



*Lorain County  
Community College*

2022 - 2024 PLAN

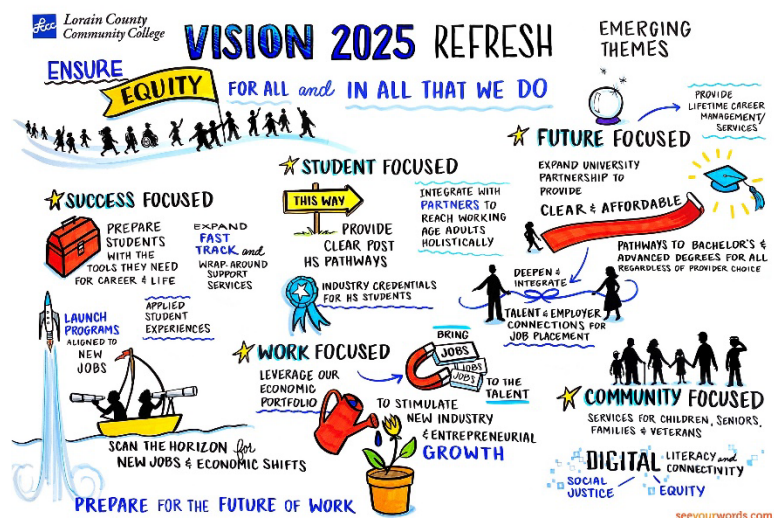
Submitted to Ohio  
Department of Higher Education  
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Campus Completion Plan  
ORC 3345.81

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## INTRODUCTION

**Vision 2025: 10,000 Degrees of Impact Refreshed**, adopted by the District Board of Trustees in 2021, represents a dynamic and bold direction as LCCC continues to boost regional economic and social mobility through education. Calibrated for a changing, post-pandemic environment, Vision 2025 is the product of an appreciative-inquiry based process that engaged internal and external stakeholders in considering the impact of the COVID-19 disruption on LCCC's strategic vision. This process provided an opportunity to both reflect on the economic, workforce, and higher education changes *and* design the college and community's collective response. Through this reflective pause, stakeholders affirmed that Lorain County Community College's (LCCC) strategic plan and its development process continues to chart a bold yet responsive course for the region's future. The refreshed Vision 2025 is comprised of five strategic updates: centering equity as a foundational value; expanding University Partnership pathways, industry partnerships, and student support services; expanding career awareness and connection through the use of labor market analysis; focusing on deepening and integrating partnerships with K-12, community, universities, and employers; and enhancing connections by engaging students in co-curricular learning.



LCCC's Vision 2025 Refreshed aligns with the recently released updated Equity Statement from Achieving the Dream (ATD). ATD's expanded equity statement calls upon community colleges to fully leverage their localized missions to create the education, training, and opportunities necessary to create vibrant, thriving communities:

*Achieving the Dream remains steadfast in our commitment to delivering student-centered strategies to guide and support colleges to disrupt and dismantle historical systemic discriminatory legacies, structures, and barriers that prevent community members from prospering. We expect ATD Network colleges to honor their institutional responsibilities to create and invest in thriving local communities by leveraging their leadership positions to actualize social, economic, and racial justice. Through bold actions, colleges must transform their practices to target and eliminate specific barriers to student success and address their students' needs by centering equity within their local context.*

**Equity**, as a foundational value, centers LCCC's transformational work on the principle that all students have access to resources that empower student success and completion. As a campus community, LCCC adopts practices that grow a culture of inclusion and social mobility, and ensure success for all students.

Student success is more than just academics, it's about developing the skills and abilities that lead to the student's career and educational goals. LCCC recognizes its role in connecting its students and graduates to the experiences, networks, and opportunities that promote social mobility and stability in their chosen career. To LCCC, a *career by design* is one that is created through stackable credentials, seamless transfer pathways, and contributes to the vibrancy of the region's future. LCCC works with Team NEO, employers, workforce development collaboratives and compacts, and other strategic partners to create systems and structures that provide relevant information and experiences, transforming students' ability to truly design their futures. Building upon LCCC's student success transformations under Completion by Design, the college recently launched a comprehensive approach to student career design and outcomes. Through adapting the loss/momentum framework, LCCC has organized efforts under a new framework known as **Career by Design**.



Inspired by Team NEO's *Aligning Opportunities* regional data reports, LCCC has disaggregated and examined its academic program representation across race, gender, age, and socio-economic status and identifies areas of over- and under-representation in its Equity Progress Update. This analysis helps teams identify and understand imbalances across academic and career pathways, which are at risk of perpetuating the regional workforce gaps inequities highlighted in Team NEO's *Lost Opportunities*, *Misaligned Opportunities*, and *Aligning Opportunities* reports. Collectively, LCCC and Team NEO, as well as sector-specific workforce development collaboratives and compacts, have begun to identify the college-to-workforce talent pipelines, their gaps across populations, and opportunities to create equitable access to the greatest opportunities for individuals to reach and build upon family wages in the northeast Ohio region.

Career by Design's framework is built upon the concept that students' future careers are highly individualized, and yet facilitate economic adaptation and mobility over the course of a lifetime. Career by Design is guided by principles that include equity in access to career support systems and networks, knowledge transfer that promotes informed career decision-making, and that all LCCC students see themselves as earning advanced credentials through stacking and transfer despite their own unique timelines.

Supporting student career design requires teams at LCCC to deeply understand the unique workforce landscape of the local communities, region, and state. Under Career by Design, a diversified approach that is inclusive of professional development in collaboration with Team NEO, faculty access to academic program data through a comprehensive review dashboard, skills-based co-curricular and experiential learning, and innovations in work-based learning (WBL) is used to create an integrated career design ecosystem across the student experience.

Scanning and monitoring the external environment locally, regionally and beyond is a part of the integrated planning process and supports the career design work by informing program development and keeping a pulse on workforce needs. This approach led LCCC to creating a Micro electromechanical systems short-term, one-year, associate and most recently, Bachelor of Applied Science program pathway.



This strategic foresight has resulted in LCCC being prepared for local, regional, and state opportunities that link graduates with high wage jobs and careers like the recent developments with Intel's announcement of building a manufacturing plant in Ohio.

**Enrollment Management and Planning** is an important component of LCCC's overall access, success, and completion plans. Through a planning committee jointly led by Institutional Research and the Vice President of Enrollment Management and Student Services, LCCC facilitates in-depth analysis of the internal and environmental factors that impact individuals' connection with higher education overall. The 2022-2024 Completion Plan has been informed within the context of the environmental and demographic trends within Lorain County and its surrounding communities.

During the timeframe of this Completion Plan, Lorain County's high school graduating classes are expected to decline by over 10% overall. Despite fewer high school graduates, LCCC continues to increase the percent of in-county high school students graduating with college credit while also closing equity gaps in access to high school dual enrollment. Historically, one third of in-county high school graduates enroll at LCCC direct from high school, seeking affordable access to high-quality educational experiences and generous institutional scholarships and supports.

In a new landscape re-calibrated by the impacts of the COVID-19 disruption, the classes of 2020 and 2021 remain an important population to engage as 18–20-year-olds not enrolled in higher education are likely working in sectors with little advancement opportunity. This potential "lost generation" that did not immediately enroll in college during the pandemic's disruption represents future adult learners and opportunities for addressing emerging workforce talent gaps.

In addition to identifying and enrolling new students, LCCC is prepared to support success and completion among adults, individuals with some college/ no degree, COVID-19 stop-outs, Fast Track certificate completers, and graduates seeking baccalaureate and master's degrees through the University Partnership.

**Student voice** continues to be important in informing the tactical components of Vision 2025 that involve student experience, access, and completion. An expanded cycle of institutional and program specific surveys has been implemented supporting strategic institutional decisions and accreditation and assessment efforts. Additionally, the culture of care is extended through the inclusion of voice in on boarding, outreach, and semesterly check-ins by allowing LCCC to understand more deeply the students' needs and proactively connect students with services that are beneficial to them.



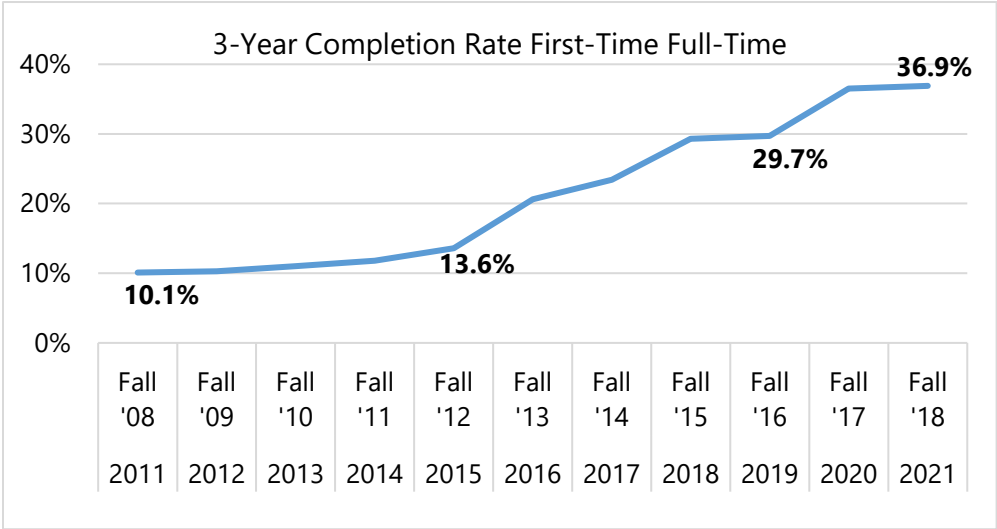
The New Student Intake survey is the dominant example of translating culture to onboarding. Launched in May of 2022, the language of the survey and the questions asked within are focused on best supporting the student before they experience a need. The survey is foundational to onboarding but also to the Academic Recovery Process. This integration of applications maximizes the use of analytics and the institution's ability to be proactive.

A key component to this work has been to focus on creating an experience where students understand the importance of their voice. To do this, LCCC has included language in the college Catalog, sends a welcome email including information about the importance and use of the surveys, and has common branding so that students can easily identify messages that require them to complete a survey or questionnaire.

INSTITUTIONAL PROGRESS

At LCCC, raising student success and completion reflects a true team effort, guided by data transparency and goals set forth through analysis of both internal and external factors. Faculty, staff, and community partners continue to work in partnership to ensure efforts are aligned and contributing to collective impact. Progress in key metrics demonstrates that continuous improvement efforts are leading to successful outcome, and also helps to target area in which student success efforts can be strengthened.

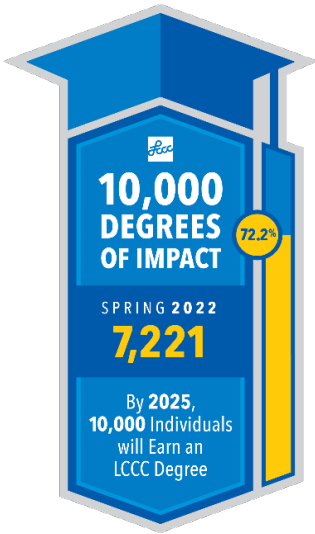
LCCC continues to see increases in credential completion rates. Overall, the three-year completion rate for the fall entering cohort (first term enrollment intensity full-time, first time in college cohort) has increased from 10.1% in 2011 (2008 Fall cohort) to 36.9% in 2021 (2018 Fall cohort).



Source: WMM dashboard version 10.7.21

As of May 2022, LCCC is **72.2%** of the way towards its strategic goal of 10,000 individuals earning an LCCC degree/credential by 2025. This goal, foundational to Vision 2025, was set through extensive research including, regional workforce needs, state aspirational goals, and county population trends.

Related to the Vision 2025 goal, LCCC monitors local and regional credential attainment. Creating a vibrant economy is central to LCCC’s mission. The college understands its role in upskilling the workforce, and strengthening the talent pipeline in Lorain County and within the Northeast Ohio region. In the 2022 “[Stronger Nation](#): Learning beyond high school builds American talent Ohio Report” by the Lumina Foundation, Ohio’s attainment rate is 49.5%. From the same report, Northeast Ohio has reached 38.9% (18 counties), the Cleveland-Elyria Metro (five counties) area is 43.1%, and Lorain County had a rate of 38.0% for adults 25-64. Ohio set a goal that 65% of adults (25-64 years old) would



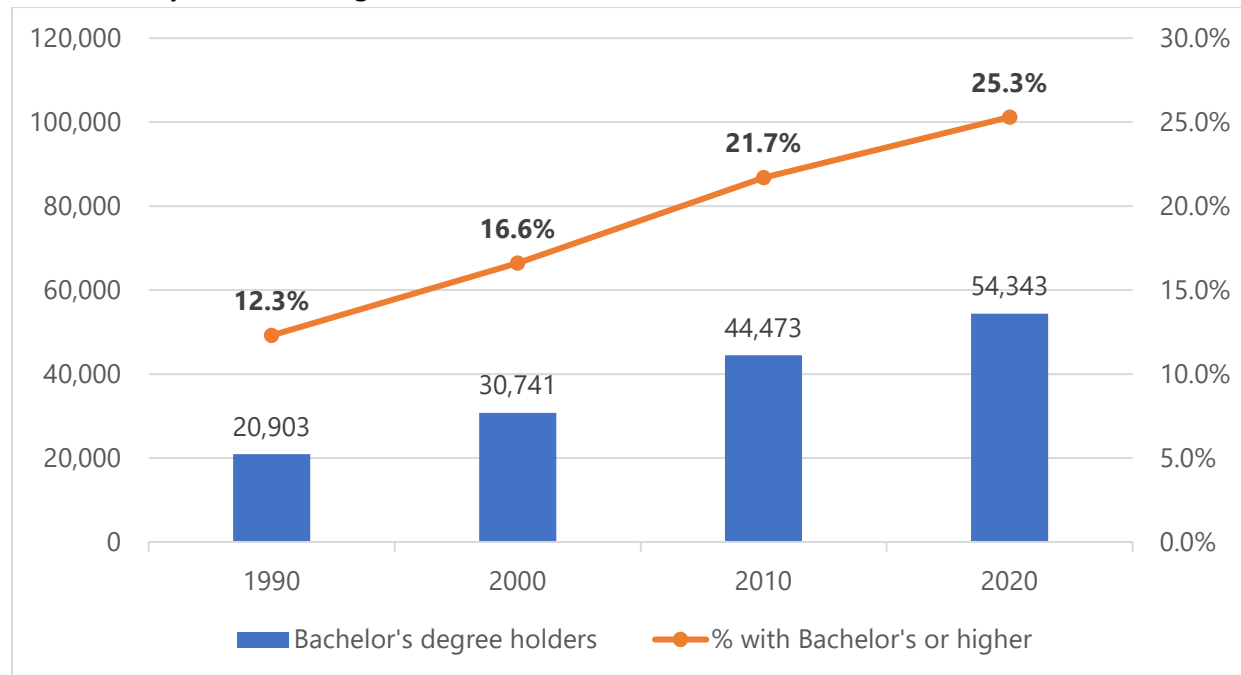
have a college credential by 2025. LCCC supports this goal through its Vision and continues to strengthen academic and support services across the institution to work towards increasing credential attainment.

A major strategy since 1996, the University Partnership has provided access to bachelors and master’s degree programs to Lorain County residents (see page 8 for more information). Lorain County has seen a 77% increase in bachelor’s degree



holders since 2000, and an increase of 8.7 percentage points in the educational attainment rate moving it from last in the Northeast Ohio region to among the top two counties. The University Partnership continues to provide Lorain County community members access to bachelor's and master's degrees. The University Partnership has grown to 14 institutions and 100 academic programs.

### Lorain County Bachelor's Degree Attainment



Source: Adults, 25 and older, with bachelor's or graduate/professional degree. US Census Bureau, 1990 & 2000 Decennial Census, 2010 ACS 1-year, 2020 ACS 5-year estimates (Table DP02)

**What Matters Most (WMM)** is a set of lead indicators, focused on the key items that new students should be accomplishing within their first year at the institution. These, along with the addition of more lag indicators focused on completion and transfer, have consensus from the District Board of Trustees to be the Institutional Indicators of Effectiveness. Each metric is intentionally disaggregated on five student attributes as described in the following pages.

