

June 27, 2014

Where futures begin™

Chancellor John Carey
Ohio Board of Regents
25 South Front Street
Columbus OH 43215

Dear Chancellor Carey:

It is my pleasure to submit the enclosed document, *A Sample of Completion Initiatives at Cuyahoga Community College*, in response to the Complete College Ohio Task Force Report and Recommendations.

Our commitment to empower students to achieve success is the focus at Cuyahoga Community College. Community partners, cross-functional collaborations, and externally-funded projects contribute to the systemic improvements in and out of the classroom at Tri-C that provide a quality learning experience as well as academic support. In addition to the selection of programs, initiatives, and interventions presented in this plan, *A Sample of Completion Initiatives at Cuyahoga Community College* reports the current status and goal of the College's eight student success metrics.

From entry to progress, and completion to the workforce, Cuyahoga Community College maintains its focus on access and success. To ensure the commitment of the College administrators, faculty, and staff to student success and completion, the Board of Trustees approved a *Student Success and Completion* policy in Spring 2014. The policy reflects the Board's dedication to the college efforts on increasing the number of degrees and certificates awarded each year.

We are proud to provide the opportunity for students to access a college education, the resources needed to support their progress and the ultimate goal of completion which fulfills our promise to the community as a place "where futures begin."

Sincerely,

A handwritten signature in blue ink that reads "Alex Johnson".

Alex Johnson
President

Office of the President

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216-987-4851 | Fax 216-987-4895

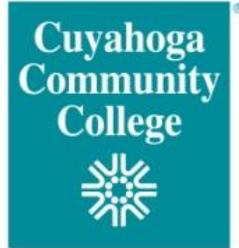
Cuyahoga Community College is an affirmative action/equal opportunity institution.

COMPLETE COLLEGE OHIO



A Sample of Completion Initiatives at Cuyahoga Community College Cleveland, Ohio

Submitted to the Ohio Board of Regents
with Approval from the
Cuyahoga Community College Board of Trustees
June 30, 2014



INTRODUCTION

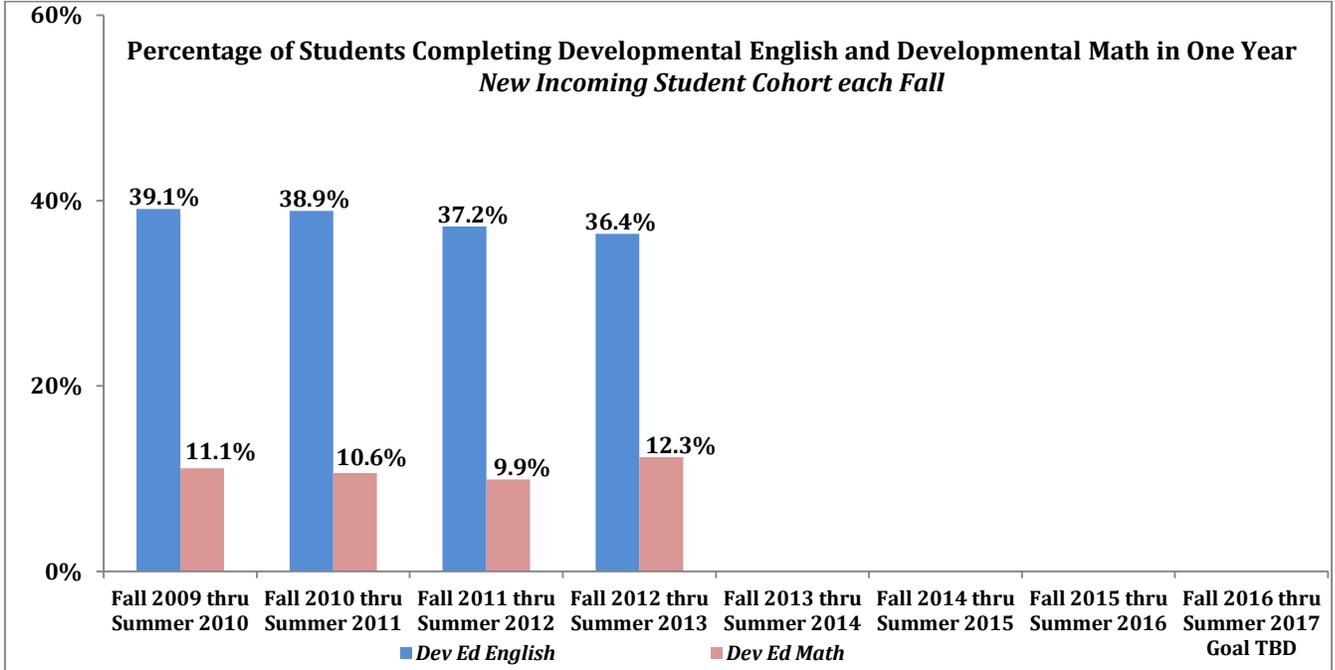
As the oldest and largest community college in Ohio, Cuyahoga Community College continues to build upon the legacy it began just over 50 years ago – the commitment to empower students to achieve success. And success is in the numbers - with a 60% increase in the number of degrees and certificates awarded in the past four years. That achievement named Tri-C one of three finalists for the American Association of Community Colleges 2014 Awards of Excellence in Student Success.

Community partners, cross-functional collaborations, and externally-funded projects contribute to the systemic improvement in and out of the classroom at Cuyahoga Community College. *A Sample of Completion Initiatives at Cuyahoga Community College* first presents the College's eight student success metrics, which include an improved graduation rate target and an increased number of degrees and certificates awarded. The body of the report then provides examples of the many programs, initiatives and interventions currently underway – and in the planning phase – that provide the opportunity for students to access a college education, the resources needed to support their progress and the ultimate goal of completion, which fulfills our promise to the community as a place “where futures begin.”

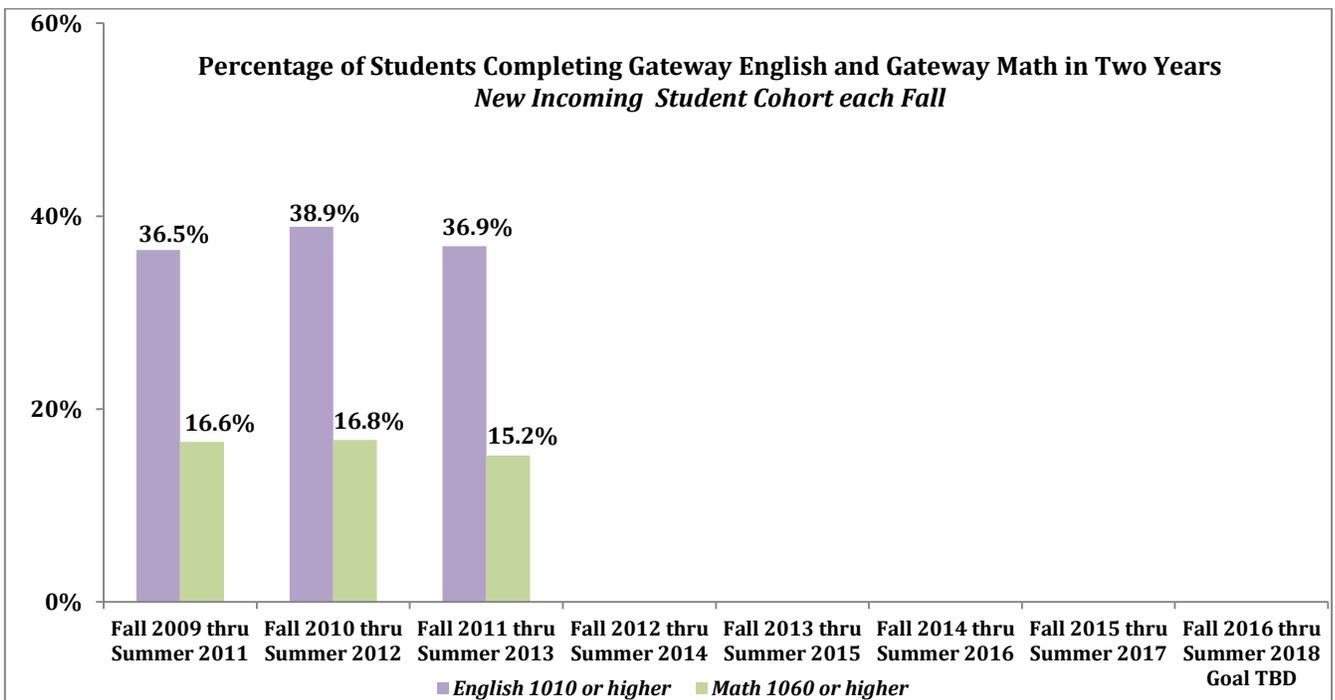
*Dr. Alex Johnson, President
Cuyahoga Community College*

