

LORAIN COUNTY COMMUNITY COLLEGE

DISTRICT BOARD OF TRUSTEES

RESOLUTION CC-627

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, each completion plan must be consistent with the mission and priorities of the specific institution and must include measurable completion goals; 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, 2014; and

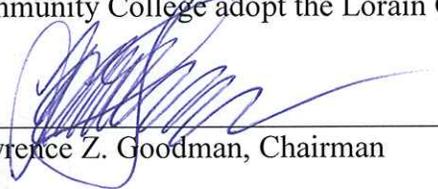
WHEREAS, the Lorain County Community College Board of Trustees has adopted its Institutional Effectiveness Indicators in support of Student Completion; and

WHEREAS, the Lorain County Community College Board of Trustees has adopted Vision 2.0 Priorities and Initiatives, Priority #1 of which is to drive Student Completion and Academic Success; and

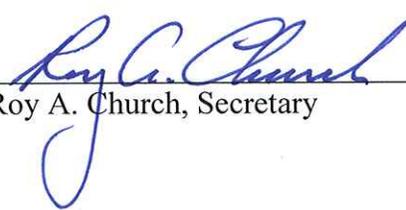
WHEREAS, The Lorain County Board of Trustees has adopted the Completion by Design (CbD) agenda supporting student success by preventing loss, creating momentum and following student progression utilizing a student data system, student engagement and leadership focused on completion delineated by stages 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 2.0 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.



Lawrence Z. Goodman, Chairman



Roy A. Church, Secretary

Approved: June 26, 2014



*Lorain County
Community College*

Office of the President

June 27, 2014

Mr. John Carey, Chancellor
Ohio Board of Regents
25 South Front Street
Columbus, Ohio 43215

RE: Strategic Completion Plan for Institutions of Higher Education

Dear Chancellor Carey,

With the approval of House Bill 59, the District Board of Trustees at Lorain County Community College has adopted the College's Strategic Completion Plan in support of student success at its June 26, 2014 meeting.

Please find enclosed a signed and executed copy of Lorain County Community College's resolution, along with the College's Plan, in support of House Bill 59.

Should you have any questions, I encourage you to contact me at (440) 366-4050 or at rchurch@lorainccc.edu.

Sincerely,

A handwritten signature in black ink that reads "Roy A. Church".

Roy A. Church
President

Enclosures (2)

cc: Dr. Marcia Ballinger
Provost and Vice President for Academic and Learner Services

Preface

Lorain County Community College (LCCC) is fortunate to have been selected for the 2011 Achieving the Dream (AtD) cohort as well as the Bill and Melinda Gates Foundation's Completion by Design (CBD) Ohio Cadre. AtD has provided the opportunity to work with a Leader Coach and a Data Coach who have completed seven site visits to the College to assist with the development of completion initiatives, logic models and an evaluation plan. CBD introduced us to national external partners such as Columbia University's Community College Research Center (CCRC), Jobs for the Future, and Public Agenda among others who have informed the design of LCCC's completion plan, including the target populations, strategies and interventions based on emerging best practices. Hence, the College not only benefitted from the processing and reporting structures of both organizations, but also was inspired to align student success and completion with the College's strategic plan, Vision 2.0, and to align the Board of Trustee's Indicators of Effectiveness with this important work.

As a result of these strategic alignments, the following Vision 2.0 priorities are identified in the last column of the tables provided for the Connection, Entry, Progress, Completion, Other Aspects of Completion Success, and Workforce sections of the LCCC State Completion Plan:

- Priority #1 (P1) Drive Student Completion and Academic Success
- Priority #2 (P2) Meet Industry-Identified Talent Needs
- Priority #3 (P3) Foster Entrepreneurship and Business Innovation
- Priority #4 (P4) Accelerate Commercialization to Enhance Regional Competitiveness
- Priority #5 (P5) Stimulate a Vibrant, Connected Community (P5)
- Priority #6 (P6) Expand College's Resource Capacity (P6)

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

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

CONNECTION

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

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

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?	What are the Vision 2.0 priorities (P1-P6)? See Preface
To work in partnership with high school districts to improve students' readiness for college.	Facilitate vertical articulation/collaboration on curriculum/instructional alignment.	Rosa Rivera-Hainaj, Dean of Science and Mathematics Robert Beckstrom, Dean of Arts and Humanities Dorothy Johnson, Interim Dean of Academic Foundations	College faculty and high school teachers Connection Team/Cindy Kushner & Kathy Lathwell co-chairs Completion Core Team/Stephanie Sutton & Jonathan Dryden co-chairs The Educational Services Center/Greg Ring & Disabilities Services/Jody Haserodt	Decrease % students coming directly from high school who place below college level. Increase % students who start below college level and complete recommended remediation within 1 year. Increase % completing recommended remediation and enrolling in college	Using the 2009 cohort as a baseline, track percentage change over time.	Fall 2009 ongoing	P1 Improve College Readiness

