

# **Priority 1: Drive Student Completion for Academic and Career Success**

## **2018-2020 Plan**

Submitted to Ohio Department of Higher Education  
In fulfillment of the Campus Completion Plan (ORC 3345.81)

## TABLE OF CONTENTS

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|  | <b>Page</b> |
|--|-------------|
| I. Introduction  | 2           |
| II. Institutional Progress   | 4           |
| III. <i>Strategic Initiative #1 Reduce Time and Cost to Completion</i>                               | 5           |
| IV. <i>Strategic Initiative #2 Coach Every Student for Success</i>                                   | 7           |
| V. <i>Strategic Initiative #3 Improve College Readiness</i>  | 9           |
| VI. <i>Strategic Initiative #4 Enhance Student Learning</i>  | 11          |
| VII. <i>Strategic Initiative #5 Develop Structured Pathways to In-Demand Careers &amp; Employers</i> | 13          |
| VIII. <i>Strategic Initiative #6 Engage More Adult Learners</i>                                      | 15          |
| IX. <i>Strategic Initiative #7 Close Achievement Gaps of Under-Resourced Learners</i>                | 17          |
| X. Student Success Metrics   | 19          |
| a. Lead Indicators   | 20          |
| b. Lag Indicators  | 22          |
| XI. Student Highlights   | 23          |
| XII. Index of Supporting Projects  | 24          |

## INTRODUCTION

Lorain County Community College (LCCC) remains committed to its mission, vision and values and its Number **One Priority: Drive Student Completion for Academic and Career Success** and continues to innovate, inspire, and improve its processes and initiatives to create a better educated workforce and improve the lives of our students, community, and economy. This student-centered focus is founded upon the belief that ALL students can and will achieve, and is carried out under the comprehensive framework of this completion plan.

Our student data shows that our student success work, supported by our participation in Achieving the Dream and Completion by Design, is moving the needle for students in a positive direction. Participation in the Frontier Set, a national collaborative of 29 colleges and universities, will help continue the acceleration of our student success work and progress towards our number one strategic priority: Drive Student Completion for Academic and Career Success.

The LCCC Student Completion Council (SCC) is charged with overseeing and monitoring the implementation of all priorities, strategies, and interventions in regards to student success and completion including ensuring all aspects of LCCC's completion work are reflected in this plan. The SCC reports to and makes recommendations to the Provost and, as needed, LCCC Curriculum Council. Membership of the Student Completion Council is comprised of students, faculty, staff and administration.

We remain committed to an evidence-based approach and routinely disaggregate our data so that we are clear and transparent in our efforts to infuse equitable outcomes in all that we do and close achievement gaps for under-served students. We are intentional about creating and promoting clear transfer pathways for students from the associate degree through the bachelor's degree and beyond. In addition, we believe that every student's dream matters and are



## **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.



working towards creating a comprehensive student advocacy and resource center centrally locating resources that help student's overcome life issues and better enable them to focus on completing their college coursework. To help facilitate progress in these important directions, we have created the following work teams:

- The Equity for Students Team oversees and monitors the implementation of priorities, strategies, and interventions that are designed to close achievement gaps for students of color and underserved populations. The team will initially define equity so there is campus agreement on what it means, survey students to understand their expectations and the structural barriers they experience, provide professional development on issues related to equity to the campus community, and use the equity scorecard data to help identify barriers and potential solutions. Student participation is paramount and infused in this team.
- The Prioritizing Transfer Team leads and monitors the implementation of priorities, strategies, and interventions that focus on increasing the number and percentage of LCCC students who transfer to a four-year institution and earn a bachelor's degree. Initial emphasis is to facilitate the development of clear major-specific program maps, build new and strengthen existing transfer partnerships, and design a transfer out center for students.
- The Emergency Aid Team explores, creates, oversees and monitors the implementation priorities, strategies, and interventions that focus on providing emergency aid to students in financial emergency/distress in an effort to mitigate life circumstances that are barriers to students attending and completing their courses and program of study. Initially, the team will focus on establishing a single-stop student resource center designed to break down structural barriers, connect to a fabric of campus and community resources to wrap around students for ultimate support, proactively reach out to students who are at risk before a crisis happens, and cut across campus and community organizations to facilitate access to resources for the student.

We remain committed to creating a welcoming environment with stellar service to students to foster a sense of purpose and belonging in an effort to provide an atmosphere focused on supporting our students to achieve their completion goals. While we are making great progress, we are ready and willing to roll up our sleeves and committed to making our students' dreams a reality.



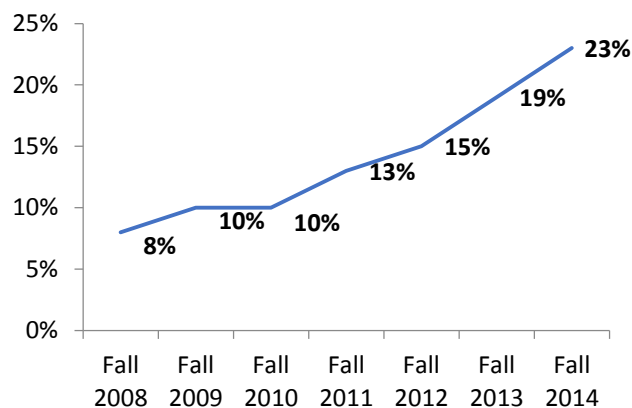


## INSTITUTIONAL PROGRESS

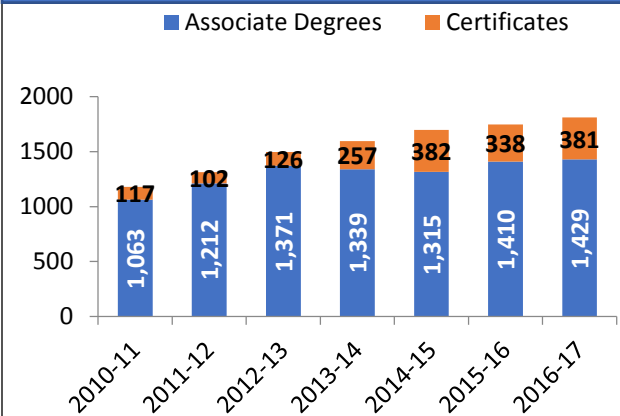
We have nearly tripled our 150% graduation rate from 7.6% with our 2008 cohort to 22.6% with our 2014 cohort. We have increased the number of degrees and certificates awarded by 53% from 2011 to 2016. In addition, we have seen improvements in accelerating students through developmental education, reduced the average hours to degree, increased our persistence and retention rates, and increased our course completion rates. We remain at the top of the community college sector in Ohio with Three Year Success Rates for both our 2013 and 2014 cohorts as published by the Ohio Department of Higher Education.

LCCC has mapped over 39 pathways for dually enrolled high school students to dual enroll and complete their Bachelor's Degree by age 20. We lead the state of Ohio in bachelor degree completion for our transfer students. Moreover, we provide emergency aid and wrap around services to support our students. We are scaling promising programs like co-requisite delivery of developmental education and scaling our CUNY ASAP demonstration project. In addition, we have refocused our vision to ensure equity for all students and establish a more intentional focus on transfer.

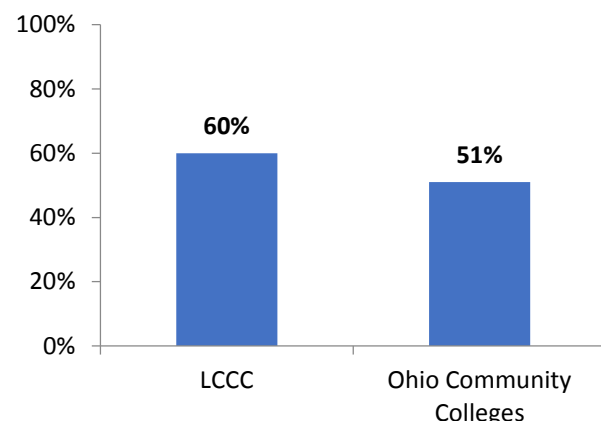
**Making Progress: 197% Increase IPEDS  
First-time, Full-time Graduation Rate  
2008 to 2014 Cohorts (150%)**



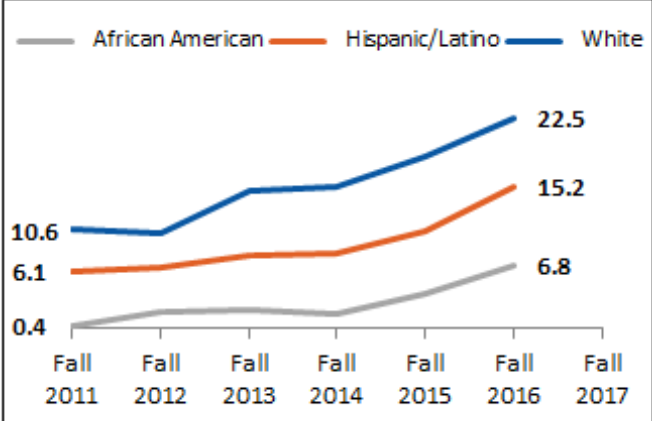
**LCCC conferred its highest number of degrees  
and certificates in 2016-2017 at 1,810,  
a 53% increase**



**LCCC leads (#1) the state in student success  
with a 60% student success rate versus  
average for Ohio Community Colleges of 51%**



**More than doubled completion rates for  
students completing both college level English  
and math in the first year**



## STRATEGIC INITIATIVE #1 *Reduce Time and Cost to Completion*

As educational costs and student debt increase, helping students efficiently achieve their educational goals is paramount. Reducing the time to degree and minimizing excess credits save students time and money. The college continues refinement to program structures and guided pathways work. This new phase of work focuses on the student facing side.