Cuyahoga Community College Student Success Metrics and Goals

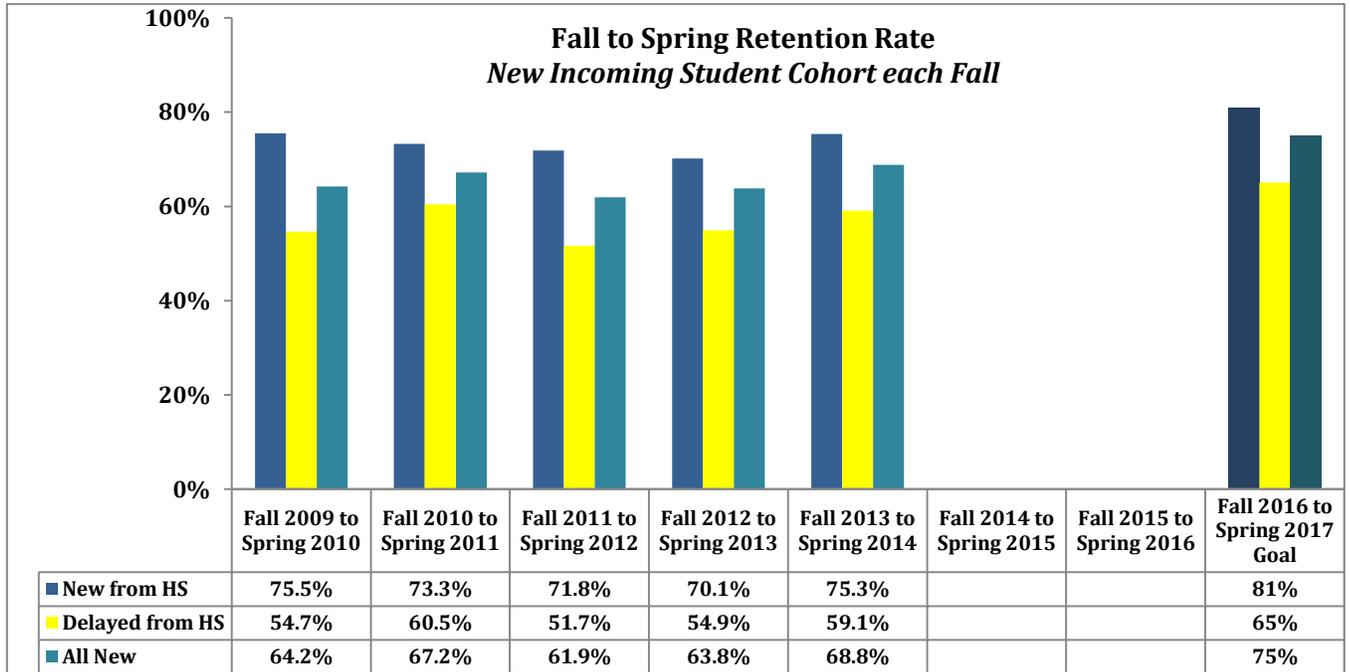
1. Complete Developmental Education English in one year
2. Complete Developmental Education Math in one year



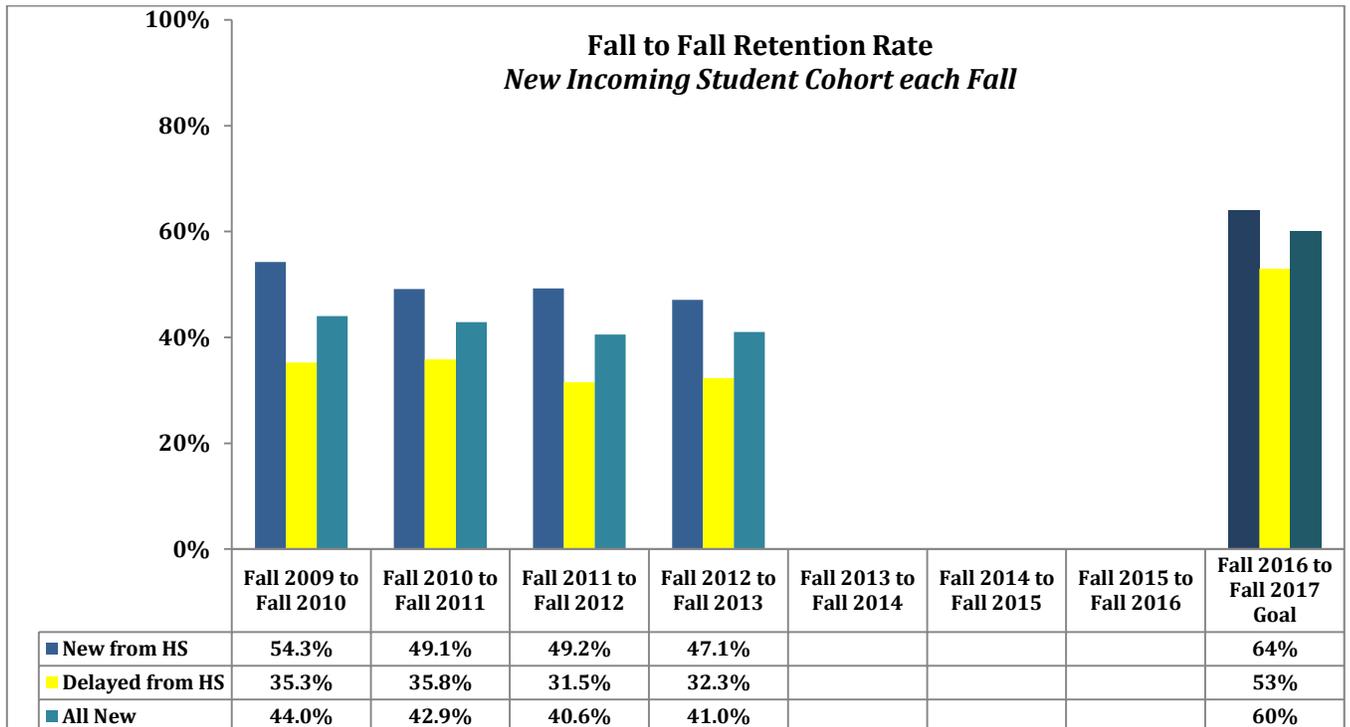
3. Complete Gateway English in two years (*English 1010 or higher*)
4. Complete Gateway Math in two years (*Math 1060 or higher*)



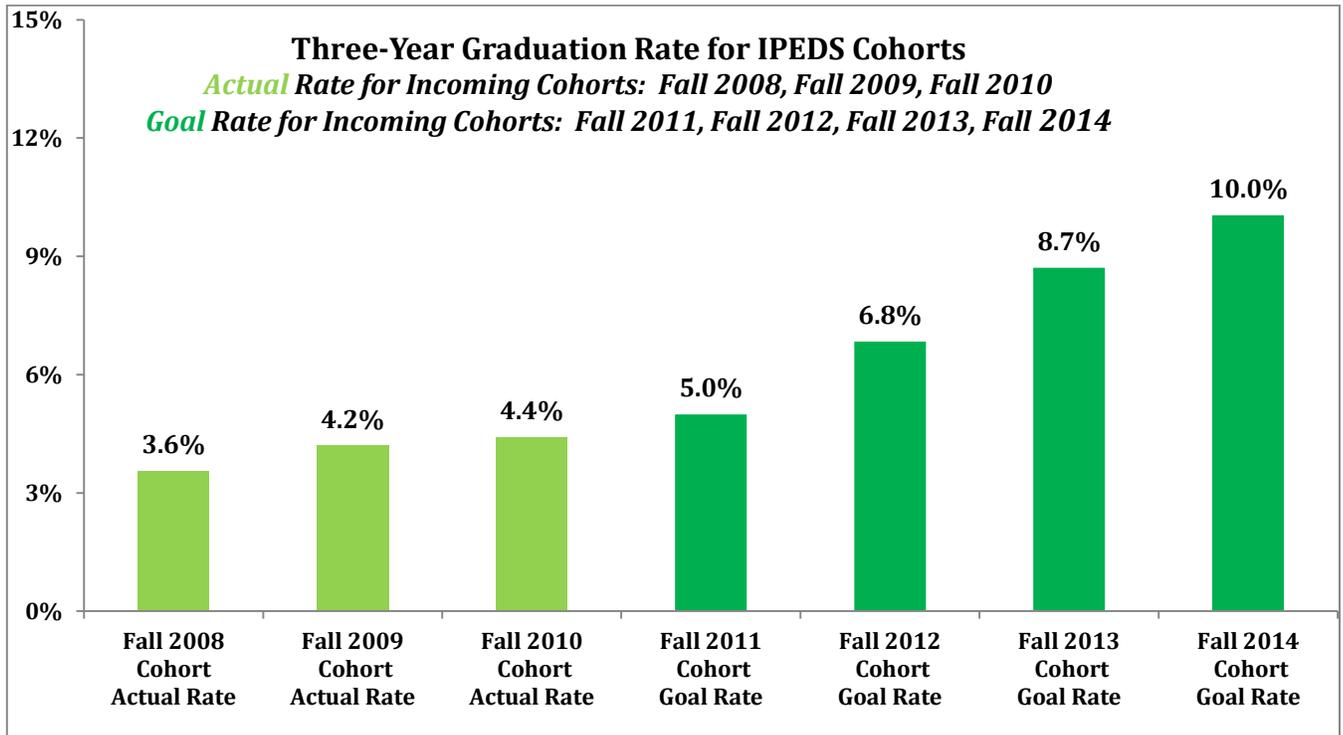
5. Fall to Spring Retention Overall
 - a. New from High School
 - b. Delayed from High School