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
				level course work in the same or following year.			
<p>To help students in need of remediation become better prepared for college.</p> <p>To build relationships with K-12 schools.</p>	<p>Assess high school student readiness, identify gaps, and employ interventions to improve college and career readiness, and continue to share success data with high school superintendents.</p>	<p>Cindy Kushner, Director of Marketing & Outreach Kathy Lathwell Greg Ring, Superintendent of the ESC Roy Church, President</p>	<p>Enrollment Services, Financial Aid and Career Services staff</p>	<p>Decrease % students coming directly from high school who place below college level. Increase % students who start below college level and complete recommended remediation within 1 year. Increase % completing recommended remediation and enrolling in college level course work in the same or following year</p>	<p>Using a baseline of 2009, track percentages over time.</p>	<p>Fall 2009 ongoing Superintendents meeting every February</p>	<p>P1 Improve College Readiness</p>

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
<p>To orient students, communicate learning expectations to students and ensure admissions, student services and student life aid in this process.</p> <p>To ensure the co-curricular program supports the common learning outcomes of the institution.</p>	Replicate lessons learned from the Early College High School.	Dianne Quinn, ECHS Principal Kathy Lathwell, Coordinator Student Conduct & Special Projects/ Titan College	John Crooks, Associate Provost of the University Partnership/My University			ongoing	<p>P1 Improve college readiness</p> <p>P1 Reduce Time and Cost of Degree Completion</p>
To provide opportunities for career exploration and counseling to our K-12 schools.	Connect to careers early through career exploration and counseling.	Marcia Jones, Enrollment and Career Services Manager Nadia Leary Krista O'Neill Jonathan Dryden	The Career Connection Team/Marcia Jones & Jonathan Dryden co-chairs University Partnership Outreach Centers MyCAP Team/ Laurie Grimes & Krista O'Neill co-chairs			Fall 2013	P1 Encourage Early Connection to Careers
To engage with high school students, parents, adult-students and the community.	Engage students, parents, and greater community in college and career planning.	Nadia Leary KnowHow2Go P-16/ REACHhigher				Fall 2007, On going	P1 Strengthen Student Support and Engagement

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To ensure students' first experience with the College is productive and placement is appropriate.	Implement mandatory orientation.	Stephanie Sutton, Dean of Enrollment, Financial Aid and Career Services Amanda Haney	Student Success Coaches Marcia Jones	<p>Decrease % students coming directly from high school who place below college level.</p> <p>Increase % students who start below college level and complete recommended remediation within 1 year.</p> <p>Increase % completing recommended remediation and enrolling in college level course work in the same or following year</p>	Using a baseline of 2009, track percentages over time.	Spring 2013	<p>P1 Improve College Readiness</p> <p>P1 Reduce Time and Cost of Degree Completion</p>
To help students in need of remediation become better prepared for college.	Test early for college preparedness.	Kathy Lathwell, Coordinator Student Conduct & Special Projects	Rosa Rivera-Hainaj/early assessment testing Cindy Kushner/expanding dual enrollment John Crooks/University classes in the senior year Stephanie Sutton REACHigher DVED Work Team/Lisa	<p>Decrease % students coming directly from high school who place below college level.</p> <p>Increase % students who start below college level and complete recommended remediation within 1 year.</p> <p>Increase % completing</p>	Using a baseline of 2009, track percentages over time.	Fall 2011	<p>P1 Improve College Readiness</p> <p>P1 Reduce Time and Cost of Degree Completion</p>

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
			Sheppard, chair	recommended remediation and enrolling in college level course work in the same or following year			
To apply CCRC research on best practices.	Use multifaceted indicators for proper placement/GPA & CSI	Kathy Lathwell	DVED Team/Lisa Sheppard, chair			Fall 2014	P1 Improve College Readiness P1 Reduce Time and Cost of Degree Completion
To implement policies that incentivize students to graduate from high school college ready.	Develop process for mandatory prep prior to reassessment. Expand College Credit Plus	Lisa Sheppard/ Chair of DVED Work Team Cindy Kushner, Director of Marketing and Outreach	Connection Team/Cindy Kushner & Kathy Lathwell co-chairs	Reduce remediation based on reassessments.		Fall 2014	P1 Improve College Readiness P1 Reduce Time and Cost of Degree Completion

What additional information do we need?

1. Stay informed about the research done by Columbia University's Community College Research Center (CCRC), one of Completion by Design's (CBD) external partners.
2. Stay informed about the K-12 implementation of the Common Core Curriculum.
3. Stay informed about College Credit Plus and its implementation.
4. Continue our policy and alignment work with Jobs for the Future (JFF).
5. Be aware of how connection with our school districts relates to the State Performance Based Funding framework.
6. Launch the Dashboard and requisite training for easy access to data.