### *Supporting Projects*

#### **UPDATE**

**Guided Pathways** - Every degree-seeking student at LCCC has a declared program major or exploratory major under our 9 Program and Career pathways. Our Transfer and Applied Team led by faculty were instrumental in identifying these 9 Pathways to help guide and support students to their career goals. Advising teams that include career and academic advisors, career services, financial services and faculty - have been formed around the 9 Pathways, providing enhanced support for students.

**Not sure where to begin? Start with an Exploratory Major.**



**Ad Astra** - Lorain has fully incorporated Ad Astra analysis review into the development of fall and spring term schedules. The action of reviewing the analysis can increase transparency and discussion around courses and programs. Gains have been made towards obtaining better data through a location analysis, implemented Fall 2017. Next steps will be exploring how a student planner system can be integrated with Ad Astra to identify course conflicts that may exist within a program.

**MyUniversity** - LCCC has created strategic partnerships and collaborated with the K-12 sector to create the MyUniversity program. This unique partnership between LCCC and area high schools provides a pathway for high school students to the full college experience – for less! Students taking advantage of the program have the opportunity to graduate high school with both an associate degree and a high school diploma, free of charge and complete their Bachelor's Degree by age 20 saving up to 80% of the cost of a traditional bachelor's degree.

#### **NEW**

**Block Scheduling** – National research on high impact practices shows that students are more engaged and persist at higher rates when they participate in cohort block scheduling. LCCC is implementing block scheduling structured around the ideal first term coursework in an exploratory major. In this design, students will be a part of a learning community taking common courses with their cohorts. Fall 2018 will mark the rollout of 6 block schedules. Blocks have been created for 4 different programs and pathways. LCCC is taking the concept a step further by creating blocks for full and part time students, day and evening students, and new and returning students.

**On Plan** – LCCC has gone live with On Plan, an integrated technology that shows students which courses in their schedule are ‘on plan’ to degree completion and which ones are not. This creates greater efficiencies for Financial Aid regulatory compliance as well as ensuring financial aid students are taking the right courses towards degree completion. Future plans are to roll this out to all students including those not receiving financial aid.

**Degree Map** – Civitas Degree Map offers students a platform to monitor their progress towards a credential, map out coursework, identify classes that need to be completed, and acquire knowledge about the labor market value of the credential. This platform is integrated into LCCC’s existing student information system, providing richer data to advisors and students during advising sessions. Degree Map will help ensure that all students have an individualized completion plan.

**Schedule Planner** – Scheduling courses around students’ busy lives can be a challenge. Schedule Planner is a course selection tool in MyCampus that lets students identify the classes they need, block off times that they are busy, and then generate schedule options that fit their lives. Students can then review all possible schedule scenarios and selections and register for classes in MyCampus. LCCC is also able to mine the data entered by students to better align course offerings with course demand.

**Open Education Resources (OER)** –A number of faculty at LCCC has sought out OER books to use in their courses, while others have created original books. Positive feedback from students indicated they had access to the information needed from day one and were more prepared for the first test. LCCC also has faculty representation on the statewide OER working groups. In addition, LCCC plays a leadership role in raising awareness and identifying strategic use of open education resources available through the nation’s \$2 billion investment in community colleges through the DOLETA TAACCCT program. TAACCCT OER resources have been designed with the specific needs of transitioning adults with a focus on accelerating readiness for in-demand jobs in healthcare, IT, manufacturing and other sectors.

## **Key Personnel & Working Teams**

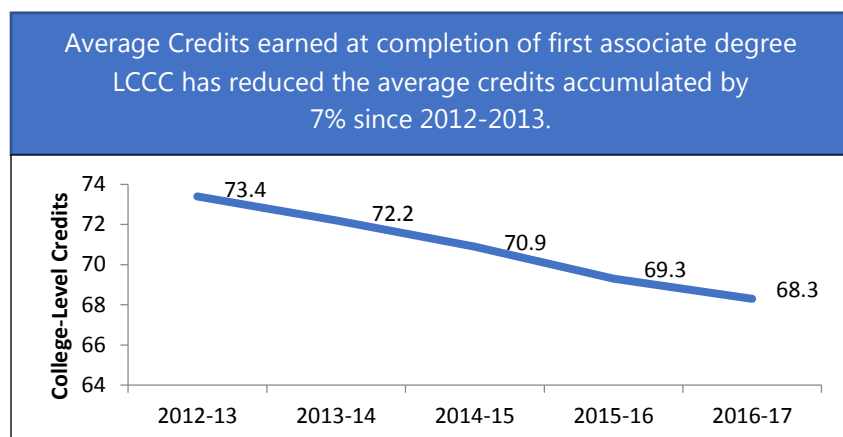
Key personnel include: Provost/Vice President for Academic & Learner Services, Vice President for Strategic & Institutional Development, Associate Provost for Enrollment Management & Student Success, Director of School & Community Partnerships

Key teams: Deans’ Council and Program Coordinators

## **Metrics**

- Reduction of average credits at completion
- All students on Academic Plan
- Full & Part-time average credits completed in first year

## **Progress Evidence**



## STRATEGIC INITIATIVE #2 *Coach Every Student for Success*

The college strives to provide wraparound personalized interventions and coaching strategies for every student to support their progress toward their academic and career goals.

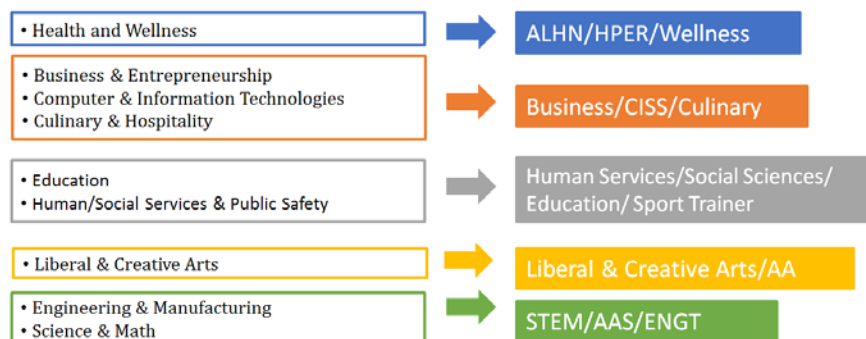
### *Supporting Projects*

#### **UPDATE**

**Orientation** – LCCC implemented mandatory orientation for all new students in 2012. The orientation is refreshed for Fall 2018 and is available in person and online meeting students where they are and providing the resources and tools they need to start their educational journey.

**Advising redesign** - As part of its guided pathways work, LCCC redesigned its academic advising model to create a student-centered relationship-based, case management approach. Through our advising redesign and appreciative approach to student success, every student has an assigned advisor based on their pathway to work with them from connection to completion! The 5 new advising teams are aligned with the 9 Program and Career Pathways. Each advising team includes not only an advisor but a Career Services and Financial Services team member to integrate services for students.

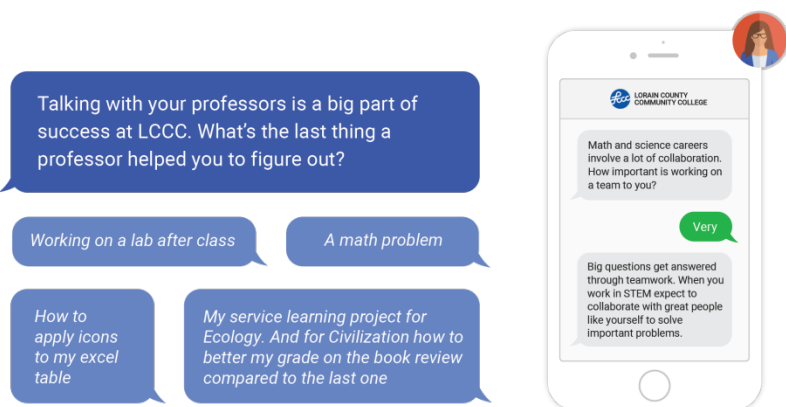
### **Advising Redesign Based on Pathways**



#### **NEW**

**Nudging** – Lorain County Community College is working with Persistence Plus through a grant opportunity to send students supportive nudges via text messages. The platform, based on behavioral science research, sends students nudges that are unique to each student. Students on the Persistence Plus platform experienced a 10% lift in persistence from term to term. Due to the

successes seen through the initial work, LCCC plans to scale nudging for the 2018-2020 time period.