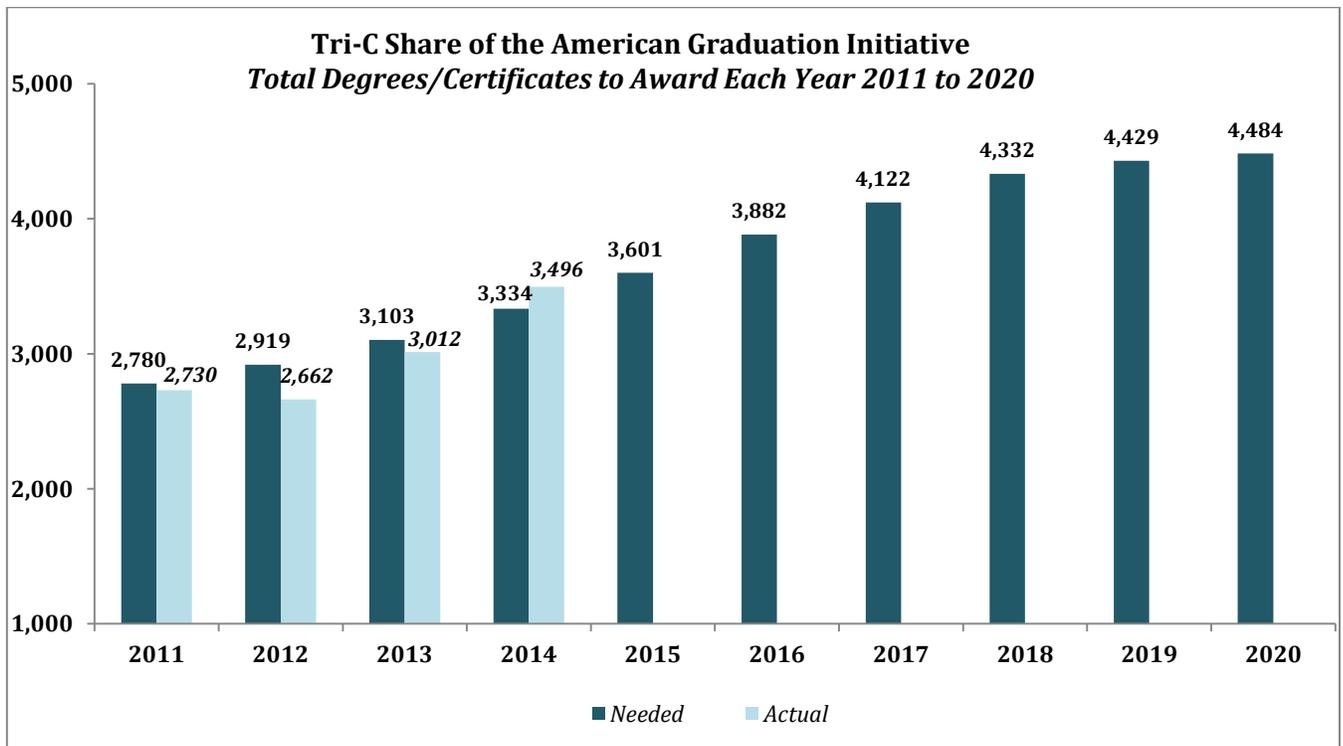
6. Fall to Fall Retention Overall
 - a. New from High School
 - b. Delayed from High School



7. IPEDS 3-year graduation rate



8. Total degrees and certificates awarded*



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

CONNECTION

Serving more low-income, traditionally under-represented students than any other institution of higher learning in Ohio, Cuyahoga Community College (Tri-C) recognizes that college-readiness begins well before the student's first semester. To provide an early connection with students, Tri-C has a long history of successful partnerships with the Cleveland Metropolitan School District (CMSD) that focuses on increasing the number of students who are prepared to enter and succeed in college. CMSD is the top feeder high school to Tri-C and each year more CMSD graduates attend Tri-C than nearly all other colleges and universities combined.

Examples of the CMSD-Tri-C partnership are numerous. While still enrolled in school, CMSD students participate in the College's *Youth Technology Academy*, which develops math, science, and technology skills and prepares them for post-secondary education. Hundreds of CMSD students have been engaged in STEM-related learning activities, through the College's *Science, Engineering, Mathematics and Aerospace Academy (SEMAA)*. Since 1989, federally supported *Upward Bound*, *Upward Bound Math/Science*, and *Educational Talent Search* programs have enabled CMSD students to develop the skills and motivation needed to succeed in college. Based on the successful Freedom Schools model (developed by the Children's Defense Fund), the College's *Freedom Project* uses reading-based curriculum to equip CMSD students with problem-solving skills that enhance their ability to succeed in secondary school studies.

Three other CMSD-Tri-C partnership programs are described in more detail in the following pages:

- *High Tech Academy*
- *Gateway to College*
- *College Success Program*

CONNECTION INITIATIVE #1

High Tech Academy

Description and Current Status

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

Focus/Objective

The objective of this initiative is to connect students to college, introduce them to college-level coursework and provide them an opportunity to earn college credit while enrolled in high school. A second objective is to maintain a strong partnership with the Cleveland Metropolitan School District (CMSD), the number one feeder high school to Tri-C. Another objective for this program prepares students with a career focus and a clear pathway. The fourth objective is to have more students complete their associate degree and transfer to a four-year college or university. This initiative aligns with ***Student Success Metric #8***, increasing the number of degrees and certificates awarded.

Strategy/Action Steps

New strategies for *High Tech Academy* are to develop specific pathway options in STEM, Healthcare, and Banking. Students will have the opportunity to explore careers in these industries beginning in Fall 2014. Career engagement specialists will be hired and will implement a *Career Experience Component* geared toward keeping high-performing students in the community. Students will be engaged in formal career exploration focused on all aspects of the banking industry, including management, information technology, marketing, finance and investment, and customer service. Health professions include nursing, medicine, pharmacy, and bioengineering. The new *Career Experience Component* will involve visits, tours of facilities (as available), job shadowing, internships, informational interviews, career field trips, and guest speakers.

Leadership

Dr. JaNice Marshall, Associate Vice President for Access and Community Engagement, provides leadership to the program. Mr. Kenneth Hale, a former CMSD principal, and Executive Director of Early College and Outreach Programs at the College, provides daily oversight. *High Tech Academy* principal, Ms. Stacy Hutchinson, is a CMSD administrator and provides top-level academic administration for the program. Career Engagement Specialist (s) will be hired for the 2014-2015 academic year.

Outcome

More than 850 CMSD high school students have earned college credit through *High Tech Academy* since 2000, and nearly 50 have earned an associate degree from Tri-C while simultaneously earning their high school diplomas.

The *High Tech Academy* graduating class of 2013 included 70 CMSD seniors.

In 2014, the number of *High Tech Academy* graduates increased to 92.

- The 92 graduates earned between 22 and 74 college credit hours, as high school students.
- The average college GPA for the 92 graduates is 3.24
- Three *High Tech Academy* 2014 graduates earned their associate's degree from Tri-C at its Spring Commencement on May 19.
- An additional three *High Tech Academy* 2014 graduates will complete the requirements and earn their Associate's degree at the end of Summer 2014.

The goal in 2014-15 is to graduate a minimum of 100 students from the *High Tech Academy* with high school diploma and college credits, and a minimum of five students with associate degrees.

CONNECTION INITIATIVE #2

Gateway to College

Description and Current Status

Cuyahoga Community College operates the *Gateway to College* program in conjunction with Promise Academy. Promise Academy was created in Cleveland in January of 2007 to ensure the academic success of students who have dropped out of high school or are unlikely to graduate. The Academy provides services to help students stay in school, and links students with educational experiences that will connect them to college or a career. Promise Academy is committed to helping students earn a high school diploma.

Launched in Fall 2013, the *Gateway to College* program brings Promise Academy students to the Tri-C campus to enroll in college courses while still attending high school. Participating students receive a college-based education and become a community of learners that benefit from numerous college support services. In response to requests, this program is expanding to additional schools and school districts.

Focus/Objective

The objective of *Gateway to College* is to prepare students for college success. The program reintroduces at-risk youth to education and familiarizes students with a college environment. The program builds basic skills, improves academic habits, and reinforces motivation.

Gateway to College is designed for young adults ages 16 to 21 who have dropped out of high school or are significantly behind in credits and unlikely to graduate on time. This dual-credit program allows students to complete their high school requirements while simultaneously progressing toward a college degree or certificate. During their enrollment in the program, students receive mentoring from Resource Specialists who keep students on track for high school completion, while at the same time assisting them with the transition to post-secondary education. This initiative aligns with ***Student Success Metrics #5*** – increasing Fall to Spring retention.

Strategy/Action Steps

In the Fall of 2010, Tri-C launched a partnership with the Promise Academy to help students who had previously dropped out of high school with strategic access to academic and workforce programming at the College. Because of the strong relationship with Promise Academy, and Cuyahoga Community College's robust workforce programs, the Gateway to College National Network awarded Tri-C a three-year start up grant to launch the *Gateway to College* program in Fall 2013.

From the inception of the *Gateway to College* program, Promise Academy has been an integral part of the marketing campaign on behalf of the program in its brochures and newsletters.

The *Gateway to College* Scholars complete a specialized Student Success Plan that assists them in meeting their academic, social, and emotional needs. They have access to College tutors, Career Counseling, Academic Counseling, Psychological Services, and the Technology Learning Center, and receive a U-Pass for public transportation to and from Tri-C. *Gateway* Scholars also participate in educational exposure trips that allow them to see first-hand how the skills they are learning in class are being used in everyday life.

Leadership

Dr. JaNice Marshall, Associate Vice President for Access and Community Engagement, provides leadership to the program. Mr. William Davis, Program Director of *Gateway to College*, provides daily oversight along with Dr. Cordelia Harris, Principal, of Promise Academy.

Outcome

An inaugural class of 35 high school students from Promise Academy attended Cuyahoga Community College in Fall 2013.

- At the end of the Fall term, the Promise Academy students earned an average of 7.2 credits
- Their average GPA in Fall was 2.79
- Two students graduated from the Promise Academy at the end of Fall
- 28 of the remaining 33 students re-enrolled at Tri-C in Spring 2014, for a Fall to Spring retention rate of 85% in the first term of the program
- An additional 24 students from the Promise Academy enrolled in Spring 2014, for a total Spring enrollment of 52

The *Gateway to College* goals for next year, 2014-15, are:

- 205 students will enroll
- 25 students will graduate from high school
- At least 80% of the Fall students will return in Spring

CONNECTION INITIATIVE #3

College Success Program

Description and Current Status

The *College Success* program at Cuyahoga Community College, which began in 2012 with funding from the Cleveland Foundation, is a partnership between Tri-C and the Cleveland Metropolitan School District (CMSD) designed to prepare high school students for college readiness and ease the transition for a successful college career. Through placement testing and skills upgrading, this pre-college program prepares high-school students to begin their studies in college-level courses, eliminating the need for developmental courses in math and English. Delayed entry into college-level courses costs students time and money.