*80% of students that complete gateway English and gateway math and earn 15+ college-level credits in the first year earn an LCCC credential or bachelor's degree within six years.*

|                                      | Fall 2011 Cohort | Fall 2020 Cohort | Change         | 6yr Completion with Metric | 6yr Completion w/o Metric | Impact                     |
|--------------------------------------|------------------|------------------|----------------|----------------------------|---------------------------|----------------------------|
| Gateway English by end of year one   | 49.8%            | 59.1%            | <b>+9.3pp</b>  | 49.7%                      | 10.0%                     | <b>+39.7pp</b><br>OR=8.91  |
| Gateway math by end of year one      | 19.8%            | 43.5%            | <b>+23.7pp</b> | 64.1%                      | 22.0%                     | <b>+42.1pp</b><br>OR=6.34  |
| 15 college-level credits in year one | 30.0%            | 42.4%            | <b>+12.4pp</b> | 66.9%                      | 14.6%                     | <b>+52.3pp</b><br>OR=11.80 |

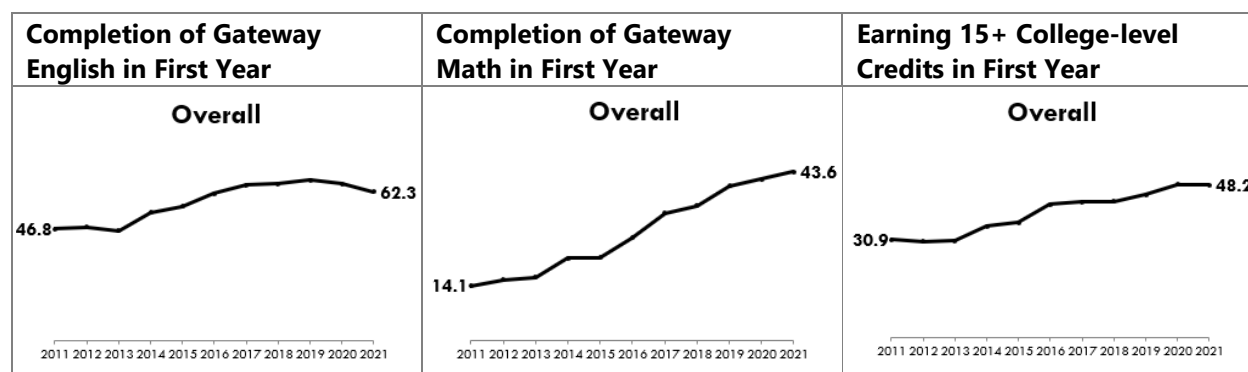
Recent analyses indicate the importance of a *fourth* predictive metric of longer-term success. Aligned with CCRC's research in this area, LCCC has defined "program momentum" as the completion of nine credits in the same subject area (beyond gateway courses) or completion of a short-term certificate. Program momentum, as a fourth predictor of success and completion, also informs ongoing pathways-based curriculum development and is a key performance indicator in the "connection" momentum point in the Career by Design framework.

|                  | Fall 2011 Cohort | Fall 2020 Cohort | Change         | 6yr Completion with Metric | 6yr Completion w/o Metric | Impact                    |
|------------------|------------------|------------------|----------------|----------------------------|---------------------------|---------------------------|
| Program Momentum | 12.2%            | 27.5%            | <b>+15.3pp</b> | 72.5%                      | 32.2%                     | <b>+40.3pp</b><br>OR=5.55 |

The additive impact of the four metrics is pronounced. The chart below demonstrates the impact on six-year credential attainment for students completing zero, one, two, three, and four of the milestones. For those students completing none of the four their six-year completion rate is 6.7% while students that completed all four experienced a rate of 85.5%.

| # Metrics Completed | % of students exact # | 6yr Completion exact # | % of students # or more | 6yr Completion # or more |
|---------------------|-----------------------|------------------------|-------------------------|--------------------------|
| None                | 36.5%                 | 6.7%                   |                         |                          |
| 1                   | 21.2%                 | 21.7%                  | 63.5%                   | 48.5%                    |
| 2                   | 19.1%                 | 46.9%                  | 42.3%                   | 62.0%                    |
| 3                   | 16.7%                 | 70.1%                  | 23.2%                   | 74.5%                    |
| 4                   | 6.6%                  | 85.5%                  | 6.6%                    | 85.5%                    |

COVID-19 disrupted many things including how and to what degree individuals were accessing courses. LCCC experienced a higher number of students enrolling part-time during the height of the pandemic. Monitoring of the 'Big Three' shows that gains continued in math completion, growth slowed for those earning 15 or more college-level credits in the first year, and a slight decline in completion of English. Intentional efforts to have helped get students back on track, progress is being made, and predictions show that rates will recover and continue in an upward momentum for the next two years.



Source: WMM dashboard version 10.07.21



### Better by degrees: LCCC's University Partnership leads to 77% increase in bachelor's degree attainment for Lorain County

Twenty-five years ago, Lorain County launched something of great value, a precious gift to our community: the creation of the Lorain County Community College University Partnership Program to deliver affordable bachelor's and master's degrees to residents of Lorain County.

In the early 1990s, the economy was entering a period of technological innovation - a period that would give rise to the internet, advanced manufacturing, medical innovations and more. This transformation would alter the nature of jobs, requiring workers to have greater levels of education and skills. However, at that time, Lorain County ranked first in the region for associate degree graduates but last in the region for those with bachelor's and master's degrees.

Recognizing these changes, in 1994, more than 300 community leaders gathered to form a plan to raise educational attainment and keep Lorain County's workforce competitive. These conversations would create the vision for what would become LCCC's University Partnership.

A year later, in 1995, Lorain County voters supported the concept by passing a levy to create Lorain County Community College's University Partnership. In 1996, the University Partnership launched with five colleges and universities delivering 12 bachelor's and master's degrees. That vision and leadership from our community made LCCC the first community college in Ohio to offer such a program.

Lorain County is well-known for great vision and leadership and being "first." The strong community support that created LCCC's University Partnership as the first of its kind in Ohio was reminiscent of the 1960s, when this community created LCCC as the first community college with a permanent campus in Ohio.

LCCC and the University Partnership are certainly impacting generations in a profound way. LCCC's University Partnership has helped increase bachelor's and master's degree attainment for Lorain County residents – contributing to a 77% increase in the number of Lorain County residents with bachelor's degrees since 2000. That increase ranks Lorain County as among the fastest growing counties in the region for bachelor's degree attainment, second to only Medina County.

Furthermore, 89% of those earning a bachelor's degree in Lorain County since 2000 earned some college credit from LCCC. And in just the past seven years, the number of students enrolling in University Partnership programs has increased by 52%. During the May 2021 commencement, we celebrated 365 students who earned degrees through the University Partnership – the largest class in the history of the program.

These gains are more than impressive figures: advanced degrees increase graduates' earning potential and supply local business and industry with a talented workforce pipeline. Central to its design, programs offered through the University Partnership directly align with in-demand jobs, filling positions for local employers at a time when talent is a top priority.

University Partnership graduates are our community's teachers, nurses, social workers, accountants, IT professionals, engineers and more. I too, am a proud graduate of the University Partnership having earned my MBA from Kent State University. Given that over 90% of graduates live and work in our region, LCCC and University Partnership graduates fuel our economy; a resource employers depend on.

Over the past 25 years, the University Partnership has expanded to now offer more than 100 bachelor's and master's degrees from 14 Ohio universities and colleges – all delivered at a fraction of the cost of attending the university. In fact, the average University Partnership student saves \$74,000 on their degree. That's a savings that makes a real difference for students and their families. These savings can be particularly significant for high school dual enrollment students who follow a bachelor's degree pathway through our MyUniversity program – a model that allows students to earn a bachelor's degree by age 20 while saving 80% on the cost of their education.

This history and experience prepared Lorain County Community College to become the first community college in Ohio to deliver our own applied bachelor's degrees. We focused on niche areas of the economy, such as Microelectronic Manufacturing which launched in 2018, with more programs soon to be announced.

This year we celebrate 25 years of impact of the University Partnership and thank you, our community, for your vision and support. As we look to the future, I'm filled with pride and optimism knowing our community has access to affordable, quality higher education that builds a stronger community.

*Marcia J. Ballinger*

President, Lorain County Community College

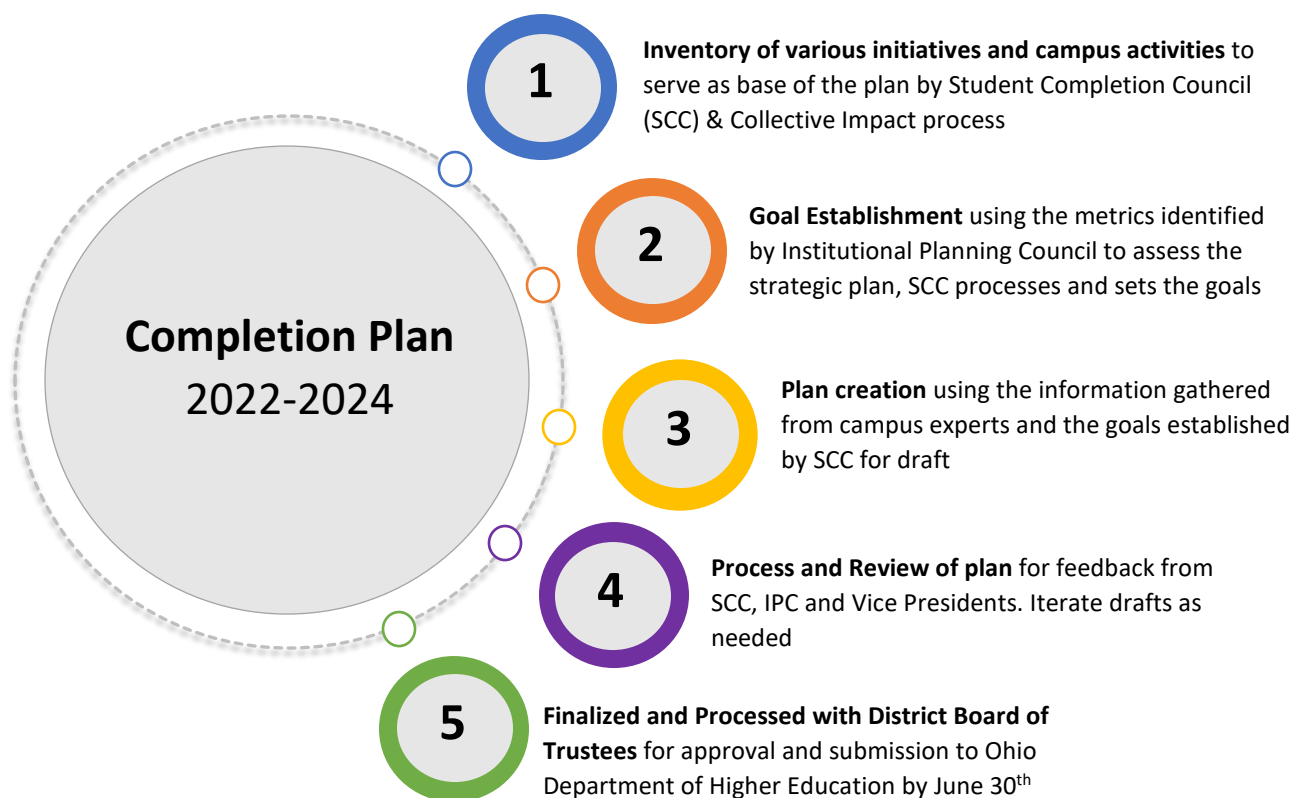




## CAMPUS COMPLETION PLAN DEVELOPMENT

Developed through a comprehensive and robust process, LCCC's Campus Completion Plan aligns with Vision 2025 Refreshed and includes a broad set of supporting projects, grant initiatives, key performance indicators and goals. Additionally, the Campus Completion Plan demonstrates the alignment of planning and budgeting through resource allocation and prioritization of strategic initiatives.

The five-phase process engaged committees and stakeholders from across campus. Lead by Institutional Planning Council and the Student Completion Council the initial phase began with an inventory of strategies occurring or planned to occur during the time the current plan covers and aligned them to each of the five areas of focus. To supplement and expand the inventory LCCC launched the Collective Impact project.



After adopting the refreshed Vision 2025 in spring 2021, LCCC units and committees refined their work aligned to the strategic areas of focus. To inventory the efforts underway and planned LCCC created a streamlined and systematic way to collect that information. The Collective Impact project asked every unit to complete a questionnaire outlining the work aligned with the strategic plan both already underway and planned for the coming year. All 63 units completed the questionnaire and many units indicated it was a helpful process for facilitating conversations about how their work connects to the strategic plan. The project culminated in not only an expansion of items included in the Campus Completion Plan but also in reports, a section of the Unit Annual Impact Reports, and a visual representation of illustrating how each unit is a part of the larger progress moving LCCC closer to its vision of a Vibrant community.



In phase two, Student Completion Council reviewed the progress towards the goals set forth in the 2020-2022 Campus Completion Plan. Reviewing the data and discussing the outcomes set the stage for creating goals for each of the key performance indicators established by the Institutional Planning Council for Vision 2025 Refreshed. Sharing the dashboard of metrics, Student Completion Council was asked to consider the timeframe for the goals, the context of what is occurring or is planned to occur that might impact the metric, and that goals need to be set based on what excellence is for all students (based on guidance from Tia Brown McNair AAC&U). The key performance indicators will be monitored each year by Institutional Planning Council and shared with Student Completion Council to inform strategic initiative and policy development.

Using the inventories and goals, phase three is the development and full drafting of the plan. Once a full draft is created it is processed back with Institutional Planning Council and Student Completion Council for completeness before being processed at the Vice President's meeting. Through an iterative approach, drafts are revised and edited before review by the District Board of Trustees.



## FIVE AREAS OF FOCUS

### Student Focused Expand participation

- Prepare Working-Age Adults
- Prepare Next Generation

### Supporting Projects /Initiatives

#### UPDATE

**Online learning** – LCCC has expanded its online program offerings to now include 20 associate degrees an increase from 13 in 2020. Additionally, 14 one-year certificates, 19 short-term technical, nine certificate of completion, and eight non-credit programs are available primarily online. Online programming grew in response to the need for finding alternative delivery methods. Quality Matters professional development for faculty and the onboarding of additional Instructional Designers have provided support for faculty in creating new online courses and programs in a sustainable way. The availability of online course and program offerings, coupled with resources to assist with internet and technology access through the Advocacy and Resource Center (ARC) continue to provide new opportunities and pathways for individuals who are working, experiencing transportation challenges, or simply looking for a more flexible way to earn their certificate or degree.

**15-month programs** – Expanded to include 17 Associate Degree programs nine of which are available almost entirely online. Programs offered in this 15-month accelerated format are designed to rapidly prepare students for entry or re-entry into the workforce. Programs like Business, Entrepreneurship, Marketing, and Accounting saw an increase ranging from 25-30 more students annually in the program using this format. Coupled with LCCC's University Partnership offerings, 15 months to associate degree completion provides accelerated entry into baccalaureate and master's degree opportunities.

**Fast-Track to Employment Certificate programs** – [Fast-Track](#) programs are tuition-free and focused on

**Fast-Track**  
16 Weeks or Less to a New Career

in-demand fields like business, computer and information technology, healthcare, and manufacturing. Fast-track programs can be earned in 16 weeks or less. Due to the success of this program format, LCCC has expanded the offerings and identified 35 new Fast-Tracks for launch in spring 2022. As Lorain County and its surrounding

communities experienced significant economic impact in the early stages of the COVID-19 pandemic, tuition-free Fast-Track programs provided a lifeline for many experiencing unemployment. By leveraging a braided funding model, grassroots connection to individuals impacted by economic downturn, and streamlined community referrals, LCCC helped over 1,000 individuals access these short-term training opportunities. Over half of completers intend to continue their education and remain connected to LCCC for advanced credentials as they advance in their career. Fast-Tracks programs have boosted access and opportunity for individuals and families, and continue to provide a viable, supportive option for busy adults.