FIRST-YEAR ENTRY

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

Improvement Focus Current Status: Most of the strategies below were implemented fall 2012 and spring 2013. We are just beginning to collect and analyze data on the impact of the strategies/interventions.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?	What are the Vision 2.0 priorities (P1-P6)? See Preface
To accelerate DVED students & prevent them from exhausting their financial aid before they are college ready.	Reduce the DVED math sequence.	Dorothy Johnson, Interim Dean of Academic Foundations All Academic Foundations math faculty The DVED Redesign Team/Lisa Sheppard, chair	Science and Math Division math faculty Academic Support Center Coordinator Jody Haserodt, Special Needs Learning Specialist Curriculum Council Completion Core Team, Stephanie Sutton & Jonathan Dryden, co-chairs Mary Murphy, Adult Transitions	Increase % students who start below college level and complete recommended remediation within 1 yr. Increase % completing recommended remediation and enrolling in college level course work in the same or following year Increase % students who	Using the 2008 cohort as baseline, track percentage change over time.	Fall, 2013	P1 Reduce Time and Cost of Degree Completion

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
			Manager Student Success Coaches Virginia Biada Financial Aid Manager Connect 2 Complete (C2C)	pass required college-level math and English within 1 yr. and 2 yrs. on first attempt. Decrease the amount of financial aid (Pell grants) used to pay for DVED courses.			
To accelerate & contextualize students' experience.	Create a math boot camp as an opportunity for students to overcome DVED placements.	DVED math faculty		Decrease % students coming directly from high school who place below college level. Increase % students who start below college level and complete recommended remediation within 1 year.	Using the 2008 cohort as baseline, track percentage change over time.	Summer, 2013	P1 Reduce Time and Cost of Degree Completion, P1 Encourage Early Connection to Careers
To accelerate & contextualize students' experience	Redesign the physical space for teaching math courses into a math studio model.	Dorothy Johnson, Interim Dean of Academic Foundations & all DVED math faculty	Science and Mathematics math faculty			Fall, 2014	P1 Accelerate students and Reduce Time and Cost to Degree Completion

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To accelerate & contextualize students' experience	Establish a paired course model for mainstreaming DVED students into college level, contextualized courses, and provide them with robust support services.	Robert Beckstrom, Dean of Arts & Humanities All Arts and Humanities English faculty and all Academic Foundations English faculty	Susan Paul, Dean of Learning Resources Jody Haserodt, Special Needs Learning Specialist & Curriculum Council	Increase % students who start below college level and complete recommended remediation within 1 year. Increase % students who pass required college-level math and English within 1 yr. and 2 yrs. on first attempt.	Using the 2008 cohort as baseline, track percentage change over time.	Fall, 2013	P1 Reduce Time and Cost of Degree Completion P1 Encourage Early Connection To Careers
To accelerate and contextualize DVED student's time to and cost of completion and their ability to apply their learning effectively.	Require students who place in English 061 to enroll in that course which is paired with English 161, a college level course.	Robert Beckstrom, Dean Arts and Humanities and English faculty & Dorothy Johnson, Interim Dean Academic Foundations and DVED English faculty	Arts & Humanities English faculty	Increase % students who start below college level and complete recommended remediation within 1 year. Increase % students who pass required college-level English within 1 yr. and 2 yrs. on first attempt.	Using the 2008 cohort as baseline, track percentage change over time.	Fall, 2014	P1 Reduce Time and Cost of Degree Completion P1 Embed Real World Experiences
To accelerate & contextualize students' Experience.	Create a bridge course for English students to overcome DVED	DVED English faculty		Increase % students who pass required college-level math	Using the 2008 cohort as baseline, track percentage	Summer, 2014	P1 Reduce Time and Cost of Degree Completion,

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
	placement.			and English within 1 yr. and 2 yrs. on first attempt.	change over time.		P1 Encourage Early Connections to Career
To apply CCRC data that show where to stem loss & increase momentum/"Program of Study Concentrator Rates by Initial Placement Level."	Accelerate students to enter a program of study their first year.	MyCAP Team/Krista O'Neill & Laurie Grimes co-chairs Career Connection Team/Marcia Jones & Jonathan Dryden co-chairs	Marcia Jones, Employment and Career Services Manager Carrie Delaney/Prior Learning Assessment (PLA) Student Success Coaches	Increase % students who start below college level and complete recommended remediation within 1 yr. Increase % completing recommended remediation and enrolling in college level course work in the same or following year Increase % students who pass required college-level math and English within 1 yr. and 2 yrs. on first attempt. Decrease the amount of financial aid (Pell grants) used to pay for DVED courses.	Using the 2008 cohort as baseline, track percentage change over time.	Fall, 2013 On going	P1 Encourage Early Connection to Careers