**Transfer Center** – LCCC is currently working on plans to create a Transfer Center. This center would house resources and personnel that students need when preparing to transfer out to a 4-year institution. This center would be the one stop for comprehensive and tailored support for students intending to transfer.

## Key Personnel & Working Teams

Key personnel include: Provost/Vice President for Academic and Learner Services, Vice President for Strategic & Institutional Development, Associate Provost for Enrollment Management & Student Success, Associate Provost for the University Partnerships, and Manager of Career Services.

Key working team includes: Advising Team, Transfer Team, Enrollment Planning Council, Career Services and Financial Services teams

## Metrics

- Every student assigned to an advisor
- Participation in orientation

## Progress Evidence

| 6-yr Outcome for those who started at a 2-yr Public Institution<br>LCCC student completion at 4-yr institutions is higher than the National Benchmark |                    |                           |  |   |                                     |                            |
|---|--------------------|---------------------------|--|---|-------------------------------------|----------------------------|
| 2009 Cohort   | Total Enrolled (#) | Total Completion Rate (%) | 1 <sup>st</sup> Completion at Same Institution (%) | 1 <sup>st</sup> Completion at Different Institution: 4-yr (%) | Subsequent Completion at a 4-yr (%) | Total 4-yr Completion Rate |
| <b>LCCC</b>   | 2,376              | 39.7%                     | 24.1%  | 13.9%   | 7.3%                                | <b>21.2%</b>               |
| <b>National Benchmark</b>   | 1,111,368          | 38.1%                     | 26.0%  | 9.0%  | 6.1%                                | <b>15.1%</b>               |

| LCCC 2017 CCSSE Scorecard: Service Usage                                |                      |      |        |   |      |        |  |
|---|----------------------|------|--------|---|------|--------|--|
| Item 13.1: How often do you use the following services at this college? |                      |      |        | Item 13.2: How satisfied are you with the following services at this college? |      |        |  |
| Service   | Used 2 or More Times |      |        | Very/Somewhat   |      |        |  |
|   | Dev Ed               | All  | Cohort | Dev Ed  | All  | Cohort |  |
| <b>Academic Advising/Planning</b>                                       | 72.7                 | 64.8 | 56.5   | 90.6  | 83.2 | 75.8   |  |
| <b>Career Counseling</b>  | 25.2                 | 20.7 | 16.9   | 49.1  | 38.8 | 32.6   |  |
| <b>Peer or Other Tutoring</b>   | 36.5                 | 26.9 | 25.3   | 49.3  | 37.8 | 37.6   |  |
| <b>Skill Labs</b>   | 34.5                 | 25.2 | 30.4   | 44.9  | 34.5 | 40.8   |  |
| <b>Financial Aid Advising</b>   | 54.5                 | 41.6 | 34.6   | 72.5  | 55.4 | 48.7   |  |
| <b>Transfer Credit Assistance</b>                                       | 15.2                 | 12.0 | 18.7   | 29.9  | 27.5 | 36.1   |  |
| <b>Library Resources/Services</b>                                       | 59.0                 | 54.5 | 53.7   | 75.5  | 68.3 | 67.8   |  |

## STRATEGIC INITIATIVE #3 *Improve College Readiness*

Minimize the need for developmental education by partnering with secondary schools and leveraging placement methods that use a fuller picture of student performance. In addition, restructuring the delivery models of developmental education to accelerate progression based on students' needs and abilities.

### *Supporting Projects*

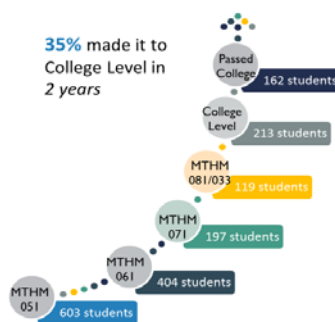
#### **UPDATE**

**Co-requisite** – LCCC has implemented and scaled the Accelerated Learning Program (ALP) model for English. Students in the highest level developmental English are also enrolled in college level English at the same time. This reduces the time students spend in developmental education. Currently, the institution is piloting ways to leverage this model for developmental math.

**Math pathways** – Math pathways at LCCC are structured into two tracks: the calculus track and the non-calculus track. The calculus track involves coursework for any student going into a major that requires calculus, including any student who will transfer to earn a degree in sciences, engineering, math, and business (if Business Calculus is required). The Non-calculus track is designed for any student who is going into a major

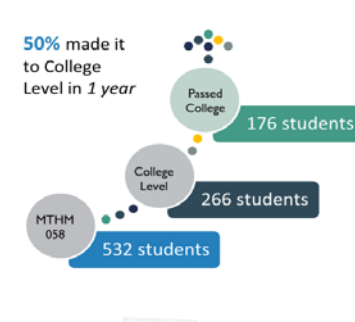
#### **Calculus Track**

Started in MTHM 051 Fall 2015



#### **Non-Calculus Track**

Started in MTHM 058 Fall 2016



that does not require calculus. Within these pathways, students have the option to take college math courses such as Technical Mathematics (Engineering Technology degrees), Statistics (many health degrees or OTM for transfer), and Quantitative Reasoning (Associate of Arts or OTM for transfer). Refinement of this work has now moved to creating equitable math pathways for students regardless of academic track. A recent revision of courses eliminated inequity in the number of courses in the two pathways required to reach college level math.

**K-12 Alignment** –LCCC’s long standing high school dual enrollment opportunities have built strong and deep relationships with local school districts and superintendents. 43% of high school graduates participating in College Credit Plus continue with LCCC after high school graduation. Annually, LCCC hosts superintendents to provide them with updates on relevant data and information, and to engage them in open dialog about the alignment of curriculum. In addition, LCCC faculty and staff regularly throughout the year connect with K-12 education practitioners, guidance counselors and administrators to create plans and work through curriculum alignment.

#### **NEW**

**Multiple Measures** – LCCC will begin using multifaceted indicators for proper placement in math and English such as high school GPA, the College Student Inventory, ACT/SAT scores, either the ALEKS assessment or Accuplacer, and a writing sample. Traditional placement exams are not a reliable way to determine college-readiness. Relying on multiple measures will help us place more capable students in college-level courses, alleviating the need for developmental education.

**Early College and Career Academies** – LCCC is working strategically with Lorain City Schools to provide and deliver an innovative high school dual enrollment experience. This targeted project includes: a comprehensive support system, College Credit Plus Waiver or Early College High School Exemption, pathways to the Associate of Arts, the Associate of Sciences and College Technical Certificates, and unique and engaging College and Career Learning Experiences. For this strategy to take flight, K-12 educators as well as college faculty must work together with families and community organizations to strengthen the academic foundation and aspirations of our youth and their families in order to engage more students in the Early College and Careers Academies. Industry-driven organizations like MAGNET and the RITE Council will be paramount to their development and connection to employers.

**FlexFactor** – This program fully immerses high school students into the world of advanced manufacturing technology to excite them about STEAM based education and career pathways. Self-driven student learning occurs through product conceptualization and development of a business plan; mentorship from business and industry leaders onsite at local companies and entrepreneurial lectures from our college faculty members on campus. The program culminates with students pitching their product in front of a panel of business and industry representatives, shark-tank style. Through participation in FlexFactor, students develop 21st century skills that raise their ability to think critically and reasonably; communicate with professionals in business settings; and work together in teams to solve real-world problems that address social responsibility through information and technology literacy.

**Ohio Strong Start to Finish (OhioSSF)** –OhioSSF aims to significantly increase the number of students completing gateway English and math courses as part of a guided pathway within their first year. Concurrently, OhioSSF aims to reduce equity gaps for students in gateway English and math courses. Meeting these goals means aligning redesigned gateway English and math courses to all programs of study, scaling up the co-requisite model as necessary, and building up advising structures which ensure all students register for coursework in sequences that will allow them to meet this goal.

## Key Personnel & Working Teams

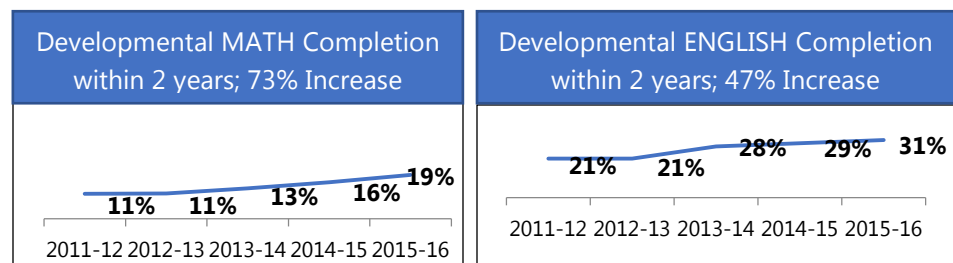
Key personnel include: Provost/Vice President for Academic and Learner Services, Vice President for Strategic & Institutional Development, Director of School & Community Partnerships, Principal of Lorain County Early College High School, Dean Science & Mathematics, and Dean Arts & Humanities

External key personnel: Lorain City Schools, Assistant Superintendent and Lorain High School, Titan College and Career Tech Liaison

## Metrics

- Completion of required developmental education within 1 year
- Completion of college level English
- Completion of college level math

## Progress Evidence



## STRATEGIC INITIATIVE #4 *Enhance Student Learning*

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The institution leverages innovative teaching models, adaptive learning technologies, contextualized learning and different delivery methods to help meet diverse student learning needs. This work is also supported through a redesign of the academic program review process.