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

Focus/Objective

The *College Success* program's mission is to increase the number of CMSD students who successfully progress through high school, graduate, enroll in postsecondary education at college-level, and succeed in their college coursework. The focus of this initiative aligns with ***Student Success Metric #3 and #4*** – Completing college level math and English in two years.

Strategy/Action Steps

In addition to the Outreach Centers, the *College Success* program has two other components. The *Summer Academy*, a six-week program for 11th and 12th grade CMSD students, is held at the Metropolitan Campus and provides accelerated instruction in math and English, academic support, and college success sessions.

CMSD students who enroll at Tri-C become part of the *First-Year Experience for Entering Freshmen*, which pairs the students with a Transition Coach during freshman year. The Transition Coach orients students to the college campus, advises them on the availability of support services, connects them with Enrollment Center and financial aid staff, links students with financial literacy education services, and informs students of co-curricular activities that support learning and development beyond the classroom.

Leadership

Dr. JaNice Marshall, Associate Vice President for-Access and Community Engagement provides leadership to the program. Audrey Davis directs the on-site Outreach Centers in six high schools.

Outcome

Since 2012, nearly 1,000 students and six CMSD high schools have participated in college readiness activities through the *College Success* program; 54 of the students enrolled at Tri-C in 2013-14.

As part of the *College Success* program, faculty from CMSD (36) and Tri-C (20) collaborate on curriculum alignment activities focused on math, English and the Common Core.

Plans for 2014-15 include replicating the *College Success* program model to other schools within Cuyahoga County.

FIRST-YEAR ENTRY

At Cuyahoga Community College, the focus on student success and completion is transforming the way students experience college. Using a “One Door, Many Opportunities for Success” approach, the College is taking bold steps to provide inescapable required services that enable students to succeed in college. A major aspect of the success and completion work is to engage students earlier in their college experience. Several initiatives developed specifically for first-time students – Mandatory Orientation, peer mentors, and preparation for placement exams – contribute to improving the students’ first year experience.

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

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

- *Test Prep*
- *Bridges*
- *First Year Experience*

FIRST-YEAR ENTRY INITIATIVE #1

Test Prep

Description and Current Status

The *Test Prep* initiative, a two-hour preparation and practice session required of all new, incoming students before they take the COMPASS placement test, is an effort that eliminates the practice of “cold-testing” by students. When students arrive at the testing centers they learn about the reason for and importance of course placement. In the *Test Prep* session they get test taking tips, general computer skills information, specific COMPASS® test taking details and a math and English content review.

Focus/Objective

The objective of *Test Prep* is to place students at the appropriate level in math and English. If students can place out of developmental education, or place at least one course higher than they might have without the preparation, the path to college-level courses is shorter. The focus of this initiative aligns with ***Student Success Metrics #1, #2, #3, #4*** – completing developmental education in one year, completing college-level math and English in two years.

Strategy/Action Steps

A subcommittee of the Developmental Education Council at Cuyahoga Community College started reviewing the placement test process and planning for improvements in January 2012. Members included Learning Center Directors, Instructional Specialists in math and English, a Reading Specialist, and math and English faculty. The charge was to develop materials for a “prep” session that students would participate in prior to taking placement tests.

The preparation recommendation for the English placement test was a 30-minute session where students review a sample paragraph, discuss the related multiple choice questions, and connect the answers grammar basics. Review strategies also were proposed for the math preparation session.

Test Prep was piloted in Spring 2012, and made mandatory in Summer 2012. *Test Prep* now provides a consistent message college-wide, through the Learning Centers, Enrollment Centers, and Counseling, about the importance of placement testing.

New options for completing Test Prep have been added since 2012. While the in-person sessions are the preferred method, students can pick up the *Test Prep* packet at the campus

Learning Centers, or print it from the website, and complete the preparation on their own. In all cases, students return their answer sheets to the Learning Centers.

Leadership

The *Test Prep* sessions are coordinated by the Campus Success Teams and the Learning Center Directors at each campus. Math and English faculty, as well as others involved in the development of Test Prep, evaluate the sessions, outcomes, and course success each term.

Outcome

Improvements in English and math placement levels since the implementation of *Test Prep* are encouraging overall, with considerable decreases seen in the percentage of students placing into developmental English. Below is a summary of the math and English placement results in Fall 2012 and Fall 2013, compared to the baseline.

- Before *Test Prep*, in Fall 2011, nearly two-thirds (65%) of students placed into developmental English. In Fall 2012 the results improved to less than half (48%) at the developmental level, and in Fall 2013 test results placed only 28% into developmental English.
- While there are slight increases in the percentage of students placing into college-level math, from 8% in Fall 2011 to 11% in Fall 2013, the most notable outcome is in the percentage of students now placing into higher levels of developmental math. In Fall 2011, more than half of the incoming students placed into the lowest of three developmental math courses. In Fall 2013, less than a third placed at that level.

| Placement | Fall 2013 | | Fall 2012 | | Fall 2011 | |
|---------------------------------------|--------------|------------|--------------|------------|--------------|------------|
| | N | % | N | % | N | % |
| English Placement Test Results | | | | | | |
| Took Placement Test | 3,063 | | 3,692 | | 4,260 | |
| Placed into English 0960 | 49 | 2% | 82 | 2% | 103 | 2% |
| Placed into English 0980 | 401 | 13% | 596 | 16% | 859 | 20% |
| Placed into English 0990 | 422 | 14% | 1,079 | 29% | 1,805 | 42% |
| Total Dev Ed placement | 872 | 28% | 1,757 | 48% | 2,767 | 65% |
| Placed into English Bridge Course | 308 | 10% | 337 | 9% | No Bridge | |
| Placed into College-level English | 1,883 | 61% | 1,598 | 43% | 1,493 | 35% |
| Didn't Place into Dev Ed | 2,191 | 72% | 1,935 | 52% | 1,493 | 35% |
| | | | | | | |
| Math Placement Test Results | | | | | | |
| Took Placement Test | 3,234 | | 3,765 | | 4,356 | |
| Placed into Math 0910 | 1,000 | 31% | 1,534 | 41% | 2,285 | 52% |
| Placed into Math 0950 | 494 | 15% | 902 | 24% | 1,456 | 33% |
| Placed into Math 0980 | 136 | 4% | 316 | 8% | 288 | 7% |
| Placed into Math Bridge Courses | 1,244 | 38% | 630 | 17% | No Bridges | |
| Total Dev Ed placement | 2,874 | 89% | 3,382 | 90% | 4,029 | 92% |
| Placed into College-level Math | 360 | 11% | 383 | 10% | 327 | 8% |

The College will continue to track the outcomes of *Test Prep* with a goal to maintain the success experienced to date, and to increase the number of students who place in college-level math and English. With additional *Test Prep* review options now available to students, an additional outcome indicator will be if students continue to place at the improved levels in math and English. Results by preparation method will be analyzed over the next several months to determine the impact on placement results.

FIRST-YEAR ENTRY INITIATIVE #2

Bridges

Description and Current Status

Upon enrollment, many community college students need to complete at least one developmental education course in mathematics or English. In 2011, Cuyahoga Community College created the *Bridges* program in math and English, a two-week intensive course developed by the faculty to enhance and sharpen math and English skills. Students scoring in a particular range on the COMPASS® test, typically near the cusp of the next higher level placement, are eligible for a *Bridges* course. Students enroll in *Bridges* for two weeks at the beginning of the term, re-learn the course content that needs to be refreshed, and “bridge” to the next course in the sequence in the same semester.

Focus/Objective

Bridges is designed to accelerate students through developmental education courses in math and English, and enroll in college-level courses sooner. The focus of this initiative aligns with ***Student Success Metrics #1, #2, #3, #4*** – completing developmental education in one year, completing college-level math and English in two years.

Strategy/Action Steps

Accelerated learning options provide students an opportunity to move quickly through one or more developmental courses, or complete developmental and college-level courses in one term rather than two. This initiative is impacting students’ college experience by reducing the time required in developmental courses and enrolling earlier in college-level math and English.

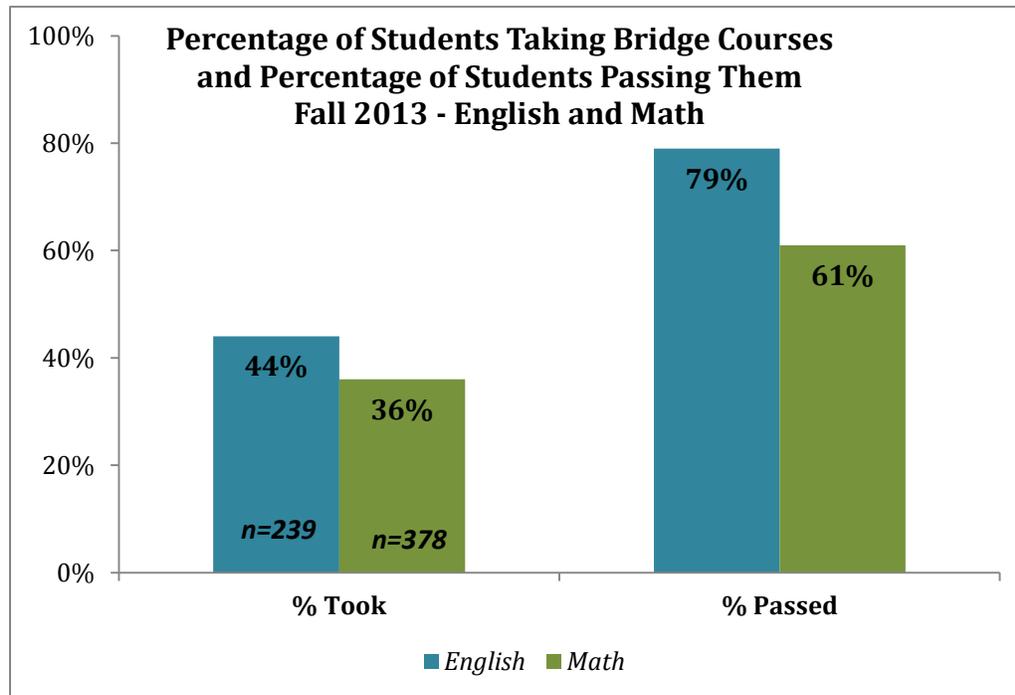
Leadership

Acceleration strategies require cooperation at all levels: Campus Success Teams, Faculty, Administration, and Assessment, Counseling, and Registration/Enrollment staff. Counselors work with students to enroll them in the *Bridges* course. At the completion of the bridge course, a comprehensive exam and a retake of the COMPASS® test helps the faculty determine a student’s successful completion of the course and entrance into the next course in the developmental sequence, or into the college-level course.