**SAIL** – A hallmark program of LCCC's holistic students supports, [SAIL](#), will be expanded to include a part-time enrollment model. The part-time version launches fall 2022 and is a part of a random control trial in partnership with MDRC to evaluate the impact and effectiveness of the model before further expansion and continuation.



**FlexFactor** - A six-week-long program launched out of NextFlex in San Jose, CA, FlexFactor is designed to immerse students into the world of advanced manufacturing technology and entrepreneurship. Student teams are challenged to work together to identify a real-world problem that holds value to them, then conceptualize an advanced hardware device, develop a business model, and pitch it, “Shark Tank” style, to a panel of education and industry representatives.

The programs agile framework allows it to be easily embedded into the classroom and has been implemented in a wide range of subject areas, turning any academic classroom into a career technical education classroom. FlexFactor includes a visit to a local company and Lorain County Community College, where they engage with professionals through interactive lectures, hands-on workshops, and project mentoring. While [FlexFactor](#) is traditionally delivered in grades 9-12, one-day or week-long programs called SPRINTS are customizable for grades K-8. Since 2018, FlexFactor has served over 2,100 K-12 students in the Lorain County ecosystem.

**High School Dual Enrollment (HSDE)** – Continues to be an option for more students to gain access to quality education and college experience while still in high school. LCCC was recently highlighted in Community College Research Center’s (CCRC) High School Dual Enrollment Playbook as a successful case study. LCCC centers HSDE as a critical access point, providing affordable, early connection to higher education for students and their families. On-site relationships with local school districts allow for collaborative approaches to designing options that best fit the needs of the students in each district. Aligned with a vision that expands participation among high school students, LCCC recently partnered to launch an Early College High School program at Lorain High School and continues create College Credit Plus pathways for applied learning and programs.

Partnering with local Lorain County public schools, LCCC has grown access to quality education for students still in K-12.

HSDE credential completion continues to grow, and the diversity of both students and the credentials they earn has expanded. LCCC intends to build upon successes to date, continuing to identify opportunities that spark student interest

and provide exploration of academic and career pathways. Data reflects growing participation, course success, and credential attainment among students enrolled in Lorain County public schools.

| Public High School Graduating class | 2017         | 2018         | 2019         | 2020         | 2021         |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| In grad class (ODE data)            | 2,782        | 2,931        | 2,924        | 2,963        | 2,828        |
| Participants                        | 1,206        | 1,269        | 1,242        | 1,305        | 1,313        |
| % Participation                     | 43.4%        | 43.3%        | 42.5%        | 44.0%        | 46.4%        |
| <b>Graduated with credit</b>        | <b>1,182</b> | <b>1,257</b> | <b>1,224</b> | <b>1,276</b> | <b>1,278</b> |
| <b>% Earned college credit</b>      | <b>42.5%</b> | <b>42.9%</b> | <b>41.9%</b> | <b>43.1%</b> | <b>45.2%</b> |
| Total credits attempted             | 23,673       | 26,109       | 28,071       | 26,907       | 26,632       |
| Total credits completed             | 22,414       | 24,871       | 26,812       | 25,670       | 25,282       |
| Average credits attempted           | 19.6         | 20.6         | 22.6         | 20.6         | 20.3         |
| <b>Average credits completed</b>    | <b>19.0</b>  | <b>19.8</b>  | <b>21.9</b>  | <b>20.1</b>  | <b>19.8</b>  |
| <b>Graduates</b>                    | <b>82</b>    | <b>85</b>    | <b>127</b>   | <b>124</b>   | <b>97</b>    |
| Number of associate degrees         | 90           | 96           | 137          | 127          | 110          |
| Number of certificates              | 1            | 0            | 6            | 26           | 7            |

**Career and College Advantage Program** – This program was created in partnership with Lorain County Joint Vocational School (JVS) and LCCC to build robust pathways that create opportunities for college success for career-technical education students. While in high school, students can earn up to a year’s

worth of college credits, which can be applied directly into an associate degree. College credit is earned in both the applied technical and general education courses.

**Building IT Futures** - Supported initially by an Ohio Department of Higher Education grant and now by a federal U.S. Department of Education Perkins V Innovation and Modernization grant, Building IT Futures provides high school students the opportunity to pursue College Credit Plus (CCP) classes in areas such as programming, cyber security, blockchain and networking. The program delivers learning in the student's district via high school instructors, college faculty, and industry professionals.

Building IT Futures is currently offered at Elyria High School, Keystone High School, Lorain County JVS, Lorain High School, Midview High School and North Ridgeville's Ranger High Tech Academy. This program leads directly into LCCC's Choose Ohio First Scholarship Program, which provides a pathway for students to access financial support and academic and industry-focused mentoring in STEMM-based fields.

#### NEW

**Access Institute** – Directly applying guidance from an enrollment management coaching experience provided through the Ohio Association of Community Colleges (OACC), LCCC teams will gather in Summer 2022 to deepen their collective understanding of opportunities LCCC has to offer. These opportunities will be translated into grassroots and community outreach work, that promotes LCCC as a destination for education and career design.

**Bridges to Success** – The *Bridges to Success* pilot program launched in 2021, supported by an Ohio Department of Education RemotEDx Industry Recognized Credential grant. The *Bridges to Success* program was developed after Avon High School shared concern for their student population. Despite having a cumulative high school grade point average between 2.5 to 3.0, students were disengaged from participating in extra-curricular activities, career technical education, or dual enrollment and didn't have a plan for post-high school graduation. The Bridges program was built on three pillars: college readiness, career exploration, and successful transitions. The year-long program provided a comprehensive support system for successful transition from Avon to LCCC; career exploration that led to short-term technical training, certifications and applied associate degrees; and college readiness by participating in the student development SDEV 103 and SDEV 105 courses.

**Commodore Preview Day** – A day-long program that focused on connecting high school seniors directly to LCCC students, faculty and staff through an engaging, interactive, and personalized college day visit. Prospective students were able to secure their LCCC student ID card; sit in on a campus lecture (within their interested field of study); met with representatives from student life, athletics, and student government; and had time at lunch to meet one-on-one with students and faculty members before concluding their visit with a campus tour. More than 40 students registered to attend the inaugural Commodore Preview Day program!

**Ohio College Comeback Compact** – LCCC is participating in a pilot compact project with seven other Ohio institutions lead by Ithaka S+R. The project is intended to support the return of adult students carrying a balance to enroll and finish a college credential, boosting adult degree attainment and providing the credentials needed to access and advance to fill talent gaps in the region's current and future workforce. Findings from the research will inform the next phases of the project.

**Commodore Comeback and Second Chance Grants** - LCCC recognizes that students encounter financial or other challenges along their educational journey, and that students juggling multiple roles may need to step away from higher education and return later or with a new goal in mind. When prior balances stand

in the way of a student's return, LCCC coordinates to remove the barrier through its Commodore Comeback program launched in 2018. LCCC's work in this area has been enhanced by ODHE's launch of the Second Chance Grant. Pairing these programs provides a viable and financially supportive pathway for adults to return to college at LCCC even when a balance may be present. In the initial launch of the Second Chance Grant, LCCC assisted 64 students in their return for spring 2022 and looks forward to further engagement with this innovative state-based aid program.

**Adult Learner Transition Workshops** – In addition to an informational webpage with a host of resources for [Adult Learners](#), LCCC relaunched its popular Transition workshops. This FREE networking group supports individuals in various stages of career transition including new job searches, unemployment, post-retirement, or advancement. Transitions is open to all students, alumni, and community members, and provides connection through short seminars, networking contacts, job leads and support. Sessions are professionally led by experts in their field with the goal of helping students and community members to sharpen networking skills and job search strategies.

**PLA 2.0** – On average, 130 students per year are awarded credit through Prior Learning Assessment (PLA) at LCCC. Increasing access to PLA provides an important avenue for achieving educational attainment goals among adult learners in the region and state. Under Career by Design and aligned to Vision 2025, the next phase of PLA expansion includes identifying the courses and programs that lead to top jobs in the region, and common experiences that can be evaluated for credit. This proactive approach to PLA highlights the academic pathways and careers that increase opportunities based on prior successes and experiences. Through the PLA program, adults with some college or no college can see tangible, easy-to-understand pathways between their current job and the jobs available with an in-demand credentials, helping them imagine a different future for themselves and their families.

**Career Services New Operating Model** – Connecting students early to experiences that provide insights to the jobs and career connected to academic programs helps to solidify major selection. LCCC's Career Services supports student career development and promotes classroom-career connections. The team members in Career Services help provide robust career development opportunities to students, including individual coaching and opportunities to connect with employers. In addition to supporting individual students, Career Services collaborates with faculty members to embed career development information, resources, and assignments into their course and programs. These collaborations benefit stakeholders by:

- Demonstrating the link between curriculum and career, highlighting the importance of classroom topics
- Increasing student engagement through hands-on career readiness activities/assignments
- Improving student outcomes related to clarifying career goals, obtaining internships, and securing relevant, post-graduation employment.

**Aspire ESOL bridge to ESL** – LCCC's Aspire (Adult Ed) and International Initiatives departments have collaborated to create a bridge class that enables Adult Ed English Language Learners to be academically prepared to transition to college credit-bearing English as a Second Language classes and ultimately enroll in college level courses and programs. This bridge is especially helpful for English Language Learners with college experience and/or degrees earned in their home countries.

**Non-Credit to Credit bridge** – In recognition of the many ways that individuals access the institution, LCCC is creating bridges from non-credit programming to credit courses and programs. The bridge includes granting credit via PLA or other means for non-credit experiences, where appropriate. Additionally, non-credit can be a transition for those completing a GED or other diploma program before entering credit courses. These bridges help students maximize their experiences and progress towards their educational goals.

**Commodore Kids' 2GenConnect Program** – Parenting individuals often indicate that after-school and evening childcare is often a barrier to returning to college or accessing support services that increase the likelihood of success and completion. Awarded a competitive CCAMPIS grant, LCCC has leveraged its resources to develop the 2GenConnect program to provide families access to after school childcare while taking classes and accessing support services like tutoring, advising, co-curriculars, and the Library. The program helps parent-students reach their education goals while providing their children with LCCC-supported experiences in our Culinary Arts Institute, Stocker Theater, Campana Center for Ideation and Invention, FabLab, and fitness center and field house. To assist LCCC families with bridging from college to career, student-parents can also keep their children in the after-school services for one semester beyond completion of their credential. This innovative approach, coupled with the Advocacy and Resource Center's ongoing collaboration with the Childcare Resource Center helps families fully transition into a new career, job, or transfer to a university.

**Career-Technical Articulation Verification** – The Ohio Department of Higher Education in partnership with the Ohio Department of Education now has a process to automate the verification of career-technical transfer credit opportunities. More information can be found on the [CTAV webpage](#). Through this initiative LCCC has expanded the automated awarding of CTAG credits.



**Veteran and Military Services Expansion** - Expanding participation, especially among adults, includes individuals and families connected to the military. The service men and women within Lorain County, whether with roots in our community or through their transition to civilian life, represent a tremendous asset. Over 900 LCCC certificates and degrees have been awarded to veterans in just the last ten years, and our faculty have demonstrated proactive leadership in reviewing and approving military training for PLA, even beyond state determined MTAGs. Directly aligned to Vision 2025, and in partnership with community organizations providing support to military-connected families, LCCC has expanded the reach of its Veteran and Military Services Office and is expanding recruitment, partnerships, and support to help veterans bridge into meaningful employment that fully realizes their inherent skills and experiences. Throughout the duration of this Completion Plan (2022-2024), LCCC seeks to identify additional pathways from service to college and beyond, mobilize partnerships to expand the ecosystem of veteran support in Lorain County, and engage in state and federal advocacy for military families connecting to higher education.

**Collegiate Purple Star Award** - May 2022, LCCC was among the first colleges in the state to receive the Collegiate Purple Star Award from the Ohio Department of Higher Education. The Collegiate Purple Star recognizes public and independent colleges and universities in Ohio that are supportive and inclusive of military-connected students. This is the first recognition program of its type for colleges and universities in the United States. Find more information about this award and the services LCCC provides for veterans here: [LCCC among first in Ohio to receive state Purple Star Award for commitment to veterans - Lorain County Community College \(lorainccc.edu\)](#)



### Supporting Resources

#### Division(s)

- School and Community Partnerships
- Marketing and Outreach
- Enrollment, Financial, and Career Services
- Records
- eLearning
- Academic Divisions

#### Committee(s)

- College Credit Plus Committee
- Enrollment Planning Council

#### Grant(s)

- US Dept of Jobs CAREERS (Correctional Adult Reentry Education, Employment, and Recidivism Reduction)
- US Dept of Education – Aspire Adult Workforce Readiness Education Program
- US Dept of Education – LCCC Computer Science CTE Dual Enrollment Pathways
- US Dept of Education – Perkins Innovation & Modernization: LCCC Computer Science CTE Dual Enrollment Pathways
- Ohio Dept of Higher Education – Short Term Certificate Program
- US Dept Agriculture – Distance Learning Wellington project

### Metrics & Goals

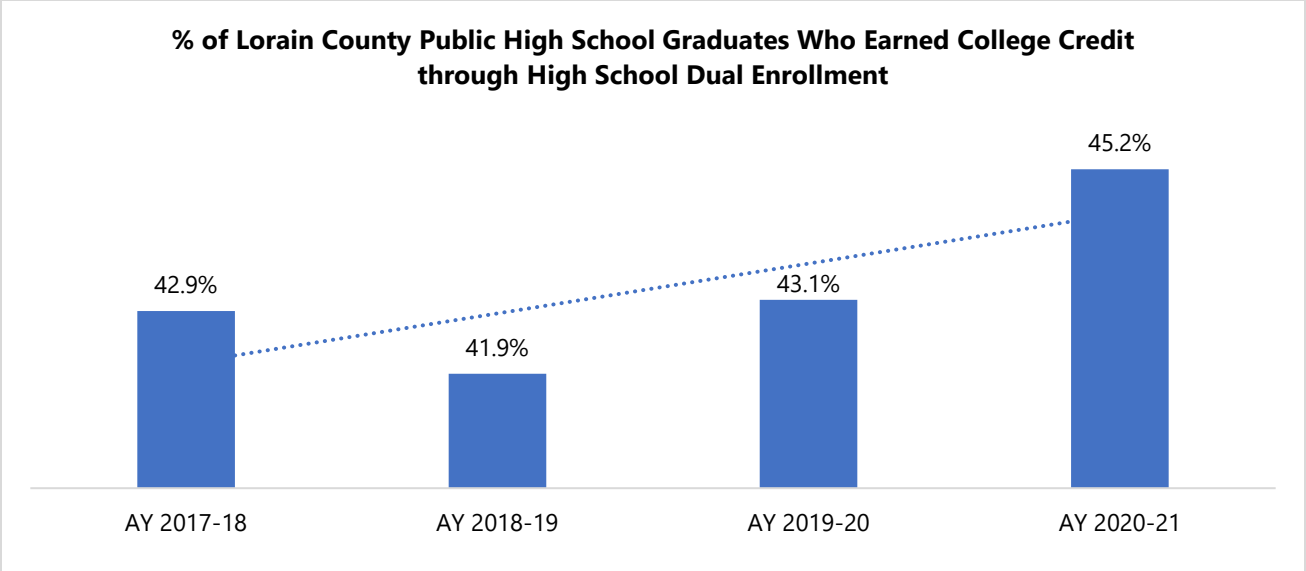
| Assessment Question                                                                | 2024 Goal                                                    | Assessment Activities                                                                | Analysis                                                             |
|------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Are more working adults enrolling at LCCC?                                         | Increase adult enrollment by <b>2%</b> .                     | Track adult enrollment (# of students 25 yrs and older)                              | Aggregate adult students enrolled each academic year                 |
| Is the number of high school students who graduate with college credit increasing? | <b>47%</b> of high school students will earn college credit. | Track high school dual enrollment (# of students in CCP, ECHS or other HSDE program) | % LC Public High School grads that participated in HSDE through LCCC |

### Lorain County Adults (25-64 years of age) population, Lorain County Adults with no college and LCCC yearly Adult student enrollment

| Population                           | AY 2016-17 | AY 2017-18 | AY 2018-19 | AY 2019-20 |
|--------------------------------------|------------|------------|------------|------------|
| LCCC Adult Enrollment                | 4,974      | 4,801      | 4,296      | 3,946      |
| Lorain County Adults with no college | 61,563     | 61,318     | 60,325     | 59,802     |
| Total Lorain County Adult Population | 158,306    | 158,002    | 157,924    | 157,844    |

Source: 5 year estimates American Community Survey Table: ACS B15001





Source: HSDE dashboard version 10.7.2021



## Student Spotlight: To those who focus on a new future



Nearly 20 years ago, Gregory Stocker was one physical education class short of earning his associate degree from Lorain County Community College. He walked in the 2003 LCCC commencement ceremony and planned to take that final class over the summer, and then find employment.