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
				Increase % students who enter a primary program of study (concentration) within 1 year and 2 years.			
To help students who are underprepared for their course of study. To address differences in learning styles and help with special needs.	Contextualize the learning experience/ Experiential Learning	Marcia Jones, Employment and Career Services Manager Transfer & Applied Work Team/Steve Hubbard & Claudia Lubaski, co-chairs	All academic faculty Entrepreneur Innovation Institute (EII)	Increase % students enrolling in Experiential Learning	Using the 2008 cohort as baseline, track percentage change over time.	Fall, 2014	P1 Embed Real Word Experiences
To determine and address learning support needs of students.	Promote the holistic development of students.	Stephanie Sutton, Dean Enrollment Services, Financial & Career Services	Marcia Jones, Service Learning, Appreciative Advising. Jody Haserodt Disability Services C2C			Spring, 2014	P1 Launch Personalized Intervention P5 Promote Wellness P3 Stimulate an Entrepreneurial Mindset
To advise and place students for efficient completion, monitor credit accumulation, & help undecided students choose a career path in a high demand area.	Implement the Electronic Career Advantage Plan (MyCAP) to ensure students have a clear academic pathway.	Stephanie Sutton, Dean Enrollment, Financial and Career Services Sun Jamerson, Associate Registrar	Lou Kompare, Director of Institutional Systems and Services MyCAP Team/Krista O'Neill & Laurie	Decrease # of excess credits earned	Using the 2005, 2006 and 2007 cohorts as baseline, track percentage change over time.	Spring, 2014	P1 Reduce Time and Cost to Degree Completion, P1 Encourage Early Connection to Careers,

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To prevent students from falling behind or leaving.			Grimes co-chairs				P1 Launch Personalized Intervention
To help undecided students choose a career and educational path.	Connect all students to the PeopleSoft advising module.	Sun Jamerson, Associate Registrar	Lou Kompare, Director ISS			Fall, 2012	P1 Early Connection to Careers
To engage students.	Engage students within the college community & in the external community.	Selina Gaddis, Manager of Student Life	Lisa Augustine, Dean Health, Physical Education and Recreation Marcia Jones, Employment & Career Services Manager			On going	P5 Promote Wellness, P5 Expand Service Learning, P5 Foster Connections through Arts & Cultural Experiences, P5 Build Community Collaboration
To identify policies and practices that advance the College toward improved student completion rates.	Identify policies & practices in the College Catalog that are barriers to student success & revise them.	Stephanie Sutton, Dean of Enrollment, Financial and Career Services	The MyCAP Team/Krista O'Neill & Laurie Grimes, co-chairs Faculty Senate/Aaron Weiss, President Operations Council (OC)	Revise or eliminate policies & practices that are barriers to student success & completion.	Conduct Student focus groups. Track impact of new & revised policies and practices on student success to avoid unintended consequences.	Fall, 2012 On going	P5 Model Sustainability Leadership P6 Expand College's Resource Capacity
To determine what policies we have that incentivize students to stay on track	Engage in college-wide policy and practice review &	Marcia Ballinger, Provost/Vice	All Administrative Leadership Team (ALT) members			Spring 2014 On going	P5 Model Sustainability Leadership

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
and what policies at the federal, state, and local levels are barriers to students' ability to persist.	revision across the learning continuum in partnership with Jobs for the Future (JFF)	President for Academic and Learner Services Vice Presidents Tracy Green and Quentin Potter	Faculty Senate/Aaron Weiss, President Staff Council/Amanda Haney, President Student Senate/Crystal Morgan, President OC				P6 Expand College's Resource Capacity

Do we know our students' expectations?

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

PROGRESS

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

Improvement Focus Current Status: A dashboard was launched Spring 2014 to enable faculty, staff and administrators to monitor and analyze data at the institutional, program and course levels

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?	What are the Vision 2.0 priorities (P1-P6)? See Preface
To achieve equity for all students, a cornerstone of Achieving the Dream (AtD).	Disaggregate data by race/ethnicity, income/poverty level and gender; identify the gaps, and implement specific strategies to close the gaps, e.g., data demonstrate achievement gaps relative to African American students.	Shara Davis, Dean of Institutional Effectiveness and Planning (IEP) Academic Deans and their faculty, Enrollment, Financial Aid and Career Services faculty and staff	Erika Fenik, Research Analyst Tomasz Malinowski, Research Analyst The Student Success Data Team/Shara Davis, Chair The Completion Core Team/ Stephanie Sutton & Jonathan Dryden, co-chairs	Close the gap between African American & Caucasian students' completion of developmental math within 1 & 2 years.	Disaggregated Data, Credit Milestones: 12 in year 1 and 24 in year 2	Fall, 2013 On going	P1 inclusive of all strategies

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
<p>To ensure FTIC students are retained term to term and year to year until they complete their goals, certificates and/or degrees.</p> <p>To ensure alignment between instructional and student support services and among institutional interventions and programs.</p>	<p>Redesign front end services: merge enrollment services, financial services and career services into a Main Street, one stop shop for student services.</p>	<p>Stephanie Sutton, Dean of Enrollment, Financial and Career Services, Krista O'Neill, Coordinator of Counseling and Advising Marcia Jones, Employment and Career Services Manager Virginia Biada, Financial Aid Manager</p>	<p>The MyCAP Team/Krista O'Neill & Laurie Grimes co-chairs</p> <p>The Completion Core Team/Stephanie Sutton and Jonathan Dryden co-chairs</p>	<p>Increase % students persisting term to term</p> <p>Increase % students persisting year 1 to year 2</p> <p>Increase % students earning 12 college level credits in 1 year, 24 in 2 years, and 36 in 3 years.</p> <p>Increase % students who enter a primary program of study (concentration) within 1 year and 2 years.</p>	<p>Using the 2008 cohort as a baseline, track percentage change over time.</p>	<p>Fall, 2012</p>	<p>P1 Strengthen Student Support and Engagement</p>
<p>To advise and place students for efficient completion, monitor credit accumulation, & help undecided students choose a career path.</p>	<p>Assign students to a specific advisor, counselor or career specialist as a single point of contact.</p>	<p>Krista O'Neill, Coordinator of Counseling and Advising</p>	<p>Jody Haserodt Learning Specialist, Office of Special Needs</p>			<p>Fall, 2014</p>	<p>P1 Strengthen Student Support and Engagement, P1 Launch Personalized Intervention</p>