Outcome

In Fall 2012, less than 20% of the students placing into a math *Bridges* course enrolled in the course, and less than 50% passed the course. This past year, both English and math *Bridges* had higher enrollments, and higher pass rates.

The table below of Fall 2013 preliminary *Bridges* results shows that less than half of the students who placed into *Bridges* actually enrolled in the course. When they did enroll, however, nearly 80% of the students in the English *Bridges* course passed the course, as did 61% of those in math *Bridges*.



Although results vary from campus to campus, current conversations among math faculty suggest that an in-depth review of the math *Bridges* courses is necessary to determine appropriate modifications. New methodologies, a range of schedule options, and increasing the course credits from one to two have been discussed. Counselors report that students are often reluctant to take the math *Bridges* courses, preferring instead to enroll in the semester-long math course they could have tested out of and complete the developmental math sequence at a non-accelerated pace.

English *Bridges* have been more successful, allowing students to bridge out of the highest level developmental English course into the college-level course. The rate of participation in the *Bridges* course is less than 50%, however, and similar conversations around schedule options are occurring among the English faculty.

The goals for *Bridges* in 2014-15 are to continue the evaluation of the short- and long-term impact of the courses, and to encourage more students to enroll in and successfully complete the courses. Completing college-level courses motivates students to stay enrolled and progress to degree completion.

FIRST-YEAR ENTRY INITIATIVE #3

First Year Experience

Description and Current Status

In August 2013, the President's Council, led by College President Dr. Alex Johnson, in collaboration with faculty and administrative leaders, identified the need to provide more active, systematic, and intentional support for new students seeking degrees and certificates at Cuyahoga Community College (Tri-C). President Johnson charged Dr. Belinda Miles, the College Provost, and Professor Mary Hovanec, Chair of the Joint Faculty Senate, with organizing the college-wide effort to develop a first year experience.

Beginning in Fall 2014, the new *First Year Experience* (FYE) program will be available for all new college students at Cuyahoga Community College. *FYE* is the umbrella title given to the several interrelated components and experiences that will be required for all new students, including New Student Convocation, New Student Orientation, Mentoring, First Semester Seminar, Success Week, Second Semester Gateway Course Career Experience and Academic Plan Development.

Focus/Objective

Aligned with ***Student Success Metrics #5 and #6*** – increasing Fall to Spring and Fall to Fall retention, – the *First Year Experience* has four major goals:

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

Strategy/Action Steps

The development process began with an invitation to the entire College community to participate in establishing shared goals for the first year program. In October, more than three hundred attendees at the first meeting – faculty, administrators, staff and students – collaborated to create vision and goal statements outlining key outcomes for students in their first year at Tri-C. Those vision statements and goals were reviewed and modified at multiple sessions held on each of Tri-C's four main campuses during November. The goals

were further refined and consolidated in December after a series of presentations of current best practices. The President's Council affirmed those goals and charged a committee of interdisciplinary faculty to develop a First Year Seminar (FYS) to serve as a "hub" for the experiences of new students to assist in connecting them to the resources of the College.

The FYS Committee developed a course outline that drew upon existing College resources and benchmarked against research on effective practice for the first year experience. Faculty members on each of the four campuses were invited to participate in the development process through campus brainstorming sessions and sharing resource material. The FYS Committee established a supplemental course site in Blackboard with a model syllabus and resource materials available to all faculty assigned to the seminar.

Through the Dean's Council, a governing body for academic operations, the deans of student and academic affairs facilitated the course development process and linked the First Year Seminar to New Student Convocation by establishing a co-requisite. Having students engage with the most effective teachers is an essential part of the initiative; the deans on each campus were instrumental in recruiting a significant numbers of full-time faculty to staff the First Year Seminar.

To monitor compliance and establish relevant comparison groups, exception reports will identify students who did not participate in any of the core First Year Experience activities. Additionally, students in the First Year Seminar will be surveyed to determine the extent of behavior change from the beginning of the course to the end.

Leadership

The President's Council, comprised of the President's executive leadership team with the leadership from the Joint Faculty Senate, will continue to provide oversight to the *First Year Experience*. Implementation of *FYE* will occur on the campuses.

Outcome

As Tri-C moves toward full implementation of the *First Year Experience* the College will gather and review data from both the individual elements and the overall outcomes. Key outcome measures include:

1. Schedule approximately 175 sections taught by counseling and instructional faculty
2. Fall 2014 to Spring 2015 retention of new students
3. Fall 2014 to Fall 2015 retention of new students
4. Percentage of students completing 15 credit hours in one year
5. Percentage of students completing at least one college-level English or math course in one year



STUDENT PROGRESS

Community college students' risk factors are well-documented, and most of them affect student progress. From internal initiatives to new policies and practices, the following items summarize activities at Cuyahoga Community College that focus on supporting students as they progress through their college experience.

In Fall 2012, a new policy required students to be registered for courses on the first day the class meets. The “no late registration” policy sets students up to succeed in their courses rather than being behind when they enroll. One anticipated outcome of the policy was that students would enroll in 14-week courses if they could not register for full-term 16-week courses after the first day of classes. The College added additional sections to the 14-week part of term to meet the student demand for a part-time or full-time schedule in a number of program paths.

Fast Forward is a new policy at the College, as of Spring 2014. Originally discussed as “stipulated continuous enrollment”, *Fast Forward* mandates that students who place into developmental classes register for those classes in their first semester of enrollment, and continue to enroll in the developmental course sequence until they reach college-level math and English classes. Completing developmental courses immediately upon enrollment increases students' basic skill levels, which can increase their chances of success in all college-level coursework.

Other initiatives involve focused outreach to students who have made progress, or to others who have stopped out. The goal of these initiatives is to engage or reengage students, encourage them to continue their enrollment, connect them with support and advising assistance, and provide them with a path to graduation

Three initiatives are described in detail on the following pages:

- *Tuition Guarantee*
- *Make a Major Decision*
- *Walmart PRESS for Completion (Persistence and Retention for Student Success)*

STUDENT PROGRESS INITIATIVE #1

Tuition Guarantee Program

Description and Current Status

Cuyahoga Community College is offering the *Tuition Guarantee Program* to encourage students to stay at Tri-C and complete their degree or certificate. It is an incentive for new students to enroll full time and pay the same tuition rate for three years. The *Tuition Guarantee Program* freezes tuition at the hourly tuition rates for the first term a student qualifies for this program. The tuition rate is guaranteed not to increase for the three consecutive years for students who are eligible. Participating students will not be required to attend class during the summer semester, but if they choose to do so, their tuition will be at the guaranteed rate regardless of whether they attend full-time or part-time.

This program, which aligns with the Governor and Chancellor's student success and completion goals that are exemplified in the new community-college funding formula, will begin in Fall 2014.

Focus/Objective

Cuyahoga Community College's goal in the development of this *Tuition Guarantee Program* is to increase the number of first-time, full-time students who enroll at the College; and to serve as an incentive for those students to remain enrolled full-time and to complete a degree or certificate within three years. This tuition guarantee program is designed to get students planning for their end goal of graduation from their first day on campus, and to provide them with an incentive to stay focused on this goal. This initiative aligns with ***Student Success Metrics #5, #6, #7 and #8*** – increasing Fall to Spring and Fall to Fall retention, increasing the number of graduates in the IPEDS cohort, and increasing the number of degrees and certificate awarded.

Strategy/Action Steps

For nearly a year, several Tri-C leaders met to develop the *Tuition Guarantee Program*, including calculating the cost to the institution, determining the student population and program guidelines, and designing a comprehensive marketing and communication plan to enroll students in the program. This program will benefit participating students by reducing the overall cost of their college degree or certificate.

To participate in the *Tuition Guarantee Program*, students will sign an agreement with the College expressing their intention to remain enrolled full-time for the three year period. In addition, they will be required to develop an academic plan by the second term to guide their pathway to graduation. The academic plan is intended to keep students on a path and graduate in three years or less.

The steps for implementation will include tracking students for eligibility through Institutional Research, coordination with Student Accounting, and on-going communication with the participating, and eligible but not yet participating, students.

Leadership

Karen Miller, Vice President for Access and Completion, oversees the *Tuition Guarantee Program*. Several others support the implementation including the college-wide functions of Financial Aid, Student Accounting, and Institutional Research. Campus faculty and staff, interacting with students on a daily basis, will inform students of the program and support students who need assistance in staying enrolled full-time.

Outcome

Baseline calculations indicate the number of students who enroll full-time for three years and the number who graduate in three years. The *Tuition Guarantee Program* will track student participants with the goal of increasing the number of students who finish in three years.

STUDENT PROGRESS INITIATIVE #2

Make a Major Decision

Description and Current Status

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

Focus/Objective

The objective of *Make a Major Decision* is to align students' intended academic path with the degree program listed in their student record so that communication and updates on their progress are accurate. A correct academic pathway, and the ability to follow it, supports students' continuous enrollment. This initiative aligns with ***Student Success Metrics #5, #6, #7 and #8*** – increasing Fall to Spring and Fall to Fall retention, increasing the number of graduates in the IPEDS cohort, and increasing the number of degrees and certificates awarded.