### *Supporting Projects*

#### **UPDATE**

**College Experience** – Efforts have been made to align SDEV 101 with the institution’s overall success and completion work with an emphasis of integrating career exploration by having all students take MyPlan in SDEV 101. This helps students to see a clear path to their goals. The course now also includes a financial literacy component. Upcoming plans focus on contextualizing some sections of SDEV 101 around career and program pathways.

**Competency Based Education** – Currently LCCC is offering 6 programs (one-year technical and Associate of Applied Science) via self-paced, modularized coursework. The programs are between 65-89% delivered through this method. This competency based modality allows for students to move at a pace that works for them, allowing for extra time where needed and less time when the student has mastery of the content.

**Flipped Learning** – A team of LCCC faculty have been sharing broadly, through the Center for Teaching Excellence, the flipped learning method and its success here at LCCC. This pedagogical method puts the homework and learning activities in the classroom and the lecture outside of the classroom. It allows for the instructor to be accessible and assist as the students are practicing and performing the hands on learning. This structure provides immediate feedback for the student as they are learning increasing comprehension.

**Program Outcomes** – As an evolution of the guided pathways work at LCCC, faculty/program coordinators are working to revisit program outcomes. Mindful review and revision of the program outcomes with the added lens of ensuring courses are in alignment with programmatic outcomes.

**Student Research** – Pedagogical approaches that encourage the students to be active learners has been cited as a best practice nationally, showing improved comprehension, retention and completion. Through the leadership of faculty, LCCC is continuing to expand its opportunities for students to perform hands on research. Opportunities range from developing cures for diseases to creating new beverages to applying statistical methodologies to analyze survey results.

**Quality Matters** – LCCC is currently working on the expansion of Quality Matters certification and training to faculty with online courses. Through this training more courses will be created and revised to ensure that courses are not only accessible but also apply best practices and are effective.

#### **NEW**

**Enhanced Program Review** – A culture of continuous quality improvement is the key to enhancing student learning. LCCC is revamping its academic program review process to provide an improved platform for program coordinators to process and reflect upon potential program improvements. The cycle for review is now more frequent, moving from every 5 years to every 3 years, in an effort to more efficiently stay abreast of changing industry and transfer needs.



**Experiential Education 2.0** – LCCC committed to embedding Experiential Education (EE) into all programs of study in 2014. To achieve this goal the Advisory Committee for Experiential Education (ACEE) was formed. This committee is comprised of Faculty, Career Service and Institutional Effectiveness and Research staff. ACEE is charged with the responsibility to oversee and monitor the process of embedding experiential learning into all degree programs at LCCC. The committee works to share information on best practices, offers professional development opportunities, and expands opportunities for faculty to incorporate EE into their courses. Current work includes the development of metrics for measuring learning outcomes associated with EE and assessment of its impact on student success.

**Kaltura Capture Space** – This new tool allows faculty to use PowerPoints, computer displays, and webcams to create videos from their own computers and share them with students via Canvas. Kaltura also provides faculty with interactive video quizzing options, audio caption support, and other functions promoting student engagement, access and learning.

## **Key Personnel & Working Teams**

Key personnel include: Provost/Vice President for Academic & Learner Services, Vice President for Strategic & Institutional Development, Associate Provost for Enrollment Management & Student Success, Dean of Library & eLearning, Director Institutional Research & Planning, Dean of Engineering, Business & Information Technology

Key teams include: Student Learning Assessment Council, Curriculum Council, Center for Teaching Excellence, and Deans' Council

## **Metrics**

- Course completion rates
- Student success course enrollment and completion
- Earning 6 college level credits in the first term of enrollment

## **Progress Evidence**

| Course Completion Rates (D or better)<br>Increased 12%    |                   |      |            |            |            |            |             |
|---|-------------------|------|------------|------------|------------|------------|-------------|
| Program Area  | 2010-<br>Combined | 2013 | 2013-14    | 2014-15    | 2015-16    | 2016-17    | %<br>Change |
| <b>Health &amp; Wellness Sciences</b>                     | 85%               |      | 87%        | 87%        | 90%        | 93%        | +9%         |
| <b>Arts &amp; Humanities</b>                              | 71%               |      | 77%        | 79%        | 82%        | 81%        | +14%        |
| <b>Engineering, Business &amp; Information Technology</b> | 74%               |      | 78%        | 78%        | 82%        | 82%        | +11%        |
| <b>Science &amp; Mathematics</b>                          | 66%               |      | 71%        | 72%        | 74%        | 75%        | +14%        |
| <b>Social Science &amp; Human Services</b>                | 75%               |      | 80%        | 81%        | 83%        | 84%        | +12%        |
| <b>LCCC Total</b>   | <b>73%</b>        |      | <b>78%</b> | <b>79%</b> | <b>81%</b> | <b>82%</b> | <b>+12%</b> |

## STRATEGIC INITIATIVE #5 *Develop Structured Pathways to In-Demand Careers and Employers*

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A clear vision to a goal helps students to stay on track and make progress. As a community college, LCCC provides students with a clear pathway to credentials, which hold labor market value and lead to in-demand careers that provide livable wages, getting students into meaningful careers at a quicker rate.

### *Supporting Projects*

#### **UPDATE**

**Retooling Adults in Manufacturing Programs (RAMP)** – There are 10 ‘learn and earn’ programs that all have stackable credentials and pathways from Milestone, Short-Term Certificate, One-Year Certificate to Associate degree and were designed to have multiple entry and exit points for students depending on their past educational experience or need for training to enter into the workforce. Training is typically 10-16 weeks in length. Employers are engaged with setting outcomes, recruitment, and paid internships with our industry partners. Industry recognized credentials are embedded in the curriculum and are designed as building blocks to career pathways.

**Career Advising** –Career Services professionals are now embedded within each advising team. LCCC launched implementation by delivering career training for fulltime Career and Academic Advisors, and other interested staff to ensure that staff are equipped with the knowledge, tools, and resources to assist students in making informed career decisions and early connections to careers. Sessions were designed to train staff on tools that help students with understanding their career options, clarifying their goals, confirming their career decisions, and successfully completing their academic programs. Sessions included Career Development Facilitator (CDF) training, EMSI Career Coach Advanced Training, interactive training sessions entitled “From Career Confusion to Completion” and Bridges Out of Poverty’s College Achievement Alliance training.

**Student support for career selection** – Additional structured support was developed for students in exploratory majors. The plan includes outreach, workshops and activities geared towards helping a student select a career. The supports include career decision workshops designed specifically for undecided students, career information workshops specific to each of the 9 program and career pathways, and business tours to highlight career options. In addition, LCCC implemented the “A, B, C’s of Career Success”. This guide provides a menu of activities to help students to position themselves for greater success post-graduation.

**Career Decision Support Software** - Through tools like Career Coach and MyPlan LCCC gives students information they need to make informed career decisions. Career Coach is embedded throughout LCCC website and connects students to “real-time” labor market information to help them explore career fields and specific programs for a given occupation, see current local job openings, and review estimated regional salaries. MyPlan is a comprehensive user-friendly self-assessment tool that provides step-by-step process to help students to identify strengths, interest and talents. It provides all the information students need to take that first critical step in finding out what works for them and to identifying their career “fit”.

**Faculty Advising** – Initiated in 2014, the Faculty Advising committee has worked to create strong communication lines between faculty and the advising teams. Faculty serve as discipline experts or

program coordinators in a collaborative format with the advising teams. The 5 advising teams meet on a monthly basis and faculty meet with their respective teams at least once a semester. This relationship between faculty and advising teams has strengthened the relationships and communication between the college advisors and the faculty mentors. In addition, faculty advisors provide guidance and mentorship to students after the students have registered. This guidance extends the pathway through transfer and bachelor degree attainment.

## **NEW**

**Applied Baccalaureate** – LCCC gained authorization from Ohio Department of Higher Education (ODHE) to deliver Ohio’s first Applied Bachelor’s Degree in Microelectronic Manufacturing, pending approval from the Higher Learning Commission (HLC). LCCC will seek expedited approval from HLC to make the degree available to students as soon as possible.

**Building IT Futures** - A \$150,000 Ohio Department of Higher Education grant will support the two-year pilot program targeted to 12th grade students from 3 local high schools. Students enroll in College Credit Plus IT pathways and through an employer partnership with Hyland, University Hospitals and OEC. Educational and work-based learned experiences take place at the high school, online, at employer sites and on Lorain County Community College’s campus. The goal is to connect and inspire more talented students to understand the breadth of options within IT and to get more students on an IT path and connected to mentors who work in the field.