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To support student learning.	Provide professional development to faculty to improve mentoring and advising skills.	Jonathan Dryden, Dean Social Science and Human Services and Center for Teaching and Learning (CTE)/Vince Granito, Chair	Human Resources Development (HRD) Barbara Schuckman, Adjunct Faculty Liaison OACC			On going	P6 Develop Our People P3 Stimulate an Entrepreneurial Mindset
To more strategically connect adjunct faculty with LCCC's student success and completion priorities.	Identify 2 divisional adjunct faculty representatives from each academic division to serve on the Adjunct Faculty Advisory Committee and to fulfill the responsibilities of their new job description which focus on student success & completion for which they will receive ½ ILU.	Marcia Ballinger, Provost/Vice President for Academic and Learner Services	All academic division Deans			Spring, 2014	P1 inclusive of all strategies P6 Develop Our People P3 Stimulate an Entrepreneurial Mindset

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To more strategically connect adjunct faculty with LCCC's student success and completion priorities.	Identify an Adjunct Faculty Liaison to better communicate student success and completion priorities to adjunct faculty and to coordinate professional development opportunities for adjunct faculty.	Barbara Schuckman, Adjunct Faculty Liaison				Spring, 2014 First Adjunct Faculty Summit April, 2014	P1 inclusive of all strategies P6 Develop Our People P3 Stimulate an Entrepreneurial Mindset
To ensure that students are staying on track. To determine the preparation of students for specific programs.	Ensure students have a Career Advantage Plan (MyCAP) to guide them through their career pathway, and monitor progress to completion.	Stephanie Sutton, Dean Enrollment, Financial and Career Services, Krista O'Neill, Coordinator Counseling and Advising	The MyCAP Team/ Krista O'Neill & Laurie Grimes co-chairs Career Connection Team/Jonathan Dryden & Marcia Jones co-chairs IPAS Team/Sun Jamerson, Lou Kompare, Stephanie Sutton co-chairs	Increase % students who earn a credential within 5 years or transfer to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours.	Using the 2005, 2006 and 2007 cohorts as baseline, track percentage change over time.	Spring, 2014	P1 Reduce Time and Cost of Degree Completion, P1 Encourage Early Connection to Careers, P1 Strengthen Student Support and Engagement

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To engage students with meaningful workforce connections.	Provide students with significantly more opportunities for hands-on, contextualized learning in their field inside and outside the classroom.	Transfer and Applied Team/ Claudia Lubaski & Steve Hubbard co-chairs	Academic Faculty Career Connection Team/ Jonathan Dryden & Marcia Jones co-chairs	Increase % students enrolling in Experiential Learning	Using the 2008 cohort as baseline, track percentage change over time.	Fall, 2014	P2 Engage Employers as Teaching and Learning Partners, P2 Increase Industry-Recognized Training and Credentials, P2 Prepare Talent for Growth of Advanced Manufacturing, P4 Enhance Rapid Prototyping Resources P4 Pilot Production Innovation Lab P2 Expand International Initiatives.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To ensure programs are transparent and accessible and incent students' to earn a credential.	Redesign programs and curriculum guides to align with state recommendations and to include stackable credentials.	All academic Deans and their faculty	Curriculum Council Transfer & Applied Team/Steve Hubbard and Claudia Lubaski co-chairs John Crooks, Associate Provost of the University Partnership/3+1 programs	Increase % students who earn a credential within 5 years or transfer to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours.	Using the 2005, 2006 and 2007 cohorts as a baseline, track percentage change over time	Spring 2013	P2 Expand University Partnership P2 Increase Industry-Recognized Training and Credentials P2 Engage Employers as Teaching and Learning Partners
To support student learning.	Disseminate course completion data to faculty. Faculty to develop short and long term interventions to improve course completion and credit accumulation within year one and year two.	All academic Deans and their faculty	Shara Davis, Dean of IEP. Erika Fenik, Research Analyst Tomasz Malinowski, Research Analyst	Increase % student course completions	Spring, 2014 use the new Dashboard to access data to measure progress at the course level. Baseline data from Summer 2010-Spring 2013	Spring, 2014	P1 Reduce Time and Cost of Degree Completion P6 Develop Our People P3 Stimulate an Entrepreneurial Mindset
To engage students with meaningful workforce connections.	Implement tools that support early career exploration (MyPlan & CSI).	Marcia Jones, Enrollment and Career Services Manager	The Career Connection Team/Jonathan Dryden & Marcia Jones co-chairs			Fall, 2012	P1 Encourage Early Connection to Careers