Strategy/Action Steps

In the initial roll out of *Make a Major Decision*, students attempting to access their account through the Student Information System were required to update their major before other personal information could be retrieved. More recently the strategy has been to heighten the marketing for *Make a Major Decision* at peak registration periods throughout the year. Another incentive for students to update their major is the implications it could have on financial aid awards. As the College's academic majors are updated, and outdated majors no longer qualify for federal financial aid, it is imperative that students select a current major to receive federal dollars.

Leadership

Make a Major Decision is led by Karen Miller, the Vice President of Access and Completion, with strong support from the Executive Director of Enrollment Operations, Student Financial Assistance and Scholarship. The Registrar coordinates an electronic communications campaign with students through email and social media. Student Affairs teams at each campus host activities that encourage progress, including *Make a Major Decision* events.

Outcome

The *Major Decision* campaign, combined with campus efforts and events, has resulted in an increase in the number of students with updated majors. Since May 2012, more than 1,150 students have made a major change. The evidence of success of the campaign is in the reduction of students out of compliance for federal aid, and an increase in the number of students successfully audited for appropriate degrees. The College will continue to encourage students to update their majors, especially students returning after a three-year or more gap in attendance. Marketing for the campaign will be reinforced as registration periods open.

STUDENT PROGRESS INITIATIVE #3

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

Description and Current Status

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

This 27-month grant started in June 2012 and will conclude in August 2014.

Focus/Objective

The objective of the program is to provide support to students in some of the highest enrolled courses at the College that serve as prerequisites for many of its degree programs. Successful completion of gateway courses allows students to enroll in program-based courses, with a focus on degree completion. Other components of the *Walmart PRESS for Completion* program were reading fluency and assessment, and contextualized reading, as proficient reading is a key ingredient for success. This initiative aligns with **Student Success Metrics #5, #6, and #8** – increasing Fall to Spring and Fall to Fall retention, and increasing the number of degrees and certificates awarded.

Strategy/Action Steps

The College focused on three of its highest enrolled courses with the lowest pass rates (C or better), which were Biology 1100, Introduction to Biological Chemistry; Business Administration 1020, Introduction to Business; and Math 0910, Basic Arithmetic and Pre-Algebra. Each team, comprised of full and part-time faculty, created initiatives that would assist their students in mastering the material in the gateway course and progressing to the next course. The energy that faculty leads bring to their initiatives is thus personalized, providing students with an opportunity to enhance the teaching and learning experience and increase their chance for success in key courses.

The strategies used for the five initiatives are described below.

- The **Biology** initiative features recitation sessions hosted by full- and part-time faculty. All sessions are learner-centered with students guiding the content. Sessions are held on ground and online and at varying times to accommodate the needs of the learner.

- The ***Business Administration*** initiative emphasizes motivational theories, such as a “Meet the Faculty” event, to foster community and rapport with the learners. Students also use instructional technology tools, such as TK20, to create an electronic portfolio of meaningful artifacts. The portfolios are used in the job search process to showcase major student outcomes.
- The ***English*** initiative features a website and Reading Summit for full- and part-time faculty members to promote reading fluency and assessment. Faculty are trained to incorporate reading assessments into their curriculum.
- The ***Math*** initiative focuses on building self-efficacy for completion by infusing a culture of responsibility for one's learning through the integration of student success skills into the curriculum. Participating courses require self-assessment, tracking, and monitoring to assist in a successful transition to college.
- The ***Contextualized Reading*** initiative had the four projects above create videos showing students how to read a textbook. Faculty, the reading experts in their disciplines, guide students through the process of previewing a text, annotating it, rereading, highlighting, note-taking, and using graphics, graphs, and charts to assist in mastery of what they need to learn.

Leadership

Dr. Lorraine Hartley, Associate Dean of Business, Math and Technology at the Eastern Campus, provides leadership to the initiatives. Faculty leadership for the five initiatives is provided by Dr. Peter Wickley, Biology; Patrick Stansberry, English; Patty Shelton, Math; Andrew Bajda, Business; and Brenda Boshela, Reading Specialist.

Outcome

With recitation sessions and activities outside of the classroom, students experience multiple opportunities to achieve success, and report feelings of greater accessibility to their professors and more motivation to succeed. Though the grant funds will end in August 2014, the College will continue to provide a foundation that will allow these initiatives to continue.

STUDENT COMPLETION

With a clear focus on being a leader of student success and completion, College initiatives continue to promote the community college mission and support all students, from enrollment to graduation. Customizing services for students and tracking progress towards those goals is part of an overall approach to the completion focus. A cross-functional, college-wide team currently is discussing the design of a system to create a comprehensive student record that includes information regarding all student interactions. The intent is that wherever a student is on the path to completion, or whomever the student is interacting with at the College, the student's information is available to review in order to appropriately support the student's completion.

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

- *45+ Campaigns*
- *Certificates*
- *College Completion Scholarship Fund*

STUDENT COMPLETION INITIATIVE #1

45+ Campaigns

Description and Current Status

With a clearly defined purpose to support student completion, Cuyahoga Community College recently developed a number of campaigns targeted to students who have earned 45 or more college-level credit hours. These students are the closest to graduation and, with targeted intervention, could finish their degrees. Two of the *45+ Campaigns* are described below.

- *Academic Advising Game Plan* – urges the 45+ students to create a “game plan” for completion. This initiative includes an innovative approach to counseling – “teams” of faculty and counselors. Prior to registration for an upcoming term, the College connects the 45+ students to the faculty/counseling teams, arranged by academic program/degree. The teams help students understand what they still need to graduate, guide them in creating a progress and completion plan, and encourage them to register for the next semester.
- *Priority Registration* – provides the 45+ students an opportunity to register for classes before all other students. Registering early assures students the best availability of days and times, as well as direct enrollment in the classes they need to complete their degrees.

Focus/Objective

The objective of the *45+ Campaigns* is to encourage those students closest to graduation to take the most direct path to degree or certificate completion. This initiative aligns with ***Student Success Metrics #7 and #8***, improving the IPEDS graduation rate, and increasing the number of degrees and certificates awarded.

Strategy/Action Steps

In reviewing the population of students at the College, there was concern among the leadership about the high number of students with 45 or more credit hours who remained enrolled without progressing to degree completion. The *45+ Campaigns* strategy is to have students review their completed courses, audit those courses in line with degree programs, and get on an efficient path to completion. Unique messages about each initiative are sent to students in a number of ways – phone calls, emails to college and personal accounts, Facebook, and Twitter. Counselors and faculty also discuss with students the need to have an academic plan and re-enroll each term.

An array of campus support services are made available during these campaigns to address issues with academic status, financial aid, and other enrollment services to assure students can resolve issues, receive academic advising and register for courses.

Leadership

This effort is led by Karen Miller, Vice President of Access and Completion, in partnership with Integrated Communications, and is supported by the Directors of the Degree Audit System and Institutional Research. Implementation is coordinated through the Dean of Student Affairs, the Director of the Enrollment Center, Student Success Specialists, counselors, and faculty at the campuses.

Outcome

Academic Game Plan/Priority Registration results for the past three terms are below.

- Targeted 5,865 students in Spring 2013; 1,258 students registered for Fall 2013
- Targeted 10,831 students in Fall 2013; 1,770 students registered for Spring 2014 *(An incentive was added to the campaign in Fall 2013. Students who met with a counselor/faculty team and developed a completion plan were eligible to apply for a scholarship up to \$750 for the Spring 2014 term.)*
- Targeted 8,154 students in Spring 2014; 1,016 registered for Fall 2014
- The number of graduates at Tri-C has increased by 60% in the past four years

At the end of each term, the campaigns are evaluated and modified where necessary and additional faculty are prepared to participate. The goal in 2014-15 is to increase the number of students participating in *Priority Registration* by 3% each term.

STUDENT COMPLETION INITIATIVE #2

Certificates

Description and Current Status

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

Focus/Objective

The College's objective for awarding certificates, and expanding the number of its certificate programs, is to provide short-term education and training options that lead people to jobs. This initiative aligns with *Student Success Metric #8*, increasing the number of degrees and certificates granted.

Strategy/Action Steps

The issuance of certificates on the pathway to an associate's degree is a highly valued resource to the students and enhances the likelihood of their success. In addition to the sense of accomplishment and completion that students experience when they receive their certificate, they now possess an immediately marketable credential to obtain or advance employment. The College is currently reviewing degree program outcomes across the curriculum to determine opportunities to award certificates that students are completing on the way to an associate degree.

Leadership

Vice Presidents in WEDD and Access, Learning and Success provide leadership for current certificate programs, while program managers and coordinators in both credit and non-credit programs, with input from Advisory Committees, lead the development of new certificate programs.

Outcome

The College currently offers more than 100 certificates, including 16 newly approved in 2013-14. Certificates include one-year certificates, short term certificates, post-degree certificates, and technical/workforce certificates. Efforts in 2014-15 are focused on adding a significant number of additional options.

STUDENT COMPLETION INITIATIVE #3

College Completion Scholarship Fund

Description and Current Status

Cuyahoga Community College is committed to helping students complete their academic program. Scholarships are an investment in student success to ensure students are able to complete their degree. Working closely with the College's leadership team, the Tri-C Foundation created the *College Completion Scholarship Fund* to serve as a model initiative for students who, with scholarship and enhanced academic support, have a high probability of successfully completing their college courses and graduating. Four funders have contributed to date, including Key Bank.