Employment found him first.

"I got hired into the IT field that summer, and I wasn't able to finish that last class," said Stocker, now 46 and living in Lorain. "I still have that blank

diploma cover from 2003, and it's something that was always in the back of my mind."

He built a successful career in the IT field, working for a retail company and planned to work there until retirement. But then the pandemic hit and Stocker was laid off in June 2020. He knew it was the right time to focus on his education and return to LCCC to finally complete his degree, but he wasn't sure he was ready to go back to the classroom.

Stocker was connected with LCCC's Fast-Track program, which retrain students for careers in in-demand fields in as little as 16 weeks. Through the Fast-Track program, he found support and guidance from Michelle Pawlak, Fast-Track program coordinator.

"Michelle has been a great counselor and advisor this past year. She has always prepared me for what was next and gave me the confidence that this was something that I could be successful at doing," Stocker says.

With that newfound confidence, Stocker found success. He completed the Computer Information Systems - Software Development short-term certificate in the fall of 2020.

What's more, after Pawlak reviewed his previous coursework, he found out that he was only three classes away from an associate degree. He is finishing those classes and will graduate in May with an Associate of Applied Business in Network Communications Technology.

After graduation, Stocker plans to look for work in the IT field, while also continuing his education with a bachelor's degree through LCCC's University Partnership.

Stocker says is thankful for the opportunity to continue his education close to home and at an affordable price.

"LCCC was very helpful, compassionate, and welcoming to me at a time when I was not sure what the future would hold," he says.

## Success Focused Increase Completion and Academic Success

- Broad Programs and Services of University Partnership
- Expand Wrap-Around Services
- Prepare Students with Skills for Success in Career and Life
- Deepen the Student Experience with Applied Engagements

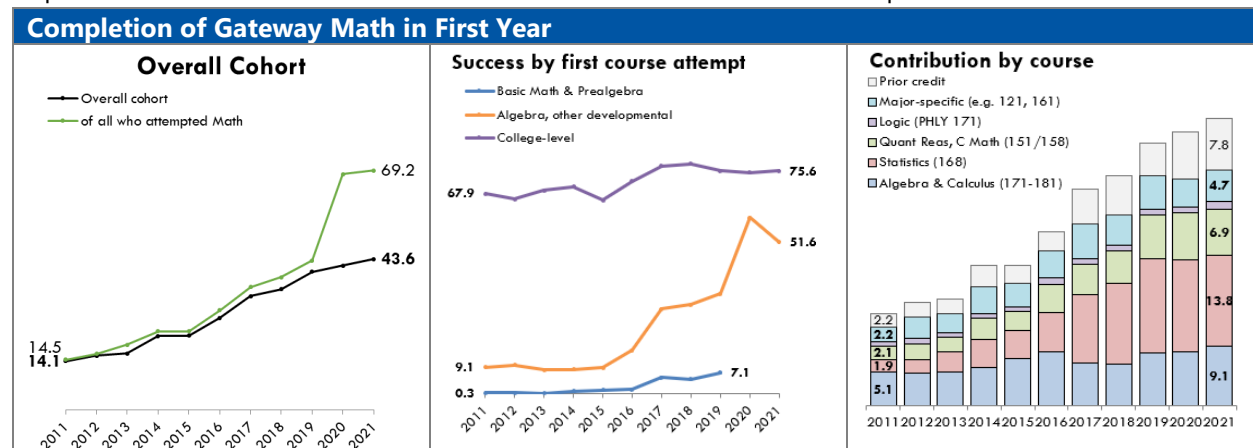
### Supporting Projects/Initiatives

#### UPDATE

**Co-requisite Model Math** – Math pathways at LCCC are structured into three tracks: calculus, non-calculus, and technical mathematics. The calculus track involves coursework for any student going into a major that requires calculus, including any student who will transfer to earn a degree in sciences, engineering, math, and business (if Business Calculus is required). The non-calculus track is designed for any student who is going into a major that does not require calculus, and most frequently includes Quantitative Reasoning and Statistics. Finally, the college has developed a technical mathematics track for students in applied programs requiring a technical math course. Within these pathways, student have the option to take college math courses such as Technical Mathematics (Engineering Technology degrees), Statistics (many health degrees or Ohio Transfer Module (OTM) for transfer), and Quantitative Reasoning (Associate of Arts or OTM for transfer). Building this structure has been an iterative process spanning a number of years, and combined with strengthened academic support services and corresponding Math Foundations Lab.

Building on momentum gained through these changes, and through the support of the Ohio Strong Start to Finish initiative, the final major reform was completed fall 2021 with the launch of a co-requisite College Algebra track. All pathways now have a co-requisite model, and refinements will continue based on ongoing analysis of student success and completion rates. This work has accelerated math completion for students of color. Disaggregated information can be found in the [Equity Progress Update](#).

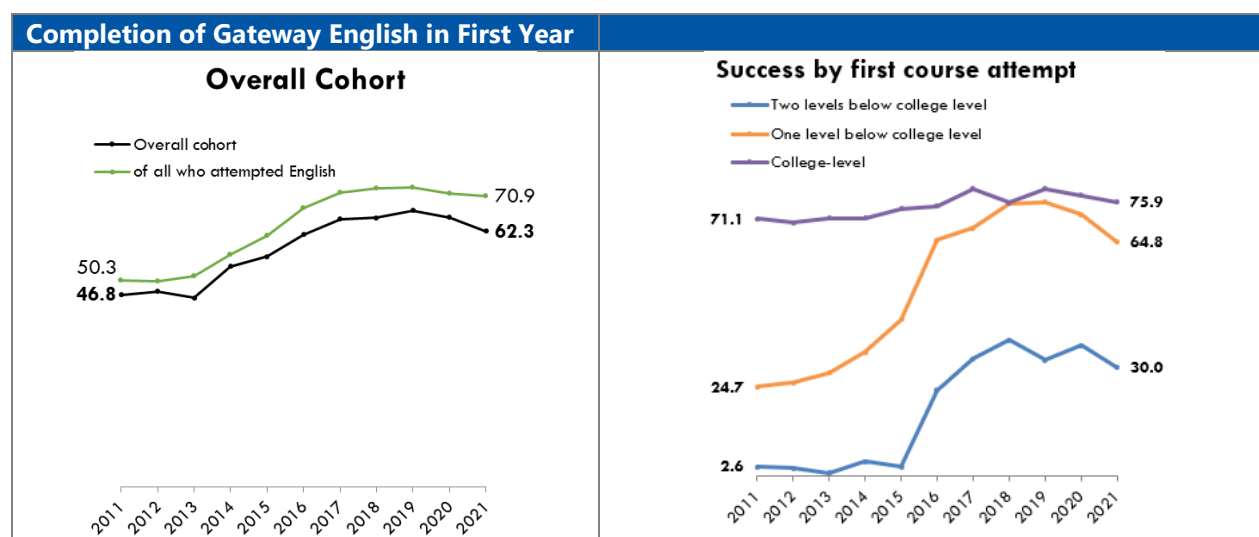
Continuing students who have not placed into a co-requisite course are placed in the College's Math Foundations Lab, a zero-cost lab that allows students to use the ALEKS adaptive learning modules to improve their skills until they qualify for placement in one of the college level math courses or a co-requisite version of the course. LCCC has eliminated all stand-alone developmental math courses.



Source: WMM dashboard version 10.7.2021

**Co-requisite Model English** – LCCC has implemented and scaled the Accelerated Learning Program (ALP) model for English and continues to see positive impact on completion of gateway English in the first year. Under this model, students enrolled in the highest-level developmental English are also enrolled in college-level English at the same time, reducing the time spent in developmental education and providing in-time academic support. In addition, the ALP program has contributed significantly to closing equity gaps between its white students and students of color ([visit Equity Progress Update](#)). With the support of the Ohio Strong Start to Finish initiative, work on re-designing ENGL 092/093 continues to further accelerate completion of college-level English for students who place two levels below college-level reading and writing.

Like many community colleges, disruptions during COVID-19 impacted the number of courses LCCC students took at the same time. This impacted English course taking directly. Efforts to regain momentum and boost FTE, including English completion, are in place.



Source: WMM dashboard version 10.7.2021

**Writing Center** – Open and serving students in a warm and inspiring physical environment, the [Writing Center](#) has supported over 180 students in its first full year. Student feedback after use acknowledged the Center’s strengths, including the breadth of supports offered as well as the knowledge of the coaches. Through unique cross-unit collaborations and expanded co-curricular partnerships, additional communications about the resource help spread the word about writing assistance and encourage students to drop in no matter the subject area. In addition to coaching, the Center has hosted several events to increase student interest in writing and literature, including poetry readings; How to Tell a Scary Story (around Halloween); Read, Write, Game: How Video Games Communicate Culture and Shape Our Lives; and sponsored community literature events hosted by Student Life.

**New Student Onboarding** - The redesign of LCCC’s mandatory first semester course, SDEV 101- Introduction to the LCCC Community, is complete and strategically integrates several initiatives and focus areas reflected in this Completion Plan. Contextualized versions of the course are offered for transfer students, and all sections include a comprehensive academic and career pathway design module to ensure students have an opportunity to explore the workforce sectors in high demand in the region. The refreshed course emphasizes the wealth of prior knowledge students bring with them upon entry to college, and helps them apply these previously gained strengths to build their career and academic

wellness plan. LCCC's overall onboarding approach is layered, with information students need to know spread across multiple touch points. To that end and with the support of a Title III grant, an online New Student Orientation has also been developed and launched. Ongoing collaboration to enhance the overall onboarding welcome experience is a goal for the timeframe of this Completion Plan, including expanding redesign to other Student Development (SDEV) courses, special population versions of the core online orientation, and increasing student access to learning communities using feedback from stakeholders and through faculty and staff professional development. Under Career by Design, learning communities are one of several high impact practices identified to connect students to their faculty and peers, but also ensure students can gain skills and networks through co-curricular opportunities.

**Avanzando through College** - Through a partnership with UnidosUS, LCCC now offers the Avanzando Through College Program, a Latino community-building and college-completion program supporting first and second year and first-generation Latino college students. LCCC is the first community college to offer the program for credit.

Established in 2015, the goal of the Avanzando Through College Program is to equip students with the skills,

information and support systems needed to identify student

services, improve academic performance, graduate, and transfer to a four-year college (if applicable). The Avanzando model is rooted in an asset-based perspective that acknowledges and celebrates and enhances the experiences, talents, language, cultural traditions, and fields of knowledge Latino students bring with them. Since its beginning, 95 students participated in the program. Fourteen (45.2%) of the original cohort (31) have graduated so far.



**Transfer Center** – Students experience holistic student supports while attending LCCC, and the handoff between the college and its university partners is no different. The [Transfer Center](#), formally established in 2021, includes team members who support students in their exploration and transition to a university partner, as well as lead efforts that guide curricular and pathway development. The Transfer Center is a one-stop location, working closely with student services and faculty across units, to support students considering, committed to, or who have already transferred. This support service is in response to disaggregated data showing the differences in transfer rates among low income and students of color and is designed to provide concierge service to students as they take their next academic step. Service include application assistance, transfer pathways and partnerships exploration, information about colleges and universities, programs and scholarships, connections to staff or faculty at four-year institutions, general transfer planning assistance, transfer fairs and events, tours of LCCC and four-year institutions, access to computer labs, and transcript request through the [Transcript Center](#).

**Transfer Pathway Expansion & MyUniversity** – 2022-2024 will bring a number of exciting opportunities for LCCC as it celebrates the past and future of the University Partnership. Applying a new, equity-informed approach to pre-professional preparation through transfer, LCCC teamed up with Cleveland State University to develop Pre-Law and Pre-Med sequences that map a student's journey from community college through law and medical school. The pathway will welcome its first classes of students throughout the duration of this Completion Plan. As additional transfer pathways are developed through LCCC's University Partnership, the mapping of completion from College Credit Plus through to baccalaureate completion and beyond has remained an important ingredient. Known as My University



pathways, new transfer pathways are clearly documented for students to follow, including those beginning in high school through dual enrollment pathways. Through the University Partnership, LCCC continues to build strategic partnerships designed to boost baccalaureate attainment and align advanced credentials to regional talent needs.

















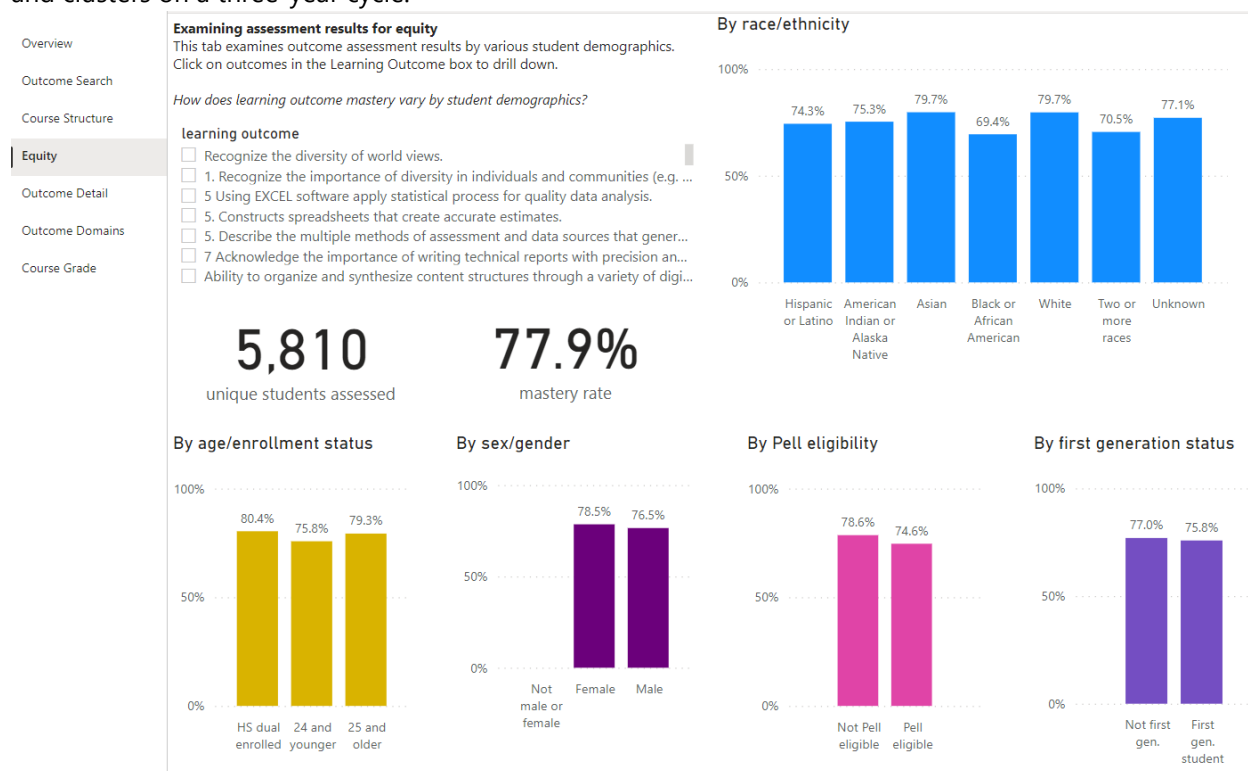
**Transfer Events** – Expanded to now occur monthly during the lunch hour and located near the Marketplace and campus Starbucks, this is a time for question and answers about transfer. The content and activities help students navigate the process of transfer decision-making, application, and enrollment and provide guided help from both the UP and partner universities. Additionally, programming has increased through the development of the UP Transfer Center and frequent collaboration among the UP office, partner institutions' academic advisors, and LCCC's Enrollment, Financial, and Career Services teams. Transfer events and programs help connect LCCC students to opportunities, no matter their stage in transfer exploration and career planning, and occur throughout the year, with special focus during Transfer Month and the annual UP Fair. Aligned with LCCC's focus on co-curricular experiences and Career by Design, all events are open, inclusive, and information is available on the [University Partnership](#) webpage and in LCCC Connect throughout the year. During the 2021-2022 academic year, 21 events were held with 156 attendees. Additionally, 227 transfer experiences for students were earned in LCCC Connect documenting their engagement and skills acquired through the event.