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To engage students with meaningful workforce connections.	Develop Career Fairs & Career Week	Career Connection Team/ Jonathan Dryden & Marcia Jones	Terri Sandu, Ell All academic faculty			On going	P1 Encourage Early Connection to Careers P2 Engage Employers
To address learning support needs of students.	Scaffold financial literacy and planning throughout the learning continuum.	Stephanie Sutton, Dean & Virginia Biada, Financial Services Manager	Financial Literacy Team/Virginia Biada chair			Spring 2014	P1 Reduce Time and Cost to Degree Completion P6 Develop Our People P3 Stimulate an Entrepreneurial Mindset
To determine what policies we have that incentivize students to stay on track and what policies at the federal, state, and local levels are barriers to students' ability to persist.	Engage in college-wide policy and practice review & revision across the learning continuum in partnership with Jobs for the Future (JFF)	Marcia Ballinger, Provost/Vice President for Academic and Learner Services Vice Presidents Tracy Green and Quentin Potter	All Administrative Leadership Team (ALT) members Faculty Senate/Aaron Weiss, President Staff Council/Amanda Haney, President Student Senate/Crystal Morgan, President OC	Revise or eliminate policies & practices that are barriers to student success & completion.	Conduct Student focus groups	Spring, 2014 On going	P5 Model Sustainability Leadership P6 Expand College's Resource Capacity

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

1. Launch the Institutional Effectiveness and Planning's Dashboard to enable sharing of data to the course and section levels with faculty and staff, and revise the program review process to include data driven, continuous improvement strategies.
2. Continue Brown Bag meetings with the President and Provost/3 sessions a semester.
3. Continue President's staff forums/2 forums a semester.
4. Continue mandatory professional development sessions during development days/5 days a year.
5. Ensure communication is consistent and timely and that everyone is on the same page.

COMPLETION

Improvement Focus Description: LCCC's focus on Completion includes strategies/interventions with a focus on retaining Pell eligible students term to term and year to year until they complete their goals, certificates and/or degrees.

Improvement Focus Current Status: LCCC has implemented completion strategies intended to reflect that students don't do optional and that they need more direction as well as opportunities for continuous engagement.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable	What are the Vision 2.0 priorities (P1-P6)? See Preface
To motivate Pell eligible students to complete, the following strategies focus on cost and curriculum efficiencies.	Continue monetary student incentives/strategies including performance-based scholarships, multiple financial aid payments, Student Success Pass and emergency loans	Stephanie Sutton, Dean Enrollment, Financial and Career Services, Virginia Biada, Financial Services Manager	The Completion Core Team, Stephanie Sutton and Jonathan Dryden co-chairs Women's Link	Increase % students who earn a credential within 5 years or transfer to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours. Decrease % students earning excess college credits beyond 2-year degree requirements. Decrease # of excess credits.	Using the 2005, 2006 and 2007 cohorts as a baseline, track percentage change over time.	On going	P1 Reduce Time and Cost of Degree Completion

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To assist students with college to career transition.	Provide experiential learning opportunities for all programs.	The Transfer and Applied Team Co-chairs Claudia Lubaski & Steven Hubbard	All academic Deans & their faculty	Increase % students enrolling in Experiential Learning	Using the 2008 cohort as baseline, track percentage change over time.	Fall 2014	P1 Embed Real World Experiences P2 Engage Employers a Teaching and Learning Partners P3 Expand Business Coaching and Mentoring
To ensure students achieve credentials within selected program streams.	Ensure students who have completed a declared major automatically graduate.	Nora Burkholder, Administrative Associate	Sun Jamerson, Associate Registrar John Crooks, Associate Provost of University Partnership	Increase % students who earn a credential within 5 years or transfer to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours.	Using the 2005, 2006 and 2007 cohorts as baseline, track percentage change over time.	Fall 2013	P1 Reduce Time and Cost to Degree Completion, P2 Expand University Partnership
To increase credit attainment and help students complete their credentials more quickly.	Implement reverse transfer policy.	Sun Jamerson, Associate Registrar				Fall 2012	P1 Reduce Time and Cost to Degree Completion
To eliminate unnecessary cost.	Eliminate graduation application fee.	Kimberly Bilancini, Bursar				Fall 2012	Reduce cost