**Earn and Learn** - TRAIN OH is a new program at LCCC that is developing highly trained and educated talent for microelectronics manufacturing. As the link between industry and education, LCCC combines a hands-on college degree with a paid internship to build the necessary skills sets for students to enter Ohio’s microelectronics job market. This program was designed in partnership with area employers that use this unique manufacturing method. Employers, through an interview process, selected the student(s) in the Associate degree Microelectronics (MEMS) they will offer a paid internship to after the first year of coursework has been completed. Students attend classes 2 days a week while earning a paid internship 3 days a week gaining real time, on the job experiential learning and essentially having little to no debt after completion. LCCC is also pursuing replicating the model with digital fabrication, and will continue to explore with other divisions/faculty. LCCC will align this work with new recommendations coming from the national task force on expansion of apprenticeship as it relates to a new model of earn and learn called Industry Recognized Apprenticeships.

## **Key Personnel & Working Teams**

Key personnel include: Provost/Vice President for Academic & Learner Services, Vice President for Strategic & Institutional Development, Associate Provost for Enrollment Management & Student Success, Director of School & Community Partnership, Dean of Engineering, Business & Information Technology, and Manager of Career Services.

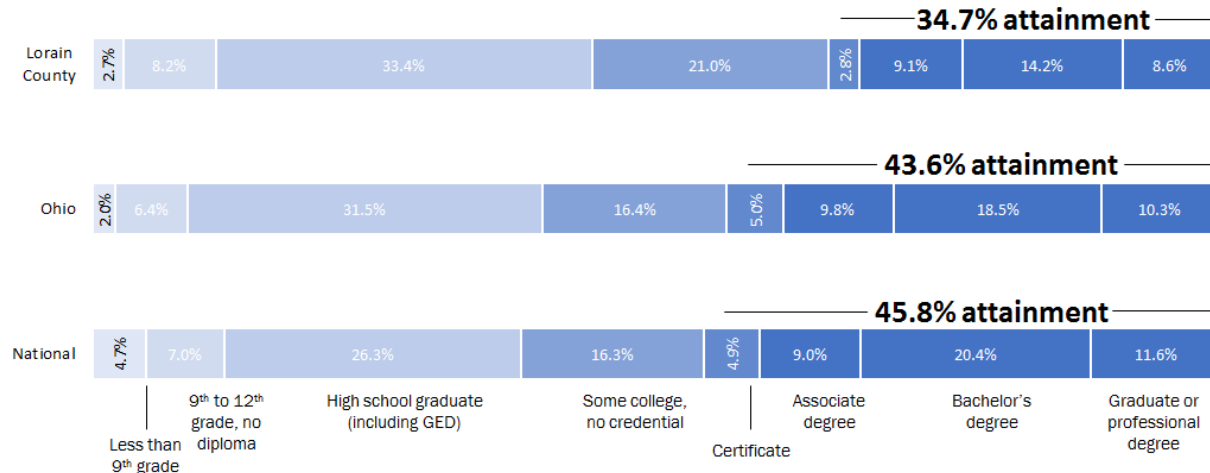
Key working team includes: Advisory Committee of Experiential Education (ACEE), Applied Baccalaureate Team

## **Metrics**

- Experiential learning opportunities embedded in all programs

## STRATEGIC INITIATIVE #6 *Engage More Adult Learners*

LCCC continues to develop programs, services, outreach services, and delivery models targeted at engaging more adult learners in the community. Currently, 21% of Lorain County residents 25 years and older have some college and no credential and 33% with no college experience.



## Supporting Projects

### UPDATE

**Prior Learning Assessment (PLA)** – Due to the success of PLA as a viable option for students to earn credit for what they already know, LCCC has developed a robust outreach marketing strategy to use with industry stakeholders in our immediate service area. Heavy marketing to Veterans and adult learners has helped to more than double the increase in PLA numbers term-to-term, most recently between Fall, 2017 and Spring, 2018 semesters. In addition, LCCC is currently piloting a program called ITAG (Industry Transfer Assurance Guide) in conjunction with team members from the Ohio Talent Development Network Resource Center that introduces not only PLA but also customized training, the benefits of internship/co-op opportunities as well as our apprenticeship programs here at LCCC.

**The Veteran and Military Service Member Center (VMSMC)** - The VMSMC is LCCC's starting point for all Veterans, Military active duty and their dependents. Its services offer guidance to veterans as they take their first steps toward a new career. The center's mission is to provide student veterans with appropriate service referrals and resources that they will need as they go forward. The center is located in a high traffic area, has seen a significant increase in its usage due in large part to the outreach efforts of LCCC's Veteran Team members and supporting staff. The Veteran's Club is implementing a strategic outreach to our local AMVETS, VFW's and County Veteran's Services Offices to network and offer support. New for the Fall semester will be a Veterans and Adult Learners college 101 orientation course to help which is intended to help Veterans bond early on in their educational career.

### NEW

**Evening Block Scheduling** – Fall 2018 LCCC will be offering an evening block schedule targeted to returning adult students. These non-traditional students often have other priorities during the day and



need other opportunities that meet them where they are, when they can. The block will foster a learning community and connection to students and the institution which have been shown to be high impact practices.

**Refresh My Account** – LCCC launched the Refresh My Student Account (Refresh) Program in November 2017. The Refresh program is a one-time opportunity that is intended to help LCCC students that owe LCCC money the ability to return to LCCC and complete their program of study. Students are required to first meet with their Academic Advisor and create an individualized completion plan, complete the FAFSA, meet with a Financial Services representative, attend the Financial Aid & Literacy Workshop, and agree to continue to meet with their advisor once a month throughout the term. Once the student completes the requirements and signs the Refresh Agreement, their account balance is cleared and they are registered for the upcoming semester. Early responses are positive with over 50 applications to date for Spring 2018.

**State Registered Apprenticeship Sponsor** – This program will increase the number of Registered Apprentices available to Small and Medium Enterprises (SME's) in the Advanced Manufacturing/Tool & Die sector in the LCCC service area, as well as expand availability of key, proven work-based learning options and opportunities for Lorain County residents. Currently, LCCC offers a cohort-based program in Medina County that was employer led and designed to meet the area's need for Advanced Manufacturing/Tool & Die and plans to expand into other content areas. Additional SME's have come on board and LCCC is targeting efforts to continue the expansion of the program. To incentivize participation, there is an employer stipend of \$2,500 per new apprentice which helps to offset the costs of training for our employers as well as LCCC managing all the paperwork and State's RAS system for those companies who due to size would lack the ability to operate/sponsor these programs on their own.

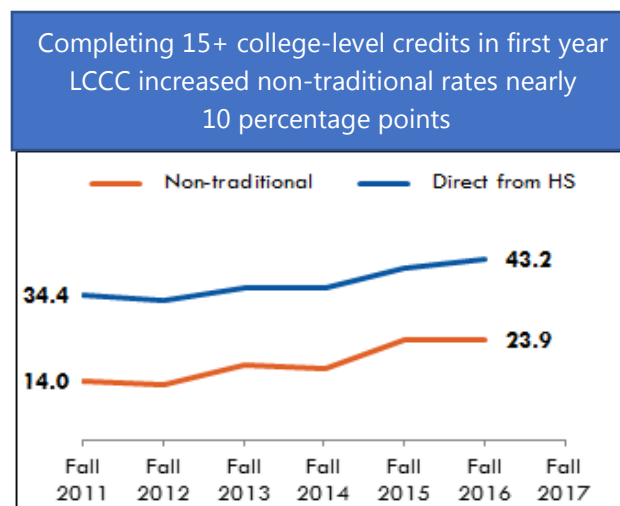
## Key Personnel & Working Teams

Key personnel include: Provost/Vice President for Academic & Learner Services, Vice President for Strategic & Institutional Development, Associate Provost for Enrollment Management & Student Success, Director of School & Community Relations, Manager of Career Services, and Bursar

## Metrics

- Credit attainment of students 25 yrs and older (non-traditional)
- Credential completion of students 25 yrs and older (non-traditional)

## Progress Evidence



## STRATEGIC INITIATIVE #7 *Close Achievement Gaps of Under-Resourced Learners*

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LCCC is a learning institution with intentional actions aimed at increasing cross-cultural understanding and knowledge of issues relative to equity. We have taken our work to a deeper level to recognize and address the equity gaps that exist for our students particularly within our underrepresented and underserved students.

### *Supporting Projects*

#### **UPDATE**

**Rising Scholars** –The Rising Scholars summer bridge program aimed at connecting and preparing recent high school graduates (that qualify for one of the following merit based awards; Diversity Incentive Award, Presidential , or Trustee) for the transition to college. This program has served 72 students in the last 2 years of which 47% were underrepresented students. This program has provided tuition free credits, team building, books and lunches over the summer semester. Students in the program completed credits at a 95% completion rate and 94% persisted to fall term (72% of which attended the institution full-time). Program capacity is now being expanded to provide more opportunity to students that qualify.