**Course Assessment Process (CAP)** – The Course Assessment Process (CAP) is a key ingredient in LCCC's academic quality assurance efforts, and is also a systematic, data-informed process by which faculty can identify areas of high impact and opportunities for refinement. CAP is designed, first and foremost, to improve teaching and learning, encourage reflection, and ensure educational equity for all students in all courses, programs, and clusters. Aligned with the LCCC mission, strategic plan, and operational priorities, the CAP enables faculty to assess specific areas of student learning aligned with defined program/cluster and general education outcomes.



The CAP was developed by faculty stakeholders through the Student Learning Assessment Council (SLAC) in 2019-2020, the CAP was piloted in 2020-2021, and brought to scale through full implementation in 2021-2022 academic year. The process also integrates with the Canvas learning management system and a Power BI-generated data visualization dashboard that allows faculty to aggregate and disaggregate data to examine equity, consistency across modalities, and factors impacting student learning mastery.

Guided by best practices in assessment, faculty engage collaboratively to identify student learning outcomes to assess, select assessment measures, set benchmarks, collect and analyze assessment data, and make recommendations for changing teaching practices, course structures, and/or course supports. The CAP data is one of the pillars of the LCCC Academic Program Review process that evaluates programs and clusters on a three-year cycle.



**Open Education Resources (OER)** – Faculty at LCCC continue to expand the use of OERs beyond the highest enrolled courses. OERs are recognized as an effective way to reduce costs associated with enrollment, providing access to education for more individuals. New this cycle, the Academic Program Review includes a targeted reflection question prompting program coordinators to demonstrate the investigation of OERs. LCCC's first-year experience course, enrolling nearly all new students, recently adopted an OER as part of its course redesign, which launched in 2022. English faculty are currently working on writing an OER for co-requisite English (ENGL 061 and 161) as well as College Composition II (ENGL 162). Plans are to fully launch the resources fall 2023. Overall, LCCC continues to reduce student textbook costs year over year, and the Teaching and Learning Center (TLC) and Library faculty provide resources for faculty to engage in ongoing professional development regarding OER development.

**Early Alert System Enhancement** – LCCC's assigned academic advisor model has contributed a great deal to student success and completion, and LCCC recognizes the importance of faculty-staff collaboration as it relates to student completion. In Summer, 2022, LCCC will be retiring its original Early

Alert system to move into the final phase of Civitas Inspire implementation. This transition will strengthen faculty and advisor communication, aid with early alert intervention and tracking, and provide a strong foundation for future revisions to Academic Recovery and academic interventions.

#### NEW

**Course Improvement Process** – Beginning with a pilot project called the A&P Avengers, LCCC is re-envisioning the support structure for course redesign. Recognizing that it takes a team, analysis and thinking creatively the new process brings together team members including instructional designers, Institutional Research, Planning and Engagement, and Accreditation and Assessment of Student Learning to help faculty members and program and cluster coordinators. A rubric has been established to categorize courses based on several factors to identify opportunities for redesign. The pilot began with A&P because it enrolls a high volume of students and is a crucial gateway course for entrance into several programs including nursing.

**Student-Athlete Advisory Committee** – Starting fall 2022, two members of each of our sports teams will work with a faculty advisor and coaches to identify best practices and enhance support structures that foster student success and the athletic experience at LCCC.

**Gateway Course Excellent Teaching Professional Development (ACUE)** – 31 LCCC faculty members participate in [The Association of College and University Educators \(ACUE\)](#) professional development workshop series and related activities. LCCC will continue its participation each year, and encourages faculty of gateway, entry-level and high-enrolled courses to engage with this transformational experience. ACUE offerings provide micro-credentials focused on specific teaching and high-impact practices that faculty can earn, providing a pathway to full ACUE certification.

**Adaptable New Student Intake Survey** - In earlier stages of LCCC's student success transformation, the academic advising redesign incorporated a new student intake survey to guide one-on-one discussion and identify areas where additional support may be needed upon a student's entry. The use of such an instrument provided a launching point for holistic, relationship-based advising. As LCCC has continued to evolve its academic advising and action research efforts, the need for a more custom, dynamic new student survey began to emerge. In collaboration with Institutional Research and Planning, the Enrollment, Financial and Career Services division will launch an independently created New Student Intake Survey beginning in spring 2022. Data collected from the instrument will still inform one-on-one intake advising but will also provide valuable self-assessment for student use in the SDEV 101 Intro to LCCC Community course, provide capability for college-wide distribution of an aggregate New Student Profile, and facilitate individual referrals to key support services based on student profile.

**Bachelors Graduate Tracking survey** – Launched during fall 2021, this new survey is administered to students completing a bachelor's degree in the previous year. This survey adds to LCCC's extensive data sets and helps LCCC understand how former students transition to a four-year institution, the supports and experiences they receive, and their plans for career and further education.

**Co-curricular Expansion** – LCCC is reimagining its student experience and closely aligning co-curricular experiences with core career competencies and general education outcomes to improve equity in access, the first step in setting forth a new vision was to identify a platform that could serve as a one-stop for connection and belonging, while also helping teams to identify equity gaps in participation and access to high impact practices and experiences. In fall 2021, [LCCC Connect](#) was fully launched, providing a platform that brought the College's vision to life. LCCC Connect centralizes the data and information collected

about student engagement and provides a mechanism to facilitate assessment of student learning via co-curricular experiences. Since its launch, over 900 unique experience attendees have been logged, and 20 organizations and units have offered over 130 events. Serving as a baseline year, a representative team of co-curricular lead areas are meeting to review each experience and associated impact data to identify what works and re-align programming resources to high impact practices.



**Learning Communities** – High Impact Practices (HIP), noted above under co-curricular expansion, include the creation of Learning Communities so students can connect with each other around a specific program, identity, or interest. By making the college feel smaller and more intimate, learning communities help create social capital and a network during classes and beyond. Housed within LCCC Connect, 20 pilot Learning Communities were developed and led by faculty and staff during fall 2021. Evaluation of the student experience and feedback from the faculty and staff is informing the next iteration, which includes expanded communities and additional supports for leads.

**Teaching and Learning Center (TLC)** - The newly redesigned TLC works to cultivate learner-centered teaching and a culture that attends to diversity, equity, and inclusion. Its mission is to support faculty as they cultivate engagement, equity, and learning in their courses. TLC promotes and supports transformative, innovative teaching and mentoring for the campus community through collaboration and reflection across all stages of an academic career, emphasizing inclusive excellence, evidence-based practices, quality, and innovation to enhance professional learning in an effort to foster a culture of teaching excellence at LCCC.

**General Education Redesign** – A steering committee of faculty, staff, and administrators has engaged the campus community in a review and revision of the general education outcomes with the following goals: 1) revise the general education outcomes to meet the future career and educational needs of LCCC students; 2) recommend revisions to curriculum and to co-curricular experiences so they better align with revised general education outcomes, and, 3) collaborate with the Student Learning Assessment Council to develop appropriate academic and co-curricular assessments that measure general outcomes mastery. LCCC's Vision 2025 informs the revised general education philosophy and outcomes to address the most important knowledge and skills that all students should know and be able to demonstrate by program completion. The general education redesign aligns with state principles of good practice and accreditation standards.

Connecting both academics and co-curriculars to the general education outcomes will provide a more holistic and meaningful learning experience for students, will align with best student success and pedagogical practices (including high-impact educational practices and experiential learning theory), provides academic and co-curricular data for institutional decision-making, and helps the College meet assessment and evaluation criteria for accreditation. To date, the committee has drafted learning outcomes and is soliciting feedback from campus stakeholders.

**Ensuring Program Quality and Academic Effectiveness** - To enhance academic program quality, viability, and sustainability, LCCC is strengthening the process for launching new academic programs and redesigning established programs to best meet student, community, and regional workforce needs through an incubator approach.

**Comprehensive Learner Record (CLR)** – Made possible through tracking of co-curricular learning and experiences in LCCC Connect, teams are developing a comprehensive learner record beginning summer 2022. This transcript-like report will include the experiences, skills, and knowledge that students acquire both inside and outside of the classroom, including experiences like co-curriculars, student groups, industry-recognized credentials, and participation in high-impact practices. Led by the Registrar's office, systems like LCCC Connect and internal dashboards will provide learning and skills achievement information in a consistent, visual format that was not previously available. Students can use the CLR in conjunction with their academic transcript when transferring to a university and to demonstrate knowledge and skills attainment to employers.

**Academic Recovery Policy and Process** – Through the equity-informed policy review process led by the Student Completion Council, the Academic Dismissal and Reinstatement catalog policy and its related procedure has been identified for transformation. The initial research and assessment phase was completed in spring 2021 and included an update to the catalog language to remove punitive language (probation) and move towards student-centered language (academic recovery). The redesigned vision for the policy removes students' disconnection from the college, and instead maintains ongoing connection designed to more proactively address barriers to good academic standing and eventual completion. A re-imagined approach to academic standing has been designed to support students before they become academically distressed, includes an individualized success plan, and becomes more intensive when progress is not made. To ensure all members of the community leave LCCC with a credential or experience that will boost social mobility and economic stability, the re-imagined Academic Recovery policy and program will incorporate warm handoffs is made to employer partners, career-tech centers, or community partners that can help the student to get as close to their goals as possible.

**High-Impact Practices and Student Success Institute** - LCCC is one of 41 institutions selected to participate in institution offered by AAC&U. The institute will provide guidance to strengthen institutional capacity to design, deliver, and assess active teaching and learning practices.

**Classroom Technology** – LCCC upgraded system set ups for online live/blended live learning and expanded the number of classrooms with the capability. Additionally, LCCC is brining online an experimental classroom with hiflex capabilities for instructors to try new technology, methods, and approaches.

**Equity Strategic Plan** – Through a yearlong process, the Equity By Design Team engaged stakeholders in a planning process that resulted in three areas of focus that align with the College's Operational Plan; Our People; Academic Excellence; and Connecting with the Community. Sub-teams will continue to work implementing strategies in alignment, and Equity by Design Team members are intentionally incorporated into other key initiatives to ensure broad perspectives are reflected in work and transformations.

**Student Financial Aid Implicit Bias Review** – A taskforce created by the National Association of Student Financial Aid Administrators (NASFAA) created an Implicit Bias Toolkit for institutions to use to review their policies and procedures related to financial aid. Over the course of nine virtual workshops, Student Financial Aid at LCCC, as well as cross-unit collaboration from Marketing, the LCCC Foundation, Institutional Research, Career Services, and the Advocacy and Resource Center. Participants engaged in discussion and guided review about policies (Scholarships, Student Workers, Verification, Professional Judgment, Forms, Communications, and Cost of Attendance) and identified areas where LCCC excelled in

current procedures and opportunities for achieving more equitable administration of financial aid based on adjusted language or improved procedures.

### Supporting Resources

#### Division(s)

- Provost Office
- Enrollment, Financial, and Career Services
- Records/Registrar
- Student Life
- Academic Divisions
- Institutional Research, Planning and Engagement
- Accreditation of Assessment of Student Learning

#### Committee(s)

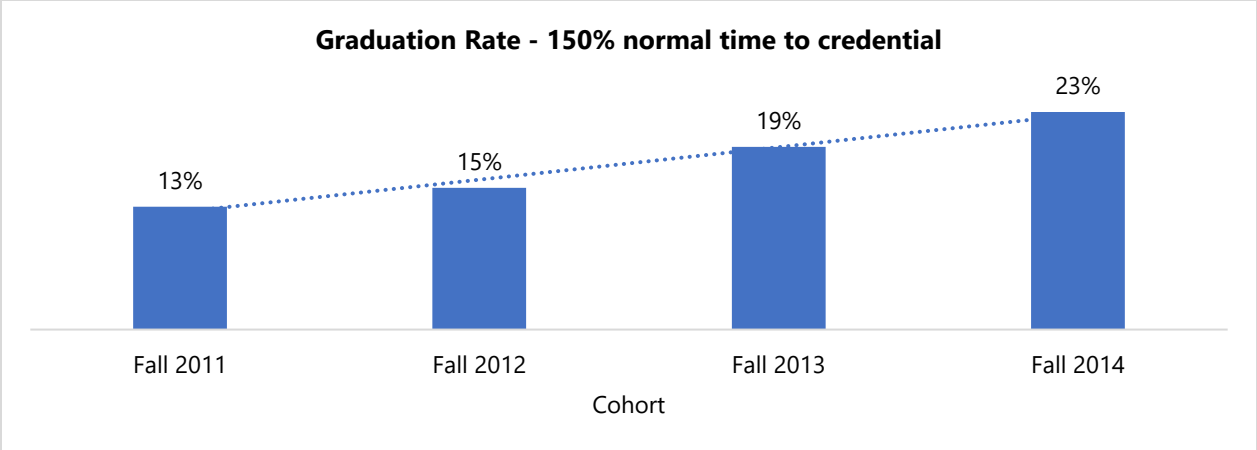
- Equity By Design Team
- Student Completion Council
- Curriculum Council
- Student Learning Assessment Committee

#### Grant(s)

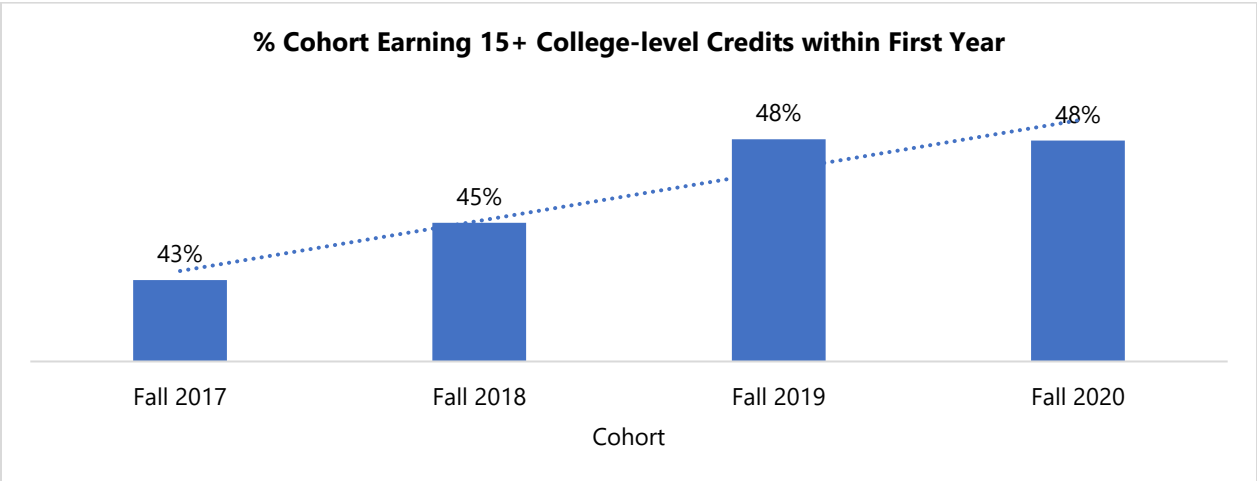
- US Dept of Labor – Jobs Corps Scholars Program: Success Corp
- US Dept of Education – IREPO (Institutional Resilience and Expanded Post-Secondary Opportunity): Sustain2Succeed
- US Dept of Education – CCAMPIS (Child Care Access Means Parents in School): 2GEN Connect
- US Dept of Education – Federal Work Study
- US Dept of Education – Title III Scaling for Inclusive Opportunity: Access Equity and Career Success for Diverse & Non-Traditional Students
- Ohio Dept of Higher Education – Choose Ohio First Scholarship Program