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To ensure sustainability of student success and completion strategies.	Implement Career Advantage Fee to increase capacity of support services staff, e.g., Student Success Coaches.	Quinton Potter, VP Administration				Fall 2012	P6 strategy, Secure Local Resources
To increase credit attainment and help more students complete their credentials more quickly.	Periodically reaffirm career/major selection and My Career Advantage Plan (MyCAP).	Stephanie Sutton, Dean Enrollment, Financial and Career Services				Spring 2013	P1 Reduce Time & Cost to Degree Completion
To help students complete their credentials more quickly.	Periodically reaffirm students are tracking success and progress using the PeopleSoft Advising Module.	Stephanie Sutton, Dean and Lou Kompare, Director ISS				Fall 2012	P1 Reduce Time & Cost to Degree Completion
To increase our capacity to provide alerts to students who are falling behind and to customize communication among counselors, advisors, faculty, students and Deans.	Implement IPAS including early alert and the electronic MyCAP.	Sun Jamerson, Associate Provost & Stephanie Sutton, Dean Enrollment, Financial & Career Services	IPAS Team, Sun Jamerson, Lou Kompare & Stephanie Sutton co-chairs			Spring 2014	P5 Foster Connections through Technology, P1 Launch Personalized Intervention

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To ensure LCCC's success and completion strategies provide state funding for sustainability.	Ensure optimum alignment of LCCC's completion strategies/interventions with Ohio's performance based funding framework.	Marcia Ballinger, Provost	All Administrative Leadership Team (ALT) members			Fall 2014	P6 Expand Stakeholder Base. P6 Engage Philanthropic Community, P6 Leverage Mission-Based Enterprise Development
To refocus transfer and applied student populations with 30+ credit hours and no credential after 5 years.	Reduce Associate Degree credit hours to align with state recommendations & reduce excess credits	All academic Deans and their faculty	Curriculum Council Transfer & Applied Team, Claudia Lubaski and Steve Hubbard co-chairs	Increase % students who earn a credential within 5 years or transfer to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours. Decrease # of excess credits.	Using the 2005, 2006 and 2007 cohorts as baseline, track percentage change over time.	Fall & Spring 2013-14	P1 Reduce Time & Cost of Degree Completion

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To improve the transition from LCCC's Associate Degrees to the University Partnership's Bachelor's Degrees.	Expand University Partnership paired majors and better align Associate Degree programs with UP Bachelor's Degree programs. And build 3+1 programs where possible to help students achieve credentials at a lower cost.	John Crooks, Associate Provost of University Partnership John Crooks, Associate Provost of University Partnership All academic Deans	University Partners My University Team, John Crooks chair Connection Team/Cindy Kushner & Kathy Lathwell co-chairs K-12 Partners	Increase rate of students transferring to a 4 yr institution with a credential from LCCC or a minimum of 12+ credit hours.		1995 on going	P2 Expand University Partnership, Reduce Time & Cost of Degree Completion
To help students complete their credentials more quickly.	Launch Resource 25 for more efficient, student focused scheduling.	Robert Beckstrom, Dean of Arts & Humanities Rosemary Schestag, Manager of Projects	Lisa Guerrero, Computer Resources Specialist Resource 25 Team Lou Kompare, Director ISS			Spring 2014	P5 Foster Connections through Technology, P1 Reduce Time and Cost of Degree Completion
To increase credit attainment and help more students complete their credentials more quickly.	Implement a Prior Learning Assessment (PLA) program that is characterized by rigor, transparency and consistency, and that aligns with state recommendations.	Carrie Delaney, Academic Advisement Specialist	PLA Advisory Committee, Carrie Delaney and Stephanie Sutton co-chairs Jonathan Dryden, Dean of Social Science and Human Services			Fall 2015	P1 Reduce Time and Cost of Degree Completion

What are our next steps?

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

OTHER ASPECTS OF COMPLETION SUCCESS

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

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

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?	What are the Vision 2.0 priorities (P1-P6)? See Preface
To ensure Board of Trustees' Indicators of Effectiveness align with LCCC's State Completion Plan, Achieving the Dream and Completion by Design.	Measure and monitor the Board of Trustees' Indicators of Effectiveness & continuously improve the results and the indicators alignment with student success & completion and PBF	President Roy A. Church	Vice-Presidents Marcia Ballinger, Tracy Green & Quentin Potter All ALT members Shara Davis, Dean of Institutional Effectiveness & Planning (IEP)			Fall, 2013 On going	P5 Model Sustainability Leadership P6 Expand College's Resource Capacity

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
To ensure college strategies/interventions are aligned with Ohio's PBF framework.	Use results of HCM Strategists' analysis to inform the design of specific institutional enhancements.	Marcia Ballinger, Provost	All members of ALT			Spring, 2014 On going	P5 Model Sustainability Leadership P6 Expand the College's Resource Capacity
To align LCCC's student success and completion work with our regional accrediting entity, The Higher Learning Commission (HLC)	Design a new HLC action project that focuses on student success & completion.	Marcia Ballinger, Provost	Deans' Council			Fall, 2014	P1 Drive Student Completion and Academic Success
To ensure college policies and practices are advancing LCCC toward improved student completion rates. To ensure clear, timely and consistent communication with internal and external stakeholders occurs.	Use the JFF policy audit tool results to inform the design of specific institutional enhancements.	Marcia Ballinger, Provost/Vice President of Academic and Learner Services	All members of the ALT Cindy Kushner, Director of Marketing and Outreach			Spring, 2014	P5 Model Sustainability Leadership P6 Expand College's Resource Capacity

What are our next steps?