**Students Accelerated In Learning (SAIL)** – Lorain County Community College partnered with MDRC, Great Lakes Higher Education Corporation and the Ohio Department of Higher Education and became part of the Ohio CUNY ASAP demonstration project in Spring 2015. LCCC branded their program Students Accelerating in Learning (SAIL). SAIL is based on the City University of New York's (CUNY) Accelerated Study in Associate Programs (ASAP) successful model where over 50% of new students graduate with an associate degree in three years. ASAP is a multifaceted, integrated, and long-lasting program for community college students, providing an array of services and support to help more students graduate and to help them graduate sooner.

LCCC was excited to embark on this initiative in an effort to create greater equity and success for new students with the goal of increasing completion rates. All students participating are Pell eligible and 45% are underrepresented students. LCCC's first SAIL cohort is seeing a 42% three-year completion rate from the time students enter the program. Based on the findings, LCCC is expanding the program to double the number of students supported through SAIL.

**Emergency Aid** – LCCC is committed to sustaining and growing its existing DASH Emergency Aid funding and the Student Success Pass. A commitment to emergency aid is campus wide with the creation of the Emergency Aid Team. Campus wide professional development was delivered via faculty development days and attendance at division meetings by the team. Allowing staff and faculty to encourage and help students with a nominal Student Success Pass has also increased employee engagement around our success initiatives. LCCC students taking advantage of these emergency aid programs had a 9.3% increase in persistence. In addition, LCCC is part of the innovation cohort working with REOS Partners and partnering with 4 other colleges across the US in this important national work and helping to create a playbook that will be available to colleges and universities across the nation.

#### **NEW**

**Equity by Design** - Adapt the Loss/Momentum framework to incorporate equity. The college has used the Loss/Momentum framework beginning with Completion By Design in 2011. As the student success

agenda is refined continuity of the framework propels the institution more quickly into creating additional supports and resources that align with the key points identified along the student academic pursuit continuum.

**Equity Scorecard** – One of the initial phases of creating a campus Equity mindset was to broadly share key metrics of student success (both lead and lag) with the back drop of the student body and its relationship to that of Lorain County. The scorecard covers 9 measures including programs of study, completion of developmental education, persistence, credit accumulation milestones, and completion and transfer out. It has and continues to serve as a tool informing conversation, strategy and resource allocation.

**Student Advocacy & Resource Center** – Currently in development the center will serve as a single point for resources and supports available to students in needed. The current plans include a highly visible, welcoming, and family friendly atmosphere where a ‘concierge’ will link students to resources inside and outside the institution, including emergency aid, public assistance, tax support, and counseling.

**One Book One Campus** – Under the Center for Teaching Excellence a committee was formed last year to select, share, and facilitate discussion around a selected book for the academic year focused on equity. Books are provided at no cost to faculty, staff, and administration. After time has been provided for individuals to read the book, group discussions and presentations were held at various times and locations around campus. This was also extended to students. Those that read the book had the opportunity to write a response/reflection and submit it for a chance to win a scholarship.

## Key Personnel & Working Teams

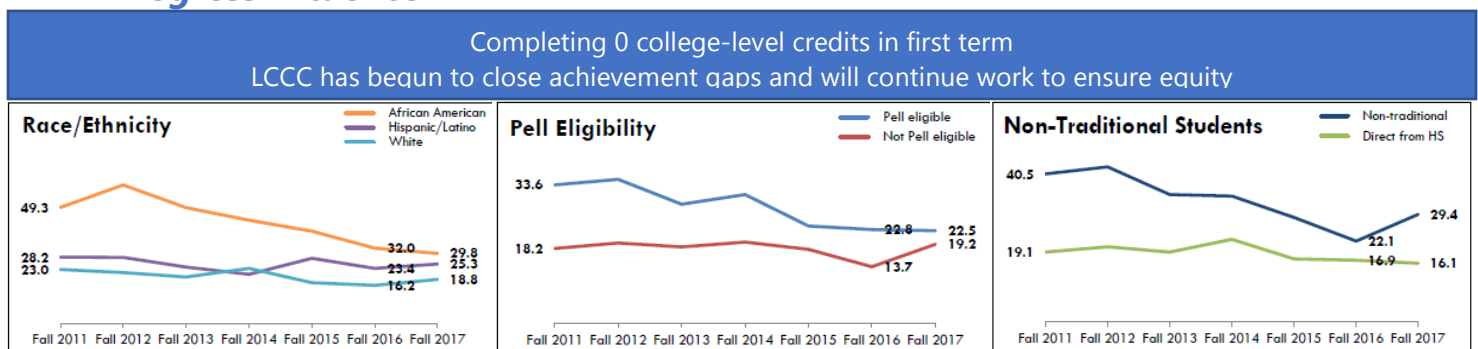
Key personnel include: Provost/Vice President for Academic and Learner Services, Vice President, Strategic and Institutional Development, Manager Financial Aid, Manager Career Services, Student Completion Council Co-Chairs, and Institutional Research and Planning

Key teams include: Equity Team, One Book One Campus Committee, and Emergency Aid Team

## Metrics

- Disaggregate all key metrics (see Student Success Measures) by Race/Ethnicity, Pell eligibility, Traditional (Age), and First generation.
- Close Achievement Gaps for underrepresented and underserved students

## Progress Evidence



## STUDENT SUCCESS METRICS

LCCC examines a wide array of metrics about students' entry to the institution, progress, and completion to assess its student success efforts. Many of these metrics are designed to be lead indicators, providing critical information about students' early experiences so that its programs can respond rapidly. Increases in these lead indicators give an early indication as to the progress that will be seen in longer-term outcomes like completion and transfer rates.

While the metrics shown here are for all incoming first-time-in-college students, LCCC's commitment to ensuring equity for all students involves disaggregating these metrics by race/ethnicity, first-generation status, Pell eligibility, and age. Selected examples are included earlier in the completion plan.

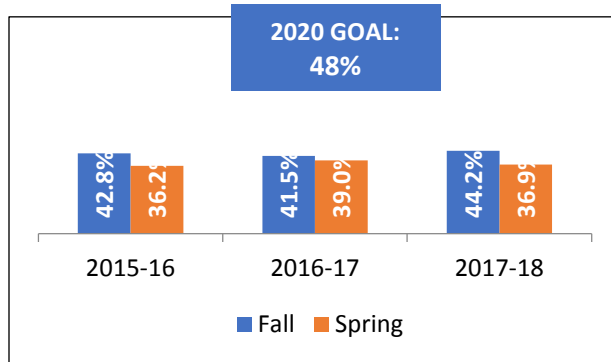
|                          | <b>Student Success Indicators</b><br>(First-time in College)   |  |  |  |   |
|--------------------------|--|--|--|--|---|
|                          | CONNECTION   | ENTRY  | PROGRESS   | COMPLETION   |   |
| <b>Access Indicators</b> | 1. Percent of potential students who take initial steps to enroll are actually enrolled on the census date. (complete application and/or assessment)<br>2. Percent of students who have an assigned adviser.<br>3. Percent of students who have an educational plan.<br>4. Percent of students who participate in orientation. | 5. Percent of students enrolled in a student success course in the first term.<br>6. Percentage of students that did not earn any college-level credits in the first term.<br>7. Gateway Course Completion by end of First Year:<br>Percent that completed gateway English<br>Percent that completed gateway math<br>Percent that completed gateway math & English<br>8. Percent of students who successfully complete 6+ credits in the first term. | 9. Course completion rate of C or better for first term students.<br>10. Full-time average credits completed in the first year by students who began as full-time.<br>11. Average number of college level credits completed in the first year by students began as part-time.<br>12. Percentage of students who completed 15 or more college-level credits by end of the first year. | Lag Indicators:<br>13. Number of degrees & certificates awarded<br>14. Number of students graduating<br>15. IPEDS 2-yr FTIC graduation rate<br>16. IPEDS 3-yr FTIC graduation rate<br>17. IPEDS 8-yr part-time graduation rate | <b>Post-Completion Success Indicators</b> |

Disaggregated by Race/Ethnicity, Pell, First Generation

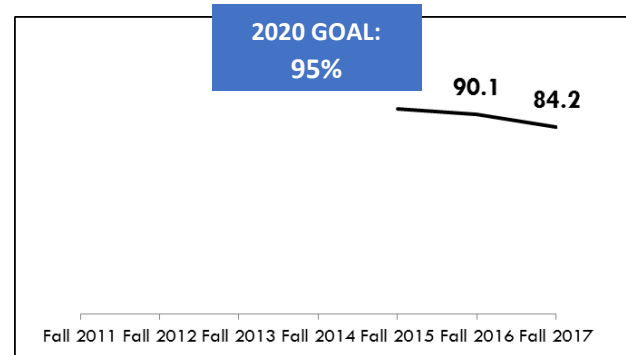


## Lead Indicators

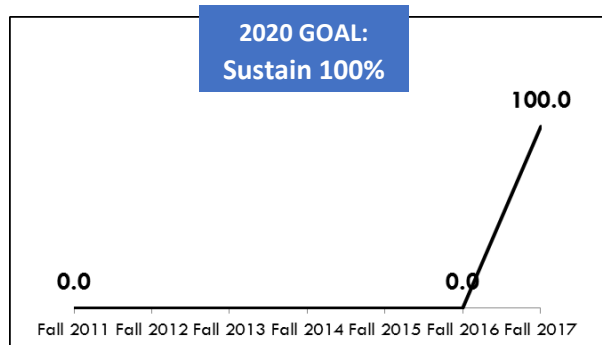
**Admission yield** - Percent of potential students who complete an application that are actually enrolled on the census date.