### Metrics & Goals

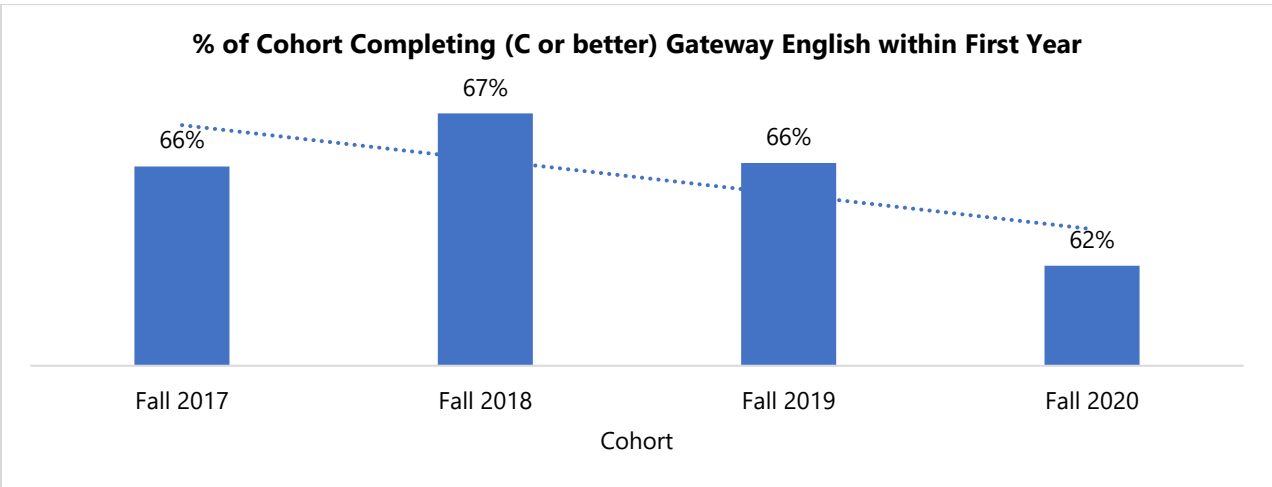
| Assessment Question                            | 2024 Goal                                                                                 | Assessment Activities                                                                                                                            | Analysis                                                                                              |
|------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Are more students reaching program completion? | <b>30%</b> of students in the cohort will complete within 3 years.                        | Track credential completion for fall entering cohort students (# of cohort students earning certificate or degree)                               | Graduation Rate – 150% time                                                                           |
| Are more students achieving academic success?  | <b>53%</b> of students in the cohort earning 15+ college-level credits in the first year. | Track first year credit accumulation (# of college-level credits)                                                                                | % of students earning 15+ college-level credits within first year                                     |
|                                                | <b>67%</b> of students in the cohort completing college-level English                     | Track enrollment in and completion with a C or better in college-level English and Math in the first year (# successfully completing the course) | % of students completing (C or better) college-level English in first year and Math within first year |
|                                                | <b>49%</b> of students in the cohort completing college-level Math                        |                                                                                                                                                  |                                                                                                       |



Source: IPEDS 2021

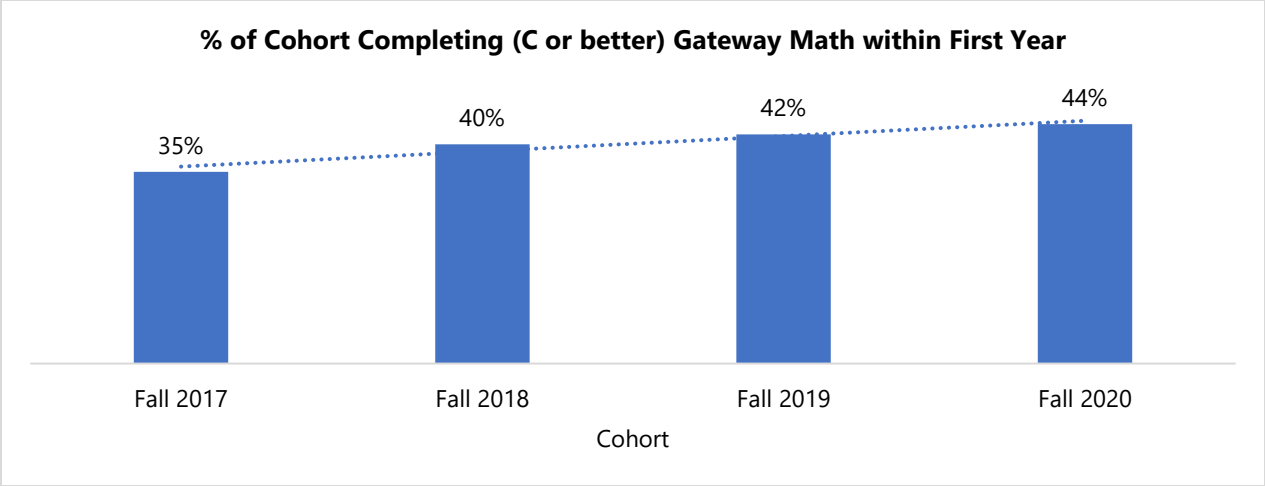


Source: WMM dashboard version 10.07.21



Source: WMM dashboard version 10.07.21





Source: WMM dashboard version 10.07.21



## Student Spotlight: To those who achieve



With LCCC's affordable tuition, talented faculty and top-notch research opportunities, Akua Agyemang is realizing her dream of becoming a doctor.

Akua Agyemang is charging headfirst into her future.

With plans to attend medical school and become an obstetrician-gynecologist, Agyemang knew she has a long and potentially expensive route ahead of her in higher education. So when it was time to decide what college she would attend after graduating from North Ridgeville High School in 2019, Agyemang selected Lorain County Community College for her first college degree.

In May, she'll earn an associate of science degree with a 4.0 grade point average. She plans to

transfer to a four-year university to earn a bachelor's degree in biochemistry before attending medical school. She'd also like to earn a master's degree in a related field, such as public health or biomedical engineering.

At LCCC, she's immersed herself in science research, conducting graduate-level studies in chemistry and microbiology under the direction of Dr. Regan Silvestri and Dr. Harry Kestler, respectively. She's a member of LCCC's chapter of the American Society of Microbiology and has presented her research at multiple conferences.

"LCCC has allowed me the opportunity to collaborate with bright students and faculty members who share a passion for utilizing their intellectual talents to help others, as well as the privilege to work closely with those who share the same values and passions as myself," she said.

In addition to her research, Agyemang serves as president of LCCC's chapter of Phi Theta Kappa honor society. Over the past year, she has helped PTK members adapt to online classes and meeting, as well as connected with the community through service projects.

Outside of the college, Agyemang works at CVS pharmacy, where she has been on the frontlines of the COVID-19 pandemic. Throughout her various duties at the store, she has placed a priority on spreading kindness to her customers during some especially trying times.

"Helping patients in any way I can has impacted them in ways I would have never expected, providing them the reassurance that they are not navigating these issues alone," she said.

Agyemang earned national recognition by being named a 2021 Coca-Cola Academic Team Gold Scholar, in addition to being named to the All-Ohio First Academic Team. The two distinctions recognize the top community college students in the country and the state.

As she prepares to graduate, Agyemang said she feels prepared for the next step, thanks to her start at LCCC.

"These past two years at Lorain County Community College have allowed me to pursue a quality education at a price that was affordable for myself and my family," she said.

## Future Focused Foster Future Success

- Expand Earn and Learn Models
- Expand Career Awareness and Placement Services
- Expand Pathways to Emerging and In-Demand Jobs and Industries

### Supporting Projects /Initiatives

#### UPDATE

**Earn & Learn** – Expansion of program offerings through this model remain an intentional focus for growth. LCCC faculty and staff continue to work with employers and industry leaders to develop additional earn and learn opportunities for students to embed within the academic programs.



**TRAIN OH** - Through the TRAIN OH Earn and Learn program, local companies and LCCC have come together to develop solutions to talent shortages. TRAIN OH is the proven path to successfully developing early, hands-on experience and on-the-job training in high-demand and high-skill industries. LCCC's TRAIN OH program offers an "earn and learn" approach to earning a certificate or degree, combining a hands-on college degree in several different in-demand career fields, with paid work-based learning with Northeast Ohio companies. TRAIN OH allows students to attend school full-time two days a week and work at a sponsoring company three days a week. LCCC now has five programs available, Micro Electromechanical Systems (MEMS), Automation Engineering Technologies, Cyber and Information Systems, CISS Software Development and Digital Fabrication.

**Internships** – Equitable access to applied training experiences to deepen student learning and connection to careers remains a priority, especially under Career by Design framework. Career Services is working to expand experiential learning options for students, in partnership with Business Growth Services and faculty across disciplines. Expansions to experiential learning opportunities will include options for working adults, as well as LCCC's participation in the US Department of Education's Experimental Sites Initiative (ESI) for Federal Work Study (FWS) which can provide wage reimbursement to employers hiring eligible students.

**Apprenticeships** - Registered [Apprentice Programs](#) require a partnership effort between companies, students, and educational providers, and are designed to provide early access to employment and on-the-job training. LCCC currently partners with local organizations and employers to provide support and training through this applied model, building the pipeline to fill anticipated workforce gaps. in areas. Currently, eight registered apprenticeships are offered for credit through LCCC: Automation, CNC Machining, Electrical, Emergency Medical Services, Maintenance, Pipefitter, State Tested Nurse Assistant and Tool and Die.

**Competency-Based Education (CBE)** – Aligning education to the needs of adult learners and the rapidly emerging workforce needs of today require accelerated pathways that translate students' prior experiences to future goals. Through CBE, students can leverage what they already know to advance placement in courses, and work at their own pace to complete the course's remaining outcomes. LCCC offers access to CBE through Validate IT, which provides curriculum for information technology courses that map directly to industry certifications and labor market needs as identified by employers. even digital forensics, networking, computer maintenance and A+ certification courses are available through Validate IT program. The certificates and degrees available through the Validate IT program at LCCC are: Computer and digital forensics, Computer applications integration specialist, and Computer maintenance and networking. Students who successfully complete the Validate IT programs of study through this CBE option receive full college credit from LCCC, placing them on a pathway to advanced certificates, degrees, and transfer options through the University Partnership.



**Work-Based Learning (WBL)** – LCCC continues to cultivate employer partnerships, understand their current hiring needs, and expand access to work based learning experiences. LCCC's Work-based Learning (WBL) course is a graded credit course for paid internships, and provides individualized student learning through goal setting and weekly reflection activities tied to career readiness competencies. Further aligning students' personal work-based experiences with their academic pathway, WBL includes evaluations designed to help student to identify and master critical skills necessary for career success, and culminates in a final paper or project. Advances in assessment and evaluation of WBL will ensure that experiences are equitable and advance general and discipline-specific knowledge and skills. WBL is used across many disciplines as LCCC expands access to internships, but is intentionally embedded in Engineering, Business, and IT programs, all of LCCC's Train Ohio (Learn and Earn) programs, and the Bachelors of Applied Science (BAS) curriculum.

**Academic Program & Cluster Review** – Fully launched, LCCC program data and information are in one centralized dashboard accessible by faculty and staff 24/7. Analytics include enrollment, learning outcome mastery, degree and certification completions, evaluation data, and employment outcomes gathered



through graduate tracking responses. Information is updated annually and aligns with the academic program and cluster review workbook. Faculty can track improvements and areas of redesign in between cycles to prepare for their next review. The Academic Program and Cluster Review cycle culminates in a presentation session open to the entire campus community and often attended by representatives from advising, career services, and other faculty. This level of continuous quality improvement, as well as open opportunities for feedback bring opportunities for cross-departmental collaboration to the forefront. The review aligns with institutional and specialized accreditor standards to ensure program quality and continuous improvement.

### **Bachelors of Applied Science MEMS - LCCC**

is pleased to have graduated its first Bachelors of Applied Science (BAS) graduates in spring 2021. The [Bachelor of Applied Science in microelectronic manufacturing \(MEMS\)](#) is an industry-tailored, hands-on program with core content in Printed Circuit Board (PCB) and microelectronic manufacturing, design, assembly and prototyping with additional content in quality, electronics and drafting.



Building on the associate of applied science in MEMS, the bachelor's degree program develops students' knowledge in computer science, electronics, soldering, chemistry and mechanics, and teaches students to perform work on a microscopic scale. The MEMS program has also served as a best practice model for employer engagement and "earn and learn approach," providing a foundation from which LCCC intends to expand and grow its innovation around early workforce connection and career progression.

**Psychology Career and Advising week** – LCCC's most popular Ohio Guaranteed Transfer Pathway (OGTP) provides a direct pathway to transfer and career opportunities in Psychology, and LCCC's faculty serve in a key mentoring role to students pursuing this option. Psychology career and advising week is a week-long series of in-person and virtual presentations introducing students to the diverse career paths within the field of psychology. Psychology experts from a variety of specialty areas present their experiences in the field, including spotlights on sport/exercise psychology, industrial-organizational psychology, mental-health and community therapy, pediatric psychology, chemical dependency, forensic psychology, military psychology, correctional psychology, art therapy, and licensed social work. LCCC alumni also join for these events, transferring their knowledge to help current students access graduate school and providing insights into how LCCC's chapter of Psi Beta assisted them in gaining the needed experiences to do so. Through the University Partnership with Cleveland State University's Psychology program, LCCC faculty also include a transfer-focused session. The week corresponds with the start of the spring semester registration, and participants are encouraged to meet with one of the four full-time faculty, an addition to their assigned academic advisors, to discuss pathway plans in the field of Psychology. Plans are developing to expand this model of engagement to other academic programs.

*NEW*

**Bachelors of Applied Science in Smart Manufacturing** – LCCC has been authorized by the Ohio Department of Higher Education to develop its second Bachelor of Applied Science (BAS) Degree program. Aligned to workforce needs and strengthening the pipeline of applied engineers needed to support the region and state's manufacturing innovations, LCCC's BAS in Smart Industrial Automated

Systems Engineering Technology (Smart Manufacturing) represents a multidisciplinary field focused on the design, modeling, analysis and control of predominantly computer-based automated systems or processes. Automated systems typically contain a mixture of sensors, equipment, devices, software, hardware and humans. The discipline requires knowledge of elements of electrical engineering, mechanical engineering, software programming, networking, security, and human factors engineering.

**Program Advisory Board Redesign** – Through participation in the Aspen Institute’s Workforce Symposium in 2021, LCCC identified Advisory Boards as one of several areas for enhanced collaboration and engagement. An Ad Hoc committee was formed to revise the Advisory Committees policy (IV-130) and related procedure (IV-130), working towards a goal that includes updating the structure to align with effective practices in higher education- workforce collaborations. Applying the Aspen Workforce Playbook as its guide, the committee will focus on practices that reinforce the positive impact of well-designed advisory board meetings that include elements such as data review, action-oriented goal-setting, and shared identification and commitment to next steps in strengthening talent pipelines.



LCCC is a part of Pathways to Innovation. Learning from the initiative Program Advisory Boards will be redesigned using the BILT model developed by the National Science Foundation (NSF). The BILT model creates a co- leadership role for faculty and employers, designed to increase engagement with an

academic program's development and continuous quality improvement processes. Under BILT, the shared goals include students completing certificates and degrees and are well qualified for ready employment or transfer and employers are highly engaged and want to hire students.