Completion scholarships, awarded to students who have demonstrated commitment, dedication, and perseverance, are based on established criteria around progress and completion including some of the following:

- Have completed 45 credit hours or more and enrolled in each of the previous two semesters
- Enrollment in at least nine credit hours per semester
- At least a 2.5 grade point average
- Participation in special orientation sessions and workshops, including attending the College's "Student Success" course

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

One of the *Completion Scholarship Fund* programs is tied to participation in the *High Tech Academy (HTA)*, a completion initiative discussed in the **Connection** section of this plan. The Foundation's *HTA Completion Scholarship Initiative* provides scholarship assistance to *High Tech Academy* students after they graduate from high school. With the scholarship, *HTA* students can continue their enrollment at Cuyahoga Community College and complete a degree or prepare for transfer to a four-year institution. *HTA* students who have earned 24 college credits at Tri-C may be eligible for up to \$4,250 to cover tuition and books for one year. Eleven *HTA* students who graduated from high school in 2014 were awarded *HTA Completion Scholarships*, to begin classes at Tri-C in Fall 2014.

Focus/Objective

When the federal regulatory changes to financial aid took effect in Fall 2012, more than 300 Tri-C students were impacted. With Pell Grant eligibility reduced from 18 semesters to 12, the students were close to graduation, but had reached their Pell Grant limit. A *Gap Completion Scholarship Initiative* was established at that time to support students through to completion if they were on schedule to graduate within one to two semesters.

The *College Completion Scholarship Fund* expanded the opportunity for support to additional students, clearly aligning it with ***Student Success Metrics #7 and #8***, improving the IPEDS graduation rate, and increasing the number of degrees and certificates awarded.

Strategy/Action Steps

With a focus on college completion, Tri-C is taking steps to provide financial support to students who are near the end of their degree program. Often the funds accelerate degree completion by affording students the ability to enroll in additional courses each term. Partnering with the Cuyahoga Community College Foundation has been a key component to the success of this strategy.

Leadership

Gloria Moosmann, Vice President of Development, and Karen Miller, Vice President for Access and Completion, provide leadership for the *College Completion Scholarship Fund*, with support from the College Financial Aid and Scholarship team.

Outcome

In 2012-13 the *Gap Completion Scholarship Initiative* awarded \$20,000 to 13 students, with an average award of about \$1500. The 13 students earned an average GPA of 2.77 and 12 of the 13 students, or 92%, graduated at the end of that year.

The *College Completion Scholarship Fund* received 48 applications in 2014 and awarded scholarships to 33 students, totaling \$33,000. Eight of the 33 scholarship recipients completed their degree program in May.

For 2014-15, \$50,000 in completion scholarships is already committed, including renewal support to 25 recipients from this year. All 25 students have less than two semesters left to complete their degree. The goal next year is to award 75 completion scholarships.

Efforts are continuing to engage more funders in the *College Completion Scholarship Fund* and to award the anticipated funds. Marketing also continues to make students aware of the scholarship opportunity.

The Foundation is now underway with developing a scholarship program for Honors Students direct from high school. Honors Program Fellowships will be awarded to 60 students, 15 at each campus, of up to \$4,250 per year for two years, or \$8,500.

WORKFORCE

Cuyahoga Community College partners with the local business community, because if the business community is thriving, students will find career opportunities. Three industries are the focus at Tri-C: health careers, manufacturing, and information technology.

A college analyst, dedicated to workforce and environmental scanning, links current programs to labor market data, and prepares occupational outlooks for programs being considered or developed. Throughout the College, connections to the world of work assure that Tri-C programs remain significant and students are prepared to enter the workforce.

Experiential learning provides students the opportunity to put into practice the concepts and knowledge obtained in the classroom. At Cuyahoga Community College, experiential learning is offered in many formats, e.g., Internships, Service-Learning, and Co-ops.

By College policy, each technical and career educational program at Cuyahoga Community College is required to have a Program Advisory Committee whose membership includes program staff, faculty and area employers and professionals. Advisory Committees discuss the current market demands, as well as needed competencies for their industry, and partner with the academic programs to keep them relevant.

The Workforce and Economic Development Division (WEDD), through credit and non-credit courses, offers apprenticeship and short-term certificate programs that prepare students to fill local positions and provides program completers with the appropriate licensure and industry-standard credentials.

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

- *Academic Experiential Learning*
- *Advisory Committees*
- *Workforce and Economic Development Division (WEDD)*

WORKFORCE INITIATIVE #1

Academic Experiential Learning

Description and Current Status

Experiential learning engages students in critical thinking, problem solving and decision making in an on-the-job assignment which is relevant to their field of study. It also provides students the opportunity to put into practice the concepts and knowledge obtained in the classroom. At Cuyahoga Community College, experiential learning is offered in many formats. Students can participate in *Cooperative Education (Co-Op)*, *Directed Practice*, *Field Experience*, *Internship*, *Practicum*, *Service-Learning*, *Study Abroad*, and *Clinical Laboratory* options, typically determined by their academic program.

Focus/Objective

Real world experience provides insight to career paths and job opportunities, and helps students bring more value to their classroom studies. Internships and other forms of on-site learning help students to successfully pursue the career of their choice and keeps them focused on completion for a smooth transition. The focus of this initiative aligns with ***Student Success Metrics #5, #6*** – increasing Fall to Spring and Fall to Fall retention.

Strategy/Action Steps

Employers are looking for potential hires who can demonstrate competency in the work expected of them; experiential learning experiences give students an edge in the job market. The strategy at Tri-C is to develop hundreds of experiential learning opportunities and to build them in to program requirements where appropriate.

Action steps to achieve this include presenting students with the opportunity to explore career paths through participation in one or more of several modes of experiential learning. It is also key to articulate to students the alignment of experiential learning with their educational program to provide an exploratory workforce experience.

With the development of the College's new *First Year Experience (FYE)*, the team leading *Experiential Learning* is now collaborating with the FYE implementation team to imbed career services-related resources and developing job shadowing, internship and co-op experiences that support career exploration and job readiness.

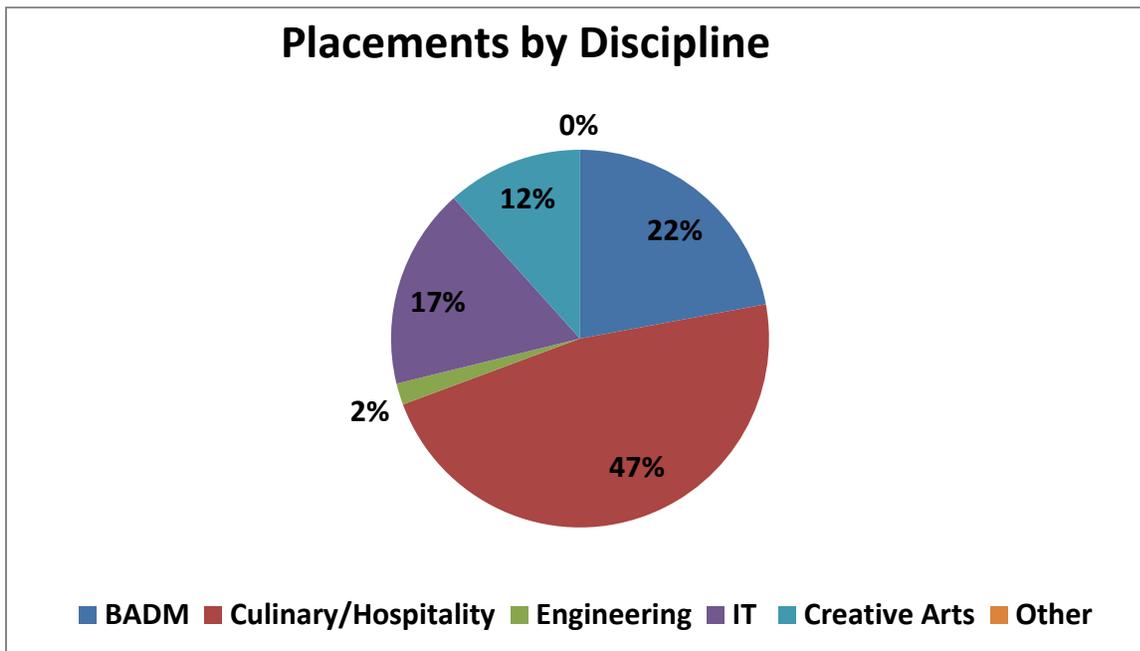
Leadership

An integrated team approach to leading *Experiential Learning* is one element of its success. The Director of Access, Learning, and Success has oversight for *Experiential Learning* and serves as its champion. The Assistant Dean of Student Development and Career Services, and the Director of Employer Relations partner with employers to build strategic alliances to broaden the reach and source of experiential learning and employment opportunities for

students. The Assistant Dean of Honors and Experiential Learning collaborates with faculty to promote student awareness of career development and ensure learning objectives at the jobsite align with classroom learning objectives.

Outcome

Experiential learning provides the critical link from *learning* to *working* to *earning*. Outcomes to date show 237 students participated in on-site learning in 2013-14, surpassing the goal of involving 225 students in *Experiential Learning*. Placements of the 237 students by Business Administration, Culinary/Hospitality, Engineering, IT, Creative Arts and other programs are shown below. Future success will be measured by the number of programs that have integrated experiential learning into the curriculum, the number of opportunities available, the number of students who complete experiential learning options within the key FYE gatekeeper courses.



WORKFORCE INITIATIVE #2

Advisory Committees

Description and Current Status

By College policy, each technical and career program at Cuyahoga Community College is required to have a *Program Advisory Committee*. Advisory Committee members' involvement with Cuyahoga Community College students, faculty and staff is vital to the success of its programs. By having close ties with business, industry and labor, Tri-C ensures that the curriculum remains industry-driven, community-informed, and mutually beneficial, resulting in career success for the students. Currently there are 60 *Advisory Committees* at Tri-C.

Focus/Objective

The objective of *Advisory Committees* is to provide the College with sound advice on industry expectations and first-hand knowledge of changing market and employer concerns. Input from *Advisory Committee* members helps assure that each student who enters Cuyahoga Community College receives a quality education, with the expertise and essential job readiness skills to be successful. The focus of this initiative aligns with ***Student Success Metric #8*** – increasing the number of degrees or certificates granted.