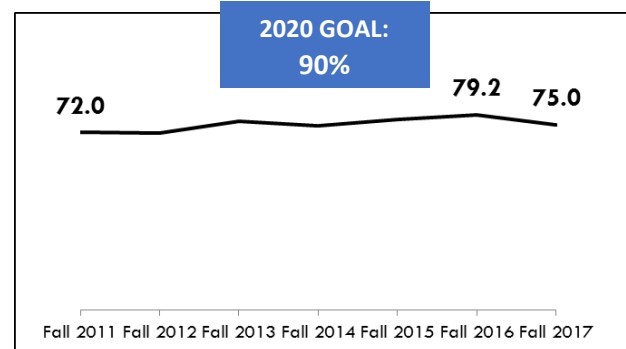
**Orientation attendance** - Percentage of cohort that attended an LCCC orientation.



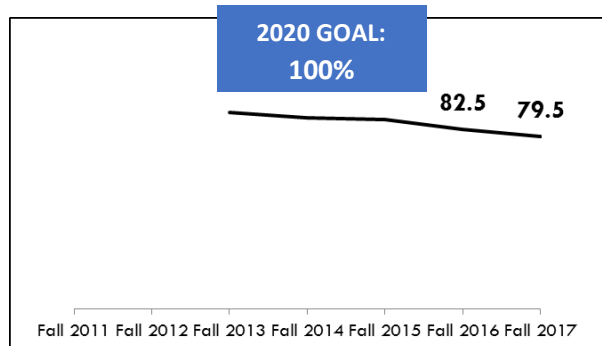
**Has an assigned advisor by pathway in the first term** - Percentage of cohort that had an assigned advisor by pathway by the end of the first term.



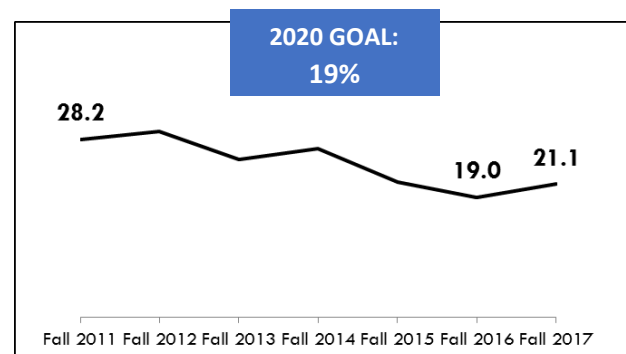
**Enrolled in a student success course** - Percentage of cohort that enrolled in College 101 course by the end of the first term.



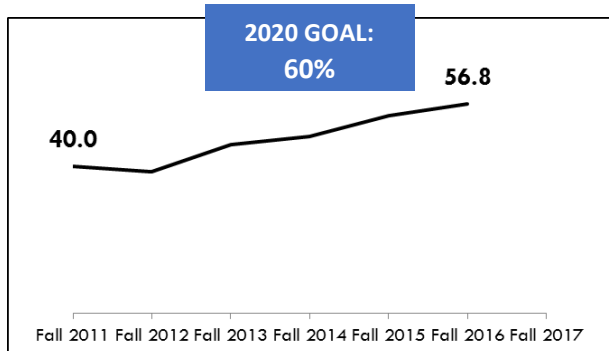
**Has an educational plan/action plan** - Percentage of cohort that had a plan in MyCAP. As of 01/29/2018



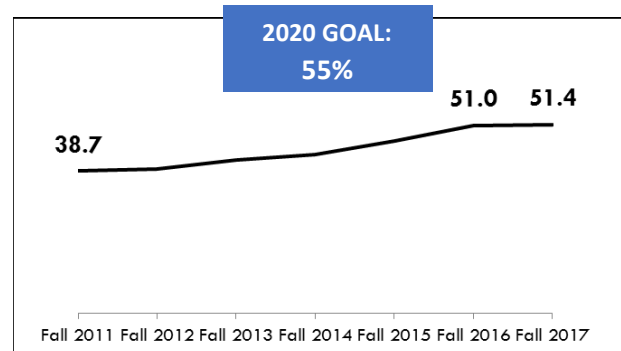
**Did not earn any college-level credits in first term** - Percentage of cohort that did not earn any college-level credits in the first term.



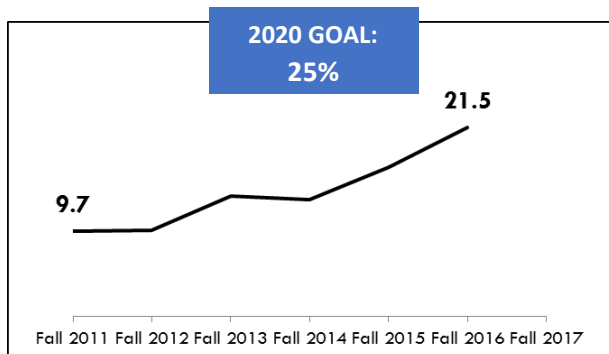
**First-year college-level English completion -** Percentage of cohort that completed gateway English by the end of the first year. Includes completion in Summer term.



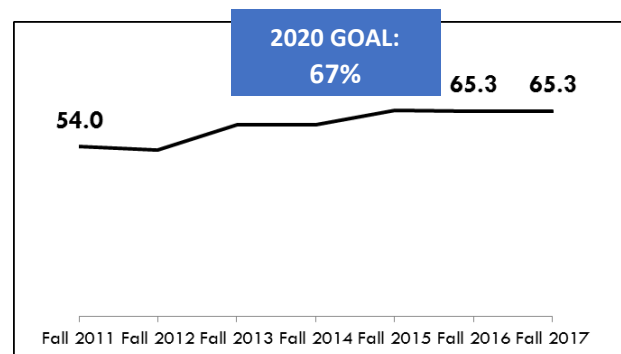
**Completion of 6 or more college-level credits in the first term -** Percentage of cohort that completed six or more college-level credits in the first term.



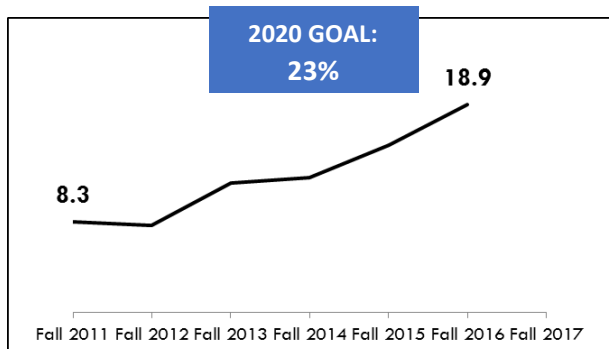
**First-year college-level math completion -** Percentage of cohort that completed gateway math by the end of the first year. Includes completion in Summer term.



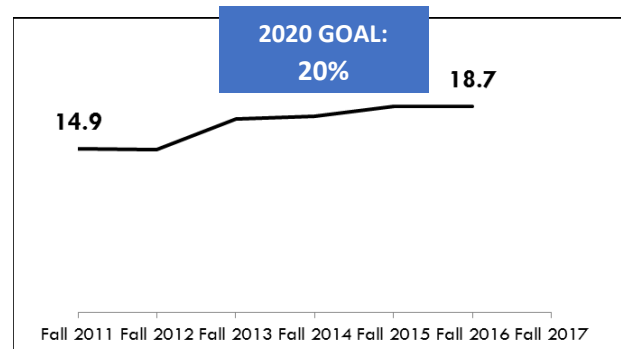
**First-term course completion rate (C or better basis) -** Course completion rate (% of courses completed of courses attempted) in the first term. Grades of C or better counted as successful completion.



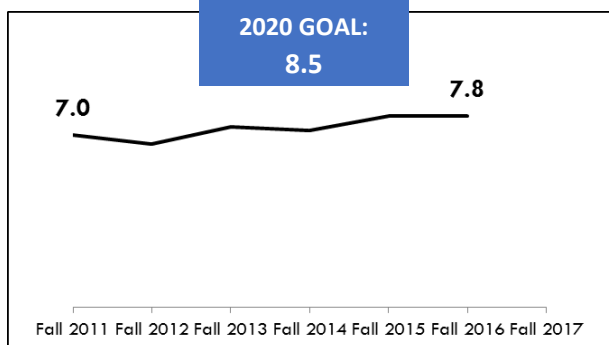
**First-year completion of college-level English and math -** Percentage of cohort that completed both gateway math and gateway English by the end of the first year. Includes completion in Summer term.