**Equity Transfer Initiative (ETI) with Cleveland State** - The Equity Transfer Initiative through the American Association of Community Colleges (AACC), with support from ECMC Foundation and Ascendium Education Group, aims to increase student populations who have historically transferred at a lower rate (e.g., adult, first-generation, black/African America, Hispanic and Latinx). More information is available at Equity Transfer Initiative - AACC ([nche.edu](https://nche.edu)).



LCCC, in partnership with Cleveland State University (CSU) created a program called the UP Express, where LCCC students planning to transfer to CSU benefit from a streamlined and enriched pathway to earning a four-year degree through dual admissions and supports including learning communities, specific first year experience course, structured advising and experiential learning.

LCCC and CSU set the goal for UP Express of 100 students in year one and up to 300 in year two, focusing on access for targeted populations and increasing the number of students entering pre-professional programs and transferring to CSU. The approach includes partnerships with K-12, Ohio Department of Jobs and Family Services, El Centro and the Lorain County Urban League, among others.

**Curriculum-to-Career** – LCCC was selected to participate in AAC&U’s Curriculum-to-Career Institute. Through this opportunity a team of LCCC faculty, staff and administrators will work on enhancing and embedding work-based learning aligned to the Career By Design framework.



### Supporting Resources

#### Division(s)

- Provost Office
- Enrollment, Financial, and Career Services
- Academic Divisions
- University Partnership
- Institutional Research, Planning and Engagement
- Accreditation and Assessment of Student Learning

#### Committee(s)

- Student Completion Council
- Deans Council
- Career By Design Ad Hoc Committee

#### Grant(s)

- US Dept of Defense – ARCTOS Regional Fabrication and Certification Training Labs – Automation and Robotics
- US Dept of Defense – Ohio Cyber Range Institute Regional Programming Center
- US Dept of Defense – ADMETE (Assured Digital Microelectronics Education & Training Ecosystem)
- US Dept of Labor – Scaling Apprenticeship/OMWP (Ohio Manufacturing Workforce Partnership)
- US Dept of Labor – American Association of Community College ECCA (Expanding Community College Apprenticeships)
- National Science Foundation – ATE SMART (Advanced Technical Institute Smart Manufacturing for America’s Revolutionizing Technological Transformation): Industry 4.0 Curriculum Development and Occupation-Based Learning Outcomes in Automation
- National Science Foundation – Weld-Ed (National Center for Welding Education)
- National Science Foundation – EARN
- National Science Foundation – ATE (Advanced Technical Institute): Nondestructive Testing

### Metrics & Goals

| Assessment Question                                   | 2024 Goal                                                                                 | Assessment Activities                                                                                                                                                                                                                             | Analysis                                                                                                                                                       |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Are graduates employed in jobs with meaningful wages? | <b>60%</b> of graduates employed and earning wages at or above the living wage threshold. | Track number of graduates each year employed and their wages (# of graduates employed and earning income over threshold)<br><br>Track participation in experiential learning (# of cohort students successfully completing experiential learning) | % of graduates employed (excluding continuing enrollment or not seeking employment)<br><br>% of graduates employed full-time earning wages above the threshold |

|                                             |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |                                                           |
|---------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Are more students earning advanced degrees? | <b>60%</b> of students transferring-out earning a bachelors degree | Track engagement with employers through advisory boards and sector partnerships (# of employers and sectors working with LCCC to inform curriculum)<br><br>Track program and course changes (# of new programs and courses and # of curriculum changes)<br><br>Track transfer-out and native bachelor's degree attainment (# of cohort students successfully completing a bachelor's degree) | Transfer-out bachelor's attainment rate – 6-year outcomes |
|---------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|

#### Percent of LCCC Graduates Employed 6-9 months after Earning a Credential

Graduation year

|                           | AY 2016-17 | AY 2017-18 | AY 2018-19 | AY 2019-20 |
|---------------------------|------------|------------|------------|------------|
| Reporting Employment      | 141        | 380        | 319        | 159        |
| Total Respondents         | 143        | 403        | 342        | 167        |
| <b>Graduates Employed</b> | <b>99%</b> | <b>94%</b> | <b>93%</b> | <b>95%</b> |

Source: Graduate Tracking survey responses

Note: excludes responses continuing enrollment and/or not seeking employment

#### Percent of Full-time Employed Graduates that Reported Wages above the MIT Lorain County Living Wage.

Graduation year

|                                                    | AY 2016-17 | AY 2017-18 | AY 2018-19 | AY 2019-20 |
|----------------------------------------------------|------------|------------|------------|------------|
| MIT Lorain County Calculated living wage threshold | \$ 39,583  | \$ 40,557  | \$ 41,108  | \$ 44,202  |
| Reporting Full Time Employment                     | NA         | 229        | 216        | 98         |
| Working Full Time and reporting wages at or above  | NA         | 105        | 116        | 36         |
| <b>Living Wage</b>                                 | <b>N/A</b> | <b>46%</b> | <b>54%</b> | <b>37%</b> |

Source: Graduate Tracking survey responses

Note: Metric uses MIT Lorain County living wage for two adults, two working, two children. Inflation adjusted (CPI-U) Graduate tracking responses \$45,000 and above. MIT has extensively researched living wage and provides information by county. This threshold is used to account for individuals that are caring for children.

**Percent of Students Transferring to a 4-year Institution and Completing a Bachelor's Degree within 6 years of First Enrollment**

|                                       | Cohort     |            |            |            |
|---------------------------------------|------------|------------|------------|------------|
|                                       | Fall 2012  | Fall 2013  | Fall 2014  | Fall 2015  |
| Completed bachelor's degree           | 276        | 307        | 291        | 265        |
| Total Cohort                          | 563        | 572        | 529        | 482        |
| <b>Transfer-out degree completion</b> | <b>49%</b> | <b>54%</b> | <b>55%</b> | <b>55%</b> |



## Work Focused Improve Economic Competitiveness

- Elevate Skills of Workforce as Economy Shifts
- Stimulate Innovation and Entrepreneurship

### Supporting Projects /Initiatives

#### UPDATE

**Non-credit redesign** – Access to non-credit offerings provides an entry point to LCCC, a foundation for PLA, and also augments the degree- or certificate-seeking student experience. Further streamlining access to non-credit offerings, LCCC now uses Canvas Catalog to create a user-friendly browsing experience and simplified non-credit enrollment process. Through this semi-centralized approach, LCCC units continue to develop diverse and relevant offerings that foster community engagement.

**Small Business Development Center (SBDC)** – The SBDC provides a high-impact, front-line program designed to facilitate small business growth, job creation and access to capital. It provides confidential one-to-one business advising at no cost, management training and education programs, and technical assistance to entrepreneurs and small business owners. The SBDC is staffed with highly-trained, industry experts to assist the local small business community with growth strategies. Services include Access to Capital (business loan assistance), Buying or Selling a Business, Exporting, Management and HR, Business Plan Development, Government Contracting, Marketing Research and Strategies, Strategic Planning, and more. SBDC has served 1,024 clients providing 1,576 counseling hours, creating 210 new jobs with 306 jobs retained. Additionally, 33 start-ups have been launched.

**Great Lakes Innovation and Development Enterprise (GLIDE)** – GLIDE helps Northeast Ohio entrepreneurs wrap sound business practices around great business ideas. GLIDE's experienced Entrepreneurs-in-Residence provide professional business assistance to companies at every stage of development and connect entrepreneurs with the tools and resources they need to succeed. Through GLIDE companies can access the Incubator Space that is fully furnished including conference and meeting rooms, and shared reception services. To date GLIDE has assisted over 6,800 entrepreneurs, awarded 284 awards through the Innovation Fund, supported the creation of 1,000+ jobs with salaries ranging from \$65k to \$120k and provided 285 educational experiences.



**NEO LaunchNet** – This program is funded by the Burton D. Morgan Foundation of Hudson, Ohio, which supports the free enterprise system by investing in organizations and institutions that foster entrepreneurial spirit. [NEO LaunchNet](#) offers guidance, mentoring, coaching and access to local resources to students from any major and alumni and faculty, so they can gain experience in entrepreneurship. Its consulting is an ongoing process conveniently based on members' schedules. Clients can gain learn-as-you-go information in a confidential, supportive environment. NEO LaunchNet has served over 8,000 community members and supported the start of over 155 businesses since its beginning.



**SMART Center** – The Richard Desich SMART Commercialization Center for Microsystems offers back-end packaging solutions for companies that manufacture sensors and other silicon-fabricated devices. It was founded on the simple premise that providing solutions to industrial problems of the 21st century is the

best path forward for economic development in our region, and for securing a successful future for our community.

The Richard Desich SMART Commercialization Center for Microsystems provides cost-effective technical, facility and equipment resources to startups, multinational organizations, industry/academic researchers and federal agencies that are developing MEMS-based sensor products. Located on the main campus of LCCC, the Desich SMART Center is a world-class MEMS development foundry with access to capital-intensive resources such as cleanroom facilities, microelectronic packaging, assembly and testing capabilities which allows clients to reduce the cost of product research and pre-production development. The Center works with client companies and partners in Ohio and across the United States who focus on "human interface" sensor technologies in markets such as industrial controls, health monitoring and clinical systems.

**Career Technical Education (CTE) program support** – Through a local needs assessment, LCCC developed a plan to strengthen Career Technical Education programs and supports through targeted recruitment strategies, learning communities, intentional connection to holistic student supports, full integration of Choose Ohio First to address student financial gaps in accessing CTE programs, and increased professional development for faculty in applied programs.

**MERIT** - MERIT is a high-volume PCB manufacturing training center located on the campus of Lorain County Community College (LCCC). MERIT was built to provide hands-on training in the field of Surface Mount Technology (SMT) Printed Circuit Board (PCB) assembly, manufacturing, inspection, and rework for purposes of training new or experienced workforce as well as providing professional development. The training provide at MERIT is based on the LCCC Microelectronic Manufacturing degree which trains students to work in PCB production. The hands-on training in the eight core courses of the degree is based on continuous feedback from LCCC's PCB manufacturing industry partners. MERIT launched in October of 2020 and trains workforce in related skills and techniques but in a customized and short-term format to meet manufacturing industry demand.

*NEW*

**Ohio Manufacturing Workforce Partnership (OMWP)** – LCCC is one of 40+ institutions engaged a collaboration between Ohio TechNet and The Ohio Manufacturers' Association. OMWP facilitates a statewide network of manufacturer-led sector partnerships with goals of recruiting and serving 5,000 apprentices, engaging 500+ employers and launching 70+ innovative earn and learn programs through a grant from the U.S. Department of Labor Scaling Apprenticeship initiative.



OhioTechNet

OhioHigherEd  
Department of Higher Education

FOCUS ON IN-DEMAND SKILLS



**ITAG** – Under ODHE's statewide transfer initiative and aligned to LCCC's history of strong partnerships with employers, ITAGS provide a direct connection between individuals' on-the-job training and college



credit. Leveraging existing employer training programs and industry recognized credentials, students are provided an accelerated option to completing certificates and degrees that help them advance in their respective fields.

**Regional Economic and Workforce Development Badging Series** – Inspired by the Aspen Playbook on Workforce Playbook, LCCC sought partnership with Team NEO to co-develop a five-part series designed to ensure key individuals in outreach, advising, and career counseling roles had the economic and workforce development knowledge necessary to help students identify jobs with high growth opportunity. The five-part series was comprised of 90-minute sessions offered twice per day in both in-person and remote formats and included accompanying reflection assessments. Content focused on the three pillars of northeast Ohio’s regional economy: Healthcare, IT/ Professional Services, and Manufacturing, as well as misalignment between areas of high opportunities and the talent pipelines leading to them. Throughout the series, over 70 individuals attended sessions, culminating in 41 individuals (57.7%) earning the Career by Design micro-credential for their full participation and completion of all five assessments. Badge earners have been actively engaging in weekly “applied challenges” that prompt them to use the information learned when working directly with students. Additionally, the team developed a standalone 90-minute highlight session intended for K-12 partners, faculty, and staff outside of advising and outreach. An advanced series, as well as employer site visits, is under development and will launch in 2022-2023 academic year under the Career by Design framework.

**Most Promising Places to Work in Community Colleges** – LCCC has been recognized as among the [Most Promising Places to Work in Community Colleges 2022 by Diverse Issues in Higher Education](#) and the National Institute for Staff and Organizational Development. LCCC was selected for this honor through a web-based survey that focused on issues such as workplace diversity, staffing practices and work environment. Only 24 community colleges in the country were selected, and LCCC is the only community college in Ohio to receive this recognition.

**LinkedIn Learning** – Faculty and staff have access to LinkedIn Learning as a part of the college community. The platform provides access to on demand training content to support upskilling and ongoing professional development. From September 2020 through May 2022 over 400 faculty and staff have accessed over 700 hours of learning materials. Human Resources has created quarterly challenges that focus on a particular topic area. Challenges include a set list of trainings to complete and then the submission of reflection in order to complete the challenge. This effective approach has resulted in increased utilization. May’s challenge focused on effective time management includes 12 videos (ranging just over one minute to a max of four minutes and 16 seconds in length) and three reflective activities that are submitted.

### ***Supporting Resources***

#### **Division(s)**

- Strategic and Institutional Development
- Academic Divisions
- Workforce and Business Solutions
- Human Resources

#### **Committee(s)**

- Student Completion Council
- Career By Design Ad Hoc Committee
- Program Advisory Board Ad Hoc Committee

### Grant(s)

- US Dept of Defense- ONR-MEEP (Office of Naval Research – Manufacturing and Engineering Education Program) Ohio Manufacturing Talent Expansion for the Defense Industrial Supply Chain Grant Project
- US Dept of Defense – ODMC (Ohio Defense Manufacturing Support Community)
- US Dept of Education – Perkins V (State of Ohio)
- Ohio Dept of Higher Education – RAPIDS (Regionally Aligned Priorities in Delivering Skills)
- US Small Business Administration – SBDC (Small Business Development Center) CARES (Coronavirus Aid, Relief, and Economic Security) Act
- US Small Business Administration – SBDC (Small Business Development Center)
- State of Ohio – SBDC (Small Business Development Center) ODSE (Ohio Development Services Agency)

### Metrics & Goals

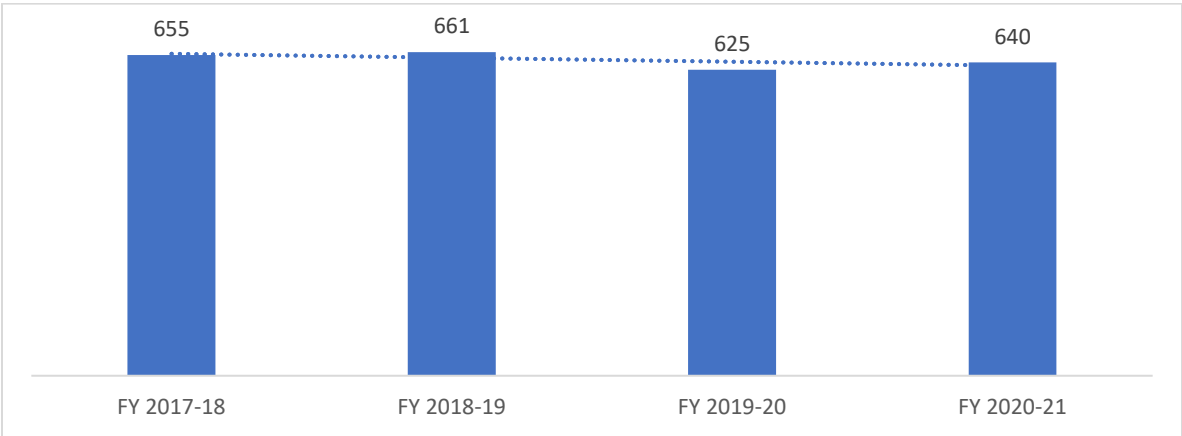
| Assessment Question                                                    | 2024 Goal                                                              | Assessment Activities                                                                     | Analysis                                                                    |
|------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Is the county economy growing or sustaining?                           | X(# or %) Vibrant Economy Index. (Team NEO 2022)                       | Track Vibrant Economy Index score                                                         | Percentage point change overtime in Vibrant Economy Index for Lorain County |
| Are more companies and products being developed and supported by LCCC? | <b>Maintain</b> number of start ups, products and businesses supported | Track start ups, product development, and businesses supported (# companies and products) | Percentage point change overtime of businesses and products supported       |

### Vibrant Economy Index – Lorain County *Coming soon*



Source: TeamNEO "The Vibrant Economy Index" [The Vibrant Economy Index - Team NEO](#)

Number of Businesses and Products Supported by LCCC services



Source: Glide, Innovation Fund, Small Business Development Center (SBDC), Business Growth Services (BGS), and SMART.



