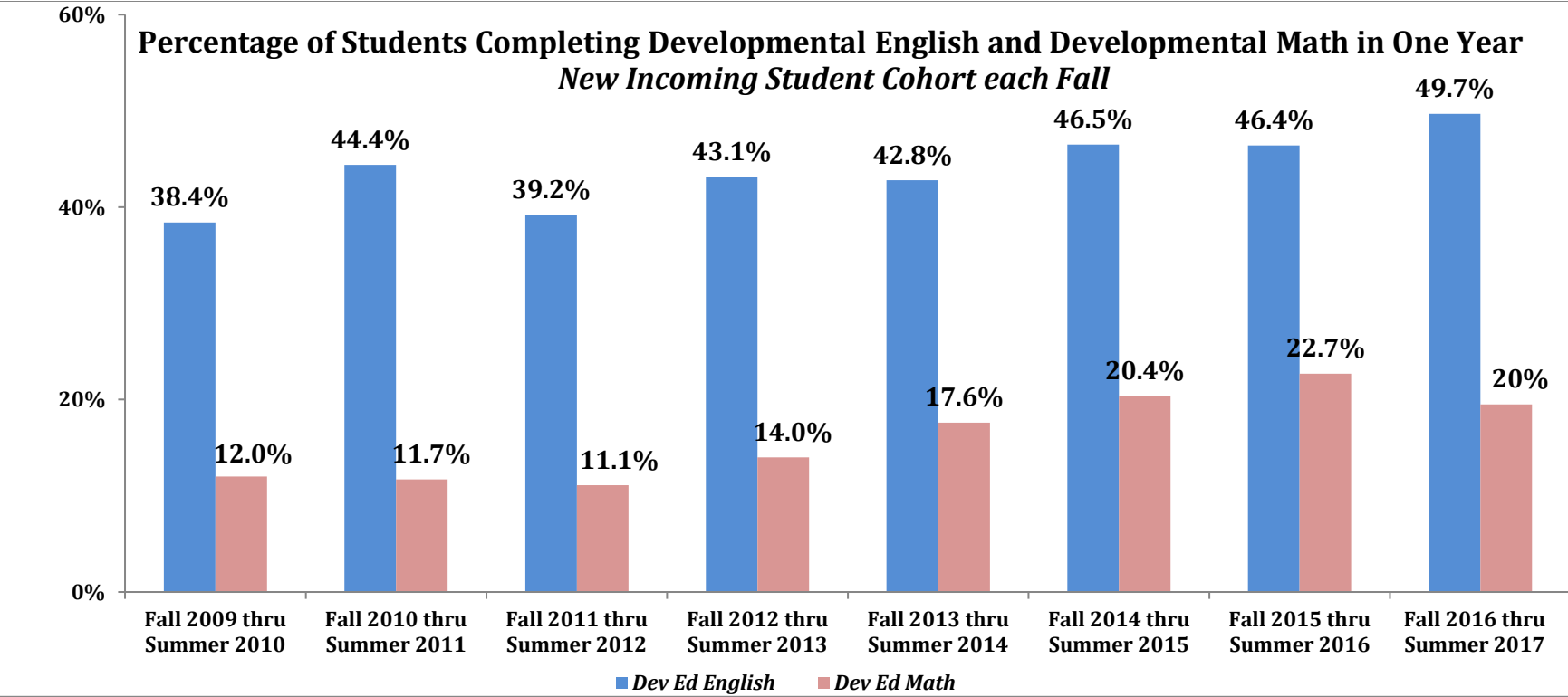


**Cuyahoga Community College Share of the American Graduation Initiative
Total Degrees/Certificates Awarded Each Year 2011 to 2020**









CUYAHOGA COMMUNITY COLLEGE
MATERIAL FOR REVIEW
BY THE BOARD OF TRUSTEES

☒ Access, Learning and Success Committee
☐ Community Affairs Committee
☐ Management Committee
☐ Investment Committee

SUBJECT: **Completion Plan**

COMMITTEE ACTION:

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

SYNOPSIS:

In 2016, Cuyahoga Community College submitted its Board of Trustees approved Completion Plan to the State of Ohio. The College is now presenting its updated plan for approval of the Board prior to its submission to the Ohio Department of Education.

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

Completion Plan

I. SUMMARY BACKGROUND

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

This year, the state is requiring all Ohio public institutions of higher education to submit continuing updates of their plans. These plans must be approved by each institutions' Board of Trustees and submitted to the Chancellor no later than June 30, 2018.

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

II. BOARD RESOLUTION

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

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