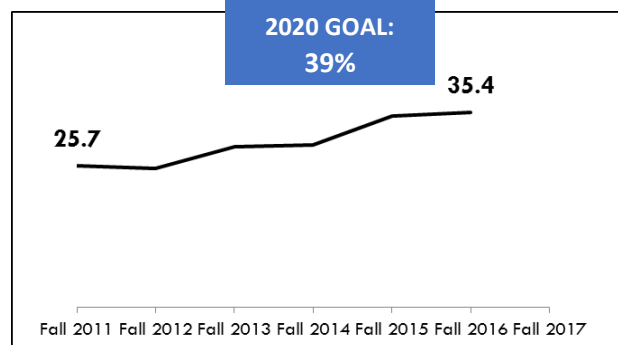
**Average credits completed by full-time students in the first year -** Average number of college-level credits completed in the first year by students who began as full-time students.



**Average credits completed by part-time students in the first year** - Average number of college-level credits completed in the first year by students who began as part-time students.

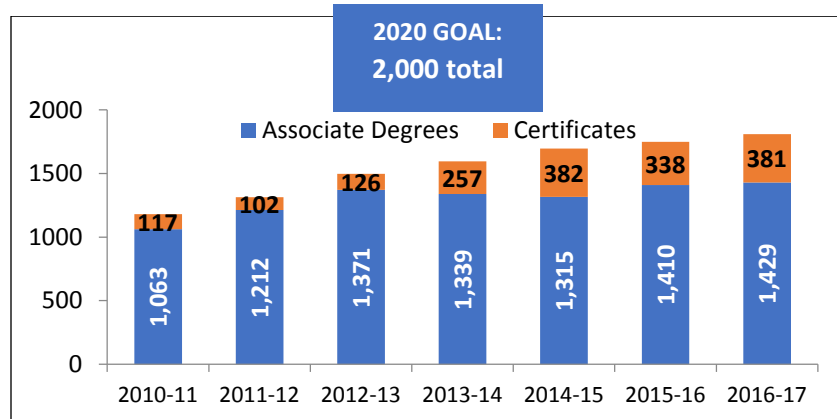


**Completion of 15 or more college-level credits in the first year** - Percentage of cohort that completed fifteen or more college-level credits in the first year.

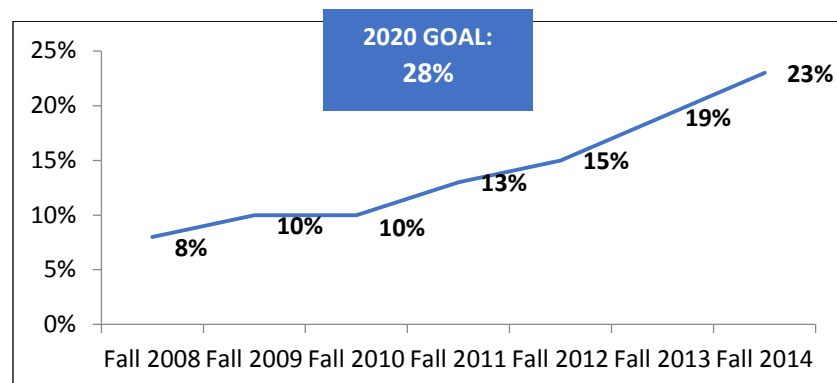


## Lag Indicators

**Credentials Awarded** - Number of degrees and certificates awarded within the academic year.



**IPEDS 150% Graduation Rate** - Percentage of first-time, full-time, degree-seeking students who complete a credential within 150% of normal time (e.g. 3 years for associate degrees, 1.5 years for one-year certificates).



## STUDENT HIGHLIGHTS

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While the data shows the vast improvement our efforts are working towards, every data point is a student. Here are a few student stories.



**Kenneth Glynn** spent 10 years in the United States Army and 19 years working in the steel industry before starting his higher education journey through LCCC's SAIL (Students Accelerating in Learning) program. At first, the Elyria resident wasn't sure about college, but with the help of SAIL advisors' and instructors' support, he is well on his way to achieving his goals.

Ken graduated in May 2017 with his associate degree in business administration and is continuing his education through LCCC's University Partnership with Cleveland State University to earn a bachelor of arts in organizational leadership. He is the first person in his family to earn a college degree.



**Jordan Brown**, an Early College High School (ECHS) and LCCC graduate was the keynote speaker at LCCC's 53<sup>rd</sup> Annual Commencement Ceremony. The ECHS program provides access for Lorain County High School students that are first generation underserved students to earn both high school and college credit simultaneously. All students that complete the program earn both a high school diploma and an Associate of Arts. Participants learn how to navigate a college campus and are prepared for transfer or the career field armed with knowledge and skills to help them get ahead. After graduating from ECHS and LCCC at age 18, Brown earned a bachelor of science degree in biochemistry from Case Western Reserve University. He then completed a post-baccalaureate program

and entered medical school at the Ohio University Heritage College of Osteopathic Medicine. He aspires to become an anesthesiologist and return to serve the Lorain community.



**Ann Paxton**, has a passion for the arts. At LCCC she was able to apply that passion to the Mechatronics program. She will earn a mechatronics associate degree in 2017. After that, she is considering pursuing a bachelor's degree in engineering.



## INDEX OF SUPPORTING PROJECTS

| <b>Supporting Project</b>                         | <b>Strategic Initiative</b> | <b>Page</b> |
|---|-----------------------------|-------------|
| Ad Astra  | 1                           | 5           |
| Advising Redesign                                 | 2                           | 7           |
| Applied Bachelors                                 | 5                           | 14          |
| Block Scheduling                                  | 1                           | 5           |
| Building IT Futures                               | 5                           | 14          |
| Career Advising                                   | 5                           | 13          |
| Career Decision Support Software                  | 5                           | 13          |
| College Experience                                | 4                           | 11          |
| Competency Based Education                        | 4                           | 11          |
| Co-requisite                                      | 3                           | 9           |
| Degree Map  | 1                           | 6           |
| Early College and Career Academies                | 3                           | 10          |
| Earn and Learn                                    | 5                           | 14          |
| Emergency Aid                                     | 7                           | 17          |
| Enhanced Program Review                           | 4                           | 11          |
| Equity by Design                                  | 7                           | 17          |
| Equity Scorecard                                  | 7                           | 18          |
| Evening Block Scheduling                          | 6                           | 15          |
| Experiential Education 2.0                        | 4                           | 12          |
| Faculty Advising                                  | 5                           | 13          |
| Flex Factor                                       | 3                           | 10          |
| Flipped Learning                                  | 4                           | 11          |
| Guided Pathways                                   | 1                           | 5           |
| K-12 Alignment                                    | 3                           | 9           |
| Kaltura Capture Space                             | 4                           | 12          |
| Math pathways                                     | 3                           | 9           |
| Multiple Measures                                 | 3                           | 9           |
| MyUniversity                                      | 1                           | 5           |
| Nudging   | 2                           | 7           |
| On Plan   | 1                           | 6           |
| One Book One Campus                               | 7                           | 18          |
| Open Education Resources (OER)                    | 1                           | 6           |
| Orientation                                       | 2                           | 7           |
| Prior Learning Assessment                         | 6                           | 15          |
| Program Outcomes                                  | 4                           | 11          |
| Quality Matters                                   | 4                           | 11          |
| Refresh My Account                                | 6                           | 16          |
| Retooling Adults in Manufacturing Programs (RAMP) | 5                           | 13          |
| Rising Scholars                                   | 7                           | 17          |
| Schedule Planner                                  | 1                           | 6           |
| State Registered Apprenticeship Sponsor           | 6                           | 16          |
| Strong Start To Finish                            | 3                           | 10          |
| Student Advocacy & Resource Center                | 7                           | 18          |
| Student support for career selection              | 5                           | 13          |
| Students Accelerated in Learning (SAIL)           | 7                           | 17          |
| Student Research                                  | 4                           | 11          |
| Transfer Center                                   | 2                           | 8           |
| Veteran & Military Service Member Center          | 6                           | 15          |

**LORAIN COUNTY COMMUNITY COLLEGE  
DISTRICT BOARD OF TRUSTEES  
RESOLUTION CC 663**

**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, 2018; 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

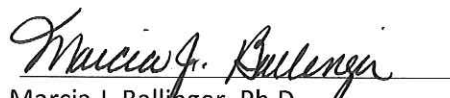
**WHEREAS**, the Lorain County Community College Board of Trustees has adopted Vision 2020 Priorities and Initiatives, Priority #1 of which is to drive Student Completion for Academic and Career Success; and

**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 on 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.

  
Terry Goode, Chairman

  
Marcia J. Ballinger, Ph.D.  
Secretary

Approved: June 28, 2018