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

WORKFORCE

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

Improvement Focus Current Status: LCCC has been proactive in the area of workforce development for over two decades. The following workforce strategies continue to align the College’s efforts with regional, state and national workforce objectives.

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?	What are the Vision 2.0 priorities (P1-P6)? See Preface
Improve use of Labor Market Data to inform program and service implementation and delivery	Use Labor Market Tools to support current programs and inform development of new programs including EMSI, Burning Glass and state data available via OMJ	Marcia Jones: Manager of Career Services, Terri Burgess Sandu: Director of Workforce Development	Anthony Schweppe: Manager of Business Engagement JCPR, Career Services, Deans,	Increase % Program completers, credential attainment, numbers of employers engaged, and placement	Using 2012 as the baseline, track percentage change over time.	Spring 2014, ongoing	P2 Meet Industry-Identified Talent Needs P1 Drive Student Completion and Success

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Provide cost effective, state of the art workforce development services to employers in the Northeast JobsOhio region that align with and advance economic development priorities	<p>Partner with economic development leaders & employers to foster industry-led sector strategies for workforce and talent development.</p> <p>Work in tandem with entrepreneurial support systems (SBDC, Innovation Fund, GLIDE, etc) to provide talent planning and workforce development support to start-up emerging and small to medium companies with high growth potential.</p>	<p>Terri Burgess Sandu,: Director of Workforce Development Courtney DeOreo: Sustainability Manager</p>	<p>Marcia Jones: Manager of Career Services, Annette McIver: Interim Program Director USO Talent Development Network Resource Center Tony Schweppe: Manager of Business Engagement</p>	<p>Increase % of employers engaged as design and delivery partners;</p> <p>Increase % enrollment and completion numbers for high demand fields</p>	Track percentage change over time.	Fall 2013, ongoing	<p>P2 Meet Industry-Identified Talent Needs</p> <p>P3 Foster Entrepreneurship and Business Innovation</p> <p>P4 Accelerate Commercialization to Enhance Regional Competitiveness</p>

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
<p>Connect students (job seekers) to employers seeking a trained workforce</p>	<p>Develop a broad spectrum of coordinated programs and services (Work-Based Learning, Job Shadowing, Networking, On-Site Recruitment, Professional Development) with high levels of employers engagement</p> <p>Expand the availability of internships, co-ops and other experiential learning opportunities to meet the needs of all students, including adult learners who are working and attending school part-time.</p> <p>Expand use of student-based research networks in partnership with employers and University Partners</p>	<p>Marcia Jones: Manager of Career Services</p> <p>Deans</p>	<p>Terri Burgess Sandu: Director of Workforce Development Cynthia McCabe: Job Placement Coordinator, Career Connection and Transfer and Applied Committees, Antony Schweppe: Manager of Business Engagement</p>	<p>Increase % of students and employers taking part in meaningful experiential, career and employment programs</p> <p>Increase % of certificate and degree programs that embed experiential learning.</p>	<p>Track percentage change over time.</p>	<p>Spring 2013</p>	<p>P2 Meet Industry-Identified Talent Needs</p> <p>P1 Drive Student Completion and Success</p> <p>P3 Foster Entrepreneurship and Business Innovation</p>

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Work with current program advisory committees to improve curriculum and new program development	<p>Link our curriculum and programing to labor market information http://ohiolmi.com/proj/jobsOhioInd.htm</p> <p>Share national best practices that are demonstrating success (ex: via TAACCCT investments)</p> <p>Align credit and non-credit offerings</p> <p>Embed industry-recognized credentials in all certificate and degree programs based on those that have direct value to employers</p>	<p>Marcia Jones: Manager of Career Services, Terri Burgess Sandu: Director of Workforce Development Deans</p>	Faculty, training managers, program managers	<p>Increase % of credentials earned that have been endorsed by industry; number of program completers; satisfaction of employer partners as well as participants;</p>	Track percentage change over time.	Fall 2014	<p>P2 Meet Industry-Identified Talent Needs</p> <p>P1 Drive Student Completion and Success</p>

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline	Vision 2.0
Enhance workforce training services for industry through collaboration via the Workforce Innovation Network (WIN)	Partner with Lorain County JVS to align and collaborate all customized, employer workforce training to achieve efficiencies and ensure strong alignment with the economic development priorities and company needs identified by partners in the Lorain County Growth Partnership as well as regional JobsOhio partners.	Peggy Michener: Executive In Residence UPRC Coordinator Terri Burgess Sandu: Director of Workforce Development	Training managers, program managers	Increase Revenue & reduce expenses; Increase employer/customer satisfaction	Track ROI over time.	Spring 2014	P2 Meet Industry-Identified Talent Needs

What are our next steps?

1. In partnership with industry and deans/faculty, expand use of work-based learning and industry-recognized credentials as incentives for enrollment and completion of high demand fields.
2. Expand use of Labor Market data to inform program enhancements and student career connections.
3. Hone our niche services for high growth / gazelle/ startup companies for talent planning and workforce development.
4. Build out the operations and business plan for WIN.