## Community Focused Enhance Quality of Life

- Partner with Community Organizations to Address Common Community Challenges and Opportunities
- Leverage LCCC as a Community Resource

### Supporting Projects/Initiatives

#### UPDATE

**Service-Learning Projects** – Service Learning is a unique way students can experience an enhanced educational environment, combining meaningful community service with classroom instruction and reflection. Service Learning, as it relates to LCCC, is an especially important facet of the student experience because it directly connects to the college's mission and commitment to the community. Over 80% of LCCC graduates will remain in the region as they build their careers, and service learning provides an opportunity to meet course objectives, fill a community need, and facilitate students' current and future civic and community engagement. Programs like Nursing, Dental Hygiene, Early Childhood Education, and Sustainable Agriculture among others, provide several diverse opportunities for students to learn through community service and civic engagement. These experiences prepare students for real-world challenges and career readiness, specifically in the areas of critical thinking/problem solving, oral/written communications, teamwork/collaboration, professionalism/work ethic, career management, and global/intercultural fluency. As students reflect upon their experiences, we gain further insight into how Service Learning has enriched their lives.

**Advocacy and Resource Center (ARC)** - Since 1981, LCCC has been supporting students' needs outside of the classroom. Formerly known as Women's Link and Men's Link, the [ARC](#) has built upon the foundational elements of these longstanding holistic programs to launch a comprehensive basic needs and student support center in fall 2019. The ARC is designed to immediately break down structural barriers that are keeping students from progressing and completing college; connect students to a fabric of wrap-around campus and community resources for ultimate support; proactively reach out to students who are at risk before a crisis happens; and cut across campus and community organizations to facilitate on behalf of student access to resources. A holistic intake process provides a welcoming yet comprehensive review of students needs across food access, emergency aid, legal needs, safety, wellness, public assistance eligibility and childcare programs.



**Commodore Cupboard** – In collaboration with Second Harvest Food Bank of North Central Ohio, LCCC has brought the [Commodore Cupboard](#), a food pantry within the ARC, to fully operational scale to meet student and community need. Food insecurities are a challenge that many on campus face, and the Cupboard has experienced over 35% growth in use in light of the COVID-19 pandemic and economic

shifts. Through its partnership with Second Harvest, LCCC can provide more meals, groceries and supplies to students and community members. Most recently, LCCC has collaborated with Second Harvest to become a food distribution site, bringing additional families to campus to access not only food assistance, but to learn about opportunities and programs offered by the college and designed to support certificate or degree completion.



During 2021, Second Harvest again partnered with LCCC to mobilize a large-scale food distribution site on campus to help students and community members access food for their family Thanksgiving meal. Over 100 LCCC faculty, staff, and students joined forces with Second Harvest to ensure 1,917 local families were served through a mobile food pantry set up at LCCC's Elyria campus. The mobile food pantry connected thousands of community members to the LCCC campus, and not only provided access to food but hope through educational opportunities, such as free Fast Track certificates, to provide a tangible bridge to local employers.

**Caring Advocates for Recovery Education (CARE) Center** - The [CARE Center](#) provides free services for students dealing with addiction in partnership with The LCADA Way (Lorain County Alcohol and Drug Abuse) and the Alcohol and Drug and Addiction Services (ADAS) Board of Lorain County. These agencies have collaborated to provide prevention programs and support services for controlled substance misuse, and help those dealing with addiction issues or coping with family members who battle addiction. All services are free to the campus community. During 2021 the CARE center worked with 118 individuals in a counseling capacity and 527 through Alcohol Anonymous support meetings.

**Mental Health Supports** - LCCC recognizes students juggle multiple roles while attending college, and set forth a goal to offer services and supports in a variety of modalities to fit student preferences and individualize their access to mental health care. Under the ARC's organizational structure and in partnership with Lakeland Community College, LCCC first launched the We Care app in 2020, providing direct access to mental health and suicide prevention supports for its faculty, staff and students. In addition, the ARC also provides weekly counseling appointments via a staff counselor, expanded appointment availability through a partnership with Pathways Counseling services, and launched a platform (Shrink Space) that Helps students identify counselors who reflect their identity or specific area of need. In addition, LCCC implemented ProtoCall, a 24/7 counseling service to provide mental health support outside of the ARC's business hours, launched the WellTrack app to help students monitor their own wellness, and offers access to the TogetherAll group support platform to all students at no charge. In 2021-2022 alone, LCCC provided triage mental health support to over 500 individual students, and this figure is expected to grow as students and families regain stability after the pandemic's disruption.

**Fitness Center** – The Fitness Center is a community-wide resource home to fitness and exercise programs and wellness offerings. Through partnerships with Silver Sneakers, Prime, and Renew Active by United Health Care, the Center is available free to many community members as well as faculty, staff, and students.

**Culinary Arts Institute** - LCCC's [Culinary Arts Institute](#) is the place where business and industry leaders find the best professional development offerings, where entrepreneurs create opportunities to expand businesses and skills, and where members of our community come together to learn, cook and eat. Courses and trainings for all ages are available through this foodie paradise, and the Culinary Institute is



also a generous supporter of the Commodore Cupboard food pantry.

Partnerships between the ARC and Culinary Arts Institute have provided access to prepared meals and students and community members in need. Sage and Seed, LCCC's student-operated restaurant, combines hands-on student work and community access to unique dining experiences.



**Stocker Arts Center** - At [Stocker Arts Center](#), art meets drama and drama meets life. Stocker provides a venue that connects our diverse cultural community to LCCC by entertaining, educating, exciting and inspiring through performances, the arts and educational events. Stocker has expanded offerings in light of the pandemic to include virtual experiences.

**Center for Lifelong Learning** - The [Center for Lifelong Learning](#) offers non-credit programming designed especially for those who are at least 50 years old and/or retired. These programs and courses offer learning opportunities in computers, the Internet, estate planning, career enrichment, fitness and recreation, world cultures, astronomy, gardening, history genealogy, antique collecting, creative writing and much more.

**Commodore Career Closet** – Students looking for an outfit to make the right impression for a job



interview, first day at an internship, or other professional opportunity can access The [Commodore Career Closet](#). The Commodore Career Closet provides gently used business attire for students and alumni for job interviews and/or internships. Students may receive two outfits each semester at no cost, thanks to the donations of our community, students, faculty and staff. A large variety of items are available so that

students can shop and find something appropriate for their job search and personal style.

Additionally, students are connected with Career Services to help with preparing for professional opportunities. Career Services offers practice interviews, resume help, and educational programs that help students find and secure the position they want.

The Commodore Career Closet is available by appointment to assist with finding clothing, and also connect students to additional individualized resources.

**Hope Center Coaching** – Through the Ohio Association of Community Colleges (OACC) LCCC is participating in a yearlong network receiving coaching from the Hope Center focused on supporting colleges work to address student need. LCCC's representation included the ARC, institutional research and planning, advising, marketing and communications, and financial aid. Coaching includes service mapping, assessment, policy advocacy and one-on-one support for institutions seeking to refine their emergency aid programs and related processes. Through this coaching experience, LCCC can identify areas in which awareness can be gained and new services that would continue to evolve student access to resources.

**Emergency Aid** – To LCCC, providing students with access to resources that resolve the unexpected is a key ingredient in promoting completion of courses and credentials. Students that experience financial challenges have been able to access support through the ARC (mentioned above) for many years. To improve and build upon the existing structure, LCCC is now working with Edquity, an emergency aid

access and distribution platform to reduce the time between the student request receipt of emergency funds. This partnership will Support the ARC's current student intake survey, automate the collection of meaningful student request data to inform resource development, and pair students with the emergency aid fund that aligns best to their situation.

#### NEW

**Mobile Pantry** – What started during the pandemic in partnership with Second Harvest will be continuing, as onsite mobile distribution both supports student needs but also directly links community to the college campus. Several times per year, LCCC volunteers worked with the Mobile Pantry to provide community access to food and other resources, and LCCC's campus and outreach centers provide Second Harvest an ideal physical space to distribute high volumes of food to families in need. This unique partnership serves as an extension of the Commodore Cupboard and provides a welcoming environment for families in need to access both food and connection to education and employment opportunities.

**The Oberlin-Wellington Rescue Theater Project** – This collaborative project aims to create a outdoor summer theater experience that shares the historical events of the Underground Railroad and prompt reflection on present day. <https://www.owrproject.org/>

**Crock Pot Meal Prep** – Our students are busy and juggle multiple roles to make school and family work. In response to the experiences that students and community members shared about access to food and the utensils needed to prepare it, LCCC is continuing to provide students crockpots and prepared ingredients and seasonings, that can be frozen or immediately used in the crockpot for multiple person meals. Provided at no cost to Commodore Cupboard patrons, this simple gesture has enhanced LCCC's efforts to combat food insecurity among its students and their families.

**Supplemental Nutrition Assistance Program (SNAP)** – LCCC is one of five community colleges in Ohio to pilot the SNAP Employment and Training (E&T) Program, which provides opportunities for SNAP recipients to waive work requirements by participating in education and training programs aligned to workforce needs. Set to launch in 2020, SNAP E&T seeks to partner Ohio community colleges and the Ohio Department of Job and Family Services (ODJFS) to provide holistic support to low-income families as they pursue certificate or degree completion. LCCC has committed to taking up to 300 students in its first round of SNAP E&T referrals from ODJFS. This partnership provides an additional opportunity to serve Lorain County's single mothers living in poverty. Referrals to this program are made through ODJFS to LCCC, and are funded utilizing an existing government benefit programs leveraging LCCC resources.

Also, now on campus for support LCCC has added a SNAP resource specialist to assist students with the application process.

**Child Care Resource Center (CCRC)** – To expand support for parenting students, LCCC partnered with CRC to provide a full-time, on campus connection to local childcare. CRC has dedicated space on campus within the ARC to meet with students, screen for program eligibility and provide options for care that meets their individual needs. This service complements LCCC's existing Children's Learning Center by providing concierge services to students whose children may be outside of the age range currently served on campus. To future support parenting students, bimonthly CCRC and LCCC co-host a Student Parent Cafe.

**We Care Fair** – Focused on communicating out and connecting students to services this new event is open to students, faculty, staff and community members. During the fair spotlights will feature the various services along with information tables where students can directly follow up to learn more or access the services during the fair.

### Supporting Resources

#### Division(s)

- Enrollment, Financial, and Career Services
- Strategic and Institutional Development
- Academic Divisions

#### Committee(s)

- Business Advisory
- RITE Board
- Domestic Violence Board
- Adams Board

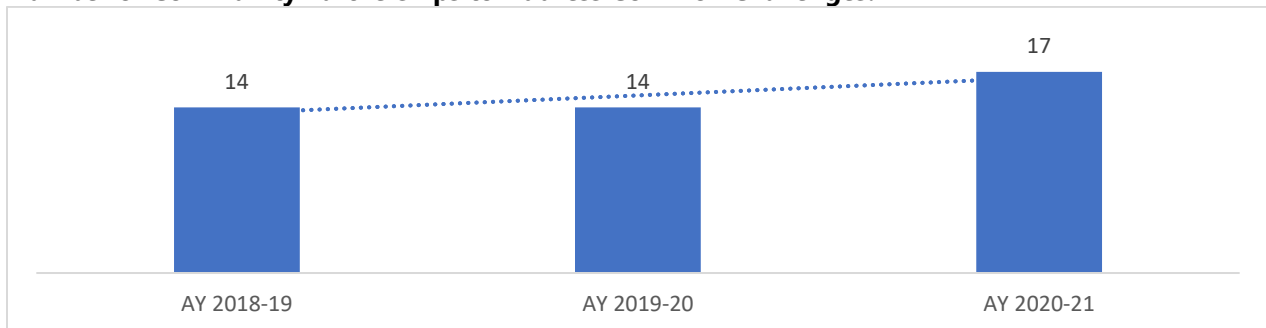
#### Grant(s)

- National Science Foundation – SCC\_IRG Track 2: A Manufacturing-Driven Approach to Advancing Community in Northeast Ohio

### Metrics & Goals

| Assessment Question                                                          | 2024 Goal                                                   | Assessment Activities                                                  | Analysis                               |
|------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------|
| Are meaningful partnerships in place to address common community challenges? | Increase by <b>1</b> number of new or enhanced partnerships | Track community partnerships both new and expanded (# of partnerships) | Number of partnerships change overtime |
| Is the community using the campus as a resource?                             | Increase by <b>50%</b> number of users                      | Track facility and resource usage (# of visits and users)              | # of visits and users by zip code      |

### Number of Community Partnerships to Address Common Challenges.



Source: Advocacy and Resource Center (ARC)

### Number of Visits and Usage of Facilities by Members of the Community

|                         | AY 2017-18*    | AY 2018-19     | AY 2019-20     | AY 2020-21    |
|-------------------------|----------------|----------------|----------------|---------------|
| <b>Visits and Usage</b> | <b>248,775</b> | <b>306,192</b> | <b>304,462</b> | <b>62,091</b> |
| Year-over-year change   |                | 23.1%          | -0.6%          | -79.6%        |

\*Children's Learning Center data not available, no Kristy classes, Stocker not included

Source: Stocker Arts Center, Spitzer Conferencing, Health, Physical Education and Recreation

### Student Spotlight: With the right support anything's possible



Jamie Morrow has endured more than a lifetime's worth of heartbreak. But she says it has all made her who she is today.

"Everything I went through I believe I was meant to go through," Morrow says. "I've learned to be resilient and to never give up."

One thing Morrow has never given up on, no matter the obstacles, is her education. Morrow came to Lorain County Community College a couple years after graduating

from high school, but withdrew in 2008 while pregnant with her second child, Kaden. He had been diagnosed in-utero with a congenital diaphragmatic hernia, which means his diaphragm had failed to close, and Morrow was put on bed rest.

Kaden lived for one month after he was born and then passed away. The pain of losing a son took its toll on Morrow and her marriage. She and her husband divorced in 2014 and a new stress settled into her life.

"I was left with no way to financially support my children," Morrow says. "I was trapped on welfare and the only way out for me was to finally graduate from college."

In 2018 Morrow returned to LCCC ready to finish what she had started a decade ago. But by fall 2019, Morrow was struggling. She couldn't find transportation from her home in Lorain to LCCC's main campus in Elyria. She was also having trouble paying her monthly bills.

Morrow turned to Women's Link, a support service within LCCC's Advocacy and Resource Center (ARC) that provides students with free, confidential services during life crises or financial emergencies. The ARC provided Morrow with emergency financial aid and connected her with other campus resources, like the Commodore Cupboard, an on-campus food pantry. Soon after, she was able to buy a car.

"If it wasn't for the ARC and Women's Link, I would have had to drop out again," says Morrow. "They beyond changed my life."

Morrow finished the semester with a 4.0 GPA and in May 2020 earned her associate degree in applied business administration. And that was just the beginning. In fall 2020 Morrow enrolled at Hiram University through the University Partnership to earn her bachelor's degree in accounting and financial management.

"Earning my degrees teaches my children that hard work really does pay off," Morrow says. "I hope they realize that no matter what mistakes you make, no matter how impossible a situation may seem, anything's possible."

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