Strategy/Action Steps

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

Leadership

Dr. Sandy Robinson, Vice President for Learning and Engagement, works closely with Program Managers and Associate deans to facilitate the function and structure of the college's *Advisory Committees*. The Vice President provides college-wide oversight of the advisory committees as well as informing the strategic direction for each group. Each *Advisory Committee* has an advisory committee administrator, typically one of the industry representatives.

Outcomes

Each year, programs develop goals and objectives for the *Advisory Committees*. An annual report is developed and provided to the Vice President for Learning and Engagement which outlines the achievements and outcomes as they relates to the goals of the program. The reports are compiled each year with follow-up discussion with program managers and

associate deans. The achievements and outcomes of *Advisory Committees* are also included in the annual program review and planning process.

Goals for 2014-15 for *Advisory Committees* include:

- Increased opportunities for internships, co-op or other experiential learning options provided through the engagement of *Advisory Committees* members
- Continued involvement in the program review and planning process
- Continued input regarding curriculum requirements

Student performance on national and licensure exams is evidence of the effectiveness of the *Advisory Committees*, as are job placement rates. In the most recent Graduate Survey, Tri-C graduates reported:

- Of those seeking employment, 87% are employed within a year of graduation.
- Of those in career and technical programs, 79% are employed in a job related to their study at Tri-C.

WORKFORCE INITIATIVE # 3

Workforce and Economic Development Division (WEDD)

Description and Current Status

Tri-C's Workforce and Economic Development Division (WEDD) provides both non-credit and credit training for individuals and businesses. Through employee training programs, professional development, lifelong learning opportunities, and community service programs, WEDD is dedicated to enhancing economic growth and the quality of life in Northeast Ohio. WEDD connects to the local economy and the vast intellectual resources within the higher education network.

Focus/Objective

WEDD provides customized workforce development solutions to the health care, information technology, and manufacturing sectors of the local economy. WEDD delivers customized services and training to meet the needs of organizations striving to enhance quality, leadership effectiveness, increase efficiency and upgrade skill levels within business operations. Many of the programs offered take between 10 and 18 weeks to complete, providing employers with a constant feeder system of job-ready candidates. This initiative aligns with ***Student Success Metric #8***, increasing the number of degrees and certificates granted.

Strategy/Action Steps

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

- The Ford Motor Company Engine Plant #1 in Brookpark made a significant investment in facility renovations, new equipment, and modified equipment for the introduction of a new product, the 6-cylinder EcoBoost engine. The role of Cuyahoga Community College was to modify existing Ford training programs, develop new programs, and deliver the training at the plant during employees usual work hours. Cuyahoga Community College has provided training for 400 new workers and 350 recalled workers to meet the employment demands.
- Cuyahoga Community College has partnered with ArcelorMittal, the world's leading steel and mining company, to develop the next generation of the steel industry's workforce. Training is targeted toward high-tech, well-paying job specialties in electrical and mechanical technology. Over the past year, the Steel Workers for the Future program has trained 70 individuals.
- In an effort to offer curricula developed by each trades' national and international organization, Cuyahoga Community College partners with its union affiliates of the construction skilled trades industry. The College partners with more than 17 Joint

Apprenticeship Training Councils (JATC) in 11 trades and 19 specific disciplines. Over the past year, JATC program has trained more than 3,000 individuals.

- The newest partnership with Swagelok for the Right Skills Now program will result in training, internships, and jobs for more than 200 new workers to the manufacturing industry all with industry credentials/certifications from the Manufacturing Skills Standards Council (MSSC) and National Institute Metalworking Skills (NIMS).

Leadership

Mr. William Gary, Executive Vice President Workforce and Economic Development Division provides leadership for all workforce training programs at the College. Linda Woodard, Vice President, External Relations and Funding, Dr. Michael Bankey, Vice President, Technical Programs, Alicia Booker, Vice President, Operations and Manufacturing, and Robert Peterson, President of Corporate College provide daily oversight for their assigned areas.

Outcome

Over the past year, Cuyahoga Community College has provided training to more than 10,000 individuals through its workforce training programs. These programs include enrollment in program areas ranging from manufacturing, health care, information technology, and construction trades. Other outcomes include:

1. Cuyahoga Community College is home to the largest Police Academy in the State of Ohio and ranks number one in the State of Ohio with the highest OPOTC scores, averaging 93%.
2. Cuyahoga Community College is home to the largest Fire Training Academy in the State of Ohio.
3. Cuyahoga Community College is one of 14 locations in the nation to offer the Goldman Sachs 10,000 Small Businesses Program.
4. Cuyahoga Community College was recognized in 2012 as one of the ten best training organizations in North America by trainingindustry.com.

OTHER ASPECTS OF COMPLETION SUCCESS

Cuyahoga Community College is a leader in innovative practices to support student success, as evidenced by the Achieving the Dream Leader College status it maintains. The College focus on success and completion was further enhanced in July 2013, when Tri-C welcomed its fourth president, Dr. Alex Johnson. Since becoming president, Dr. Johnson has promoted access, equity, success and completion for the College's nearly 60,000 credit and non-credit students who attend Tri-C's campuses, sites and centers throughout Cleveland and its suburbs each year. With a clear focus on being a leader of student success and completion, the College, through its completion initiatives, continues to promote the community college mission and support all students, from enrollment to graduation.

To better align Dr. Johnson's key principles, the College made a few structural changes. The academic affairs area of the College has a new name: *Access, Learning, and Success*, that better describes efforts in the student experience. Under this umbrella are three main units: *Access and Completion*, *Learning and Engagement*, and *Evidence and Inquiry*. In addition, Dr. Johnson has affirmed his commitment to broad engagement and inclusion by establishing the *President's Council*, comprised of the President's executive leadership team with the leadership from the Joint Faculty Senate. Finally, the *Provost Leadership Council* consists of campus presidents, deans of academic affairs and student affairs, and the *Access, Learning and Success* leaders that facilitate the college-wide vision with the implementation at the campuses. The two new Councils include perspectives of every aspect of the college – both inside and outside the classroom – and allows for a rich conversation and focus on the student experience, success, and completion.

Being a large multi-campus college creates unique experiences and opportunities to acknowledge differences that exist on each campus. In recent years, with a continued focus on student success, evaluation has shown that some initiatives may be successful on a particular campus, while other campuses and students may not experience that same success. Accordingly, the President's Council has re-commissioned campus-based *Student Success Teams* charged with implementing activities, like the Bridge Program and the First Year Experience project, that are designed to identify, recommend, implement, and assess initiatives that can help improve student outcomes and completion. In a recent update to the college community President Johnson announced a newly formed college-wide *Success and Completion Council* and noted:

"The Success and Completion Council, comprised of representatives from the campus teams and others (i.e., chairs of the Dean's Council), will discuss the progress of efforts at the campuses and present other initiatives that might be scaled as a result of success at the campus-level."

The new Council will serve as a forum to provide insight, continuity and information concerning success and completion strategies and will streamline communication across the college.

CONCLUSION

From entry to progress, and completion to the workforce, Cuyahoga Community College maintains a clear focus on access and success. The many initiatives described in this Completion Plan and summarized on the follow page, are examples of the resources provided to students to support their successful completion of certificate and degree programs, and reach their academic goals.

To ensure the commitment of the College administrators, faculty and staff to student success and completion, the Board of Trustees of Cuyahoga Community College approved a *Student Success and Completion* policy in Spring 2014. Looking at the institution through the lens of success and completion, the Trustees' policy reflects the Board's dedication to college efforts on increasing the number of degrees and certificates awarded each year.

The Board of Trustees is pleased to accept and approve this report, *A Sample of Completion Initiatives at Cuyahoga Community College*, and supports the efforts made by the entire college community on behalf of the students.

**CUYAHOGA COMMUNITY COLLEGE
SUMMARY OF COMPLETION INITIATIVES**

| COMPLETION INITIATIVE | 2014-15 Goal |
|--|---|
| CONNECTION | |
| <i>High Tech Academy</i> | Enroll 300 students in High Tech Academy and graduate 100, including at least 5 with Tri-C associate degrees |
| <i>Gateway to College</i> | Enroll 205 Promise Academy students at Tri-C; graduate 25 from high school; maintain at least an 80% Fall to Spring retention rate |
| <i>College Success Program</i> | Expand the model into 10 additional schools to reach 300 students |
| FIRST-YEAR ENTRY | |
| <i>Test Prep</i> | < 25% placement in Dev Ed English; < 85% placement in Dev Ed math |
| <i>Bridges</i> | Enroll in Bridge courses at least 50% who place in them |
| <i>First Year Experience</i> | Increase Fall to Spring and Fall to Fall retention rates; increase the number of students earning 15 credits in one year; increase the number of students completing college-level math and English |
| STUDENT PROGRESS | |
| <i>Tuition Guarantee Program</i> | Increase Fall to Spring retention rate |
| <i>Make a Major Decision</i> | More students with majors identified and completed academic plans/direction within first 30 credit hours |
| <i>Walmart PRESS for Completion</i> | Broaden the impact of the initiatives with additional faculty and staff |
| STUDENT COMPLETION | |
| <i>45+ Campaigns</i> | Increase the number of students participating in Priority Registration by 3% each term, and increase the 2014-15 graduate count to 3,600 |
| <i>Certificates</i> | Approve additional certificates and increase the number of students receiving them |
| <i>College Completion Scholarship Fund</i> | 100 students funded by the Completion Scholarship, contributing to the 2014-15 graduation goal |
| WORKFORCE | |
| <i>Academic Experiential Learning</i> | Increase the number of students participating in experiential learning |
| <i>Advisory Committees</i> | Increased opportunities for internships and co-ops; infusion of workplace in the curriculum |
| <i>WEDD</i> | Approve additional certificates |